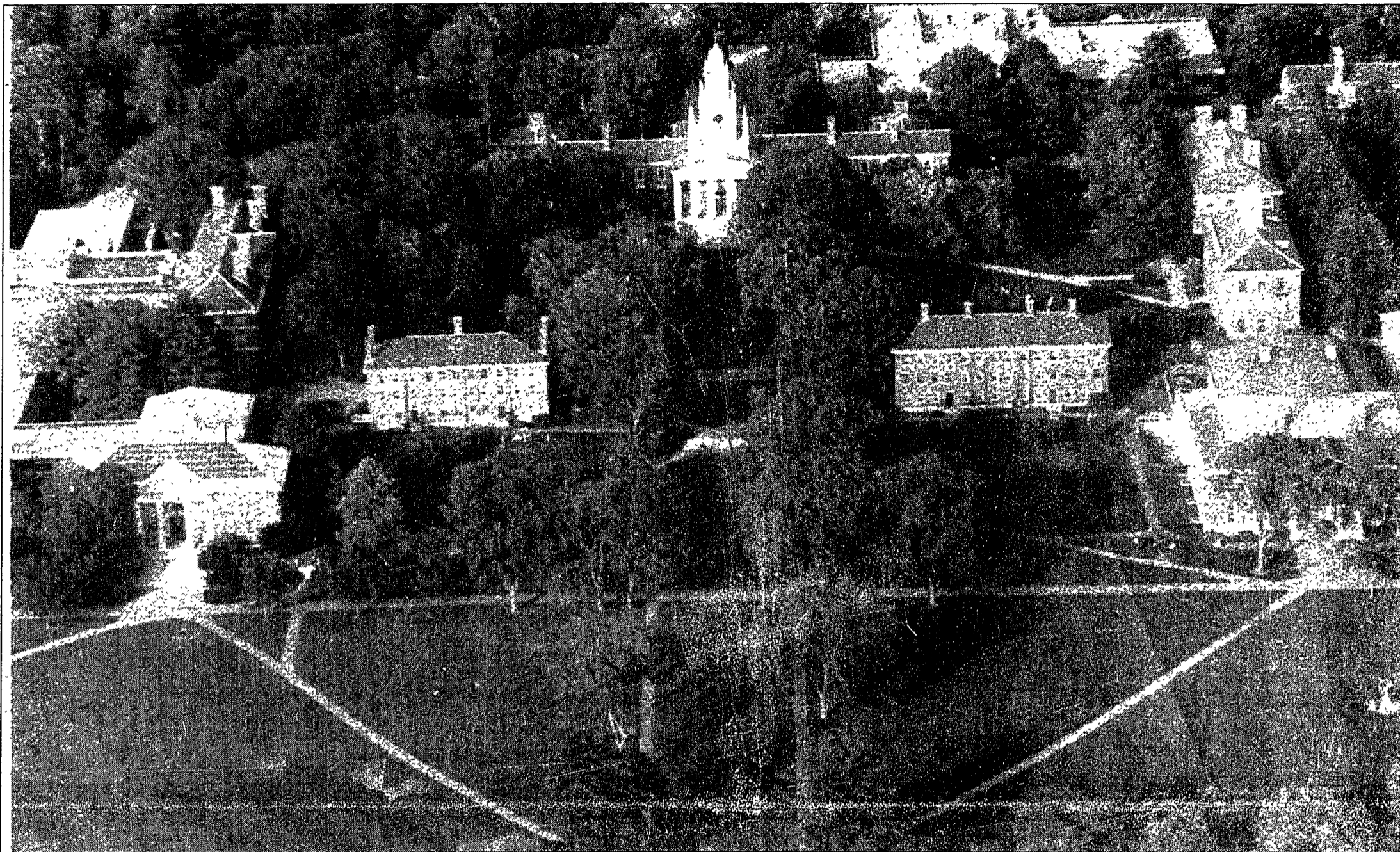


COMMENCEMENT 1993



Commencement Events Slated for June 6, 1993

by James Mok
PHILLIPPIAN ASSOCIATE

Today, Sunday, June 6, the Class of 1993 will receive their diplomas as the 215th graduating class of Phillips Academy. The distribution of diplomas, which will be held on the Addison Gallery Lawn, will signal the close of three days of commencement activities. The extended commencement is new this year and includes "Senior Day" on Friday, June 4, during which the seniors will have the school for themselves.

Following the end of final examinations on Thursday, June 3, Mr. and Mrs. McNemar will hold the Senior Fling at Phelps House. The evening will feature live music, food, and conversation with the McNemars.

On Friday, "Senior Day," the Senior Steering Committee will offer a number of programs and invites all seniors to participate. From 9 to 11, Ore Owodunni, Victoria Kataoka, and Joshua Pechter will head the community service activity. Seniors in all dorms are also asked to donate clothing and books that they no longer need to volunteers who will pick them up that morning. The day will also include a picnic and sports.

Senior Day will conclude with the Senior/Faculty dinner at 6:30 in the Case Memorial Cage. School President Ore Owodunni will serve as Master of Ceremonies and Rev. Philip Zaeder will lead the invocation. Alumni Status will be formally awarded to the Class of '93, and alumni officers as well as the Class Secretary will be introduced.

A number of members of the community will speak, including Audrey Bensley, who is retiring from the art department, Marc Baker and Alice Cathcart, the two senior speakers, and Robin Crawford, the faculty speaker. The Faculty Jazz Band and All that Jazz! will provide musical entertainment throughout the evening, and a dance will conclude the dinner.

On Saturday, after graduation rehearsal, the Academy Chamber Orchestra will perform in the Senior Concerto Concert at 3 PM in the Cochran Chapel; the orchestra will feature graduating members of the Class of 1993. From 5-6 PM, the cluster deans will hold cluster receptions for the seniors and their parents. From 5:30 to 7:30 PM, Commons will serve dinner for parents and seniors.

At 8 PM, in the Cage, a selected cast of talented seniors will provide entertainment, to be directed by the Admission Office. The day will end with a candle-light baccalaureate at 9:45 PM in the chapel.

At 9:30 AM in front of Commons, the seniors will begin the last day of Convocation ceremonies. The procession will continue to the front of Samuel Phillips Hall, where the awards and diploma ceremonies will be held. Hale Sturges, President of the Andover chapter of the Cum Laude Society, will

announce its final inductees. Headmaster Donald McNemar will present the Non-Sibi Award, Yale Bowl, Faculty Prize, Madame Sarah Abbot Award, and the Aurelian Honor Society Prize.

The Non-Sibi Award was established in 1984 and is awarded to a senior "in recognition of outstanding service to others in this school or beyond."

The Yale Bowl, funded by the Yale Club of Boston, will go to the member of the senior class who has achieved the highest standing in both academics and athletics while at Phillips Academy.

The Faculty Prize will be presented to the senior who has accumulated the highest grade point average as a PA student. The winner will be awarded a \$100 check, sponsored by the Freund family.

The Madame Sarah Abbot Award, begun in 1973 as the class gift of Abbot's 1973 graduating class, is bestowed on the female senior who "best exemplifies the qualities of Sarah Abbot: strong character, effective leadership, and outstanding scholarship." The Aurelian Honor Society prize, started in 1935 by Yale University, is presented to a male senior who, "in the opinion of the faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership."

The final distribution of diplomas will be held on the Addison Gallery Lawn. The seniors will form a semi-circle, and McNemar will randomly distribute the diplomas, which will be passed throughout the circle until all are delivered. Commencement ceremonies will conclude with refreshments on the Great Lawn near the Armillary Sphere.

In the event of rain, both the awards and diploma ceremonies will be held in the Cage, followed by refreshments in the Sumner Smith Hockey Rink.

Academic, Artistic, And Athletic Talents Recognized 1993 Awards Ceremony

by Colin Chen
PHILLIPPIAN STAFF WRITER

On Friday, May 29, the final all school meeting of the year convened in the Cochran Chapel for a special awards ceremony devoted towards paying tribute to the outstanding individuals of Phillips Academy, particularly those of the senior class. The ceremony celebrated students academic, artistic, as well as personal qualities.

The meeting began with a grand entrance on behalf of the seniors as the lower classed gave them a standing ovation. McNemar put it best when he started the meeting by saying, "I want today to honor each class. I wish I could give out 1,200 prizes...to thank each student for their prize performance this year."

Leon Modeste, Director of Athletics, began by handing out awards recognizing several athletes who have helped Andover to a stellar year of competition, especially over arch-rival Exeter. As Modeste pointed out, the school's record for the year is 238-89-11.

The Ray Tippett Award, given to a member of either Varsity Football or Baseball who shows courage, loyalty, and modesty was awarded to Gus Quattlebaum. Jennifer Dowling received the Abbot Athletic Award for her loyalty and sportsmanship. The Schubert Award for "a varsity athlete of sound character, sportsmanship, and cheerfulness" was presented to Yamini Subramanian. The Press Club Award honors the two varsity athletes who have contributed the most in their athletic careers. The two recipients this year were Carter Marsh (field hockey, basketball, lacrosse) and Reese Hamilton (football, basketball, track).

Susan McCaslin, Dean of Studies, announced the winners of the academic prizes, saying, "there are too few awards for academics," while Headmaster McNemar dis-

tributed awards to contributors to the community.

Camilla von Stauffenberg '93, Donna Kaminski '94, and Phil Ciampa '95 won the Sullivan Improvement Prizes for "progress in academic work." The Wells Prize, given to a junior for loyalty, perseverance, and scholarship, went to Jonathan Mosley.

Todd Harris '95 won the Keyes Prize for character, leadership, and scholarship combined with athletics. The Andover Book Club Prize was awarded to Henry Higdon '94 "for scholarship and achievement in other fields." The Stiles Prize, awarded to an upper for judgment and loyalty, went to Elizabeth Fernandez. Chris Min '94 and Cynthia Miller '94 won the Mark Lehrner Fellowship for creative arts.

The David Spencer Hackett Award, given in memory of the PA graduate who died in service during Vietnam, was awarded to Jen Karlen '94, one of the new directors of ARC, for her leadership, compassion, courage, and athletic ability. As part of the award, she also won a scholarship to the Outward Bound program.

Mike Koehler '94 and Stacie Ringleb '93 both won the Dr. Martin



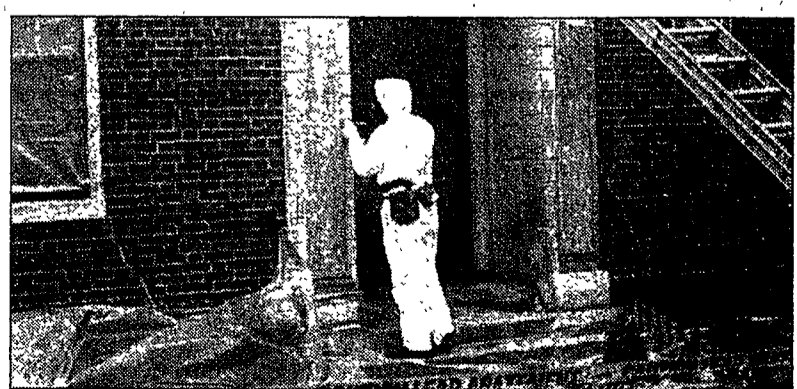
Photographer Adam Gurry
Specializing in
Sports / Action
Portraits
Candid
Aerial Photography
Cesna 152 Courtesy John Chivers

Luther King Jr. Award for service to social change in honor of their summer volunteer work with the homeless in Maine.

The majority of the awards were presented to seniors in honor of their brilliant achievements at Andover. Christina Kuo received the Van Duzer Prize for high scholarship up to the end of Upper year. Rachel Jamison won the Improvement Prize for development of character and scholarship. Erin Long was recognized as a Presidential Scholar and will receive her prize this summer in Washington, D.C., and will have the privilege to meet the president. Jon Adams won the Ayars Prize for his perseverance and dedication to ex-

■ PRIZE AWARDS
Continued On Page 9

Inside Commencement



- Section A: The year in campus news; the lead paint controversy, 5.
- Section B: Close-ups with important people and key issues at Andover.
- Section C: Seniors reflect on their years at Phillips Academy
- Section D: Athletes of the Term; the athletic year in pictures.
- Section E: The year-end-wrap-up of the arts at Andover.



This is a Photo Caption photo / D. Ingster

Cultural Clubs Present Weekend Programs

by Jay Lee
PHILLIPIAN STAFF WRITER

"Our goal is not to stuff culture down everyone's throats, but to provide an opportunity for those who are interested to learn more about different cultures," commented Josh Rosenblum '93, co-head of the Jewish Student Union, on the purpose of cultural weekends. Throughout the year, Phillips Academy held several such weekends with the intent to educate the student body. The Af-Lat-Am Society, the Asian Society, and the JSU sponsored a variety of programs, including guest speakers at All School Meetings, talent shows, and dances, to present their respective cultures to the school.

This year, the coordinators of the cultural weekends organized many events in which everyone could participate, with the hope that more people would come. During the Latin Arts Weekend, the Af-Lat-Am held dancing lessons for students and faculty in Cooley House, while the Asian Society organized a traditional Indian group dance, called Garba, for the Asian Arts Weekend.

Despite their efforts, however, the turnout at these events remained relatively low, especially during the Asian Arts and Jewish Cultural Weekends. "The people who came were usually the faculty and a few students. Only about twenty percent of the school showed up. You feel that you put all of this work into it, and then no one comes," commented Ken Chen '93, co-head of the Asian Society. "I'm sad that the whole school couldn't come, but that's an unrealistic expectation," said Betsy Bissell, co-head of the JSU.

The Latin Arts Weekend, held on November 6-8, escaped this fate by hosting many guest speakers and performers, including Mr. Mario Vargas Llosa, world renowned author and former presidential candidate of Peru, and actor Mr. Daniel Haro, co-star of the movie American Me. Mr. Llosa spoke at the All-School Meeting about how he, a novelist, became involved with Peruvian politics, and Mr. Haro spoke about his experiences as a rising film star, after a screening of American Me in Kemper Auditorium.

The weekend's organizers also sponsored a variety of cultural events and gatherings aimed at educating the student body about Latin American culture. A semi-formal dinner in Commons featuring Mr. Ralph Carrero, the first Hispanic to be elected for a position on the board of education in Lawrence, was followed by a dance in the Borden Gym with a live band, "Banda Fuego," and a concert by Mr. Peter Lorencio, Ms. Beda Polanca, and the Peruvian folk band Inca Son. A student/faculty talent show in Kemper Auditorium featured skits, poetry readings, dances, and musical performances by some of Andover's finest. Children from the Kane School in Lawrence also recited some of their own poetry. "All in all," commented Alex Ruiz '93, "the weekend went very well."

On February 12-14, the Af-Lat-

Am Society sponsored the twelfth annual Black Arts Weekend, entitled "Images and Expressions: A Time for Celebration and Critique." This year's events were united by a common theme: black images in society. "By focusing more on a particular subject, it's possible for you to learn more," said Yasmeeen Coaxum '93.

Mr. Donald Bogle, a film and television historian, and author of Brown Sugar, a 4-part PBS series on black film stars, spoke at the All-School Meeting about the conspicuous lack of black role models in film during his childhood. A semiformal dinner in Commons featured PA graduate Mr. Nnaemeka Egwekwe '91, who related his experiences at Morehouse College, a predominantly black school, and Kemper Auditorium screened Mississippi Masala, a film depicting the conflicts caused by an interracial marriage.

In Tang Theater, a group of professional and student musicians presented an exhibition of poetry and music by Samuel Coleridge-Taylor and Paul Laurence Dunbar, including the premier performance of "Dreamlovers," an opera jointly created by the two renowned black artists. An Ecumenical Service entitled "A Service of Music and Word" in the Cochran Chapel featured singing by Phillips Exeter Academy's Gospel Choir, and the Academy Community Gospel Choir, directed by our own Trudi Parra. The Coffeehouse, a series of skits and poetry readings by students and faculty, "was a huge success," commented Obadele Davis '93, "largely due to support by the school." "I was really pleased with the student turnout in most of the events," said Coaxum.

"After five months of tedious planning, the Asian Arts Weekend finally paid off," commented Ken Chen '93, co-head of the Asian Society. Highlighted by Mr. Oscar Tang's visit at the All-School Meeting, the weekend successfully celebrated the diverse cultures of Asia.

