

Commencement 1992



Andover Bids Class of 1992 Farewell

By JOHN SIMON MACNEIL

On Sunday, June 7, the Phillips Academy 1992 Senior Class will assemble in Flagstaff Court at 9:30 am to begin the traditional Commencement procession leading to the steps of Samuel Phillips Hall. The procession, accompanied by the Clan McPherson Bagpipe Band, will end at the steps of Sam Phil, officially beginning the Commencement ceremonies.

Following Rabbi Everett Gendler's invocation to the ceremonies, the assembly of students, parents, and faculty will sing the traditional Commencement song "America," written in 1832 by Samuel Smith in America House, now a dormitory at PA.

AWARDS

Hale Sturges, President of the Andover Chapter of the Cum Laude Society, will begin the awards presentation by announcing the final electees to the Cum Laude Society. Headmaster Donald McNemar will continue the program by presenting the Non-Sibi Award, Yale Bowl, Faculty Prize, Madame Sarah Abbot award, and the Aurelian Honor Society prize.

In light of the Phillips Academy motto of "not for oneself," the ninth awarding of the Non-Sibi award by the faculty will go to the one or more Seniors whose

independent project "combines unusual excellence with service to the community."

The Yale Bowl is awarded to a member of the Senior Class who achieves the highest standing in both academics and athletics while attending Phillips Academy. The Yale Club of Boston funds this Senior award.

McNemar will present the Faculty Prize to the Senior who has achieved the highest grade point average while at PA. This recipient of this award will receive a \$100 check sponsored by the Freund family.

The Madame Sarah Abbot award recognizes a female member of the graduating class who has best demonstrated strong character, effective leadership and outstanding scholarship. Abbot alumnae established the award in honor of Sarah Abbot, who founded Abbot Academy in 1828. At her death, Sarah Abbot left over ten thousand dollars of endowment to Abbot Academy to allow it to continue as a female institution that emphasizes education.

The final award, the Aurelian Silver Cup, goes to a male in the Senior class who, in the opinion of the faculty and fellow peers, is "outstanding in sterling character, high scholarship and forceful leadership."

The Yale Aurelian Society established the award in 1935.

Following the presentation of the awards, School President Dylan Seff and McNemar will deliver speeches to the assembly.

DIPLOMAS

David Underwood, Chairman of the Board of Trustees, and Dean of Studies Susan McCaslin will begin the awarding of diplomas by awarding four Senior leaders with diplomas. The four Seniors, selected by McCaslin, will receive their awards prior to the singing of the Latin "Gaudeamus," another traditional part of the Commencement ceremony.

After a brief benediction from Rev. Barbara Livingston and Rev. Richard Gross, the Senior class will proceed to the Great Lawn in front of the Addison Art Gallery to gather and receive diplomas. The Recession will end in a semi-circle around the steps of Addison, where McNemar will randomly distribute diplomas throughout the circle until every diploma has been delivered.

A reception in front of the Oliver Wendell Holmes Library on the Great Lawn will conclude the 1992 Commencement ceremonies. In the event of bad

weather, the entire ceremony will be held in the Case Memorial Cage.

PRECEDING EVENTS

On Friday evening at 6:30 Seniors and faculty participated in the annual Senior/Faculty Dinner held in the Cage. In this event, each Senior escorted a faculty member to the dinner in the final gathering of the departing Senior class with the PA faculty. At the dinner, retiring faculty Diz Bensely, Marion Finbury, and Georges Krivobok spoke to the assembly.

In addition to the retiring faculty's speeches, the Chairpersons of the Senior Parent Gift Committee also presented their gift to the school in the form of a check. Secretary of the Academy Allen Adriance announced the Class of 1992 Class Secretary and Agents, symbolically introducing the Senior class into the ranks of alumnae.

On Saturday, each cluster held receptions for Seniors, families, and faculty from 5:00 pm to 6:00 pm, followed by a buffet supper in Commons at 6:00. From 7:00 to 9:45 pm, members of the Senior class entertained the parents in a program organized and directed by the Office of Admissions. The Saturday events ended with a candlelight Baccalaureate in Cochran Chapel at 9:45 pm.

Andover Students Presented with Achievement, Character Awards

By MICHAEL CORKERY

On Monday, May 18, Andover convened in an All-School meeting to honor the outstanding achieve-

ment of its students, athletes, and retiring teachers. Headmaster Donald McNemar, Dean of Studies Susan McCaslin, and Athletic Director Leon Modeste announced the recipients of various athletic and scholarship awards.

Athletic Awards

After the ceremonial procession of the Senior class down the center aisle of the Cochran Chapel, Leon Modeste, PA Athletic Director presented the awards for athletic achievement. Modeste honored West Quad South with the Parker-Sprague Gross Trophy, awarding its "A" teams which finished highest in Cluster Sports standings for the entire year. Christopher Langone '92 received the Harold J. Sheridan award for his

outstanding contribution to Cluster Athletics.

Modeste awarded Ryan Westendorf with the Schubert Key, recognizing him as a senior who has excelled in Varsity Athletics and who has exemplified the qualities of sound character, cheerfulness and good sportsmanship on the Athletic Field.

As a Senior member of the Varsity Football and Varsity Baseball teams who displayed loyalty, courage, and modesty, Anthony Aime '92 received the Day Tippet Award. Senior Hilary Potkewitz won the Abbot Athletic Award, which commends the girl who has excelled in Varsity Sports and whose loyalty and good sportsmanship exemplify the highest ideals of Andover athletics.

Finally Seniors Todd Lubin and Chathy Thomas were recognized as the most capable athletes of the past year. In honor of their outstanding performances on the Athletic Fields, Lubin and Thomas received the Press Club Award.

Achievement Awards

Next Dean of Studies Susan McCaslin presented the Sullivan Prizes to the Lower, Upper, and Senior who have made outstanding progress at Phillips Academy. Senior Adam Roll, Upper Miguel Villoro and Lower Rohit Mulpani were recognized for their achievement.

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S.L. is alive, Horndog is a punch line, and the Phillippian will never be the same.

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Newly Renovated George Washington Hall Unveiled



The newly renovated George Washington Hall

Photo/File

By CYRUS MASSOUMI

PA welcomed students and faculty back to campus after winter break with the opening of the newly renovated George Washington Hall. The one and a half year project involved everything from updating the building's old steam heating system to installing new cable and conduit for televisions, computers and phones. A new student and faculty mail room, a revamped theater, and walkway between GW and Kemper make up the most drastic changes in the building. "I think the renovation was a well needed facelift for the Academy's physical plant," said John Tower '92.

In the building's main administration wings, office configurations remained the same, but new offices on both the second and third floors were built on the area that once belonged to the auditorium. In addition, the renovation enclosed staircases leading to the second and third floors in order to meet the fire safety code.

One of the major exterior structural changes involved building an enclosed walkway between the Kemper art building and GW. While the connection existed pre-

viously in the architectural plans for the art building in the 1960's, it was eliminated because of budget reasons. Other major changes included enlarging GW's main lobby, moving the basement bathrooms and relocating the student mail boxes to the east side of the building.

The school undertook many modifications in order to make the building accessible to handicapped people. The plans included a new elevator, and the enlargement of the front entrance doors and ramps.

The theater in GW required extensive repairs, eventually making the seating area smaller but more functional. Mike Brown, technical director of the Theater Department, commented that the renovations rid the theater of "dangerous machinery and fire hazards." The seating capacity of the theater shrunk from 800 to 420 seats in order to make room for other technical improvements, however, the seats and the stage are built on movable platforms, thus making the theater more versatile. The catwalk, along with the updated lighting and sound systems, replaced the chandeliers of the old theater.

In honor of his wife Francis Tang, Abbot class of '57, who recently died of cancer, Oscar Tang '56 donated a gift to PA of \$5 million, the largest gift given to PA by a living benefactor. The school used a half million dollars from this gift to help pay for the renovations to the theater, and PA formally renamed it the Francis Tang Mainstage Theater.

The bulk of the renovations was made possible through donations of alumni and others. Susan Stott, Director of Personal and Business Services explains, "The money comes either in pledges to be paid in a certain amount over a certain period of time or it can come in the form of contributions that come in right away, or it can come in the form of planned giving." Planned giving consists of a pledge to give a certain amount in the event of the donor's death. Although the school has not received all the funds for the cost of the renovation, the net cost of the construction is covered by pledges.

The price of construction surpassed original expectations, said Stott. The telecommunications cable, for example, cost four times as much as anticipated. However, PA expected some costs to exceed the original estimate, and the pledges will cover these predicted extra costs.

In general, students and faculty are pleased with the completed and renovated George Washington Hall. "I think the renovation was a well needed facelift for the Academy's physical plant, commented John Tower '92. Even new students admired the renovations.

"GW looks really nice, even though I've never seen it before," said Paul Ottinger '93.

Trustees Review Admissions, Plant Renewal, Tuition

By JOHN HARRIS

The past school year was no doubt a busy and productive year for the Phillips Academy Board of Trustees. It was a year that saw the Board consider, among other things, the admissions picture, plant renewal ideas, and, most importantly, the Board took several important steps to prepare PA for the future.

In January and late April the Board of Trustees made some difficult but necessary decisions concerning plant renewal and future budget plans. To accommodate the difficult financial climate, the Board reluctantly approved a 7.7% increase in tuition for the upcoming year. Also, the financial aid budget, which will stand at 5.7 million for next year, will provide aid for only 460 students instead of the 490 this year.

Another topic that received a great deal of attention from the Trustees was the admissions policy. The Board completed a review of the current applicant pool, and also studied the recruiting policies currently in use. While the Board found the current applicant pool to be on par with past groups, they noted that more extensive recruiting is required nowadays. McNemar, one of those who headed the year's discussions, reaffirmed the school's commitment to high admissions standards and diversity, stating that "given the school's commitment to diversity and excellence, and recent economic adversity, needs are greater than usual."

The commitment to "excellence and diversity" to which McNemar referred to, however, will not be

cheap. Phillips Academy will boast the largest financial aid budget of any school in the nation next year. But alumni admissions consultants and board members have placed the necessary funds for future financial aid in the area of \$70 million. Following meetings on the subject that occurred in January, Chairman of the Board of Trustees David Underwood felt that "although we may not be able to be totally needs blind, we are up to 90% [needs blind] and we remain firmly committed to our goal of meeting the financial needs of quality students."

Following discussions on admissions, the Board reconvened in April to discuss the renewal of the physical plant. Long-range plans for renovations headed the long agenda. The Board focused primarily on narrowing certain suggested sites for renovations and on the plant renewal budget for upcoming years. McNemar cited Evans Hall, Abbot Hall, and the Kemper art studios as areas that need to be renovated in the near future. However, McNemar was quick to point out that "the school just cannot afford to attend to all of its needs at once." He also noted that in order to keep the beauty of the campus intact, "we must put up long range goals and priorities."

Aside from admissions and plant renewal, more current and pressing topics such as finances and future budget plans were among the items that topped off the Board's agenda for this year. As the school's list of expenses grew even longer this year, the

Board scrambled to find ways to cut the budget. McNemar expressed the need to increase the school's base of resources by acquiring a larger base of capital for plant renewal projects and the financial aid budget.

While molding the 1992-93 budget, the Board gave high priority to teacher compensation and also to holding down the tuition. Another item that received thorough consideration during the meetings of this past year was the Annual Fund. "To increase endowment," quoted McNemar, "we need to give attention to the Annual Fund as one of the Academy's resources."

In the end, the main issue concerning long-range planning is fundraising. To achieve the high goals set this year by the Board, the school will have to be able to acquire sufficient funds through avenues other than tuition. In response to the difficult question of fundraising, McNemar stated that "we are still in a mode where we're trying to limit expenses while still achieving educational objectives."

The balancing act that McNemar speaks of is not easy to accomplish. It is an issue that plagues schools all across the country. In a school as large as PA, this problem is only magnified. The consensus from McNemar and from other Board members is that by taking the necessary steps, financially and educationally, it is possible to make PA an excellent school as well as an affordable one.

Wilmer Implements New Work Duty, Parietals

By JESSICA DUBIN

Parietals...the sanctuary policy...a Junior cluster...PA has discussed all these issues over the course of the year. As a result of these issues, Dean of Residence Henry Wilmer made several changes in this year's residential policies, ranging from new work duty programs to the Junior parietal policy, and according to Wilmer, the student body should expect further modifications to the policy next year.

At the start of Fall Term, Wilmer announced the new Junior parietal policy; upperclassmen laughed. Wilmer announces his proposal for a "door ajar" policy; the laughter ceased. Out of concern for safety, emotional damage, parent complaints, and legal liability, this policy calls for limited parietal times and for the door to stay unlatched at all times during the parietal.

The Student Council promptly brought up such concerns to the policy such as invasion of privacy and the likely increase in illegal parietals that could occur.

Upper Rep Liz Roberts stated that in response to less legal weekend parietal times, there would be an increase in illegal parietals, and that "most stuff happen during IPs." Wilmer answered that plenty of illegal activities also take place during legal parietals.

In addition to changes in parietal procedures, Wilmer feels that we need to be more educated about sex and date rape. He also stated that parietals should be "age-graded: Juniors should have more structure than Seniors should."

As of yet, a final parietal policy has not been decided for next year. The major issue is who should have the most input in the matter. In other words, should students, deans, and faculty have equal say in creating the policy, or should the deans and faculty have more power?

One idea being discussed is the standardization of procedures for all dorms, in which the procedures, such as check-in and check-out, would be the same. Another possibility is personal check-in, and check

out. At the moment, most dorms require only face-to-face check-in. The school administration is also considering parental permission in order to have parietals. But, according to Wilmer, no changes are definite yet.

As for the Junior cluster, it will definitely not appear in the near future. Despite Wilmer's argument that a Junior Cluster would "provide special activities and educational opportunities for the Juniors," opposition to the idea proved too strong. Cilla Bonney Smith objected that a Junior cluster would isolate Juniors, and their senior proctors, make the transition for two-year Lower even more difficult, cause major geographical changes, and isolate Juniors from "older students who are positive role models." Despite the rejection of the proposal, Wilmer hopes that "our present cluster system do some of the things a Junior cluster could do," including organizing social functions specifically for Juniors.

The "Use of Time" Committee, co-headed by Wilmer and Dean of Studies Susan McCaslin, decided that the dates for next year's Thanksgiving vacation will return to normal. The basic goal of the committee, according to McCaslin, is to "find a system that would enable us to do our work in less hectic way." Some ideas include using the 5:00-5:45 time period for meetings and extracurriculars. Also, in order to maintain our sense of community, McCaslin suggested that community meetings be held more frequently, perhaps once a week, either as a whole school or as a cluster. The committee is also debating on the creation of an administrative position, which would enable a faculty member to devote his/her entire effort to tackling the organization of our time.

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... Achievement, Character Awards

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Senior Allen Soong, currently away on the Washington Intern Program, was awarded the Van Duzer prize, commending his high scholarship during his Upper-Middle year. For his display of "loyalty and sterling character," Junior Joseph McCannon received the Wells Prize. Heidi Cline won the Keyes Prize, awarded to the Lower who best displays the qualities of character, leadership, athletic ability, and scholarship.

Recognizing her exemplary judgement and loyalty to the school, the Stales Prize went to Upper Liz Roberts. Kristina Kuo received the Andover Book Prize, awarded to an Upper who has combined excellence in scholarship with achievement in other fields. Winner of the Winton Volunteer prize, Upper Heather Brown was recognized for her commitment and involvement in community improvement projects. Dean McCaslin, then awarded Upper Jennifer Charat with the David Hackett prize. The academy gives this prize to the Upper who best exemplifies the courage, leadership, compassion, and athletic ability that characterized Andover graduate David Hackett. Charat received a full scholarship to an Outward Bound program of her choice.

McNemar Presents Senior Awards

Next, Headmaster McNemar honored the achievements of the graduating class of 1992 with vari-

ous awards. Barry Bohla was awarded the Ayers Prize for establishing a position of respect and admiration in the community. Senior Todd Lubin, a "student who best displays a depth of understanding, sensitivity, and concern for the welfare of others." Senior Amy Canfield received the improvement prize for her development of character, scholarship, and leadership.

The Academy presented the Schweppe Prize to Senior Tracey Mullings as recognition of her spirit, cooperation, and friendliness. For his strong leadership and character Andrew Elder Zurcher received the Abbot Stevens Prize.

Eric Greenhut, a Senior who "best exemplifies and upholds the ideals and tradition of the School" was awarded the Fuller Prize. Last, Senior McNemar presented Kristina Howard with the Kingsbury Prize, given to the Senior who best displays perseverance and resolution. Howard also received the ABC (A Better Chance) award for her involvement in that program.

McNemar awarded Katherine Porter for her involvement in community Service project in rural Iowa with the Dr. Martin Luther King Award. Senior Ronald Lanouette was commended for his work in the summer PALS program.

Retiring Teachers

During the meeting the community paid tribute to George Krivobok, Instructor Russian and

Spanish, Marion Finbury College Counselor, and Diz Bensley Instructor in Art, who will retire at the end of this year. Jane Stubbs '92 said that as her Russian teacher Mr. Krivobok was "not only her teacher but a good friend."

Marion Finbury, a twenty year member of the College Counseling Department and a nationally recognized leader in her field will also retire this year. Eric Ham '92, thanked Finbury "for making College Counseling a more enjoyable and less stressful process." Darianne Elliott '92, shared humorous anecdotes about Bensley's ventures as a "navigator" and Bishop House Counselor.

Seff Gives Last Address

After the award ceremony, Teaching Fellow Todd Fletcher and the Andover orchestra performed "Finis Origine Pendet." This orchestral piece depicted the Fall term of Lower year, Winter Term of Upper Year, and Senior Spring in a three movement orchestral piece.

School President Dylan Seff then entertained the chapel with his last address. He reminded the Senior's that in two weeks "they will be full fledged alumni of Phillips Academy." After a series of jokes and skits Seff said farewell to the school and handed over the microphone and his title to Ore Owodunni the new School President.



For more information, call the Phillipian offices next term at (508) 470-1746 or write us.

Father Richard Gross Moves On

By ANN BISLAND and REBECCA SLOTNICK

At the end of this year Andover will say farewell to Father Richard K. Gross S.J., Roman Catholic Chaplain, Instructor in History, and founder of the Community Service program. In his eleven years of service at Phillips Academy, Father Gross has been a vocal and active leader of the community.

Born and raised in Wretham Massachusetts, Gross attended Boston College in 1966 where he studied Philosophy and earned an AB in history. He then continued his studies at Harvard University receiving his MA in history at the London School of Economics and obtained his MDiv at the Weston School Theology.

Prior to his term at PA, he served as an aid for refugees in Belize, Central America. There he worked in a parish, city relationships with the people where he formed many memorable bonds and relationships with the people. In Belize Gross was able to "meet the immediate needs of the people," which gave him a "great sense of satisfaction."

Shortly after his arrival at PA in 1981, Gross founded the Community Service Program. In addition to the church and education, community service is a major focus of Gross's life. "The natural expression of one's faith has to be service", comments Gross. Before Father Gross began his career at PA, only five or six students participated in any type of service. In its early stages, a group of students would serve dinner at Bread and Roses, a soup kitchen, in Lawrence. As Father Gross continually put notices on the blue bulletin student interest gradually began to increase. As the program began to flourish and expand, more groups outside the PA community contacted Father Gross, wanting to



Founder of Andover Community Service, Fr. Richard Gross

Photo/Sahadevan

form joint programs such as PALS (Phillips Academy Leonard School). Now over fifty PA students travel to the Leonard school to tutor children in the sixth, seventh and eighth grades. Community Service functions as a major facet of the Academy and an integral part of an Andover education. Today there is greater student interest as well as requests from groups outside the community then can be granted. As Gross states, "The responsibility and generosity of the students is taken seriously and an amazing amount of people respond."

"Community Service is not just a meeting of a specific need. The purpose of a real service is the growth in respect for other people whom ever it may be. It is the deeper appreciation of ones self, the education of the heart and personal growth." Gross adds, "The enthusiasm and generosity of the students is very rewarding. I love teaching students who are interested and show initiative and creativity; it keeps you feeling alive with in yourself." This year marks

the third year of the PALS program and Gross feels that it is time to move on and allow for new leadership. "It is valuable for each person and the institution as a whole to have a different perspective by hearing a different voice," adds Gross.

Father Gross acted as the Roman Catholic Chaplain at Andover. Apart from serving the sacramental role, he and the other chaplains have tried to address the spiritual concerns and religious perspectives surrounding issues in the community.

In addition to Community Service and the Chaplaincy Father Gross has made tremendous contributions as chaplain and an instructor in history. As one student of his students comments, "Often in class he will relate the course to the present and to his own life. The stories he shares are very interesting. It's amazing how vast his knowledge is, and all the places he's traveled. He is an outstanding and commendable teacher." Gross says himself, "Any involvement in education is an education for oneself.

Education is more than academic, it is the formation of a whole person. The opportunities and the people of PA have made it a very rich educational experience for me. The contribution because of my background and faith have benefit to the school."

Father Gross believes that his time at PA allowed him to see himself in a different setting which enabled him to recognize his strengths and weaknesses. He was also able to experience an institution of "power and influence," an experience which has proven both "rewarding and frustrating."

After leaving Andover, Father Gross will serve as Pastor and Head Chaplain at St. Thomas Mores Center in Storrs Connecticut. He also plans to spend seven weeks in refugee camps in Uganda sponsored by the Jesuit Refugee Service. The voice of this prominent teacher, chaplain, and community service leader will be dearly missed, but in his eyes, "It is time to move on and allow a new voice to be heard."

Cultural Weekend Celebrates Campus Diversity

By SARA COOPER

Over the course of the year, PA has held a number of cultural weekends to expose the school to the variety of cultures present on campus. Beginning with Latin Arts Weekend in November, the series of programs exhibited a weekend of African-American Arts, Jewish culture, an evening of Indian culture, and the series ended with a night of Asian arts in May. Each program was unique in its attempt to present its representative culture, with events ranging from a display of martial arts to a concert of African-American music.

Latin Arts Weekend from November 1-3 was the first cultural weekend held at PA. The program began with an all-school dinner in Commons consisting of Latin American food, followed by several guest speakers, a semi-formal dinner and dance called "Latinofest". The weekend combined education along with different types of Latin American entertainment.

The dance and "Latinofest" gave students the opportunity to watch and participate in different types of cultural dances as well as see a

temporary African and African-American music. A Sunday-mass featuring a gospel choir followed by a Coffee House and Fashion Show hosted by Bobby Edwards and Beverly Henderson concluded the African-American experience.

This year's Jewish Cultural Weekend began on March 10 with Judith Magyar Isaacson presenting a speech "Adolescence in Auschwitz". Isaacson spoke of her experiences as a teenager in a concentration camp during the World War II. On Friday, during Shabbat, the Jewish Student Union (JSU) held a special Sabbath dinner and service open to the entire PA community.

Following the Sabbath service, Professor Julius Lester from the University of Massachusetts spoke on his conversion to Judaism after growing up in a Baptist household. The JSU also presented two movies, Woody Allen's *Annie Hall* and *The Chosen*. The weekend concluded on March 12 with a special Sunday brunch.

On April 25, the Indian Pakistani Organization (Indo-Pak) organized a night to expose Andover to Indian and Pakistani culture. The evening began with author Sherifa



fashion show with traditional clothing from different Latin countries. The guest speaker, Isaac Borenstein, the Chief Justice of the Lawrence District Court, spoke to PA on Latin American culture by recounting his own personal experiences about growing up Cuba and the United States. At dinner in Commons, an alumni panel discussed the impact of Latinos in America.

In February PA held the eleventh annual African-American Arts Weekend on Feb. 13-16. As in the Latin Arts Weekend, the object of the program was to combine education with entertainment to familiarize the community with African-American culture. The weekend featured Torrence Boone, who spoke on his experiences as a gay black male at Andover and Stanford, and Mashelle Jones, both P.A. graduates. Dean of Abbot cluster Rebecca Sykes also spoke at the semi-formal dinner about her role as a black woman in the Andover community.

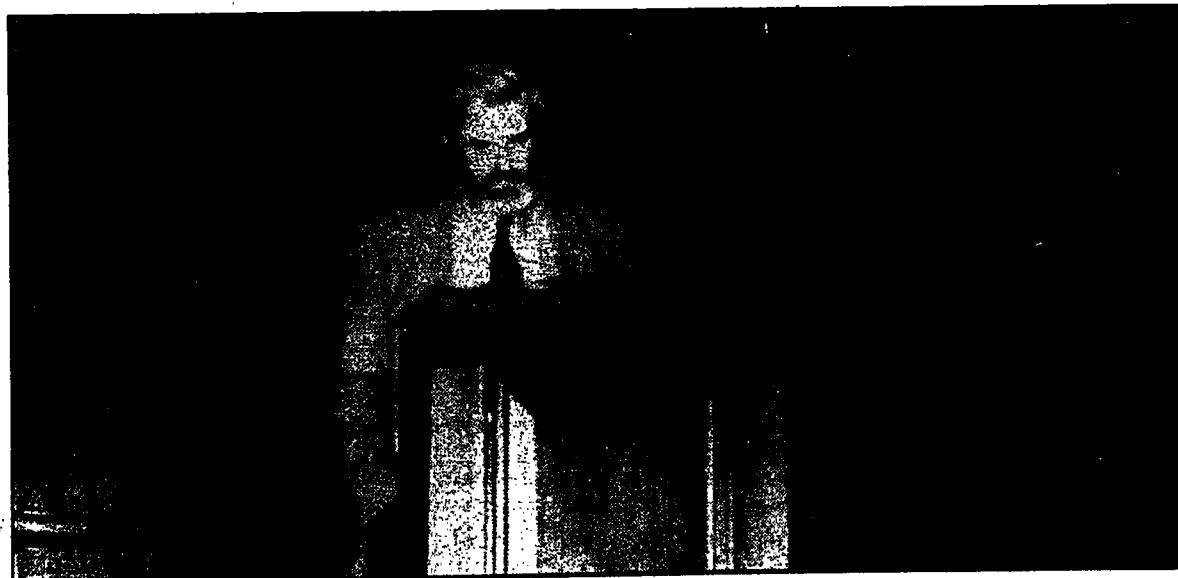
After the dinner, the African-Latino-American Society sponsored a semi-formal dance with D.J. M.C. Bucket from Brown University. The weekend entertainment also included a concert entitled "From Mother Africa", which consisted of traditional and con-

Zuhur speaking on the misconceptions of women in Islam. Classical Indian dancer Neena Gulati followed the speech with a recital of traditional Indian dance. In addition to watching the performance of the dance, students attempted to perform the steps themselves. The festivities ended with catered Indian refreshments.

The Asian Arts Festival on May 16 concluded the year's cultural weekends. The festival featured the cultures of many Asian countries such as China, Japan, Korea, India, Pakistan, Honk Kong, Taiwan and others. The evening began with two one-act, one-person plays enacted by two actresses from Boston. The plays dealt with the identity problems of being Japanese-American and Chinese-American.

Following the plays, students and faculty wandered through booths prepared to represent the different countries in a half-hour intermission. The booths, manned by members of the Asian Society wearing traditional costumes, offered ethnic foods, jewelry, artifacts, and literature. Students performed skits wearing ethnic costumes designed to explain aspects of Asian cultures. The evening ended with a martial arts performance by Yang's Martial Arts of Andover.

1991-1992 Headmaster's Symposium Presents China



By CHRISTINA KUO

This past summer, approximately forty-five faculty and fifteen spouses embarked on a three week journey through China. Between July 4 and July 25, this group of sixty ventured from the museums of major cities such as Shanghai to the tranquil gardens of Hangzhou to working on a farm in Shijiazhuang.

"The object of the trip," commented Director and Coordinator of the faculty trip Hale Sturges, "was not to think as tourists, but as students and come back as teachers to lead other people to learn about the culture of China." The faculty trip was the vehicle for focusing attention on China, "a country Americans haven't known much about," continued Sturges.

As a result of this recent interest, this year's Headmaster's Symposium, focused solely on China. Founded in 1983 by Headmaster McNemar, the purpose is to "bring this school together into a voluntary inquiry," concerning subjects of geographic, historical and/or socio-ecological importance. Past topics included Africa, the former Soviet Union, Latin America, racism, nuclear war, gender issues, the

environment and most recently, the Asian Pacific World.

The symposium is a single term affair consisting of a series of lectures and discussions concerning a predetermined topic. This year, the symposium followed a slightly different format. Not only did it include weekly lectures of films, but also "a series of ongoing discussion groups meeting on Wednesday evening," said Symposium Coordinator Hale Sturges.

Sturges and Instructor in History Diana Wood also assembled a packet of literature on China organized into eight topics to provide background knowledge for each of the eight weekly student-faculty discussions. Topics included economics, education, Confucianism, tradition, the Chinese American experience, women in China and geography as well as others.

Each Sunday during the winter term featured a speaker who gave his/her perspective of the country of China and its people. The list of speakers included two P.A. graduates. Josef Tattelbaum, class of 1978, who delivered a speech entitled "Doing Business in China." Tattelbaum shared his view of Economics in China as an American business in China as well as his views of the country as a ten-year resident. Richard Gordon, class of 1971, gave a pre-

sentation on the media's representation of the Tiananmen Square incident through video clips from both Chinese and American television and several selections from periodicals.

Several members of the current Phillips Academy community sponsored a panel discussion of the Chinese-American Experience. The panel consisted of three generations of Chinese Americans, Beatrice Lee who immigrated to the United States after high school in the 1950's, Instructor in English Ada Fan, and Senior Allen Soong. Soong commented on the importance of the discussion, "As Asians, people either forget that we are a minority because we assimilate so well, or they single us out to extremes." He saw the discussion as a way to help non-Asians understand the experience of growing up between two cultures.

Mark Salzman, author of the book Iron and Silk and producer/director of the film, arrived to speak of his experiences in China on the Yale in China program as well as his studies in Chinese philosophy, language and martial arts. He deemed his two years in China "The richest experience I could have." The one thing he stressed was that after his experience in the country and with masters of martial arts, he learned

that "Ultimately, the best any teacher can do is give you the means to help you answer the questions you have about yourself."

To discuss the Tiananmen Square incident as well as his experiences as United States Ambassador to China from the spring of 1989 to the spring of 1991, Andover invited Ambassador James Lilley. He outlined a brief history of Chinese-American relations and through today and ended with hope for the future. Also, Phillips Academy invited two Chinese dissidents, Gao-Xin and Lin Yuan to speak of their experiences of oppression and imprisonment during the Tiananmen Square incident.

As the final speaker, Yale professor Jonathan Spence arrived to deliver the Alfred E. Stearns lecture. After thirty years of research on the subject, Spence delivered a speech entitled "The Weight of Tradition in Contemporary China." Through his talk, he discussed the role of tradition in modern China and he attempted to clarify common-held myths of Chinese History.

As the symposium drew to a close, Sturges explained that while one of the central aspects of the program is that it be voluntary, the lack of participation made for a discomforting problem. It was a way for students and faculty to gather together for learning's sake alone and "talk about something of substance once a week," explained Sturges. The symposium was in part an attempt to counter the media which "presented many images without context to many Americans," and to educate people to rid them of the "high level of ignorance" about China, according to Sturges. So, at the terms end, the sixty faculty, through lectures and films, managed to achieve their goal from the summer trip of journeying to Asia as students and returning with the knowledge to educate a community.

... Policy Changes

Continued from Other Page

Other changes made this year concerned the in-dorm work duty programs and the new day student parking areas. Wilmer feels that the new work duty program has been a success, although a few adjustments might be made next year to insure that the program "runs smoothly."

On the other hand, day students are dissatisfied with the new day student parking areas, which consist of a lot near the tennis courts and another by the Andover Inn. But as Wilmer pointed out, day students are closer to campus than many boarders living in Abbot. "You can't always park right outside the door," said Wilmer. Currently, the Student Council is attempting to create a new day student lot near Cooley

House, and perhaps giving Seniors priority spaces.

When asked about other changes for next year, Wilmer replied that no other changes are definite yet, except the gender changes for next year's dorms. America House will house Junior boys, while Whitney House and Carriage House will become a female dorm next year. Draper Hall might change to a Junior boy dorm the year after next because of the increasing size of the Junior class. Other possible changes for next year could include a modified opening of school, a change in the cut system where work duty cuts would count as regular cuts, and occasional nighttime fire drills to deal with the growing number of cruising incidents, as well as to promote fire safety.

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Retiring Cluster Presidents Reminisce, Incoming Presidents Exult, Review Plans

By JESSICA LUBARSKY

On a smaller scale, it is time to hear about the clusters. The new and retiring presidents of Abbot, Rabbit Pond, West Quad North, West Quad South, Pine Knoll, and Flagstaff, have taken the time to reflect on the year and the times to come.

Rob Bolton has much to say in his "Reflections of a Cluster President"

When I entered my office this year, I was enthusiastic about making Abbot cluster a smaller community within the larger community of the school. I wanted to have huge functions where everyone in the cluster could get together, relax and have some fun. Everyone meant more than just Will Hall and some Junior House and Abbey House. What happened to the rest of the people? Well, they were, for the most part, in their dorms complaining about how boring the weekends were. At first I felt some guilt, but after further consideration I came to the conclusion — That's their fault. I could only do so much. We that attended the weekend social functions had a blast. Basically the chance was there, most just refused to take advantage of it. That's their loss and no fault of mine!

I stood at the head of Abbot Cluster because my peers elected me to that position. They alone had the power to put me there and the reason they used this power was in hope that I would express their feelings to the deans of the school. I realized this expectation and tried hard to fulfill it, but I learned one thing. A leader is only as strong as the people behind him. As the year progressed, I realized I was standing alone. Of course I stressed my ideas and values, but I am one person in a group of two hundred. What makes one think that the deans are going to listen to only one voice and one vision. I lacked the strength to persuade the deans to look at my views seriously. That strength being the voice of the entire cluster. I heard and still hear complaints about how student leaders do nothing. A leader alone cannot make change, however, a leader with the support of his peers can. Strength comes in numbers, so support your school leaders and stop the complaining. Maybe then changes will come.

Unfortunately my last year has been filled with disappointment for me. That greatest disappointment had to come with the school's disciplinary system.

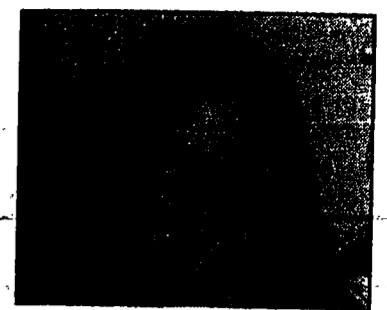
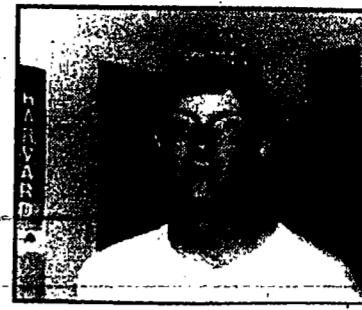
For the most part it works rather smoothly and is fair to the student body, but there is one problem — consistency. This school cannot set double standards.

To William Hsieh, next year's cluster president and to all the cluster presidents, this is my advice for next year — consistency. At the end of this year there was an improvement in this concept in the Abbot disciplinary committee. Keep up the work and pressure the deans to sit down and make standard disciplinary policies.

Otherwise, to the students of Abbot Cluster: Live life, get up campus on weekends and cheer on your teams! They deserve and demand your respect!

The new leader of Abbot shared his thoughts for the coming year: I believe as I'm sure all of you believe too, that "cluster presidency" is not just a free gift from the entire Abbot people to one individual who only cares about having a BIG title on his college application, nor is it an honorary position to show off to his peers or girlfriend. Rather, it means deep personal enthusiasm and commitment towards the cluster. Yes, I am a first year international student, and yes, I am not well known, just as a friend of mine said, I carry quite an obvious accent when I speak English. But all these factors are insignificant to my enthusiasm towards this community.

I grew up in a country where thirteen hours of study a day is considered a virtue; where exams count for everything, and where student politics are a complete joke. I had good luck to come to America. P.A. has given me so much in this year and has broadened my horizons so much that I did not know how to show my gratitude. As cluster president, I have a chance to pay back this community and have a chance to make a valuable contribution to the cluster. However, I do not intend to make pompous and empty promises here. All of you know as well as I do that those promises you hear in election speeches are much more often said than done. I am not about to fool myself, and, more importantly fool Abbot cluster by writing "Pay to the order of Abbot Cluster" on my promise check, knowing it's going to bounce. Just as Rome was not built in one day, Abbot's problems cannot be solved in one day either. You don't need a cluster president who does nothing but brag, but you do need one who is eager to understand your problems and to voice your concern. To bring it down to



In with the new: 1992-93 Cluster Presidents

Photo/Sahadevan

the core, cluster president is merely an instrument elected to serve your needs. What he promises is not important; it is what you want him to do for you that is important. So instead of wasting both your time and my time making big promises, I will propose an "Open Mailbox Policy". That means my mailbox will always be open for your opinions, suggestions, complaints...etc. You say whatever you want, and I will do it for you. That simple. Cluster president is a bridge between the Abbot people and Mrs. Sykes. Whether you want a rotten bridge that falls off when you need it, or whether you want a concrete bridge with a one-year warranty, it's all up to you and, believe me or not, each of you can make a difference.

Nidhi Kansal of Rabbit Pond has a positive view this year:

Suddenly it seems like the last three years have just flown by. Especially this one. When I first came here I couldn't even imagine graduating. Now that's exactly what I'm doing. Three years ago I also couldn't have imagined being cluster president. It seemed like such a big job to me. Today the school looks a lot smaller, but cluster president still seems like something big to me. I am continually astounded by the power we as students have to change things here. I've found that even the small changes we make, like a suggestion box, can have impact. When I first came I didn't think students could make any difference. I thought it was all faculty. Today I know that both students and faculty are involved in the decisions made here.

For me, being involved in those decisions was a way to contribute to the school. I just hope my contribution was as positive as Andover's influence on me.

President Obadele Davis has fun in sights for Rabbit Pond next year:

Next year I plan on making Rabbit Pond the cluster of all clusters. I will work closely with social functions to ensure Rabbit pond has fun, fun, fun. We'll take trips to the beach (Rabbit Pond) where we'll gulp down brews (root beer) and eat Italian cuisine (Domino's Pizza) and afterwards maybe go for a swim. Cluster breakfasts and cluster dinners will be held at least twice a term so we don't have to suffer through commons food.

Some changes in cluster policy will be made, and I will work hard to raise the level of spirit among my fellow Rabbit Ponders. I'm also working on making the Andover Inn a dorm (I believe in miracles).

With Obadele Davis' plan, words such as "lame and corny" won't be used in the same sentence as Rabbit Pond anymore, but instead words like "neat, happening, funky, and totally awesome dude." I love Rabbit Pond and I hope next year everyone in RPD can learn to love it as much as I do.

Barry Bholia of West Quad North commented on the past year:

As cluster president of the '91-'92 school year, I began the year with tremendous enthusiasm and big goals. I end the year with a sigh of relief and a feeling of accomplishment. My cluster had a lot of ups and downs, but due to some of the situations that happened at D.C.'s and in the Board Meetings, next year will be far better for the incoming Cluster Presidents and the students. Best of Luck.

Kris -

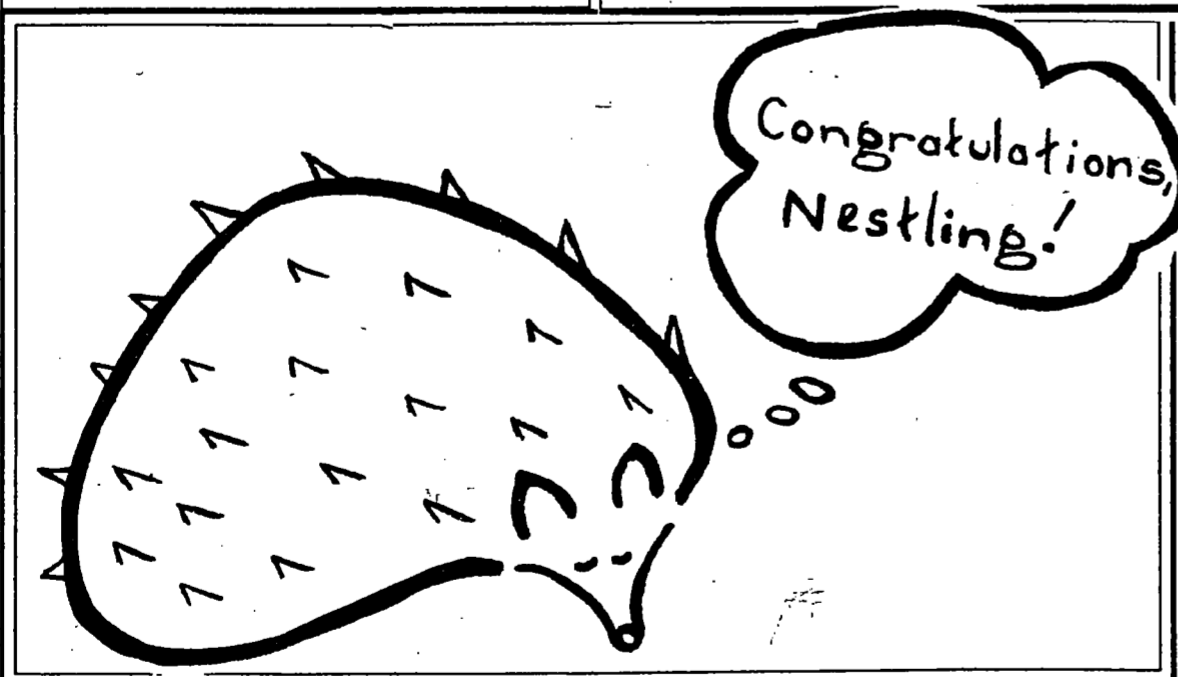
Ya done good and we couldn't be proudah!!

OXOXOX
M,D,D,+L

- Jen -

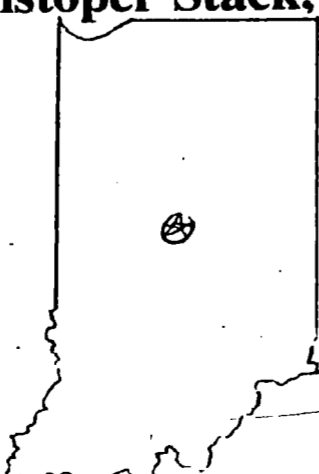
You've made us proud
Congratulations!

Love,
Mom & "T"



CONGRATULATIONS Christopher Stack, Jr.

LOVE, Mom & Dad



"Whatever you can do or dream you can do, begin it.
Boldness has genius, power, and magic in it."
- Goethe

**Congratulations
Jed!
you're the best.**

**With Love,
Cindy Crawford
&
Kim Bassinger**

Andover's Clubs Change Hands

By JASON CONS

As the year draws to a close, old club heads have handed over their positions to new leaders. For many organizations, the transfer of power has been a smooth one, with new and energetic leaders filling the places of former heads and looking forward to next fall.

Looking back on the 91-92 year, Earth Friend Christian Lentz commented on the club's wide-spread expansion. "We have become more visible on campus," states Lance, pointing to various accomplishments such as recently moving napkins from Commons to tables by Earth Friends, who played an active role in giving campus recycling a "kick start." One new Earth Friends head, Jess Lunt ('94) expressed her desire to continue the organization's widespread campus exposure. Hunt and Earth Friends Co-Head Nick Thompson '93 hope to further change commons and other school administration and school organization policies. "I just want to make people more aware of the place they live in and how to protect it," stated Lunt.

According to Co-Head of Amnesty international, Christian Lentz '92, "the club has run smoothly with no rough edges." Lentz looks forward to next season with excitement. "The new club heads are really enthusiastic." New Amnesty leaders are Mike Corkery '93, Todd Cook '93, and Haily Tytel '93. Corkery hopes to make the campus, "more aware of human rights abuses, and generate



more involvement from the community."

Looking back on the year, Andrew Zurcher '92, formal general manager of WPAA states, "The year for WPAA started off very smoothly. Our main intent was to improve the quality of programming while maintaining the beauty of the station's recent renovation. I believe that we succeeded in achieving these two goals." Stated incoming general manager Steve Bronstein '93, "Through WPAA's dedicated DJ's we will continue to broadcast music which is appealing to Andover's diverse campus. The '92-93 board strives to continue the station's legacy of excellence as Andover's most respected news source." WPAA plans to introduce several new and innovative programs for 92-93. Jon Buono '93, head of talk radio hopes to introduce interesting lecture series, in part because, "Talk Radio seems to be neglected."

The Phillippian will continue to be led by Samantha Appleton '93, Theodore Gesing '93, and Mark Jaklovsky '93. "The rough edges are being worked out," explains Jaklovsky, "but we need new writers and columnists, which will be a major goal next year." The Phillippian recently upgraded its printing system by acquiring an Abbot Grant for a laser printer, replacing its obsolescent Compu-graphic equipment.

The new club on the block, Philosophic Nation hopes to continue to make headway into the Andover organizational scene. Jamie Wolkenbreit '93, is "really enthusiastic about getting a few speakers to come and philosophize on deep issues." Through the club, Wolkenbright hopes to "help get people to learn to be themselves inside" the club hopes to continue to increase membership and acquire a philosophic room in the basement of Cooley House, a veritable bastion of free thought.

Kira Goldstein, former Jewish Student Union head, states that her personal goal for 1991-92 was to move away from isolated religious services by increasing participation Blue room discussions that centered on many topics and issues confronting the Jewish people of today. Goldstein states that she hoped to make people aware of "how Judaism affects us all. I know I made people more aware of what's out there."

Continued on Page 8
- "Clubs"



Departing School President Dylan Seff Announces 'State of the School'

By DYLAN SEFF

As the year winds down I am obligated to write a summary of the activities of the activities of student council during the this year, in conjunction with a "State of the School" reflection as I see it from the standpoint of School President. I have chosen to pick out only the highlights of our labors.

Alcohol & Drug Policy

On Halloween day of 1991, we, as the student council, voted in a policy that we would resign our positions if any one of us were busted for alcohol or drugs. Student Councils in the future will be obligated to vote on whether to make a similar commitment each year. We then met with many of the major clubs on campus, asking them to consider similar proposals. The Athletic Advisory Board, our main target, did follow through.

The point of this policy was twofold. The first reason was to promote a positive image for non-users on campus. Realizing that we weren't the major role models on campus, but that a lot of leadership lay with team captains, the Athletic Advisory Board's vote was equally as helpful. The second reason for our policy was to brighten the image of Student Council, which has been plagued in recent years by an atmosphere of substance abuse. Judging especially by the faculty and trustee reaction to our vote, I think we were successful in this area.

Student/Faculty Administrative Communication

After an arduous amount of setbacks and revisions, the Student Council and the successfully passed a resolution to put students on faculty committees, in an effort to make the student voice more effective in an administrative context. Also included in this proposal were the following: 1) the creation of Town Meetings (open floor All-School Meetings), 2) the revision and cutback on frequency of School Congress Meetings, a long-time ineffective way for student leaders to voice their opinions, 3) and the formal call for departments to involve students more in the hiring.

Of course I am glad that this was finally passed, but the fact that it took all year to pass this reflects on the pathetic underlying fear some people have of letting students voice their opinions in a much more useful context, where they will not only be heard, but where they will also help to make important decisions regarding the school.

In response to a rash of vandalism across campus, through a sign campaign and a letter the *Phillippian* from the student council, in conjunction with Why Not? chalk campaign of the Winter Leadership conference. Functions system, we have learned that she has since created an elected body of students to help with Social Functions for next year. Also, we are working on the painting of murals in the Ryley, along with the installation of pool tables to make the Ryley room a bit more enjoyable.

When the Alumni Council (a group of elected alumni who meet and speak directly with the Trustees) came to campus last, I happened to be at the right place at the right time to suggest that they make "residential issues" the topic of discussion for their next visit to campus, and also that students be put on their special and standing committees. Both suggestions were accepted, and it's up to next year's Student Council to make sure this happens.

I did not feel that I should list in the above paragraphs the things we have done that did not have a noticeable effects except to keep the status quo, such as our dealings with pariets and environmentalism, nor did I list potentially successful work that has not reached fruition yet, such as our work with racial tension, workload.

the teaching fellow system, day student issues, and faculty control over extracurricular time.

All in all, I think I can objectively say that this student council was the most productive one I've ever been on. The class representatives made the functioning of the student council very smooth with the energy and creativity. The new school president, Ore Owodunni, has the same experience that I had before I entered the position of school president. I must say that the experience that I had before I entered the position of school president. I must say that the experience does help, Ore should feel confident that he will be able to run an effective student council next year.

The work that the representatives have done this year should not go as unrecognized. We truly have bettered our position in school politics this year, as faculty are actually coming to us for our opinion, while we used to have to seek them out instead. I have found that the faculty and administration, though sometimes a little archaic in their opinions, are very receptive to the voice of a responsible student representative. The student council can do wonderful things but the student body is being absolutely suicidal in not supporting the council's efforts. We can't expect the faculty to listen to us if the students do not support the current standing government as a form of representational democracy.

This year's student council has paved a path and taken the first initial steps along it. Ore and his cohorts must walk further along it, not being afraid to stumble every so often



Non Sibi Finis Origine Pendet Friedegg Sundae ?

Owodunni to Focus on Class Size, Censorship Considers What Diversity Means at Andover

By GEORGE MITCHELL

As the school year draws to a close, the student body says goodbye to Dylan Seff and welcomes Oreoluwa Owodunni to the office of School President.

Ore knows that his job will not be easy; he feels that there are a lot of problems to be remedied. During his presidency, Ore hopes to cover the problems of Censorship and class size. According to Ore, the Dean of Studies shows us figures that don't correlate with the dramatic increase in size that this school is experiencing.

Ore is also concerned that the school that one sees in the Andover catalogue is totally different than the Andover that we attend.