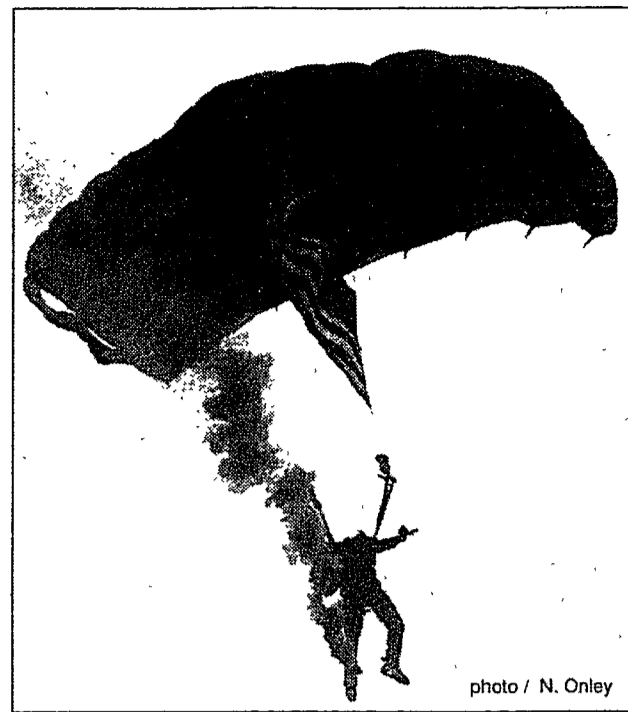
Mr. Tang, a former graduate and benefactor of PA, spoke of his experiences here as the sole Asian student, through several heartfelt, and often amusing, anecdotes. A student talent show, hosted by English teacher Mr. John Lin in his last year at PA, and Chris Min '94, included a Chinese dragon dance, an international fashion show and a Taekwondo demonstration. Booths outside the Steinbach Drama Lab represented the cultural heritage of seven Asian countries, and offered students a chance to taste a diverse array of ethnic foods. "Despite much enthusiasm and support by the faculty, not many students attended the festivities," commented Carmen Ho '94, new co-head of the Asian Society.

On April 23-25, the Jewish Student Union coordinated the third annual Jewish Cultural Weekend. Just in time for Israeli Independence Day on April 25, this year's weekend focused mostly on Israeli and Jewish cultural diversity around the world. "Most people do not realize how diverse the Jewish community is," commented Josh Rosenblum '93. Through a series of events, ranging from a showing of the Israeli movie "Late Summer Blues" to a concert/dance with the "Aviv" band, the coordinators intended to "educate, inform, entertain" the student body with a taste of Jewish culture.

Ms. Jennifer Justice, in her third visit to Phillips Academy, dramatized episodes from the Second World War during the All-School Meeting, poignantly retelling the struggles of Danish Jews under Nazi rule. In Kemper Auditorium, Dr. Barbara C. Johnston from Ithaca College, gave a lecture on "Cultures in Contact: Jews of Asia," relating her experience with the Jewish community in Cochín, India.

"It was a good weekend, but I find that for every cultural weekend, there are things that could have been better," concluded Betsy Bissell '93.

Andover Honors Veterans and Celebrates Memorial Day



English Department Head and distinguished Marine, David Cobb. (l)

A Member of the U.S. Army Golden Knights Jump Team sets down at the nearby Doherty School. (r)

America's Fighting Elite

Members of the U.S. Army Golden Knights Stand at Attention



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Sweet Rachel
For your mother:

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Creation often
needs two hearts
one to root
and one to flower
One to sustain
In time of drought
And hold fast
Against winds of pain
The fragile bloom
That in the glory
Of its hour
Affirms a heart
Unsung, unseen

Cherokee poet
Marilou Awiakata

Dear Jen,

We are so very proud of you. While you have spent the last four years far from home, you have never been far from our hearts. As you prepare for life after Andover, we know you face the world equipped with confidence and ability gained through the community you are now leaving. This has been our gift to you.

with love,

Dad, Mom, Becky, and Mollie

Changing of the Guard for P.A. Student Clubs

by Moacir P. de Sá Pereira
PHILLIPPIAN STAFF WRITER

As do flowers and other such plants, student organizations witness their rebirths as dozens of anxious underclassmen fill the spots left by the Seniors, who have their eyes transfixed by the bright, white lure of their colleges only three months away. These new board members all have a new idealistic enthusiasm, with which they hope to ring in the new students next year, who will be in search of clubs for which they will eventually be the board members. The Phillippian's changeover happened in February, and since then other clubs have also chosen their leaders.

Blue Key Society

The Blue Key Society, traditionally a club with little activity beyond orientation and Andover-Exeter weekend, seems to have two leaders with different plans for next year. Co-head Abi Ross '94 mentions that "hopefully, the Blue [Key] Society will return to a year-long commitment—to maintain the relationship between the students the Blue Keys and their students." However, the other co-head, James Verini '94, declaratorily states: "Blue Key means nothing. It does nothing. The Heads are dorks, and orientation is boring. Good-bye." Even with this schism, the year should again prove to be successful.

Earth Friends

Earth Friends apparently had a good time this year, according to co-head Nick Thompson '93. However, for next year, Earth Friends has large plans, including the release to each student of the "Green Book", a sort of eco-Blue Book prepared by Mr. Thompson and Carter Smith '93. Next year's board members include co-head Melissa Schatzberg '94, Anne Albrecht '94, Leslie Dize '94, Albert Lee '94, Ting Poo '96, and Ben Stafford '94, as well as returning co-head Jess Lunt '94.

Lunt mentions that Earth Friends might teach new students during orientation "how to recycle and live an ecologically enlightened life here and in the future." She adds, "we don't necessarily need a large membership, but we'd like to see evidence that students and faculty are taking responsi-

bility for their impact on the environment."

P.E.C.

The Political Economy Club recently elected Jeff Paige '94 its president. Mr. Paige mentioned that PEC next year will remain a relaxed place where people can get together, eat, and talk about politics or the economy every Monday. This is in contrast to the formality he sees in Semper Eadem, another club which meets to sometimes discuss politics. Mr. Paige also suggested the possibility of a PEC publication next year.

The Republican Club and The Photography Club

Mr. Paige also has similar goals for the Republican Club, which he co-heads. Responding that "change is evil," Mr. Paige affirms the existence of a publication next year for conservatives. Mr. Paige anxiously awaits the "virginal" new students to join their masses; new students as yet untouched by Andover's liberalism. Mr. Paige is also co-head of the Photography Club, which will continue with its publication, and perhaps include trips to museums and galleries.

Af-Lat-Am

Af-Lat-Am has announced its board members for next year. Working with President Fiona Conway '94 will be vice-president Tara Bedeau '94, Senior Rep Leah Henderson '94, Upper Rep Tiffany James '95, Lower Rep Janelle Fung '96, Treasurer Jonathan Mosely '96, Social Functions Coordinator Anitra Waller '94, Secretary Parris Bowe '95, and Student Congress Rep Ivan Arzu '94.

Ms. Conway told the Phillippian that Af-Lat-Am had a dual goal for next year. In addition to providing a stronger support base for Latin- and African-American students, she also wants to dispel myths of Af-Lat-Am as being a "militant group—we don't want anyone to participate."

Jewish Student Union

The Jewish Student Union, to be headed by Tim Wexler '94 and Marta Rivera '94 next year had a successful year. Co-head Josh Rosenblum '93 mentioned that the Inter-Prep Weekend saw its largest turnout ever. Rosenblum also mentioned that JSU

"took advantage of the new all-school meeting format to express its unique perspective on Columbus Day and MLK day."

Co-head for next year, Mr. Wexler added that he hoped to run JSU like this year's board did. He also wants to see "less apathy [and] more involvement from the Jewish community at large."

Asian Society

The Asian Society, Lead next year by Chris Min '94 and Carmen Ho '94, has large plans for next year. According to Ms. Min, this year's leaders drew up a new constitution. Next year, the Asian Society hopes to work in tighter alliance with its three subgroups, The Korean Student Fellowship, The Indo-Pak Society, and the brand new Chinese Student Association. Ms. Min hopes that with the three groups working together under the Asian Society's wing, everything will be more organized.

Indo-Pak Society

The Indo-Pak Society also enjoyed a successful year. Co-heads Mohammed Syed '93 and Deepak Sharma '93 both wrote that "although we have come a long way over the last three years, there are still many hurdles to overcome. We hope next year's society will be able to learn from the mistakes we've made in the past and build off what we've accomplished." Durgesh Kudchadkar '94, who will co-head with Raja Jagadeesan '94 next year, said that he would like to increase membership. He also wants to repeat the "Taste of India" restaurant that the Indo-Pak Society organized this year. Mr. Kudchadkar also has plans to take the Indo-Pak Society on Religious trips, offering opportunities to get in touch with their cultures.

Korean Student Fellowship

The Korean Student Fellowship, led by Chester Lee '94 and Albert Lee '94 also has similar plans to take their students to trips and sleep-overs with other schools. Mr. Chester Lee told the Phillippian about the KSF's being "merely a tool of the Asian Society," echoing the same theme as the other Asian-American clubs, that of their integration next year.

The Chinese Student Association

Because of the size of the Chinese community at P.A., Pat Mang '94 and Emily Liao '94 have organized a new club, the Chinese Student Association, to cater to the Chinese Students, and to replace the defunct Hong Kong Student Association and Taiwanese-American Student Organization. Mr. Mang hopes to work in conjunction with the Chinese Club to help organize the Chinese New Year. As with the Indo-Pak Society and the KSF, Mr. Mang hopes that the Chinese Student Association will be under the guidance of the Asian Society next year.

Student Writers Find Outlets

by Nicolé Friedlander
PHILLIPPIAN ASSOCIATE

Phillips Academy student publications are a testament to the diversity of this community, for they thrive on the varied interests of the student body. The magazines manage to retain their respective individuality while appealing to a common student body for submissions.

Backtracks magazine is the eldest of the three student publications. Started by Craig Thom of the English Department five years ago, it is a magazine of commentary, offering student opinions on a variety of topics including film, art, and music reviews, new technology, politics, and the environment. Perhaps Backtracks' most intriguing feature is that the magazine has a staff of consistent contributors. The magazine has gradually acquired a unique cohesiveness because the writers are al-

ways working together to produce the magazine. Similarly, the writers are able to obtain something of an expertise in their various fields. Said Thom, "Backtracks has evolved into a much better magazine than I ever envisioned it being. It has assumed a style and a voice of its own." Students can obtain Backtracks subscriptions by contacting Co-Editor-in-Chief Jessica Rosenberg.

The entirely student-run and non-partisan Smack magazine is still igniting debate in its second year of publication. Smack is a forum for student opinion on national and international political issues. The magazine is an unprecedented publication on campus. Said one Smack board member, "Many students are intimidated by the idea of writing for a magazine like Smack. They think they have to be political scientists to publish their opinions on an issue. They don't have to be experts in a

political field. They just need an opinion. Everyone has something to say."

The fledgling magazine, The Courant, is emerging on the literary scene. The Courant combines student poetry and fiction, and its editors hope to eventually include graphic art, literary criticism by students, and possibly even work by faculty. Said David Doneson, Poetry Editor, "The Courant is evolving into a beautiful magazine. It is just beginning to use the talent of the students here." In its second term of publication, the Courant has already received widespread acclaim from students and faculty alike.

Phillips Academy's student publications all depend on the interest and participation of the community. They represent much of the tremendous energy and talent of the student body and are a great source of individual expression, too.

Friday Forum Presents:

History And Science for the Prime Time Viewer

by Micheal Corkery
SPECIAL TO THE PHILLIPPIAN

This year the Friday Forum has presented a variety of distinguished speakers, ranging from a sports writer to a film maker. The Friday Forum worked in conjunction with both the History and Science departments to host these influential professionals on campus each term.

William Littlefield

In the Fall term college professor and sports writer William Littlefield '66 was the featured speaker. In addition to his broadcast segments on National Public Radio's morning edi-



William Littlefield

chance to watch Celtics legend Larry Bird grow up. Although the sports world can be a difficult and often times unpleasant scene, Littlefield still cherishes his ability to be "in the presence of passion, pain, commitment, stupidity wit and all the other qualities that confound us daily, and then to make what little sense of it I can. What writer could ask for more?"

Gerald Piel '33

The Winter Term featured Gerald Piel '33 the Chairman Emeritus of The Scientific American and renowned environmentalist. The topics of this lecture attended by a large number of Biology and Chemistry students spanned biological science, anthropology, and historical trends in population growth.

Piel focused on the the correlation of environmental problems with trends in population growth. He also believes that in order to salvage the Earth as an environmental stable entity the United Nations must bring economically denied countries up to a higher standard of living. "The earth cannot sustain a human species divided into rich and poor. Abundant evidence shows that the cycles of nature are threatened by poverty."

Piel also presented Agenda 21, the U.N.'s attempted solution to the deterioration of the world environment. The proposal includes steps to combat poverty, change consumption patterns, integrate environmental policies with industrial development

and conserve precious world resources. Commented Piel who helped draft the proposal, "Agenda 21 is not a binding covenant but it does, however, reflect a global consensus and political commitment at the highest level."

Kevin Rafferty

In May, independent filmmaker and documentarist Kevin Rafferty '63 presented selections from his three films and shared the history and inspiration behind the conception of each critically acclaimed work. Rafferty selected segments from "Atomic Cafe", a humorously startling commentary on nuclear proliferation and the seeds of the cold war hysteria and "Blood in the Face, an exposition on white supremacist movements."

Influenced by a radical photo teaching fellow at PA, Rafferty pursued his interest in filmmaking at Harvard. In the two documentaries, Rafferty has deliberately left out a narrative voice accompanying the images. According to his philosophy, if the documentary is accurately filmed it will explain itself to the audience.

The lack of an omnipresent narrator brings the audience even closer to the frightening world which Rafferty strives to portray. In clips of "Blood in the Face", Rafferty takes the cam-



Kevin Rafferty

Courtesy/Rafferty

For Tori with tremendous pride and great love:

"We all live in suspense, from day to day, from hour to hour; in other words, we are the hero of our own story."

-Mary McCarthy

Mommy and KII

Behind every good athlete is a great set of feet. . .

Congratulations!

Andover Graduate and Lacrosse All-American

Love, Mom, Caroline, and Sarah

Matthew Macarah
"Footprints"
7 November 1973

To the Teachers, Coaches, Trainers, and Friends of

Jim Freeman

Thanks and our very best His parents and "sibs"

Owodunni Reports on the "State Of The School"

by Ore Owodunni
SPECIAL TO THE PHILLIPPIAN

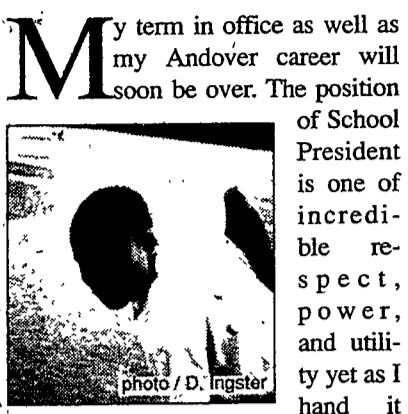


photo / D. Ingster

My term in office as well as my Andover career will soon be over. The position of School President is one of incredible respect, power, and utility yet as I hand it over and move on the prevalent sentiment is relief. Relief that is analogous to that experienced in owning an elegant and envied pair of shoes that are a size too small and then finally being able to take them off. I am relieved to vacate the position because it is abound in frustration and lacks student support. However, I had an innovative and earnest, and supportive Student Council to work with, for which I am grateful.

The Student Council met weekly in the Trustee's room in G.W. often with invited guests from administrators to Date Rape Seminar planners to Commons managers. We accomplished several important goals this year and paved the way for many other changes to occur. It is my duty to report these changes using the Phillippian as my medium. I intend to my best and ask that the reader understand that I am noting only the highlights, those successes and failures of the greatest magnitude and importance.

The Student Activity Center was implemented in Morse Hall this term as a result of a \$10,000 grant from the Abbot Academy Association. As I envisioned it, the center's purpose was two-fold. It was supposed to enable a wider variety of students to congregate in an atmosphere more conducive to group relaxation and competition than what is currently

available. In addition, the center would provide an alternative to the abuse of drugs and alcohol on campus. I believe that the center was achieved the first goal but fell short of the second, rather unrealistic goal. The SAC became quite popular among the student body and definitely improved the weekend scene at Andover.

Next year, the SAC will be open during the week before 8 PM and will enjoy a permanent location in Benner House, the current ceramics studio, perhaps it will be replete with equipment, some of which it lacked this year. My single misgiving about the SAC is its inability to attract women. I hope that the new location and new equipment will be of greater appeal to females on campus.

This spring Rabbit Pond Senior Rep., Tom Tadros and myself embarked on a campaign to change the way seniors graduate. The proposal was based on the simple premise that seniors should be able to graduate with their friends in attendance. Thirty years ago at Andover, a student's friends were most likely his classmates since he ate and lived exclusively with them. Under our current integrated system, however, a student's friends are not necessarily his/her classmates. Therefore underclassmen should be able to attend graduation.

Our proposal was essentially that on an experimental basis in the 1993-94 school year Commencement be moved up a week, so that exam week would be the week following graduation. This would not only allow underclassmen a reading day (Memorial Day) but it would also mean that college board exams would be offered on campus. In addition, underclassmen would be better prepared for their final exams if relieved of the constant distraction of seniors. The proposal received tremendous faculty support, unfortunately, the faculty

was not willing to alter the '93-'94 calendar which had already been voted upon. If next year's student body and Student Council can show the same commitment to this proposal in the fall and winter terms, I believe the class of 1995 may indeed graduate with their all of their friends in attendance.

Following the example of last year's Student Council, we voted that any council member or Cluster President cited for drug or alcohol abuse would be Asked to relinquish his/her position. From this clause we were able to progress so that it was incorporated into the Student Government Constitution and unless that is amended, future student representatives will be held to such an expectation. The hope is that these students will serve as role models in mitigating the problems of drug and alcohol abuse on campus.

Under the direction of Upper Rep. Eric Gottesman, the Student Council organized a project termed "Trees for Kids." On a hot, spring Sunday close to ninety Phillips Academy students and faculty members journeyed to an abandoned missile testing site in North Andover. Here, we cleared the area and planted trees in hopes of beginning a forest area that will become a camp for inner-city children. The project was a tremendous challenge and a momentous success. Based upon the merit of this project, next year's Student Council will apply for a grant from Noxzema, a national pharmaceutical company, to help fund a similar community service project.

Throughout the year the Student Council funded or organized several events, some successful, some not so successful. An example of a well-intentioned failure, was our effort to organize weekly Student-Faculty dinners. The dinners were meant to foster stronger and less strained relationships.

■ EX-PRESIDENT
Continued On Page 9

Academy Works to Abate Lead Paint Dangers

by Timi Ray
PHILLIPPIAN STAFF WRITER

In June of 1991, two P.A. faculty children tested with nearing high blood-lead levels slightly above the acceptable minimum and introduced the campus-wide problem of lead paint. The school has since then initiated a comprehensive deleading process, targeting specific residences housing children under six, victims of the residual toxin. Houses and dorms spanning the campus are currently undergoing the complex process of removing the lead paint, and will be continuing to delead for the next several years. Dean of Residential Life Henry Wilmer believes that the process is "frustratingly slow, but not without reason." Despite the temporary disruption in housing, the deleading process exemplifies the school's larger goal of providing a safe living environment for all its residents.

Deleading began in the summer of 1991. The school created a Lead Paint Committee, including Headmaster Donald McNemar, Dean of Students and Residential Life Henry Wilmer, Dean of Faculty Peter Joel, Chief Financial Officer Neil Cullen, Manager of Occupational and Environmental Safety Don Whittemore, Director of Facilities Michael Williams, and Head of Housing Steve Carter. The academy enlisted Star Environmental Services of Melrose to evaluate the severity of

have learning deficiencies. The family blamed their children's mild mental retardation on the lead paint in their apartment, and was consequently awarded \$1.6 million. No settlement, however, can compensate for the irreversible damage to their children.

Lead poisoning affects three areas of child's body; the brain, bone marrow, and gastrointestinal system. Under constant exposure to lead, the entire brain's ability to function properly deteriorates. Blood cell production in the bone marrow decreases, and the gastrointestinal system malfunctions, often causing severe constipation and cramping. Even mild lead poisoning can cause learning defects, but acute poisoning affects much more and may provoke seizures, comas, or even death.

Treatment for victims of lead poisoning involves the removal of lead from the child's environment, followed by medication in the form of pills, until the child's blood lead level decreases significantly. In the most severe cases, a child must spend time at a hospital to undergo a series of injections known as "chelation therapy." This week-long process tends to be "fairly distressing" for the child, according to School Physician Dr. Richard Keller.

Children Take Priority

Families with children who have high lead levels take priority on the school's housing deleading list. A key factor influencing a housing unit's urgency for abatement is the behavior of the child. "Pica" is a term used when toddlers and infants place objects, usually hands and toys, in their mouths.



HEPPA vacuums scrub and scour. photo / D. Ingster

the lead paint problem. By November 1991, the process finally "shifted into high gear," with the school deleading three faculty homes simultaneously.

Affecting Children Under Six

Used as a pigment and dryer in most paints until the early 1950's, lead paint covers the interiors of almost all buildings on campus. Massachusetts state law declared the level of 25 micrograms per deciliter of blood as dangerous for children under six. In 1992, the national Center for Disease Control Center lowered this number to 10 mg/dl. Affecting only developing brains in children under six, lead paint in the dormitories poses no risk to students. Nonetheless, all children under six living on campus run the risk of lead paint contamination. Lead paint poisoning can impair learning skills, cause mental retardation, or, in severe cases, induce comas.

One local case of lead paint poisoning involved two Brockton, MA children. These two children now

Joel. Carter hopes for a more open housing selection next year, not restrained by lead paint problems. In the worst situation, <None> the school may have to require a family to leave their residence in deference to another family's more urgent need. The school, however, is doing its best to avoid such a situation through its ongoing lead abatement.

In addition to housing restrictions, problems of abatement include disruption of residential life, possible lack of sufficient funds, and the [slowness] of the process itself.

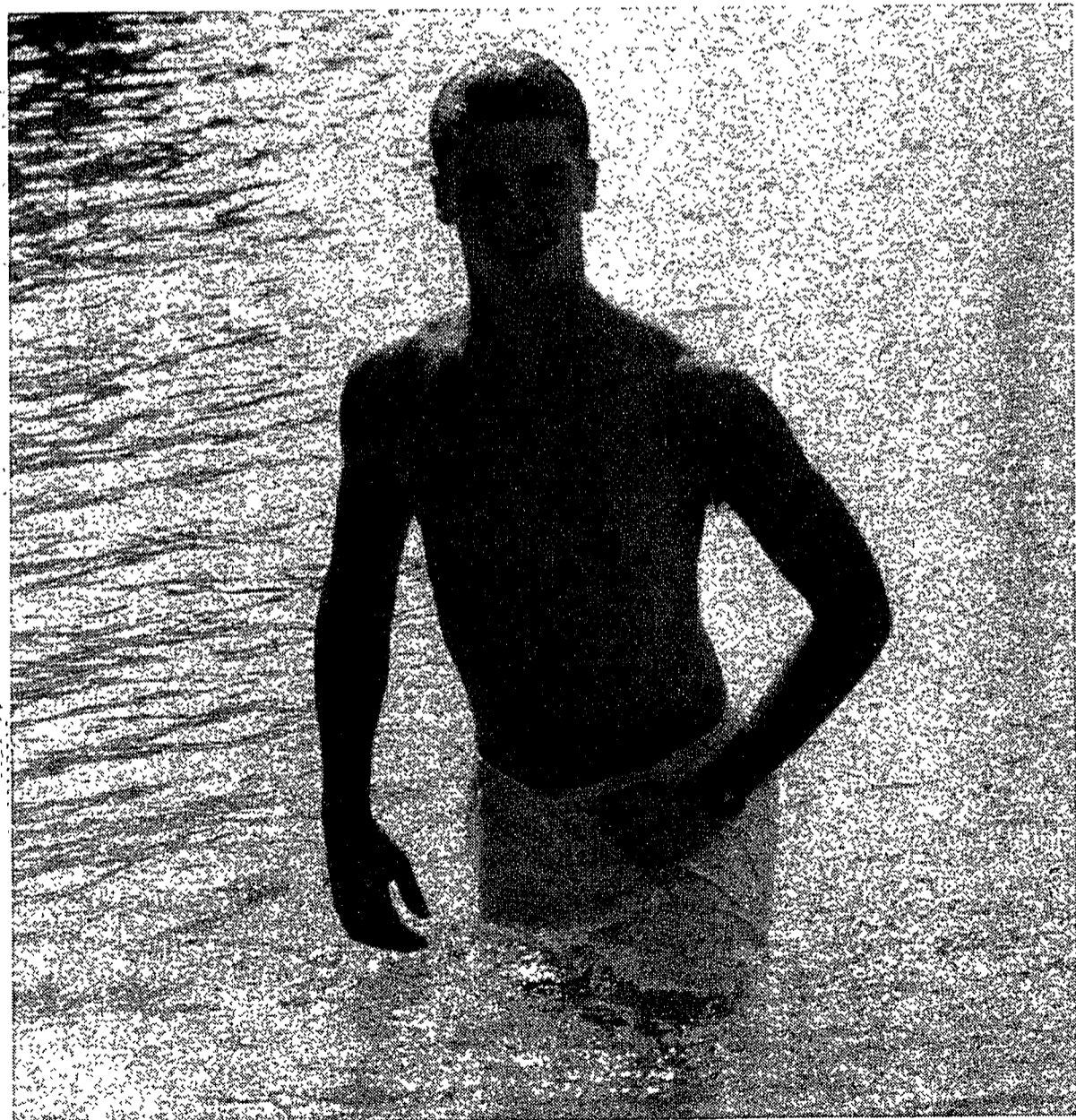
The school deleads only three houses at a time because of the inconvenience of the entire process. Many faculty members remain reluctant to de-lead their homes, not wanting to endure the hassle of leaving campus for a term or longer. The school also regrets that the process temporarily disrupts vital student-

HEPPA Vacuums

Lead removal involves chemical treatment of the chipping, peeling paint on walls. Special HEPPA vacuums clear air of fine lead dust created

■ LEAD PAINT
Continued On Page 9

To: Phillips Academy



The Maui Prep of Massachusetts

Salve, Rinny.
Optime!

Mater, Pater,
Soror, Canis

Q&A

An In Depth Interview With Headmaster Donald McNemar Timi Ray Searches For The Focus Of McNemar's 13 Year Legacy

by Timi Ray
PHILLIPIAN STAFF WRITER

Q: What has been the focus of your 13 year tenure?

A: The thrust of efforts over the thirteen years has really been support for the faculty and support for the students through scholarship programs and recruiting efforts. The key to Andover is great teaching. We want to try to bring the very best teachers you can to Phillips Academy, and we want to support them in a way that frees them off to work with students and to work with

they needed and have some money left. There was enough aid to do that; we reached that goal in the late eighties. With the recession and increasing numbers of students applying for aid, we haven't quite had enough aid to admit everybody whom we would normally choose and still have some money left in the aid budget. Though we're falling a little short of that, we have a remarkable aid program in that we have about 40% of student body on scholarship and 10% on full scholarship. There's no other independent school that's close to having that level of aid; we'll have \$6 million of aid next



them broadly in the dorms, in the dining halls, on the athletic field, in the classroom, in the Phillippian, and whole range of activities. That means working to enhance their compensation so they don't have to worry about buying a house or sending their children to college, and so we certainly worked on compensation. It also means creating a community in which teachers are alive, learning and growing themselves, and where they're able to share their excitement about their subject with student. Part of it is to work on a community; it can be a child care center on campus, house counselor's stipend to recognize and award the special work that house counselor's do, it can be support for a sabbatical or a summer of study so that someone can work on something they're interested in. A key thing is the support for faculty.

Secondly, one of the things that's distinctive about Andover is that it's committed to a diverse student body. It's had an emphasis on scholarship programs to bring students from all economic backgrounds. What we want here are students of talent and a willingness to share that talent. That's what kids have in common here, in their own special way has excellent academic, athletic, musical, service talents, and they're remarkably generous in sharing those with other people. Our goal would be to have a blind admission policy, where we said "We don't care about your financial situation. If your chosen, we've got the scholarship and you can come." One of the exciting things is that we started in the early 1980's working towards that trying to increase the scholarship budget so that we could give the students the aid

year.

Q: Can you give me a description of the international programs that you implemented?

A: Andover's had a long tradition of involvement with student from overseas. IN the 1860's, a young Japanese boy "snuck" out of Japan; it was illegal to have contact with the west. He stowed away on a ship and ended up in New England. The ship owner was a trustee of Andover, and he sent the young man to Phillips Academy. He went to Phillips Academy, he went to Amherst College, and he went to Andover Theological Seminary, which at that time was right here. It then moved to Boston and is now Andover Newton Theological Seminary. He graduated here, and went back to Japan and founded the first Christian University in Japan which is Doshisha University. The founder is a very famous Japanese person, and Doshisha is a very important university. We've had some contact them, and on the first weekend of next fall term, there will be a concert here in the chapel with a choir from Doshisha University and our Orchestra presenting the connection between Doshisha and Andover.

In the late 1800's there were a long series of Chinese students who studied here at Phillips Academy. The Chinese Ambassador to America came to speak in the early 1900's on campus, and he spoke about playing baseball against Exeter as an Andover student. And, the Kemper Scholars were scholarships for international students to honor John Kemper, the eleventh headmaster of Phillips Academy. There's been a tradition of international students com-

ing to Andover, and in the 1980's we all became much more aware that students going to high school now will really live in a global society. They may work for companies that do business overseas, they may work for a Japanese Company, they will have tremendous interaction with friends overseas, they will travel on vacation abroad. The idea that "I'll never go outside America" isn't realistic for teenagers today. The school has tried through the program, requiring three years of language, requiring a history course other than American history; through the inclusion of international students in the school; through the establishment of exchange programs for Andover students to go to Europe, to Russia, to China, to Africa. Those have all helped Andover to be a more international school. We are an American school that has an international dimension that has international programs. We think that that's important for the education of teenagers in 1990.

In terms of the international issue, it relates to the growth of the faculty as well. The important events have been the faculty trip to Russia, and the faculty trip to China. Those were cases in which the major portion of the faculty, 87 teachers and spouses which went to Russia and 60 teachers and spouses that went to China, studied here in the summer the language, history, culture, and religion, and then spent three weeks in those countries meeting educators. All kinds of teachers participated; it wasn't just the Russian teacher, or the Russian art teacher, it was the coach, the English teacher, the music teacher, the scientist. They were all involved, helping us as faculty members think about other cultures, histories, and languages. Chinese student used to ask us, "This is really unfair. America only has 200 year of history and we've spent a whole year studying American History, but China has 3000 years of history and we've spent only 10 weeks studying Chinese history. To be able to travel and talk to teachers in China gave us all a broader sense of what it means to offer a global education.

Q: In your 1981 Acceptance speech, you discussed the national educational condition in saying, "We begin the 1980's at a time of crisis in American Education." You continued to speak about Andover's role in such a crisis, not to succumb in such a predicament. Have we restored confidence since then?

A: I think we have. The whole concept of excellence, of high standards, of commitment to quality, has been under attack in a lot of American school systems. It's important that Andover had the courage to say, "We have high standards, and we expect people to meet them, and we'll continue to have broad requirements in our curriculum and we'll expect a lot from the students that come here. I think the same thing with the "values" dimension of education. In a lot of American schools, values are under attack in the sense that the schools don't feel comfortable talking about controversial issues: praying in school, having courses about ethics, etc. Andover is an independent school that has the courage to say "we think this is important, and we're going to continue to teach goodness as well as knowledge. We're going to seek ways, whether it's developing a community

service program or requiring a course in religion and philosophy, or encouraging emphasis on honesty and integrity." Those are things that Andover has continued to have, and I think that we were all worried coming out of the seventies that those would be eroded or weakened, though I feel that they remain very strong.

Q: You've emphasized a shift from quantity of education to quality of education in the early years of your tenure. Have we made that shift? If so, to what degree? If not, why not?

A: In the economics of the eighties, the country faced a recession and we've had to make some hard choices like the rest of the country, whether they were families, or states, or the national government. We had to make some choices, and we've made those, and we continue to have a very strong educational program. We still debate "are we doing too many things? What should we give up?" But it's very hard to decide what we should cut out. There was a time when we were expanding, expanding in terms of additional courses, additional sports, additional buildings, and the eighties were a time when we said "Let's do well." With what we're now doing, there can't be tremendous additions to the school program.

Q: In 1981, you planned to strive for a balance between a common core curriculum, dealing with the traditional English, History, Math, and science courses, and the more diverse curriculum, through electives in photography, religion, archaeology, etc. How tightly has this balance been maintained? Does the balance lean to either side?

A: What's happened to our curriculum is that we have a more structured curriculum in the early years, the junior, lower years, and that we maintain the electives in the senior year so that a student who starts here in the ninth grade and has electives within subjects. For example, he may choose which science to take or what language to take, but in junior year will be taking a fairly standard set of courses. He progresses to the point when he gets to the senior year, when he has a lot of choice of whether to do more science, more art, a second language, or other English courses.

We've maintained the balance but we've become more structured in the early years with more elective choices in the senior year. Educationally, that's a sound direction to go. As you get older, and have created the foundation for things you want to do, you get more opportunity to choose areas to concentrate in.