"There's a big difference between multiculturalism and diversity. The school is not doing a good job of diversity." When asked the difference between diversity and multiculturalism, Ore explained that multiculturalism is just a buzz word. A word to attract attention and promote P.R. Andover can say it's multi-cultural by putting a black and white person on the cover of the Andover Bulletin, but that doesn't necessarily make the school diverse. Diversity is having moral guidance about as wide a range of races and cultures as possible. It goes deeper than multiculturalism.

"Probably the most difficult problem will be Social Functions."

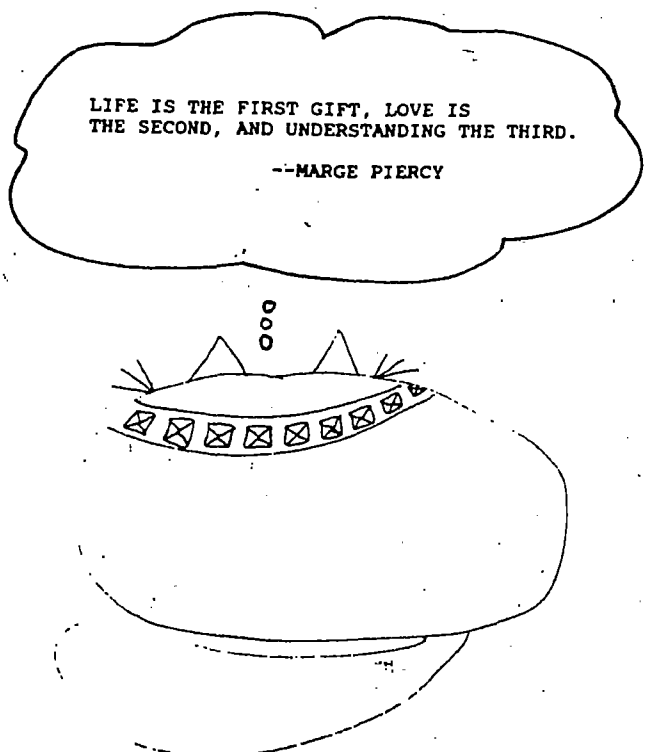
Ore is worried about Social Functions because people are eager to complain about the weekends without knowing exactly what changes they want. Ore admires the student centers at Deerfield and Choate, with video games and a big screen TV wishing that perhaps some Andover equivalent can be established.

Ore also mourns the lack of communication between the student council and the student body. According to Ore, most of the issues discussed in student council this past year only reflected the concerns of a few of the student council members, not the majority of the student body.

As Seff prepares to leave Phillips for the bigger realm of Cambridge, he recalls the many lessons he's learned from his year as school president.

Much to his dismay, Seff realized that a great number of students, especially of the graduating class, are dissatisfied with the school. He wanted to affect many changes, but he learned that the school president is by no means a glorious position. Most kids at PA will only like him if makes them laugh.

Both presidents realize that this school, while offering a great atmosphere for the students, is not without its problems. Ore is capable and in fact eager to deal with those issues. As Dylan Seff goes from student to alumni, he gives this piece of advice, "There are so many people at Andover that are so full of it, myself often included, that you've got to take everything that you hear here with a grain of salt, and in the end you'll find that the only opinion that makes sense is your own."



Congratulations, Erica! And love, from Mom and Dad, Alison and Steve

ANDREW HOINE

Our Love and Congratulations on your graduation and our constant faith that you will make your dreams come true.

Mom, Dad, And Maggie

Andover Honors Veterans in Memorial Celebration

By JAMES MOK

Last Monday, May 25, Phillips Academy observed Memorial Day by participating in a number of events to honor those who died in fighting for their country. The activities, which lasted throughout the day, included marching in the Andover parade, an all-school meeting, and a memorial service at the bell tower.

The Memorial Day celebration began with PA students marching in the Andover town parade. Braving the unseasonably cold weather, participants gathered at the chapel steps at 8:45 am, and started the march at 9:30 am. About twenty-five students and faculty comprised the PA group, led by Joseph Wennik and Gordon Bensley. Wennik and Bensley both marched in uniform and three students from PA bore the flags of Abbot Academy, Phillips Academy, and the United States.

Headmaster Don McNemar and his wife, along with Instructor in English Meredith Price also participated in the PA group, which was last in the half-mile long parade. "It was good to see the town of Andover and the students of Phillips Academy united in the parade," commented Dede Orraca-Tetteh '95 shortly after.

Following the parade, the students and faculty attended a required all-school meeting in Cochran Chapel. A number of students spoke, sang, and read poems concerning the tragedy of war and its effects. All of the speakers stressed the importance of preserving peace and preventing any further military conflicts.

Monica Duda '95 opened the meeting with an account of her Polish relatives and their plight through Nazi labor camps. After relating the horrors and pain they suffered, she advised students to "take a moment to think about the pain and prevent suffering in the future."

Following Duda's speech, Yakira Goldstein '92 performed a song entitled "One Tin Soldier." Goldstein sang the ballad without accompaniment, and used the song to relate the suffering caused by war.

Two German students, Dorothea Stresing '92 and Jan Pfeffer '93, contrasted the Germany of World War II and the Germany of today, along with stories of their



grandparents' experiences through both world wars. The two students warned of the stupidity of war and asked that "we find peaceful ways to solve our problems, with respect and understanding. The presentation ended with the students reading a poem in German, and then in English.

Natalie Altshuler '92 and Tatyana Svetnik '92, both of Russian origin, continued the program by speaking of the German atrocities of World War II in Leningrad at 1941 and the massacres outside of Moscow.

After Altshuler and Svetnik, the Fidelio Society, directed by Susan Lloyd, presented the song "Non Vos Relinquam Orphanos", a Latin lied sung a cappella.

Wei Liu '92, a Chinese exchange student, read a poem in Chinese, and afterwards translated it to English. The poem described war and its massive destruction.

Jenny Yen '93 spoke on the Korean War and described her frustration that 4 million people died and no real goal was accomplished. She then read a Korean poem relating the author's experience with war, which said that if he killed an enemy soldier, he would be killing himself.

Boyan Ivanovic '93, from the former republic of Yugoslavia, mentioned that while others spoke of wars already ended, he "was not so fortunate." Ivanovic gave the current facts and numbers concerning the civil war in Yugoslavia.

Brianna Breen '92, shared her personal experience of living in San Salvador, capitol of war-torn El Salvador, and read a Latin-American poem, first in Spanish, then in English.

James Smith '92 gave an account of a PA graduate who became an important spy and officer in World War II who was tortured

and murdered in Asia. He also read a letter from his father, a veteran of a foreign war, and said that there "can't be any such thing as a 'good war'."

Todd Lubin '92 announced that plans were underway to honor the eight PA alumnae who died in the Korean War and the eight who died in the Vietnam War. Lubin described each veteran's life at PA, including their dorm, activities, and hometown.

The meeting ended with a moment of silence and the playing of "Taps," followed by a singing of "My Country 'Tis of Thee."

Directly after the meeting, students and faculty gathered at the bell tower for a solemn fifteen-minute ceremony. Rabbi Gendler, Rev. Livingston, and Dr. Gross each gave a short testament. All generally stressed the importance of remembrance for the deceased. Joe Wennik also gave a short message.

At 4:30 pm, the celebration concluded with a barbecue dinner held outside of Commons in an all-school cookout.

Hamlet Takes Center Stage

By TINA VER and TORI KATAOKA

"Be wary then; best safety lies in fear" - Laertes: Act One Scene Three, line 43. It is from this line which Laertes says to his innocent sister Ophelia before he departs to France, that director Keven Heelan drew his inspiration for this spring's Theater 52 production of Shakespeare's *Hamlet*.

The entire Phillips Academy community had been waiting with eager anticipation for the show which was rumored as a show to end all shows. Almost everyone had one friend or at least acquaintance slaving hours on the costumes, the technical aspects or the lines. All Uppers were enthralled with their reading and analysis of the play for English class. The "Hamlet-Talk" was undoubtedly in a crescendo. And finally IT arrived: a modern interpretation of *Hamlet* geared toward a teenage audience. Through the talent of the actors, the skill of the backstage crew and especially the creative genius of director, Keven Heelan, *Hamlet* lucidly bore its intended message to the future generation that sex and drugs kill.

Ken Brisbois '93 upheld a stunning performance for the duration of the play. As Hamlet, he played a young man on the verge of insanity, bounting with his consistency, but always sustaining a sense of reality. Though his character was consistently superior, the highlight of his performance came during his scene with Ophelia, played by Vanessa Hill '92. The passion of the play reached a climax in the renowned, "get thee to a nunnery" scene, as both charac-

ters responded to each other's every action and emotion.

Brisbois was supported by L. Taylor Antrim '92 as Claudius and Sheronne Bertrand '92 as Gertrude. Antrim and Bertrand were energetic and perfectly coniving as their roles demanded. Perhaps the most comedic and authentic portrayal came from Doug Kern '92 as Polonius. Kern was sharp witty and undoubtedly type-casted. Greg Arata '92 as Laertes brought a glimpse at true adolescent spirit which exploded in the scene of the play. Robert Feldstein was a fervent Horatio. Joe Wennik was the ghost.

One would call the set a brilliant, innovative presentation using virtually nothing. The first scene opened with a blank and desolate stage, but after the first bleak glance, the set of *Hamlet* became a melting pot of metal, rubber, talcum powder, blood and music—written specifically for the production by Tom Eaton. Heelan used needles, silver ladders, guns and rubber gloves throughout the play to promote military and sanatorium imagery as fundamental components to the play. The most intriguing convention of the stage was the rolling chair. Brisbois manipulated its presence to represent Hamlet's constant vascillation between madness and sanity.

Heelan's interpretation of Shakespeare's drama was obvious as his subtle innuendos of decay, disease and the danger of sex and drugs remained everpresent throughout all of *Hamlet*. The themes Heelan wished to convey were those he perceived as the most pertinent to today's adoles-

cent society. The gradual mental and physical destruction of the characters in *Hamlet* paralleled the attack AIDS and STDs have waged on the physical and psychological well-being of our generation. Sexual promiscuity on the behalf of Ophelia graphically illustrated the imminent danger that ambivalence towards these diseases contributes their growth.

Rosencrantz and Guildenstern were played as deceitful spies, but in this version they were women. Jenny Jordan '92 and Diana Glaternik '95 were sexy and sly as they extended the sexually metaphors which are rampant throughout *Hamlet*. The Gravediggers, played by Alex Lippard '92 and Yakira Goldstein '92, represented the ultimate fate of all the people in the play, thus predicting the future condition of humanity if it undergoes no change. The spectacle triumphed in the final scene, where the audience was bombarded with screams, dramatic music, blood, violence, whistles, and of course, death. The end left a bewildered and pondering audience.

Hamlet was a roaring, raging rearing, robust success, which was demonstrative of Keven Heelan's talent as a director, and complimentary to all of the actors' talent. According to Ken Brisbois, "*Hamlet* was the catharsis of my spirit which I unleashed upon the Phillips Academy community in full exuberance of my wanton soul. It was really cool." We agree with the parents of Josh Davis '92 (The Player King) who said that in this production youth, humor, and relatively to modern day were revived in *Hamlet*.

Brower, Thomas Speak at Friday Forums

By RAJA JAGADEESAN

Throughout the past year, Friday Forum presented three renowned speakers to give lectures on various topics, one speaker per term.

During Fall term, Friday Forum sponsored a talk by David R. Brower, a famed conservationist, in conjunction with Earth Friends. Brower, the recipient of many naturalist awards, was nominated twice for the Nobel Peace Prize and served on the boards of many environmental groups.

At his speech on October 11, Brower presented "It's Healing Time on Earth" at Cochran Chapel. Faculty Advisor of Friday Forum Thomas Lyons and Earth Friends co-head Ai-Jen Poo introduced Brower to the audience.

Brower began by praising the efforts of two politicians, Richard Nixon for the best speech on population control and Jimmy Carter for his productive work towards protecting the environment. He asked that people interested in the environment should thank "environmental legislators" for their work.

Brower continued by discussing a philosophy that he felt needs to be practiced more often. He stressed not "always to wait for further study, do what needs doing now." He also praised the use of intuition by environmentalists. "Intuition is far senior to our ability to reason," Brower continued. He stated that we should not ignore our "well trained instant reaction."

Brower then turned his attention to environmental problems facing the world such as air pollution, the diminishing ozone layer, and sea pollution. He also expressed his concern for acid rain, global warming, and unsafe nuclear power.

However, Brower mainly focused on the rapid destruction of the rainforests. He explained the importance of the rainforests, especially as sources of plant species crucial to medicine. Brower recounted a moving story about a baby girl saved from death by a treatment extracted from a now extinct rainforest plant.

Brower summed up his speech with a call for a unified force to confront these problems, empha-

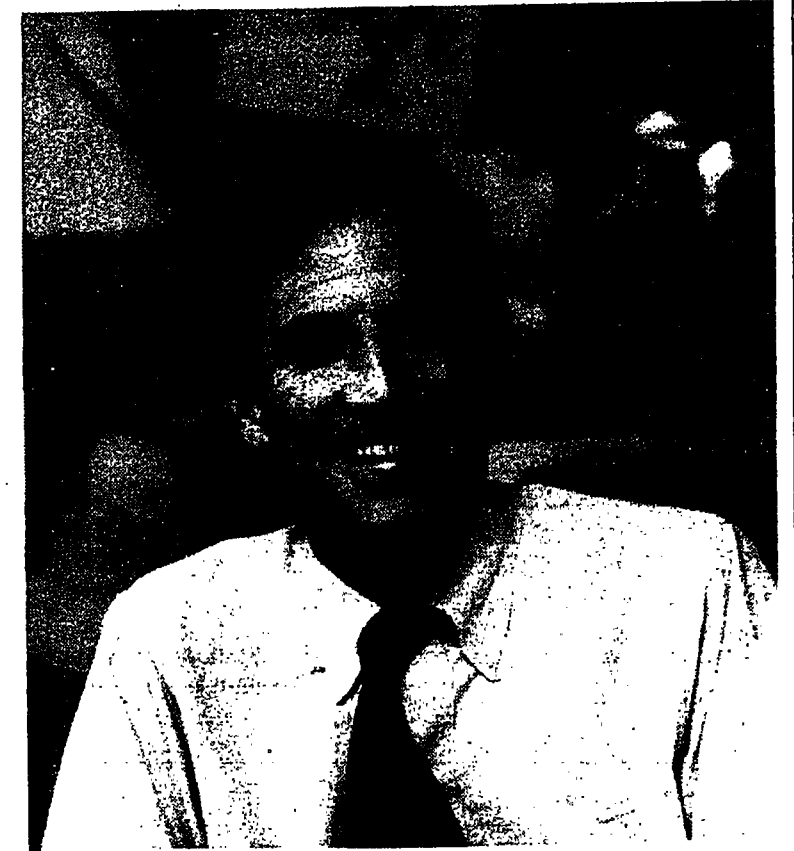
sizing the power in numbers to make breakthroughs "if people of your age group pitched in with the brilliance you've got." He continued by stating that many of his hopes lie in the Shevardnadze Plan, the result of extensive meetings with former Soviet Foreign Minister Edward Shevardnadze. The plan calls for a group called the International Green Circle, which would start its environmental work by relaying that, "It's healing time on Earth."

Upon the conclusion of his speech, Brower asked the audience how many of the approximately three hundred people present would be willing to spend one year out of the next ten devoted to such a plan. Most of the members of the audience raised their hands. Earth Friends then encouraged all those that raised their hands to follow through on their beliefs, by contacting Earth Friends for more information.

Brower acted as the first executive director of the Sierra Club, and under his leadership, memberships rose from 2,000 to 77,000. He is also a prolific writer, writing over fifty books for various ecological organizations in the last fifty years. In 1962, the Leipzig International Book Fair chose Brower's book *In Wilderness is the Preservation of the World* as one of the ten most beautiful books in the world. He also won the Carey-Thomas Award for outstanding creative publishing, as well as many other awards from the American Institute of Graphic Arts and other organizations.

Brower is an honorary fellow at John Muir College, University of California at San Diego, and has received honorary degrees from many colleges and universities around the country. He has also helped organize the National Wildlife Preservation System, and founded the Earth Island Law Center, to help neglected peoples and places around the globe.

During Spring term, Friday Forum, in conjunction with the department of Social Studies, presented Evan Thomas, PA class of '69, the Washington Bureau Chief of *Newsweek* magazine and the author of *The Wise Men*, a book described as "a most readable and insightful study of the men who



stimulated and executed the post World War II policy of containment." Thomas graduated from PA to attend Harvard and the University of Virginia '76, before becoming the senior editor of *Time* magazine. As the Washington Bureau Chief, Thomas also supervises *Newsweek's* coverage of the 1992 presidential election.

Thomas spoke on the U.S. policy of containment during the Cold War, and discussed his book, entitled "Did Grotton and Yale win the Cold War?", which addressed the men behind the U.S.'s campaign against communist encroachment. His presentation focused on the work of Dean Acheson, Avenill Hamman, George Kennan, Paul Nitze, Chip Bohlen, and John McCloy. After the presentation, Thomas opened up the floor to students, and their questions ranged from the Persian Gulf War to the recent L.A. riots following the Rodney King verdict.

After Friday Forum student head Doug Kern introduced the speaker, Thomas began with a discussion of the "Establishment," a group of well-educated Wall Street professionals who entered into the government to gain power after having made their fortune in the stock market. The "Establishment" was made up of men such as

Henry L. Stimson, who graduated from Andover and Yale. It formulated U.S. foreign policy after World War II, and was considered an elite, rigid group, despite denials that its members had no contacts amongst each other.

Thomas explained that the "Establishment" manipulated the containment doctrine of George Kennan to the advantage of the high-ranking policy makers in passing the Marshall Plan, and influenced foreign policy toward Eastern Europe.

The Communist containment policy of the "Establishment" led to the extreme of McCarthyism in the 1950's, but Thomas continued and spoke of the fall of the "Establishment" during the Vietnam War. By then popular opinion was against containing Communism through wars and police actions, and removed the "Establishment" from power.

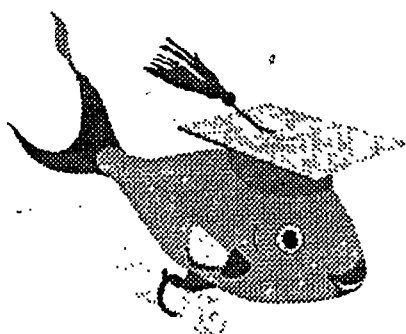
After the fall of the "Establishment" during the Vietnam Era, a new generation of policy makers "professionally trained in foreign policy" took the place of the older group. But according to Thomas, these newer policy makers were "leaky" and engaged in "cat fights."

CAPTAIN PIZZA

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"Make it Look Easy,
But Underneath Paddle Like Hell"

Onward and Upward, J. R.!

We Love You!
Mark, Johanna, Mom & Dad

... Clubs

> Continued from Page 5

Looking back on Andover Drug and Alcohol Awareness Committee's accomplishments of the past year, Alex Lockwood '92, felt FCD week was a booming success. "It brought a lot of awareness about the dangers of abuse," Lockwood continues, "the Peer Education team was also successful in informing the Juniors about the dangers of drug abuse and the social pressures that they will experience once they leave Junior Dorms." Victoria Kataoka '93 and Tina Ver '93, next year's ADAAC co-heads, discussed several goals for the upcoming season. They hope to get more major organization heads to sign agreements similar to that which the Student Council has followed, stating that if any board members or administrators are caught for drinking, they will resign their position. She encourages all people to come to the club's meetings, and wants to make people realize that "members of ADAAC come from many different pasts, including users, non-users and some who are concerned with their current use." She stresses that ADAAC is the Andover Drug and Alcohol Awareness Committee.

Joseph Hong, head of the '91/'92 Asian Society believes that next year's heads, Vikram Penumalli '93 and Kenneth Chen, both '93, will act as effective leaders. "The new board has already done well in

just three weeks," states Hong. Looking to the future, Chen hopes to develop "a firm establishment for support of Asian students at P.A." Chen also hopes to continue to educate the Phillips campus about Asian cultures.

Next year's Gay Straight Alliance heads, Marta Rivera '93 and Ramona Gittens '93 hope to expand the availability of the GSA and increase meeting topics and speakers. Rivera wishes to "encourage topics for discussion on campus such as homophobia." In addition, Rivera plans to step up GSA functions such as dances and retreats. "We also hope to have advertised 'confidential' meetings specifically for gays and lesbians.

New Af-Lat-Am head Linda Rodriguez expresses concern that "students of color seem to be leaving the school." She hopes to set up a support system to strengthen and unify the organization. Additionally, Rodriguez hopes to "put the Lat back in Af-Lat-Am." She feels that Latinos have been overlooked by the Society for too long. "I owe it to the club to try to address more Latino issues."

"It's been tough without Craig Thorn [the founder and faculty advisor of the magazine]," comments Bill Macomber, former co-editor of *Backtracks*. "It is a young magazine, so its membership will keep growing." Macomber expects that the magazine will really pick up next year. Jon Buono '93, the new co-head along with Jen Charat '93, shows great enthusiasm for the up-

coming season. "Next year we hope to have several special issues dealing with a specific topic. In one issue we will look at 'our generation' from each section's perspective." Buono continues, "We're also really looking forward to having Craig [Thorn] back."

Next year's Ambassadors Club is trying out an administrative structure. Leading the organization as President will be Jim Freeman '93; one of the current Head Guides. Taking over his role next year will be Tina Ver '93 and Doug Pennick '93. Serving as Corresponding Secretary will be Erin Long, also '93. Ver hopes to "increase cooperation with Blue Key Heads and encourage more volunteer tour guides." During the past year, with the requirements of work duty in the admissions office, she noticed a waning of the traditional enthusiasm of the guides and tours. She hopes that with more volunteers, the spirit will return to the office and its student workers better represent the excitement inherent in the Academy.

While former club heads prepare to move on, new club leaders look to the future. Next year's organizations are filled with talented members who hope to make improvements in their own clubs, while contributing to the P.A. community as a whole.

A Graduation Message for Rachel

Just a little reminiscence from your doting family as you're graduated from high school. You've made us all proud, and we've crowed about it plenty, from your attainments before Andover, at Andover, and to you prospects after Andover, in Latin and Greek, no less! But we always think back to what may always be, for us, the proudest moment of all.

Remember the spelling contests you entered at Berkshire Country Day School before you were even in your teens? You won the school contest, and then competed and became county champion as well. You did us all proud. But it was the regional competition, which followed, that gave us the greatest assurance that our little girl had become a big girl in every sense. It was such a heated thing, as you of course remember, competing with the best of three or four states. You went down to the wire on that one, and lost in the very final round. You finished second.

We watched as you sat there, a resigned smile on your face as the winner was given her award. You rose, ever so graciously, and walked to her and gave her a warm greeting and congratulations, the smile still there, competing with the disappointment on one side and the wish to convey genuine good wishes on the other. It was that moment that we remember more than anything. You've had your share of firsts, but we think there's more a test of character and more a test of what it takes to get along in this world in how you carry yourself, not only when you lose, but when you lose after coming so close to winning; when the frustration is experienced of having come so near the mark, only to have the prize slip away as you reach for it. To be able to take notice at that moment that someone else has won the prize, who also worked hard for it, and who now deserves a hand, and to walk over and offer it - that's big. That's grand.

You swallowed your disappointment and made that gesture with so clearly a full heart that if pride is a sin, maybe the rule book will make an exception for what we felt at that moment. We remember the moment again now, as you step from high school into college, and the memory is just as poignant, and just as sweet.

Win or lose, you always seem to be a champ!

Love,

Mom, Dad, Sheela,
and the whole clan

Marc L. Shaw

Congratulations Marc for what you have accomplished throughout the years, and at PA. Always remember to put God first in your life and he will continue to bless you.

We love you and appreciate you.

Mom - Jersye Shaw
Dad - Harvey Shaw, jr.

... Friday Forum

> Continued from Page 6

The revival of the "Establishment" came about due to our current president, George Bush, also a graduate of Andover and Yale. Thomas described Bush as having the traditional "stand up to the bully, not being pushed around" complex. And according to Thomas, Bush made a "gut" move to enter the Persian Gulf War, especially considering the recent disaster of the Vietnam War. Thomas added that he hopes that Bush can meet the "test of leadership and courage...[in the handling of the] War of Inner Cities," using the recent riots in Los Angeles as an example.

Closing his speech, Thomas encouraged the audience to not only "pay attention to the greater world but... also pay attention to the problems at home... and I hope all of you who get involved in the government try to do something about it."

"Dearest Heidi -

May the years bring you life experiences that allow the light and love you bring to the world continued exponential growth.

- Congratulations, love.
- Keep on Hanging Tough

Love, -Mom, Dad, Andrea,
Grandma, Grandpa - and the rest
of your country wide clan."

CONGRATULATIONS

REBEKAH

Today is your day!

Good Luck Phillips Academy Class of 1992

Penny, Richard, and Rachael Lewis

ALEX WOLF: *If I had to pick a theme song for you it would be, "Did You Ever Have to Make Up Your Mind" by the Lovin' Spoonful.*

*You finally did and in the fall you'll be cheering for the "Blue Devils" or is it "The Blue Meanies?" That's funny... you don't look blue-ish**

**from the Beatles "Yellow Submarine"*

All our love & best wishes,
Mom, Dad, and Katie

Hey White Whistler---

You've really hooked a BIG one!



Congratulations from Jack Frost, Peach Booby,
J. C. Viva, Hairy Prince and BA Pretty

COMMENTARY

SECTION B

June 7, 1992

Ali McLane

by ALI McLANE

For three years now, Ashley McKinney has sat on my head in the Face Book, but I've never had more than a ten-minute conversation with her. Andover is like that. Things pass you by if you let them. It seems daringly obvious that Ashley and I would have something to talk about; at least an interesting opening line - "Hey, you're sitting on my head." But no, something at Andover allows you to avoid people, events, and discussions for as long as you are here, and then it gives you a graduation where you tie up all of the loose ends neatly tucked in a blue folder with your name engraved in gold on the front.

While Spring Sitting on the steps of SamPhil, many Seniors I know are rushing about making sure they have a good time. There is a frantic search to have fun, and create good memories of this school and their times here. It's a duty, a stereotype that seniors fill. As a friend of mine put it, "relaxing in the sun isn't even relaxing, 'cause we all have white graduation dresses." I've waited until now to relax and see what I've missed makes this the most bittersweet season of my life.

I have spent the last three years trying to make myself as miserable as possible. Why? Because it's been expected of me. I was expected to be the bitch, the mess case, the Cure fan, and no one can seem to forget that. The stereotype began Fall term Lower



year, and I've dragged it behind me. I stayed locked up in my room, hunched over doing homework. Grades were important, they took over my personality. I was always too tired and too grouchy to do anything about my personal relationships. Books don't talk to you about feelings that hurt, they simply sit there and offer you facts.

I have no one to blame but myself if I offered you all a false image. I gladly perpetuated it, for it gave me a distinction in a school of fifteen hundred. There are no two Ali McLanes, and I am not trying to quietly hint to anyone that I'm Sybil. I am simply trying to say, I wasted my time on the wrong things. I hi-lighted the dumb facts, and left the larger picture alone, watching it fade as the Senior countdown began. I obviously have some good memories here, for even bitches need time out every once in a while. But I don't understand why I couldn't take leave of the stereotype sooner when there

were so many people waiting to see what was really inside me.

I have accomplished a lot that I am proud of here. Stated some good arguments, wrote some papers I never thought my mind could create. But I came and probably will leave having accomplished the one narrow goal I set for myself: to get a good education. I didn't trust myself to do more than that here. I couldn't stand the thought of failing. The friends I made here accepted this in me, and even helped me to realize it. One night, probably past two, a friend said to me, "I have always considered you one of my best friends, and I always thought you hated me." Obviously I failed somewhere in my education; somewhere where the Andover experience includes human beings. To that friend I credit her the conception of this article. My eyes are wider now, and even two weeks is not too late to try again. Ali at Andover, Part II, begins now.

Matt Twist

By MATTHEW MORSE TWIST

We were arguing over the merits of Andover. When questioned, I swore up and down that I hadn't learned a thing over the last three years. Slowly, I revised. I said, with a bitterly triumphant grin, I had learned how little I was actually worth in the opinion of the school. To clarify, "school" in this situation is an example of metonymy meaning "administration and faculty." But to the point, my cynical analysis was not received well. I cited examples: house counselor reports, probation letters, teacher comments. Really, I postulated, I'm sure five or six people on the dole of this institution would have been damn glad had I never arrived. I would list them now, but I don't want to boast of my connections to Andover's best and brightest. I was told, after my ranting had ended, that, had I honestly learned nothing at Andover, I had wasted three very long years.

I went off and sulked at such an unsympathetic rebuke from such a close friend. I had had my full share of hardships here; wasn't I allowed to be bitter now, at the end? Obviously, I have learned a lot here, maybe. Think for a moment, if you are a graduate of this academy, about exactly what you learned here. You can say, "Well, I learned a little French," or, "I learned how to program my calculator with chemistry functions so I never needed to memorize them for tests in college." Neither of these triumphs could have been accomplished at Phillips Academy alone. Dare I say that you should have learned French at Berlitz and saved \$60,000. Or taken the money and run to France itself for four years? You would have had more fun, or at least I would have. None of us, however, did this. We swallowed it for our allotted time and now hold diplomas in small blue folders.

It was at this point in my thought process that I began to get nervous. I do not want to think, however

hidden in my mind, that I gained nothing from my time here. Such a tragic epiphany would be just slightly too much to deal with at this point. Frantically I scramble for less tangible lessons learned. Show up for class? Call your parents more often? Don't make your teachers hate you? Once again, nothing seems like it could only have been learned at Andover. My paranoia increased as I lay thinking. Will I sleep forever with *Non Sibi* etched on the insides of my eyelids, chanting *Finis Origine Pendet* until I finally wake up? Worst to worst, I reflected, I have certainly grown emotionally and strengthened my character. My anguish increased as I realized this is something my father has said each successive time I have screwed up in some new way.

About the middle of this winter term, a member of my cluster faculty stopped me on the path in front of the new truly useful George Washington Hall. She had recently been in on a discipline committee meeting for which I had been the student representative. She had also not so recently been in on a discipline committee meeting for which I had been the defendant. She just wanted to tell me, she said, how amazed she was with the way I had matured so much in so little time. My case was a model, she said. I was a testament to hard work and the Andover spirit. Personally, she was just so happy for me and wanted to congratulate me on the way things had worked out. Personally, I wanted to laugh in her face. I smiled and thanked her. The support I had received from the faculty, I said, had really turned the tides for me.

This is not necessarily untrue. I have met several faculty members who have aided me in countless ways and without whom things would not have worked out so well. The point of the matter is that I don't see a change. I am the same boy now that I was Fall term Lower year: same mind, same smile, same blood. The conversa-

tion on the path reminded me of the school's remarkable attitude. If a student makes no mistakes, is not in trouble, gets good grades, makes the varsity team, he is treated very well. This student is the boy for whom the school was designed. The problem is, however, that there are only a dozen of these boys and girls in a graduating class of nearly 400. I apologize for not getting into Harvard early action. But should the school deprive me of equal treatment because of this? The great majority of people at this school are ignored. How many different students have appeared in *The Phillipian* over the last year? How many of our names does the patriarchal headmaster know?

It is true that some students here do everything right. Good they set an example for the rest of us. They are not, however, the entire school. I believe that none of the students I have respected here have liked it here. They were brilliant and fast and shining and I had to race to keep up with them. Why then, if they were so great, did I have to race to keep up with them. Why then, if they were so great, were they so unhappy to be here? Because they were neglected and ignored. The school must focus on the people of which it is comprised, not merely the ideals on which it is based.

This all leads back around to my initial discussion. If I can't think of anything I've learned, but rather can only say that my friends and I were abused and abandoned, why did I stay here? I don't know. I won't even attempt to categorize it for fear that in fifty years I'll figure all this out and have written the wrong thing. I will say, however, that I do not at all regret my time here. On the contrary, I am proud of this place and of the fact that I was here. Everyone has his personal tragedies and triumphs, and this school is very good at making the difference between the two very monochromatic. So what did I learn here? I can't say, but I value few things in my life so highly.

Dylan Seff

By DYLAN SEFF

Alright...I've had my picture taken for this article, I've finished my other head issue articles, but I still can't think of a thing to write for my selection. What can I tell you about something that means something to me, but will also mean something to you? How about if I start by telling you something that I've been doing in the past couple of weekends.

About two weekends ago, at the title of the Bands," and then again the interscholastic "BossTones" concert, a "mosh pit" formed in front of the stage. A "mosh pit" is a group of condensely packed, sometimes partially naked slam dancers who... they kind of...jump around, I

suppose you could say. Not exactly what an observer would probably think is fun, or even safe. However, my roommate and I were finishing up a pretty taxing workout, and we were determined to let off some steam. Upon suggestion from another friend, we lost our shirts and dove into the pit.

At first, I was scared to hell. Inside the pit, you are closely compressed that breathing becomes a conscious decision. I found myself unable to control the direction in which I was headed, as the force I could exert could not compare to the twenty-some-odd people pushing in the opposite direction. After a few minutes of extreme claustrophobia, I thought the best might be just to "go with the flow." I followed the paths of least resistance, going wherever I was pushed, like I was flowing through some complex system of capillaries, winding in and out and back over. Though hoping that I would be able to keep up the inertia that kept me going and kept me from dropping, I began to feel more at ease.

As shocked back into reality when I saw someone three feet from me fall to the ground, overwhelmed by the pressure around him. I think I may have been more afraid of the fallen dancer than he was for himself, but I was bewildered when I heard people nearby him yell, "Get him back up! Give him a hand!" and about six sets of hands went down to pull the student back to his feet. Once back up, he regained a part of the throbbing, sliding pit. We were going out for each other, helping each other up whenever we fell, all moving in synchronous chaos in a pit which was violently beautiful, sexually charged, and hypnotically harmonious.

It was about now that I finally recognized a couple of things on the perimeter of the pit, not as dancers, but as spectators pulling people out telling them to leave the pit for a number of reasons - a supposedly drunk dancer here, or maybe an "excessively" violent dancer. The two bodies belonged to the faculty chaperone and I; I think at the time it was Mr. Wilmer and Mr. Johnston. Both had the best of intentions in intervening in the student-caused chaos, trying to protect



us from ourselves, but their intervention was, to the best of my knowledge, putting them in more danger by trying to exert force over something that they could not hope to control.

Two people turned to me at one point, asking if I wanted to "go up." I wasn't exactly sure what, or even where "up" was, but I soon found out as the two people picked me up, pushing me higher up into the air until I was lying laterally on top of the crowd, now being transported over people's heads, floating above the pit with a myriad of little hands supporting my weightless body. I returned to Earth, and found that I could create a little torque from within the pit, as I accustomed myself to jumping around, up, and down, a little crazier than when I started, but a lot more experienced.

The Phillips Academy Mosh Pit. That's where I've been for the past four years. When I got here as a Junior, I was afraid to show myself. I hid behind a long haircut that drooped over the front of my face, successfully covering half of my visage completely. I tried to dive into Andover life as much as possible, although the tiniest of setbacks meant a lot to me when I was just starting out. I took a "four" on my first English paper in Mr. Reagan's English 100 course to mean that I could never hope to achieve any higher. I lost my dorm elections for dorm representative to Greg deBeer, and I thought that was the end of my political career at the school. None of this compared, however, to the following.

Toward the end of my fall term, I was confronted, along with a couple of other friends, by my proctors, house counselors, and cluster dean as to the validity of suspicions that I was drinking and doing drugs. These charges outraged me, as 1) they had no evidence, and 2) I was vehemently opposed to either activity at that time. I was sickened by the fact that people thought that about me, and the rumor eventually spread to my parents who, like good, traditional Jewish parents, were as worried as worried can be.

I protested a little, but to no avail. I thought I was alone for a while, with the people who I would have

expected support from trying instead to figure out if I was lying about a substance abuse problem. However, I did have the friends with whom I had been wrongfully accused. I opted to lay low for a while, just to try to fit in with the other kids. I pulled my grades up to the honors level and joined a couple of clubs, becoming an average student in most respects. To be honest, it made me sick. I began to make more friends and to realize that my favorite thing about this school was the kids that I knew at the time, not my courses or teachers, or anything else. They were my own little support network. We could share our feelings and complaints and I always knew that I had someone to turn back to in the dorm. I still have that same relationship with my friends now that I am a Senior. My dormmates and I look to each other for help, sympathy, and an occasional pep talk. When one of us falls, the others reach down and help to pick them back up. Yes, we competed for grades and victories in sports, but we could always expect to be aided when confronted by a teacher or another outside source. It was our nature to cause a little of the push, but to always help a fallen student.

I can't say, however, that I've been helped in quite the same way by the faculty here. The faculty are good people, often underrated by my peers, but in the way the school is set up, we are forced into artificial relationships which are more like rivalries. Almost everything is a conflict, rather than a problem solving session. The school forces the faculty to meddle in affairs of the students, preventing us from committing errors which should be made to help us learn right from wrong. While there are some *laissez-faire* faculty here, there are still a good number who want to make our decisions for us because they feel we cannot make it ourselves. While I want to be friends with these people, I don't want to have to second-guess what they are thinking of me because of the unfortunate feeling of "They're out to get me."

This was something that particularly bothered me during my first two years here, but as time progressed, so did my awareness of myself and my ability to change the things I disliked. After winning elections for class officer positions and eventually school president, I found that I was no longer the long-haired Junior of yesteryear, trying to hide, physically and mentally among my peers. I try to do whatever I do now with a flair. Mr. Cobb would call it "panache."

Commentary and Letters

Senior Perspectives
Teaching Fellows Speak

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Hazel Boyd

by HAZEL BOYD

I came to Andover as an Upper. Before that, I spent two years at my public high school in Belfast, Maine. Needless to say, I guess, coming to Andover was a change of pace. In short, though, PA's been good to me. Of course, there have been some tough spots (like Upper year, for instance) and times when it seemed things would never get better (like Upper year, for instance). And sure, there have been some misunderstandings (like that car thing last winter, or the yearbook wanting to call me Hazel Body). In the end, though, I've found things usually work themselves out. Life's good like that.

Letters

You can learn a lot about people by reading their letters. I know in parenting, letter reading has been a long time-honored tradition (though maybe not as popular as diary rummaging) and military leaders have used this tactic to locate their army's loose lips in more than a few wars. But more than that, there is a kernel of history to be discovered in a person's letters. You can know the thrill of the American Revolution by reading what George Washington wrote home to Martha. You may understand the struggle to gain India's independence by studying Mahatma Gandhi's early letters from the slammer. You may know the every in and out of my own personal struggles at Andover...

First Letter Home

The first letter I wrote from school was dated September 18, 1990 and mailed to my mother. I had been at school for a week and had intended the letter to be one of those "Look, I'm at boarding school. I'm independent. I'm doing well on my own, alone and hundreds of miles from home" types of letters. I think it ended up coming across a little differently, though.

The letter read:

Dear Margo, (That was my mother's name, and I prided myself on the fact that I, like any other truly independent individual, would never again fall back on such nicknames as Mommy or Mom in addressing a mature letter.) Help me. Save me. Let me come home. Fondly, (because I didn't want to sound over-affectionate, as if I missed home) Hazel

To this I added a post script holding to the original letter's calm and composed style: *Pretty pretty please. I'll read a lot or memorize that set of encyclopedias we have. I'll get a good education, I promise, just let me come home.* Signed, *C'mon, I'm your own flesh and blood...Hazel*

That letter, that postal masterpiece as it turned out, won me not one but seven care packages, arriving at twenty-four hour intervals for one glorious Commons-free week. It was the beginning of an unforgettable correspondence between me, teenage girl trapped in a school without sugar cereal and the real-life, outside world.

The letters I've sent to my family and friends each reveal a chapter of my experience at Andover. There

was never any one single important letter that I scrawled and sent. There were many. And each one tells a bit of the Andover story...

Oct. 6 1990 in letter to father "...Dean's schedule, which is a time when certain teachers give you two tests a day and all the rest give you quizzes..."

Jan. 19 1991 in letter to mother "...so if they bill you, don't worry..."

...And on and on.



Admittedly, that first letter, bread-winner of all bread-winners, was a hard act to follow. I guess it was tough to recapture the same high level of passion in my later works. I mean, I could never reproduce the atmosphere of being alone, hungry and friendless like that first night at school, the night of the first letter's conception. It was strange, but after not too long, I was starting to actually like it here.

Food Means Friends

Mostly, I think the turnabout was a result of my mother's care packages. What can dispel loneliness, gathering prospective friends like an unsupervised Twinkie might gather ants, more quickly than being seen every day with a fresh shipment of Oreos and or-

next food-bearing Betty by the end of the week. In fact, after the last Mallow Cakes were gone, and my new friends with them, I sat down again just as lonely as when I started in that sad dark room I was, for the rest of the year, to call home. I stayed in the dark and thought to myself for a long time. Many questions passed through my mind. Among them: *Why am I here? Why am I here and Why am I here? Why is the room so dark?* But after a while, I started thinking of solutions. I decided to do something about my life...there were going to be big changes. First step: I filled out a maintenance slip to install a light bulb in my room.

After the Light Bulb

From then on, it only got better. Andover was a much brighter place. I started going to some club meetings, writing for the *Phillipian* and playing a lot of hacky-sack. And best of all, the people in my dorm took me out and showed me the world - Bancroft style. It was great, they treated me like it wasn't even so bad to be from Maine. I mean, not once did they ask me, in earnest or in jest, if houses "up there" had indoor plumbing. It was then that I knew I had made some friends for life.

Spring

Then, just like that, it was spring term. Not the spring term I've come to know this year, though. No, quite a different beast. Spring

term Upper Year. I was, you could say, a little busy. In addition, I had just made the acquaintance of someone who had quite an impact upon my life - the woman who coined the phrase "yes, everything counts" - my College Counselor.

So it was spring and I was working hard, writing some kind of 15-20 page book for a history course. A lot of Uppers seem to take. And like your standard college-aspiring eleventh grader, I also found myself waist-high or so in extracurriculars. By May, I had won the position on student council I had wanted since I saw Dan Levine almost beat up Willie Tong and was putting about 14 hours a week into the *Phillipian*, where I was the proud recipient of the Exit Award. And then, as soon as it came, spring term was over.

Summer whirred by like summers will, and fall term I've successfully blocked from my conscious memory.

The rest of the year went by quickly - college notifications arrived somewhere between the unveiling of GW and the announcement of Senior Pro. Spring term Backpacks lightened, Senior Term was flooded as if by tsunami. We slept a little later and stayed in the Ryley Room a little longer. It was cluster softball days, sit out on the grass days, tell your friends they're the bestest days.

And then we were done. Let me finish up with a quote I've never been able to use anywhere else (it's from Charlie Brown) "Nothing lasts longer than a box of cereal you don't like."

The Taunter

by RAPHAEL LUCIEN de BALMANN

This is the end. No, I am not a Senior, and I certainly do hope to be here next year. This is the end of "The Taunter," my last chance to write a by-lined article for the entire school to see. After this, I will be kicked upstairs to the sinecure of the Commentary editorship, forbidden to Taunt.

I spent the better part of the year looking for my school, and I still haven't found it. In this sense, I envy the Seniors; you're graduating before the school has gotten a chance to copy Exeter fully. I wonder where I'll graduate. Will my school have a door-ajar policy? Supposedly. Will my school make sexual intercourse a crime punishable by D.C.? Possibly. Will the school start first-time expulsions? You never know. Will I graduate amid a sea of blue and white or swallowed by an ocean of red and silver?

Phillips Academy was an academic giant with a sense of humor when I applied. It was the only school in the country, and possibly the world, that had both qualities. There were plenty of schools where you could get an excellent education. There were other schools where you could party and enjoy the some of the best years of your life. But only PA did both. Now PA does neither.

There are only so many dollars at PA. Every institution in the nation faces the problem of not enough money. Every institution has to make choices about appropriations. But not every institution has to be misguided in its policies. No, I'm not going to complain about sugar packets or lights on the Bell Tower. These are negligible quantities, a mere drop in the bucket. What I'm talking about are the fundamental choices, such as whether to emphasize requirements and a core curriculum or to provide vast elective options. In these days of financial austerity, we must make a choice. And we are choosing wrong.

PA's strength is its electives. Where else can you take classes in vector calculus and electronic music, design a building in architecture and a universe in quantum mechanics, or study the literature of the Vietnam era and nuclear disarmament? Any school can have its students move in lock-step, through a

myriad of requirements. Most schools could even teach these requirements competently. But few schools have the faculty to allow teachers the freedom to branch out. And fewer still have the wealth of knowledge to allow for a plethora of different courses. Yet this is PA. We claim to be the best. We leave the qualifiers to other, lesser schools. We claim to be the absolute best. If we are telling the truth, if we have the best and the brightest students and faculty, shouldn't we allow students to explore the areas of a broad curriculum that interest them? If a boy doesn't like math but wants to take three art courses, let him. If a girl doesn't like English but wants to take three math classes, let her. If someone doesn't care for U.S. History but is interested in African history, let him count that towards his requirement. All you need is a basic set of distribution requirements (1 year each for English, math, science, history, second language) and the same total number of credits could be required for graduation. There would be no need for twenty-five sections of English 200; we could make it an elective and offer four or five sections, freeing up the rest of the teachers for other, new electives. Students could choose to specialize in an area (math, for example) or dabble in everything; there would be more time for experimentation with few requirements.

Yes, I have heard the college argument, the belief that if students don't take enough science, they won't get into college. This argument is just a sophisticated way of passing the buck, of delegating responsibility (and blame) for our curriculum to colleges. If PA's purpose is to serve as a clearing house for Harvard and Yale, we are all wasting our time here. You have a better chance of going to an Ivy as the valedictorian of Ignorant High School than you do as the one hundredth student in your class at Phillips Academy. If we have no educational purpose of our own at PA, if we are just a way station on the road to college, then we should just pack our bags and go home. However, if there is knowledge to be gleaned from Andover Hill, if this school does have an educational function of its own, then we must take responsibility for our actions and face up to them. Our educations would be better served by relaxing the distribution

requirements; it's time this school embraced a free method of improving a PA education.

Less excusable than the curricular problems are the changes, both proposed and implemented, in residential life. For example, this school has proposed making parietals open-door come next year, and a few faculty members have even proposed banning sex. These decisions are to put it mildly, stupid. To make matters worse, I don't believe the faculty and administrators at PA are "fools," at least in the classical sense of the word. Rather, I think that the faculty and administration know exactly what they're doing - and this is what scares me.

It's easy to govern a police state. It's the damn democracies that pose a problem. It's easy to govern by military rule. It's giving the people civil liberties that gets tough. Here at PA, it seems that some faculty and administrators want the easy way out, want to restrict us to make the job of governing simple. Do something we don't like, get out. It's a simple method of governing. And an abominable one.

Mr. Wilmer says he wants door-ajar parietals to reduce the risk of rape. Door-ajar parietals will just result in more IP's; I would imagine Mr. Wilmer knows this. Furthermore, the biggest threat of rape and other sex crimes comes in IP's; people are less likely to scream or try to get help if they will be on Probation for their troubles. I suspect Mr. Wilmer

knows this too, if only due to intuition. I hate to be so suspicious, but given this, I can't but suspect that the entire rape issue is but a smokescreen for the school to curtail student rights. Hell, several faculty members want to make sexual intercourse a crime punishable in a D.C. Even Dr. McNemar, who prides himself on his liberal sensibilities in Town Meeting after Town Meeting, says that those who have sex receive "counseling," as if sex is a mental disease that requires treatment. I wonder if the faculty members who feel so strongly that sex should be banned would be willing to abstain themselves. After all, sex is no more illegal for a seventeen year-old than for an eighty-seven year-old.

PA likes to pass the buck. Who doesn't? We blame the law for our intervisitation rules, claiming that we are "legally exposed." Yet who isn't? A sad fact about the U.S. is that anyone can sue anyone else. I can sue my Music teacher can be sued for giving low grades. I may not win (lawsuits aren't guaranteed to end in victory), but I will never truly lose. Consequently, people will sue PA. Of course, suits are a risk and a part of doing business; that's why liability insurance was invented. Any time you cross Main Street you take a risk - a car could kill you. But would you rather cross the street? Right now PA is on the sidewalk, and drawing further back. It's too bad it came to this; we almost crossed the road.

I've got to come back. You Seniors will be at college next year, but I'll be back. I've got a stake in this school better. And that's what PA is - a school, not an orphanage. The school doesn't have to act in loco parentis; my parents can fill their loci just fine. The school doesn't have to act like the State Police and enforce state drinking law. The school doesn't have to condone or condemn drinking. Absolutely any more than it has to condone or condemn drinking Pepsi.

And so I wish you guys the best of luck as you take off to conquer the world. I just hope my PA diploma will be the same one as yours.

Congratulations

to Seth Yarlott,
our 3 year Senior

From Wilbur and the Family

CONGRATULATIONS

Jenny Elkus

SEAN TERRANCE

Congratulations

on a wonderful year at Phillips.
We're very proud of you.
Go Hoyas!

Mom, Dad, Josh, Jule, & Shadow

Congratulations

Greg Arata

We are very glad you've
had such a wonderful
PG year.

Dad & Mom
in Bangor, Maine

Margaret Litvin

by MARGARET LITVIN

Mme. Heurtin, my French Lit teacher last year, loved to faire le bilan. Faire le bilan means to wrap up loose ends, to dot the i's and cross the t's: to analyze, categorize, summarize, and conclude. It was sort of fun to watch when, after a few weeks spent wrestling with a long complicated book, she would turn to us and say, with a glint in her eye, "Maintenant, faisons le bilan."

There is something to be said for wrapping up. Within an hour the book would hold no further secret for us: we would understand what was important in it; and all that wasn't important, we would dis-

"Maintenant, faisons le bilan."

card with scholarly glee. We would take the book's soul and hold it up to the light like a classroom transparency. We would reduce its characters to stick figures, its conflicts to flowcharts, its emotions to punctuation marks. After all the weeks of struggling to seize each nuance, capture every detail, penetrate the mind of every character to examine what resides within - after this it was a relief to have a formula to remember, a single capsule to swallow.

This wrapping-up, this making of a bilan, is what I feel called upon to do now. But how should I begin? I cannot come up with a



moral lesson, a coherent metaphor, or even an amusing string of significant memories. It's kind of comical actually. You'd think that after four years at Phillips Academy I would know how to write a decent summary: choose relevant points, discard unimportant details, isolate and discuss the main idea. But what is the main, idea? Maybe in fifty years or so I'll know what was most important about my time at Andover; for now I'm just seeing a tangle of impressions.

These impressions do not have an order. That I remember some days and not others, some people and not others, is mostly a matter of chance. My memory is incoherent like the voices I hear when I shut my eyes at night, random like the eyelid-images I see. A person I met once in the fall four years ago may have changed me as much as a friend I see every day - or more. I do not know; so for now I guess I must accept every experience as having equal value.

Imagine that every experience has equal value, that each one is worth recalling separately. Take all the experiences out of their memory-drawers and look at them.

Some are sharp and others are rounded; some smooth and others gritty and abrasive; some shiny-glowing-colorful and others chalky dull. Some are cool to the touch, but others burn your fingers; some have the fragrance of spring blossoms at sunrise, and others stink. Let them fall through your hands, all these different memories, and tumble in your lap. Look at them again.

Remember the conversations at Commons and the class-discussion-turned-arguments. Sunny afternoons on the lawn and rainy afternoons in the library. Nights without sleep and mornings without classes. Wishing it would snow and then wishing it wouldn't. Friendly sidewalk graffiti. Mailboxes that won't open. The solitary late-night walk back to the dorm. And people. Especially remember people.

For soon it will be time to pile the experiences back into the drawer and to put on the gleaming graduation clothes waiting on the bed. Then it will be all you can do, standing shadowless in the radiant circle, to recall exactly what it is you are leaving behind.

Julie McCleery

by JULIE McCLEERY

As many of you know, I just got a new puppy. Some people joke that I got him so I could meet people and finally make some friends. Even though Toby has helped my social life, that is not why I got him. I got him to keep me sane. That might seem a bit odd since the whining and crying at 4:00 a.m. would be enough to drive anyone crazy. But strangely enough, my plan is successful, and I am less stressed already.

Working at a boarding school has taught me the need to master the art of stress relief. With all the time and energy I put into the various aspects of my job here, I have not left enough for myself. I don't mean enough time to relax, or enough time to socialize, or enough time to sleep. It is not a time issue. I just mean Enough. There is not Enough space in my head to think about what I need or what I should be doing for myself.

It's not that I have not enjoyed everything I have been doing. My year here has been rewarding and inspirational. I have had tremendous support in the classroom and in the dorm from other faculty, especially the Athletic Department. Through teaching P.E., living in Abbey House, and particularly through coaching basketball and crew, I have developed strong relationships with students, while learning and having fun. These are probably not opportunities I would have had elsewhere.

Despite this, it has been difficult all year to leave work behind and focus some energy on myself. Having an obsessive personality does not help, and I constantly find myself thinking about class, and crew, the dorm, and crew, meetings, and crew. What I spend my time doing and thinking about is obviously my choice. But, free will aside, I think living where you work predisposes you to blurring the distinction between public and private life.



From what I have observed about student life, it seems that the same can be said for going to school where you live. And I say going to school where you live instead of living where you go to school because living is more important than going to school. My grandest observation about the school is that somewhere down the road someone forgot that. For a residential school, there is little emphasis on residential life, on living. It seems that the idea of doing something for oneself or taking care of oneself has been lost in the whirlwind of this achievement oriented lifestyle.

I have done a lot of work with Carol Israel and Aggie Giglio, helping to put together a program to support and aid students dealing with Eating Issues: both problems and disorders. This has given me an unnerving look at the destructive side of student life. I have seen a lot of self-loathing, stress, confusion, and too many girls who detest themselves and their bodies. I have talked to girls about the competition, among students, body image distortion, and low self-esteem. While they all agree that these are problems, no one wants to confront them. Not, they say, because there is a lack of interest and awareness, but because of a lack of time. There is no time to worry about their health and their sanity, only grades, and extracurriculars.

And, to state the obvious, food isn't the only method of escape. For as many people as I've seen

"For a residential school, there is little emphasis on residential life, on living."

using food to face these issues, there must be at least three times as many who turn to drugs and alcohol. I only wish that the administration and the students would both take a step forward in designing a residential program that would promote well-being and stress the importance of learning about oneself as well as learning about American History or Calculus.

Becky Howland

by REBECCA HOWLAND

What can you do with five million dollars? Build an impressive edifice, buy some nifty art, get an unlimited supply of frozen yogurt? What would you guess that the Trustees are going to do with the recent endowment? Another lawn sculpture perhaps, more lights. Does anyone else think that this is ridiculous? If I had five million dollars to give, would I give it to a school that already has an endowment of over 100 million dollars? No, I wouldn't. I don't mean to put Andover down; this is a wonderful institution, and I have learned more than I have anywhere else in the world. I have grown up and discovered things about myself that I wouldn't have learned anywhere else. I have also discovered that I care.

When I first got accepted to Andover, a certain teacher warned me about attending. The conversation went something like what follows:

Mr. Teacher: "You'll hate it here. This place swallows you whole, you won't have time to breathe. The most trivial things will be the most important. You'll be so busy studying about the Gettysburg address you won't have time to be a kid. Go somewhere else. Better yet, stay home. Don't come here."

Me: "Wha?"

Mr. Teacher painted a dire picture for me, but it wasn't bleak enough to deter me from unpacking in my first dorm room three months later. Determined to make the most out of absolutely everything, I signed up for every club and organization. Soon Mr. Teacher's prophecies came true - I didn't have time to breathe. But I was happier and busier than I ever had been before. My friends would moan about the weekly call home, when their Moms and Dads would barrage them with pep talks, bribes, and threats about GPAs and SAT scores. My parents, concerned about Mr. Teacher's forebodings, worried that I was wearing myself

too thin, trying too hard. I was sleeping for an average of six hours a night, going for days shuffling between the dorm and the

What can we do, how can we change the world around us? When a teenager expresses interest or concern about certain issues in the



Library, without once opening a newspaper.

Andover is a utopia, and a beautiful one. They nurture us, feed us, keep us safe, and virtually tuck us in at night. The entire institution acts like a concerned parent, as it should. But we pay a price for all of this safety. We forget about the world around us. We become too removed. We get five million dollars, and the first thing we think of doing with it is building another hall. What about using that money to help the people who have lost everything from the riots in LA, or even setting up a fund to help educate those who aren't exposed to the opportunities that Andover can offer? For three years I didn't even question. I'm ashamed of that fact. For three years I didn't even think about what this school was doing with its money, or what was happening around me, even twenty minutes down the street in Lawrence, Massachusetts. Don't get me wrong. I would not trade the educational opportunities that I have encountered here for anything else in the world. I have grown both intellectually and socially in a way that could not have been duplicated anywhere else. But I do feel that this school and the student body can be changed.

world, it is often dismissed as adolescent angst. After all, we're just kids. But we're kids that are growing up. And we're kids that are going to be powerful one day. If we can't learn about our world at Andover, the best high school in the country (Exeter? Pshaw!) where can we learn about it?

I don't mean to preach, especially since the "Senior Perspectives" are supposed to be nostalgic skips down memory lane. I haven't said anything that thousands of others haven't been saying for years. But I think Andover students can make a difference. We can at least say that we don't want another five million-dollar building, we can say that we treasure our independence, and we fear the recent trend towards the destruction of it. I am happy to say that Mr. Teacher was ultimately wrong. I didn't get swallowed alive, although I seem to have metamorphosed into a bleeding heart liberal. I just don't want to see anyone else allow themselves to, or worse, let themselves stop caring. Andover is an amazing school, an environment where intellectual stimulation is everywhere. We just shouldn't have to pay the price of ignorance for it.

CONGRATULATIONS

to

Kate Seward

from her family,

Mom, Dad, Karey,

Scott, Aunt Helen,

Grandma and Grandpa

Todd Fletcher

by TODD JONATHAN
FLETCHER

In addition to teaching, a teaching fellow is meant to learn a little as well. Having been a student here not so long ago, I thought that I knew just about everything there was to know about old PA.

However, after nine months here, I realized that even had I actually known "just about everything there was to know," my knowledge would have been of a different school - a school with the same name and the same location, yet quite a different school.

I could end here; but for the curious and concerned, I will continue. However, I am not going to take the easy way out and simply list the differences or what I see as the problems. I will instead pretend that I am Headmaster, Dean of Residence, Dean of Studies, Dean of Faculty, Dean of Admissions and the President of the Board of Trustees and suggest how I, with such ultimate power, would begin to take *this* Andover and return it to the Andover that I know and love.

I believe that main problem of this school to be the lack of energy, motivation, creativity, and intellectualism in the Andover community, the faculty's acceptance of such a second rate academic environment, and the general insouciance of the place. Simply, the school is lifeless. Students and faculty alike make our plot on Andover hill "The Campus of the Living Dead!" The community seems to be going through the motions of teaching and learning without much success on either front.

In order to get everyone actively involved and interested in education at Phillips Academy, everyone must first get actively involved and

interested in education at Phillips Academy.

I feel that in order to achieve this goal, all members of Andover's faculty need to spend some time teaching. Time? No one here has it. However, I propose that "non-teaching" faculty members *do* get back in front of students, if only once or twice a year. Such interaction between "non-teaching" faculty and the student body would serve to strengthen what we call the "Andover Community" and keep the entire faculty in contact with students and aware of their concerns.

Why not put a note in the bulletin saying "Want to know how to write a successful grant proposal? Meet in Ropes at 6:00pm." Or, "Curious as to what is involved in managing Andover's finances? Meet in the Blue Room at 5:30pm."

It's almost as simple as that. Everyone has to eat. I think that there are teachers and students alike who might find such seminars helpful. There are so many brilliant people on the faculty, that I feel it a shame to keep them cooped up in offices where they are unable to share their specific talents with the rest of the community.

It is also essential that the faculty in general become more involved with the lives of the students. Lying in Rockwell, a junior dorm with about 40 boys, I have no choice. However, there are others who do have a choice. As much as I respect the choice to separate family time from teaching time, I expect that at a boarding school, that separation will serve as a guideline *not* as barricade.

"Well he's not married, and he doesn't have any children. This is easy for him to say." Have you said that yet? Regardless, when a man

or woman accepts a residential position at Andover, I would hope that he or she would be accepting a *full time* position, regardless of age, marital status, or rank.

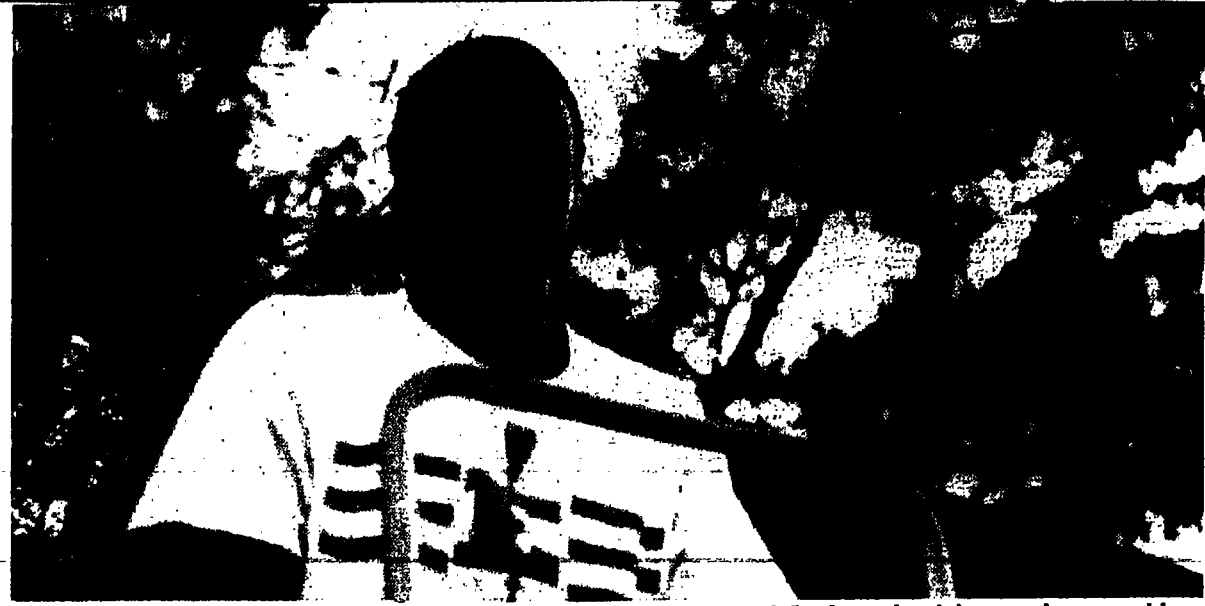
In addition to residential issues, there are other problems in the classroom. Teachers, myself foremost among them, need to find ways to get students interested in thinking - not working, not studying, but thinking. The level of intellectualism of today's Andover is like that of a wad of wet toilet paper.

I don't blame the students, for when a teacher from another department calls my Department Chair to inform him that I am giving too much work, the problem is not that of the student. Had this teacher known the work habits of the student he was representing, or been familiar with teaching English, or spoken to me, I would not have been so annoyed. However, he didn't.

The teachers *and* this school need to realize that Andover is first and foremost an academic institution. Once upon a time, we worked hard, dealt with it, and were in the end thankful for it. As educators we should not protect our students from a good education.

Perhaps the problem is simpler than we realize. A lot of work for students means a lot of work for the teacher. It seems that at the Andover of today, there are a few teachers willing to do this work.

In addition to trying to teach students the value of thinking, we need to encourage our students to explore areas that might not at first seem of interest to them. "Try a new sport." "Try playing the piano." "Try taking another philosophy course." After encouraging exploration, we need to encourage students to work hard to develop



that area of interest, and then encourage them as they struggle to learn.

In order to explore and develop, a student needs electives. I am a very strong advocate of electives. Had I not been able to take the electives I did as a student at Andover, I would most certainly not be doing with my life what I am planning to do. Once out of high school, it is almost too late to get seriously involved in the arts. Of course, it's never really too late, but it is surely too late to take advantage of the brilliant artists on the faculty of Phillips Academy.

Electives give students a chance to find an area in which they excel. Excelling in a specific area is important not only for one's self-esteem, but for one's position in the world. Andover certainly is not (I hope) interested in students who do many things well, but excel in nothing. The best colleges are not interested in such applicants, and the world is overflowing with such "anybodies." Why pump out more? If the school continues to cut back on the number of electives that students can take, Andover will do just that: produce zombies and clones.

As no one wants to cultivate zombies and clones once at Andover, why bring them here in the first place? In my day, diversity

was the "big word." And although I have hardly heard this word uttered this year, I feel that it is the most important of Andover's "big words". It is not enough to attract white students. We need to attract a diverse group of white students. It is not enough to attract Asian students. We need to attract a diverse group of Asian students. It is not enough to attract black students. We need to attract a diverse group of black students. When Andover can tout having a substantial body of white students from the inner city and black students from the suburbs, then we will be on our way - nothing more than on our way, but *at least* on our way to achieving a diverse student body. However, when we abandon our commitment to true diversity and settle for multiculturalism, we begin to insult our students and ourselves.

The problem does not stop at being insulting to students. It continues to furthering the stereotypes that the school wants so much to eliminate. If the vast majority of one easily identifiable group are from a particular environment and socio-

to be tension between the groups. Why are we surprised when that tension turns out to be racial tension?

In the real, adult world the problem that I have ever-so-vaguely ad-

ressed might not be a problem. However, we are not in the real world, and the Andover community does not consist of adults alone. It won't be cheap or easy to rectify this problem, for to do so will require much more extensive recruiting-recruiting - that extends across America, from big cities to small towns. However, if Andover is truly committed to educating the most capable "Youth From Every Quarter," then it will find the money and make the time.

Believe it or not, I am still very fond of Andover. Really! I like the faculty, who are in most cases brilliant. I like the students, who are in most cases either brilliant or have the potential to become so. I enjoy teaching, and I love to see kids learn. I especially value the arts at Andover and their role in the education of Phillips Academy students.

There is a great deal that I like and love about my dear alma mater. The Fletcher Room in GW is testament to that! Nonetheless, when asked for my thoughts, I felt that these were the thoughts that needed to be expressed.

I promise, however, that my next article will be a touchy-feely expose on the joys of Andover. Until then, think of what *you* can do to help our school from going under. Then, pick up a life preserver, take aim, and let 'er rip!

Doug Kern

by DOUG KERN

Blinded by love, I wrote a cheerful and obvious essay to be published in the commencement issue of the *Phillipian*. It abounded in pious praise, solemn exhortations, and all the other inanities that possess the prose of teenagers expressing emotion. That essay sits on my word processor, unsubmitted. Its rhetorical excesses do not disturb me; obsequious flattery and fawning compliments behoove the thoughtful commentator when commenting on the ends of eras, and it would have pleased me to end this splenetic series of essays on a joyous note. But a niggling commitment to the Truth and an irresistible velleity towards iconoclasm prevent me from taking such an easy route. My experience at Andover has been a love affair of sorts, and rare is the love that lends itself to lucidity. These insubstantial and inconclusive words draw a cruel caricature of my time at Andover; but to smother all the subtleties of these four years with a garish and glossy coat of happiness would be to commit a more abominable crime.

How profoundly my thoughts towards Andover have changed since those halcyon days in eighth grade, when I would read the Andover catalog every night before going to bed. The Bible spoke of Heaven, but the Andover catalog had pictures. In a little town in Massachusetts I would find salvation from the intellectual stagnation that dogged me in South Bend, Indiana; at last, I would meet my true peers, and rejoice in their wisdom and grace and maturity. In pencil I circled the clubs I would join; ceaselessly I poured over the *Blue Book* and the *Particulars* book and every other parcel Andover saw fit to send us. Every day of that endless summer I bored my parents with endless discussion of the classes I would take, the people I would meet, the sports I would play, the life I would lead, at Andover, in paradise.

I found that old catalog last summer. Frayed at the sides, worn at the edges from countless careless thumbs, that Andover catalog still beckoned me to join its magnificent community. I wanted to go there. But I did not know how to transfer from the sullen school in which I was enrolled.

Needless to say, I came to Andover and found disappointment. I did not recognize it at first; the sheer ecstasy of academic challenge and the palpable excitement of those first heady days dulled my senses. But in time I realized that this Andover was not my Andover. I lacked the energy to join all those wonderful clubs, and most of them were not worth joining; I developed no desire to meet those other brilliant athletic mature scholars, and most of them seemed shallow anyway; I could not be roused to take all those hard courses; most of them were not worth taking.

At first I blamed myself. Why did I lack the energy? What prevented me from being the Renaissance Man that I thought myself to be in Indiana? Why was I unworthy of the Andover that I once worshipped?

Maturity brought with it the answer: no one is worthy of that mythical Andover; no man is worthy of paradise while he lives.

No student possesses vigor enough to exploit every opportunity Andover provides. We cannot be diverse multicultural mathematically-inclined scientifically-oriented athletically-capable artistically-gifted poet-singer-lover-debaters all at once. Yet Andover assumes we can, and therein lies Andover's hamartia.

Few boarding schools offer their students the magnitude of freedom offered by Andover; we receive with this freedom the hope that we will use it to max-



imize our opportunities and broaden our horizons. We abuse this freedom shamelessly. Unable to deny this, the faculty slaps down inconsistent rules and workshops. Unable to surrender their vision, the freedoms continue.

Earlier this year, I referred to these two conflicting ideas through the metaphor of a dividing wall. But I have come to understand that the pseudo-liberalism espoused at Andover is but one part of a broader vision, which sociologist Thomas Sowell calls "the unconstrained vision." This vision perceives humanity to be perfectible through reason and education; it accepts freedom as the default state of humanity and places its faith in human possibilities rather than human limitations. Change holds sway over tradition; the only moral code enforced is the absence of morality, and the anti-spiritualists of this school pound their pulpits with a passion to put Cotton Mather to shame. We will tolerate everything but intolerance.

I do not share this vision; this conflict has formed the nidus of my difficulties with Andover. Though my faith in man's ability to redeem himself knows no bounds, I believe that society should restrain man's darker impulses rather than attempt to forge a heaven on earth.

But my viscera betray my true objections. In Indiana, you just don't put a condom machine on a high school campus. It isn't done. At Andover we march

towards callousness without discussion, without objection. Such careless indecency strikes a strange and dissonant chord in my soul, and after four years I have begun to hear the humming of my discontent.

From this fundamental difference, I have come to reject virtually everything for which Andover stands. Andover espouses multiculturalism; I do not believe we can understand other cultures until we understand our own; I think it foolish that students should be expected to respect and learn from other cultures before they have established their own cultural identities. Andover believes in granting its students multitudinous liberties; I believe people of our age require more structure. Andover stands aloof from religion; I find it critical to every aspect of life, and regret that my own religious identity has suffered from my days here. Fi-

for their mindless bliss. Perhaps both. But this is their school, not mine.

How asinine that first essay seems! It reads like a paean to the Andover of my catalog. "Lower year, and hope blossomed like the first bloom of spring, timidly baring its glistening breast to the fickle spring." Yeek. But a sloppy appeal lingers over these florid phrases. We want to believe in Andover; we want to believe we love Andover; we want to believe in love. Between our silly catalogs and our sillier essays we purify Andover, filtering out the bad, exaggerating the good. Time makes an alembic of our minds; through the years, Andover mutates in our memories into a paradise. I believe in one paradise and one alone; one far removed from this land of shadows. When my love for Andover was young and fresh, I thought I could find my paradise here. Experience has taught me otherwise; but in these four years I have poked and prodded the cracks and crevices of this school and found in them a quiet, abiding affection for this quirky, agnostic Andover.

One passage from that original essay bears mention:

But walking in the amber twilight, I am reassured. With my friends, with those I love, we behold in silence. Silhouetted against the sun-starved September sky, the shadow of Cochran Chapel cuts my soul, a shard of summers lost. I shiver like a child on Christmas-morning and revel in my miracle. Before me, glowing against the dusk, is my Andover, pure and true as the very dreams from which it sprang. I quake, not from coldness but from awe, and still I am unafraid. I wonder if I see Andover's greatness or my own; I wonder if there is a difference anymore. Never mind. I stand in the presence of a vision incarnate, the catalog vindicated, the painful moments justified. The Chapel radiates with ancient joy, old but new-born, pulsing with life and hope, standing with serene security, a bulwark of love against a loveless world, an old friend. Always has my heart lived here, and always here it will remain.

What a glorious lie. Quite alone, separated from that mythic throng of lovers, I behold the Chapel. It is - a building. I adore it anyway.

I have said and written much at this place, with mickle force and minatory fire. But in the annals of this school, my words pass without notice, a whisper in an empty church. No matter. I have made my peace with the silence.

I will never stop seeking the Andover of my catalog, though I will not find it while I live. But as for the more terrestrial Andover, I love it, as a tired middle-aged man loves his tired middle-aged wife. The luster passed from our tenderness and the magic of our courtship died of natural causes, but we stand a chance of weary intimacy in the soft and silent moments.

I will not say goodbye; Andover, for we cannot part completely. We have sulked and screamed and struggled but we are lovers still; for better or for worse, we are one.

And still I love Andover. Four years have made us too intimate to avoid love. I have come to cherish the shape of the campus and the lay of the land; my eyes wrap around the sights of Andover with a practiced, lazy delight. The buildings stand as monuments to my youth; each one packed with memories sharp and jarring and passionate, threatening to prick my soul with emotion if I draw too close. Each edifice is a side of my soul, crystallized. At Andover I found a fulfillment and happiness that would have eluded me in Indiana. From my disagreement with Andover, I learned how to define myself. In loving Andover, I developed a fondness for life.

But mind is a love unrequited. At the end of four years at Andover I feel like a house guest; welcome and well-liked, but no member of the family. These fools in their baseball caps and ripped jeans, toting their lacrosse sticks and chatting of alcoholic adventures and summers in Cape Cod - they are Andover's beloved. This school exists for them. The rest of us are here for their benefit; when we cease to amuse them and challenge them, we shall be sent away. Those stupid, beautiful waifs from New Canaan and Greenwich may live here in grace; I cannot. I do not know if I hate them for their ignorance or envy them

Noy Thrupkaew

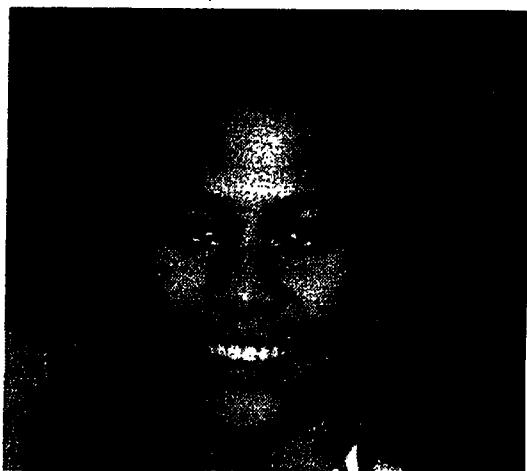
by NOY THRUPKAEW

Leave Taking

I. Communion
 the four of us then was it
 who sat around the makeshift coffee table
 and you made a toast
 let's all stay together, OK
 and no BS
 and i felt the body of pretzel
 splintered apart between my
 grinding teeth
 we talked in skew lines
 and i receded into my head
 thought of nothing
 looking at the mocking circle
 of my cup

II.
 and all i remember is the patter of the rain
 and how we confessed to one another
 strange fears
 like those of children clutchcurled into blankets
 in the unfamiliar dark
 and i thought
 how air grows between people
 we sat in the cool rain
 smelling the opening earth
 the rain on autumn leaves
 the black bodies of trees
 wetglistening
 silhouettes swaying and dripping
 tears through hazyfog light
 and you said something about bittersweet
 chocolate

III.
 uhhh...



Ho hum. I've been sitting in front of my computer for a long time now, trying to figure out how to sum up three years of my life here in a suitable fashion. I've tried a lot of different things, including the above depressing poem cycle, which is not turning out too well. Every word I type the old Cheese-Corny guard goes up. I guess it doesn't help that I only write poetry very late at night, when people are supposedly closer to death than any other time. I'm also not dealing too well with having to leave Andover, because this is it: Goodbye.

I feel trapped between two worlds - a ghost, a ghost of myself, surrounded by a fog of "do you remember..." As I glassywalk through the campus and breathe the *carpe diem* air, I think of my huge (humongous) Joyce term paper I haven't really written yet (actually, I need a topic) and how I need to practice and how my room is cluttered with breakfast remains of Pepsi cans and Cheez Doodles wrappers. And I think about my friends and the faculty I love and how I hate to leave.

The prospect of starting over at a college remains a daunting one for me, perhaps because I have finally become comfortable at Andover, finding a niche and a family. I realize that I must move on, however. It's become too easy to classify myself by what I do, what I enjoy. Stripped of my self-imposed labels, I do not feel sure of myself. I have struggled to establish myself here and Andover has become my home. More often now, I realize I must begin to accept the responsibility of independence and freedom, leaving, to some degree, the security of Andover. Our wanderings will begin. In anticipation of our leave-taking, many seniors have embarked on a series of rituals to preserve the memories - memory snapshots. In looking backwards, we also look forwards to when we will gather in another ritual and Dr. McNemar reads off the name of every senior and we touch every diploma. The fingerprints on my diploma become a record of the lives that have touched mine in some way. For those final fleeting instants, as we stand in the center of the circle on the spring-fresh grass, we create a symbol for constant flux and cyclical rebirth, one of many circles. For those moments before we scatter to other Main Streets in the fall, we hold the complete circle and we are one - held together by memories and friendship.

So this really isn't goodbye after all. Perhaps things will come full circle and will meet again in a different lifetime, a different slice of time and place. Until then, good luck. You live in my dreams and memories. Fare you well.

"Congratulations, Tanya, you have come a long way: Montreal, Toronto, Madison, Cald, Turku, Andover. Best of luck in Washington. Love you, The Globetrotter Gang."

To two very special superstars -
 Congratulations Eric Greenhut and Carlos Montemayor on a job well done!
 Love, The Greenhuts

Senior year, fall term. I had been told that it was all of the stress and work and sleepless nights of upper year, combined with the pressure of colleges weighing upon your shoulders. I, of course, didn't believe this, just as lower year, when I complained about the amount of work I had, I never understood why all the Uppers told me I didn't know what work was. I was wrong to doubt the wisdom of my elders.

One Tuesday night of this hellish term, I hit one of those moods that everyone experiences now and then at Andover. My work had piled up, my grades were falling, my tests seemed impossible, my teachers were evil, my father had just told me over the phone that if I didn't get my act together I was going to end up at a second-rate college, and I was thinking how much easier things could have been if I hadn't decided to go to this horrible school. I cried, I pouted, I complained, and, of course, I didn't do any of my work. The result was I had puffy eyes, a headache, a nasty disposition, and less of the night left in which to finish my work. Lucky for me, I also had my friends. They put up with my small tantrum and my long list of what was making my life so miserable. I realized that, without them, my life really could be miserable.

By far, the best thing about this school is the people that go here.

TK Baltimore

by TK BALTIMORE

I've made many good friends during my three years here, quite a few of whom have graduated and actually bothered to keep in touch. They have always been supportive, and loving, and there when I needed them. They come from all over the country, with different stories to tell, different backgrounds, and different things that make each one of them wonderful. This school has always made a strong claim to diversity. I believe that this claim is well-founded. Not only is it diverse in race, sexual preferences, ethical and financial backgrounds, but it is diverse in attitudes and personalities. The people here know who they are, how they feel about things, and what is important to them. This is not to say that every Andover student knows exactly what they want out of life and what her major is going to be in college, but everyone has reached a certain level of maturity that makes them that much more interesting.

But enough with introspection and analysis. We've had enough of that over the years. I guess I simply want to say that I have loved my three years at Andover and have no regrets about coming to this school. I'll never forget late night birthday parties of five girls stuffing themselves with cake and ice-cream; cold winter trips to the Sanctuary during a moonless night stumbling over ice and logs; all-



nighters where no work was accomplished but a friendship was strengthened; friends waking me in wee hours of the morning for no particular reason; awakening my friends in the wee hours of the morning to make them suffer my insomnia with me; oversleeping an entire day of classes and thoroughly enjoying it; getting up the guts to ask someone to the Sadie Hawkins (the bane of my existence); marathons of stupid computer games you wish you hadn't participated in; sunbathing on a huge towel in the middle of Flagstaff quad; mudsliding down the hill behind the chapel; directing my first play; falling asleep on the fourth floor ledge of Paul Revere; attending all of my classes barefoot simply because I could; hauling my clean laundry up four flights of stairs only to discover I had been leaving a trail of underwear behind me; phone calls that lasted five hours; writing half of a history paper only to lose it to a computer error; hanging neon-orange boxers on the flagpole after a most successful Ride; expensive birthday brunches at the Andover Inn; spending three hours drinking coffee in the back of Friendly's; actually being excited to see my parents; cramming for tests during conference period; writing my I-search the night before it was due; writing my history paper the night before it was due; writing my college essays the night before they were due; writing my article for the Commentary section for the Commencement issue of *The Phillipian* the night before it was due. I'll miss it all, but I am so ready to graduate. Goodbye.

Beth McNamara

by BETH McNAMARA

I still am surprised that I ended up working here at Andover as a Teaching Fellow. My first real contact with PA kids was, at its best, intimidating. I was a nervous, completely clueless public high school senior on a college visit. Working around a tight soccer schedule at home, I picked my one free weekend to travel. Some sort of gathering seemed to be congesting Boston that very weekend, but I gallantly came ahead and arranged to stay with a friend in a freshman dorm. Later that night, when I saw my fifteenth Andover jacket tumble up or down the entryway's winding staircase, I gathered the courage to ask where these people were coming from. "Oh, those are just Andover kids. They always invade Cambridge for the Head of the Charles." The sinking realization overwhelmed me: these Andover kids already knew more people than I did, road tripped far more regularly than I did, and clearly knew their way around the seemingly incomprehensible college scene. Great.

Six years later, my strictly unbiased opinion is that joining these students as a Teaching Fellow is the ultimate job to have after college. Many of my classmates live in anonymous apartment complexes; I am surrounded by a dorm

of surrogate roommates and a campus of former students looking for entertainment. Andover actually pays me to be outside every afternoon either as the autumn leaves begin to turn or as I hit fungoes to my outfield. My academic mindset continues; the duration, if not the very existence, of my Christmas and Spring breaks brings tears to the eyes of New York bankers. And, in a ridiculous twist of reality, I "work" while I read *Jane Eyre* or *Henry IV* at night.

A crucial element of this position is the status accorded to me as a Teaching Fellow. While the limitations of a one year appointment are frustrating - I find my niche only to have to leave it behind, and many librarians still think I am a student! - I feel that I am able to work with students on a level different from that of most other faculty members. Serving as the older sister figure on the faculty, instead of as the parent, allows me a distinctive camaraderie with students. Being greeted as "Beth" from across the courtyard may not be the height of professionalism, but I find nothing lacking in this hail.

Now that I am able to see past what seemed threatening to me in 1986, I recognize what advantages "those Andover kids" truly have. The overused, cliché buzzword of



diversity has only become overused and cliché because it is a fact at Andover. While we can always find a group which is being slighted in some way, the basic truth remains that every student here has the opportunity to meet intelligent, involved people from radically different backgrounds. By discussing what you consider to be "normal life" over frozen yogurt in commons, you quickly realize that your most basic assumptions may not be universal. By forcing you to defend, alter, or simply come to terms with that you believe, your classmates are doing you and your education a tremendous service.

My one hope for the people at Andover is that they recognize what they have. First, by its nature, the diversity of this campus brings wit it tension which must not be dismissed as unresolvable bickering. As long as dialogue in some form takes place, progress is being made. Second, in the academic arena, everyone has a lot of work to do, the old "You couldn't possibly have more work than I do" game is irrelevant; we all pursue worthy goals. Many facets of Andover life receive deserved and legitimate complaints, but far more arenas exist in which we together can revel.

At the risk of closing with an unabashedly geeky English teacher quote, I will borrow Toni Morrison's dedication to *Sula*: "It is sheer good fortune to miss somebody long before they leave you." Through Andover, I find myself overwhelmed with good fortune.

Taunter Says:

Elbridge Stuart House
 Uber Alles

Congratulations Alex:

This being a special day for you, we want to let you know that we are proud of you and we hope that you will continue making an effort to overcome your studies.

We hope that your future is full of happiness and triumphs.

Best wishes from your parents who love you,
 Pilar and Alijandro Sandoval

Hafsat Abiola

by HAFSAT ABIOLA

I arrived at PA in the fall of '90. I remember that I was still suffering from jet lag due to the eleven hour flight from Lagos, Nigeria. By the time I got on campus, the orientation program had already begun. There was a group of students standing outside the chapel, screaming. In the back of my mind, I had known PA would be made up mostly of Anglo-Americans, but nothing prepared me for the sea of white faces screaming "Abbot, Abbot!" I hated the noise and this welcome committee had me wishing I had stayed in the quiet of my home in Lagos.

I hated my room. Before I saw it everyone told me: "My God! You got the 3/4 room - awesome!" I found out later it was called the 3/4 because it had three windows. Big Deal! I didn't like my room because it wasn't furnished. I had expected a room not unlike one you'd find at the Savoy in London or the Waldorf-Astoria in New York. And there I was, a couple thousand kilometers away from home without a quilt to my name.

After those first few days things got a little better. Everyone was nice, and I got furniture for my room. I even got used to people saying: "From Nigeria - how cool!" or "do you translate everything we say into your own language? Oh, your English is sooooo good!" At first, I attached myself to a couple of people in my dorm - mostly international students and students of color, as I felt more comfortable with them. As time passed, however, I made friends with people in my classes, in my sport, in the clubs I'd joined, until I felt confident enough to talk to anyone I wanted to.

Academics were the easiest adjustments for me - which, if I remember correctly, weren't quite so easy. I struggled through my first few tests in Math 34 before discovering that I had been misplaced. I'll never forget how I went all over campus in tears that day, looking for Mr. Sykes (my Academic Advisor), Ms. McCaslin, and Mr. Smith so that I could get



switched out. Every time someone asked me what the matter was I would burst into fresh tears and tell them the sorry tale: "I'm getting a 22222..." I guess I must have looked so upset, because I was soon switched into Math 32 with Mr. Morton.

Looking back, I realize that most of what I'll treasure at PA are the relationships I developed with other students and faculty members. It's so cost effective that whenever I travel abroad now I can just turn up at a friend's doorstep. No hotel bills! Maybe I'll even get a few long-distance phone calls.

On a more serious note, I loved the international flavor. I admit to being ignorant of the ways of peoples in other countries. Being here, I could learn a little of what people in different cultures were like. I was able to learn first-hand the complexities of the Israeli-Palestinian conflict, about apartheid and what it is like to be a black person in South Africa, and the stigma of racism and sexism that affects every individual in the United States. There is no limit to all I learned, and, for all I said, I learned how I had to be willing to question my beliefs and keep an open mind always.

So far, spring term of my Senior year is turning out to be my best term. From the first day, there has been this suppressed energy on campus which explodes as soon as anyone says "92." I joined my class in counting the number of

days until graduation, in teasing underclassmen by telling them how many days they had until their graduation, in visiting colleges as an excuse to get off campus to flirt with my forthcoming college experience. I did all that until the number of days dwindled to 21 - and then I panicked.

So maybe my room didn't have Savoy-like furniture. So maybe the students have the weirdest fashion sense I've ever encountered. So maybe I pulled more all-nighters than I would have liked. So maybe PA wasn't perfect - but, for me, it was a lot. Can I say goodbye to all my friends knowing that it will be a while before I again view the beauty of this campus? Can I say goodbye to the faculty that over the years have turned out to be not only teachers but guardians, mentors, and friends. I'm really not sure if I can. In fact, with each passing day, the prospect of a PG year becomes increasingly attractive. If only....

My friends tell me that I should look at college not as an end but as a new beginning, and in my heart I agree with them. Phillips Academy has taught me a lot. In my wildest dreams I doubt that I can ever figure out a way to repay this institution. I realize that in many ways, PA has prepared me for all the challenges I'll meet tomorrow. College had better watch out - PA is definitely a hard act to follow.

Andrew Zurcher

by ANDREW ZURCHER

Last week, as I sat learning vector function calculus, Dr. Kuhlmann tried to explain Theorem 8.1.1 to my class on the board. "Basically what it boils down to," he said, "is that we don't like hairy balls" (I like to pull things out of context). That's the great thing about Andover: we're always learning, studying, taking test, working - but at the same time we're enjoying and, occasionally, laughing about life. I can remember every paper - the agony that would precede sudden inspiration and then the suspense as I raced to finish before my first class. I remember all the close calls - every one. I can tell you about all the failure and shocks, about every time I watched a friend leave the school or saw someone asleep in the Garver Room, drooling on a notebook. I remember both of the football games I went to watch and can recount the subject matter of my first Ancient Greece history paper for Mr. Krumpke. I have learned not to sleep, to eat the wrong kinds of food, to make disgusting belching noises, and to drink whole cases of Coke in two hours, but I have also gained knowledge and experience. I know how to find the induced current in a loop of wire, can write literary criticism in French, and am able to describe the exact mechanisms of several important chemical reactions. I was even in a play once.

I guess these things happen to everyone here in some form. People at other schools have dances and football games, have people who study hard and some that goof around, have pain and happiness and math teachers that make funny jokes. What has always separated Andover from the other schools I have seen, though, is its potential. Everybody here is so loaded with it they can barely walk. Imagine being friends with someone and hearing him make a phone call to his parents, only to find that he's talking to his uncle IN RUSSIAN. "So where are you from?" I ask. "Moscow," he answers. Oh, isn't that nice. So here I am blown away, but the same thing happens every day. Most people at this school have backgrounds like that, or incredible abilities, or both. Grass is everywhere, trees too, and kids do the craziest things from radio shows to getting together just to argue with each other. This is the fun, exciting part about Andover. I

say too bad that this part is so fun and interesting, because it only makes our failures more disappointing.

The school, meaning its students, faculty, and administration, has failed itself in a gaggle of ways. Instead of education, the faculty has resorted to implementing restrictions in parietals, bedtime for Juniors, and student government (specifically with the School Congress, but a general attitude discourages a lot of student activity). Students have shot themselves in the foot by treating the student-faculty relationship like a military confrontation. When the faculty cuts off student responsibility with parietal rules, life gets tougher for

you have permission to shave it all off for him). When Dickie asks you to do an errand, don't groan and moan and protest, even if the most important history test in your life is in twenty minutes AND YOU WERE UP ALL NIGHT PLAYING TETRIS. *Non Sibi* doesn't mean Community Service. Well, actually, I guess it does, but that's not all it means. When you take something, make sure you give something back, too.

But to end the article happily so that your subconscious will be predisposed to like *The Phillipian* and they will subsequently get more subscriptions, I will never forget certain times. For instance, if Dylan Seff had married Garrett Dil-



faculty, too. People talk about community a lot - the word is everywhere - but we don't have a thriving one anymore. Senior/Faculty Tea has become Senior Tea and the stickball league has disappeared entirely.

More disturbing, though, is what I described to one *Phillipian* writer as the "*Non Sibi* problem." Though the Community Service program is excellent and worthwhile, most people are getting the wrong idea. Just because you do some work in Lawrence once a week or help out at ARC doesn't mean you have no responsibility to others. You're not done for the week. Dorms are DIRTY. People are hungry and tired and no one in their dorms is offering to bring them back food from Commons. Trash is on the Great Lawn and no one is picking it up. Just because you are fastidious about recycling your paper and your soda cans doesn't mean you can lose your temper with the short kid with the big mouth in your physics class. When someone gets a bad haircut, you compliment him (except when it's really bad, when

lon, would he have changed his name to Dylan Dillon? What if George Wienmann and Chris George had tied the knot? What then? I won't forget pulling my pants down in math class (and the library, too, on several occasions) with Dan Levine and Robert Feldstein. I will never forget Eric Greenhut's face as Ms. Yao demonstrated electric induction by rubbing a phallic metal cylinder with a handful of fur. Frisbee in the rain. Friday Night Forum and WPAA board meetings will never leave me. I will not forget the importance of the Red Roller Coaster of Change, or the ride that Dr. and Mrs. McNemar took on it while they travelled through the Soviet Union (how could I?). This is what makes Phillips Academy different. All the embellishments. All the side attractions - the fringe benefits. To wander about, sampling them, is the job of a Phillips Academy student. I guess that explains why I wander in trying to explain my time here. So long.

Andover Phillips Academy, 1992

Veni

Vidi

Vici

Bravo, Patrick

WARNING!

To the Entire Phillips Academy: Community, students, faculty, alumni, and trustees:

Please heed the following warnings.

This letter is meant to inform all with any ties to Phillips Academy that this school is falling rapidly downhill.

We should have said this while we were still in office. It seemed that no one was listening then, but if the time was ever ripe, it is at its ripest point now, and we ask that you must pay attention to what we are now saying, or the school will continue on its downward demise.

There is a huge number of graduates of the Class of '92 becoming alumni with no intention of giving money because they are disappointed with this school. There is a movement among the Classes of '90 and '91 to stop Phillips Academy donations as well. And with good reason.

This school would do well to evaluate itself in the immediate future. I used to be proud of my school, interested in the courses I took, intellectually stimulated even, but nowadays, I work to get grades and pass, as the emphasis has seriously shifted away from Phillips Academy being a primarily an academic institution. It seems that there are actually

teachers here at this school who are truly not interested in their students and their coursework.

These teachers should be fired. We should not be afraid to do that.

It also seems that there are students here who are not here to learn, but are here to waste other students' and good teachers' time.

They should be kicked out. We should not be afraid to do that either.

What is happening with the leadership at this school that has let this school fall into such an abyss? Why are two of the students' most popular members of the faculty, Dr. Joanne Borland and Father Richard Gross leaving this school? Did anyone ask them? They have offered their opinions to a few people and it is a shame that no one else got to hear them.

They are frustrated and fed up with the school and its administration. No longer is this school primarily interested in its students but its image. No longer is this institution one of education. It is more of a day care center, where parents pay outrageous sums of money for children to be watched over for four years.

Why are so many students turning to drugs and alcohol? We know of two people off-hand who nearly died this year from alcohol.

That never happened before. Why are so many students and faculty cynical and depressed? We know of very few happy people here; yet we can recall three suicide attempts in the past three years. Why is there so much racial and gender tension here? Look at Martin Luther King Day. Look at the rape in Will Hall. [Editor's Note: the rape is alleged; it has not been proven conclusively to have transpired].

When will we get it through our heads that things are not about to get better unless we make some serious changes in this school? How can our consciences be clear, when we have good people here, both faculty and students, who are being further tainted day by day by the poor climate of this school's education?

If there were an alarm, we'd be pulling it. We hope someone with more say than we have will agree to help sound the alarm. If they don't pull it soon, the school will go up in flames.

Dylan Seff, School President 1991-1992
William Tong, School President 1990-1991

Chi Egwuekwe

by CHIJOKE EGWUEKWE

Four years in some respects is a long time to spend in one place with essentially the same people. On the other side of the same coin, four years is not long enough, considering once you finally get to know a person, you have to leave them. Andover takes what could easily be considered the toughest years of your life, and makes them even tougher. I have tried to take the good times and the bad times, use them to my advantage and learn from them. I have also learned a lot in the courses I have taken, from integral calculus to Gregorian chant to the rules of a good deductive argument. However, the bulk of my learning here has been in my experiences. My interactions with other students and faculty from issues of race, to issues of housing. I have also learned tremendously from the people I have gotten to know; their experiences and their mistakes.

But as a black male I often found myself very disturbed here. I felt as if my interest as an African-American weren't being looked after. I am not alone in this feeling. In a so-called "multiculturally committed" community, I didn't feel as if my culture was being appreciated. It is tough to endure a school newspaper that prints blatantly racist cartoons. It is hard to read responses to Martin Luther King Jr. Day Workshops labeling them and their organizers foolish. It is unnerving to know that students in this school think that racism is a problem that was dealt with and solved in the sixties. It is frustrating to hear ignorant comment and questions about your hair, your music, your language. It is discouraging to live in a community where the masses are extremely apathetic, insensitive, and ignorant to issues of race. A community that doesn't attempt to educate when it comes to issues of race relations, or Black History. For the past four years of my life I have been in places where during the course of discussions, blatantly racist remarks have been made by students with no regard to their consequences and no remorse or understanding. It is disturbing to see organizations such as *The Phillipian* and WPA that are so exclusive that they have only one black or



Hispanic student on their respective boards annually. Think about everything I have just said.

In writing this article, I am forced to question whether or not Andover is all that it claimed to be. I wholeheartedly believe that people are being misled as to the purpose, intent, and the actions of this school. We often hear the words multicultural and diverse. "We live in a diverse, multicultural community... We at Phillips Academy strive to be multicultural..." What do these words mean? I usually hear the two words used interchangeably, but it is possible to be diverse without being multicultural. Diverse simply means *having variety in form*. Andover is certainly diverse. We have students from nearly every state and many countries. We have students of all shapes and sizes, and of many cultures. But we have yet to reach the next level of the community game. We are not yet multicultural. Being multicultural would involve a diverse community recognizing, respecting, studying, and appreciating all the many cultures that it has represented, buy in the four years that I have witnessed, it has failed to appreciate them. Granted, there are activities that take place in the community, such as Latin Arts Weekend, Black Arts Weekend, and Asian Arts Weekend. Unfortunately, these weekends are sponsored and organized by individual student organizations with mini-

mal help from the community at large. Often the events are poorly attended.

I don't want anyone to get the impression that I feel that there aren't any opportunities for one to learn about other cultures at this school. I do feel that there are opportunities, but I don't feel that students take advantage of these opportunities, and I definitely don't feel that the school as a whole does much to encourage them to do so. I have been to many lectures where only 7 or 8 people attended. What does that say about our students and their lack of interest in the rest of the world? It says that the level of self-centeredness among students is astonishing and that the students here have a lot of growing to do.

I also attribute the fact that students don't show an interest in other things outside of their work to reality that there is so much to do academically, that "free time" at this school is a valuable commodity. We don't have a lot of time to ourselves therefore we aren't so willing to give it up for yet, another workshop. That's understandable, it's human nature. The school year is filled with so many other things that it would almost be unfair to require something else for students, or would it? Perhaps we should get rid of some of the required things that we have now for more important things. To me, it seems warped that we can require Freedom From Chemical Dependency Week, but we cannot require Anti-Racism Workshops. Having attended them both,

believe me when I say that the school's money would be better spent at productive Racism workshops, where students learn to understand and deal with racism, than on FCD week, where many of the workshops consist of sleeping, or playing an elementary guessing game, or are being lead by some recovering addict who often has no direction in his discussion. Furthermore, surveying the widespread drinking and drug abuse on this campus leads me to make this assertion: Either we revamp these FCD week workshops or we do away with them, because as they stand now, they accomplish nothing. I really feel that given the problems in this country, and the problems that we have at PA, (Meredith Price's special student council meeting on the Racial Climate at PA was proof positive that we do have problems), it is evident that Anti-Racism workshops should be a priority on the schools agenda. But it is not. It is this school's duty, obligation, and responsibility to educate its students on all aspects of the world, including race relations. Why is there such resistance to requiring Anti-Racism workshops? We require students to take Religion and Philosophy, we require students to take the "The Nature of Music," a music history course that makes no mention of the African-American contributions to music. What is going on? I want to know? How is it that in a school of 1200 students only six white males attended the Anti-Racism workshops last year, five of which were forced to attend because they held positions of leadership. Considering this country is white male dominated, this says a lot about PA. I find it extremely hard as a black male to be comfortable in this school. Again, I am not

alone in this feeling, and something must be done to change this. But until a change is brought about, many more will continue to feel uncomfortable in this environment.