Q: You've clearly stated five qualities of necessary to young people for the future: striving for excellence, liberal learning, a global perspective, commitment to service, and a sense of responsibility. How well does/has the academy nurtured these qualities in the students?

A: We struggle admirably on all

five of those, and you never get it perfect. But, the Academy has had the courage, both as faculty and students, to say that these are important and that we're going to work at it.

The quality of what people do here is remarkable, whether it's the quality of the orchestra concert, the level of team play accomplished in the athletic contest, whether it's the Radio Station, or the Art Show, or the history paper; it's really remarkable what students accomplish here. Students are thinking globally, beyond simply their own town, or their own homework assignment that there are through speakers, through school meetings, clubs and activities of real interest in the world and beyond.

The growth of the Community Service program has not only reflected a generosity of spirit, but also a real understanding that there's more to education than just learning for the mind, it's also important that you learn for the heart. That brings it together; if you're tutoring a youngster in an elementary school in Lawrence, it can put the rest of your education in perspective. You're saying, "Hey, this is really important. I'm sharing what I know with another youngster and he or she's going to learn and grow from that." It also deals with the whole emphasis on values: honesty, integrity, service, which we never reach the ideal, but we never stop striving.

Q: "Our future leaders before us need a sense of empathy and understanding for those who are different," you stated in your acceptance speech. Does this need hold as much priority in 1993 as it did in 1981?

A: It's an even higher priority in the 1990's. The school has had diversity from the beginning. In the Constitution of 1778 they talked about how the school should be ever-open to qualify "youth from every quarter". Folks should come from different economic backgrounds, different geographic backgrounds; it should be a school that was for a broad range of people and not for a tiny group. The school has worked at that for over 200 years, and in the eighties, the commitment was to bring students from different economics class, and that's why the work on the scholarship program was so important: to bring students from different nationality to have some students from other countries, whether it was Romania, France, China, or Japan. There was also a sustained effort to have young people from African-American and Latino-American communities know about Andover and think about coming here.

The numbers of black and Hispanic students has increased from 4.5% of the student body in the early eighties to 13% today. In some ways, bringing the people here was just the first step. Once the people were here, you have to say, "Is this a good education for everybody? Is it a good community for black students as well as white students? Is sensitive and

understanding towards students from Asian cultures?" Has the school changed sufficiently to provide a good education for everybody? That's been one of the real challenges: to say the courses we offer, the feeling of the community, the kinds of activities that go on here during the social functions; are they for everybody rather than for one particular race or culture? That whole question of empathy: Do I know what it feels like to be black in America? I can never know fully, and I've never experienced that.

On the other hand, I can have as part of my effort an attempt to understand and think about those issues and how you are treated differently if you're black instead of white in America. It's more important today than it was in 1980 because we're a high school that brings together about 25% of its students as students of color, including African-American, Latino-American, and Asian-American students. That's the future of America. We have to use the gifted talent of people in all races, and we have to learn to live together.

That's one of the remarkable things about Andover: we have the option to bring together people from different races and classes. We should learn from each other; we should learn to work together. When you do that, there are bound to be tensions. We've dealt with tensions; Andover's had the courage to struggle with that, and we've made progress on it, though it's something we should continue to work on.

Q: To what degree do racism and sexism exist at Andover amongst students?

A: I think it exists in America. Andover isn't more prejudiced or more racist; Andover is willing to talk about it. A lot of communities try to ignore it, and we're an educational institution, and we want to be a place that's open to all ideas. We want to be a place that has the courage to say "Do some people feel less welcome, less a member of the Andover community?" If you feel "It's not as welcoming to women as it is to men; it's not a welcoming to students of color to white students, then we've got to change that.

Racism, sexism, and classism is an issue at Andover, an issue at every school, and an issue of our society. The difference is that Andover is willing to talk about it and try to educate ourselves about it whereas some communities invest a lot in ignoring it rather than facing it/trying to change.

Q: From a headmaster's standpoint, what does Non Sibi mean?

A: It's a quality that the school cares about and emphasizes in the kind of education we offer. When you have someone very talented, you can get better and better at Physics, or French, or writing. But if you're doing it just for yourself, you're missing a dimension of your education. Part of the usefulness of having a skill is to share it with others.

When Paul Revere put those Latin words "Non Sibi" on the school seal, it was a philosophy that was continued throughout the history of the school. We, with our teachers, with our small classes, with our campus, we're investing a lot in the education of the people chosen to be here. We ask ourselves "How do we

MCNEMAR
Continued On Next Page

Mary Michel Olivar
CONGRATULATIONS!

Love,
Mom and Dad
Catherine, John, Anne
Madere and Gary
Jenise and Harry

CONGRATULATIONS
ALY-KAT!

Mom and Stephen

May You Have the Courage...

To those leaning on the sustaining infinite,
to-day is big with blessings...

The time for thinkers has come. Truth, independent of doctrines and time-honored systems, knocks at the portal of humanity. Contentment with the past and the cold conventionality of materialism are crumbling away.
--Mary Baker Eddy

OUR APPRECIATION TO PHILLIPS ACADEMY

OUR LOVE TO THE CLASS OF '93

With Special Thanks to The Koolens of Tucker House

Mr. and Mrs. Hoichi Kurisu • Portland, Oregon

McNemar Expounds Upon His Role as Headmaster

■ MCNEMAR

Continued From Previous Page
justify a more expensive education for these 1200 students than the students in public schools across the country?" The justification I see is that these are talented people, they're going to use their education, they're going to share it. Whether that's a leader in a local community or a national community, they're going to do things that will make a difference.

To have the school motto "Non Sibi", it's something that reminds us all that they're not here just to get things, or do things, or use things for ourselves, but we're here to share with others.

Q: What personal goals did you set for yourself in 1981? How have you succeeded in accomplishing those goals?

A: I set for myself the goal of being a good teacher. As the headmaster, it meant that a lot of my teaching was working with others and helping them teach, whether it was meeting with department chairs, cluster deans, or having breakfast with student leaders, or the chance of meeting a student on the path. I hope that I could support them in the kind of teaching that they were involved in, and that I could help with that as well. I didn't have a specific quantitative target that I said, "Oh gee, I want to raise this building or that building." That wasn't what I considered important when I started it.

A: Is the size of Andover the perfect size for you? Could it be bigger or smaller?

Q: It's hard to say what's the perfect size. We're talking in long range planning about going down slightly, moving from 1200 to 1100. That seem to be a good move at this time. You don't feel like a small school until you get down to 600 or so, and so we're always going to be a big school. The advantage of that is that we can offer a tremendous range of courses and activities. We know that there will be enough good students in Russia to be able to choose six people to go to Novosibirsk every year. There aren't many schools that have enough Russian students will be that good to support a program like that. Because of our size, we're able to have a tremendous range of performance arts programs, athletic programs, languages; those are good opportunities. I wouldn't see us getting much, much smaller, but some reduction would make sense at this time.

Q: Do you feel that you were appointed for reform, or more as a stabilizing influence after former headmaster Ted Sizer's administration? Did you uphold a sense of change or a sense of continuity?

A: One of the nice things about Andover is that you're solidly rooted in both campus. There's wonderful tradition in Abbott Academy and Phillips Academy history, and you can draw on those traditions. And yet at the same time it's always changing. The school is growing and emerging, but I don't see it as radical change, but rather as interpreting those traditions in contemporary society. The challenge for Ted and Nancy Sizer was coeducation, bringing together Phillips and Abbott Academy

and creating a new school that had both boys and girl, and to change the culture so that it's open to both sexes. In some ways, the challenge that I've worked with is how do you make diversity work in this school? As you increase the number of African-American, Latino-American students and teachers, the number of Asian-American and international students and teachers, we're different and we have to take the time to understand each other. That can be a very rocky and difficult task, or it could mean one that people make continual progress on. The challenges that we face in that area rather than in the area of coeducation. On the one hand, both the Sizers and the McNemars had real respect for young people, and a commitment to saying, "These are talented young people, and they should have responsibility for their own choices." Andover has the courage to give young people a lot of opportunity, choice, and individual responsibility. You learn responsibility by taking responsibility, and by giving the students a lot of responsibility, they learn a lot about how to use that. At the same time, in the eighties, with a number of health and society "scars", we've become more structured and more conservative. When we came, junior boys lived together, but the girls were mixed in with other classes. Over time, we as faculty believed that ninth grade students needed more structure than 18-year old students. Those were steps that were good and important for the eighties.

Q: Do you consider yourself to be more a conservative or a liberal?

A: I'm not a big one for labels on people. I'm conservative in the sense that I believe strongly in traditional values, whether it's the specialties of individuals, the right of free speech, the potential for people to develop their talents and use them. On the other hand, I'm a liberal in the sense that I think it's very important to be open to a broad range of people, in terms of class, race, nationality. I would consider myself an interesting mix, committed to the traditional values, but caring deeply about individual opportunity. These are important in different settings, and important in different ways. I'd hate for us to give up a lot of our emphasis on history and tradition that goes with Andover. On the other hand, I want us to change to be more welcoming and more supportive to the full range of people that come here.

Q: Is there too much academic pressure here? Do students have enough time to develop other interests? Sizer once said, "PA expects too little from students and too much from faculty." Do you agree or disagree?

A: We, as students and faculty, aren't very good at limiting what we do, and making wise choices. We are talented individuals who want to do a very good job and have very high standards for ourselves, and we work very hard to produce the best play we can, to produce the best paper we can, to offer the best course we can, to cover as much as we can, to have the best teams. In many cases, we, as students and faculty, care about doing

the very best job we can, and we're perfectionists in a lot of ways. I've never heard anyone say, "that's good enough for a high school student." We are always challenging ourselves to do better. The downside of that is that we don't have enough time for reflection, for friendship, for personal growth, but I'm very hesitant on saying "Andover does this to me", or "the system does this to me." We do it to ourselves, and we say, "I want to take that extra course, I want to get involved in that extra activity, I want to write that article for the Phillipian." Then we wake up and say, "Gosh, I can't do all this. I'm cutting corners, I didn't get my homework done, the articles late, I'm late for practice." We aren't very good at saying "I'm going to limit myself to this, but I'm going to do this really well, and I'll have time for my friends and for myself." That's a big challenge at Andover, and it's been here a very long time. Part of the challenge is how do we strike a balance. A lot of it is out of personal choice, because certainly when I talk to students we ask, "should we limit the number of activities?" But the students say, "No! That's why I chose Andover, there are these wonderful opportunities, and I don't want to be told that if I'm on a varsity team I can't be in a major play production. I want to do both." We wake up tired, stressed, and unhappy about the quality of what we accomplished. Much of it lies in how we make wiser choices, and how we value personal time, and relaxation and reflection, enough to make sure it's there.

Q: Do you feel that at Andover there's too much emphasis on the number grade itself, as opposed to the learning process.

A: Yes, I wish that the ideal "I just learn because I'm curious, and that it doesn't matter what someone else grades me as doing" existed, but it doesn't. We have to live with the fact that our efforts are judged, and there's an assessment made of them, and that others (our parents and colleges) will look at those and think "well this person accomplished this in that subject." I don't think that it should be paralyzing to us, nor so overwhelming that "I wouldn't take a course I love, if I was afraid I wouldn't get a good grade in it." There's so many fascinating subjects that we study, and so many exciting teachers, and Andover students are fortunate to be at classes of 14-15 on average. There's a chance for a lot of work among the classmates, with the teacher, an a real chance to learn and develop an interest in the subjects. Unfortunately, we can't make the grades go away, but can we in our attitudes as students and teachers "up" the fun of learning, and diminish "Oh, I'm doing this for the grade."

Q: Do you feel that too many students here concentrate upon college and the college admissions process?

A: All Andover students are going to go on to college, and it's natural that they're going to think about it. On the other hand, it's important to think of the Andover education as an end to itself. We want to offer good education, we want to include a study of social issues, life issues, values.

We want the education that we offer to be valuable in and of itself, so that we're not just a preparatory school. If our only goal was to get people into a particular college, we would behave differently. Our goal is to help students prepare for the future, which includes college, but we also want them to graduate as good human beings, and people that like to study and learn things, and people that have values that they're proud of. There was a time when schools were called preparatory, and this isn't like we're preparing or waiting for life. This is life. What students do here is important, not just preparation for something else. It's a good education in and of itself.

Q: Do you have any funny stories or anecdotes which stand out in your years at Andover?

A: Sure. One of the nights that I remember best was the night of the mud sliding. One fall two or three years ago there was a spring-rain type evening; it was warm and pouring down rain. The unplanned social function of the evening was to pour out into the rain and run through the grass barefooted in the rain. There was a great big puddle behind Day Hall, and I came around the corner, and there must have been 300 students running and sliding into this mud, into this great big puddle of water. As I came around the corner, they crowd sort of parted and they started chanting. "Come on, get with the fun!" I thought "Oh, Lord, how am I going to do this?" So I took a running leap and slid right into this gigantic puddle, and then disappeared around the corner of Day Hall to great cheering. The mud slide was one of the more memorable occasions.

Q: Do you think you'd like to teach in the future?

A: We [Britta and I] don't know exactly what we'll do next. We've got a year to figure that out. We want to stay in education; we really love teaching, and I want to stay in that field. It might be in a college or university, it might be with a foundation, it might be with a government organization. Both Britta and I are interested in international programs, so it might be a college that had research and exchanges with international programs, it might be education in a foreign country. We're very open to thinking about different possibilities, but we'd like to continue some teaching role, and to have something that has an international dimension to it.

Q: What especially will you miss about Andover?

A: Well, I'll miss the student. It's a talented and enthusiastic group of students, and it changes every September. A third of the students are new, and you're never disappointed with the talent, the values, or the quality of the students who come here. Also, this is a remarkable faculty in their teaching ability, and in their dedication to kids. There are many different styles; no two are alike. They make kids think, challenge them to look at things in new ways, and they ask them to work very hard to learning new things, and it's a remarkable group of men and women who are good teachers. It's fun to be a part of such a faculty.

Thoughts for My Son - Evereese Hamilton

The struggle I face affects you my son. When I fall, I know that I must stand tall because you are looking at me to provide the strength to continue on. **Day in and day out** I hurry because the odds of survival are against you. Because I love you I will strive to instill in you the power to make wise choices in life. My son, to embrace you is to appreciate the bond we share. I know the challenges I must face raising you alone. But my world became a better place the moment you entered into my life. As you go through life taking 1 step at a time, always **remember** you can do anything you want to and there is no such word as "can't." Thank you for being the flower in my life. **Never stop growing.**

Congratulations - You made it!
Love, Mom

Congratulations
ANNIE CARR

We Love You
Einstein and Family

"The quality of a woman's life is in direct proportion to her commitment to excellence, regardless of her chosen field of endeavor."

-- Vince Lombardi

CONGRATULATIONS!
WE'RE SO PROUD, WE LOVE YOU!
GRANDMA, GRANDPA,
AND AUNT SYL

Best of Luck, KOS

Congratulations to
Andrea Paradis
Good Luck at Dartmouth
Love,
Mom and Dad

Chris Hawley:

From the MACH Summer Camp to the Lawrence Boys and Girls Club, From "The Bluesman" to "ESP and Conversations with a Veteran of the Vietnam War,"

From Shaggy Dog to Leon's Getting Larger,

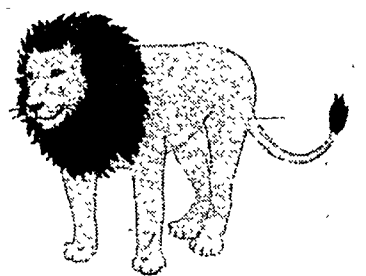
From *Joseph...* to *Working*—
What fun it has been to watch you develop your talents!

Congratulations and love,
Mom, Dad,
Ian, and AFS sister Paulla

Andy-dandy-lion:

You're Terrific!