I could go on for days about my experiences here, but I think everyone understands what I'm saying. The whole point of this article is to let everyone know just what I think of my PA education and how I felt during my four years spent here. I was fooled into thinking that this school was something that it is not, and is far from becoming. In reading the inside cover of *The Blue Book*, I was given a false sense of security in this place. Not anymore. Phillips Academy, you have a long way to go before you truly become multicultural. Put more words into your actions. PA is a microcosm of society with the same problems. Having to deal with a lot of these issues here has better prepared me to deal with them later. I have learned a lot and have grown a lot, not because of what I learned in the classroom (I could have gotten that anywhere), but because of what I learned from my friends, dorm mates, classmates, faculty and most importantly, my experiences.

If you made it through Senior Pro, you're a hero!

OVERANDOVER

Congratulations:
1992 Graduates:
West Quad South:
Adams North:
Second Floor:
Pat Scott

MOMDADLIZANDAMELIA

CONGRATULATIONS
TO
GRACE YVETTE CHIONUMA
ON YOUR GRADUATION

★ ★ ★ ★ ★

FROM

Mom, Dad, Chima, Grandma, Granddaddy, Grandfather Chionuma & Family, Lena, Latham, Laura, Sam, Emeka & Betty & Family, Chidi, Christian, Onyemuwa & Family, Tres, TK, Kari, Brent, Sam, Henry, Audrey, Zachary, Grace, Mother Evie, Phillip, and the rest of your family and friends

BEST WISHES IN THE FUTURE

A day, a week, a year or two
Can pass us by before we know it.
And now our Alex wants his Dad
To try to be the family poet.

Well, Andover has been great fun
For you and Josh, your Mom and me
We're proud of all you've done out here
The theater, violin, and other activities.

So as you venture forth again,
Depart these lawns one last and final time
We wish you luck and happiness
Adventures new, a life of love and rhyme

With much love, Mom, Dad, and Josh



'92-'93: The First Real Phillipian Board



Alex Lippard

by ALEX LIPPARD

Writing one of these articles is impossible without getting sentimental. There's too much to say about a place I've hated and loved so much. But Seniors also love to give advice and appear wise. Blurring it out is just about the only way to do it.

I was a workaholic Upper. I was

stressed; try having *too much* fun. Folks, it ain't enough to try to cram it all in in the last month of Senior year.

Second thing - your friends are more important than you. Give them presents. Go to their lacrosse games. Go to their plays. Never assume you can't relate to someone because he's a 6'4" PG named

to put towards learning, with as many dynamic and experienced teachers. The problem is in you, if you're complaining. I had to leave my door open in my dorm instead of locking it - and hey, now I have a couple of new friends. Never, ever, complain that students here are apathetic or that multiculturalism doesn't work. It's your own

gave me a lot of hope for the future of Andover. Rising to the occasion, that's all it is. Get off yer butt.

Fourth thing - get off campus often!

Fifth and most important thing - whatever you do, do it all the way. I've had the most intense pieces of my life here at Andover. My deepest depression. My first *real* kiss. Whatever it is, it should be intense.

One of my new friends in my dorm had a nice story which I think sums up the way Andover should be: it was this girl's birthday and her boyfriend was over at her house. No one else was home, so they went upstairs and hopped into bed together. About ten minutes into it, the phone rings. They just ignore it - let it ring. It rings again, and again, and then again. They answer it. It's mom. "Dear, where have you been?"

"Outside; I didn't hear the phone."

"Well, don't forget to do the laundry like I asked you before."

"OK mom, I'll do it now." Click. The girl and her boyfriend look at each other and smile. The laundry can wait. Three minutes later, mom calls back. "Have you done the laundry?"

"Um, not yet."

"Well get it done!"

"Fine," the girl says. Giggling, she climbs on her boyfriend's back and he gives her a piggy-back ride down to the basement. No one else is home - they're buck naked. They flick on the basement lights and it's a surprise party. All of her relatives are there. Her grandmother is there.

That is an intense experience. Like PA. Something that not only *should* you never forget, but that you *will* never forget. Ever.



an overarching mega-drama-music type. I always took hard classes, did well, and never broke any rules. Doing that I sacrificed a lot of fun things no one should miss at PA. I missed Andover-Exeter to learn lines for a play. I skipped Abbot Bazaar to study for a Chem final—DON'T EVER DO THESE THINGS. You are in high school. You have already been stripped of the world of malls, cruising (I mean in automobiles), and frequent wild parties (well most of your). Never, ever complain you're bored on a Saturday night. Start a disco in your dorm. Bake prune cake. Start a nude snowball fight. So much of Andover is balancing the things you want to do against the things you have to do. I'm not saying to go off and pound shots every night in the Sanc or insult your teachers by comparing them to bovine genitalia. This advice is just for the weenies, like me, who don't ever let themselves have fun because they're too

Rocco. Don't assume that 5'4" Maurice who plays the piccolo and sings in the Madrigal Choir can't be your best friend. As Seniors move closer to Graduation, most of them realize the opportunities they've missed and try to cram it all in the end. Never leave Andover wished you had skinny-dipped in Pomp's Pond. Just do it.

Third thing - understanding people who aren't your friends. Last year, my dorm was a dream dorm - all of the guys were friends with each other - we'd stay up until 4 a.m. playing cards, la la la, etc. Before I came to Andover, a recent graduate had told me that the best part of her experience here was the conversations with her roommate stretching well into the night. This year, that didn't happen. I found myself surrounded by...disagreeable people. I sat on my butt and complained a lot.

You don't have the right to complain, ever. Not at a school as diverse as ours, with as much money

fault, always. Multiculturalism is not some grand-scale huge monolithic blob. It's finding your friend is from Czechoslovakia and asking him what it's like to live in a city where you can't find books because they're censored. It's asking a black kid in your dorm what it's like to be black at a school like this. Or whatever. It's individual relationships you make with other people. A lot of students feel so scared they'll offend someone, they never say anything. Other people can *feel* that, and it only makes you more distanced. The all-school forum about Rodney King

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Hooray! You Made It!

Congratulations, J.R.

Meet Your Next Challenge With the Same Enthusiasm

Love.

Grandma & Grandpa McDonald

KL:

Thank God you're gone

GIRLS BASKETBALL

Girls Capture Prep School Championship

By MATT MCGIRT

The Girls Varsity Basketball team may be regarded as the finest athletic team in the school. They ended their '91-92 season having captured the title of New England Champions for the second year in a row, and compiling an awesome 14-1 record.

Andover's defending New England champs faced high expectations at the start of their season. Injuries early on slowed lower sensation Becky Dowling and upper Carter Marsh, in addition to hindering the team's momentum. As Coach Kennedy commented, "At first we were frustrated, we were not playing up to our potential."

After suffering their only loss to Deerfield midseason, the women in blue picked up their intensity, and they won each of the next eleven games by a margin of 20 points. Led by captains Kerry O' Malley and Jane Stubbs, the seniors, Megan Mahoney, Tanya Humle, and Kate Batts, sparked the flame of enthusiasm that would carry their stellar team to the championship once again.

According to Karen Kennedy, "I credit our success this season to the five seniors whose attitude and experience



came through when we needed it." The offense was led by Dowling who averaged 18 pts a game and Carter Marsh who averaged 10.

Primed by a successful season, the Andover hoopsters rolled into the tournament confident and determined. The Blue's first game against Loomis was too close for comfort.

Thanks to an outstanding performance by Carter Marsh, Andover pulled

off a close seven point win after having arrived five minutes before tip-off. As Marsh commented, "The refs called it like a typical girls game. There was no contact at all and you can quote me on that!"

Andover then traveled to Nobles where they not only battled a talented Nobles team, but a huge Nobles crowd. Andover had another close game on their hands, and with seven minutes remaining the game was tied. Coach Kennedy said, "I looked down the bench and saw an angered Alex Calderon. I put her in and she won the game for us."

Finally the team reached the one game they had been planning for all season. Not only did they have the chance to capture the championship again, but also to avenge their prior loss to Deerfield.

Dowling, who ended with 26 points, set the pace for the game as she sunk her first basket within seconds after the tip-off. Andover won the game 62-64 and recaptured their championship title. As Marsh put it, "We've established a program at Andover. Other schools look at us and realize that we are the team to beat."



FOOTBALL

Boys Stomp Exeter 33-14 Fifth Consecutive Win



By MIKE SHIN

The 1991-92 boys varsity football team viciously battled its way through the season, posting a respectable 5-3 final record. The team exploded into the season capturing several strong victories, yet due to various injuries to key players, it slightly faltered. The team, however, regained momentum mid-way through the season, and as Coach Leon Modeste exclaimed, the team "finished like a house of fire" as they trampled Exeter, 33-14.

Prior to the start of the season, the football coaches were fairly optimistic knowing Andover would have a talented team with an assortment of skilled position players. The team leaped into the season destroying Taft 27-0 and Tabor in their first two games but skidded off track when running back Doug Steele '92 ended his season with an ankle injury in

a loss against Choate. Soon after Steele's injury, the team suffered another blow as running back Anthony Aime '92 was also temporarily injured.

After an impressive win against Northfield-Mount Hermon, they squad dropped two tough games to Cushing 14-21 and Deerfield 14-23.

The game against the powerful BC High team looked to be one of Andover's toughest challenges. The game was electrifying as the lead constantly changed hands as both teams attempted to gain the upper hand. But, in the end, Andover was able to overcome BC's size and strength advantage as it gained an important victory, 30-22.

Andover's best performance came in the last game of the season against the infamous Exeter team. Coach commented, "We played as well as we could, dominating both sides of the ball." Pass-

ing from quarterback Matt Wright '92 to wideouts Resse Hamilton and Ryan Westendorf '92 and incredible defensive plays including a goalline stand furthered Andover's domination of the game as they won 33-14. Coach Modeste commended the fine running of Aime and the strong defensive play of John Dugan '92.

Coach Modeste stated that the season was successful not because of the team's winning record but because of the fact that the team was in peak performance at the end of the season. "The team began to click during the game against BC High and our domination of Exeter was a tribute to our coming together as a team."

Modeste noted the exceptional performances of quarterback Matt Wright who "did great things" and of Westendorf and Hamilton. Modeste also commented on the domination of the line of scrimmage by the season's MVP, Lloyd Childress '92 and on the incredible defensive performances put forth by linebackers Andy Bedell '92 and John Christmas '92.

Coach Modeste stated that the keys to the season were Captain Todd Lubin's spirit, Head Assistant Coach Lou Bernieri's intensity, and most importantly, the student body's support at the game (especially Bartlet's trash-can banging). Although the team will lose a strong core of player's, hopefully with the addition of new students and former JV players, Andover football will continue to dominate in the years to come.

BOYS LACROSSE

13-1

By MICHAEL SHIN

"Although there's no way to prove it, I believe that we have the best high school lacrosse team in New England," stated varsity boys lacrosse coach Paul Kalkstein. The Andover varsity boy's lacrosse team was a dominate force this season as it boasted an incredible 13-1 record. The team rolled through its first 6 games utterly destroying its opponents before suffering a disheartening loss to Harvard's JV. The team capped the season off with a 18-6 thrashing of Exeter.

Before the start of the season, the team looked to be exceptionally powerful as the returning group from last year's team was one of Andover's best ever. The high level of these players combined with the skill of the incoming new students gave the lacrosse coaches a hint of the team's future dominance.

In the second game of the season, Andover matched up against league rival Moses Brown. Moses Brown, coming off an exceptional win against Exeter, was favored to win the league, but these hopes were dashed as Andover's outstanding play resulted in a 15-4 victory.



Mid-way through the season, Andover ran into its toughest competition. First, the laxmen outlasted Deerfield in a bambaurning away battle, 9-8. Next, they faced off against the number one ranked team in the Eastern Massachusetts public schools, Lincoln-Sudbury. After scoring a record 14 goals in the first half, the Blue froze up in the second half but came away with the win, 15-14. Number three Concord-Carlise was unable to overcome Andover's fine defensive play while their own defense was picked apart in an early PA scoring drive. The final score: 10-7.

Coach Kalkstein commended the fine play of Andover's potent offensive force stating that it was "the most powerful offensive team since 1987." Leading the

offense was Jeff Jollon ('92) who accumulated 82 points (35 goals, 47 assists). "Jeff is the glue that holds the offense together," claimed Kalkstein. Along side Jollon was Captain Chaz Parsons ('92) who acquired the team's second highest point total racking up 43 goals and 28 assists in ten games. Kalkstein remarked, "Chaz is an exceptionally strong captain, a terrific leader on and off the field." The impressive play of these two standouts lead the offense on a rampage outscoring opponents by huge margins. Against the feeble St. Paul School team, the offense exploded scoring an amazing 22 goals. Dave Jackson ('93) set the individual school scoring record with 10 goals and 3 assists.

Andover's remarkable defensive play neutralized opposing teams' offenses as the devastating Andover offense dominated. Coach Kalkstein praised the aggressive play of defensiveman Billy Kheel who, as Kalkstein phrased it, "provided a physical dimension we haven't had for years." Also noted were the outstanding performances put forth by goalie Travis Coley ('92) and

defensiveman James Smith ('92). Jollon summed up the season by stating, "this season was one of the best we've had in awhile, attributed to all-around solid play from each and every player." Parsons added, "the team was comprised of a group of players who are friends on and off the field and who work very well together."

By beating Exeter in the last game of the season the team clinched the Eastern New England Preparatory School Lacrosse League with a perfect 5-0 record. Although the team will lose a strong core of players for next year's season, the addition of former JVI&II players and incoming new students hope to aid Andover in continuing to rule the lacrosse field.

INSIDE SPORTS

Athletes of the Term

Pages 2 and 3

Athletes of the Year

Pages 4 and 5

Girls Track Conquers Interschols

Page 6

Guys Soccer Takes Dunbar Cup

Page 7

The Grass Grows Greener at Bartlet

LD + TG: After this issue, you two need to switch from Uppers to Downers -MJ

ATHLETES

Gus Quattlebaum



By KEVIN MORAN

One day, while on a business trip to Washington D.C. with his father, Gus Quattlebaum begged his dad to play a pick up game of baseball. Only a three year old at the time, Gus always loved to play baseball, he had a passion for ball. After swatting every ball that his father pitched to him, a stranger came running up to his mother and confidently proclaimed, "That boy's gonna be a player!" Well, by anyone's standards, Gus Quattlebaum has earned the label a "player", and the *Phillipian* Athlete of the Term for baseball as well.

A batboy for Andover's varsity baseball squad under Hale Sturges, the little Q often dreamed of donning the blue and white pinstripes as a player. Hours of intense practice, throwing against cement walls, and playing wiffle ball with his father, molded him into the world class performer he is today. After refining his skills on the j.v. level as a junior, he made his dream a reality last year and was called up to the varsity squad. He not only lived up to his solid lower year on the team this year, but actually brought his game up a level as he grew into his tall, lanky body with the help of a strict weight training regimen.

Gus has averaged two hits a game this year, while compiling a average above .500. A player of Gus's caliber will often slump in the second half of the season due to the increased amount of curveballs that are dished up to them. However, despite the various ways opposing hurlers have attempted to pitch around him, his numbers have increased steadily over the course of the season, as his thirteen game hitting streak illustrates.

The pinnacle of Quattlebaum's year was understandably difficult to pinpoint, but after some deliberation he commented that "it has to be the Cushing game. I went 3-4 with a home run, and a complete game victory. The rush I got from that game could not have been equaled by any type of illegal substance, not that I would know, though."

As Gus fashions himself as "a shortstop first, then a pitcher", he has worked diligently to master his defense. Again, he has reaped the benefits of his grueling work ethic by committing only a single error through the course of the entire year. His laid back, smooth fielding style may, at first, appears almost lackadaisical, but under further scrutinization one can see his easy motion is merely the product of many hours of practice. However, by no means should Quattlebaum be perceived as a shabby pitcher, as his meager ERA illustrates. The consensus among his coaches that he is "one of the top three pitchers in the league."

Gus is gearing up for his senior year of ball at Phillips Academy by playing on various summer leagues, and by adding muscle to his ever-expanding frame. Legion ball will help sharpen his skills for a tryout with the Bay State Team, and being an instructor in an Andover High baseball camp will keep him in touch with the little folk, who aspire to be like him.

As for the future, Gus is looking into a college career at Seton Hall, Duke, and Wake Forest. Who knows? One day in the horizon, while tuning into a game, the Q-man may be replacing Andover's pinstripes with that of the Yankees.

Chris Langone

By JEFF CANNON

One of the most glorious awards given out here at Phillips Academy is Cluster Athlete of the Year. The Cluster Athlete of the Year must not only be a superior athlete, but must also have composure, poise, and good sportsmanship. This year the honor goes to "The Don", West Quad South's own Chris Langone.

Chris Langone, better known as "Goner", was born and raised in North Andover, where he trained hard for his opportunity to compete in rugged cluster athletics. He, and his fellow West Quad South teammates, went untouched through the soccer and basketball seasons, winning the championships, and captured the best record in the softball league.

West Quad South, led by Goner, dominated cluster soccer. Averaging nearly eleven goals a game, he and his teammates were undefeated. Chris has been playing soccer since he could walk. He played his lower and upper years on Andover's JV team before he made the all important switch to cluster athletics. One teammate commented, "Goner's skills far surpassed anyone in the league. Without him, we wouldn't of had a chance."

As in soccer, the cluster basketball title went to West Quad South. Once again, Goner led his cluster to an undefeated season averaging almost 64 points a game. His remarkable slam dunks and incredible passes left spectators in awe. After playing four years of cluster basketball, Goner really



developed a knack for the game. With help from his teammates Billy Kheel and Kevin O'Brien, West Quad South faced virtually no competition.

Gone finished his final term at Phillips Academy by reigning supreme over the Cluster Softball diamond. He played two years of JV baseball, mastering his timely hitting and flawless fielding before making the conversion to softball. Goner averaged 8 hits, converted 4 double plays (single handedly), and boosted team morale substantially every game. By the end of the term, Langone possessed another Cluster Championship crown.

Goner worked hard this entire season and is the undisputed Cluster Athlete of the Year. His determination and incredible athletic ability enabled him to dominate in all three of his sports. In the School Award Assembly, Goner captured the highest award a senior can win, the Harold J. Sheridan Award for contributions to Cluster Athletics. As he commented on his accomplishments, "Accepting this award is a perfect ending to four wonderful years at this glorious institution."

Lisa Hamilton

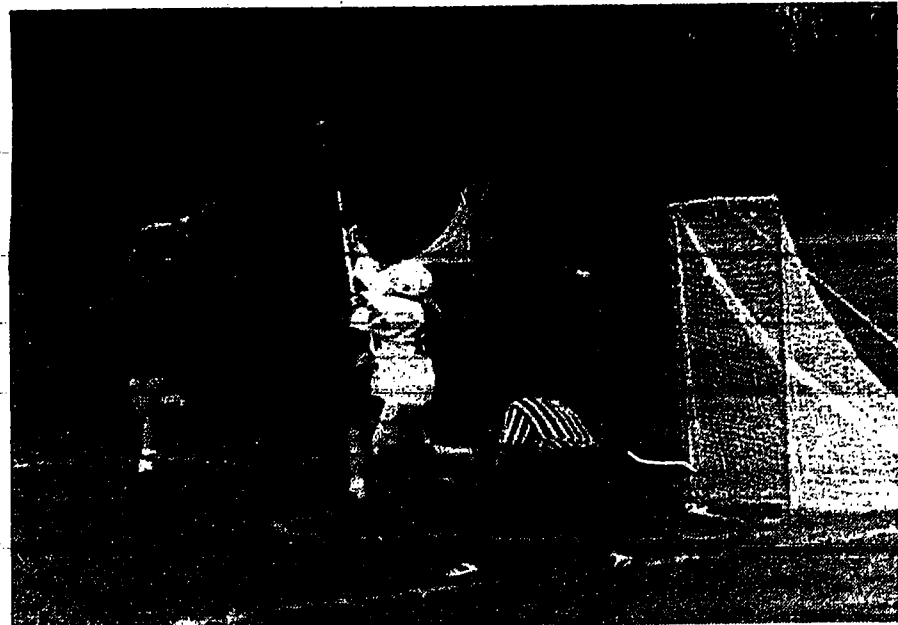
By BEN HADDON

If one searches for a great leader who possesses an intelligent mind and incredible skills, look no farther than Andover's Girls Lacrosse captain Lisa Hamilton. During the '92 season Lisa dominated the competition, leading Andover to another successful season, and setting the record for career number of goals. Lisa is truly deserving of this honor.

"Lisa is a great motivator. Whenever she is not playing, she is leading the cheers. At practice, she relentlessly pushes her teammates or giving them advice. I am sure that without Lisa we would not have been nearly as successful this season", proclaimed coach Kathy Henderson.

Lisa teamed up with fellow senior Christie Johnson to dominate opponents and lead the scoring attack. However, Lisa is hardly a selfish player, using her height to see over opposing players, connecting with cutting teammates, and collecting assist after assist.

The ambidextrous Hamilton worked hard to improve her defense during the off-season and at practice. As an attack, it is rare for even the best players to force turnovers. In Lisa's case, she is averaging over three a game. Coach Henderson added, "Lisa is one of those rare players that can basically do every-



thing. She works hard on offense and especially on defense. She knows exactly when to go to goal and when not to. It's determination and pride that make great players. Lisa certainly has both."

Lisa strikes fear into the hearts of opponents. She is tall, dark, and plays with the ferocity of a leopard during a hunt for survival. Continually she scored four, five, sometimes six goals a game, as Andover would go on to savor the sweet nectar of victory. In one of her most memorable games, she poured in six goals as the Andover Blue went

on to victory, 18-12 over Groton. Lisa also had a tremendous game against Tabor Academy; she pulled off a season-high seven goals, but unfortunately, Andover came away with a 15 to 15 tie.

Andover Girl's Lacrosse captain has showed great leadership and pride this season for the 6-2-1 Blue. She leaves behind a young and developing team who benefited from her wisdom. Coach Henderson summed up Lisa by saying, "Lisa really loves to play this game; she is a great player and is truly deserving of this award."

Chaz Parsons and Jeff Jollon

By MIKE SHIN

"Chaz and Jeff are the smoothest pair of attackmen working together that I've ever coached," claimed varsity lacrosse coach Paul Kalkstein. Jeff and Chaz have combined efforts to transform the Andover offense into a powerful force, leading the team to a 13-1 record and one of its best seasons ever. Individually, the two have excelled, accumulating the highest [Jollon] and second highest [Parsons] point totals of the team. Their achievements as athletes on the lacrosse field along with their exemplary dedication and intensity have earned Chaz Parsons and Jeff Jollon the distinction of Athletes of the Term.

Chaz, born and raised in Bernardsville, New Jersey, was the first in his family to explore the game of lacrosse. He began his brilliant lacrosse career in seventh grade at Pingree School and acquired an instant liking for the game's fast, hard hitting tempo. He was named captain for the Pingree middle school team and later captain of the nine grade team. Chaz, looking to further his success as he entered Andover as a new lower, was immediately recognized for his skill. He made the varsity lacrosse team his first year and steadily improved as time progressed. At the end of his upper year, Chaz's spirit and positive attitude were acknowledged as he was named captain of the 1992 season.

Jeff, born in Brazil, grew up in Garden City, New York, where he unwillingly began playing lacrosse. He was intimidated by the rough nature of the game, but he was eventually able to overcome his worries as he began to improve and became seriously involved in various leagues and camps. Jeff, coming to Andover as a new Lower, made the varsity lacrosse team his first year and since has steadily improved.

This season, both Jeff and Chaz have shined as they lead the team offense with their uncanny ability to score. Over the fourteen game season, Jeff was the team's point leader with 35 goals and 47 assists while Chaz was not far behind with the second highest total of 43 goals and 28 assists.

The duo's finest performance came in the thrilling victory over league-rival Moses Brown. Mo Brown, coming off a win over Exeter, was favored to win the league, but due, in part, to the amazing performance by the offense lead by Chaz and Jeff, Andover was able to triumph. Jeff, celebrating his eighteenth birthday on the day of the game had even more reason to celebrate as he scored two goals and dished an astounding seven assists.

Chaz had an equally impressive game racking up three goals and two assists.

During the summers, Chaz and Jeff compete in several summer leagues and attend lacrosse camps in order to continue improving. Both Chaz and Jeff were invited to the distinguished Top 205 Camp, and Chaz attended the Championship Weekend Camp as well. Jeff was named the MVP of the New York City Region Empire State Team.

Both Jeff and Chaz competed viciously as Cluster soccer athletes in the fall, and Jeff played JV hockey. Although in the past Chaz had a try at JV hockey as well, he decided to join the basics crew last winter. The two are both heavily involved with extra curriculums with Jeff serving as WQS Senior Rep. and Chaz screaming away as the Flagstaff Blue Key Head. Chaz also has just recently obtained his private pilot's license and he enjoys flying around whenever he's back home in New Jersey.

This coming Fall, Jeff will attend Haverford College in Pennsylvania, and Chaz will attend the University of Colorado in Boulder. Although Jeff was

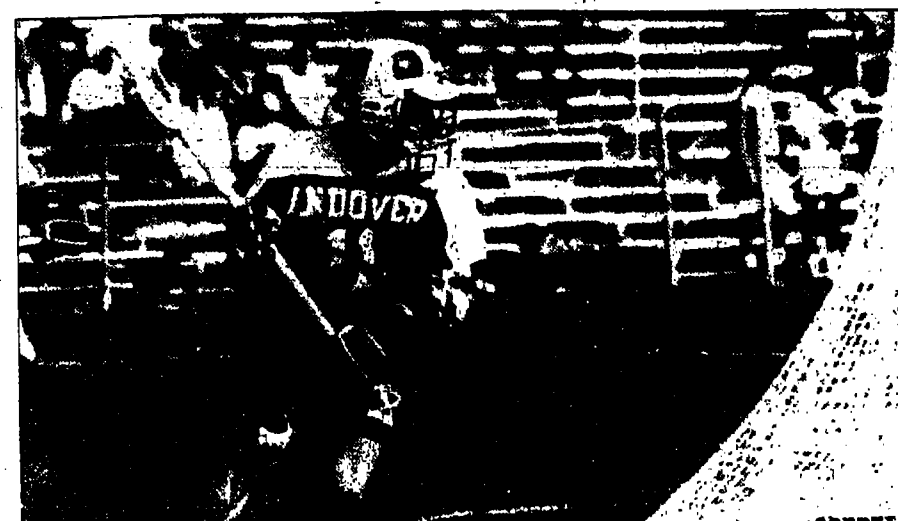
recruited by Haverford and expects to start as an attackman on the lacrosse team. UC only has a club lacrosse team so Chaz will be unable to play. But, Chaz is exploring the idea of transferring to a different school where he will get the chance to further his lacrosse career.

Chaz's praise of Jeff was tremendous as he commented, "He's the consummate lacrosse player, unselfish, hardworking, and intense. He's the best player on the team." Jeff's opinion of Chaz is equally as high. He stated, "Chaz completely dominated every facet of the game from ground balls to riding to dodging to scoring. He was the key reason the team was so successful."

Both Chaz and Jeff bathe in modesty as they argue that the other is the better player. Both also give much credit to the rest of the team. Chaz claimed, "The attack is nothing without a great mid-field and defense. There's no way to give the credit to certain individuals. I attribute my success to the team's success." Yet, while they try to disclaim their importance to the team, the team attributes its success to the success of Chaz and Jeff.



Captain Chaz Parsons



Attackman Jeff Jollon

of the TERM

Jane Stubbs

By KITO ROBINSON AND CAMILLE SZE

To be qualified as an athlete of the term one must be dedicated, spirited, and a true leader on and off the court. One must be hard working, athletic and a good sportsman. One must be a true model of athletic excellence. These characteristics describe girls varsity tennis captain Jane Stubbs '92 of New Ber, North Carolina.

Following in the footsteps of her elder sister Alice, Jane picked up a tennis racquet at age five. She showed a great desire and enthusiasm toward the sport. Demonstrating outstanding potential, her parents strongly supported her tennis career. By age ten she was number one in North Carolina. For the age groups of twelve and fourteen, Jane remained within the top ten players in her division. Jane also participated in the Southern, a regional tournament extending outside of North Carolina placing in the top ten as well.

As a junior at Andover, Jane participated at the fifth spot on the Varsity Girls A ladder. In the following year, she steadily moved up until as an upper she held the number one spot. Last year Jane was elected as the team captain. As a senior she maintained her number one seeding as well as being reelected as captain.

For Jane, senior year has been the most enjoyable. She believes that this year's team displayed the advanced ability and team unity which every captain

desires. The past season's greatest triumph for the varsity captain was winning a set over Milton's Gabriella Hricko. Hricko, the highly ranked player in the New England area, is known to be an extremely good competitor. Jane after losing a set came back to win the second set six games to two. This match demonstrated Jane's determination and vigorous playing style.

Jane has been accepted to the college of her choice, Davidson in North Carolina. She looks forward to continuing her tennis career at a higher level. Over the summer Jane will be practicing laboriously for the upcoming season.

When asked who her tennis idols were, Jane replied Chris Evert, John McEnroe, and Jimmy Connors were her all time favorites. Jane admires these players for their great commitment and perpetual will to win. Demonstrating these attributes herself, Jane has excelled causing many to look up to her. "If only I could be like the little girl", John Stubbs '94, Jane's younger brother stated.

Whether smashing the ball, leading the warm ups, or psyching up the team Jane can always be seen with a smile across her face. Jane has influenced the team with her spirit and motivation. Jane has been a strong asset to the team, and she will be greatly missed next season. However, we wish her luck on her new team, and are sure that she will do fantastic in the future.



Jamil Madati

By DANIEL ANSTEY

"Jamil Madati is probably the greatest high-school kid I have ever had the time to coach- both as an athlete and as a young man", said track coach Dr. Strudwick. There is no doubt that Jamil, the captain of the outdoor track team, has been a driving force in every meet he has competed in. He has highlighted the track team with multiple victories in the triple jump, the 110 hurdles, and in

and racing at Interschols. Even though he was eliminated fairly early on in his tough 300 hurdles heat, Jamil's time would have earned him an extremely respectable fourth at Interschols.

This year's Interschols differed from past years for Jamil. Instead of being the underdog, the track team had high expectations for him to do well. Jamil calmly dealt with the pressure and came first in the 110 hurdles, second in



his greatest strength, the 300 hurdles.

Jamil first ran in track when he was ten years old. He was living in England when he first started the sport, and, as Jamil put it, "At that time I really sucked at running." Jamil's older brother encouraged him to stick with it and taught him how to run fast. At that time Jamil's brother was much faster than him, however everything changed when, in ninth grade, Jamil broke his school's record in the 400 intermediate hurdles.

Jamil came to Phillips Academy as a lower. On the track, he proved his skill to the coaches by earning a varsity letter

the 300 hurdles, and fourth in the triple jump. Says Berk Nelson, "His performances were awesome!" In the meet against NAPS and Andover High, Jamil suffered his only defeat in the 300 hurdles. Although he finished second to a superb Andover High runner, Jamil broke our school record with an incredible time of 39 seconds flat.

Next year Jamil will be banking in the warmth of California at Stanford. Will he run? Of course. Jamil's deep love of track will always keep him running.

Bob Hall

By JUSTIN PIASECKI and TIM KAY

This term, while many folks were basking in the spring sun, Bob Hall was rowing Andover's first boat toward success. His diehard dedication and remarkable accomplishments in P.A. crew, have easily earned him the Athlete of the Term.

Bob started rowing his junior year and immediately excelled at the sport. His lower year he made first boat and for his strong leadership qualities and commitment to excellence, served as the team's captain the following two years. In addition, Bob's technique and incredible ergometer skill earned him a place at the Junior national Selection-Camp last summer. This assured him an opportunity to compete at the World Championships this summer.

Although some crew jocks tried crew basics in the Winter, Bob set his sights higher, competing for Andover's swim team. Initially, swimming was another avenue for crew's required cardiovascular fitness, yet Bob found a remarkable niche in the sport, becoming one of the team's top swimmers.

His intensity in practice was supreme, and Bob attacked each set with voracity. Hard work was important and almost essential to Bob. One practice, during a painful set, an undistinguished slacker attempted to enter Bob's lane and disrupt his concentration; the poor excuse for a swimmer was tossed out with extreme force.

His determination paid off at the '92 interschols, when Bob's "cut" frame and intimidating haircut attracted much at-



attention. A seeding error placed him in the fastest preliminary heat, a position most would fear, but one Bob accepted with ease. When called to the blocks, the competition reportedly shuddered as the Exeter coach furiously flipped through his program to identify the dark horse. Bob's performance fulfilled their suspicions. Dropping an unheard of nine seconds from a season high of 1:12 to a 1:03.05, Bob demonstrated his natural talent as a breaststroker.

With a heated passion, Hall's true focus is crew. Leaving his incredible performance at Interschols behind, Bob practiced furiously over springbreak. His intense mental attitude throughout the following season pushed him, as well as others, to excel. The first boat's shaky start against Kent and St. Pauls led to incredible leaps against Exeter, Tabor, and N.M.H.; Bob was a prime factor in these

victories. His rigorous training schedule off of the water, including weights and ergometer training, soon attracted other members of the boat to follow suit. Moreover, his ergometer time of 8:06, a junior national cut by nearly twenty seconds, is the team's fastest.

But not only is Bob an unprecedented athlete, he also leads the team as a strong captain. For the second year in a row, his powerful leadership qualities have inspired both hard work and boat unity and will carry the first boat to the world renowned Henley Regatta in England this summer.

Next year, Hall's talent will be milked by Princeton University. He will surely succeed there as an oarsman but could just as easily swim for the Ivy League Powerhouse.

Sarah Jacoby

By HARDY STECKER and MARY OLIVAR

Sarah Jacoby is one of the few athletes who can boast of being on the varsity crew since she began rowing, three years ago when she came to Andover. As a captain and a dedicated rower, Sarah has become a role model for the rest of the team. Her coach Julie McCleary says, "Of all the athletes I've worked with, Sarah is one of the most focused and determined."

Sarah had no rowing experience prior to her first term at Andover. Her lower year she learned to row in instructional crew. She remembers, "It was cold and rainy, and discouraging but I'm glad I stuck it out." By spring term she was number four seat of the second varsity boat, which is quite an impressive feat. She found that this gave her "a real sense of pride and something to feel confident about in an overwhelming school."

Upper year, however, was "hell" but Sarah's successful crew season inspired her and motivated her through a hard year. Sarah had "an extremely difficult time balancing academic pressures and the physical demands of varsity crew."



This stress manifested in Sarah's muscle strain in her back. Because of this injury she was forced to decline an honorable invitation to the National development camp and was unable to accompany her boat to the national championships where they won a bronze medal. But she was able to finish the spring season and share the glory of winning the New England Interscholastic Championships

and she set a course record at Lake Quinsquamond. According to Sarah, "People think crew is a crazy, masochistic sport. They're right, but

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- "Jacoby"

Carlos Gros

By JOHN STUBBS and JED VALENTAS

Carlos Gros, a second year senior straight from the Amazon, has proved himself to be a valuable member of the Andover tennis team, finishing the regular season with a splendid 6-2 record.

Carlos began his Andover tennis career as an unheralded member of the Varsity B squad. Not discouraged by the preliminary ranking, Carlos immediately began his ascent to the top. By the end of the 1991 season, he was playing number three and competing fiercely and winning. His competitive play has also benefited the Andover varsity soccer and squash teams.

Carlos began his 1992 season with an impressive third place finish at the Kingswood-Oxford Tournament. His performance, both in singles and doubles, led the team to a strong second place finish. Following his performance, coach Tom Hodgson named him captain of the team because of his ever present



enthusiasm, excellent attitude, and competitive spirit.

The regular season began against Tufts University, and Carlos posted an impressive singles victory, saving six match points against him, and thus bringing the Andover team one of its only two points for the day. Carlos continued his success story with a victory

against Winchester High School, the defending state champs. However, he suffered his first loss of the season against the defending national champions from Milton Academy. Not discour-

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- "Gros"

ATHLETES

Todd Lubin

By BEN RYMZO

All athletes at Andover, at one time or another, become engulfed in the infectious enthusiasm and comradery associated with athletic battle. This comradery and enthusiasm is channeled against the opposing team, as each team member feeds off the other. For the past three years, Andover's playing fields and basketball court have been blessed with perhaps the best catalyst of team spirit now attending Andover: Todd Lubin. His raw athletic prowess, determination and what Athletic Director Leon Modeste called "infectious team spirit," have produced an athlete to be emulated. *The Phillipian* awards Todd Lubin the Athlete of the Year Award.

Born in New York City, Todd spent time growing up in in Pittsburg and Chappaqua, New York. As early as the sixth grade Todd played football. "I've played football forever," commented Todd. Todd remembers, "My two older brothers used to beat the hell out of me. That was the best intro to football for me."

As a new lower, Todd made varsity Football, Basketball and Lacrosse. Expectations ran high. In his first week at Andover, Todd made the varsity football team as a free-safety with a secondary job holding placekicks. Just as the season began however, an over-enthusiastic senior sliced Todd's hand open with a knife, rendering him unable to hold place kicks. The following day, Coach Modeste severely admonished Todd, in front of the entire team, for screwing around in the dorm. Then and there Todd swore that some day, Modeste would be thankful that he was on the team.

Just as Todd's full athletic potential began to blossom, Todd suffered a debilitating knee injury [near the start of his second season of Andover football] that forced Todd to miss his entire upper year of athletics. Todd had been chosen as captain from the preceding year yet "There was never a question of electing a new captain. Regardless of his injury, it was just understood that Todd would remain captain," commented coach Modeste. Remain captain Todd did, and at the start of every football game, Todd would walk out to the middle of the field on his crutches for the coin toss. This simple action, remarked Modeste, "had an incredible uplifting affect on the rest of the team." And at every game, Todd would stand along the sidelines serving as an unequalled team leader, though not playing in the games. Such dedication to a team is rare trait, found only in the elite and the best.



game would pass without the slow chant of "Lubin, Lubin," echoing through the stands after Todd would pull down a pass from between defenders or easily carry the ball into the endzone for a touchdown.

"Todd has never been a part of a losing team here at Andover. Todd's being on those teams was a big part of that," commented Modeste. Helping win games was Todd's area of expertise, but the attitude that Todd demonstrated that was so influential was dedication to the team and the school, not just dedication to winning games. "We lucked out," Todd commented, "Many of us had all gone through three years together as students in Andover. And this was our school, not just a place we stopped before college." Rather than dwelling on his own personal success throughout the season, Todd remembers "Westy [Ryan Westendorf] catching those passes against B.C. High and Anthony's [Aime] highsteps against Exeter," and went on to say, "Winning games was great, but I'll remember guys like Mark LaRovere and Andy Bedell more than winning games." In dedicating himself both physically and spiritually to his teammates and not himself, Todd has left behind a tradition and a mentality that will be missed on Andover's Football fields.

Like football, Todd has also "played basketball forever," and in his first year at Andover he made the varsity basketball team. Todd remembers being in awe of all the great players he played with over his years at Andover such as Val Douglas, Jose Powell, and Ryan Westendorf. Todd remembers one-on-ones against assistant basketball coach Tom McGraw and commented, "We'd play one-on-one until we were bloody." McGraw replied, "Any kid who's willing to suffer the physical pain and mental anguish of one-on-one with coach is a better man indeed."

Throughout the season, Todd's role was that of the sixth-man. McGraw recalls, "There were times during the season when nothing would be going right. We'd put Todd in and everything would start clicking." The best example of everything "clicking" is, without a doubt, the unforgettable Andover-Exeter game. Todd brought the hysterical crowd to it's feet again and again as he sank six three-pointers over Exeter defenders to lead Andover to a heartstopping victory. Each time Todd sank a three in those last few minutes it was either to tie the game or take the lead. Coach McGraw called it, "The single finest athletic performance I have witnessed at Andover."

The spring season brings Todd to the varsity lacrosse field where Todd has again played since his lower year. Unfortunately, Todd's knee rehabilitation was not far enough along for Todd to play lacrosse his upper year either. "Todd is not a finesse player," commented varsity lacrosse coach Paul Kalkstein. Todd's most valuable strength on the lacrosse field is defense, as he played on the man-down defensive unit all season. Todd's relentless determination is manifested by the fact that he has tallied more penalties than any other midfielder.

Next year Todd plans to attend the University of Colorado at Boulder. Though he doesn't plan to continue his athletic career, few will ever forget such moments as Todd walking out to the center of the football field on crutches for the coin toss, or burying those six three-pointers to lift Andover over Exeter on the basketball court. Tom McGraw summed it up, "Todd became a leader because he displayed more than just more than just sheer physical excellence. The example that Todd gave as a ball player and a human being is one which demands imitation."

Cathy Thomas

By WOODY SANKAR

Born on February 14th, 1975 in Manhattan New York, Cathy Thomas was destined for greatness. Coming to Andover as junior, young Cathy began what proved to be a long illustrious track career. Ever since that first term of track in the winter of 1989, Cathy Thomas contributed to the team in countless ways and earned the respect of her teammates.

In her early days as an Andover trackster, Cathy recalls an incident when coach Strudwick politely informed her that L.A. Gear high tops were not the best footwear for the 50 yard dash. Cathy proceeded to scorch through her track season, making the Interscholastic team in her very first try. She credits her sudden rise to the varsity level to a sudden mono epidemic that disabled many of the Andover sprinters. However, Cathy proved her worth by placing fourth at schols and providing the coaches with a glimpse of what lay ahead.

After having an excellent junior season, Cathy discovered her true talents

were undefeated. Captain Thomas played a crucial role in that streak. Just two weeks before her final spring Interschols, Cathy jubilation upon beating powerhouse NMH prompted her to believe that this would be the year for team Interscholastic glory. However, a week later, her season came to a screeching halt as Thomas tore ligaments in her knee during the second attempt in her last event: the triple jump. Unbelievably, her first jump was enough to win the meet against arch-rival Loomis-Chaffee.

Surprisingly, Cathy Thomas is positive about the entire situation. In her words, "Everything has a reason." Cathy's enduring strength and positive attitude reinforced her position as a role-model to youngsters. Although disappointed that she couldn't compete in this year's Interscholastic Championship, she lead the team from the sidelines, but, unfortunately, they came up short, finishing fourth.

As for her future goals, Cathy will attend Wesleyan University next year. After rehabilitation, Cathy expects to



during her lower year. In her first season of jumping, Cathy set the lower records in both the high jump and the long jump in 4'10" and 16'1/4" respectively. In her upper year, she set class records in the high jump and long jump with a height of 5'0" and a length 17'1.5". In addition, Cathy claimed her first Interscholastic titles in the high jump and long jump. According to Cathy, her most memorable moment was setting both the high jump and long jump indoor school records in one day. Unfortunately for her opponents, she didn't stop with that. Cathy blazed through her senior year adding outdoor school records in the high jump, triple jump, and long jump and a school record in the 4X100 relay.

Through the winter and much of the spring season track season, the girls

be sprinting next year and jumping soon after. Regardless of what lies ahead, Cathy Thomas was vital to the success of the girls' track team. Her leadership and competitiveness have elevated the track team to a new level of interscholastic competition. Cathy Thomas will always be remembered as one of the finest female track athletes ever to attend Phillips Academy.

SUBSCRIBE

Becky Dowling



By AARON SHARMA

"Becky is just a great competitor," said Louis Bernieri, her track coach. Becky proved this in her Junior year when she played varsity soccer, basketball, and softball. This year, having already made a name for herself, she continued to dominate in soccer and basketball, but in the spring she turned her attention from softball to track. Though it was a new sport, she worked hard and has already broken records in her first season. For all her achievements, Becky has earned the honorable award of Athlete of the Year.

Becky grew up in Longview, Washington where she was involved heavily in dance and volleyball. She picked up soccer in fourth grade, but it was not

until seventh grade that she began playing basketball and softball. To no surprise, Becky was a star athlete before she came to PA. Her volleyball team took eighth place in Nationals, her softball team went to Nationals twice, and she was the MVP at the Oregon State University Basketball Camp. Also, she was the MVP of her school's volleyball, basketball, and track teams.

This year, Becky and the rest of the soccer team sadly accepted the fact that Becky could not play. She had injured her right knee early in the season had to undergo surgery. Becky always

Continued on Page 8
- "Dowling"

Ryan Westendorf

By MATT MCGIRT

The athlete of the year is someone who not only dominates their sport but flourishes off the playing field as well. They face challenges with a positive attitude whether it be in math class or in an Andover-Exeter football game. Ryan Westendorf fits all the characteristics of an "Athlete of the Year".

Ryan is a post-graduate from California who guided the Andover football and basketball teams to very impressive records. He led the football team in receptions with 26 and ran for 587 yards. With his 6ft. 7 inch frame and great jumping ability it was almost impossible to cover him in the open field. In the B.C. High and Exeter games Ryan played phenomenal combining for 325 yards and two interceptions while he also made two powerful tackles to save touchdowns on defense. "Ryan's level of play rises with the importance of each game as he elevates to meet the needs of the team. When it's time to get it done, he does the job. He is just an incredible athlete," Coach Modeste. Ryan was not an extremely vocal person on the field. He let his spirit and hard work do the talking as he helped motivate his teammates to do the same.

Ryan also was an equally dominating force during basketball season. He led Phillips Academy in scoring and rebounding, averaging 27 points and 17 rebounds per game at the center posi-



tion. Ryan developed into an exceptional offensive rebounder and post-up player as the season progressed. His ability to take the ball inside and also sink the outside jumpshot made "Westy" a complete offensive force. But what really separated him from the rest of the team was his unselfish play. Not only did he push himself to another level, he made his teammates better. "Ryan didn't care if he scored 1 or 100 points as long as the team won," Coach Modeste.

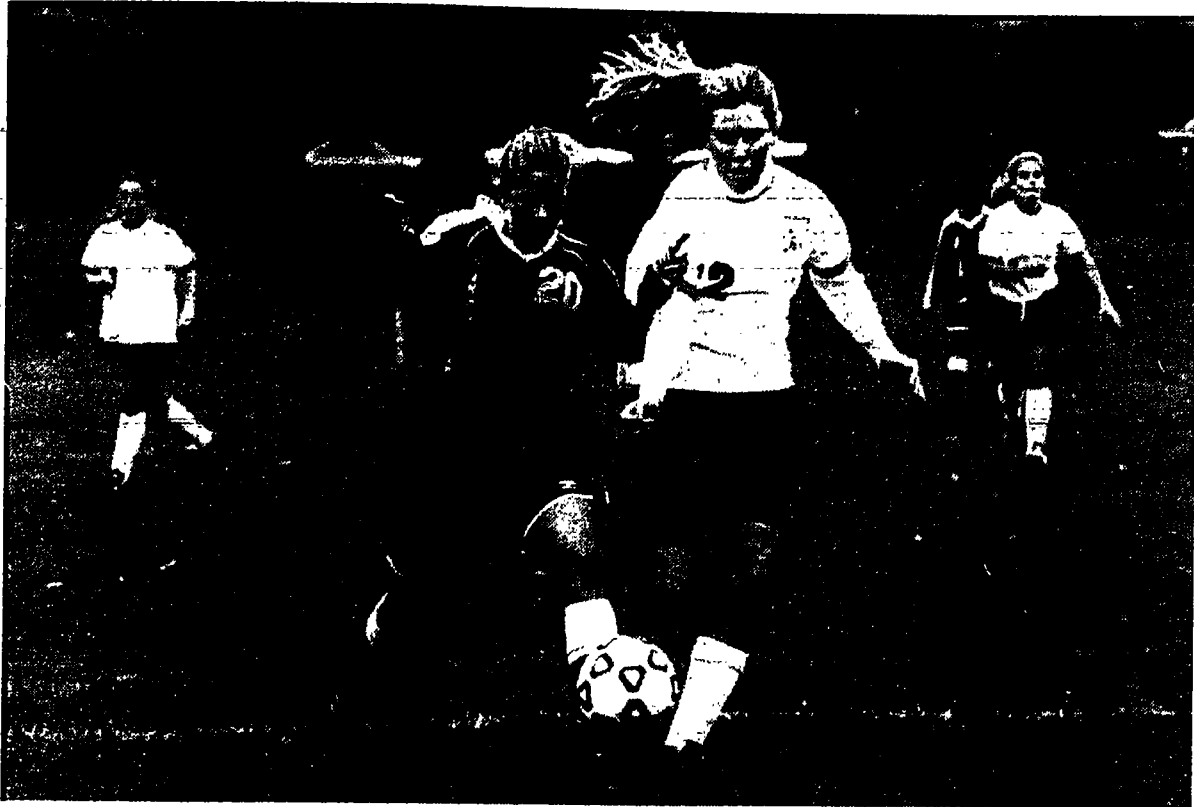
Ryan had incredible performances during the intense Beaver County Day, NMH, and Exeter games. Once again Ryan performed best when it counted most, scoring 41 points and grabbing 23 rebounds in the BCDS game and 30 points, 16 rebounds in the Exeter game.

Ryan credits most of his success to his two older brothers who taught him everything he knows about sports. According to Ryan, "Growing up I did what they did. Played the sports they did. And tried to be like them." Ryan had never played organized football until seventh grade and had not played eleven-man football until he came to Andover. He took up basketball, being his first love, at age 5. "We had a hoop in the back yard and my brother and I would go at it." Ryan loves to play beach volleyball in his spare time and is a cluster softball wizard.

Ryan decided to attend Andover in an attempt to improve athletically and aca-

Continued on Page 8
- "Westendorf"

'91 - '92 Andover Sports The Year In Pictures



Nicole Rhodes fights for the ball.

photo / Gene Park



Chrissy Bergren enjoys her win.

photo / Dave Sahadevan



Katie Schelsinger vies for the puck.

photo / Dave Sahadevan



Ali Coughlin takes a shot.

photo / Dave Sahadevan



Jen Karlen takes a shot.

photo / Dave Sahadevan



Margie Block dives for the ball.

photo / Gene Park

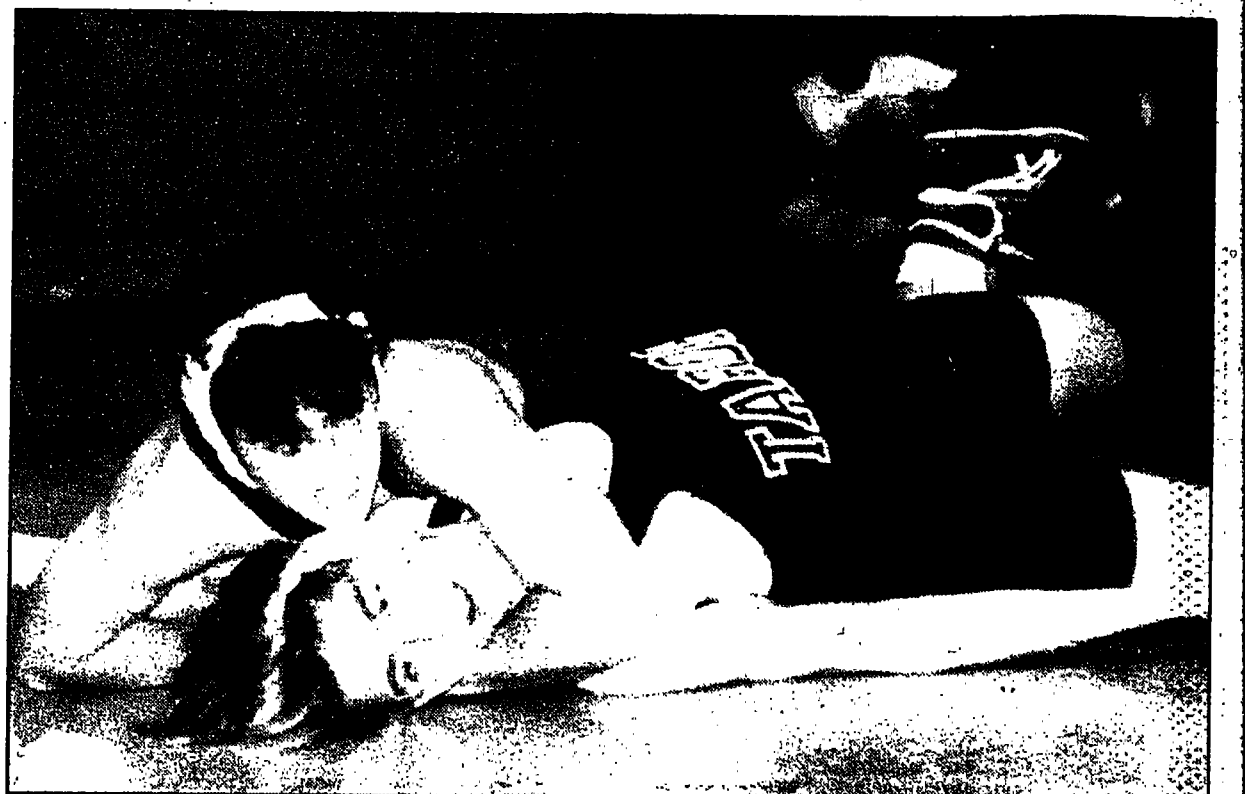
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Jeff Kaban kills his opponent.

photo / Dave Sahadevan

'91 - '92 Andover Sports The Year In Pictures



Amanda Adams circles the net.

photo / Dave Sahadevan



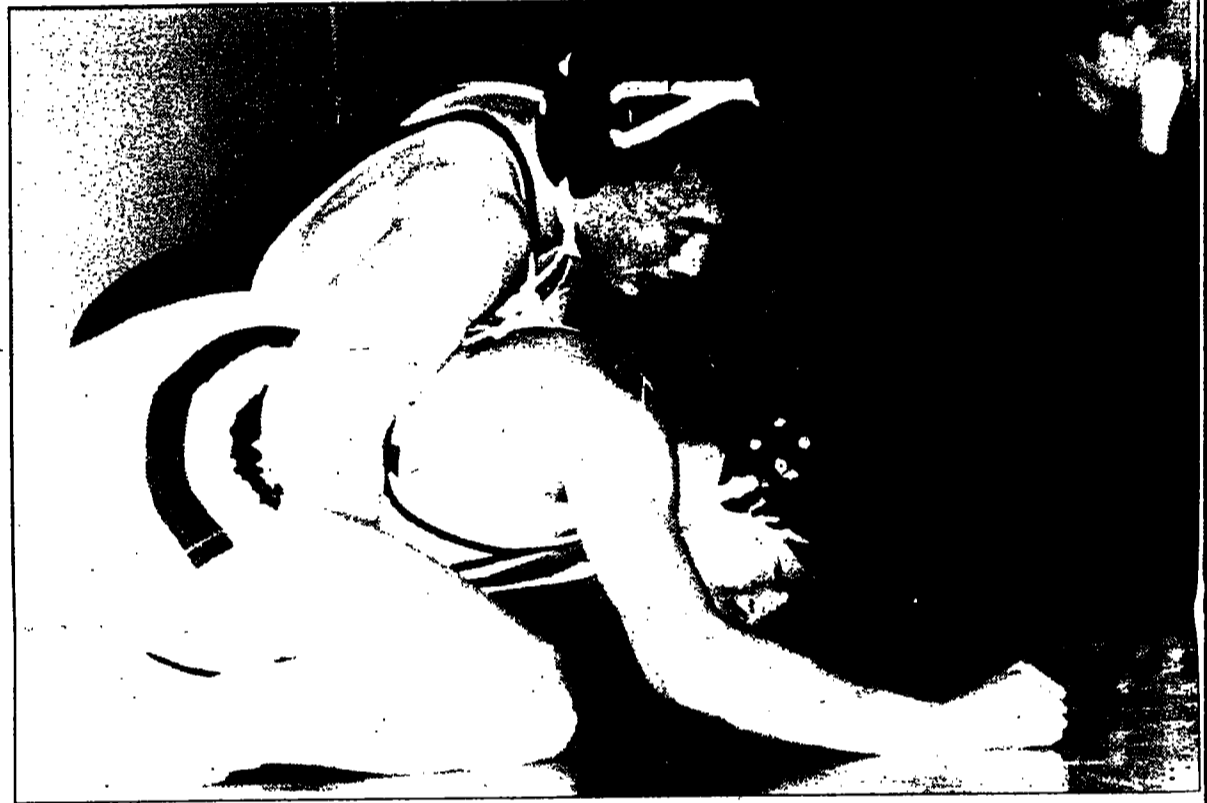
Ryan Westendorf scores a touchdown.

photo / Gene Park



Kurt Lehneis prepares his pass.

photo / Gene Park



Joe Hong dominates his opponent.

photo / Gene Park

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WE LOVE P.A. KIDS!!

of the YEAR

Hilary Potkewitz



By JOHN STUBBS
and JED WALENTAS

It is not often that one finds as fine an athlete as Hilary Potkewitz. Her contribution to the girls soccer and indoor and outdoor track teams has been unheralded. Consequently, she is among 1992's Athletes of the Year.

Before coming to Phillips Academy, Hilary excelled in both soccer and track in her home town of Stamford, Connecticut.

As a new lower, she quickly made her presence felt as a star left-winger on the girls' varsity soccer team. She contributed tremendously to the team's success, leading them to two consecutive semi-final appearances in the New England Championships.

This season, Hilary continued her brilliant play and managed to shatter the school record for goals in a season with thirteen. The old record of twelve was held by Sarah Luttington. Hilary was also selected to be a member of the All-Massachusetts team. Star teammate Carter Marsh '93 spoke of Hilary's abilities, "The person to look to when we needed a big goal, and she always came through for us."

Hilary, who quickly became known as Poko for reasons that are strictly confidential, also ran track in the winter and spring. During her senior winter season, Hilary managed to stay undefeated in

the 1000 meters. Beyond that astonishing feat, this Energized Bunny of the cage, managed to keep going and going and going and eventually broke the school record at 1000 meters. The old record, held by Amie Wilmer '91, stood at 2:51, but was shattered by Hilary's 2:46. This feat led Athletic Director Leon Modeste to praise Poko, "Hilary is the only person I know to break two school records in two totally different sports. That's amazing!" Upon hearing such high praise, Coach Kennedy, her soccer coach, quickly exclaimed, "I second that!"

In a time when many seniors can be found sunning on the cluster softball diamond, Hilary was leading the outdoor track team as its captain. Hilary suffered only one defeat in the 800 meters this spring, leading her team to a perfect regular season. During her upper year, Poko earned the Sorota track award as the team's most valuable player, and hopes to win it again at the conclusion of this season. Coach John Strudwick noted, "Hilary has terrific talent and was an absolute joy to work with for three years." This feeling seems to be mutual as Hilary commented, "I just hope that I find coaches and teammates in college that are as fun and encouraging as those I have had here."

Claudia Fiore



By AARON SHARMA

"Claudia was an inspiration to me as well as the rest of the team," credits swimming coach Paul Murphy and undoubtedly reflects the thoughts of all those who have played along side of her. Her powerful performance in the water and her devotion to team play earned this 16 year-old senior the title of Tri-Varsity Captain of water polo, swimming, and crew. For her efforts and accomplishments, Claudia has been honored with another title: Athlete of the Year.

Born and raised in Poughkeepsie, NY, Claudia began her swimming career at the age of six. In the fall of her Junior year, Claudia used her swimming ability to aid herself in her new sport, water polo. The difficulty in this was that she had to overcome the boundaries of sex in order to make the Boy's JV water polo team. From there on she continued to push herself, improving enough to make the Boy's Varsity Water Polo team in her Upper Year. In her Senior Year the girls were officially granted a team of their own. After three years of competitive play Claudia was finally able to show her excellent leadership and unmatched playing ability and prove herself a dominant figure in the pool. To the team's dismay, they accepted an 0-6 season.

During the winter, Claudia pursued swimming, making the Varsity team in her Junior year. She steadily improved

her racing time through her Junior and Lower years. For the next two years, Claudia swam more to get in shape than to compete. Her role was to support and inspire the rest of the team, and that she did with great enthusiasm. Unfortunately, this team suffered a losing season.

The spring is when Claudia comes alive. In her Junior year, she busted her butt to make yet another Varsity sport crew. Claudia was a natural, showing tremendous potential early in her career. In her Lower year, she was given the Captain's Award and that summer she went to sculling camp. The summer following her Upper year she and several other members of her team competed with some of the country's finest at Junior Nationals.

Claudia spends the rest of her time studying and working for the Andover community. She was part of this year's Pot Pourri staff and helped organize Easter Seals. Her efforts in academics even surpass her efforts in crew.

Claudia sees herself as a doctor and thus she is going to study medicine at William's College. She plans to continue rowing until she becomes a surgeon, and then all her time will be dedicated to her patients. Paul Murphy summed up her four years here at PA in saying "she really pushed herself." Let that be a lesson to us all.

Piasecki Twins

By BEN HADDEN

Justin and Dana Piasecki, Andover's identical twin tri-varsity athletes, are never found far from water. Whether it be playing water polo, gliding across the water in a swim meet, or rowing, the two also exert 100%. Their determination, strength and desire brought them to where they are today, Athletes of the Year.

When the two twins first landed on the rustic P.A. campus, they concentrated on swimming, never before competing in crew or water polo. But through years of sweat and undying effort, they have become models for future generations of athletes. "We try to push each other in everything we do. We're so close in times and skills, that we are our best competition. We are always lifting weights or working to improve our performance," said Dana.

Although swimming may be their best sport, they're greatest improvement came in water polo. Last year, the Piaseckis rode the bench, playing little. Through hard work and intensive training, the two earned spots on the starting team. "We needed someone to step up and fill in for some empty spots this year. They accepted the challenge and never questioned what was going on", said Coach Murphy. Alternating playing the offensive and the defensive hole, the twins confused opposing teams and generally wreaked havoc. The highlight came in the game against Deerfield, when Dana knocked in the winning goal in double overtime.



Can one say that one is better than the other? Out of the water they are kind, gentle and very intelligent. In the water they are aggressive, determined and devastating. Teams dreaded playing Andover in water polo simply because of Dana and Justin. As Coach Murphy so eloquently put it, "They are committed, willing to learn, and they desire only to be the best that they can be."

Fall came and Fall went and swim season started. Justin, swimming in the 100 and 50 free, peaked against Hebron, turning in some incredible times. He went on to capture ninth in the 100 at Interschols, after being seeded fifteenth. Dana best meet came at Interschols, where he captured third in the 100 best and fifth in the 200 I.M. The twins helped Andover capture an incredible third out of 24 teams.

In Crew, the Piaseckis complement each other as the stern pair on the first boat. Dana, as a stroke, sets the pace for the rest of the boat, and Justin follows his lead in the number two seat. The Crew team finished fourth at Interschols and is currently training for the Henley Cup, to be held in England this July.

Justin and Dana Piasecki embody athleticism both physically and mentally. They push themselves to the limit daily, whether it be in the pool or in the classroom. These two true scholar-athletes follow the Greek ideal of healthy mind, healthy body. As School President Dylan Seff simply said, "Wow."

Anthony Aime

By KEVIN MORAN

The "little big man's" exhibit of both athletic prowess, and his many accomplishments outside the gymnasium, have prompted *The Phillipian* to select Anthony Aime as Andover's Athlete of the Year. A tri-varsity athlete since upper year, Aime has been tabbed as one of the finest athletes to ever have graced our beautiful campus, and one of the nicest guys too.

Never having been involved in an organized sport before attending Phillips Academy, Aime participated in games of stick ball, and shooting hoops on the street corners of Detroit. All the talent was in his 5'9" frame, all that he required was a little refinement, and the fine coaching that Andover could provide. Aime's athletic feats were by no means awe inspiring his Junior year, but the talent that lay hidden, deep within his body, began to shine through. As captain of the j.v. basketball squad, he helped build the leadership qualities that were to be so crucial later in his career. He learned the fundamentals of baseball while participating on the j.v. team, and a brief stint on the junior varsity football squad built the foundation for his passion for football.

His lower year proved to be a significant step forward, as he made the jump to varsity in both basketball and baseball. Under Coach Andy Cline, Anthony began to be molded into the player we now see roaming left field with feline instincts. His swing was significantly shortened, and he gradually gained more discipline. Leapfrogging over j.v. basketball, Anthony made drastic improvements in his basketball play. Even then, Coach Leon Modeste saw the potential that lay in Aime and saw "the look of a real winner".

His upper and senior years proved to be a "dream come true" for Anthony, as he grew solidly into his frame, adding twenty pounds of muscle. A vital asset to all his teams, and well liked by his fellow teammates, Aime was elected captain to both basketball and baseball. The once wild swinger now lead his team in walks and made all the big plays as a tailback/wingback in football. Modeste noted "Aime is one of the few players I have coached that are able to step their level of play up a notch when they're playing in a big game."



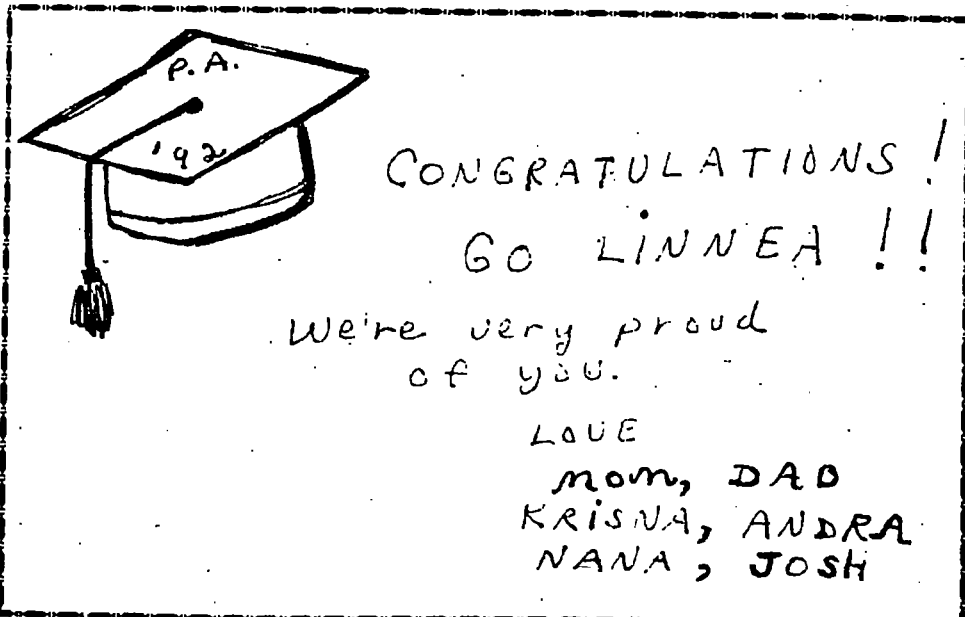
Coach Cline commented, "The combination you get with Anthony is great. He offers serious leadership, but compliments that with a certain lightheartedness." In fact, opposing coaches selected Aime to the All-League Baseball Team.

As difficult as it is for him to lay a finger on some of his personal highlights, Anthony remembers, "The Andover/Exeter football game this past year in front of three thousand screamin' fans. I only wish that feeling of running half the distance of the football field will never leave me." In basketball, he mentioned his exemplary performances versus NMH, and North Willingston, a game in which he scored over fifteen points, and dished out sixteen assists. When asked which of the three sports he enjoyed the most, Aime replied, "It has to be baseball, the one-on-one duel of the pitcher versus the batter is exhilarating. I also find that it comes more naturally to me

than either football or basketball." As for a favorite coach, Aime commented, "They are all great, and I owe all the success I'm having to them."

Aside from his achievements on the gridiron, the diamond, and the court, Aime contributes to his community as well. He's presently active in an English program in which a group travels to Lawrence and helps kids to interpret poems. This past summer, he acted as a counselor in a Brooklyn day camp organized by Coach Modeste. As for the future, Anthony will be attending Boston University, where he hopes to continue his baseball career. He is particularly excited at the prospect of playing some of the school's home games at nearby Fenway Park.

Regardless of any occupational ventures that Anthony Aime will pursue in the future, we call all be assured that he will come out of a winner.



GIRLS TRACK

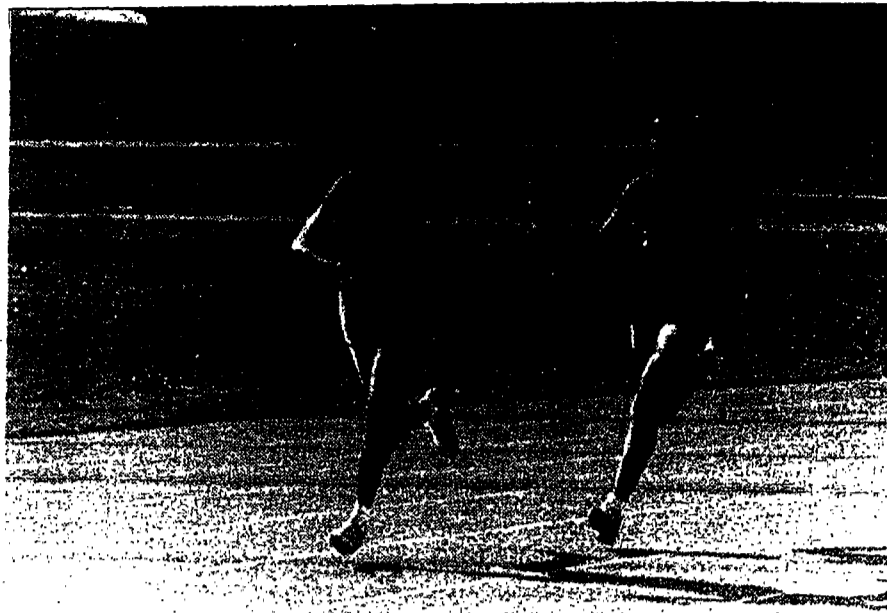
Captures Winter Interschols

By WOODY SANKAR

After blazing through winter term with an undefeated season and the Interscholastic title, the Phillips Academy girl's track team was looking forward to being victorious in the spring. The lived up to all their expectations during their successful season. The team maintained its unbeaten record and charged toward a first ever outdoor Interscholastic title. The highlights of the season were wins over NMH, Andover High School, and Loomis-Chaffee.

In the first meet of the season, Andover crushed a dilapidated Deerfield team by a score of 90-39. The meet provided Andover coaches with a glimpse of their new distance sensation, Cynthia Miller '94. Miller cruised to a victory in the 1500 in 5:18.1, beating out a powerful Deerfield girl.

Milton Academy was a bit more difficult for the girls to defeat, yet with the talent of Begren, Crowe, Chi scoreboard read 79-57. The star of the meet was Chrissy Bergren '93 who took 1st in both the 1500 and the 3000 in times of 5:14.8 and 11:22.8 respectively. Susan Crowe '93, not to be outdone, set a school record in the 110 hurdles in a time of 16.8. Worcester was just another easy win for the mighty blue, falling to a score of 109-16. Grace Chionuma '92 threw the shot 33'5" for a first place. Also scoring points was Kate Kennedy '93 whose 300 Hurdles was clocked in 52.1. In one of the biggest meets of the year, Andover finally ended its drought against arch-rival NMH by a convincing score of 83-53. Co-captain Cathy Thomas '92 set a new school record in the triple jump with a length of 34'9.75". Junior phenom Chrisanne Wilks blazed to a 26.4 victory in the 200 and a 13.8 victory in the 100. Co-captain Hilary Potkewitz '92 took 2nd in the 800 be-



hind an excellent NMH girl. In the deciding event, Andover swept the 400 with LaShandra Pace '95, Germaine Earle-Cruickshanks '94, and Hilary Chute '94 doing the honors. The team didn't have time to catch its breath as a powerful Andover High team was up next. However, the team showed it didn't need the added rest as exemplified by its 79-57 win. Lower Becky Dowling hurled the discus an amazing 102'10" for first. Becky returned to toss the javelin 100'4" for another first place. Although being edged out by AHS, the girl's 4X100 team set a school record in 51.4. Germaine Earle-Cruickshanks continued to improve her quarter, this time she finished first in 62 sec. Captain Cathy Thomas '92 soared to a school record in the long jump in 17'7". Tara Perry '92 jumped 4'10" to take first and break her personal record. In an easy one, Andover crushed Cushing by a score of 94-13. Good performances were abundant, Andover won all events. Katie Schlessinger '94 took 1st in the 1500 in 5:21.5. Wilks once again cruised to a

victory in the 100 in 13.3 seconds. In the final meet before Interschols, the team barely beat a strong Loomis-Chaffee squad by a score of 71-65. All tracksters performed well, but it all came down to the last event: the triple jump. In the triple jump, senior Cathy Thomas' first jump was enough to win the competition and the meet. However it was a pyrrhic victory as on her second attempt, Cathy tore ligaments in her knee sidelining her for the remainder of the season.

On Saturday the 16th, the girls will try to beat out both Loomis-Chaffee and NMH for their first ever Championship. As evinced by their amazing season, the girls are the heavy favorite. Veteran track coach John Strudwick commented, "This is the best ever track team. We're undefeated in both winter and spring and we're going to win Interschols." Looking past schols is a meet against Exeter which should prove to test the skill of the mighty PA girl's track team. Regardless of the outcome of the next two weeks, the 1991-1992 girl's track team has made a statement.

BOYS BASKETBALL

Hoopsters Enjoy Excellent Season

By RYAN SPRING

The Boy's Varsity Basketball team had an impressive season despite a slow start and finished with a record of 9-5. Although this year's team was not as hyped up as last year's team with the likes of show-offs, Jose Powell and Val Douglas, the team did play exceptionally well as they capped off the season with a heartstopping victory over Exeter in what was Andover's best performance of the year.

The Big Blue started off shaky as they were only 1-3 after their first four games, however, their losses came against the likes of Cushing (before break), Exeter, and NMH. Ryan Westendorf '92 began his domination of prep school foes immediately, the climax coming when he lit up NMH for thirty points and grabbed seventeen rebounds. Westy's front-court mate, Chris White '93, also had a tremendous game against NMH when he scored seventeen points and battled four thirteen rebounds. This was not enough, however, as NMH just had too much offensive firepower, and won 80-69.

Andover went on to win five straight games, two of which were extremely important. Those two being a home game against Beaver Country Day School and a victory over Williston on their home court. Westendorf ripped BCDS for forty-one points and White added twenty-two, as the two big guys took advantage of BCDS's lack of height and small bench. BCDS never let up as both teams traded baskets and the BCDS point guard put on a dazzling display, but PA was able to hold them off with the additional help by Reese Hamilton '93 who pitched in twenty-one points.

Westendorf once again came up big with thirty-four points and nineteen rebounds and White added seventeen points and captain Anthony Aime '92 scored twelve and had twelve steals. Aime also took control of the team at the end and slowed things down so that the Big Blue could secure their lead.

NMH made the trip to Andover, who felt that they could defeat the strong NMH team to avenge the early season loss. NMH was just too good. They had too much talent for the Blue and won again by a score of 85-73. Westy threw in thirty-one points and once again White added more than his share with twenty-one. Aime played exceptional defense gaining ten steals and earning an NMH player's praise. Despite the two losses Coach Modeste enjoyed playing NMH and said, "We are always happy to



play a great team like that. They have a guy who's going Division I and they were just a great ball club."

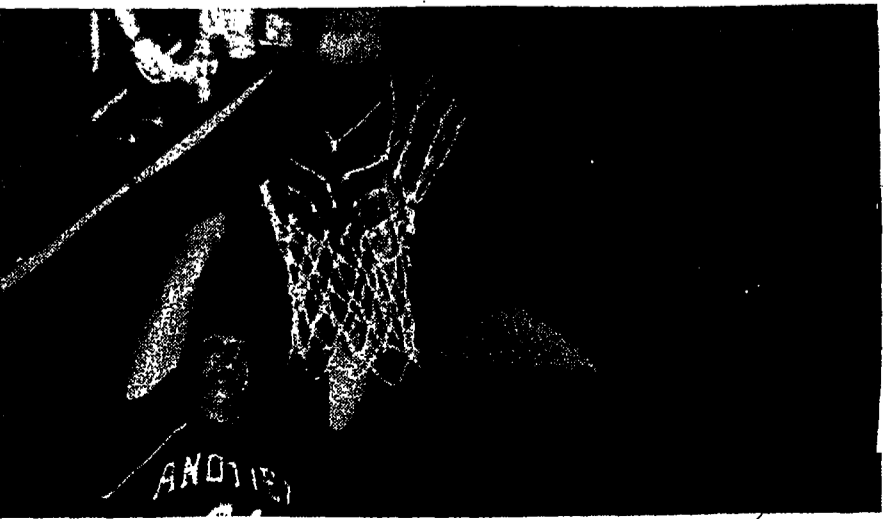
Andover's next big game was a battle of "slams and stuffs" against Tufts' Freshman. The fans were brought to their feet more than once after seeing some monster dunks. Westy once again was the Andover high scorer with nineteen points and White added eighteen, Aime and Reese had fifteen and fourteen respectively. Crowd favorite, Chris George, came off the bench to add a spark and secure the victory with a three-pointer as Andover went on to win 79-66.

Finally came the rematch with Exeter. This time it was at home and in front of a jam packed arena. All of the other PA teams had won earlier in the day and boy's basketball was all that was needed to complete the sweep. It was back and forth the whole game with neither team able to sustain a lead. Todd Lubin '92 was on fire from three point land and took at least on or two from at least half court. Westendorf was once again his usual high scoring self as he led the team. Finally it came down to the final seconds with Andover barely able to

hold the lead. With the victory came a rush of PA fans to taunt the Exies and remind them of the sweep. Coach Mo commented, "It all came together against Exeter. We refused to fold in our own house, especially with the crowd support. I saw Chris Gurry (hockey coach) give me the thumbs up sign that they had won and I told our guys that we needed to win to complete the sweep. Westy was just incredible, he was on another planet."

Captain Anthony Aime was given the prestigious Phillipian Athlete of the term award because of his exceptional play through-out the season and especially for his leadership down the stretch. "Anthony was instrumental in our success. He was great on offense and defense."

The PA basket ball team had an incredible season and ended in fine fashion with the incredible win over Exeter. They will lose the scoring punch of Westy and the leadership of Aime, which the team will miss greatly, but with this year's deep bench and the usual influx of PGs, one can not help but look ahead to next year with hopes of duplicating such a great season.



BOYS HOCKEY

Best Season in Five Years

By BEN RYMZO

This year, the boys varsity hockey team skated to a respectable record of 9 wins, 8 losses, and 2 ties. Unfortunately for the Blue, the team suffered a few key injuries in the middle of the season which prevented them from qualifying for the New England Hockey Tournament.

Andover started strong in the early part of the season beating such teams as St. Paul's, St. Sebastian's, and Nobles and Geenough. In two of the most exciting games of the season, Andover battle to ties with Deerfield and the traditionally powerful Cushing team. Goalie Mike Kelley '92 stuffed five Deerfield break-aways to send the game into overtime. In overtime Andover had two break-away scoring opportunities but was unable to convert on either and the game ended in a hard fought 2-2 tie. In the following game against Cushing, Andover rallied in the final minutes of the second period and the first minutes of the third to score three goals and take the lead. Cushing scored with two minutes remaining in the game and neither team was able to convert for a final goal and the game ended tied, 4-4. Coach Chris Gurry commented, "The Cushing team is usually extremely good, and we surprised them."

The team kept rolling, with wins over Bowdoin, Lawrence Academy, BB&N, and Dartmouth. Unfortunately, offensive powers Matt Wright and Shane Higgins both suffered separated

shoulders in mid-February and were unable to play in a number of games. Coach Gurry commented, "Our first line of Jerry Ambrosch '92, Matt Wright, and Shane Higgins '92 supplied a lot of our offense, and was one of the best first lines in New England." Without these key players the team suffered some tough losses and was unable to place in the top eight teams in New England and qualify for the year end tournament.

Coach Gurry praised the offensive efforts of Burke Nelson '94, as well as John Coleman '92 and Captain Rob Bolton '92, both who proved to be consistent offensive and threats throughout the season. Defensively, the team relied on Adam Gurry '94, Coleman, Ethan Philpott '93 and again Cap'n Bolton to keep opposing teams at bay. The anchor man of not only the defense but of the entire team, however, proved to be goaltender Mike Kelley '92. His exceptionally fine play proved to be the difference between a winning and a losing season.

Coach Gurry commented, "We had tremendous senior leadership this year, as well as a number of strong underclassmen." With three of four defencemen returning, and a powerful core of lowers Henry Higdon, Trevor Bayliss, Brian Flanagan, and Burke Nelson, as well as goaltender Judd Bracket '95, the team looks to be a powerful threat for next year's season. If they can avoid injuries, the New England Interscholastic Prep Hockey title is not out of reach.



SOFTBALL

Andover Nine Dazzle Diamond

By GREG WHITMORE

"Our success has clearly been a direct result of solid team effort, rather than the work of one or two stars." Peter Drench's words capsule the saga of the 92 Varsity Softball Team: Teamwork. It has been the work of a closely knit, hardworking, and dedicated team which has brought Andover Softball to the outstanding record it has achieved this year. Playing in a league of top ranked state

stars; stars who will lead the team to victory for future seasons.

Led by the consistency of players like Heather Brown '92 and junior Jessie Drench, the pitching for the team has been quite incredible. With a combined earned run average of 1.58 for the season, the two have let few opponents standing proud, scorching all of them with power and accuracy. Leading the team in offensive play are skilled hitters



and regional teams, Andover has batted down an impressive 8-3 record this year; a record comparable with the phenomenal work of past Andover teams. This year's team however, due to ironic circumstances is quite unique and outstanding.

The conclusion of last years Softball season was a victorious yet disheartening moment. Although unbeatable that year, the girls future was thought to be a dismal one; consisting of 6 outstanding college bound seniors, the team would be left to fend for itself the following year with only a handful of uppers and lowers. Although reason enough to instill doubt in the minds of many in the athletic department, the loss of those seniors marked a promising rebirth for the softball team. Forced to pick up the slack and assume the roles of top pitchers, ace fielders, and power-hitters, the young team has risen to assume new

like Junior Jane Peachy and uppers Jess Hatfield, Leah MacLean, and Kristen Asquith who have dominated the averages in both hits and R.B.I's. This definite consistency in pitching and hitting is complimented by the accuracy, quickness and versatility of the team's fielding. Playing first base, upper Jen Charat and senior Kerry O'Malley have been flawless, performing with reliability and consistency.

These over all team qualities are obvious with one look at the teams record. Virtually destroying Exeter 5-3 and 24-2 in two separate confrontations the teams prowess in the field is apparent. However, the most accurate display of the teams ability comes from an early season game against Everett High School. Declaring the #2 state-wide ranked team 15-3 quite obviously shows that these girls work together more like an intricate, well oiled piece of softball machinery than a simple team.

CYCLING

Girls Undefeated Eighth Year in a Row

By EMILY KALKSTEIN & SASHA CELES-TIAL-ONE

Captain Brian Sena, '92, summed up the 1992 cycling season saying, "The season was unfortunately short, but very intense. The team did excellently this year, and with all the young talent on the team I'm sure they'll be a force to reckon with in the years to come." The girls' team continued their asphalt dominance, winning Interschols for the eighth year in a row, while the boys finished a highly respectable second.

The Girls' Cycling Team consisted of Yvonne Lamoureux '95, Danielle Sadler '94, Laura Tolburt '94, Alicia Eastman '93, Captain Liz Roberts '93 and Leah Van Eenwyk '92. The Guys' Cycling Team A team members went under the names of Justin Spence '94, Greg Whitmore '94, Doug Frimen '93, Dave Lai '93, and Brian Sena '92, and the B team called themselves Chuck Arensberg '95, Mike Corkery '93, Gi-Soo Lee '93, John MacNeil '93, and Carter Smith '93.

As a result of cancellations, the team raced only four times. The first occurred at New Hampton on a twenty-eight mile circuit, with a short, but steep hill in the middle section. As is the norm for bike courses, it ended in a steep hill. The guys did well, placing second overall, despite the B team's several flat tires and broken chains. All five A riders placed in the top half of the total twenty-five participants, who came from a variety of prep schools, including NMH, Exeter, Deerfield, Milton, Hotchkiss, Kimbal Union, Proctor, and Cushing.

The second race, at Putney, (only a mere three hours away) went smashingly. The A team came in first and the B team came in second. In the A team race, Friman came in at sixth place, Whitmore at eleventh, and Spence at fifteenth. Arensberg snatched third place, Smith ninth, and MacNeil tenth.

Andover hosted the third race on May 10. The course consisted of eighteen laps for the A team, and fourteen laps for the B team, with each lap measuring 1.4 miles. Although Hotchkiss came in first place unofficially, because of an unofficial rider they were disqualified, and Andover's A team stole first place. Spence, Whitmore, Lai, and Friman finished in the top fifteen.

On May 17, the team travelled to Deerfield to compete in the New England Prep League Interscholastic Cycling Championship. The A team did extremely well, capturing second place overall. Paced by top fifteen finishers, Friman, Whitmore, and Spence, the team defeated



powerhouses Proctor, Exeter, Holderness, and the semi-pro team from Brattleboro, falling only to NMH. The B team also did well, paced by MacNeil and his aerodynamic head of hair. The team unofficially won and clearly captured the hearts of the plethora of avid cycling fans.

The girls' team tasted the sweet nectar of victory at New Hampton, Eastman walked away with first place, Roberts with second, and Sadler with fourth out of twenty-four competitors. The Putney race, a thirty-five mile course filled with non-stop hills. Sadler emphatically remarked, "While I was racing I was thinking that it was probably one of the most physically challenging things I have ever done in my life." Again Eastman came in first, while Roberts took third, Sadler took fourth, and Torbert placed fifth.

Andover won their home court race as well, with Roberts placing second, Eastman third, Torbert sixth, and Van Eenwyk and Lamoureux tying at seventh place. However, the race took its toll on the Andover team, as Liz collapsed on her bike because of illness, and Sadler collided with a girl from Holderness and failed to finish.

At Interschols the girls won for the eighth year in a row. This string of dominance is unequalled in all of Andover history. Eastman, Roberts, and Sadler finished second, third, and sixth. Considering that no members of the team are graduating, the girls will probably win next year too.

The girls' team had an undefeated season, for the eighth year in a row! Sadler remarked on this outstanding triumph, "We're lucky because we

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- "Cycling"

BOYS SOCCER

Boys Snag the Cup, Make the 'ship

By RYAN SPRING

The 1992 Boy's Varsity Team had their finest season in years compiling a record of 8-3-5 while winning the Dunbar Cup and qualifying for the New England Prep School Championships. They were the first PA squad ever to make the eight team field of the Prep Championships.

The Big Blue faced high-expectations at the beginning of the season because of the strong group of returners and unusually large number of talented newcomers. Andover's squad started off the season poorly with losses to Loomis-Chaffee, Tabor, and Tufts JV. The Blue's 1-0 loss to Tabor featured a brawl in which tri-captain Kevin O'Brien '92 and Travis Coley '92 both received red cards for responding to the Sea Wolves' continuing cheap shots. After that game, Coach Scott instituted the "no yellow card rule" which meant that any PA player who received a yellow card would sit out for the rest of the game, and any player heard talking trash with the opponent would be taken out for the rest of the half.

"We were frustrated and our confidence was down," commented goalkeeper Pat Scott '92. Before the Cushing game Mike Sullivan '94 expressed similar feelings of depression when he said, "I'm not having fun any more." That night Andover went out and beat Cushing 2-0 under the lights, Sullivan put in the second goal, and from then on PA went undefeated for the rest of the regular season.

The next Wednesday, PA traveled to Harvard and tied the JV squad 3-3 in one of their best efforts of the year. PA had been playing well, but the Harvard JVs kept with them goal for goal and the intense battle went into overtime. During the Harvard game, the Andover squad had found themselves, and they were beginning to have fun again. The blue's new found enthusiasm carried them through their next six games, dropping one to Deerfield in a thriller.

All of the players, including Coach Scott and Coach McCleery, got their heads shaved in an effort to get psyched up for the Exeter game and the pep rally. The morning of the battle was sunny and cold, but the Andover players were intense and focused. The season would be complete if they could beat the Exies. The first half was scoreless, but by the second half all of the Andover fans had arrived and were voicing their full support. PA was inspired and with about ten minutes left tri-captain Duncan Harris '92 put in what looked like the winning goal. However, with little time left Exeter came up with the tying goal and the game went into overtime. Neither team was able to convert and the game ended in tie. Despite Andover's



disappointment with the Exeter game, the tie was enough to clinch the Dunbar Cup, which is awarded to the best team out of the following four: Andover, Exeter, Northfield, and Deerfield.

After the Exeter game, Andover's powerhouse team was seeded number eight in the New England Prep School Championship. The blue had to face number one seed Suffield Academy in the first game of the competition. Andover played their best game of the season, but Suffield was just too strong of a team, and PA went down 2-1.

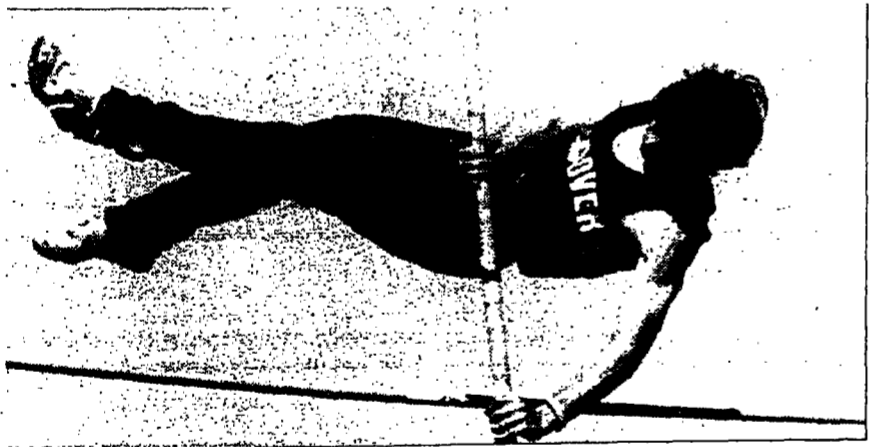
At the post season banquet Chris Oliviero '92 was awarded MVP and Gus Quattlebaum '93 was named Most Improved Player. Oliviero, the grandson of Frank Perdue, was the leader of the number one defense in New England. His aggressive all-out play inspired the team and earned the sport's world's highest honor, *The Phillippian's* Athlete of the term.

Quattlebaum came alive to be among the team leaders in scoring. He never let up on the opposition and his hard work earned him the sports world's second highest honor, *The Phillippian's* Athlete of the Week. Tri-captain Stew Williamson '92 commented on the team in general, "Usually the forwards get all the fame and the defense gets all the blame. This year's defense got all the headlines while the front line got the goals. The Travis-Quattlebaum connection was brilliant."

This team will definitely go down as one of the top PA soccer squads in history, however, as Mike Schultze '93 predicts, "Next, year we'll be even stronger with seven returners, plus the PGs and captain Reiji Hayes '93 will be in full effect!"

BOYS TRACK

Andover Track Holds Its Own



By BEN ANSTEY

Looking back at the season, coach Dr. Strudwick must be very pleased. The boys varsity track season has only suffered two defeats, one in an extremely close meet against Andover High and the other against NAPS [Naval Academy Preparatory School]. At Interschols, P.A. came in second, which is very unfortunate since Andover had already beaten the winner, NMH.

"On a good day we would have clinched the title", says coach Strudwick. On the subject of P.A.'s track team, weight lifter extraordinaire Rob Brendle says, "The reason why P.A. has such a good track team is that, unlike other schools, P.A. does not depend on a handful of runners to bring in the points."

The depth of the team is unbelievable, which is why PA's JV track team is still undefeated, after four years! For example, Ethan Philpott '93 has broken the school record in the discus with an unbelievable throw of 158 feet. On that day, his nearest competitors were at least 20 feet behind him. Throughout the season, Ethan has been consistently coming in first in the discus. He has also performed extremely well in the shot put, where he can hurl the 15 pound ball over 50 feet. The truly amazing thing is that he is only an upper!

Jim Eckels '93 has had terrific performances in the pole vault. In practically every meet, he came in first place. He has broken the eleventh grade pole vaulting record by clearing the bar by

eleven feet six inches. Next year, his competitors will tremble when they see how high he can vault. The track team is looking forward to watching him perform next year.

Trevor Bayliss '94 has had a terrific season and has displayed his supremacy in the 800 and the 1500. At interschols he ran the 800 in 2:01 to place fourth and the 1500 in an incredible time of 4:09 to place third. Says teammate Doug Pennick, "It's amazing that Trevor can do so well and only be a lower. He will be unstoppable when he is a senior."

In the 3000, uppers Doug Pennick and Nick Thompson have worked together so that they can clinch both first and second. Since they both run cross-country their improvement next year will most likely be drastic.

The list of the present stars must include captain Jamil Madati '92. He has had a fantastic season. In the dual meet against NAPS and Andover High, he broke the school record in the 300 hurdles by running it in 39 seconds flat. He has also given the team numerous points by coming in first in the triple jump and the 110 hurdles.

Seniors Chi Eguekwe and Barry Bhola are depended upon to both place in the 200 and 400, usually taking first and second respectively. Chi's athletic ability in the 400 [his best time is 50.9] has helped the 4*400 relay team to bring in a lot of points.

Dr. Strudwick correctly summed up the season by saying, "It was another great season."

SOFTBALL

Andover Nine Dazzle Diamond

By GREG WHITMORE

"Our success has clearly been a direct result of solid team effort, rather than the work of one or two stars." Peter Drench's words capsule the saga of the 92 Varsity Softball Team: Teamwork. It has been the work of a closely knit, hardworking, and dedicated team which has brought Andover Softball to the outstanding record it has achieved this year. Playing in a league of top ranked state and regional teams, Andover has batted down an impressive 8-3 record this year; a record comparable with the phenomenal work of past Andover teams. This year's team however, due to ironic circumstances is quite unique and outstanding.

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year, the girls future was thought to be a dismal one; consisting of 6 outstanding college bound seniors, the team would be left to fend for itself the following year with only a handful of uppers and lowers. Although reason enough to instill doubt in the minds of many in the athletic department, the loss of those seniors marked a promising rebirth for the softball team. Forced to pick up the slack and assume the roles of top pitchers, ace fielders, and power-hitters, the young team has risen to assume new stars; stars who will lead the team to victory for future seasons.

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with power and accuracy. Leading the team in offensive play are skilled hitters like Junior Jane Peachy and uppers Jess Hatfield, Leah MacLean, and Kristen Asquith who have dominated the averages in both hits and R.B.I.'s. This definite consistency in pitching and hitting is complimented by the accuracy, quickness and versatility of the team's fielding. Playing first base, upper Jen Charat and senior Kerry O'Malley have been flawless, performing with reliability and consistency.

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Continued on Page 8
- "Softball"

CREW

At Interschols, Girls Are Speediest, Boys Fourth

By HARDY STECKER

The Crew teams of Andover improved steadily over the course of the season, and their hours of hard work culminated in a very successful Interschols outing. The Girls Crew captured the title of fastest boat in New England, winning Interschols, while the boys finished a respectable fourth.

Andover crews began the spring with a race against Kent. Prior to the competition, Kent trained in Florida during spring break, while Andover's practice consisted of a week on the water. Consequently, Kent won each race. The following week, Andover crews faced Exeter, St. John's, Simsbury, and the Leander Club, direct from The River Thames, at Worcester.

Again the results disappointed the squads. Although the Andover boats

crushed Simsbury, St. John's, and Leander Club, Exeter triumphed over all.

The races in the following weeks looked promising for Andover Crew. On May 2, Andover traveled to St. Paul's School in Concord, New Hampshire. A revamped boys first, reeling from the loss of two important oarsmen, and second boats lost, but fought a good fight until the finish. The girls' second boat raced neck-and-neck as well, but failed in the end to triumph. The girls' first boat, however, bested St. Paul's, and much joy and feasting abounded.

From that week on, Andover's mens' and womens' crews began to dominate opponents and bring glory upon the exalted name of Phillips Academy. On Saturday May 9, crews from Exeter, Tabor, and Kent arrived to race on Andover's home course, the Merrimack. Although the boys second boat lost,

boy's first had an incredible day on the water. They beat Exeter by a length and Tabor by over ten seconds. The girls had comparable success. The second boat beat Kent and Tabor and finished just half a boat length behind Exeter. The first girls ruled the river as well, beating Exeter by a small margin, Tabor, and Kent. "What a day," said spectator Reginald "Reggae" Spadlatiwitz, PA '34.

On May 16, Andover raced at home again, facing NMH, and the Andover men won easily. The women had difficulties because of multiple injuries on the first boat. The second boat rowed in their place and lost. Considering a devastating crab, when an oar brakes the

Continued on Page 8
- "Crew"

... Dowling

> Continued from Page 4

supported the team though, cheering them through an excellent season.

Even after a slow soccer season, Becky was psyched for a strong basketball season. Becky was a power at the hoop, averaging 18 points and 14 rebounds a game. She was named MVP of the New England Prep School Athletic Conference. According to coach Karen Kennedy, Becky is "a tremendous athlete" and she "has the potential to go into Division I and play." Only lower, she has two more years to work hard and make that dream a reality.

Picking up a new sport this spring, Becky has demonstrated raw talent in track's throwing events, particularly the discus. In her first year, Becky has broken the lower record for the discus, and took first place at Interschols, throwing the discus 110 feet and 2 inches. Her coach Louis Bernieri commented, "She

has the potential to be the best we've (PA) ever had in throwing events." He went on to stress that this would require a great deal of work on her form and strength.

Off the field, Becky also takes the time to develop her other talents. She was on the Honor Roll for the first two terms this year and has dedicated much of her free time to ARC. In the rest of her free time, she participates in a Bible study class and takes flying lessons. Where does she find the time?

Because she is still young, Becky hasn't thought about her future very much. She would like very much to play basketball at Stanford, where she would also study engineering. Although these details are still up in the air, she is sure of one thing: "I want to be just like my Dad." Whatever her dreams are, she is doing everything she can to achieve them, and that's what counts.

... Jacoby

> Continued from Page 3

winning is enough to make all of the preparation worthwhile."

Finally, with her senior year, came the chance for Sarah to focus her energy on athletics. She was able to rehabilitate her back injury and set a school record ergometer time of 9:37 for 2500 meters. She not only sets an example in her strength but also in her commitment and her performance on the water. She was elected co-captain with Claudia Fiore '92. Commenting on her skill, Coach McClery finds her "extremely coachable for she always responds well technically and gets her job done in the boat."

This has been an extremely successful season for Sarah. First boat defeated Exeter, Kent, Tabor, Simsbury and St. Paul's. Although the spring season and Sarah's high school rowing career are coming to a climax, she will continue rowing at the collegiate level next year as a freshman at Yale.

To Sarah, "Crew is about determination. It is about will power. It is the ultimate team sport, and experiencing the pain with seven other rowers gives me the will power to go on." She is a truly remarkable athlete and has been an asset to Andover's rowing program.

... Gros

> Continued from Page 3

aged, Carlos easily piled up straight sets wins against NMH, Belmont Hill, and MIT. Fully prepared for archrival Exeter, Carlos again was able to pull off one of Andover's only two singles victories. The clay courts of Exeter suited his game steady baseline play perfectly. He was able to wear down his opponent with long-grueling rallies and seemingly never made an error.