Love,
Mom



The Class of 1993 Departs

	APP	ADM	MAT		APP	ADM	MAT		APP	ADM	MAT		APP	ADM	MAT
Adelphi	1	1		Davidson	4	1	1	Lewis & Clark	1	1		U. Rochester	12	10	2
U. Alaska	1	1		U. Dayton	1	1		Macalester	15	9	3	Roger Williams	1	1	
Allegheny	1	1	1	U. Delaware	2	2		U. Maine	2	2	1	Rollins	2	2	
American U.	4	3	1	Denison	1	0		Marist	1	1		Rutgers	2		
American U./Paris	4	4	2	DePaul	1	1		Marquette	1	1		St. Andrews/Scot.	4	3(1*)	1
Amherst	32	11	6	Dickinson	4	4		Mary Washington	1	0		St. Lawrence	3	2	
Arizona State	1	1		Drexel	1	1		U. Maryland/Balt.	1	1		U. San Diego	2		1
U. Arizona	3	3		Duke	53	20	6	U. Maryland/Coll.Pk	2	2		Sarah Lawrence	2	2	
Babson	7	7	1	Earlham	4	4		MIT	29	8	4	Scripps	7	5	1
Bard	5	2	1	Eckerd	1	1		U. Mass./Amherst	31	31	3	Simmons	1	1	
Barnard	13	6	2	Emerson	2	1		U. Mass./Boston	1	1	1	Skidmore	12	8	
Bates	23	10	3	Emory	32	17	2	U. Mass./Lowell	2	2		Smith	11	6	2
Beloit	1	1		Evergreen St.	1*			McGill	14	9	4	U. So. Dakota	1	1	
Bennington	1	0		Fairfield	1			Miami U./Ohio	1	0		USC	6	6	
Boston College	24	19	5	U. Florida	5	5	1	U. Miami	6	6		SMU	1	1	1
Boston U.	45	44	4	Fordham	2	2	1	Michigan State	1	0		Springfield	1	1	
Bowdoin	20	23	1	Frank. & Marsh.	4	4	1	U. Michigan	34	25(1*)	2	Stanford 70	24	12	
Brandeis	15	13	4	Franklin Pierce	1	1		Middlebury	27	8		Stevens Inst. Tech.	1	1	
U. Bridgeport	1	1		G. Washington	7	5	3	Mills	3	3	2	Swarthmore	12	5	
Brown	99	44	16	Georgetown	65	35	12	U. Missouri/KC	1	1		Syracuse	23	21	2
Bryn Mawr	6	5	2	Georgia Tech.	4	3	1	Mount Holyoke	14	9	1	U. Texas/Austin	4	3	1
Bucknell	9	5		Gettysburg	2	1		UNH	17	15	1	U. Toronto	2	1(1*)	
Cal. U./Berkeley	35	24	4	Goucher	4	3		NYU	12	10	2	Trinity	25	16	2
Cal. U./Davis	3	2		Grinnell	5	4	1	SUNY/Bing.	1	1	1	Trinity U.	4		
Cal. U./Irvine	1	0		U. Guelph/Can	1*			SUNY/Buffalo	1	1		Tufts	39	18	2
Cal. U./LA	16	14		Hamilton	15	10		SUNY/Potsdam	1	1		Tulane	13	6	
Cal. U./Riverside	1	0		Hampden-Sydney	1	1		SUNY/Purchase	1	1		Union	9	5	3
Cal. U./San Diego	13	7		Hampshire	2	2		N. Adams State	1	1		US Naval Acad.	1*		
Cal. U./S. Barbara	2	2		Hartwick	1	1	1	UNC/Chapel Hill	12	3	1	Vassar	12	9	
Cal. U./S. Cruz	6	3		Harvard	96	23	19	UNC/Charlotte	1	1	1	U. Vermont	23	23	8
Caldwell College	1	1	1	Harvey Mudd	4	4		Northwestern	36	18	5	Villanova	3	1	1
Cal. Tech.	7	3	1	Haverford	15	9	3	Notre Dame	8	3		Virginia Tech	2	0	
Carleton	10	5		Hawaii Pacific U.1	1	1	1	Oberlin	7	5	1	Virginia Union	1	1	
Carnegie Mellon	16	12		U. Hawaii/Manoa2	2	2	1	Occidental	8	6(1*)		U. Virginia	20	6	
Case Western	3	3	1	Hobart	3	1		Ohio State	1	1		Wake Forest	2	0	
Chicago U.	27	20	3	Holy Cross	9	6	2	Ohio U.	1	1		Wash. & Jeffer.	1	1	1
Claremont McKenna	7	4	2	Howard	4	4	1	Ohio Wesleyan	3	3		Wash. & Lee	3	0	
Clark	1	1		U. Illinois/Urb.	4	4		U. Oregon	8	7(1*)		Washington St. U.	1	1	
Clarkson	1	1		Indiana U.	1	0		Penn State	8	8	2	Washington U.	20	14	3
Colby	19	14	2	Ithaca	8	8	3	U. Pennsylvania	67	43	18	U. Washington	8	2	1
Colgate	23	15	3	James Madison	2	1		U. Pittsburgh	2	2	1	Wellesley	21	8	2
Colorado College	18	15	4	Johns Hopkins	49	23	2	Pitzer	6	6		Wesleyan	45	32	12
Colorado State	1	1		Juilliard	1	0		Plymouth State	1	1		W. Va. Wesleyan	2	2	2
U. Colorado	22	17	10	Keene State	1	0		Pomona	13	7	2	U.W. Ontario/Can	1	1	
Columbia	43	22	8	Kenyon	8	8	2	Princeton	72	16	9	Wheaton	3	3	1
Concordia/Can	1*			Lafayette	9	6	2	Providence	3	3	2	Whittier	1	1	
Conn. College	15	8		Lake Forest	1	1	1	Queens/Can	2	1(1*)		William & Mary	5	1	
U. Conn.	3	3	1	Lawrence	3	2		Reed	7	6	2	William Smith	4	3	
Cornell	54	29	12	Lehigh	13	11	1	RPI	10	10		Williams	24	8	3
Dartmouth	59	15	5	Lemoyne	1	1		RISD	1	1	1	U. Wisconsin	10	7	1
								URI	1	1		Wooster	3	3	
								Rhodes	3	2		WPI	6	6	
								Rice	17	4	2	Yale	74	25	18
								RIT	1	1		U. Richmond	2	0	

A Look Back...Class of 1963 Matriculation Statistics

The Class of 1963 numbering 217 at graduation, this year matriculated as follows:

Amherst	3	Harvard	38	Reed	1
Antioch	1	Holy Cross	1	Stanford	13
Arkansas, U. of	1	Johns Hopkins	1	Texas, U. of	1
Boston University	1	Lake Forest	1	Trinity	1
Bowdoin	2	Lawrence	3	Tufts	5
Brown	5	Lehigh	1	Tulane	1
California Tech.	1	McGill	1	Union	1
California, U. of	2	M.I.T.	1	U.S.A.F.A.	1
Cambridge Univ. (G.B.)	1	Mass, U. of	2	U.S.M.A.	1
Colgate	1	Michigan State	1	U.S.N.A.	1
Colorado College	1	Michigan, U. of	1	Vanderbilt	2
Columbia	4	Nebraska, Lr. Of	2	Vermont, U. of	1
Cornell	4	N. Carolina, U. of	7	Wake Forest	1
Dartmouth	5	Northwestern	1	Wash. Univ.	2
Denver, U. of	2	Oberlin	1	Wash. & Lee	2
Duke	2	Occidental	2	West. Reserve	3
Georgetown	2	Penn, U. of	6	Williams	4
Hamilton	2	Princeton	12	Yale	32

Total: 195

Remaining 22 are occupied as follows: Foreign Study 5; Employed 7; Military Service 3; Secondary School 4; Unknown 1; Teaching Abroad 2. (Of these, 10 were admitted to four-year colleges.)

Senior Matriculation Stats

Characteristic of Increased College Selectivity

by Nicole Friedlander
PHILLIPIAN STAFF WRITER

The unmistakable discrepancy between this year's matriculation statistics at the most selective colleges and those of past years has ignited school wide deliberation, in recent weeks, over Phillips Academy's possible decline in academic excellence.

The statistics are undebatable: in 1963, 101 of 195 seniors (52%) matriculated at the arbitrarily picked group of selective colleges of Dartmouth, Harvard, M.I.T., Princeton, Stanford, and Yale. In 1993, however, only 67 of the 339 seniors (20%) matriculated at these schools.

Based on such statistics, both faculty members and students have begun questioning the caliber of the students that have graduated from Phillips Academy in recent years. In informal discussions and newspaper editorials, Phillips Academy's decline in academic excellence is being denounced. Said Julia Kahr '94, "The problem cannot exclusively be attributed to Andover. The quality of both public and private education has been steadily declining in America as a whole, resulting in lower educational standards. Unfortunately,

Andover has not been resisting such declines, as it should."

Carl Bewig, Head of the College Counseling Department, asserts that this discrepancy in matriculation statistics does not indicate that the quality of Phillips Academy graduates has degenerated. He contends that since 1963, an increasing number of students have opted to attend smaller but equally selective colleges. Furthermore, the College Counseling Department contends, the composition of the student body now is singularly different than that of 1963, most notably because of the Academy's inclusion of female students. This

Congratulations



Hardy Stecker!
Movin' On
Love Mom & Dad
XOXOX

Congratulations!!
We're so proud of you!
Now it's time to M-O-O-O-ve on.

*With love,
Mom, Dad, David,
Lisa, Melissa,
and Grandma*

**Nice going,
Leif Dormsjo '93**

*from,
Mom, Dad,
Owen and Jill*

Talents Recognized with Prizes...

PRIZE AWARDS

Continued From Page 1

excellence. The Winton Volunteer Award for self-help and concern for others was presented to Susannah Smoot for her organization of Community Service programs in rural North Carolina. Jen Charat received the Isabel Maxwell Hancock Award for her sensitivity and concern for others. The Fuller Prize for working to uphold school traditions and pride was presented to Ore Owodunni, the PA school president for the 1992-93 school year. The Schweppe Prize for friendliness and congeniality was given to Hilary Koob-Sassen. Liz Roberts, athletic advisory chairperson, captain of cross-country and cycling, as well as Flagstaff Cluster President, received the Abbot Stevens Prize for her contributions through leadership. The Kingsbury Prize for outstanding character distinguished through perseverance was given to Matt Macarah.

In addition to honoring students for their accomplishments, two faculty members were also recognized. Mary Minard, who has been overseeing the community service program for two decades, has expanded the program to the point where seven hundred students are involved every year. In her tribute, Jen MacArthur said that Miss Minard has "created a legacy... that affects the lives of many... the lessons

Lead Paint Abated...

LEAD PAINT

Continued From Page 5

teacher bonds.

Funding for the project originated from the trustees. Current estimates suggest that the deleading of 30+ homes will cost up to \$2.2 million. The school must pay back this amount over a period of ten years, according to Chief Financial Officer Neil Cullen. The expense of deleading includes moving out the residents, temporary housing costs, deleading, redecorating, and moving the residents back.

Much of this cost comes from the sheer number of man-hours needed to remove the paint from intricate surfaces. Stowe House, one of the more ornate houses on campus with a serious lead problem, will require twice the cost of deleading compared to a normal faculty apartment. Occasionally, deleading expenses can even rival the value of the house itself, if deferred maintenance is taken into consideration.

Wilmer attributes the process's "frustratingly slow" pace to the fact that so little was known about lead paint when cases of high blood-lead levels began to appear. Though the lead paint committee regrets the relatively slow pace in actually initiating deleading, "We took action as soon as possible." Joel comments, "None of us had been educated fundamentally to deal with such a matter."

The lead paint committee plans to continue the process over the summer. With the advent of Summer Session, approximately 700 kids will occupy most of the dorms on campus. Though this will restrict deleading somewhat, the school plans to de-lead some of the dorms not continually used by Summer Session. Nonetheless, the school will complete the bulk of its deleading, definitely by the end of summer 1994. However, the complexity of the process makes any precise predictions of a time frame for lead abatement difficult.

Joel sees funding for lead abatement as diverted from education: "Lead paint abatement doesn't directly help the school's statement of purpose but is necessary nonetheless." Deleading has definitely hassled the faculty involved, as well as O.P.P. and administration. The school will continue to persevere in dealing with lead paint until this environmental crisis has been solved.

"State of the School"...

EX-PRESIDENT

Continued From Page 5

ships between students and faculty. We tried various methods, from personal invitations to entire class invitations to oral, personal invitations. Unfortunately because of the apathy, both of students and of faculty, our efforts were in vain. The Green Book, God Street Wine, and Harvey's Basement are three particular events that were successful. The Green Book by Nick Thompson and Carter Smith is the environmental equivalent of the Blue Book. God Street Wine and Harvey's Basement are two bands, the first external the second a student-band, that played here this term as a result of the efforts of the Student Council.

In my position as School President I believe I have been moderately successful. More successful than my predecessors but not as successful as I should have been nor as

successful as I hope Kristina will be. As for my shortcomings, I take absolute responsibility for them and regard them, as a Taoist would, as learning experiences. I thank the council, our advisors, and all who helped us this year. Even though I would not run for the office if I had it all to do again, I realize the value of this year to my development.

I am of the opinion that elected representatives can only do so much as their constituents want/tell them to do. On this campus there is an awful lot of complaining but concrete, realistic solutions are seldom offered to those who can effect them, namely the representatives. Instead the student body turns to apathy.

Until you lose your apathy, you cannot improve your experience. This is true of life and is true of Andover. I implore you all to help Kristina to help you next year by voicing concrete ideas or issues to her.

Congratulations Susan
We are proud of you
Good luck at Princeton

Love,
Mom, Dad, and
Debra

Congratulations Marc!

For all you have achieved and all we know
you are yet to achieve,
we are very proud of you!
May your new beginning be a continuation
of the hope and love you have
experienced and shared at Andover

We love you very much,
Mom, Dad,
Kim, and Allison

Congratulations Ethan
and Class of 1993

Mom, Dad,
and Meredith

June 6, 1993

Deer Teedo,

Four years have flown, drifted, wandered, inches, and whizzed by at Andover...

Junior year: Remember driving towards registration with uncertainty, then getting a huge [italics huge] energy boost from seniors waving and cheering your arrival? Remember the black hole? Babysitting for the Scotts? The wind sock out the window? The storm that knocked over the pine tree behind the tennis court? Your proctor? The pilot project thirteen classmates? JV II Lacrosse? Selling ads for *The Phillipian*? Grandmom on Grandparents' Day?

Lower year: The Fred and Ted Apartment in Will Hall. The Russian and Chinese posters. Stars on the ceiling. The plant corner. The in-room parties. The book from Jen on 1,426 reasons to be happy. Trying to get the drive training forms from Andover to Bel Air. Aunt Mary at JV Lacrosse. The smell of dirty socks in the third floor corridor. Serving a waiter at senior prom. Super Ted. "Goosey, goosey, ga, ga, ga!" on the lawn during Russian Class.

Upper year: Arriving back at school skinny from the China trip and Camp Tockwoh. The US. Ambassador to the U.N. at Parents Weekend. The China Seminar. Rachel. The closet door replaced by a curtain. The view of the front steps of Will Hall, with pumpkins and cornshocks at Halloween. The wild and stormy trip to the White Mountains. Rachel. Fidelio. Wonderful English classes. Bunches of friends hanging out around campus. Taking the SATs. Dr Williams' visit.

Senior year: Francisco back from Spain. Your cousin Ted coming to the third floor. Bike and Commons mishaps. College applications. Student Council. Thanksgiving trip back with five-kids-and-a-driver sardined together. Angie. Trip to Italy starting in a blizzard. JoJo and the trip home in her family car. Xmas carols with funny hats on the Chapel steps. Exeter track victory. Finally getting in the cast of a not-cancelled play. JoJo and the senior prom. Berkeley...

And now, at Exhibition, it may feel like the end. But you have about a hundred years of reunions, E-mail, visits to each other, and shared memories ahead of you.

With pride in our Andover grad,

Love, Mom and Pop

To Jennifer,
Whoops, there goes
another rubber tree plant.

Congratulations and
all our love,

Mom, Dad,
Kimberly, and Ronnie

The Year of Kathryn
Congratulations Princess

We love you,
Mom and Dad

Bicycle Division, Arsenal Of Technology

Combatting Rise In Campus Crime

by James Mok

Every year Phillips Academy experiences unfortunate incidents of theft, vandalism, and assorted crime. The 1992-93 school year proved to be no exception. In response, the school has taken several steps intended to reduce campus crime, including an increase in Public Safety patrols and the installation of security systems in Paul Revere and Day Hall.

Although reports of campus theft increased this year, Chris Ferris, director of Public Safety, emphasized

of bowls. Appeals for the return of the stolen items have received a sluggish response. Widespread graffiti in bathrooms prompted Dean of Students and Residential Life Henry Wilmer to use an alternative method of poetic verse to deter students from vandalizing. The replacement of bowls and the repainting of bathroom stalls have cost the school considerably.

In addition to the usual campus problems, two other major episodes of crime have struck the campus. The first, which included three related incidents, involved the invasion of privacy of several residents in Day Hall and Paul Revere. On September 28, an unidentified male entered the bathroom of Paul Revere and pulled a shower curtain on a stall where a resident was bathing. On October 2, a male of the same description peeked into a stall where a female student was showering. The third incident involved an unidentified male loitering in the common room of Day Hall. The suspect fled before being apprehended on all three occasions. It is unclear whether the same intruder acted in all three instances.