During an intense cricket match, Carlos fractured his left thumb, and became handicapped by a cast for the remainder of the season. Nonetheless, being the competitor that he is, Carlos quickly

learned to play with a one-handed backhand and adapted his game for one hand. He experienced a minor setback when he lost to a strong Dartmouth opponent. Discussing his misfortune, Carlos commented, "This misfortune has made it difficult, but I've learned to adapt with a one-handed backhand and a two-fingered service toss. It will make me a better player in the long run."

Carlos is looking forward to playing for Duke in the years to come. His leadership of the Andover team was invaluable to his coach and teammates.

... Westendorf

> Continued from Page 4

demically. His goal was to attend Harvard University next year and he recently found out that his excellent effort on the field and in the classroom at PA has payed off. "This has been a good experience for me. I got done what I needed to do," Ryan reflected. He hopes to return to California after college and maybe give punting a shot in the NFL.

According to Ryan's two sport coach, "I've never worked with a kid with a more positive attitude. He is a really special kid." Coaches, students, and teacher alike will agree that they don't come better than this.

... Softball

> Continued from Page 7

However, the most accurate display of the team's ability comes from an early season game against Everett High School. Decimating the #2 state-wide ranked team 15-3 quite obviously shows that these girls work together more like an intricate, well oiled piece of softball machinery than a simple team.

... Cycling

> Continued from Page 7

have good athletes and we work hard." The cycling team's daily regiment seems outrageous, twenty-five to thirty-five miles a day, interspersing time trials, hills, sprints, and

discussing racing tactics. Wednesdays are long, slow distance days, practices last for four hours, with bike treks to Newburyport or Crane's Beach, about fifty to sixty mile treks.

Captain Sena wrapped up the season and the Andover cyclists' performances in these words, "Overall, we had a very united team, dedicated to cycling, but looking to bust out and have fun."

... Crew

> Continued from Page 7

boat accidentally, caught in the first 500 meters of the race. Andover put up an applaudable fight.

Interschols took place on Saturday, May 23, on Lake Quinsigamond in Worcester, Massachusetts. Andover raced against Exeter, Simsbury, Tabor, Kent, St. Paul's, and NMH. In a thrilling spectacle, the Girl's number one boat came from behind, sprinting the final 200 meters, and captured the Interschols championship. The girl's number two finished a respectable fourth. The boy's boats did not fare as well. After an excellent heat, opposing coaches and crews favored Andover in the final. Unfortunately, the boy's rowed poorly, and finished fourth, one-tenth of a second behind Exeter. The second boat rowed well, but came in fourth as well.

Capturing one New England Interscholastic Crew title, and coming within two seconds of another, Andover Crew competed a successful season. With the Boy's number one boat travelling to England to compete for the Queen's cup in early July, and a strong core of returners, the Andover Crew future is very rosy indeed.

Congratulations to Chester and the Kumquats Graduates:

Sam Endicot
Adam Adamovich
Jon Keidan

May all your musical dreams

Michael

Your Unique Blend of determination, enthusiasm, and sense of justice gives you the ability to succeed as a man.

With love and pride we Congratulate you. Thanks for being you.

Mom, Dad, Alexandra and David

Rand

CONGRATULATIONS

Jonathan

We're Very Proud of You

Good Luck at Georgetown

We love you, very much

Congratulations

UNA!

You made it!

Love Dad, Mom,
Colm, Ann

Mom, Dad, Teddy and Yogi, Mikey and Mugsy

FEATURES

The Year in Review



Convocation

Photo / Sahadevan

By **MICHAEL CANPBELL**
and **JOE DANISZEWSKI**

September 12-14: Andover Orientation; Gunga suffers a near fatal fall.

September 15: Convocation.

September 16: Back to the grind, first day of classes.

September: OPP announces radon removal efforts in Evans are successful, and the Phillipian Room once again resumes its buzzing activity.

September 22: The Music Department presents Bob Nieske's jazz quartet "Wolf Soup".

September 20- October 5: A PA delegation visits East Africa and India with hopes of establishing a PA-Aga Khan academic collaboration.

October 1: Six Russian exchange students arrive from Novosibirsk Physics and Math School.

October 9: Dana Delany '74 returns to the PA campus to speak to students at a Commons luncheon. Delany announces her contribution of a dressing room to the new GW theater complex, which is near completion.

October 11: Conservationist David Brower, twice nominated for the Nobel Peace Prize, visits the PA campus to read his speech entitled "It's Healing Time on Earth".

October 14-18: Freedom from Chemical Dependency (FCD) week. Sponsored by ADAAC students attend annual classes and workshops designed to inform them of the dangers of chemical dependency.

October 18: Thomas Pickering, the U.S. Ambassador to the United Nations, visits PA

October 17-20: Parent Weekend (Remember the beautiful weather?)

October 22: Puerto Rican novelist Emilio Diaz-Valcarcel speaks.

October 22: OPP displays an enormous heap of plastic bags in Flagstaff Court containing aluminum cans collected over a one-week period from trash receptacles throughout campus; attention is drawn to how many aluminum cans go unrecycled on campus, depriving our school of what could be useful funds.

October 22 [busy day]: Uppers begin the tedious college process with the PSAT's.

October 23: Kate's Birthday.

October 25: Camilla's Birthday.

October 28: Akash's Birthday.

November 8: Tori's Birthday.

November 9: Andover beats Exeter for the fifth year in a row at the annual football game.

November 12: An all-school meeting is held to discuss concerns about alcohol at PA and in society in general after a severe drinking incident.

November 14: A playground built earlier in the year behind Commons is dedicated to PA's oracle of a receptionist Meredith "Dickie" Thiras.

Thanksgiving Day: Twenty-five student volunteers along with Tom Cone, Father Richard Gross, Mary Minard, and Julie Morse help serve meals to approximately five hundred needy people in Lawrence.

December 2-6: EXAMS!!!!

December 3: Emily's Birthday.

December 25: Christmas.

December 27: Jess's half-birthday.

January 7: Grand re-opening of George Washington Hall showcases \$12 million worth of renovations including a vastly expanded theater facility.

Winter: Administration alerts the PA community of an alarming incidence of vandalism and theft throughout campus; destruction of old mailboxes in Evans, theft of Commons dishes and silverware, and increasing foot traffic over PA's

January 20: The PA community celebrates Martin Luther King Day with morning and afternoon workshops and two all-school meetings; many students travel to Lawrence to paint the Leonard School as part of the Community Service program.

January 25: Sam's Birthday.

January 26: The current members of the Phillipian Board, as well as other Uppers, take the SAT's.

Winter: Commons starts requiring diners to present identification cards for entrance into dining halls and institutes a three-dollar cover charge for guests of students and faculty.

February 4: PA observes the Chinese New Year with Chinese games, food, and musical performances.

February 7: Editor-in-Chief extraordinaire Ted's Birthday.

February 8: Ore's Birthday.

February 12: Dave's half-birthday.

February 14-17: The 12th annual Black Arts Weekend spreads awareness of Afro-American culture throughout campus.

Winter: Dean of Students and Residential Life, Henry Wilmer, proposes the creation of a Junior Cluster; the proposition causes much controversy among PA faculty and students.

February 19: Acclaimed author Tim O'Brien reads from his most recent work, *The Things They Carried*, in Kemper Auditorium.

February 25: Raphael's half-birthday.

February 29: We sweep all Andover/Exeter Athletic contests!!

March 8: Holocaust Commemorative.

March 8: Mike's Birthday.

March 11-14: More EXAMS!!!

April: The Seniors get to have one of the best times of their lives, COLLEGE ADMISSIONS!!! (I can hear the nails being bitten off now)

April 7: Steve's Birthday.

April 10: Andover Earth Friends sponsors a "Campus Cleanup" during the morning all-school free period; nearly all students volunteer their time to help collect litter in their respective clusters.

April 18: Passover.

April 19: Easter.

April 22: Dylan Seff hands over his role of School President to Ore Owodunni, who narrowly defeated Liz Roberts and Hillary Koob-Sassen in the election held earlier.

April 23: Tim's Birthday.

April 25: Chris George and Leila Jones elected Blue Key Heads for the 1992-1993 year.

April 29: George Washington Hall receives an anonymous bomb threat. The building is evacuated and local authorities are summoned, but the scare is deemed a prank.

April 30: The Girls' Varsity Basketball team captures its second straight New England Prep School open division title, defeating Deerfield Academy.

May 1: The World Famous Battle Of The Bands!!!

May 4: The fourth annual College Fair is held in the Cage, open to the PA community and the public. Over 140 colleges and universities are represented.

May 5: John's Birthday.

May 9: Nick's Birthday.

May 9: The Mighty Mighty Bosstones play in the Cage before a crowd of PA and over 30 other schools' students.

May 9 [another busy day]: Grandparent's Day.

May 15: Father Gross holds his last Newman Club dinner before his departure.

May 15: Bobby Seale, founder of the Black Panthers, speaks during the Malcolm X annual commemorative.

May 15-17: Asian Arts Weekend, singing, dancing, martial arts.

May 22: Spring Fling.

May 25: Memorial Day [and all the fun stuff that goes with it].

May 30: Go boating with the Seniors at the Prom.

May 31: Abbot Bazaar, Jello Wrestling!!

June 2-5: Get ready! Get set! EXAMS!!!!!! [Once again]

June 3: Mark's Birthday

June 6: We're outa here, baby!! (except for Commencement, that is)

June 7: Today, Commencement. How sad. Sniff, Sniff. Bye!!!



Photo / Sahadevan

Have You Enjoyed Your Time at PA?

Compiled by **JOANNA GILLIS**

Have you enjoyed your time here at Andover?

"Definitely. I could stay another year." - Andy Goodridge

"No matter how much I want to stay, it's time to move on." - Matt Garfinkle

"Ditto, Matt, except I would like to add that the school has a mammoth task ahead in fully realizing its motto, Non Sibi. This doesn't necessarily mean Community Service. It means being friendly, caring about others, picking up trash, sweeping stairs even when it's not your work duty, springing for a sandwich, helping someone with math homework, and holding down

your temper. To me, this is much more fundamental than multiculturalism, or "pace of life". If people care about others and exercise some sort of honesty in their relations with others, all else will follow. People need to think about the relationship between taking and giving in everything they do." - Andrew Zurcher

"I've enjoyed part of my time here. I've definitely not enjoyed all of my time here. I think there are issues the school is ignoring. I think they are ignoring the sexuality of teenagers. I think condom dispensers are necessary." - Tara Smargie

"Yes. Andover is definitely a worthwhile experience. I wish I was an Upper...I wish I hadn't taken math." - Yazad Dalal

"Of course. What is there not to like?" - Grace Chionuma

"I'm outa here...Ha, ha." - Erik Widding

"Yes. I have. Now in retrospect, I have." - Margaret Litvin

"Yes, I have enjoyed my time here. It's not P. A. that is ideal, but I'm more comfortable than I would have been anywhere else. There are some wonderful people here." - David Stazer

"It was fun while it lasted." - Liz Pau

"Yes, mmmm, Yes." - Reed Brenemen

"Yes, considering I got into M.I.T. today." - Scott Spencer

"Generally, yeah I've enjoyed it! The only thing about Graduation is that it's always been somebody else's, older people's. I can't believe it's mine! It's unreal!" - Layla Hearth

"It's had its ups and downs. I'm still waiting to see if I'll graduate." - Gretchen Sirk

"Next to a four year senior, I am a one year or two weak senior; I feel excluded from lots of things. But I can still shout '92" - Busi Nafanya

"It was a hoof stamping hell of a time. But I must say the challenges here at P.A. have hardened my skin. Now I must pack my trunk. Tusk...Tusk." - Babar LaGrande

"The only reason I'm still here after four years is because of the friends I have. That is the one thing this school has given me that I am thankful for." - Kristin Howard

"It's going to be like when you buy an orange-cream-cycle-thingy from "Danny Boy," first you have to get through all the the ora-

gane crap then you get to the blue gum ball. Graduation is going to be the blue gumball." - Lisa Hamilton

"It was the best of times, it was the worst of times...or something like that. Well you get the point." - Noy Thraupkaew

"It's what you wait for since fifth grade." - Cynthia Peters

"Yeah, I met a lot of really cool people, who I wouldn't have gotten to meet back home in Chicago. I learned a lot about other cultures and places, in and outside the classroom. It really felt like part of a group competing in athletics or studying for tests. I've just gotten a lot of support." - Leah VanEenwyk

"At this point, right now, happiness is Andover in a rear view mirror." - Ghislaine Maze

"No, I haven't. My life has been hell, because of the simple fact that I have had no social life for four years." - Kala Holley

"I can't wait 'til they start hounding me for money." - Steph Oesch

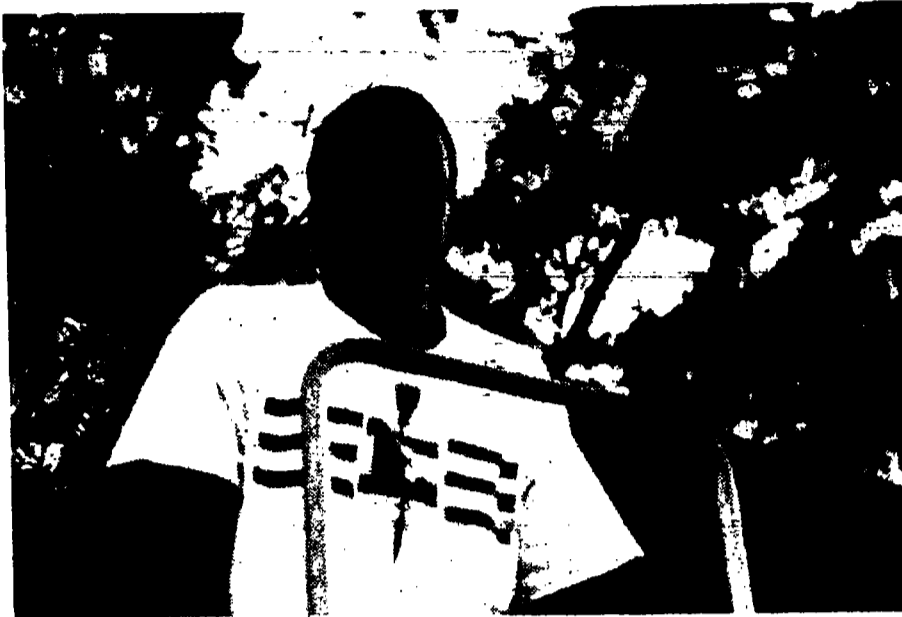
Teaching Fellow Todd Fletcher '87 Tells All

By COLM GALLAGHER
and JOHN UDELL

Todd Jonathan Fletcher '87, alias Fletch, sex machine, Fletch, Luke Skywalker, Colonel Fletch of the 43rd flight division, Todd, Baron Von Fletch, or Mr. Fletcher. The man warrants no introduction. To the Andover community, Todd is a legend, athlete, musician, and academic extraordinaire. Todd's grace and prowess have touched the hearts of all that have lived and learned with him.

Upon graduating from Harvard University, Todd needed some time to consider his career options. Todd's interest in teaching began while instructing English, music, and theater in Switzerland (for the past three summers,) combined with his peer teachings at Harvard. "I enjoy seeing people learn," states the Fletch Man. So, having decided that his career would involve teaching the next year, Todd was faced with another series of decisions to ponder: should he teach at St. Pauls, Moses Brown, St. Georges, Exeter, Taft, Northfield, or his illustrious Alma Mater, Phillips Academy? He narrowed his choices down to St. Pauls, Moses Brown, and good old Andover. Moses Brown wanted Todd to head the defunct music department; he turned down this offer because of the considerable stress the job would carry. St. Pauls offered a position as an instructor in English and music. Because they wanted Todd to stay for more than a year, Todd declined the offer graciously. Since he didn't want to waste time figuring out a new system, and the music and theater departments are so strong here, Todd chose to take on Andover as a Teaching Fellow. The classic tune, "Wouldn't You Rather Be at Andover" must have really penetrated his psyche.

While attending Andover as a student, Todd participated in a wide array of activities. He proved his athletic dominance in the fields of



The Sex Machine

football, track, and nerf fencing. Todd even played with the varsity lacrosse team for one season as a walk-on (That's a long story, ask him about it sometime). Musically, Todd sang in Cantata and composed his own musicals, the latest of which is being considered to be performed on Broadway! And, of course, our beloved Todd was the School President.

Todd compared his high school years at Andover with the present. He feels that the "student body is less creative and less inclined to work hard than in the old days." Another difference that Todd has noticed has been the fact that he hears so much about what is going on in students' lives. "I hear about parties, orgies, and other strange cases of rule-breaking. It's amazing. Even with much less drug use now, other forms of illegal partying seem to have gotten out of control." Although his own social life is not as exciting these days, Todd has found an occasional faculty party to let his hair down (Todd asked that we not get into this, so, if you want to know the scoop, ask Luke Skywalker himself).

Besides the regular bustle of daily life, Todd recalls fondly and not so fondly some specific times. "The lower sleepover in the fall was the

absolute worst night of my life. It was cold; I got three hours of sleep; and I woke up to a girl who, through a dare, was about to kiss me!" Living in Rockwell has, as well, provided some ups and downs. Todd enjoys the company of all his little friends, but at the same time, he usually isn't able to start his work until lights out. Todd was exhausted by all the time and energy he put towards *Into The Woods*, but he was truly proud to be the conductor of such a great performance.

Todd has enjoyed most seeing the progress made by certain students in his classes. He has also enjoyed the work he has done with the theater and music departments. In the end, however, he says his best times were spent "hanging out with the students who have become my good friends."

When this year comes to a close, don't think Todd will fan out too. "I plan to get as far away from Andover as possible," joked Todd. Next year, Todd will find himself in Paris studying, conducting, and composing. He plans one day to conduct and write musicals of Bernstein-like proportions. Todd will sorely be missed by all in this community, but we wouldn't doubt that he'll be back, he seems to have this magnet centered on Andover.

Spotlight on Beth McNamara

By JOSHUA ROSENFELD

Beth McNamara: Teaching Fellow in English, Coach, House Counselor. At first, filling the shoes of all these different roles may seem difficult, but for a person like Beth, it is easy. Moreover, McNamara has thoroughly enjoyed her year challenging the Andover experience.

Before coming to Andover, McNamara studied at Harvard and worked as a camp counselor during the summer. She says that in doing the "academic thing, and then the working-with-kids thing, it sort of became obvious to try the teaching thing." This melding of interests in the two fields led to an introduction to Andover. This first time she heard about the Andover Teaching Fellow Program was when "the office of Career Services Department (at Harvard) just invited people down. Tom McGraw was there talking about the program with Jim Reidy, one of last year's Teaching Fellows... I had heard of Andover, and I knew him, Reidy, from before, and Tom McGraw was really funny and encouraging. It sounded like a cool program so I mailed in my application and things went from there." The fact that there would also be other people just like her - that is, just out of college and trying out teaching - was also very attractive. "The fact that there would be eleven other Teaching Fellows seemed like it would be a lot of fun. And, the fact that Andover is used to the idea of having new teachers and



Teaching Fellow Beth McNamara

helping the teachers out was really exciting."

Indeed, things went from there to here, and McNamara has enjoyed Andover very much. As she says, "I'm having a blast. The number of people that are around, the intellectual interest of so many people... you can talk about anything at Commons, and you can do intellectual stuff. People are just really interested in whatever they're doing... It's a lot of hard work, but I enjoy the work, so it isn't a hassle."

In fact, Ms. McNamara has enjoyed teaching so much that it is what she plans to continue doing. She "would love to stay here but, with the Teaching Fellow program, people rotate through. So, I'm going to teach at Deerfield next year as a one-year sabbatical replacement. Hopefully, that could turn into a long-term teaching job somewhere, at some point." McNamara is also interested in other aspects of the school experience besides teaching.

She would like to experiment with positions varying from admissions to administration work. "Whatever form that would take, it would primarily be through the classroom, but I think I would like to see different aspects of the way that schools work." Certainly, she has seen a few different sides of education in her assistant-coaching of the tremendously successful varsity women's soccer team and the JV women's softball team.

In addition to her teaching future, McNamara wants to continue her studies and get a Master's degree. She says that her interest in pursuing her own education farther partly stems from her experience at Andover. "Originally, I realized that I should get a Master's because I needed the certification. But now that I am away from school, I realize how much I don't know. It would be good to actually go through the process and write the long papers involved with getting a Master's, and

Jaqui Watts: Up From Down Under

By SHARYN LIE
and KATHY MOON

Of the graduates at Phillips Academy this year, many are international students. These students blend in among all the other faces, and people don't even realize the extent of their unique backgrounds at an initial glance. Those who come from other English speaking countries may talk with undetected accents.

Two term post-graduate, Jaqui Watts, was willing to share her experience as an international student. Even though she is not officially graduating, she will attend the commencement ceremonies. Her first comment was, "It's great to be in a co-ed school!" Having gone to Firbank Anglican Girls School in Melbourne, Australia, and suffered through the years of wearing a "hideous" uniform (she was quite emphatic in explaining their unattractiveness), P.A.'s informal atmosphere was a welcome change.

Things that attracted her to Phillips Academy are many, one being the age group. Because she is seventeen, Jaqui feels too young to attend the University of Melbourne. So, now that she's here, she is enjoying the "senior slide," the one term of relaxation following four years of hard work. Jaqui's courses include PE, German 40, Psychology, and Biology 40. She finds time to participate in horus, the philosophy lub, and recreational water polo.

Jaqui claims the New England landscape is beautiful and the people are aimable. She especially enjoys meeting students from other countries and origins. "There are lots of activities here, and there is always something to do, except, of course, on Saturday nights," she explains. The only problem she commented on was our system of

measuring temperature. All winter she never knew how cold it was, but she figures if she had known, she would have "frozen" to death.

Compared to her old school, Firbank's 800 students and the campus size is the equivalent to Andover's little Abbot Cluster. Although not as far from civilization, it resided in a suburb twenty minutes away from Melbourne. Among the differences of the systems is the school year. In Australia, the school calendar runs from May to December, contrary to our familiar September to June schedule (but logical since our winter is their summer.) Another rather immense difference includes their college application policy. What they do for the first eleven years of their academic career has absolutely no effect on their acceptance to college. All that matters is how they do on their exams at the end of the twelfth grade. Everything. (And you thought SAT's were stressful!) Fortunately, she did quite well, and is planning on returning to Australia to attend the Melbourne University in eight months. She qualified to do basically anything she chooses, and decided to study commerce arts - a major in economics and liberal arts, including German. Although she will begin at Melbourne University, she is considering transferring to a college in the United States (which is an underlying reason for her additional year of high school here). If she returns, she will stay in the Northeast for her further education.

Jaqui's enjoying her year off from intense work, and her plans after the Graduation ceremony include spending time in Europe with her parents, and, perhaps, staying in France with friends she has met at Andover. She is even considering working in London for a time. Whatever she plans for the future, Andover's been excellent !!

Belgium's Patrick Ugeux

By JOANNA GILLIS

Patrick Ugeux decided he wanted to postpone college for a year, so he listened to the advice of his American friends and ended up here at Andover, the "best" boarding school in the United States.

After attending PA for a year, Patrick has decided that the opportunities within the sports department are definitely the one of the school's greatest features. During the winter, Patrick participated in cross-country skiing, and rowed crew in the Spring. He says he loves the challenge sports present, especially crew, because one must force oneself to go past the limit mentally, as well as physically.

When asked if he could change something about PA, Patrick was quick to reply, "The location". He complains there is not enough to do in the town of Andover. In Brussels, Belgium, Patrick's home, he would visit London and Paris, spend time in jazz bars, and go to movies. He is

looking for a university in a metropolitan setting, where he can easily get to the theatre and museums.

Patrick says he was surprised to discover how accessible the teachers here are. At his old school, he took more "lecture-type" classes, here he likes the fact that he is able to approach his instructors, and "actually talk to them." According to Patrick, Andover students are more committed to their studies than in Belgium. But, he says, the work here is not as challenging as it was at his old school.

However, like most seniors, Patrick is "...glad to be outa here. It's been interesting, and the school's taught me a lot, but it was often not very pleasant. There is no time to just sit and think, no time off from the work. And I miss my friends in Belgium."

Patrick's plans for next year are still undecided, but he leaves P.A. with a positive reflection of his experiences and friends he made here.

get really involved in the topic. I'll probably take a year off in the next two or three years, get a Master's, then come back to teaching."

Apart from teaching, her English 100 and 300 classes, McNamara feels she has learned from Andover. "I am really impressed by the diligence of the students here. Everyone just puts their heart into whatever they're doing. To see that many people around me completely focused on what they're doing is really exciting to me. It has also taught me how much I enjoy teaching. Every day, I am having a blast, and I wouldn't have known that before. Just the nature of being in a classroom or coaching a team is inspiring."

McNamara says that she wishes, "people took a little bit of time and just sat back and said, 'Wow, this is really cool.' A lot of people are just so interested in what they're doing

that sometimes they don't really take the time to appreciate the advantages they have, the resources they have, what's going on around campus. I think Headmaster's Day is a great idea, to just have a break for everybody, to just sit back and do whatever you need to do and think a little bit... People get so wrapped up in what they're doing that everything sort of rushes past them. If people would just step back and say, 'Wow,' while it's taking place, I think that would be great."

Would McNamara like to come to Andover as a student? "I don't know. I don't know what I think about being a boarder versus being a day student. For me, giving up family life would have been really difficult. But for those people who really want the educational opportunities, this is a great environment."

Jenny of Sunnybrook Farm

By PETER KOLCHINSKY

We all know of the people who's pictures are missing from the address book. Most of the spaces are claimed by the School Year Abroad program. However, one of these student stands out from the rest—the Mountain School program in Versher, Vermont. Although she lived in one of the several small dormitories, the school itself was located on a farm about three-hundred acres large. This basic approach of living is exactly what made Jen want to attend the program.

Her day started about six thirty in the morning when she would get up. At seven, everyone was required to do chores, which consisted of dorm clean-up, feeding the animals and other small tasks. Classes went from eight to twelve, which were followed by lunch. Classes at the Mountain School were roughly equivalent to those taught here at P.A., although the homework load was lighter. Jen said that in the atmosphere you couldn't really tell, but upon her return to P.A. did she realize the difference. English and science courses were more integrated into the environment; several class periods a week were spent outdoors. Also, the courses were generally taught in more of a conventional manner than here.

After classes, a work period began. This often consisted of chopping wood, harvesting, or chopping vegetables. This part of the day was one of the most important components of the program because students had a chance to take part in the true essence of the mountain school—working on a



Jennifer Dowling

farm. Two or more class periods followed and then it was time for dinner. After dinner, there was usually a planned activity.

The aspect of the program which made it special to Jen was that there was only forty-four students. It gave her a chance to become close with everyone and really get to know them as individuals. One of the greatest differences between P.A. and the Mountain School was that, "here [at P.A.], you can always get away from the people... and there you're always with them."

Aside from the everyday routine of the program, there were several events thrown into the schedule. One such event was Farm Day. On this day, a portable slaughter house was brought in and turkeys round up, slaughtered, gutted, and stored. Some of the more ambitious students participated in the killing itself.

After Thanksgiving, when most of the fields were already bare, various workshops replaced the work period. Students got to put their hands to different crafts including making stained glass windows.

The largest single event, by far, was called Solo. This was a weekend adventure trip, where the students were given some non-perishable food, and a sleeping bag and sent out into the wilderness along a near-by river. The task was to survive the weekend alone. Although anyone could call off their Solo at anytime, most of the students made it. Jen said that because there wasn't much to do, she spent most of her time reading, writing in a journal and just thinking.

Soon Fall Term passed, one moment it was August 29th and everyone was greeting each other with smiles, and the next moment, it was December 17th and everyone was saying farewell in tears. Overall, the Mountain School provided an opportunity for students to try things they otherwise wouldn't have a chance to do. Upon returning back to P.A., Jen found that although the campus hadn't changed, her own attitude had. She discovered herself viewing everything with a different perspective. As with all the other graduates of the Mountain School, Jen returned with many happy memories and friends to keep for years to come.

Inside Novosibirsk

By MADELINE STARK

This past fall, after traveling for approximately fifteen hours, Josh Rosenblum, Rebecca Goldman, and Young S. Jo arrived at Novosibirsk, where they would spend thirteen weeks at a Soviet boarding school. At first, they naturally experienced a language barrier, because although their ideas were getting across, their grammar wasn't as good as they had hoped. But after the first month, things began to work out.

The students were assigned to class groups, with whom they did everything: slept, ate, and studied. The classes were identical to those of native speakers, except for literature and language, which Josh, Rebecca, and Young attended different classes for Americans. No text books were used, but rather all study materials came from class notes. At times it was difficult to stay on top of things, but their Soviet roommates were always willing to assist. Different from Andover, the only contact students usually had with their teachers was in the classroom, but the teachers were more than willing to spend extra time helping the PA students out. Every week, students faced six full days of classes, not leaving time for much of a weekend.

The school was located in a small suburb outside of Novosibirsk, so occasionally the students would travel into Novosibirsk to visit and explore. They could also attend movies and concerts and an occasional frisbee or soccer game. The PA students were also privileged enough to experience the last celebration of the October Revolution. But as typical students, they also used their weekends to catch up on sleep.

The people differed in that no one would ever see a Soviet laughing or talking to another person on the

street, but once you managed to get one of them inside, they were very congenial and went out of their way to make the students feel welcome. Josh, Rebecca, and Young found that Soviets placed less importance on materialism as the U.S. does and, on the whole, the citizens were not very interested in politics. Josh said that he knew about some of the governmental advances before his Soviet friends did.

The Soviets also didn't know very much about the political changes in the U.S. since the sixties. Some of them had seen tapes of police brutality against blacks filmed during the sixties, and they believe that this and segregation are still predominant in our society (maybe they have a clearer picture than we do.) Soviet students assumed that one of Phillips' four dining halls is allocated especially for African-Americans.

Some western influences were seen in Moscow, but the PA students felt the modern trends hadn't really hit Novosibirsk yet. On TV in Moscow, one could catch MTV, sports, or news about other countries.

Josh believed that it was a pleasant experience and a useful break in his Andover career. It gave him a different perspective on another culture and how that culture looks at ours. There were many differences ranging from the language barrier to fashion. The students still wore coats and ties to school everyday, instead of the all too common Andover attire of a plaid shirt, hat and worn jeans. When the students left the school on the ninth of December, during what was called a mild winter, it was -30 degrees Celcius. They were enthusiastic to return to the warmer New England winter, and tell of their experiences in Novosibirsk.

Seven, Sept, Seiben: Euro-Goers

By MELISSA SCHATZBERG and NICOLE FREIDLANDER

For some students at Phillips Academy, learning a foreign language in the classroom is not enough. Some students may not be able to make a full year commitment, but they want to experience the language first hand. The Term Abroad program is a unique opportunity for students to get a glimpse at another culture first hand, but at a shorter time than the School Year Abroad program allows. Last term, seven students travelled to either Germany, France, or the Ivory Coast to immerse themselves in a different culture and simultaneously improve their knowledge of the domestic language.

Two seniors, Seth McCormick and Anna Estes, spent winter term living in Goettingen, Germany. The two attended different high schools and lived with separate families in the city. McCormick found living with his host family, "helpful because you learn a lot more about the culture and language." Estes agreed, "It is definitely best, that exchange students live with a family because it will provide you with a foundation." Although she needed to adjust to constantly speaking German, Estes felt that she had been well prepared by P.A.'s German department. She added, however, that the U.S. "education system is lacking. We think that because English has become the universal language that we don't need to learn other languages."

Although the students attended different high schools, they had similar impressions of German culture. Goettingen is a city of approximately 130,000 people, 30,000 of which are students. Hosting an exchange student in Goettingen is not an unusual exercise and many of the students there, had also spent time studying abroad. Both McCormick and Estes remarked on the receptiveness and welcome attitude of the Germans, and Estes noted, "The Germans have a reputation as being cold [a stereotype carrying] a lot of false-

ness. You know if the Germans are really your friends. They're much more real." Even though she sensed some anti-U.S. sentiment in Germany, Estes observed, "They try to emulate our culture. In general, there's a wide exposure to America, but not a whole lot of real knowledge."

The benefits of the exchange extended past improvement of their spoken German for both students, into an understanding of a new culture. Estes believes that spending time in a different country, "helps you view your own culture from a different perspective."

Rachel Siegal's experience in Antibes, France was somewhat similar, as she too lived with a family and attended a nearby school. Said Siegal, "Although the French were not outwardly friendly to people who didn't speak their language perfectly, the kids were really nice once I got to know them. The kids at school thought we were exotic, and they were always eager to try out their English on us." Siegal, who was one of three P.A. students in Antibes, also commented on some French misconceptions about American life. "They think all Americans are vegetarians and see psychiatrists!" And although she found it overwhelming at times to be a foreigner and so far away from home, Siegal concluded, "In retrospect, it was the difficult parts, both being on my own and having to adapt to a foreign culture, that made me learn the most. It was a very good experience." Others visiting France were Natalie Altshuler and Nicole Souffrant. Jen Orrick and Gavin Campbell also participated in the term abroad program by visiting the Ivory Coast. Both found the program a positive and superbly fun experience.

Due to budget cuts, P.A. has been forced to limit the number of students who can participate in similar off-campus programs. Estes stressed the importance of off-campus programs. "We shouldn't be short changed of a valuable exchange experience."

Wading the Tidepools of Maine

By ABIGAIL ROSS

In late September, when the majority of P.A. students were arriving by planes, trains and automobiles to our beautiful campus on the hill, Brooke Peele was heading up to the Maine Coast. For the Fall Term Brooke engaged herself in activities from farming and gardening, to environmental education. The Maine Coast is run by the Chewonki foundation in Wiscasset, Maine, and sits upon four-hundred acres of wooded, unsettled land.

The application to the Maine Coast is competitive. The applicants must write six short essays, and get teacher recommendations. In addition students must possess a B average or better. Three students from Phillips Academy applied last year; two people were accepted; Brooke decided to attend the Maine Coast. "I wanted to get away and study the environment. I needed a change too," explains Peele.

The students at the Maine Coast begin each day to the toll of a bell between six o'clock and six-thirty a.m. Breakfast is served at seven, followed by classes, and lunch at noon. After lunch, students engage in a required work program, including chores in farming, building and painting, among others. More



Brooke Peele

classes follow concluding with dinner and free time to do work. "Everyone has to be in the cabins by ten-fifteen p.m.," says Peele, "that was the biggest rule." The rules at Maine Coast for the most part modeled the rules at Andover except that there were no guidelines for parietals, however, for the most part, people hung out in groups. If someone did happen to break a rule, "the issue would be addressed and the punishment would be decided in a town meeting," says Peele.

Peele made many lasting friendships. She was surprised at how close she became with the people there. Her teachers were wonderful and she developed many informal relationships with them, "at first it was strange calling them by their first names, but I liked it a lot." Peele found the program "challenging and exciting." She took many

courses, her favorites including Natural History, Biology, and Marine Biology.

Peele says she learned, "the importance of protecting the environment. The hands-on work made quite a difference, now I feel that I really know how to be an environmentalist."

After being away so long and despite seeing her friends, Peele admitted, "It was hard to be back. There's so much pressure and stress here."

With the stress and anxiety that a place such as Andover can cause, the Maine Coast program offers a welcome refuge from the normal hustle and bustle. Not only does the Maine Coast Program give the student a sense of the world around them, but a new respect for the environment which will last a lifetime.

CONGRATULATIONS TO THE CLASS OF '92

THE PHILIPPIAN

Borland Leaves After Eight Years

By TIMOTHY ROBERTS

After eight years as the school doctor and director of operations at Isham Infirmary, Doctor Joanne Borland has recently announced her plans to leave P.A. This coming fall, she will join a pediatric practice at Pentucket Associates on Route 114, across from Merrimac College.

Dr. Borland has been here since 1984. Upon arriving at P.A., she had attended undergraduate school at Bryn Mawr University, then Harvard Medical School, spent a one year internship at the Children's Hospital in Philadelphia, and several years practicing at Massachusetts General Hospital. Having moved to a private practice with Andover Pediatrics, she began to cover the school's medical needs on weekends. When former medical director, Dr. Wilson, retired, she took her place.

During her eight years here, Dr. Borland has made a real effort to

make changes in faulty areas of the medical program. As she noted, "My job consists of more than just seeing kids in the infirmary." Thus one of her major objectives has been to mainstream health issues into the curriculum. For her, the addition of a human issues course and of the human sexuality discussion groups have been major breakthroughs. She noted topics which these groups cover, such as group strength building and gender/relationship issues, are of real importance to the school. Dr. Borland has also made an effort to "tighten up" on the cut system with respect to Infirmary excuses, trying to make sure that everybody gets fair treatment, and that the program is not abused. Currently, students may go to the Infirmary if they are ill or over-tired.

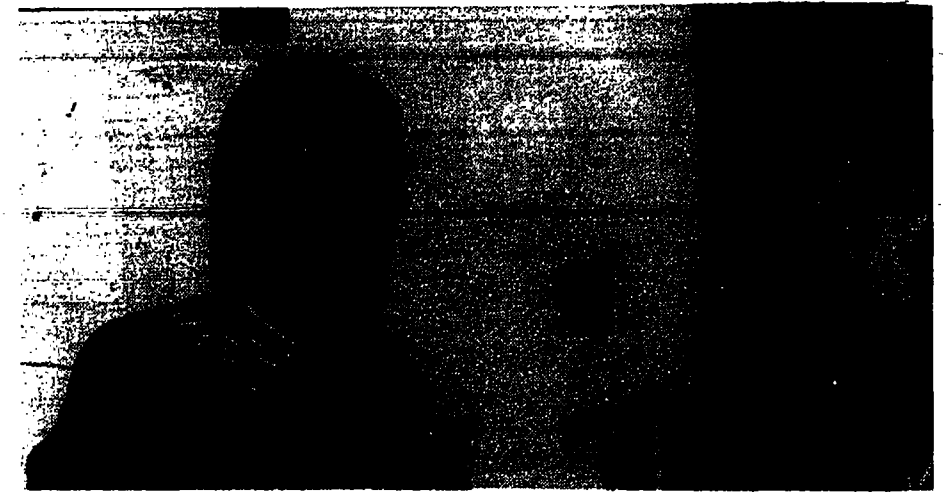
Unfortunately, realization of her goals has been limited. She notes that despite her efforts, this school does have a uniqueness over other

schools in the human issues area. Human Sexuality, for example, has failed to become a part of the course curriculum. At this point, it is still only an extracurricular activity. She told me, "The teachers are well qualified; they're all doing a great job, we just need administration squarely behind them." But "squarely behind" was not what Dr. Borland saw in recent curriculum changes. Less space for electives will mean fewer chances to take human issues courses or become involved in Human Sexuality discussion groups. Also, in the cut system, the necessary changes have not been made. Dr. Borland dislikes the current system in which teachers have to decide whether a student is telling the truth about having been to the infirmary. Because in this system dishonesty is common, the faculty lose faith in their students; and the honest ones don't receive proper sympathy. "It needs to be that the student is not al-

ways the one that takes it in the car," she said.

Failure to see her goals realized has been a discouragement, and the major reason for her decision to leave at the end of the school year. But overall, Dr. Borland feels positive about her eight years at P.A. "I didn't realize how much fun the

students would be," she said. But for her, "It's time for a fresh start, especially to be working with babies again." Dr. Borland has made a substantial contribution to P.A., sympathizing with the needs of the students on a mental and physical level. She is a compassionate and knowledgeable doctor, and we all wish her well.



Dr. Joanne Borland

Marion Finbury: 24 Years of College Counseling

By ABIGAIL ROSS

Marion Finbury, the Associate Director of College Counseling began college counseling in 1969 at Abbot Academy. Now after years of remarkable endeavors, she retires.

Though Abbot was just down the road, Finbury recalls a world of difference between Abbot and the notorious boys' school on the hill. Girls at Abbot did not fraternize with boys, and Abbot was a very protective community. Finbury recalls the Phillips Academy and Abbot Academy merger as a little awkward. In 1973, Finbury accepted the directorship of "college placement" along with Robin Crawford for Phillips Academy. "Not everyone from Abbot was invited to Andover. Not all of the teachers could be absorbed. Also, there were different expectations and visions between the faculty and administration of the schools," commented Finbury. "It was a rocky, tumultuous time....The pressure was tremendous, as well, the environment was different. There were so many changes, the opening up of opportunity, and slowly, the opening of all the ajar doors." Even with the fear and shock that comes from drastic changes, it was an "exiting, trying time."

Similar emotions are felt now as Finbury's memories, of the past 24 years, come "tumbling down." Finbury became a college counselor after her daughter had gone through the "mysterious process," which



Marion Finbury

had left them both disjointed and confused. Since the work load of college counseling is heavy and taxing on time, many rotate year to year from counselors to teachers. Finbury, however, has "stuck with it for 24 years. That is the longest standing time for any independent school college counselor." Her time is marked by many fond memories. She remembers the first time a girl was accepted to college on the same basis of scores, and grades. This girls accomplishment "championed the idea of sex-blind admissions," a situation which proved as a milestone for Finbury.

Finbury decided that now was the best time to retire, because it "felt right." Finbury and her husband have been considering this change for a long time. "I want to end this, and start the next thing in my life - I need to." The Finburys will be able to spend more time relaxing in their home in west Tisbury on

Martha's Vineyard, and will be able to see more of their grand-children. "It's been a long time trying to turn the power down. I don't want to retire, I simply want to know what the next chapter is going to be." Finbury admits that "there is no good time to retire...but it is difficult to keep on growing."

Students and Faculty of both Phillips Academy and Abbot Academy have made real cornerstones in Finbury's life, just as she has made many substantial marks on numerous others. Leaving will not be easy. When offering a few words of advice about the college admissions process Finbury said, "Go against the grain, I know I sound cliché, but it's true!" In closing she said, "Truly, I hope I have been good - able to tell the truth...because this, college counseling, is about truth and caring."

Georges Krivobok Retires to Germany

By KATE KENNEDY and JESSICA GLASSER

"The greatest good I can perform for students is to motivate them, in other words, teachers are only your guides... A teacher's role is to inspire the desire to learn," says professor Georges Nicholas Krivobok of his teaching career. After teaching French, Russian, and Spanish at the Abbot and Phillips Academies since 1969, Krivobok is retiring upon the conclusion of this school year. Before and after the merging of the two schools in 1973, Krivobok played an important role in the introduction of Russian into the foreign language department, which is considered the top high school program in the program. He has served as the head of the Russian Department for nine years, and the director of the School Year Abroad Program in France for three years.

As a small boy living in France in 1940, Krivobok experienced the horror of the German occupation of his native land during World War II. As a result of the war and the poor conditions of the country afterwards, Krivobok suffered slight malnutrition and was sent to live with relatives in the U.S. He then went on to receive his education at Swarthmore and Middlebury colleges, where he graduated with degrees in Spanish and Russian, respectively.

Krivobok came to Abbot Academy in 1969 after teaching in three all boys schools, including Exeter. He described the experience of teaching at an all girls school as "very good

that perhaps I had shouted too much, and I had to be a little more discreet in my ways."

The union of the two academies "was my first experience at a co-ed school, and that was the best of all. It felt very 'normal', the way it should be." Krivobok felt that he played an instrumental role in the integration of the Foreign Language Departments of each school. For months before the merging of the

"I enjoyed the more formal contact between the students and the faculty."

two schools, boys from Phillips had been traveling to Abbot campus for foreign language classes, while Abbot girls traveled to the Phillips campus for the same reason. Therefore, Krivobok felt the Foreign Language Department was the first fully integrated department of the new co-ed school.

After his retirement, Krivobok and his wife, Marie Luise will move to Germany, where they will live in the house that belonged to his in-laws. The two hope to travel extensively and Krivobok hopes to spend some time doing "some writing, some

McCarthy Moves to Bookmaking

By KIM FIGUEROA

After fourteen years, Mary McCarthy resigns her position as a poignant faculty member of the Art Department. During her time here she has taught numerous Art 10 classes, photography classes, and even her own bookmaking course. Subsequently, she will abandon her post to go on to pursue a career in bookmaking. She has a studio in Boston to which she now wants to devote her full time. Many of her students are sad to hear of her departure, but she is optimistic. "It's just time for me to go. I've been here 14 years; I need a change in my life," she explains.

She landed this job 14 years ago by, as she put it, "being in the right place at the right time." However, getting the position was much more than McCarthy alludes to: before teaching here, she spent two years as an art teacher in a public school; she also had experience as a teacher in a country school; she had an extensive

background in the art field itself; she held previous posts as a freelancing photographer and layout associate for a magazine in Washington; she worked for an advertising agency in Washington; she even dabbled in publicity photos for newspapers. She was well prepared and over-qualified. Fortunately, she found publicity photography less intriguing than the opportunity to teach, she explained, "It was something that I could do, but I just didn't want to do it. It wasn't fun; teaching is fun."

Now that she is leaving, along with Diz Bensley, what will become of the Art Department? She is currently involved in the process of picking out a new art teacher and believes that either of the two candidates being considered is perfect to fill the position. She says with a slight smile, "The department could use some new blood... Shirley Veenema was the last one hired and that was thirteen years ago."

She finds it hard to believe that after fourteen years, she is still here. "I was hired on a one year contract. It's time for a change." Her plans for the future are simple and

straightforward. She wants to do everything involved in the bookmaking process: making the book, making the designs that go into the book, binding the book, and sometimes even making the paper. Unbelievably, her ambitions are bigger; she hopes to get her books displayed in museums and galleries or commercialized. She has a book now that she is trying to get published or publish herself.

Whatever happens, she is happy to know that she has left her mark at this school (some students are still hooked on bookmaking.) The course, which she started almost ten years ago, shows students the basic techniques of bookmaking and has a respectable following. Unfortunately, the class is not offered next year.

She said that there was no possibility of her coming back to teach, but she would be ecstatic to come display her works at the Addison. "You have to break your ties," she says. Nonetheless, Mary McCarthy will be sorely missed and the Phillips Academy community wishes her the best of luck in all of her endeavors.



Georges Krivobok

for me. I enjoyed the closeness. I enjoyed the more formal contact between the students and the faculty. The campus was smaller... All of us knew each other fairly well, which is not the case here in this very large school." Krivobok an anecdote about his first teaching experiences at Abbot as unusual for him: he remembers a time when he yelled at his all female class to wake up, as he was accustomed to doing with his male students, and became shocked when one of the students got up and left the room crying; "I realized

drawing, and some translating of old family documents, such as letters and journals."

Finally, Krivobok, who says he will miss this campus very much, leaves these words of wisdom for the members of the Phillips Academy community: "Life is too loud, too busy. We ought to try to calm down, slow the pace, take the time to read, to really listen, to think, and to really reflect on things..."

Many thanks to the Krivoboks.

FAREWELL

Connie Wheeler Arizona Bound

NICOLE FRIEDLANDER
and MELISSA SHATZBERG

The day I interviewed here, it was sleeting out. I was all decked out in a black skirt and heels, resume in hand, and I slipped and fell. Needless to say, I was very pleased to see Mr. Wise, my interviewer, in courdoroyes." After Connie Wheeler's inauspicious start at Phillips Academy five years ago, her luck quickly turned around. As a teacher in the Math Department, coach of sprinting and high-jumping for the track team, and House Counselor in Day Hall, Wheeler has been an active member of the Andover community. She will be missed by many when she leaves Andover for Wisconsin at the end of this spring term.

As a teacher of Geometry and Calculus, Wheeler commented that she enjoyed the warmth and friendliness of the people in the Math Department. She loved being

a part of a department which had such involvement with the school. "The most fun part of being here," she said, "has been in the classroom. My classes are great. I really like the enthusiasm of the students. The amount they work, accomplish, and joke around in the classroom is a good mix." What has Wheeler found most challenging about teaching at Phillips Academy? Wheeler grinned and said, "Keeping Ron Cuscia awake."

Wheeler is a graduate of Boston University and also attended the University of Chicago, where she received her Master's degree of Arts and Teaching in math. At both universities, Wheeler lived in small dorms, so living in Day Hall was her first large dorm experience. "It was very interesting to live with and be a house counselor to so many people," she said, "but it was challenging, too. I always had to be on duty, at every hour of the day or night. This was not bad, but challenging just because

I like to spend a little bit of time by myself every day."

Wheeler will be moving to Wisconsin because her husband, (a graduate student at MIT earning his PhD), has accepted a job offer there. She looks forward to continuing her teaching career and feels she would be happy teaching at either a private or public school.

Wheeler concluded, "I've gotten a lot out of working at PA. I really enjoy working with high school students. I'm amazed at how much kids can do when you challenge them. It's great to watch a student get truly excited about a new idea and just take off with it! I really appreciate it when students invest themselves in education, like they do here." Wheeler will be missed, but Andover wishes her the best for the future.

Congratulations and Best Wishes

to

E. Jason Dennis

Love,

Uncle Ken

CONGRATULATIONS AND
BEST WISHES TO ANIN

ON THE OCCASION OF
YOUR GRADUATION

YOU HAVE MADE US A
VERY PROUD AND
HAPPY FAMILY



Congratulations David Perrault !!

With Love From Your Family:



Chionuma Calls for Action

*Before
Time
Runs
Out*

By GRACE CHIONUMA

Last Wednesday evening April 29, four police officers of the Los Angeles Police Department were acquitted of charges pertaining to the beating of Rodney King. This verdict was and is shocking considering most of the nation has seen part of the video tape, perhaps the most vital piece of evidence. The video tape shows four police officers striking Rodney King with their batons while he was on the ground. They struck him not once, not twice; they struck Rodney King over, and over, and over again, ultimately breaking his facial and leg



Grace Chionuma

will effect every person in this country.

As American citizens, we trust that the police force will protect us, all of us. We entrust the judicial system to ensure our Civil and Human Rights. When these systems manipulate and abuse the power that we have given them what can we do? What can we say. Can you honestly tell your children or siblings about the strength of justice? Can you say that justice is served equally for all people? After viewing this video tape of Rodney King, I can not. After living in this country for seventeen years, I can not.