On November 6, a male PA student alleged that he had been fired upon from a car driven by four teenagers. The student had shouted a profane verbal insult at the weaving and swerving car, and the assailants turned the car and pursued the student. The student fled on foot towards the Rabbit Pond area and heard two loud noises emitted from the car, which he assumed was the discharging of a firearm. However, a subsequent search of the area by Public Safety and the Andover Police

turned up no evidence pointing to a gunshot. The noise may have been a number of things, including firecrackers or cherry bombs, a starter's pistol, or an air rifle. The school still considered the harassment and chase warranting concern.

Since these incidents in the fall, the school has taken up a number of steps to improve campus safety. Measures include increased presence of Public Safety officers and the trial installation of a new security system.

Early in the year, Public Safety deployed a fleet of mountain bikes with the hope of creating a more efficient and versatile force against campus disturbances. Chris Ferris, director of PA public safety, developed the idea one year after observing mountain bike safety units at universities and colleges in the Metro Boston Area. The conversion alleges to make



An eager youth activates one of the new call boxes. photo / B'ingster

that the increase is chiefly due to a rise in students' reporting of losses. Ferris also explained that "the large percent of theft on campus is committed by community members" and not people outside of the school. He believes that inter-campus crime threatens to erode the very social fabric of the community by destroying the trust between students and subverting a positive dormitory atmosphere. Public Safety has encouraged students to take careful steps to protect their belongings, including cabling down computers, locking bikes at all times, and locking doors.

Commons has reported a rash of thefts that have resulted in a shortage



P.A.'s Mechanised Division Tracks Campus For Crime. photo / Gurry

the officers "more approachable," and the closer contact to campus "enabling them to see and hear more around them."

Additional benefits of the bike units include the reduced cost of patrol operations, increased mobility of patrols to narrow foot-paths and sanctuary roads, and "employee fitness." The program is still in its exploratory stages, and PAPS is determining the areas and times of maxi-

mum effectiveness. The six-man squad is equipped with enhanced Specialized Rockhoppers and special protective uniforms.

In direct response to the three "peeping tom" incidents, PA installed intercom phones and stronger locks in Day Hall and Paul Revere. The added security is designed to prevent intruders from casually entering a dormitory. Students living in the two dorms are issued special keys to access the doors, but visitors must call

through the intercom and be admitted personally by a member of the dorm.

Depending on the success of the trials, the school may install similar security systems in dorms throughout campus. Or, the school may go as far as to implement a system like many college-campus systems where special keys and magnetic access cards will be used to gain entrance to all dorms.

Theft, vandalism, and inter-cam-

pus crime may remain a disturbing parts of campus life but there is no reason to establish a "bunker mentality, and close ourselves off to the outside world," as Dean Wilmer describes it. We must take reasonable precautions to combat crime now so that we can insure the entire communities overall safety as well as preserve their sense of security.

To Emily:

Hooray! You did it!
You're out—best of luck next year and in the future.

Love,
Mom and Dad, Brad,
Cindi, Sam, and Jim

FOR BETSY BISSELL

Dear Betsy—East may be East and West may be West, but sometimes the two do meet (and must—these are surely not Kipling's times). You left for P.A. from Orange County and Sacramento with a set of highly impressive accomplishments already achieved; you blended them with the exceptional opportunities offered to you at Andover; and you emerge as a young woman whose extraordinary personality reflects the very best of it all. As you begin your path toward contributing meaningfully to global understanding, we are all more proud of you!—With Love And Admiration, Mom

Way to go, Morgan!!!

We know you hate for us to say this, but...



We love you and we are so proud of you!



Love,

Yinny, Yea Yea, Grandpa Meyer, Uncle Gary, Aunt Jan, John, Leslie, Ben, Mad Max, Uncle Ed, Auntie Cam, Courtney, Ashley, Auntie Barbara, Mouse General, Auntie Anna, The Brown, Amy, Ready, and Mom and Dad

How wonderful it was when we waited for something special to happen! Then you happened! The day you're born, you're given a beautiful world as your first birthday gift.

We believe that you can do whatever you want. You have life in your hands.

Make your choice and go for it! **WE ARE PROUD OF YOU.**

Congratulations! Mom and Dad



Dear son Tushaar, Hooray! You did it. Congratulations! Fine work! This part is over.

Your hard work paid off. We missed having you home, looking after you day to day and being a part and parcel of your daily life. When you left for Andover, on our insistence, it was your project but you made it completely your own and worked at it and enjoyed Andover experience to its limit. You did well.

As you go towards further steps of life you will be offered many challenges, many opportunities and many difficult choices. We wish, you have the hardiness to tackle the challenges, right attitude and effort to avail of the opportunities and good judgement to make right decisions and come out of it all with flying colours.

Be honourable and be correct so you can look to yourself with pride.

The world is full of things that are good and that are bad. Choices are yours. Learn to do your best so that when all is done you have no regrets. Handle yourself in a manner that wherever you pass thru you leave such impressions that people fondly reminisce "Tushaar was here."

Good luck in your future and happy times!



Love, Mom and Dad

Tushaar, Congratulations! We can't wait to show you all the wonderful places and things to do at Michigan. But, don't worry we won't bother you too much, especially during the cold, harsh winters that you love so much.

Love, Pete and Archana

P.S. We are really happy that you are coming to Michigan so you can buy Pete a computer.

Tushaar, Congratulations! Wish you success at every step of your life.

Love, Raj, Geeta, Roopali, Vishal

Tushaar,

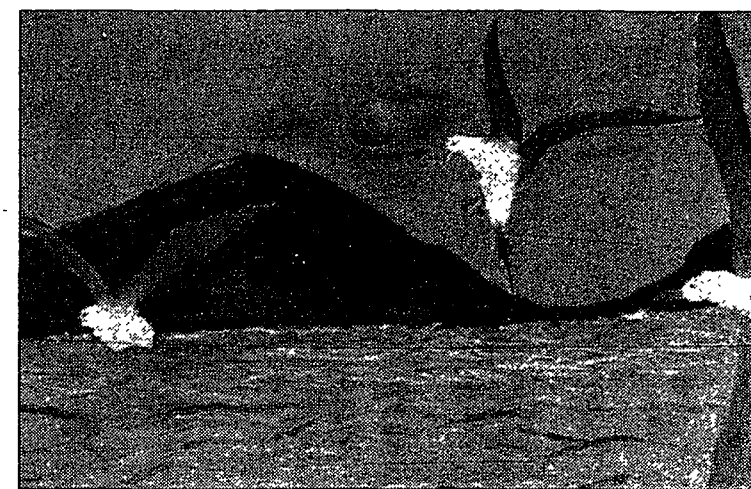
Congratulations on a successful four years at Andover and best wishes for a great experience at Michigan.

Love, Tarun

Tushaar, It has always been hard for me to verbalized my feelings for someone I care about deeply. You know how I feel about

you. I wish you good

KARMA. Love, Achal



You did not get in trouble in Cancun!! Now, you have four years at Michigan to do it! And, I will still send you cookies at U of M, especially during finals!

CONGRATULATIONS!

Sister Anjula

PRINCETON!

Get ready for some world-class *Taunting!*
Keep setting us straight, RAPHAEL!

*We love you,
Mom, Dad, Gaby*

Congratulations Will
on your graduation.

Here's to a bright future.

Love,
Mom, Dad,
Liza, Buddy,
and Maggie



**1993-1994 *Phillipian* Board and Mr. Lyons...
A Partnership for Life**



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Congratulations on a job well done.



You've made your family very proud.

Love,
Mom, Dad, Kerry,
Megan, and Danny
(Murphy and Bailey too!)

(Never forget Barcelona!)

FEATURES

Section B

Phillips Academy, Andover, MA

June 6—Commencement, 1993

Reflections Of A Woman Who Is Beginning To Wear Purple

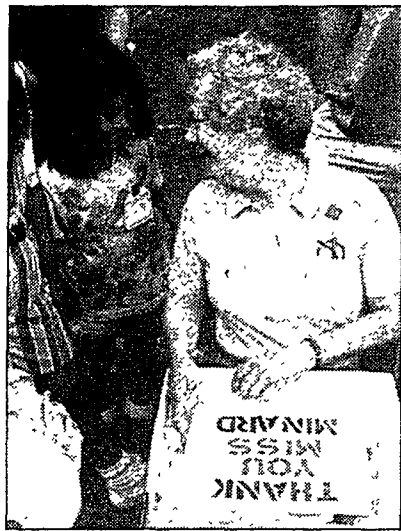
by Mary Minard
SPECIAL TO THE PHILLIPIAN

Jeffrey whose hug knocks me down every Tuesday evening, Mikie whom I have known in 3 or 4 different programs, the 'grand old men' John and Rusty and Richard, Norman the 'prophet of Essex Street', Nick and Nat and Jesse and Meredith who helped me to define the program: twelve years ago I had no idea that these people and so many others would shape my life into a different arrangement of values and perspectives.

Learning by doing (community service by another term) is, to me, the most effective way of learning; all my teaching life I have believed this, whether it be in the dormitory or in a soup kitchen. And it is because I believe that active, outside-the-classroom learning is so potent that joining Father Gross in the Community Service Program was and is such a joy to me. And because I have come to appreciate the importance of always being a learner, no matter what one's title, to have had the opportunity to take a fresh direction in the middle of my life and learn something new about myself was a challenge and a great gift.

But the program has reached a

'kind of turning point: will it continue to be an after-school offering of activities or will it truly become integrated into the institutional life of the



Ms. Minard at Celebration Day photo / C. Kim

school, as the faculty voted it should? It seems right and fitting that the new direction be pursued by a person with a fresh vision and fresh energies and, after 11 years, I have reached a turning point, too. It is time for me to pause for reflection and to pursue new learning opportunities of my own. Who knows where the path will lead?

Now The Interview

by John Guschov
FEATURES ASSOCIATE

John Guschov: To start off with, tell me briefly about your background.

Mary Minard: Well, I was born here. My father taught at Phillips and my mother taught at Abbot, so I grew up as a faculty child. I attended Abbot as a day student in high school, and then attended Smith College for four years. After I graduated from Smith, I taught at a school in Natick for two years, and then in 1961, I came back to Abbot to teach history, and I've been teaching here at Abbot and Phillips ever since.

JG: Have you been teaching history all this time?

MM: Well, when I came to Abbot in 1961, I taught history and was the department chair. Then in 1980, Father Gross came to be the Catholic Chaplain, and he and I taught history together. I became interested in what he was doing, which was going beyond the school to help people in the community. That year, I became president of the Ladies Benevolence Society, which is the organization of faculty women and faculty wives. We put together the Newman Club, and all of those women cooked and served at Bread & Roses. Then in 1984, I went off on sabbatical, and I was terrified of the whole notion because I had never really been away from here.

JG: Where did you go on sabbatical?

MM: Well, I had the notion in my head that to go on sabbatical, I was supposed to go some place far away. I had planned to go study in Cambridge, England. However, right before I left, I cashed in my plane ticket, and decided to go to Maine instead. I received a catalog from the University of Maine in Portland, and they offered a course in spirituality and personal growth that interested me. So I took the course in spiritual growth, and spent most of my year in Maine. When I came back, I continued working with Father Gross, and taught less and less history and stopped coaching crew, and really concentrated more on the helping the community.

JG: When was the Community Service Program officially started?

MM: Well, the Community Service Program was never really officially started. When I was growing up, there was the Phillips Academy Charities Drive, which was a group that collected money every year before the Andover/Exeter football game, and subsequently distributed the money to various charities. I



Ms. Minard...again photo / D. Ingster

I'll come back as something very different because someone has been hired to fill my present slot.

JG: Who will direct the Community Service Program next year?

MM: A young woman by the name of Jennie Niles from the Harvard Westlake School in Los Angeles.

JG: Where would you like to see the Community Service Program go from here?

MM: Well, there are many reasons why I'm taking a leave of absence right now, but one of them is because the program needs to take a new direction. It really needs some fresh energy and some fresh vision. I really hope that we can fire up other schools to be creative with service work. A lot of schools are experimenting with really creative ways of teaching and learning, and once upon a time, not too many years ago, this program was really on the cutting edge of the service initiative.

Awesome Audrey Bensley Waves Good-bye

by Jess Lunt
DEDICATED CERAMIC STUDENT

During the summer of 1950, Gordon Bensley asked Audrey Nye to come stay with him, and to teach tennis and swimming at the Phillips Academy summer session. Little did she know, there were motives other than just getting her a job that inspired her invitation to P.A. After being at P.A. for a little while, she was asked by the Headmaster if she knew who was supplying her salary. The athletic Department, she had been told. The Headmaster told her that the Athletic Department was broke, so how was she being paid? It was then discovered that Gordon Bensley had donated money to the Athletic Department to pay Audrey. "It was a ploy, but it worked. In the fall, we were married." So she became Mrs. Bensley, and a faculty wife.

Being a faculty wife in those days meant unofficially running a dorm—Bishop North in her case—but other than that, keeping a low profile. Faculty wives were not even allowed to eat in Commons! Mrs. Bensley, who was ahead of her time in many ways, was not satisfied with this lifestyle so she decided to take a chance and become the pitcher for the Bishop North Twilight baseball team. When this clandestine activity was discovered, Mrs. Bensley was forbidden to play anymore. P.A. was still "very much a boy's school".

In 1965, after having raised four children, Mrs. Bensley joined the Abbot faculty as the first Ceramics teacher. She taught the girls during the day, and at night, after the girls were in their rooms in Draper, the boys were permitted to take classes with her. The Ceramics program

However, Father Gross and I were not able to persuade the school to really look seriously at community work. More than doing service activities, we need to integrate active learning into the classroom. It has been proven that students learn by doing, but so far we haven't really been able to go beyond the four walls of a classroom and the pages of a book. So that's where I hope it will go. Service is a vehicle to learning. It's the means to learn about a lot of life issues and the means to really learn a lot about yourself. It's complementary learning to academic learning. If this is really an educational institution, I hope for the sake of the students that this is the direction that the program will take.

JG: Any final thoughts?

MM: This whole experience has really opened my eyes to a life that I did not grow up with and did not learn. One of the reasons why I feel so strongly about service learning is because I did not learn that way, and I feel that the school is criminally negligent by not requiring students to learn that way. If we are an educational institution, then we should be expecting as many educational experiences from you and providing as many for you as possible. It has nothing to do with requiring volunteerism; it's purely about an educational experience. I guess sometimes we forget that we are about learning. It has been an extraordinary experience for me to connect with these people - all different kinds of people that I never would have met. I used to walk down the street and see a crowd of people, but now I see individuals. These are real people that have aroused a passion within me. It is criminal that this society is so complacent and gets so angry about people in the streets. Society is more concerned with "why are they there?" and "where do we put them?" than "who is this person?" We really need to pay more attention to the big questions. We get so caught up in content here. We teach in a way that is not the best for students. As a mid-life challenge, this really has been great, though. The whole experience has been terrific.

grew from 20 students, at the time of its birth, to 90 students when Phillips and Abbot merged in 1973. At that time, ceramics was moved up to Benner House, which was renovated to make a studio. The money to buy

it gave them "a chance to make the studio and photography elements of visual studies work together".

What about the future of Benner House? Mrs. Bensley says that Benner House is slowly regressing to

should not be made into a place where students go to play video games; we don't need that, we need a good place to talk and be together.

And the new ceramics teacher? She hopes that it will be "somebody who cares as much about young people as they do about clay, because that is the important thing here: students."

Mrs. Bensley has been here for 43 years, and now she is leaving. What will she miss the most? "The wonderful students and the mythical animals."

The Bensleys will be moving to a house not far from campus, "So we can take advantage of the fine concerts, plays, lectures, and dance recitals, as well as being able to keep in touch with faculty and former students." Mrs. Bensley is planning to continue potting in the studio space of their new basement. The Bensleys will also spend this new found time visiting their children who "are spread around the world." Mrs. Bensley plans to do some community service whenever she can, and she reminded me that she "will be right around the corner".

Okay, I'll level with you; I'm not just an objective interviewer; I've taken ceramics for the past two terms—the second because I could not resist it—and I have loved working with Mrs. Bensley. She has brought so much life to Benner House and so much light to the lives of those of us lucky enough to know her. I wish her successor good luck because he or she has a hard act to follow. Thank you, Mrs. Bensley for giving the "clay bug" to so many of us fledgling artists, and thank you for being a great and groovy gal.



Audrey Bensley grooves on the tables photo / D. Ingster

another large gas kiln was supplied by Abbot graduate, Kate B. Lily. In 1973, Mrs. Bensley was also asked to teach visual studies, which is required of all members of the art department. She feels that this experience has been "as important for my growth as it is and was for the students. It really taught me how to see, and to understand the hypothesis forming and problem solving aspects of art." Mrs. Bensley believes that the hypothetical question, "What if?" is the door to a creative solution.

Mrs. Bensley has really enjoyed working in the art department with Mr. Bensley, who started the photography and audio-visual program. When they both taught visual studies,

what it was before it became the ceramics building—a student union. There are various plans for Benner House in the future, but the most probable is that the ceramics studio will be consolidated to the basement and the upstairs will be a SAC-esque hang-out spot. Mrs. Bensley favors this plan over the alternative of making a new ceramics building in a different location, because if that happened, the gas kiln would not be adjacent to the studio. However, she worries that the first plan will turn Benner House into an arcade. She would rather have it more of a place for students to go and talk and have coffee and tea. Benner House would make a wonderful coffee house, but it

Bartlet Bids Fisher Fond Farewell

by Bartlet North Lowers
PHILLIPIAN STAFF WRITER

Many women of Phillips Academy have, in recent weeks, been... down. Depressed. Sullen. Sulking, and teary-eyed. When asked why, one girl sniffled and whispered, "Ken".

The men of Bartlet have, in recent weeks, been constructing a huge stone monolith to a minor deity. When asked why, one Bartlet member bowed his head solemnly, then looked to the sky and whispered, "Fish."

Countless biology faculty and students have in recent weeks not been themselves. When asked why, they responded, "He's leaving."

It's the sad truth. Kenneth Fisher, an instructor in Biology will be leaving us for the warm sun, cool breeze, and the sandy beaches of Buenos Aires, Argentina. Mr. Fisher will begin teaching in the Asociacion Escuelas Lincoln School from August and teach through December.

"My life began at Dartmouth college," reveals the Fishman. Graduating from Dartmouth in 1986, Mr. Fisher taught around the country for some years before deciding to pursue a Masters Degree. He graduated from Brown in 1991 with a degree in Biology and immediately came to Andover in the Fall of 1991.

Mr. Fisher has always wanted to "see a different part of the world and

live in a different culture. I want to explore new frontiers; to boldly go where no man has gone before." When the opportunity arose to teach in South America, he could not pass it up. "Also, one of my biggest regrets from my college education is leaving without a fluent command of a foreign language. Although I've studied many different languages, like Russian, German, Hebrew, Swahili, I don't have a fluent command of any language other than English."

Looking back on his days at Andover, Mr. Fisher had a lot to say. "For a teacher, Andover is ideal in many ways. The students are self-motivated and more enjoyable to teach than in other schools I have taught in. My colleagues are interesting and insightful. There is a ready made community at Andover. This is the kind of school in which one could settle for a long time."

On being a house counselor, Mr. Fisher commented, "It is one of the most enjoyable parts of my job. I get to know students off an academic or athletic level. One of the reasons I



Lucy, the Wonderdog photo / A. Gurry

teach is because I enjoy relating to high-school age students. I think that when most teachers come here, they don't realize how big a role house counseling plays in their daily experience. It is probably the most important of the three roles that a teacher fills here: teaching, coaching, and house counseling. It's ironic that you are hired to teach but your biggest obligation is to be a house counselor. I really love this part of my job."

Dan Marks, a resident of Bartlet North remarked, "Bartlet is like a family to me; Mr. Fisher is like... my

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- Boys Varsity Lacrosse admits to flagrant use of the Thighmaster strengtheners, 4.



The Fish-Man takes leave photo / D. Ingster

Alcohol on Campus—Andover in A Stupor

by Victoria Kataoka
PHILLIPIAN STAFF WRITER

Though Phillips Academy may not have any more significant of a problem with drinking than any other American high school, the abuse and over consumption of the illicit substance has gathered considerable concern during the past school year. With two "near death" events occurring within two weeks of each other during the Spring Term, Dr. Richard Keller, along with the avid support of the Administration, labeled the issue critical and subjected it to immediate scrutiny by the Academy. Meetings involving the entire school, Seniors, Faculty, Student Council, and ADAAC, the school's drug and alcohol awareness committee, instigated discussion and controversy across the campus.

The Administration's response came from a statement by Dr. Keller, who predicted that at the present level of drinking and current behavior of the student body, "There will be a death on campus because of binge drinking."

Immediate action was imperative, and the Administration called a Senior Meeting. At the event in Tang Theater, Mr. McNemar, Mr. Wilmer, and Dr. Keller called upon the "leaders of the Academy" to assist in remedying the critical threat. They asked the Seniors to allow their level of concern to shift from one of discipline to one of safety — emphasizing the need to prevent a death.

The Seniors, however, had a variety of different responses. Some found it very difficult to separate the two issues and accused the administration of inflicting a double standard upon the students. "They call upon us for help and assistance,

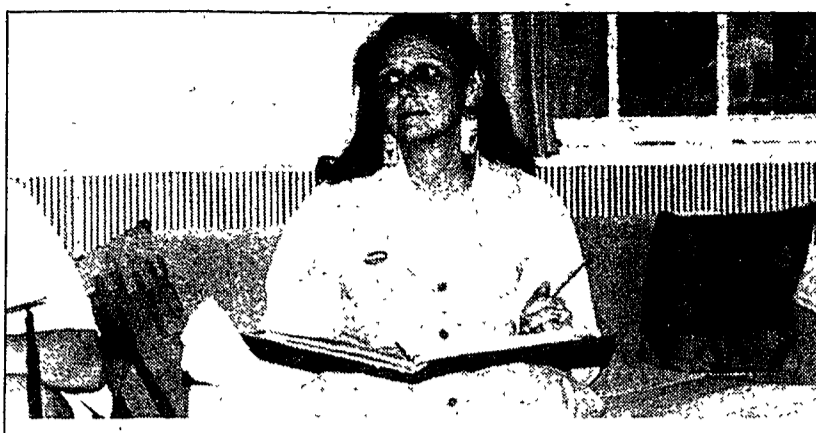
but then threaten us with room searches," said Zach Lamoreaux '93.

Others labeled Social Functions as the erroneous impetus causing people to drink, while others cited stress as the catalyst. Still another faction of the student body found the reactions of the other Seniors discouraging and apathetic. Said Hillary Koob-Sassen '93, "You are at one of the most wonderful places in the world for someone our age....Suck it up." Also some Seniors felt that there was a decline in morale and respect for the Academy across the campus, which then consequently causes less restraint for students when they decide to drink.

From the Senior meeting myriad issues emerged, causing an unprecedented volley of opinions and interplay across the campus. Some people believe that Andover should become a "one-chance" school—meaning that if a student is caught drinking or using drugs (currently a probationary offense) he would be immediately expelled. Suggestions also included adding a student Leadership Code, which would require students in Leadership positions to resign if they were caught drinking or using drugs. Those who felt that the decline in respect for the Academy was a problem suggested that the school enforce its Honor Code, which students sign before the beginning of the school year.

At the root of the issue is the concern for safety. Throughout the entire debate, students were reminded and encouraged to use the Sanctuary Policy—an ordinance which allows student to go to the Infirmary if they need medical assistance from drinking or drugging, exempting them from disciplinary action.

Many students expressed reluctance to use the Policy because



ADAAC Faculty Advisor, Associate Dean of Students, Cilla Bonney-Smith

photo / File



1992-1993 ADAAC co-Heads, Tori Kataoka (l) and Tina Ver

photo / File

parents are notified. Many students fear the reaction their parents might have in response to their drinking; some students have been pulled out of school in such circumstances. To help assist this concern, a proposal emerged suggesting that a waiver be sent home to parents stating the parents' approval of the Sanctuary Policy and a promissory note to abstain from removing their child from the Academy if she or he decides to use it. Though many people were speculative of the proposal, some feel it would at least start a rapport between parents and students about drinking, and bring

the prominence of the current issue to the eyes of parents.

ADAAC, the Andover Drug and Alcohol Awareness Committee, is particularly concerned about the recent influx of drinking on the campus. "We need to look at the cause, but also must construct effective mechanisms to educate people about the decisions they are making when they decide whether or not to drink," said one head of the Committee. To start this education, the group launched a new campaign to include all members of the community, users and non-users alike. Though ADAAC is simply an

awareness group, it has a reputation of being a non-user group. Next year's heads Caroline Sincerbeaux '94 and Tim Wexler '94 will continue discussions and events to help alleviate this stigma.

Through discussion of use and abuse of alcohol, pot use, and LSD, ADAAC has gathered information about the opinions and level of abuse of these substances throughout the student body. With this information, it can provide more information about the popular drugs used—it can focus more on binge drinking and pot use—as well as help reconstruct FCD Week so that it is more effective. Also, the Peer Education Team (PET), a sub-committee of ADAAC, will continue its current activity of educating Juniors about alcohol and drug use and abuse, lead by Yash Katsumi '95.

Next Year, in addition to its normal activities and support for PET, ADAAC will sponsor the conception of a group called Free2000. Under the direction of Moacir de Sá Pereira '94, Free2000 will serve as the non-user support group on campus. Free2000 is a part of a nationally collaborative organization, which - was spawned with the goal to make non-use the norm for Americans by the year 2000.

The Academy still intends to continue its education programs. FCD Week or Freedom From Chemical Dependency Week administered during the fall is organized by ADAAC. The week holds over thirty seminars with a variety of topics for student interest. All new students undergo an introductory seminar, which covers the basic explanation of alcohol use and abuse. It also explains the different levels of tolerance for both intoxication and alcohol poisoning,

according to weight, sex, body fat percentage, and previous use.

Unfortunately, these facts do not remain engraved in the minds of many students, and one must wonder what can be done to prevent over-consumption. Should students be taught how to drink? Should they be kicked out if they are caught once? Should there be random, or uniform room searches? Should Seniors step down from their leadership positions if they are caught? Is it logical to expect a substance free student body, or should the students be allowed a second chance? Should there be different levels of discipline for different levels of drunkenness or abuse? Is it imperative that parents are alerted if their son or daughter takes "Sanctuary"?

The solutions are unknown. Since the problem is not isolated strictly to Andover — it is a societal issue—definite resolutions are hard to find. Students resolved, however, at the last Student Council Meeting, to propose three suggestions to the Administration: 1) Continue Education about drinking through FCD Week and PET 2) Augment Social Functions with designating certain weekends to certain dorms 3) Institute a Waiver to parents about the Sanctuary Policy. These suggestions are at least a step in the right direction, and it is one step farther from where we began. The communication and debate throughout the community was a very useful and productive use of time and words. It is unfortunate that the energy of the community comes together and is used for such a menacing and threatening issue. However, it is encouraging as it serves as an example of how effective the minds and people in this community can be.

Disgruntled Juniors Huggin' Trees—P. A. Goes Green

by Franco Torres
SPECIAL TO THE PHILLIPIAN

When I first became Junior Representative, I had a lot of goals. There were just so many restrictions on my class, and unfortunately, there still are. We, the students of Phillips Academy are supposed to be a "higher order" of student; we are supposed to be talented, mature, intelligent, and responsible. The current treatment of the Freshman class purveys a message to the Freshmen ourselves that we lack the above qualities. I am reminded of the golden rule, "Do unto others as you would have done unto you." With the lack of respect that our Freshman class has faced this year, I'm surprised the faculty wonders why Freshmen students are counting the days before they go home. Andover is supposed to be a step into freedom. Unfortunately, it falls very, very short. I've often heard the campus being referred to as a prison camp. I know Rockwell has been referred to in that manner: an 8-pm lock-up and head count, and an 11p.m. lights out.

Though I am unsatisfied with the restrictions, I don't want to be taken in the wrong way. While some of these rules are necessary in order to preserve the academy, many others could be improved simply with some minor changes, making the "Freshman Experience" far more unforgettable.

First of all, the current parietal system is unsatisfying. Junior parietals were completely removed during the Fall term of this year. During the Winter and the Spring, parietals were only given during a short period during the weekdays, with no room visiting during the week. The administration reasoned that parietals should not be given without prior education about healthy male and female relationships. However, we lost a term of parietals, and we never had the aforementioned education talks. Perhaps a following through of the original plans would have been extremely helpful to the Juniors. Instead, we were left with a feeling that parietals were taken away from us for no reason whatsoever. Parietal hours also needed to be increased during the Winter and Spring Terms. Freshmen counselors would leave five minutes before parietals began, and they would return just in time for sign-in.

Other house counselors, when asked for a room visit, would say they were leaving in five minutes every time we knocked on their door, or simply not answer at all.

The faculty and administration were concerned with "big, bad seniors" attempting to violate Freshmen girls. If this was their primary concern, then my suggestion would be to implement a junior-junior parietal system on a trial basis in the Fall term. When the Winter and Spring rolls around, Saturday and Sunday would be ideal days for parietals, considering everyone's workload on the weekdays.

"Lights out" has also posed a problem this past year. "Lights out" are reasonable, especially when during the first few months at the school. It gives us incentive to complete our work before a ridiculously late hour. However, once the Spring sets in, we begin to get into the habit of going to sleep early. It would be enjoyable to have the option of going to bed early or staying up late. After all, we are all becoming Sophomores soon, and we will not be faced with the same bedtime restrictions then. A transition period to prepare the Juniors for the transition would be ideal, especially because responsibility and time management are essential to a productive Andover career.

Junior Humanities has bogged down Juniors with unnecessary course loads. Juniors have to take six courses to fulfill their requirements. Art, History, and English should cover related materials instead of presenting completely unrelated subjects. For instance, if we read "The Odyssey," we should study Greek History while recreating Greek art and studying old Greek hymns and songs. The courses, many times, only seem to cause confusion for many students. Junior Humanities simply doesn't prepare Juniors for the future, and simply adds more work. The courses would be more productive and interesting if they didn't jump around from subject to subject, but rather were presented in a logical, organized manner.

To arrive at productive conclusions, the faculty needs to listen a little more to the ideas of the students. I never used to believe in the statement, "You can't fight City Hall," until I came to P.A.

by Melissa Schatzberg
FEATURES ASSOCIATE

After a year of experimentation, the future of the Phillips Academy recycling system remains uncertain. Despite enthusiastic attempts by Earth Friends and the Campus Environmental Committee, led by Edward Germain, it has so far been impossible to create a system which satisfies the demands of fire marshals, OPP, the Academy's insurance company, and financial advisers.

Brooke Peelle '93, a '92-'93 Earth Friends Board member commented, "Over four years it seems like the recycling program has been slowly broken down on this campus. Junior year, my friend was recycling queen of her dorm and they won a prize for recycling the most paper. Lower and Upper year, recycling was still possible, but not so much encouraged. And now, there seems to be no way to recycle effectively. It's a bit distressing to be leaving and to not know if Andover is going to even continue to try to fight for a recycling program that will work."

Although the school once recycled paper, cardboard, plastics, cans, and glass within each dormitory, the system was closed down Winter Term when fire marshals deemed the back up of flammable materials, and bins which blocked exits, unsafe. The system was adjusted so that in all clusters but Pine Knoll, bins were placed in central locations within dorms for the collection of cans and glass. Dumpsters remained in each cluster for the collection of paper, but plastic and cardboard recycling was terminated.

Pine Knoll became the experimental environmental cluster and a trial recycling system was begun. Each dorm was assigned specific students to supervise recycling as their work duty, and all recycling was required to pass through the dorm on a daily basis to prevent fire hazards. Bins for paper, plastic, aluminum, and tied, corrugated cardboard were placed on the Knoll and were emptied by MBI, the company which handles schoolwide recycling.

Although most dorms were to be commended for their efforts, some problems did arise with students who felt that they were being asked to devote too much time to disposing their waste. The goal of Earth Friends remains to be to install a program that will effectively reduce waste on cam-

pus while educating student and faculty recyclers about why recycling is necessary.

Many in Earth Friends feel that although gains have been made to win faculty support of an established recycling system, especially that of Don McNemar, the school must take a firmer stand on the place of recycling in the lives of students. Co-Head Jess Lunt '94 stated, "We can't really ask students to recycle when they don't have any place to do it." Earth Friends has pointed to the prevalence of recycling systems on other boarding school campuses, and within communities, and the logical argument that recycling creates less waste, thus the need for less waste disposal, in their argument for funding a new program.

As student and administrative committees try to create a comprehensive recycling system to begin next year, two major obstacles have arisen. One of the problems facing PA recycling, and recycling by other schools and towns, is the decrease in markets for recycled materials. As the national economy continues to be in a recession, fewer producers and consumers are willing to pay the higher cost for recycled goods. In addition, a stigma remains that products produced from recycled materials, such as paper, are inferior to virgin goods. This decline in demand has rendered uncertain the future of MBI. OPP and financial officers are looking for a new program that would be compatible with other carriers if MBI does close.