The injustice about which I speak does not begin or does not end with Rodney King. It imbues the very foundation of this nation; it leaks from the White House and trickles down to all. The injustice becomes part of our lives for we know nothing else. The words Racism, classism, sexism, and homophobia lose their meanings. We become desensitized to the pain of those around us. The leaks coat us with sarcasm, apathy, and eventually cynicism. They make us feel powerless and afraid. Ironically, the coating suspends our productive energies, it spins the wheels of society backward. Only we can stop this vicious cycle. Eventually, the people of this nation will be empowered, all people...not through

violence, but rather through action. But when?

Twenty-five percent of all female homicide victims are killed by their husbands or boyfriends. How many women denied of police protection will have to die before we act? Half of all African American children in this country (the wealthiest country in the world) grow up impoverished. How many more children will we allow to be undereducated and malnourished in our own nation before we act? How many more Rodney Kings will there be before we act? What domestic policy do we have to deal with these issues? Do we even have one? Do our houses burn and our children die before we act? Can we remain in our privileged Andover bubble for long?

This past weekend forty-nine people died in the rioting around Los Angeles. Forty-nine unique individuals were lost. They were possible scientists, possible engineers; they were someone's mother or someone's son. They could have been you and me. How many possibilities will we lose? How many opportunities have we lost? The sand is slipping. Our time is running out.

"Can you say that justice is served equally for all people?"

bones.

When so called public protectors can beat a black man with clubs, when jurors and defending attorneys can refer to him as a "grunting bull," and when police officers can routinely refer to African Americans as "gorillas," our judicial system and and police force have failed us. These gross injustices transcend the boundaries of race. They transcend the boundaries of class. They transcend the boundaries of gender. Eventually, these injustices

Reilly on Societal Decay

By NATHAN REILLY

Earlier this year, Rodney King was stopped, brutally beaten and verbally slurred by four Los Angeles County police officers. In the subsequent trial of these men, three officers were found innocent on the major counts while the other man's prosecution was declared a mistrial as a result of a hung jury.

I, like many members of the Andover community, and indeed many members of the "global" community, was outraged at this horrible injustice and the rioting which ensued. Yet I feel this nation, in its rush to rectify this obvious aberration of justice, is ignoring the much larger problems this incident symbolizes.

The first scapegoat which the nation seized upon was the American judicial process. George Bush, a distinguished alum of this institution, anxious to ride any wave of support possible during this election year, quickly condemned the verdict and initiated an investigation of federal civil rights violations by these officers. The message these actions gave to the people is that any time an unjust verdict is handed down, the President will step in, essentially circumventing the judicial process, and dole out justice as he sees fit. Yet surely this is not the first unjust verdict ever handed down in the greater Los Angeles area. So why does Bush choose to step in to this case? Because such a public action gives him a chance to appear as a defender of minorities' rights, something his recent stances on civil rights legislation show he is clearly not.

The people of America must realize that it is not the judicial process



Nathan Reilly

which is fundamentally flawed, but rather the society which that process serves. The pace of urban decay in America has quickened to a sprint in the Reagan-Bush years, yet the politicians refuse to see this. I was disgusted to see Bush and the Housing Department's Jack Kemp attempting to place the blame on the Democratic Congress and equally disgusted to see Congress's inability to take a firm stance on urban aid.

These politicians, too far removed from the streets of the big cities, do not seem to realize that the Rodney King beating, verdict, and the Los Angeles riots are more than problems of race. They symbolize the amorphous conflict between classes which is arising in this nation. As education and social programs fall by the wayside in favor of lower taxes for the more politically powerful upper classes, the urban centers of America are becoming virtual war zones.

The oppression of the poor added to the ever-present weight of racism has made the American dream all but dead for the people of color in the inner cities. More than one fel-

low Andover student has asked why don't they just move out and get a job? The sad answer is that our faulty, if well-meaning, welfare system, our pitiful education and day care systems and our lack of employment opportunities have created a state-dependent generation, doomed to life in an urban nightmare.

Rodney King's beating was inexcusable, even more so when we realize that he was abused by those sworn "to protect and serve." It evidenced that racism is still alive and well in America and that our "instant gratification" society is willing to hang the first villain it finds in such a travesty of justice, in this case the judicial process. But we must call our government to look deeper, into the true societal causes of this verdict and the ensuing brutal riots. In our generation, Rodney King's trial and the Los Angeles riots must not be forgotten, buried by the next shocking story on CNN. We have allowed the prophesy of the riots in Watts and Detroit to go unheeded for twenty years. Rodney King's plight has shown us that we can not afford twenty more.

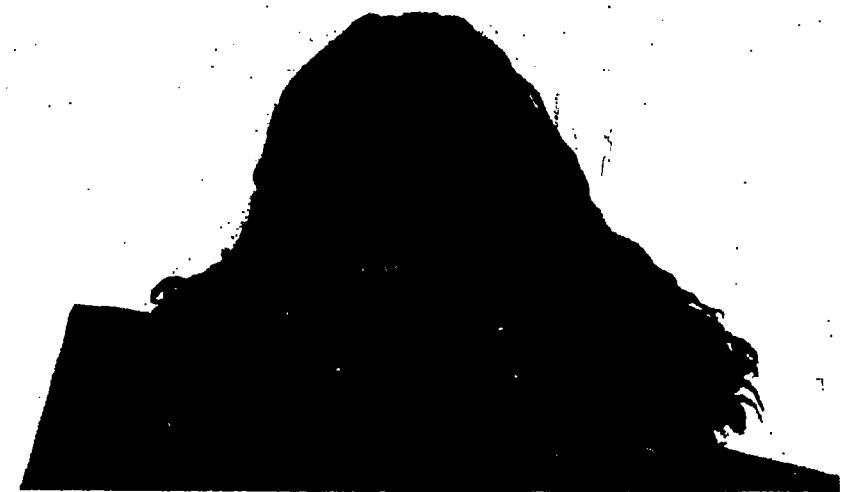
International Perspective: Hafsat Abiola

By Hafsat Abiola

I arrived at P.A. from Queens College (a high school) in Lagos, Nigeria, as a two year student. For me, leaving home, my family and my friends, was difficult, but not possibly as hard as adjusting to a totally different culture and education system. Some of the struggles I went through, I faced as a normal P.A. student, other as a Nigerian student, and still others I would have had anywhere. P.A. gave me the chance to discover a lot about who I am. I am thankful today that I was never forced to integrate into any of the culture represented here, but was allowed to be myself.

heard the verdict. The message received by the minority communities, especially African-Americans, was that the unnecessary police brutality that often visited their neighborhoods was in keeping with the law and that their lives were not worth much. In their anger, not having a leader to channel their frustration through, they turned to violence.

This violence appeared in the form of burning their neighborhoods, looting, and brutally assaulting innocent bystanders. I watched the media coverage of all this with sadness. And yet, I hoped that possibly this would be the catalyst to awaken the American conscience to the problems of social and political injustice and economic in-



Hafsat Abiola

This article is supposed to be on my reaction to the Rodney King incident.

However, I see this incident as a wider result of a wider problem of societal ignorance, apathy, hate, fear, and frustration which has been allowed to fester in this nation for too long. When I first arrived, I was struck by the polarization of races and classes in a nation that I had always thought to be the "melting pot" and an example of social justice and economic equality. As I see it, the American society has never fully recognized minorities as American citizens and consequently has failed to give them their rights. This feeling was confirmed for many minorities in the Rodney King verdict which showed a blatant miscarriage of justice. That was the reason why the riots occurred in Los Angeles a few weeks ago. The "powers-that-be" [government] had forgotten that the "cup of endurance" Martin Luther King referred to had been full since the 1960's and was now brimming over.

However, I am sure we are all aware of the multiple reasons behind the Los Angeles riots: the issue of class being the dominant one, with an underlying issue of race. This time, it isn't simply white vs. black, but all minority groups: the poor, Hispanics, Asian-Americans, Native-Americans, and African-Americans who are fighting to be recognized and protected by the laws of this land.

The anger that these groups displayed recently, I also shared when I

equality.

I hoped that the mass movement of middle-class Americans to the suburbs would reverse itself; I hoped they would finally realize that running away would not solve the problems which will ultimately haunt them. I hoped that, because of the riots, Americans would finally slow down and listen to the restless hums of the deprived and attempt to understand where each group is coming from without pointing fingers. I hoped that because of these riots, America would finally awaken to its responsibility of being a true example of democracy, socio-political justice, and economic equality.

I hoped for all those things and now I watch quietly to see if anything will be done. In South Africa, the black people say "Amandla Soweta," which means "Power to the People," as they struggle for political independence and equality. In the United States, the people already have the power. I ask you not to be horrified by the Los Angeles riots. I ask you not to judge the different groups involved. Instead, I ask that you seek to understand the underlying pain, anger, and feelings of betrayal that caused these series of events. Educate yourselves. Then, depending on what you feel needs to be done, with the power vested in you as a citizen of this nation, follow through - justice delayed is justice deferred.

Good luck to the class of 1992 as we move on to a new beginning.

*Congratulations Margie,
on a great four years.*

*You and your smile
light up our lives.*

**Love, Mom, Dad
Flip and Cassie**

PRESIDENTIAL ELECTION

Ashley Tsongas: Clinton

By ASHLEY TSONGAS



Back in the good (or bad, depending on how you look at it) ol' days, when my father was still running for president, I paid close attention to the races. I watched every primary and caucus, read the papers every day, and stressed all the time. Now that things have calmed down a little, I have something else to worry about: How I'm going to pick between the three major Presidential candidates this fall. Honestly, I don't like any of them. However, because of my particular point of view, I learned a lot about all of the candidates. Here's what I think, relying on that information.

Bush cannot run our country. He is an incompetent President. The economy is in a downward spiral; people have no work, no homes, and no food. Racism is on the rise. Health care still isn't guaranteed, and families can't afford to take their sick to the hospital. Violence is entering every aspect of citizen's lives, from the streets, to the schools, to the churches. The environment is deteriorating from the oceans, to the air, to the land. The young are ignorant, and the elderly are left to fend for themselves. George Bush sees nothing. And he does nothing.

Bush has had four years to show us, his citizens, that he can be effective on the domestic front, and he has failed. George Bush wants to be President, to hold the office, and that is it. No matter what it takes, no matter what he has to promise, or give away, or sell off, he is determined to keep his residence at 1600 Pennsylvania Avenue. Well, he doesn't deserve it.

H. Ross Perot, the man who has come from nowhere, poses an interesting alternative. He could be the President that America has dreamt of since its embryonic years, or he could be the President that leads us to Armageddon. No one knows. Much like a crush, Perot is appealing because the public knows nothing about him. He hasn't had the opportunity to make mistakes or become sullied by the stigma of Wash-

ington. We, the public, want to change the government and throw out the establishment, and we see Perot as a safe alternative.

Perot, however isn't as perfect as he appears. He is, in fact, a politician, who is manufacturing an image of a non-politician in order to win votes - a very political move. Perot and his money have been involved in the government since he helped support the Vietnam war. He runs a corporation, where his will is done through the snap of his fingers and a wadd of cash. That works on the individual level and even at the corporate level, but it doesn't work at the international level. In our government, necessary checks and balances exist, insisting that the President prove his positions to elected representatives of the people. He cannot simply instate a law because he and the phantom "American people" want it. America, unlike Perot, isn't rich: America is broke. Worse than broke, the government is in debt...extrem debt. We can't spend our way out of our problems.

Perot was involved in a commando mission to free some company hostages. In addition to Presidential checks and balances, there exists an unwritten set of international rules. Even though protocol and diplomacy often seem pointless, it helps to keep nations from each others throats. Perot seems to disregard these rules. The United States has a lot of big guns, but that doesn't mean the President can do whatever s/he wants. I am uncertain if Perot understands that.

Although Perot has yet to prove himself one way or another, the elec-

tion this year seems to be characterized by a moral vacuum. However the voters must confront this pathetic state of affairs and move on. The President this year, elected by default, must be picked purely on the issues, not moral character. In this category, assuming he gets the nomination, Clinton is the best man.

When my father was still in the race, I developed quite a hatred for this man. In addition to the instinctive competition loathing, I believe Clinton lies and is willing to do or say anything, much like the other two candidates, to become President. However, Clinton has a comprehensive economic plan with strategies ranging from investment in business to cutbacks in military spending. He is pro-choice, has a strong educational record, wants to instate national health care, and has a strong record of supporting equality of people of different races, sexes, and sexual preferences. His environmental record is weak, except in relation to the other candidates. My major concern about Clinton is that, in his eagerness to please everyone, he will promise away the treasury and instate conflicting policies. However, he is the best hope for America in this race.

So, this fall, I will make the informed and unenthusiastic vote for Clinton and punch the little hole next to his name. Leaving the booth, I will sigh and hope that in four years I will be happier about my choice. There are competent and moral people out there. Maybe, one day, one of them will be President.

Doug Kern: Bush

By DOUG KERNAL

On November 3, 1992, I shall march down to the nearest voting station in Princeton, New Jersey, with the intent of participating in America's majestic democratic (not Democratic, thank God) process. And on November 3, 1992, I shall be thrown out of the voting station because I will be twenty days too young to vote. But if I could vote, I would have little hesitation in giving my support to George Bush.

My editor has advised me to keep this essay short and simple, so let meeschew detailed political analysis and cerebral, historical contemplation of the day's events; rather, let me assert my position in words blunt and boisterous: If you vote for anyone other than George Bush on November 3, you're stupid.

In selecting a president, we must consider this: what does America need, and which candidate will provide it?

America needs economic growth. Economic growth in a free market rewards merit and punishes sloth. The capable poor are elevated; the

slothful wealthy collapse under the burden of competition; the middle class benefits from prosperity. In growth, technology improves; innovators find their labors rewarded; parasites find their professions onerous. In the absence of growth, America has only stagnation. Stagnation stagnates the flow of money; the rich stay rich and the poor stay poor. Money flows to unproductive shelters and talent turns to dishonorable avenues for reward. Like an organism, a country must grow if it is to remain healthy and vigorous. The sloth of recession and the degeneration of inflation will kill a nation as surely as sclerosis will slay a man.

Of the candidates, only George Bush recognizes the growth which is imperative, sort of. A man who hikes taxes in the middle of economic doldrums is no bosom buddy of growth. But contrast this lukewarm love of freedom to Bill Clinton's smiley-faced socialism. Pledged to higher taxes, economic egalitarianism, and the increased socialization of medicine, Clinton cares little for growth. He sponsors the politics of the zero-sum, caring little for the creation of wealth in all

its infinite forms, concerned only with its distribution. Clinton's hero is not the entrepreneur but the bureaucrat; not the risk-taker but the paper-pusher; not the builder but the parasite. With Clinton, expect more regulations, more taxes, more useless laws, more jerks hired to measure the conola oil in your corn chips, more geeks photographing their genitals on your dime- in short, more freedom to do useless, obscene things at someone else's expense and less freedom to achieve greatness.

America needs virtue. Self-sufficiency is dying fast in America. Scads of boneheaded social programs have created a people addicted to the next check from the government, confident that someone has the obligation to take care of them. We shuffle wealth rather than creating it, thus spawning a gargantuan bureaucracy capable of building nothing and achieving nothing; a monument to time wasted and effort misplaced. The anchor of welfare has held the poor under water, even as the rising tide of prosperity has lifted other boats. The middle class covets fat Social Security checks, heedless of the ridiculous system which taxes the young for the excesses of the old. The rich lust after an "industrial policy" to spare them from the uncouth chore of competing. Who will free us from the godawful whining of losers demanding something for nothing?

No one will save us. But Bill Clinton will make things worse. He's never met a social program he didn't like. Government checks castrate the rugged American spirit, and Bill Clinton has his butcher's knife ready.

America needs a strong policy. The death of Clinton

Dylan Seff: Brown

By DYLAN SEFF

I would expect that I would be at a total loss here. I am not nearly as well versed in governmental structure and philosophy as the other students offering these reflections, particularly the one red-haired youngster whose article is sure to be more chocked full 'o facts than this essay you are now reading. However, the majority of the American populace is like me, not particularly interested in the intricacies of the government, but acutely aware of the state of living in which we find ourselves in currently. Therefore, if this article seems a bit general, understand that I was not asked to write, nor did I accept the offer because of my vast knowledge of the government. I was asked because, speaking in terms of my opinions, I represent the majority of the students here at Andover in my role as School President, and in an even broader sense, I represent an average

out of touch with the middle and lower classes, the latter in particular. The executive branch is weak, dominated by dishonest, foolish men. The legislative branch is ruled by special interest groups, with the members of the Congress being largely ruled by what will further their own personal gains. The judicial branch, the supposedly moral and upstanding branch of our government, is instead composed, in good part, of men sympathetic to the Reagan/Bush right, who are unable to formulate their own beliefs in an era of extreme partisan politics.

Our government has assumed a dictatorial role in our society, and it will continue to do so until the people of America stop it.

We need another revolution. This may seem absurd, after seeing the mass chaos and destruction caused by the riots of the mini-rebellion after the Rodney King verdict recently. However, that "rebellion" had no ideology, no ends trying



'91 Class President Dylan Seff

Joe American Teenager. Now I'll begin.

I don't think I realize why our government still has an authoritative role in our country. It seems that there are so many dissatisfied voters across this country, if not a true majority, who are not participating in elections at all, or who are voting for a "lesser of two evils" between the candidates. I think it was Thomas Jefferson who, in the preamble of the Declaration of Independence, told us that if our government is ever to stop serving the needs of its people, then we have a right to change it. So, why are we voting, or even talking about voting, when all an election will do will provide a leader for our pathetic government for the next four years? Why do we allow this government to continue?

Our government was once good. They were in touch with the populace, led by moralistic, charismatic, and visionary leaders (for the most part). Then our government evolved into an oligarchy benefitting only the upper class. Only the rich are elected, and only the rich are served. Nowadays, the government is totally

to be justified. We must be ready to suggest a new form of government, one that is modern and actual, dealing with the contemporary problems that did not exist when our government was initially created 200 years ago. Who among us can accomplish such a thing? Who is the visionary we are looking for? I'll tell you one thing, he isn't Ross Perot, he's not Bill Clinton, and he's certainly not George Bush. There is someone out there, I am sure, but it will take time.

So what do we do in the interim? Try to elect as much radical change as possible. To me, that radical is Jerry Brown. To you, it might mean someone else. But if you are voting or actively supporting someone, remember to question if you are voiting for a person you think is a good candidate, or if the man for whom you are voting for is representative of your dissatisfaction with our current system of government. If the latter is true, seriously consider what you can do to get rid of this system of government; it may be the best thing you can do for your country.

created a huge, gaping hole of power, morality, and influence. A strong America can fill that hole, leading the world to peace and affluence through democratic capitalism. Which of the candidates has this kind of leadership? Bill Clinton? Sorry, but a couple of joints with the boys at Oxford does not a Kissinger make. Wrestling with the rednecks in Little Rock ain't like grappling with the Reds. George Bush has the experience, the education, and the guts to husband America's interests wisely. Remember that war he won?

I have not discussed H. Ross Perot. Put simply: he is a conniving opportunist. He has ideas save one: a plan whereby citizens could vote immediately on the issues of the day via electronic devices on their T.V.'s. Such a scheme would a) increase Perot's fortune, because his company makes such devices, and b) end the Republic. If we jettison representative democracy, bread and circuses will follow shortly thereafter. Perot stands for himself; he owes his support to the gobs of taxpayer money he swindled from the government and the general disillusionment with Bush and Clinton. Some people

want to vote for Perot in protest. But you don't protest stupidity by matching it with greater stupidity. Don't be an idiot. Vote for Clinton before you vote for Perot.

In short, this election offers three choices: in Bush, the politics of mixed economy and the status quo; in Clinton, the politics of the bureaucrat and the parasite; in Perot, the politics of the ego. Of the three, I prefer Bush. But if you want real leadership, potent ideas, and formidable talent, remember this: you can always bring a pencil to the voting booth, and "Kern" is spelled with a K.

CLASS of '92:

The Phillipian
Congratulates all
graduating Seniors
for success in surviving Senior Pro



Presidential Candidate Doug Kern

Outgoing Thoughts On ARC

By KIM FIGUEROA

According to the Community Service Bible, that little yellow book that everyone picks up in the beginning of the year, ARC is "...an athletic program for mentally and physically handicapped children, [which] pairs Phillips Academy students with youngsters (buddies) ranging in chronological age from 4 to 25." Every Tuesday, Phillips Academy students match up with their buddies and play games such as Duck, Duck, Goose and Sharks and Minnows. Students talk and comfort their buddies and often develop great friendships.

So how does one arrange all of this sharing, affection and fun? Ask Robyn LeBlond or Andy Goodridge. These two do it every week; they not only set up the activities, but also

act as counselors to people who need help (P.A. students and buddies alike). They also act as the liaison between buddies, parents, P.A. students, and the Community Service coordinator, Mary Minard. Robyn and Andy also lead everyone to the floor for holiday parades and dances or the routine hokey-pokey experience.

But before all of the fun takes place, a considerable amount of planning goes on. They get together once a week before ARC takes place and make sure that all of the "little things" are in order; they make sure there are balls to play basketball and kickball with, and food and drinks for the traditional "end of ARC munch". With the amount of work that comes along with the job, being a coordinator of ARC isn't always fun and games. Says Robyn, "Sometimes I don't feel like going

there, but I feel good once I go there." However, Andy contends, "I look forward to every Tuesday."

The fact that they love Community Service was no surprise, considering their track record. Robyn has done some sort of Community Service ever since she was in the sixth grade. In the past, Robyn worked in nursing homes, soup kitchens, Si Se Puede, and Windrush Farms, aside from being involved with ARC.

Andy was no wallflower either when helping out in this community. He did Community Service every year he's been here, but before Andover, he wasn't so involved. When he went to school in Germany, Andy had no idea what Community Service was about. His life was sheltered from people who had down-syndrome and other handicaps. Then one day, he encountered a handicapped person on the street

and just avoided him; part of Andy was relieved that he didn't deal with the person, but he was also frustrated that he simply couldn't. He desperately wanted to overcome his fear of handicapped people and, eventually, he did. He says that, "Community Service opened up a new world to me." He's gotten to know quite a few handicapped people after working in ARC and Easter Seals, and now feels a connection between 'them' and you exists. He explains, "You can't always relate to them." Even with all of the work he has done, Andy feels that, "I'm sure I could do much more."

Aside from their different backgrounds with Community Service, both saw themselves grow with the people they helped, from the time that they spent together. Community Service was such a big part of their lives here, that to leave is

heartbreaking. Andy says, "I don't want to leave Andover," and Robyn assures that she will "come back and visit."

Robyn and Andy would like to see more people participate. Both would also like to see Community Service get more recognition. Robyn feels that, "...you miss a lot if you don't participate," and Andy is sure that "everyone should be more involved." Our school motto is "Non Sibi," and both Andy and Robyn encourage people to try doing something that doesn't only benefit themselves, but also the people around them. Robyn and Andy will be gone next fall and more people who can carry on their tradition of thinking about others and not only thinking about themselves are needed. The ARC tradition will be carried on by the new and enthusiastic co-heads Tina Ver and Dan Wyand.

Phillips Academy at the Leonard School

By NICOLE FRIEDLANDER and MELISSA SCHATZBERG

Four years ago, the city of Lawrence came to PA's community service department with the proposition of establishing a partnership between the Leonard Middle School and Andover. PA had the opportunity to decide the exact nature of the program. Father Richard Gross and the other Community Service heads recognized that Phillips Academy's greatest strength is its student body, so they chose to create PALS, a program directly uniting students from Phillips Academy and students from the Leonard School.

Twice weekly, PA students meet with students from grades six, seven, and eight from the Leonard School. One day is reserved for one-on-one tutoring involving reading and writing. The focus, however, is not to help students with their homework,

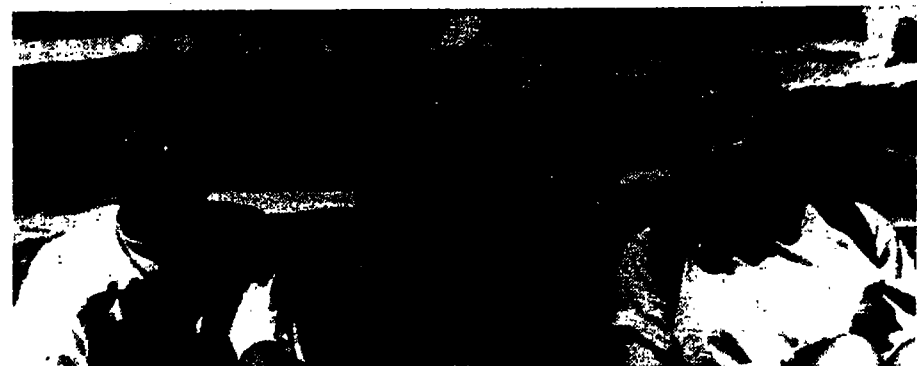
but rather to work on the improvement of their basic skills. Field trips revolving around specific themes, such as machines (they visit the airport to see airplanes) or the arts (they visit museums), occupy the second meeting each week. A third day is reserved weekly for PA students to meet with each other, reflect on their feelings about the past week's proceedings, and plan upcoming activities.

PALS stresses the importance of individual attention and continuity. Students from the Leonard School remain with the program for three years, and PA students often make multiple term commitments. Father Gross commented that the closeness in age between the students from the two schools helps to give peer support and establishes "self-confidence, determination, and a sense of future for the students at the Leonard School." Chris Kim, the new coordinator for the sixth grade,

spoke of the growing bond between him and his partner. "Personally, I've seen a remarkable improvement in our relationship, our work has become so much more fruitful. We've definitely made progress. I've become really close to him," says Kim.

The Leonard School students are not the only ones who benefit from the program. "I've learned from him [his PAL] as much as he's learned from me," Kim said. "It may not seem like a big, huge accomplishment to get him to sit down and write, or read an article, but for me, it's a really good feeling." Liz Cutler, the new coordinator of the seventh grade, agreed, "You feel pretty good about yourself when you teach these kids things."

PALS can be as challenging as it is rewarding for PA students. Kim remarked, "The hardest part of the program is just getting him to sit down and focus. It's hard enough to get anyone to focus, and



New PALS: McArthur, Cutler, Kim

they're young kids." "It's good to feel frustrated," commented Father Gross, "to realize making a change cannot be just on your own terms."

PALS has proved to be a highly successful partnership, profitable for everyone involved. "My hope," said Father Gross, "is that our kids begin to realize that these kids have the ability, but they don't have the opportunities. To understand that will help us to understand complex issues of our society." Next year, PALS will be

headed by Chris Kim, Liz Cutler, and Jen MacArthur, coordinators of the sixth, seventh, and eighth grades, respectively. Sadly, the founder of the program, Father Gross, leaves the school this year. The strength that he has given to the program will be sorely missed, but another vital member of the PALS staff, Biology teacher Tom Cone, will be there next fall to pick up right where Father Gross left off. "I'm really excited for the program, I think it's going to be great," concludes MacArthur.

So Long, Class of '92 Blue Key

By JOSHUA ROSENFELD

Blue Key Co-Head Reflections on 1991-1992

"Ten, nine, eight, seven, six, five, four, three, two ... (one)." Perhaps this is one of the many cheers that you have heard at Andover/Exeter games, pep rallies, and uniform jello wrestling matches. Or maybe you have seen a big, hairy gorilla-man called Gunga running around the campus waving his arms frantically to rile up the masses. Either way, all this pandemonium originates from one of the most influential student organizations on campus - the Blue Key Society.

At the close of their last year at Andover, Blue Key Co-Heads Heidi Newell and Chad Stern offered their opinions on this past year from a Blue-Key perspective. These two dynamic characters shared their emotions, varying from sadness to pure joy.

Both Newell and Stern felt that student response to this year's Blue-Key activity was a positive one. The year kicked off on a high note with Orientation. Newell said that Orientation "went really well. I think we made great T-shirts this year, there was a lot of spirit, and I think we made a lasting impression on the new students. I think that is definitely one of the highlights of Blue Key." Stern agreed that "Blue Key has gone pretty well."

Newell also felt that all the pep rallies, a unifying element among Andover students, were a success. The fall pep rally brought Andover together to bond together around the Andover football force. Stern said, "Football really seems to be the main spur, the main excitement of the pep rally." In the win-

ter, the pep rally brought a Blue Key innovation when the lights were turned out, and spotlights highlighted the main features of the darkened gym such as an appearance by the swim team's Piasecki twins. Newell said, "I would not discourage people from turning out the lights in future pep rallies...Some people liked it, and some people hated it."

During winter term, Blue Key sensed a slump in the student body from the lousy weather and overall dreariness. To turn things around, they began the "Why Not?" campaign, a program designed to combat the gloom with a lively *carpe diem*-type attitude. Newell said, "I think that [Why Not?] helped to get some people... through the winter term quite a bit." Blue Key initiated spontaneous dances and played music and some games. Newell concluded, "For the people that took the attitude the intended way, took the idea that we were presenting and did something with it, it really was quite effective."

Unfortunately, Newell said, "Blue Key has had a lot of ups and downs, and it's been a lot of work." She felt that Blue Key 1990-1991 somewhat abandoned the new co-heads as far as direction and helpful hints were concerned. Newell said that Blue Key "had to figure it out for themselves and we really didn't get going on things until fall term was over." Stern commented, "Other years, Blue Key heads have really, not known what they are going to be facing...They have to waste too much time just trying to figure out the basics of the job." Nonetheless, the gallant leaders pulled through. They managed to motivate the campus magnificently and left a substan-

tial effect on the students. Newell was thankful for Mr. Wilmer's help in hurdling these difficulties, and who "helped out a lot with Winter Carnival and with the Andover/Exeter games."

Fortunately, Stern and Newell have a plan to help the new co-heads into their positions a little easier than last time. The Leadership Conference this spring, a meeting between outgoing and incoming leaders, will hopefully "prepare next year's Blue Key well enough that it will be a good reflection on us, and how we prepared them." Newell said. She hopes to connect them with Jen Johnston, Director of Social Functions, so that more Blue Key connected events will be held. Stern is enthusiastic about next year's group, saying that "they're all really excited." Stern also feels that faculty help will be a big thrust to Blue Key, "I think that Mr. Wilmer is excited to get Blue Key back on track, because this year was kind of crazy."

Stern and Newell enjoyed their spring, a time when Blue Key traditionally brings a huge amount of fun to Andover. As the weather improved, they organized a few things such as the Gong Show, the Abbot Bazaar, and getting the T-shirts for next year's Blue Keys. Of course, Graduation is always a big plus for the Seniors, and Stern and Newell are gleeful about the excitement. Newell said, "If I could, I would like to do this job two or three years in a row, because you don't have it down until its time to leave." They now must hand over the reigns to Leila Jones and Chris George, next year's co-heads. Stern felt that a lot of people think Blue Key needs to be rebuilt...that might be true, but I think they're going to work on it."

Date Rape Seminar

By MADELINE STARK

This year during the Fall, Winter and Spring terms, Date Rape Seminars took place for Uppers. The idea behind these sessions existence was to bring up situations concerning date rape at PA, and situations at college, through discussion and present certain measured students could take to prevent themselves from becoming involved. Phillips Academy has a responsibility, given its relaxed parietal policy and the fact that teenagers are more sexually active now than ever, to educate its students. The talks were gender separated, which consequently included different topics for the boys and girls. Each group of approximately fifteen met twice for an hour and a half; they are lead by two faculty and two student leaders.

The boys watched a video tape of a date that started out fine and then "went wrong and resulted in a date rape," said Max Aloviseti, Director of Psychological Services and co-director of the Date Rape Education Team. The boy's intent wasn't rape, but, nevertheless, one occurred. After viewing the tape, the boys discussed how the date lead to rape. The major focus of the discussion was how to know when consent has been given.

Aloviseti commented that, "Historically, very subtle non-verbal clues" have been given by girls as to whether or not sex is allowed on a date. "We've believed good girls say no when they mean yes," said Aloviseti. What boys need to receive is clear and definite consent before sex can occur. The talks seemed to have been predominately successful.

Some of the boys thought that the sessions were meant for "male-bash-ing." But really, these talks were just

prevent a date from turning into a rape.

The girls, rather than having a video, discussed the definition of rape, and statistics were given about the frequency of date rape. Scenarios and role-plays were enacted, and ways to get out of potentially dangerous situations were addressed. The main purpose of the girls' meetings was "to educate and trigger thought and discussion on the issue," said Liz Roberts '93 one of seventeen peer leaders.

Roberts also said she thought that the seminars were "a good start for the school in continuing its education outside of the classroom." Considering this was the first year that the discussions took place, Roberts thought that everything went very well, but that more leaders are needed. Roberts predicted that every year the discussions will become more and more successful, as people, hopefully, will be more willing to confront the problem.

Farewell, Mr. Bensley

By Liz Y. Han

As this school year gradually comes to an end, Phillips Academy must allow the retirement of one devoted teacher from the Art Department—Mr. Gordon Bensley. Throughout his forty-three years of teaching here at Andover, Gordon Bensley has been involved in the widening of the art course curriculum, offering a wider medium of experimentation for students, and the expansion of Art Department from one faculty member in 1949 to thirteen faculty members in 1992. Needless to say, Mr. Bensley played an important role in this expansion; however, he credits this achievement to numerous members of the department along with

riculum eventually became one of the four foundations for Visual Studies. With Mr. Sheritzer's input on two and three-dimensional design, plus the regular leg of Art Appreciation and Art History, Art 10 (Visual Studies) we known as "stud art" before the merger between Phillips and Abbot.

Believing in the pivotal role of a balanced academic curriculum, Mr. Bensley is pleased to have the Art requirement extended from only one term to two terms. "Art is an international language; it's what we leave that people remember...It's important," he comments. He also advocates students to take full advantage of the electives, reflecting, "I think the strength of this school over the years has



Mr. Gordon Bensley Photo / Sahadevan

a "very sympathetic administration".

As a young lad, Gordon Bensley arrived at Andover during the fall of 1939 as a Lower from Summit, New Jersey. He remembers his student years at Phillips Academy fondly from being a student waiter at Commons to his reclassification due to insufficient knowledge of Latin. After graduation in 1943, Mr. Bensley was drafted to the Army stationed in Europe. When World War II ended in 1945, he enrolled in L'Ecole des Beaux Arts in Paris and later Yale University, concentrating on studying painting. An education at the Institute of Design in Chicago ensued his years at Yale. The fall of 1949 commenced his tremendous contribution to this community as he became an instructor of Art. Needless to say, Mr. Bensley was well qualified for the job.

Mr. Gordon Bensley describes Phillips Academy Art Department in the 1950s as simple, having only one course to offer called Art Appreciation. As more and more students began to participate in Art, the program eventually included photography. Even though photo facilities were scarce, this "flimsy" addition to the art cur-

riculum eventually became one of the four foundations for Visual Studies.

Being rather nostalgic, Mr. Bensley thanks the students over the years for their interest in Art. "Each year is different. Students are just wonderful; it's fun to teach something that you really enjoy", he remarks. As for his retirement plan, Mr. Bensley has purchased a studio in Boston where he will be doing some "constructive and series paintings and photography". Along with forty other practicing artists in the building near Fenway Park, Mr. Bensley hopes to "learn by doing".

Mr. Bensley does express his dismay in having to retire; however, the school is at a much bigger loss, for he has been so much a part of the whole modernization of Phillips Academy. We at this school earnestly wish you the best of luck in the years to come, Mr. Bensley!

Sultan of Swing: Steve

By JESSICA LUBARSKY

Jessica: Stephen tell me about you and theater at Andover.

Stephen: I came to Andover as a new Lower in 1989. I had background in theater from starting dance when I was six and working professionally and with internships in New York City where I live.

J: What specifically have you been in?

S: In the beginning I did a lot of things that had me branded like having intercourse with a microphone live on stage. I also did a lot of singing but I've tried to phase it away. Specifically, I acted in *Twelfth Night* which Kevin Heelen directed, *Pipping, Jack or the Submission, Beyond Therapy, PA Follies, The Fantastiks, Rosencrantz and Guildenstern Are Dead, In the Woods* and now *Hamlet*. I directed *A...My Name is Alice* winter term upper year and then *Side by Side* by *Sondheim* and *In Trousers*.

J: How did you feel about your directing? It has been rumored that *In Trousers* was done by you as a personal statement, a tribute to homosexuality.

S: In *A My Name is Alice* I worked with all females—actresses and crew. I love to work with females....

J: Is that because heterosexual males feel uncomfortable with you?

S: Yes....I directed *Side by Side* because I just felt like a musical but the show was not very challenging, the cast was. There are better musicals to do than *In Trousers* for those who thought it was unnecessary, but none that I wanted to do or had the ability to do. I wanted something with a plot I could grasp, and the cast fit the show perfectly. To tell the truth, I am afraid of doing a regular play with no singing or dancing because I'm see in pictures and musical numbers, that's who I am. *In Trousers* is one of my favorite musicals and I directed it to make a statement but not a personal statement.

J: Why do you change your hair color so often?

S: Why don't people wear the same clothes every day? I do it for variety, out of boredom, I'm bored 98% of the time.

J: I'm sorry.



"I'm afraid of people because I hate not knowing what they're thinking"

S: Not at all. It makes me creative, think of good ways to occupy myself.

J: Tell me about the Gay Straight Alliance and your own homosexuality.

S: I'm the president. I am not militant, I don't want to waste the time being aggressive towards others. I'm vocal, but that's different from

"You have to distinguish between a facade and a personality. What most people see is what I am, but not all of it."

militant. I'm also sexually frustrated but...

J: What's with you and this Jewish thing, you seem really into it.

S: I have a campy or bizarre sense of humor. I like Jewish things but we can only take so much of everything and I'm totally not into religion. There's this Jewish sensibility, though, in my W.A.S.P.y body. I like Jewish men, I tend to date them and I want to have something in common with them. We should all share things that are worthwhile. That's why people think I don't like them, they don't want to share worthwhile things with me so I don't want to share with them.

J: Please tell me about this large and intricate facade everyone thinks you put up.

S: I find that teenagers can be real cruel; I can be cruel sometimes without knowing it. I don't want anyone to cheapen what I believe in, and I don't have adequate defenses. You have to distinguish between a facade and a personality. What most people see is what I am, but not all of it. I don't wake up in the morning and look in the mirror and say for example: I have to wear pink because its more effeminate. I'm also afraid of people because I hate not knowing what they're thinking. When I do know, it's always a reaction that's either positive or negative, no in-between.

J: Tell me more about theater at Andover.

S: I like working with professionals. You don't have to be paid to be a professional: you get to rehearsal on time, you do your work, you don't fool around. In general, for theater at Andover you don't have to have technique but you do need talent, that's what it takes. From my perspective, theater here is not a place where you can come and do a show when you feel like being in a play. It's open if you want to work with talent but not to do a show randomly without talent; you have to have talent. Here there is not enough opportunity to explore one's talent. There is a lot of typecasting, lookism (casting someone because they look the part) and exploitation in that someone can do a certain thing and they get used to it in every show.

J: Where are you going to college?

S: Wagner College of Performing Arts in New York City. I am already a musical theater major. At this point, I think I am one of the only ones definitely going into theater, probably Vanessa [Hill] also. I'm into a program, but I don't know if I'll be anything, you know, third tree from the left.

She's All Smiles: Jenny Jordan

By VICTORIA KATAOKA

Jenny Jordan is the "Woman Extraordinaire!" She first came to Andover as a Junior and assumed the role as the first woman to ever play JV football. Some of Jenny's best memories from Andover resonate from the football field on cold November days of her Junior and Lower years. The football coach, Tom McGraw, would read poetry to Jenny and the guys when it was so cold they were ready to collapse. "We would be in the middle of some killer sets or suicides or something, and Coach would recite poetry from memory. It was great." Many others have served as inspiration for Jenny as well, such as Dr. Pascucci who, as Jenny puts it, "is the only person who has more energy than I." But aside from being inspired, Jenny Jordan has served as a great inspiration for many at Andover. Jenny has participated in Varsity Swimming, Track, and Cross Country. "I came to this school intending to play sports," Jenny explains. But upon her return from her year abroad in Spain, Jenny thought she should extend herself into the realms of theatre. "I have been acting in things all of my life, but just not here." Jenny had acted in a few plays her Junior and Lower years, and during her interlude in Spain she danced Flamenco, so when she came back she was ready for theatre at Andover.



Jenny Jordan Photo/Sahadevan

Jenny believes that there is a strong correlation between athletics and theatre because both activities require the same sort of dedication, as well as a focus on mind and body awareness and congruence. Obviously Jenny's passion in one has transcended into the other.

From the very beginning, Jenny has had talent. This theatre prodigy comes from the vineyards of Healdsburg, California where her debut was as a Street Urchin in the musical, "Oliver." Since then she has appeared in a large abundance of shows including a professional production of "Annie", in which she played the part of Pepper.

Before Spain, Jenny acted in two plays - *The Importance Of Being Earnest* as Lady Bracknell and *Identity Crisis*. Upon her return this fall to P.A., she landed the part as Fiona in "The Gin Game", co-starring Taylor Antrim '92 and directed by Vanessa Hill '92. In this play Jenny convincingly portrays an elderly woman in a nursing home who befriends an avid gin player. He introduces her to the world of cards and from the very beginning she beats him and never fails! "It was fun beating Taylor all the time", says Jordan. "I really enjoyed that part!" Jenny's next production was *Agnes of God*, directed by TK Baltimore '92 in which she played Martha Livingston the psychiatrist. Jenny's performance was very successful, her confidence and genuine understanding and portrayal of the character were outstanding. To compliment her performance and demonstrate her true acting capability, Jenny took on the part at the last moment when the original actress could not complete the play. Nonetheless, Jenny's performance was unmarred by this time constraint and the production as a whole was superb! Then just a few weeks later Jenny starred in Steve Sultan's '92 production of "In Trousers" where Jenny played the part of the teacher. In a black sequined dress, sunglasses, and a black wig to boot, Jenny sang on the Andover stage.

Her first musical at this school was specifically difficult because she had to dance at the same time. However, once again the production was a success and Jenny's low, raspy voice became well-known her deliverance of the song, "Set Those Sails!"

The same night of her singing debut, Jenny danced in "Glassworks", an upbeat production choreographed by Shanti Crawford '92. Jenny's energetic nature and endless adrenaline supply kept her going through this fast paced and technically difficult array of dances. Once again Jordan managed to give an entertaining performance and exhibited her inexhaustible talent.

Jenny's final performance at P.A. was *Rosencrantz* in Kevin Heelan directed "Hamlet." With an interesting musatorium-like, modern setting, a large cast, and successful production, Jenny truly augmented the Shakespearean drama with her convincingly winning interpretation.

Jenny Jordan is now on to bigger and better things. This fall she'll be attending Stanford University where she still plans to do theater and expand her already impressive knowledge of languages. She will be sorely missed by the theater department of Andover as well as the athletic Department and the campus in general.

An Art Techie Will Be Sorely Missed

By SUSANNA SMOOT

Brenna Slater, Student Technical Director, starts "work" at the same time as the rest of the nation, 9:30 a.m. She comes waltzing into the scene shop ready to become carpenter, electrician, construction worker, or designer, depending on what show is going up and what stage it is in. Tirelessly, Brenna techs long into the night, ending work around 10:30p.m. Interrupted only by meals and daily visits to Friendly's, Brenna's day would earn her millions in overtime. On the weekends, Brenna doesn't take a day of rest. Instead she arrives at around 8:30 a.m. and leaves around 11:30p.m., when she trudges back to Nathan Hale, where she is a proctor. Rutabaga. One of her few outside interests is her Independent Study Project - building a teepee.

Yet Brenna doesn't see tech as a tiresome job. . . all the time. "I like working with my hands," she says. "I like . . . electricity." Brenna's theatrical baptism certainly was electric. One of her first shows, *Equus*, was "the biggest fire hazard ever." "There was hay all over Taylor Basement floor. We built lights out of tomato cans. . . the electric tape was melting and bubbling through the light bulbs." It was, as she put it, "a near death experience." The tech crew for *Equus* basically "rewired the entire basement. We would go to a socket, unscrew the cover, and rework the wiring until it was ours." Although it must have seemed hard then, Brenna now calls that endeavor "elementary electrics." Rutabaga.

Equus left Brenna with many battle scars. "I must have lost about twenty layers of skin to gaffers tape," she chuckles. Today, Brenna seems incredulous that *Equus* was such the fire trap that it was. "We made our own board with dimmer

switches. . . then we had Mike Liss we spot welded the horse masks. . . the speakers were underneath hay, and we were in a basement." Ah, the daredevil thrill of tech. Rutabaga.

Brenna first got involved in technical theater her Lower year with the show *Jack or the Submission*. "That was the best Drama Lab student produced show ever," Brenna says. She happily admits that then she was just a gopherish, haul-and-tote techie. My, such inauspicious beginnings.

"The speakers were under hay and we were in a basement." Ah, the daredevil thrill of tech. Rutabaga."

Brenna's knowledge soon expanded. Fall term her Upper year, Brenna took Theater 51, the acting and directing workshop. In the course, the students did monologues and short scenes, some student written. She and Alex Lippard decided to put them up. Hence Grasshopper Night was born. Brenna labored over the production. Though still "flabbergasted by how much Rob Kaplowitz (her predecessor along with Raj Parekh) knew," Brenna had started to climb the theatrical ranks. "It was the first time I really did tech. . . the first time I ever played with light." And Brenna loved it: Grasshopper

Nigh that continued this year. As founder, Brenna is proud of her little contribution to the Andover Community.

Brenna's contributions to the Theater Department are massive. Her splash in the tech directing scene started her Upper year with *The Balcony*. She just kept going from there. This year, she coordinated Grasshopper Night, and was the student technical director for both *Into the Woods* and *Absurd Person Singular*. Having just wrapped up tech directing *House of Blue Leaves*, which she describes as, "a bitch, but a good show," Brenna is now able to concentrate on *Hamlet*, which she tech directs as well. All of these sets were beautifully complicated, from the burlap trees in *The Woods*, to the pipe-kitchens of *Absurd Person*, to the oversized furniture in *Blue Leaves*.

Yet Brenna doesn't just work on the big productions. Though truly a "tech goddess," Brenna doesn't consider it beneath herself to roll back her sleeves and join the grunts who make up the Tech 26 class. Having taken Tech 26 herself last spring, Brenna identifies with the struggling, frustrated techie. She assists them through her superior knowledge, helping them to learn how to program chases and the proper way to hang lights.

Yet Brenna recalls a harder time, a time before the wonderful world of the new Tang theater and the new Drama Lab. Her initiation took place in Hale and Taylor Basements. Though she did work in the old Drama Lab once, Brenna has known the trenches, and is able to appreciate the new theater. "The goal in Hale basement was to get everyone lit - here we can make it look cool." The new sound and lighting technology in George Washington contrasts sharply with the hectic manual



"I must have lost twenty layers of skin"

Photo / Sahadevan

changes between scenes that were formerly accomplished with dimmer switches and radios. "The lovely thing about computers," she says, "is that you can press a GO button."

Being able to press a GO button doesn't mean that there is less work involved, however. If anything, the increased options of George Washington have increased Brenna's work hours. "I was here until four in the morning for about a week during *Into the Woods*," she says. Brenna is happy with the opportunities the Tang theater and Drama Lab present. As for *Zooman and the Sign*, the production currently being run in the Drama Lab, Brenna has nothing but glowing technical reviews: "I love the set, like the lights. That is exactly how the Drama Lab should be used." A form of black box theater which allows greater technical movement since it is not limited by the presenium arch, the Drama Lab is currently graffitied on three sides with a cut out house in the middle.

"I've been spoiled here," Brenna admits, "the facilities are incredible." The Theater Department has been spoiled by Brenna as well. Says co-worker Tom "Spo" Eaton, "the department has been very lucky to

have such a fine Swedish yellow turnip as Brenna." Rutabaga. Such glowing reviews can hardly have escaped Brenna who jokes: "It's really too bad that I'm leaving, because there really is no one good enough to replace me. . . That's what the technical directors the year before Spo was head said about him, only they were serious."

Technical theater is something that Brenna takes very seriously, and she makes the difference between teching and acting very clear. "It's just not the same thing. . . Actors are slime. I can't stand them. They're ungrateful wretches who have no clue what's going on, but pretend they do." Rutabaga.

Brenna will be moving on to Hampshire College next year where she plans on continuing tech. It sounds as if she will remain in this profession, perhaps someday on Broadway or in film. "With theater I know I can do it," she says. "It's something I can grasp into and do wherever I go." Brenna herself is not as sure about her future. "I wouldn't be surprised if I ended up in Albania sweeping the streets."

Alex and TK: 'Nuff Said!

By AMY SQUIRES

TK Baltimore and Alex Lippard's fathers were colleagues at MIT. They're both from Cambridge. They both came to PA as lowers. They are Drama Lab co-heads. When they leave PA, they will both be attending Yale. They are both funny, talented, and fiercely intelligent. Those are all the similarities between them. They don't belong in the same article.

TK (short for "The Kid") Baltimore doesn't take shit from anyone. That is why she first got involved in theater and that's why Alex Lippard wanted her to stage manage fall term of their Upper year. He has this to say of her now: "TK has a way of bringing all sorts of people together, of making things work out. She's so organized. I would ask her to do something and she would have already done it. It was uncanny." All of this I could pick up just by walking into her room and sitting for ten minutes. A computer sits on her desk, ("my life is on that computer") her bed is perfectly made, even the books on the floor are in neat piles. People come in and out - if bringing people is her forte, it's probably because they're all her friends. But that element of toughness that a good stage manager possesses seems to be missing right now. She speaks softly, smiles sweetly, and lounges on her bed languidly.

Beside stage managing, she has experience in tech and got a chance to

explore acting and directing this year. She was in the musical revue, *Side By Side By Southern*, and just recently played a nun in Alex's show, *House of Blue Leaves*. Her biggest accomplishment by far at Andover was her directorial debut, *Agnes of God*. She had studied the play in Theater 51, a directing seminar, and found it so powerful that she was inspired to direct her own show someday. When she became Drama Lab Head, that dream became a reality: It was a challenge because she had only stage managing and assistant director experience, "and this was going to be my own show. It scared the shit out of me."

Alex has never displayed such fear. Unlike TK, he is jaded, in a bored "I've-seen-this-all-before-what-do-I-care-why-should-I-be-excited" was. He has cause to be. Having acted in more than 10 plays directed, and been a general theatrical know-it-all since he came here as a lower, he's likely to be burned out, physically and mentally.

Alex does not have the same organizational skills as TK. "I'm more reliable, more dependable than he is," she comments, "but I think he is a genius." Indeed, he may be lacking in reliability, but his creative energy and sheer talent brought a presence to the lab that TK would not have been able to fill. His biggest theatrical triumph to date is, like TK's, a directorial effort; he thinks that "considering the people involved and the space we used, it was as good a production as it could

be." Many agree - it was one of the most memorable drama lab plays to date, for its innovative use of the GW space and its solid cast were wonderful.

They both had philosophies to share about acting and directing. "I'm not a great actress, but I was able to emulate Alex," says TK of her work in "House..." Alex himself didn't do much acting last year, due to some accumulated self doubt. "I rely a lot on gimmicks and hide behind physical stuff. Acting is such an ego trip, which is why a lot of people are involved in it. If acting is all ego, directing is worse. A director lies a lot to get the actors to do what he wants. He's a diplomat. Instead of saying, "I want you to do this," he'll say, "how bout we try this?"

TK had nothing but praise for student theater efforts this past year. "Especially tis term, we packed in the shows. Alex and I did all we could, considering how busy we were." It's true. Alex is editor of *Backtracks*, co-head of TEAL, and DC Rep for Rabbit Pond. TK is proctor of Paul Revere, a member of the Computer Advisory Committee, and a singer preparing for her senior recital. She hopes that next year's Drama Lab heads, Mary Olivar and Marc Baker, will be able to give more time to the Lab.

TK is "so psyched" about the new GW facilities. Alex is not so elated. "With the old theater, students had more free reign. Now we have these great new facilities, but they're so sophisticated that we have to be more careful. It's not as much a free for all. There's more of a 'don't touch the walls' feeling in there now." About the drama lab plays this year, he says, "It's always fun to see stuff like *Inspector Hound* or *Neil Simon* stuff. But if that's all there is, that's sad. We should take more risks. I mean, if you screw up, this is high school, so who cares? There's only a few fundamental rules: You can't masturbate or have sex on stage and you can't say 'cunt.'"

The future for both is bright, although neither is sure if they wish to



Baltimore doesn't like the Orioles

Photo / Sahadevan

pursue a career in theater. "I'm considering majoring in theater, but my parents would kill me. Maybe I'll minor in it. I definitely want to be involved somehow at Yale." Alex has a similar response: "Theater is such a crappy business for so many people."

What does theater mean to them, really? I mean, what's the point? Alex offers, "You can say it's entertainment. You can say it's an art form. You can say it's education, but that's pretentious...There's a certain moment, the epiphany, the time when everything converges and you get chills. A time when you don't feel your butt soer on the seat, or the program rattling beside you. You can filter all that out, if the show and the audience can glimpse those fleeting

moments...MOMENTS...that's what life is about...if I could, I'd do that as a living. That would be the greatest, wouldn't it?" As he let's the thoughts come out, a tension mounts in his voice and gives it all away; as burnt out and la-di-da and blase as he is these days, there is a passion in him that drives him, a desire to deliver these moments to audiences that becomes obvious as he continues talking.

TK offers simple explanations, though none any less valid. I called her over during breakfast to ask why she likes theater, my pen poised to catch a similarly spewed out gush of words as Alex's. But she just laughs and says, "Why do

you like chocolate?" Point well taken.

TK does not simply give witty, drawn out, pedantic answers - she simply does what she does, what she likes to do. She's an effective stage manager because of her simple approach to everything, and because what appeals to her more than everything is being around people, meeting them, making friends. Theater is about people. When asked that cliché question as to what she would write on her epitaph, she replies, "She loved people." When she realizes just how corny that is, she catches herself and says, "Well, you know. That would be the gist of it." She leaves Andover behind with the notion that it was one of the best experiences of her life. "When they say this school has diversity, they're not kidding. And I'm not talking about racial or economic diversity. I'm talking diversity of people, of different points of view, of personalities."

Alex is sick of talking so much about theater, living theater, being theater. At press time he was trying to catch up on more, er, personal pursuits. He has philosophized and worked his butt off, left whatever legacy there was to be left, and now he's finished. "I've thought about all these things too much. I'm just really sick of caring. I'm ready to leave." TK shares that sentiment: "I'm so psyched to graduate." Bye, guys.



Look it's phallic Alex

Photo / Sahadevan

Noy Thrupkaew A True Musical Goddess

By ALEX ORBON

Those that know me will readily tell you that my knowledge of the fine arts is minimal at best. So, it was with a bit of apprehension that I approached Stimson to interview Nuwesh Thrupkaew. I had her that she was an extremely talented violinist; and I was afraid that I wouldn't be able to fully grasp what she would tell me. I was right. However, even a person as inept as I, could easily see that Nuwesh had great talent and that she was a person who had truly risen to the top of her field.

During her three years at Andover Nuwesh has accumulated an astonishing number of honors and awards. Last year along with Beverly Min and Nite Kongtahworn she participated in a piano trio which received the Fiskin prize. Also she won the Merk Lerner Fellowship along with Noah Poller. To top it off, she has studied at the prestigious Meadowmount School of Music.

Nuwesh started her career when she was eight, a late start considering that most people who have achieved her level of ability start much younger. The fact that she had such a late start and given the high level at which she plays one can see her extreme talent for and love of music. Her mother was the one who started Nuwesh on her way. At first Nuwesh was not a willing student and often her mother would have to push her to keep practicing. Eventually Nuwesh started to enjoy her practicing and her mother's prompting was no longer needed. Today she says that she is addicted.

Nuwesh spent one year at St. Catherine's/St. Mark's in her hometown of Rock Island, Illinois; but decided to come to Andover as a Lower. She quickly rose through the ranks of the orchestra and is now the co-Concertmaster. She is first chair first violin and she helps lead the orchestra during concerts. Nuwesh is currently working with some of the hardest material she has ever seen and will soon display the results of that work. She has a recital coming up on the twenty-fourth in the Timkin room at Graves hall where she will be performing Prokofiev's F minor Sonata No. 1, the Debussy Sonata and Bach's Solo Sonata No. 1 in G minor. She will also be playing the solo part of Prokofiev's Concerto No. 1 in D major on the twenty-ninth in the chapel.

Nuwesh has many interests other than music. Before coming to Andover she was heavily into drama, writing, sports and was even in a few musicals. However Andover tends to put a limit on the amount of extracurriculars that a student may have. As a result Nuwesh concentrated mainly on her music and dropped many of her other interests. But not all, this year she was both a news editor for the Phillipian and the Asian Society school congress representative.

Nuwesh will most likely attend Columbia next year where she plans to continue to play the violin. She says she will never quit but doesn't plan on making a career out of music. Whether or not she continues playing after college Nuwesh's future in music definitely looks bright.



Don't Have a Cow: It's Noy Thrupkaew

Photo / Sahadevan

Bungle Hacks Up # 1

By JOHN UDELL and COLM GALLAGHER

Picture this: A small club in downtown Boston. The audience, packed into a tiny mosh pit, consists of both die-hard fans and frequent club goers. In either case, the air reeks of vodka and illegal substances. Enter: six figures sporting Halloween masks with instruments in hand. Commence slamming.

Hell? Not exactly, but close to it. The aforementioned group is known as Mr. Bungle, a band that holds its roots in San Francisco. Their sound is best described as a deranged carnival-jazz-thrash-schizophrenia... with assorted bodily functions. Mr. Bungle has put out an album which by far takes the "Album of the Year" award. The inner sleeve of the CD features pictures of deranged killer clowns roped to the hoods of speeding automobiles. On the back of the album, next to the artistic interpretation of a bald man calmly holding his freshly diced head in his lap, are the pseudonyms of the band: guitar by Scummy, Heifetz on drums, tenor sax by Bar, Trevor Roy Dunn on bass, Theobald Brooks Lengyel with the alto and bari intonation, and finally Vlad Drac on vocals.

What you may not know is that Vlad Drac is in reality Mike Patton of Faith No More. When Faith No More ousted their original singer Chuck Mosley, the members of the band searched around the bay area for a new one. After receiving a tape of Patton performing with Bungle, they decided to add him to the band. Now Patton is constantly busy, alternating with F.N.M. and Bungle. After recording "The Real Thing" with F.N.M., Patton returned to his original band last year and recorded the debut "Bungle" album. It has proved to be the most intriguing, energetic, and twisted album ever recorded. Here's a rundown on all ten songs:

Travolta: The album opens with thirty-two seconds of silence save a faint snoring. Then an obscure beverage bottle is smashed seemingly over the recording microphone, and the action

from here never stops. "Travolta" takes us through the joyous life of a "fleshy limbless rectangle." Right smack dab in the middle of the song, Vlad Drac has the courtesy of conjuring up a fresh loopy and hurling it our way.

Slowly Growing Deaf: The song opens with the sounds of a screaming goose; an oncoming train, and an opera singer, but never at the same time, mind you. A little jazz is introduced and then changes to a slow euphoric daze; but not for long. A little thrash slam-heaven riffs justify the song's name. Most memorable line? "The wax inside my ears has grown just like the snot inside my nose."

Squeeze Me Macaroni: This one combines food and drinks with sexual connotations. How much fun can one possibly have eating? "Ronald McDonald just loves to be fondled." Great, Vlad. Oh yeah, and "Sperm scrambles the eggs and a meal is born."

Carousel: This song is probably the most normal, straightforward song on the album. It's also the only one suitable for radio airplay. But even "Carousel" features a nice, juicy wretching after a carnival ride gone wrong.

Egg: I still don't get this one. I think it's about a baby chicken but I'm not sure. I do know that somewhere in the song, they start playing the recording backwards. This is definitely the best song named "Egg" ever made. What else can you do but sympathize with the little chick after he screams "There's no place like home" over fifty-three times?

Stubb (a Dub): The halfway point on the album is marked by two and a half minutes of a couple guys walking next to a train track. Perhaps the train is a recurring theme with some political significance. Perhaps these guys are on drugs. Then a little bit of a Nintendo game is thrown in for fun. "Stubb" tells a sorry tale of the life of a pet dog. It seems like eight different tunes, ranging from the

rastafarian to the nightclubish, are mashed together. The sound of Stubb's heavy canine breathing is also put randomly between two verses. Kinda sad when he dies at the end.

My Ass is on Fire: Great name. My personal favorite. One of the slower grungy peeces, with a little Sixties disco feel thrown in, not to mention a car alarm. "Clumps of hair in the sink. Who's hiding things from me?" Scary. But I still don't understand the flaming fanny that the singer boasts.

The Girls of Porn: This one is a classic. Who else but Vlad Drac can sing a song about masturbation in a falsetto voice? He even makes it sound cool. "The urge is too much to take. All I can think about is playing with myself," all the while, echoing from right to left ear are the seducing voices of the infamous "girls of porn."

Love is a Fist: Great one to listen to when love's got you down. Accompanying Vlad on this one is a dying duck. And remember... "There's no effort to what's in an open-faced knuckle sandwich." Eerie. Have no knives around the house when playing this one. You might just pick them up.

Dead Goon: The final song sounds as if it should be played at a Barnum and Bailey Circus. "Nobler than Oedipus, clairvoyant and toothless, foreplay with no friends, premature until the end." Not a very happy clown. But no one said clowns were always happy. Especially Mr. Bungle.

What makes the album is not only the songs, but the random and twisted filler between each one. Every possible sound, excluding the cheers of devoted pototomaniacs, appears on this album. Trust me. Sure, it leaves you schizophrenic, but you would still want to bring it with you to the insane asylum. You might find you never want to leave the horrific world of Mr. Bungle.

Antonia Tellis: Just Raw Talent

By Mary Michel Oliver

Antonia Tellis (Anto) owns one of the most creative and distinctive articles of clothing to be found on the campus of Phillips Academy. It is a common jeans jacket except for the painting on the back of it. Anto has recreated the image of a Tarot card: the Lovers. The Lovers represents the harmony between the inner deep being, the spirit, and the outer, tangible aspects of life. It is easy to realize why Antonia choose this card. Through her artistic and technical achievements she has been able to take her ideas, interpretations, and concepts and manifest them into actual creations. Antonia has been distinguished by not only her work as an actor and a theater technician, but more noticeably by her impressive art creations for various productions, and by the innovative explorations she has made in the realm of puppeteering.

Much of Antonia's artistic development happened in Rome where she lived for a year before returning home to San Francisco, and then coming to Andover three years ago. For Anto, (as her alter-ego is commonly known), "Rome is a city where beauty matters...and we don't have that in the United States." While living there Anto attended an art school, where she was taught to copy basic European styles and techniques. It was in Italy that she first saw puppeteering portrayed as an art form. Once she left Rome she was inspired to write *The Twins of Paikala*, a play based on a Chinese folk tale, and to perform it for children's birthday parties with puppets she made. That same summer, she also interned at the Young Performance Theater.

Upon arriving at Andover, Antonia had little technical training. Her first term she enrolled in Theater 26, Technical Theater. Through this

course she gained essential technical knowledge and a reputation for being responsible. Anto found that this was what enabled her to become so actively involved: "Once

"you take the class, you are trusted with interesting and more serious jobs you couldn't do otherwise." One of projects involved making a recreation of Van Gogh's *Starry Night* for the production *Corpse*. She was labeled "theater artist". She continued in her artistic endeavors winter term for the set of *Twelfth Night*, in which she was also in, with "three-foot high hair, making 50's beebop motions."

During spring term she became even more immersed in theater life. She starred as "Alice" in a dark adaptation of *Alice in Wonderland*, and as the prattling therapist in *Beyond Therapy*. Antonia remembers, "The best thing about *Beyond Therapy* was getting to scream 'Cock-sucker!' five times and to throw cookies at people. They almost wouldn't let me say it because it was Grandparents Weekend."

In many ways Anto considers her lower year her best year at Andover: "I made some of the best friends I've ever had. When your working on a production with someone for eight hours a day, you cut the BS and see the real person. You get to closely know everyone around you. A lot of people have found the 'theater clique' elitist and hostile, but when you work that intensely, you make friendships that run very deeply. I see it as a support group because we all know it can get extremely stressful, and also really lonely...With the support of the theater I probably wouldn't have made it through Andover."

She finds that during the renovation of the theater it was more difficult to get that same unity: "Not having a theater meant not having a base to go back to, no center to return to. I hope that next year

there will be a sense of a team, a support system, a home." Antonia also believes that some of the best student work she has seen went up that year: "People in the theater then were themselves and weren't afraid of it." She credits their willingness to be creatively free, to the feeling of community that existed among "theater people".

Her upper year, Anto continued to pour her sweat, blood, and tears into productions, and to take back experience, confidence, and strength. Fall term she was the technical director for *The Diaries of Adam and Eve*, in which she tremendously enjoyed playing God and creating the Tree Knowledge. During this term Antonia also began to develop and research the project which monopolized the remainder of the year. Anto and the former technical head, Raj Parekh '91, conceived, developed, and essentially created the production of the Ramayana, a puppet show based on an Indian folk tale.

This show involved thirty-two marionettes, twenty-two of which had to be made from scratch by Anto. Every puppet was detailed and individualized. Each one had a skeleton of wood cylinders and eye hooks, a body of styrofoam, features out of paper-mache, patched-together costumes, and hands out of flour and water paste. Antonia seems to be proudest of the hands: "Each puppets' hand position symbolizes something about the puppet's character according to ancient traditional Indian dance movements." She spent at least ten hours a day, during winter and spring working on the puppets, but it was a labor of love. "Hot glue and eye-hooks were the basis of that show," Antonia says in reflection.

The Ramayana not only was performed at Andover, but also it went up for four weeks over the summer in San Francisco, at the Pike School,



The Big Anto

Photo / Sahadevan

and at an Indian cultural celebration in New Jersey. The production period of this project will be remembered by Anto as, "the most stressed-out period of my life."

Antonia started this year once again tech directing. This time for *Side by Side by Sondheim*. She says "It was the first time I could say that I was solely responsible for things getting done. I didn't answer to anybody. When I saw what I put on paper become real, it was the most exhilarating feeling."

But Anto finds that part of the reason it was so exciting was simply, "It's harder for girls. Technical theater is very manual...you have to carry heavy things, use power tools, know how to use your hands, and be mechanically minded. When something needs to be done, a guy gets asked. If you're a girl you have to push harder. When I was learning tech, I was handed a paint brush and a broom before anyone would give me a 6x9 ellipsoidal." She finds that "usually people don't mean it, it's just subconscious."

Winter term Anto returned to the stage in *Absurd Person Singular*, as an acholic snob. She says, "I got a lot of compliments on what a convincing drunk I was...I guess it was from situ-

ing around sober and watching people reel around."

Antonia's latest contribution to the theater was as the technical director for the dance production, *Glassworks*. In which she used strobe lights, black light, spot lights, and image projections. She hopes that experiments like these will "break some new ground for the new Drama Lab."

Antonia intends to continue breaking as much virgin ground as she can find, next year. But this will be difficult, considering that she will be at Columbia University and in New York where unexplored areas are scarce. But Anto can hardly wait to be a part of the pulsating vein of the city's life. She says, "I want to be in the real world, and live like a real person."

But beyond frolicking through the streets of Harlem, Anto's goal is to learn more advanced techniques in puppet making. She also intends to try to get an internship at the Children's Television Workshop which works with Jim Henson Productions.

Undoubtedly Antonia will soon make an impact on Columbia theater and even on the New York scene. Her accomplishments stand on their own, and have proven that Anto can effectively and successfully conceive, create, and present remarkable results.

The Big Boy in Boat Shoes

By SERGE L'ARRAND



J. Crew Model Taylor Antrim

Photo / Sahadevan

The big-boy-down the hall, chick-master, Rico-Suave, the-cluster-sport-kid, really-deep-voice-guy. All these nicknames (and more!) describe your friend and mine, Taylor Antrim. Shattering stereotypes all day long, Taylor is a real character who dresses J. Crew, but also does theater. He actually plays a real sport (every now and then) and is an actor! The kid looks normal and doesn't smell! [Ed's note: Well, let's not be ridiculous.] Lemme tell ya, when I look at Taylor I think, now there's a guy going places.

The big Tay-bob was born in Richmond, Virginia on May 29, 1974 "at the Medical College of Virginia." Immediately, the Antrim parents knew this kid was going to be a hot one. Wearing boat-shoes at birth, Taylor was ready to take on sailboats and cricket matches around the world. He was already signed up for golf lessons at the local country club and had enrolled in ballroom dancing classes by the age of eight months. After he was kicked out for being "just too darn good" at dancing, Taylor hung around until he was eight and then started attending St. Christopher's School, a "really preppy, southern, all boys day school."

It was at St. Christopher's where Taylor was cast in his first play. The time: sixth grade. The show: *Dracula*. The part: Jonathan Harker. Who??? One of Dracula's victims. But, though Taylor doesn't remember, we're sure he did a good job. "My wife was hot," states Taylor nonchalantly.

The play was a middle school

"When asked if the climbs were done in his boat shoes, Tay replied, "No - Texas"

show, with actors from sixth to eighth grade. The fact that Taylor had a major speaking role is pretty darn impressive and he "threw [himself] right into it and had a great time." Taylor continued acting through middle school in *West of Pecos*, and *Tom Sawyer*. Tay then went to the big world of St. Christopher's Upper School. Ooh.

As a really dorky freshman, (believe me, I've seen pictures) Taylor performed in *The Kissing Scene*, in which he did some serious smooching with his senior girlfriend, no less. [Ed's note: A senior??!!] From then on, Taylor was known as "the nookie-monster." After the "nookie" experience, Taylor was cast in a musical, though he "couldn't sing for beans." Need-

less to say the singing lines were given to another, more capable actor, and Taylor was left with fewer chances to shine.

As sophomore year came and went, Taylor starred in another play, *Blithe Spirit*, and became sound tech head for his school. "I guess I got into the roadie aspect of theater." Taylor found his niche as he prepared microphones, set up speakers, directed acoustics, and generally had a good time shouting, "Testing, one, two, three."

From the sheltered environment of St. Christopher's, Taylor moved to the harsh reality of Andover, where theater roles were competitively sought after. "We came to blows a few times," Tay "did a play every term," and made a real name for himself in the wholesome Andover community as a healthy young star who "never rubbed anyone the wrong way."

As Taylor grew and developed at Andover, he found theater to be "my extracurricular thing." Fall term upper year, Taylor was cast with Lauren Harder in *Diaries of Adam and Eve*, a two person play. During Winter Term, Taylor played Bill in *Say Goodnight, Gracie*, a play about friends who get together for their high school reunion, and, rather than attend the ceremonies, the group gets baked. "Don't worry, it wasn't real dope," Taylor assured me. After such a large part, Tay felt kind of foolish with a bit appearance in *Equus*. A showstopping actor, Tay was depressed with such insignificance.

Oh well, forgive and forget, as they say. After such terrible rejection, Taylor was glad to take a break for summer. Following in the footsteps of his L.L. Bean clad forefathers, Taylor joined a NOLS course in Wyoming. "It was a rigorous mountaineering course. I climbed six peaks, each over 12,000 feet." Taylor boasts rather unimpressively. When asked if the climbs were done in his boat shoes, Tay replied, "No - Texas." A mind blowing experience, the NOLS course left Taylor with pictures of white painted noses, well tanned faces, and chapped lips smiling brightly, girls under each arm at the top of some great peak.

Alas though, all good things must come to an end. The next thing Taylor knew he was back at Andover, dress rehearsing for *The Gin Game* with Jenny Jordan, and get-

ting his butt whipped at cards. "The experience was intense and personal because the play was about one-on-one interaction and dealt with subtle issues of human relationships." Sheesh, that's a well thought-out mouthful. "But seriously, working with Jenny and Vanessa, The Director, was a lot of fun. They were wonderful partners." Hmm...

It was after *The Gin Game* that Taylor "kind of got a little creepier and got into the theater crowd a little more."

STEREOTYPE! [Ed's note: Sorry.] He joined ranks with the likes of theater groupies around the nation. With such influential friends in high places, (you know, the theater mafia's pretty powerful these days) Taylor landed a role in *Absurd Person Singular* as Ronald the snobby banker, a character he had no trouble adapting to. Naturally, everyone thought Taylor was a dead ringer for Ronald, and applauded him for a job well done.

It was after *Absurd Person Singular* that theater became much more than a hobby to Taylor. "I started thinking that this might be what I want to do in life. I love acting and hope to be even more serious in the future." Dreams, dreams. I did notice, cynicism aside, that there is a glow surrounding Taylor that screams, "I will be successful. People like me." Surely this boy is destined for more than life at the Tang.

Taylor's acting career is expanding as we speak. For his Spring Term Theater 52 course, Taylor played King Claudius in *Hamlet*. He was a smash and his deep, booming voice resonated well throughout the theater (Tang, that is). Playing alongside Ken Brisbois and Doug Kern, Antrim looked totally comfortable on stage and showed a familiarity with acting that is rarely seen anywhere in the whole wide world. Sigh.

Well, Taylor didn't exactly knock me over, but I was teetering. His acting career up to date has been prestigious and full of fun. [Ed's note: It's the final paragraph; they're supposed to be cheezy.] I look forward to seeing Taylor in his own "Citizen Kane," but first hope to see him in some cheezy B movie gaining valuable knowledge about making sex scenes look real. Until then, though, Taylor will be studying at the bastion of college society, Stanford. Gosh Tay, we expected better from you.

Ok, Another Musical Goddess

By Nancy Vermeylen

When Maki Hsieh joined the Phillips Academy community in the fall of 1990 as a new upper, the impact was felt immediately by those affiliated with the fine art department. Her wide range of talents granted her acceptance into the most exclusive musical and theatrical groups on campus and her absence will be deeply felt when she leaves Andover to start a new career as an undergraduate at Johns Hopkins University.

Hsieh was born as an American citizen in Taipei, Taiwan in 1974. With the exception of two years spent

In addition to Graves Hall, Maki Hsieh has been known to frequent the George Washington Hall Mainstage and drama lab. Her strong singing voice, talent for acting and a number of special skills (she tap dances, is fluent in Chinese and Japanese, and is proficient in the dialects of West Indian, Southern American English, Italian, and Cockney) has made Hsieh a valuable asset to the theater department. After making her PA stage debut in PA Follies, Hsieh went on to be a lead singer in the Sultan production of Side By Side By Sondheim and A...My Name is Alice. In the first performance on the new mainstage, Hsieh played the part of Cinderella in Into The Woods.



Sweet Jesus!

Photo / Sahadevan

living in Japan, she has lived in Taiwan all her life and it is there that she first began experimenting with her musical capabilities. When she was just five years old, Hsieh sat down at her first piano and from that point on, there was little that anyone could do to quell her creative streak. At age nine, Hsieh challenged herself by adding the violin and a disciplined voice to her repertoire of talents. Under the instruction of Mr. Kim Chang, two time winner of the Taiwan National Violin Competition, her hard work was rewarded by achievement awards and concert master positions by her former school, the Taipei American School in Taiwan. Shortly before coming to PA, Hsieh was second runner-up in the Chungli Violin Competition and was featured as a violin soloist in the "Japan-Taiwan Young Musicians Concert" at the National Recital Hall, both in Taiwan. Hsieh was taken under the wing of violin instructor Gerald Itzkoff upon arrival at PA and immediately made her mark. She earned the position of Co-concertmaster of the Academy Symphony and Chamber Orchestra and has held this position for her two years here at Andover. Hsieh is also a treasured member of the Chamber Music Society and is among the talented Academy Chamber players. This year, her voice was a much appreciated contribution to the Academy Cantata Choir.

Last February, Hsieh was named one of the 1,000 finalists in the Jostens Foundation Leader Scholarship Program for 1992. In April she was informed that, although not among the 200 youths selected to receive a financial award, she was awarded with a certificate of recognition for her "outstanding achievements in school and community activities, leadership, experience, and academic excellence." This decision, made by the Jostens Program, was based on Hsieh's involvement in the fine arts as well as her participation in other facets of extra-curricular life. She has been president of the Phillips Academy Asian Society for two years and chair-person for the Asian Arts Committee. In addition to participating in the Taiwanese Student Organization, the Chinese Club, and the Debate Team, Hsieh is a member of the National Honor Society and a student group leader for the Headmaster's Symposium.

Says Hsieh of her future educational goals, "I hope to learn about everything as much as possible and yet always remember that I am learning to focus my abilities and to grow." Hsieh is leaving Andover with a clear conviction of the importance of serving others. After completing her studies at Johns Hopkins, Maki Hsieh plans to incorporate her interests with a career in law, medicine, or music.



What a Stud Photo / Sahadevan

New Director Shakes PA

By TINA VER

Who do you know Greg Arata as? The baker in the musical *Into the Woods*? Environmental man-in-unforgettable green tights? The director of *Black Comedy*? Laertes in Kevin Heelan's production of Shakespeare's *Hamlet*? Or maybe just as the "hot PG in Adams"? Though he has found his way into the hearts of many a female on campus, in his one; short year at Phillips Academy, Greg Arata has made his greatest mark in the theater department. And theater has made its mark on him. As he says, his experience of acting in *Into the Woods*, "changed my life."

Brooklyn-born Arata moved to the small town of Veizie, Maine at the age of two and has resided there ever since. He attended Bangor High School, which was, "all right." In December of last year he was admitted to Bates College early acceptance, yet due to a personally dissatisfying senior year, he decided to

wanted another year to rearrange my life," says Arata. So like his brother Chris (Andover '90), Greg Arata found himself as a post graduate here at Andover. "Coming as a PG, I didn't really know what I was going to do," continues Arata. Luckily enough for all of our benefits, he quickly discovered his direction.

Arata became involved in theater his junior year, after a long dry spell - since fifth grade. "It was actually really funny and totally coincidental, how I got back to theater," he admits. He used to swim every winter on a competing team, but that particular year lost the desire to continue. His coach took quitting the team as a personal offense, as if it was not done for a good reason. Consequently, Arata needed to find a valid alternative to swimming to offer his coach. "I couldn't think of anything," he says, "until my good friend Gina convinced me to try out the next morning for the school play." He auditioned and received the part of Hero in *A Funny Thing Happened On The Way To The*

character of Valere in Moliere's drama, *The Miser*.

After having discovered Andover Theater, "the most open and least discriminating organization on campus," Greg Arata devoted himself wholeheartedly to his new passion. Since fall term, he took voice lessons which were, "instrumental to getting me started," from Beda Polanco. Follow: one of the lead roles - the baker - in Mike Brown's interpretation of Stephen Sondheim's musical *Into the Woods*. Arata feels that this was the "best role" that he has ever played and the "best cast" that he has ever worked with. The next step was an attempt at directing. Arata accredits Holly Parker '92 with coming up with the idea of putting on two, one-act plays back to back. Together the twosome decided on *Black Comedy* and *The Real Inspector Hound*, the latter of which Parker directed. Though he had always wanted to, Arata had never directed before. "I knew enough to know what I wanted from a director. I knew that I wanted to take a year

experience with the cast, and make the whole process a learning experience for me." Using his own experience that identifying a spot on stage with a line makes line memorization easier, Arata tried to get the blocking done straight away. Throughout the formulation of his masterpiece, he maintained the attitude that he and the cast were "all in this together." Judging from the outcome, the group effort approach worked splendidly. About his lead role of Laertes in *Hamlet*, Arata states that it "is going really well." Of the director, Kevin Heel, Arata says, "He's a genius. He's really amazing. I've never experienced a director like him. He is so creative in the way that he adapts *Hamlet* to modern times. He is a source of inspiration, if anyone is."

At Bates College, Greg Arata may major in theater. He would love to

further by directing or performing in a film. He has not decided whether he would like to concentrate on acting, which he loves since it allows him to "forget everything, and take on an all new persona", or delve deeper into the art of directing, which enables him to take charge and adapt a production exactly to his own taste.

One year at Andover may not have provided enough time to remedy this indecision; but it was certainly enough time for Greg Arata to learn that he is in the wild and wonderful world of theater to stay. Whatever course of action he finally decides upon, we wish him good luck and a great deal of success. And we thank him for sharing his talent with us in a handful of vibrant performances. Too bad he can't stay. Just one more year?

Sergeant Hill Kicks Ass Takes Names

By SAASHA CELESTIAL-ONE and EMILY KALKSTEIN

"I want a forest green convertible MG and a big house with a huge pool. I used to want to live in New York City, never Hollywood, but now I know Palms Springs is the place for me. And besides, money never hurt anybody," smirks Vanessa Hill as she fantasizes about her ideal lifestyle as one of the rich and famous.

At the early age of the three, Vanessa Hill began her acting career. Her babysitter, who was modeling to pay her way through college, took Vanessa's sister along with her to an audition. The agency found her sister to be appropriate commercial material. When Vanessa was dragged along to one of her sister's auditions, her cute face attracted the interest of the director - her first commercial soon followed. Her only line, "value", was innocently shouted in a commercial for Zayre's. Approximately thirty commercials followed, including those for Soft Swirl Ice Cream, Filene's, Jordan Marsh, Duncan Hines Chocolate Chip Cookies (which had its obvious benefits), Liberty Neutral Insurance, and, her latest, an industrial commercial filmed last spring. Vanessa modeled for magazines and newspapers as well.

Her film debut, when she was seven years old, was The Little Sister, starring John Savage, and Tracy Pollan (a star of the popular television series Family Ties.) It never was

a big success, but it swept the stage of American Playhouse, shown on channel two. One of Vanessa's most memorable moments was during the filming of this channel two hit. It was four in the morning and Vanessa was sitting in a trailer in Harvard Square playing hangman with Savage and Pollan. Reminiscing, she said, "I remember I won because I did a video game that no one else knew. At that point, I realized how important acting was to me and how I wanted to say involved with it for the rest of my life."

During the summers of her junior high school years, Vanessa was an extra for both The Witches of Eastwick, and on the set she met Michèle Pfeifer, Susan Sarandon, and Cher, and Mr. North. While on the set of The Witches of Eastwick, Vanessa's appreciation for actor Jack Nicholson developed. In her pre-teen years, she also starred in several short student films for colleges such as Emerson and Boston University.

Theater became the focus of Vanessa's attention when she came to Phillips Academy in the fall of 1988. She had an extensive background in that play thing, having starred in several community musicals from second to ninth grade. Her favorite roles include: Toto in The Wizard of Oz in fourth grade, Cinderella in fifth grade and Tessie in her seventh grade production of Annie. As a junior, Vanessa had one line in Caligula, which was originally a three-hour porno flick featuring castration, bestiality, baby-eating, and all sorts

of nasty things. [Ed's note: No, Vanessa didn't play the horse!] Thank God these parts were cut out for the condensed theater version. Vanessa described this drama lab hit as play in which "people beat each other up with pipes and had orgies all the time." Vanessa's lower year proved to be more theatrically focused. In the Fall term, she performed in her first mainstage play, Corpse. She was an old drunken British woman; "actually, I was a landlady." She didn't drink real alcohol, but pulled back a few behind stage. The next term, usually the shortest of the year, was jam-packed with performances. In the mainstage production of Twelfth Night, she had the positions of key grip and the organizer of shoes. [Ed's note: What the hell?] Simultaneously, she held roles in The Lunchbox, in which her one off stage line, "all men are horrors" resounded brilliantly and he Lesson, in which she was the maid. Vanessa felt a little uncomfortable playing such a stereotypical role, though she did enjoy the tight outfits. Finally, she was a chorus member in Poppin.

In fall of her upper year, Vanessa decided to give directing a try with P.A. Follies. She also starred in A...My Name Is Alice, a feminist musical, more her style than the perverse The Lesson.

During winter term, Hill directed Who Am I This Time? with Brenna Slater. Identity crises abounded in this action packed thriller, er drama, um comedy, er, um...There were a few problems with the cast, especially when the main character dropped out. Vanessa, demanding a disciplined outfit, was given the nickname "Tough Bitch," but finally had to let the dissatisfied actor do what he wanted. Vanessa feels that the reason it "didn't go very well" was because she had poorly organized the rehearsals.

Deciding to give the "Tough Bitch" theme a rest for a while, Vanessa starred as April and Benson (derived from Benson and Hedges) in Bad Habits. Due to the renovation of G.W. Hall, the temporary designated drama lab was in the basement of Nathan Hale, making acting cramped and difficult for such a bright person like "Sergeant Hill," as she was coming to be known.

As a surprise to all her cheezy fellow graduates of '92, Vanessa was one of the few seniors who stayed busy during Spring Term getting

drunk and smoking pot. [Ed's note: No, we're just joking. Vanessa is a very clean girl with a beautiful body. Hubba hubba.] [Other ed's note: We sorely apologize. Yee haw!] She started the year off by directing The Gin Game, a two person show starring Taylor Antrim (ride 'em cowboy!) and Jenny Jordan. For her it was "a great experience...I think if you're going to co-direct with someone, you should have the exact same views and expectations of the show...I think sometimes a director concentrates too much on blocking, where they are supposed to go, and what they are supposed to do. But with Jenny and Taylor, we did a lot of character building - they became real people on the stage." Vanessa shed the "Sergeant Hill" pseudonym and was from then on known as "that RePl'it' so babe."

In celebration of the opening of the reconstructed theater in GW, Vanessa starred as Little Red Riding Hood in Into The Woods. She was sooooo cute! [Ed's note: Hey, no dumb blonde comments, you guys.] She also was the mother superior in Agnes of God. (back to "Tough Bitch") and portrayed Bunny in the mainstage production of House Of Blue Leaves. Her final role at PA was Ophelia in Hamlet.

Vanessa plans to take a year off to pursue her acting career in the film industry before she attends Pomona College in California. Next year she plans to "audition my ass off until I get something." She wants to major in film as opposed to theater and ideally go to Yale Drama Graduate School afterwards. In reference to Andover, Vanessa feels that "my real theater experience has been here

in terms of learning how to act. Community musicals start you on the path, but the plays I've done here have so much variety and so much depth that creating your own character is a lot more challenging than wearing dog ears, wagging my tail, and singing. 'Ding done the witch is dead."

Vanessa credits her inspiration to Kevin Heelan and the opportunity to act to her parents, who were always supportive, pushed her just enough, and insisted that acting was her own interest. "When I was a junior, the theater was such a clique. My mother was really scared when I came here; 'promise me you're not going to turn into one of those weird, unclean people,' she had squealed, and I didn't."

As a couple of many of her undiscovered fans, we requested an autographed headshot and found out we weren't the only ones to predict her future success. "While I was doing my mailroom work-duty and stuffing faculty boxes one day after the publication of 'The Andover Bulletin' where I was on the cover, Mr. Price told me to remember that it all started at PA and that I'd have to give money."

Vanessa Hill may joke about her aspirations, but in a moment of seriousness, Vanessa admitted, "Acting is like breathing for me. Whenever I'm not acting I'm a wreck. I've acted for so long that it's kind of like second nature. It's something I've always wanted to do and hopefully always will be doing." Keep up the work, babe. We'll see you in Vermont.



Congratulations Matt!
We Couldn't be More Proud!
We Wish You and Your Class One Thousand Nine Hundred and Ninety Two Wonderful Wishes!!!

We Love You, Mom, Dad and Jen.

CONGRATULATIONS TO REED BRENEMAN AND THE CLASS OF 1992 LOVE FROM

- | | | |
|----------|--------|---------|
| Mom | | Dad |
| John | | Anne |
| Michelle | Yvonne | Suzanne |
| Eva | | Doug |
| James | | Julian |

Sour Mash: They Will Live Again

By MARTY DEBERGI

When I look back at the career of Sour Mash, I think to myself: this is one of the greatest damn rock and roll bands Andover has ever seen. For Sour Mash had every element a successful rock band needs: a catchy name, a legendary founder, superb musicians, and a mysterious mythical quality. Now that the band seems to have run its course, I feel it is time

"Ronnie was a newcomer to the art of drumming, but he seemed keen enough, and Biph decided to give him a go."

the whole story is told.

Led Zeppelin had Jimmy Paige, Pink Floyd had Syd Barrett, Jethro Tull had Ian Anderson - Sour Mash had Evan Traez. Biph, as he has come to be known, started fooling around with his axe in America House as a new Lower. His sub-par guitar skills were masked by the sheer energy, volume, and power of his playing. He knew he would have to start a band, and his ideas began to take shape when he met Junior Ronald V. Cuscia. Ronnie was a newcomer to the art of drumming, but he seemed keen enough, and Biph decided to give him a go. They jammed in Ronnie's basement, but nothing really came of it - until they met Mark Ikauniks. Sour Mash history had reached a new watershed.

Sparky Ikauniks brought in influences of Eddie Van Halen, and Eric Johnson. Unfortunately, his flashy guitar work was outweighed by his unpredictable temperament. Ronnie and Sparky's personality conflicts led to Ronnie's temporary hospitalization after Sparky beat him senseless with his guitar. Nevertheless, Sparky became a fixture around Sour Mash and would remain an influence until his official joining in the fall of 1991.

Fall '90 brought the final pieces of the Sour Mash puzzle together. An unknown Taylor keyboardist named Nick "Mama's Boy No More" Lloyd started jamming with Biph, adding his cheesy early 1980's pop

influence to the band's sound. Nick's addition left only a need for a vocalist, for which the men called on Fidelio Society's wonder boy, Chris Payne. The lineup was now complete.

1990-91 was the year of Sour Mash. Covering tunes by the likes of Led Zeppelin, Pink Floyd, Neil Young, and David Bowie, they rocked Andover at various venues, ranging from the Great Lawn to the Cage. Their influence on Andover culture, dress, and language was immediately evident, and Sour Mash T-shirts and caps became fashion favorites. The band reached the zenith of its popularity at Andover-Eveter winter term, when the raw Sour Mash sound overwhelmed Andover's alter-ego.

Yet success did not treat the boys well. Biph graduated and went on to B.U., where he was not quite as popular a musician. After three months of playing in Boston subways without any recognition, he flung himself in front of an oncoming T. His death was a tragic loss, and the band was forced to cancel their summer tour of the New Hampshire seacoast. Ronnie, however, continues to insist that Biph spoke to him in a dream, stating that he would one day return to Andover under the alias Mr. Mojo Risin'. The glamour of life in the fast lane also took its toll on Ronnie, who became addicted to cocaine and now resides in the Taylor West work duty closet. Sparky's problem was the most serious. He was diagnosed as a paranoid schizophrenic, convinced that he was Eddie Van Halen. After security guards refused to let him on stage during Van Halen's last tour, calling him a third-rate imposter, he burned his guitar and vowed never to play again. In the best Blind Faith tradition, Nick left to form the ill-fated supergroup Merritt, a band which featured elevator music composed by him and his girlfriend. Only Chris would go on to future success as a model for Victoria's Secret.

As I examine the shattered fragments of what was once Sour Mash, I am left with an empty feeling. Andover was a better place when these boys were together, and we can only pray for a reunion gig. In a rare interview with Ronnie in the work duty closet, he muttered something about seeing an angelic image of Biph urging him to reunite for Abbot Bazaar. Ronnie fell asleep before disclosing any further information, but I think this vision should be taken as a positive sign. So please, kids, invoke the mighty power of Biph and ask him for more Sour Mash.

Oh, Taylor We Hardly Knew Ye

By TAYLOR ANTRIM

I pushed through twirling, moshing bodies, questioning my mental health and smiling. Even when somebody's sweaty elbow cracked me squarely in the cheek, I smiled. Shirtless and screaming at the top of his lungs, some guy next to me put a hand on my shoulder and bellowed out over the booming, feedback laced din. "Get me up dude. Up!" Several of us lifted him up and he floated on top of about one hundred jam-packed bodies. The BossTones looked cooler than they sounded, but that really didn't matter; he was full of energy as hands moved him over heads and shoulders to the stage. I saw a stagehand grab him and push off the side, and, catching a glimpse of his face, I found I wasn't the only one smiling.

Every square inch of my body was flush against either sweaty skin or the sharp edge of the stage. Head jerking up and down to the beat, I was kicked, stepped on, hit, and knocked down. A vertible moshing delight. Periodically, I would escape to the wings, and inspect my wounds. Nothing serious, a bruised ankle, an aching head. And then I would dive back into the fray.

The view from the Earth Day Concert from the upper track in the cage was pretty amazing. It was hard to believe that so many people would stuff themselves into so small a space and still have fun. The band members and roadies would shower the crowd with water. Faculty would occasionally

try to prevent injury first with hesitant suggestion then with threats. But we couldn't be stopped, slam dancing had become an institution.

The other day I was talking with a friend about the concert, and she reminded me that a year ago, no one moshed at dances. No one. That got me to thinking. Why do people do it now? Especially the senior class, most of whom have been to dances here for three or four years; why have we suddenly shifted to slamming? At the BossTones, there were lots of seniors, and most of us looked like slamming pros.

At a more civilized gathering of the class of 1992, Paul Tsongas spoke in the chapel to us about the changing social and political climate of our world. He expressed regret that we were inheriting the world of our parents. The heartening comment he made was that, from what he's seen on the campaign trail at Universities and at PA, our generation is a generation of action. Tsongas praised us and expressed his hope for the future with the country in our hands.

I hear lots of talk about student apathy here. But everyday I see evidence that undercuts this criticism. Our reaction to the Rodney King verdict is an example. Students expressed fear and promised commitment to action. I heard Tsongas's words echoed in the voices of the speakers during the all-school meeting.

There are less obvious but more potent examples of our commitment to action. Take moshing for instance. I admit, it might sound a little out-

there to imply that we are destined to be effective, action-oriented leaders because we like to slam, but think about it. Why do we do it? It is a great form of stress relief. Therapy even, but it has only gotten popular within the last year, and now it's become an institution. Combatting apathy cannot be accomplished with words, and slam dancing is visceral and instinctual enough that it might help us on our way. I think we slam because each of us has some pent up energy every weekend which comes from being who we are: young, excited, and fearful of what's to come. Moshing is a sign of the times. It is a sign of change and action. It's a message that we have control over our future.

And so we, the class of 1992, graduate. College awaits. Opportunities to start change and inflict action lurk in our future. I think we realize that tradition has its place, but that place gets smaller all the time. Moshing is a small attempt to break down tradition and prove that we are ready to act.

I think I've made a mountain out of a molehill here. Maybe I was just inspired by some really great, painful moshing. But even as I sit here, I'm getting an itch to slam, to get stepped on, to float over a wave of sweaty heads. Maybe this itch is a sign of impending action, a promise to a bright future, like the one Paul Tsongas predicted. Or maybe I'm just a wee bit masochistic.

Hamm Got His Braces Off

By S. KRISTINA HULT and HILLARY CHUTE

The first thing we noticed about Erich was his thick gray lizard-skin belt. He proudly boasted that thirty lizards had been killed for the belt—quite a waste of lizards, in our opinion. Comical is the perfect word to describe him; he has a deep scratchy voice, makes bizarre facial contortions, and has quite a unique strut. Erich, a four year senior, is actively involved in the theater community at PA. He has been in five theater productions and concludes his Andover career with "Hamlet."

Contrary to the belief that to succeed in drama at Andover one must get involved as soon as possible, Erich first became interested when he took Theater 21 and the now defunct Theater 32 during his lower year. He then tried out for several plays but didn't get cast until upper year in *Lonestar*, directed by Alex Lippard. He played a beer guzzling Texan in the raunchy comedy. "I guess it was a sexist play, but nobody complained," he commented. His next play was *Say Goodnight, Gracie*, in which his character was a feisty, somewhat confused pot-smoking degenerate; the play concerned five old friends rehashing old times. According to Erich, "it was plotless." In the spring of his upper year he had the lead role of Rosencrantz in the student directed *Rosencrantz and Guildenstern*. This year's *Absurd Person Singular* cast him as a slimy, wealthy architect, husband to a suicidal invalid. And in *Black Comedy* he portrays a struggling two-timing artist who gets himself in trouble trying to please everybody at the same time. He said of the *Black Comedy* cast, "We had a good time. Everyone played their parts well, but unfortunately we weren't interacting enough."

Andover's theater department is, in Erich's opinion, "pretty damn amazing for a high school." He got pretty excited at this point as he elaborated on the vast advantages of the new Tang Theater complex. He explained about all the possibilities of lighting, effects, set design, staging, etc. He also talked about the plentiful opportunities for students to become involved in theater, including acting, teaching, working with sound and music, writing, making costumes, singing, dancing, and even directing an entire play. "There's everything you could want. The facilities are fantastic."



The King of Lizard Skin

Photo / Sahadevan

The theater community has been known to be exclusive in past years. In Erich's opinion, this tendency of people involved in theater to form a clique has changed a lot for the better. He claims that in his junior year, there was a much more rigidly defined clique, and it was difficult for someone not associated with it to be cast in a play. But now, "anybody's who is interested in acting can make it. Whoever wants it the most will get the part; whoever tries the hardest, despite previous experience, is going to land a role. When I was a Junior and Lower, there was such a theater clique. But you have to do it on merit now. Alex Lippard didn't know me last year when I tried out for *Lonestar*." Despite his optimistic attitude about casting nowadays, he recognizes that there is high competition. "There is a lot of competition. It's not the best you can be anymore, it's being better than everyone else that counts."

He reflects on drama, saying that "I don't love acting, but I like it enough to do it. What matters is that you have fun doing it. Some of that comes from the audience's reactions, and some of that comes from putting the play together."

"An overall good experience," is how Erich describes his PA career, "but I'm sick of it now." He claims that he has learned a lot, but "Andover's not a good place for anybody. It's not a healthy environment. I don't think it is an accurate picture of the world. You can get ethnic and racial diversity, but it's useless if you don't do anything with it. This school has its ups and downs, and right now it's on a down." He attributes the "down" to the fact that "the school should belong to the students and faculty and it's not representing what we want."

"I don't want to do acting as a career, but then again I'm too young to know what I want to do with the rest of my life." What he does know is that next year, he's going to Pomona

College in southern California. His mother objected to Pomona initially because of the dangers of earthquakes, and now because of the riots sweeping LA. He rebutted, saying "Would you rather I kill myself?" referring to the high suicide rate at Cornell. Hence, he chose Pomona, where he feels he is going to be happy. Erich said of his future, "I want to travel before I make any life-threatening decisions. There is so much more out there than at Andover."

Besides being a talented actor, a beloved (ha ha) proctor in Stuart, and a wearer of grey lizard-skin belts, Erich is a diligent student. In the past, studying has been an escape for him. "Studying is something to specialize in, like any other hobby. Studying is a release for me."

When asked who has inspired him, Erich replied, "I guess if I had to say any one person, it would have to be Mr. Owen, the teacher of my first theater class. He was really dedicated to drama; he put a lot into it, and it showed - he was a great inspiration." He added, "My mother has also inspired me a lot. Whatever she does, she dedicates a lot of time and effort to it. She puts a lot into everything." His mother is a community service volunteer in Hopkinton, New Hampshire, his hometown, also the hometown of Mr. Owen, coincidentally. Erich's mother directed his very first play, in his fifth grade year. Afraid she would give him a part just because he was her son, she had someone else do the casting; nonetheless, he was chosen for the lead.

Everyone knows Erich Hamm. To some he is a cast mate, to some he is an arrogant proctor, and yet to others he is a goofy guy with red hair and that gross belt who sticks his tongue out at you on the path. Simply, he is a great person, an honor roll student, and a talented actor, with a sarcastic sense of humor, a friendly disposition, and a red happy trail.

"Nate the Great"

We Love You!

We're Proud of You!

Congratulations!!!

Mom, Dad, Kevin, Sarah, and Scott

GOOD LUCK!

Meg, Cortney and Blake Seff