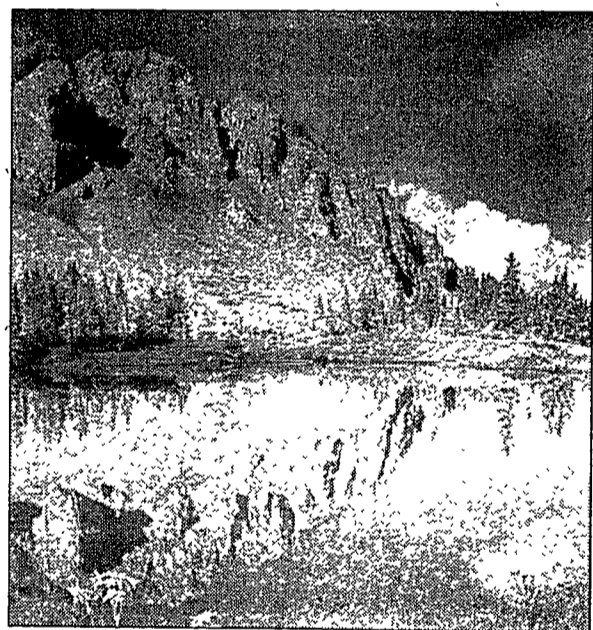
Financially, the school also remains resistant to the output of large sums of money to promote recycling, including salaries which must be paid to OPP workers who participate in the program. Options now being considered include recycling bins in individual rooms, or a truck which could circle the campus twice a week collecting and compressing recyclables. The truck would also transport the materials to a larger recycling center. This option is presently supported by the Campus Environmental committee because it would be an efficient way of dealing with the problem, would require one initial output of money, and would eliminate the necessity of unsightly dumpsters on campus. These dumpsters have been found to reduce the efficiency of recycling whether they be designated for trash or recyclables.

Dr. McNemar has requested a

survey of recycling programs at other boarding schools and colleges in the area in order to generate more ideas of how Andover may tackle the problem of waste management. Based on information gathered in the study, a proposal will be submitted by the end of the term outlining a suggested program. Most likely, this proposal will determine the fate of school recycling for the next year.

Student efforts in Pine Knoll, Earth Friends, and the Campus Environmental Committee have proven to the administration that there is a clear, valid call for schoolwide recycling. It remains to be seen whether the

school will assign enough validity to the argument to agree to take a financial and moral stand and install a comprehensive recycling system at Phillips Academy.



Utopia

photo / File

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PERSONAL DAYS—THE CONTROVERSY

The Student's And The Faculty's Perspective

by Timi Ray
PHILLIPIAN STAFF WRITER

"If the headmaster had allowed us to vote that night at the faculty meeting, personal days would be gone," says architecture instructor Robert Lloyd. Faculty blames the end-of-term chaos in their classroom on the student personal days, since so many students take personal days in the last week before the Dean's schedule. Now, after only two years, faculty plans to revise the personal day system, if not extinguish it altogether. Yet personal days represent a vital part of the students, a part unknown to faculty and administration. No matter what the cost, personal days must not die.

By definition, a personal day sets apart a single day in which the student can do whatever he or she wishes. Students can designate almost any day out of the academic year as their personal day. As a student progresses through the ranks of the school, he is given an increasing number of personal days, working up from one during their Junior year to three as a senior. Chris Bateson '94 advocates, "I like the seniority system. It gives you something to look forward to."

Senior proctors are awarded with one additional proctor day per term. Not only does this compensate for the stress and time involved with fulfilling the coveted proctorship, but also provides an added incentive for becoming a proctor.

Personal days represent exactly what they imply: a day for personal use. Included with this privilege is the right to choose that day. One faculty proposal is the creation of a Headmaster's Day for each term, allowing faculty to have a day off too. Ben Archibald '95 objects, "But that's restricting us. Once you take away our freedom to choose the day we want, it's not as personal."

Advisory Committee member Peter Washburn concedes, "In principle, they're very good." So why the conflict of interests? An editorial

from a February '93 Phillippian states "Taking a personal day requires much advanced planning on the student's part. Because of the involved process of obtaining teacher signatures and filing an official personal day form, students often put off their personal days until the final days of the term or year." The editorial suggested that students take a day off and report to the Registrar's Office the following day to explain their absence. Faculty, however, showed no reaction to this worthy resolution.

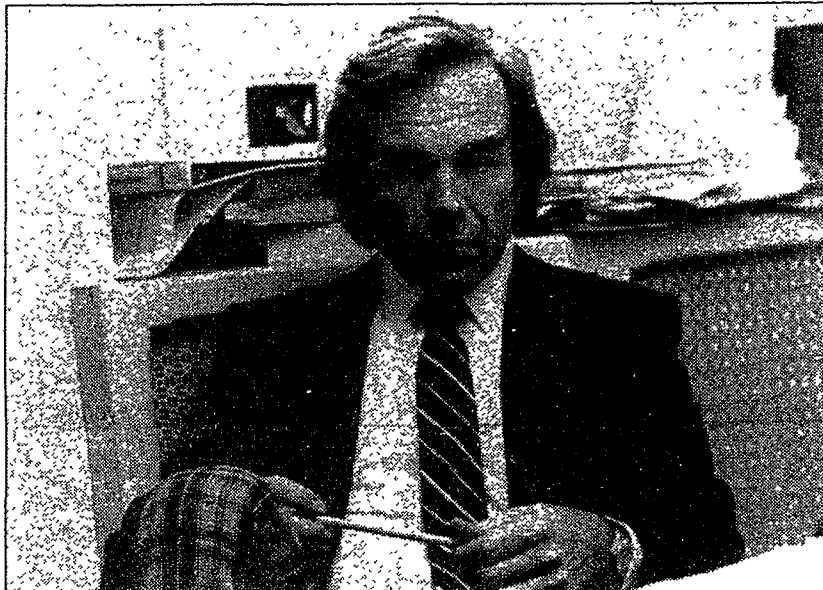
Other student suggestions include allowing more cuts per term. An overzealous Chris Corcoran '95 says, "Instead of giving us four cuts a term, give us seven!" This would allow a student to cut a full day of five classes, and still remain with two cuts to spend at leisure. Howie Shainker '95 believes that personal days should be given upon request "only to people when they need it." Therefore, teachers wouldn't end up with empty classrooms at the end of the term because not everyone would take personal days.

As unrealistic as it may first sound, not everyone needs a personal day. Joey McCannon '95 admits, "I've never been able to take a personal day for personal reasons...I can't afford to risk missing class." An anonymous upper once went all but two of his classes and his sport on his personal day. Regardless of whether his personal day was a futile waste, he used his personal day the way he wanted to, unrestricted by the school.

Personal Days provide a day for students to choose their agenda, be it getting off campus, finishing major projects, or simply sleeping in. People need time off, and the current system is the most direct method to achieve that goal. Next year, the school may grant us this right of relaxation in a very different form, if at all. Either way, Personal Days may be only a memory in the minds of students seeking a rest from the routine stress of Andover life.

by Vanessa Kerry
PHILLIPIAN STAFF WRITER

Personal days, while for a student blissful, are not always as thrilling for teachers. The majority of teachers feel that personal days are disruptive to their curricula. Although the absence of one or two students in a large class is not always so significant, personal days often result in a mass absence of students. The rules are that the last day possible to take a personal day is the day before the start of the Dean Schedule. This results in a rush to submit personal day slips, and notable absences at the end



Mr. Lloyd (t) and Mr. Cobb

photo / File

of the terms.

The Spring is especially bad since it is the end of the school year altogether. In the last two weeks before the Dean's Schedule, just under half the school took personal days. The most popular day being the last possible Monday in order to extend the weekend, over 100 people took a personal day on May tenth. Lower and Juniors who only receive one personal day a year tend to save theirs until the end of the year. Uppers who receive two tend to take them during the Winter and Spring terms. As the year winds down, students may take personal days not because they need them but because they feel obliged to cash in on their free day before time runs out.

Teachers are annoyed with the loss of so many students at such a critical time of the year, when the material gathered throughout the entire year is tied together. Mr. Lloyd of the Art Department described it as "if we had an epidemic in the Infirmary." Many teachers share this sentiment, and are annoyed at the hindrance in their curricula. Mr. Lloyd continued to say

that "[personal days] slow the whole operation down." He feels that the entire school becomes less efficient. One argument against Personal Days is that students miss class and then expect the teacher to drop everything to give them time to catch up on missed material. One anonymous teacher felt that Personal Days, especially at the end of the term, hurt the student in the following week. She continued to say that she finds it extremely frustrating and annoying to help students catch up on the work they missed.

Mr. Lloyd views it as a community problem, not a teacher vs. student debate. Lloyd admits that it may not seem that way all of the time because teachers tend to vent their anger towards the system at the students. He feels that the kids at PA shouldn't want to deliberately miss a day of classes. "What are kids here for?"

Math teacher Peter Washburn states that many teachers feel that in principle, personal days are very good. The anonymous teacher said she felt that students need the time off. Thus teachers understand the need for personal days among the student body. Mr. Lloyd has a slightly different view that students should not be allowed to take personal days only because they exist, but should have to present adequate reasoning behind the desire to take one. For example, if someone needs to catch up on work, the personal day should be granted. However, if a day trip to Boston is planned, the personal day should be denied.

The future of personal days is not certain. Many teachers want to vote on the prospect of discontinuing the system. The general consensus is that personal days should be eliminated. On May 21, a faculty meeting was held in which a discussion over personal days arose. Because of the

minute amount of time left in the year, the faculty came to the agreement that they would meet at the beginning of next Fall Term. Any changes in the system would be implemented that school year. They did discuss several possibilities for modifying the system. They included:

1. No change at all.
2. Eliminating Personal Days altogether.
3. Teachers having the right to refuse a personal day to a student performing unsatisfactorily.
4. Returning to a system of rewarding students with Honor Roll Days for those who succeed academically.
5. Dropping Personal Days, but creating a Headmasters Day each term.
6. Allowing only a certain number of Personal Days per day school wide.

An agreement about the solution to the faculty's problems with Personal Days will be hard to come by. There are many options. Mr. Lloyd opts for the Headmaster Day solution. He feels it is the most direct solution. He considers them completely unexpected, denying anyone the chance to plan what they will do with their free time ahead of time. It would no longer make it free time.

The battle over Personal Days is only just beginning. The system, only two years old, is already facing difficulties. Mr. Lloyd considers the Personal Day's life limited and endangered. Somewhere in the discussions that will follow, an agreement will be reached that will hopefully appease the teachers and students alike.

Homosexual Housecounselors: The Debate Rages On

by Lisa Larson
PHILLIPIAN COPY EDITOR

From the Semper Eadem debate earlier this term, to the discussions at Gay-Straight Alliance meetings, to the casual conversations among students, the issue of homosexual couples acting as house counselors has been on many minds this term.

Although the issue is as yet only academic, and the school has not yet had to deal with such a situation, the debate still continues. One of the most difficult aspects of arguing the issue

is that many people on campus who feel uncomfortable with the concept of homosexual house counselors, or find homosexuality immoral, are unwilling to admit it in the fairly liberal environment of Andover. This makes it singularly difficult to judge how people would react if the hypothetical situations presented in argument were to become real.

The debate sponsored by Semper Eadem brought the issue into the Andover public eye. The resolved was: "Homosexual faculty members should be allowed to live as house

counselors with their partners." Erik Campano, then the president of Semper Eadem, moderated it, and various students and faculty members argued the two sides. No conclusion was evolved from the debate; the reporter from the Lawrence Eagle-Tribune believed that the affirmative arguments—the side supporting homosexual couples as house counselors—was stronger, while some students thought the opposite, and many people only became confused by the complexity of the subject.

The debate sparked controversy across campus. It had been completely unresearched, and by some accounts, not entirely successful, but it made people begin to think. Arguments and articles sprouted in every forum for discussion.

The strongest arguments against allowing homosexual couples to house counsel deals with the effects they could have on students who believed morally and religiously that homosexuality was wrong. That is, if house counselors are there to set an example for us, students should not be presented with an example they considered to be immoral. Parents might pull students out of school; the applicant pool could decrease. Another argument suggests that some of the more conservative trustees and alumni that provide the school with support may stop donating money if homosexual house counselors became part of the school.

The affirmative side counters each of these arguments with their own reasoning. "Sexuality should not be an issue in dorm life," says Marta Rivera, head of the Gay-Straight Alliance. "I think that given enough time, any student could accept homosexuality; in a multicultural environment like Andover, people should come here with open minds." Rivera

Senior Spring Exams Under Question

by Sara Perkowski
PHILLIPIAN STAFF WRITER

Towards the end of the academic year, this year's senior class, represented by Ore Owodunni and Tom Tadros, presented a proposal concerning next year's Graduation Ceremony to the Members of the School Congress. They proposed that the Graduating Class of 1994 be permitted to graduate on the Sunday prior to finals. The proposal was formulated for several significant reasons. Most seniors feel that Spring examinations are useless any way because they are already into college. If the Seniors graduate before finals, they would be able to leave before the underclassmen. Although their reasoning supporting this proposal appeared both logical and convincing, the idea was "shot down [by faculty]," as one student put it. The idea has been presented to the faculty many times in the past years, but never successfully. Due to overwhelming support of the proposal by many students, there is little doubt that the idea will soon be discussed formally again.

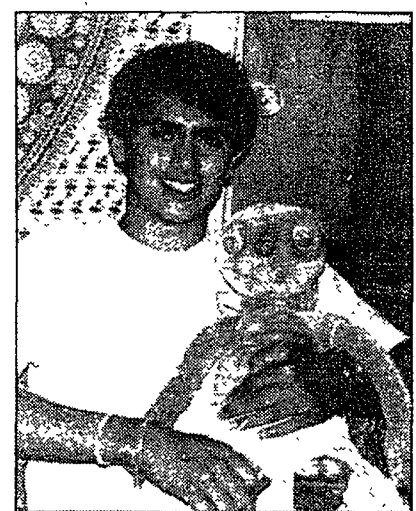
Many people feel that having Graduation on the Sunday before exams would provide an extremely considerable amount of additional enjoyment for everyone, especially seniors. The vast majority of the Phillips Academy community would be welcome and able to attend Graduation. Not only would this extended attendance encourage "the seniors [to] become alumni with greater gratitude and commitment to the Academy," but it would also provide the opportunity for the seniors' graduation to be shared with everyone possible. In the past, underclassmen have been very disappointed that they were not able to express formally their appreciation and final farewells to the graduating class. Throughout the year, seniors play crucial parts in the lives of all underclassmen; therefore, it is ironic that underclassmen have never been able to attend Commencement.

Underclassmen would also experience additional benefits if Commencement occurred on the Sunday before finals. Most importantly, after the seniors graduated and left, the underclassmen would be able to dedicate more time and effort to studying for their exams without the frequent distractions from seniors, who tend to have a lot of free time due to a lack of final exams. Underclassmen would also be able to remain on campus to take the Achievement Tests.

In past years, the scheduling of Achievement Test locations has been particularly difficult for many students. Due to the early Achievement Test registration date of April 30, both day students and borders have had to deal with incredible inconveniences. Some students have been forced to impose upon a day student's family for a few nights, while others have had to simply refuse taking the tests. Under the new schedule, underclassmen would be able to stay on campus for a few extra days in order to take the tests.

The proposal for early graduation does not intend to hurt students academically. It has even been argued that seniors would potentially have to work harder in order to graduate. The "Andover Course of Study" states that "Seniors must have passing trimester grades for all courses taken during the spring trimester." If seniors were exempt from spring term finals, many argue that term grades would prove more successful. In this way, seniors would likely work hard all term because there would be no way for them to rely upon a final to raise unsatisfactory grades. In the case that a senior's grades were not passing, a delayed diploma would result. Thus, if the proposal is accepted, all students could benefit academically.

However, the proposal was not accepted by the Members of the School Congress, which includes the entire student council, the entire faculty, and the heads of various organi-



Tom Tadros with glowing friend

photo / D. Ingster

Their decision was not affected by the support Ore Owodunni, School President, and Tom Tadros, Rabbit Pond Senior Representative, received from the student body. Many students felt that the proposal for an early graduation was one of the best ideas student council leaders had ever presented. Many current seniors, including Austin Rettig, who commented, "I think it sucks because it's a year too late," are very disappointed that the idea wasn't taken seriously before.

The refusal of the proposal was defended in several ways. First, the faculty stated that a calendar had already been organized for the '93-'94 year, and that changes could not be accepted. Second, Graduation is traditionally a special time for the senior class, when all attention should be focused on them alone. Another rather insignificant factor that was argued was that if the schedule was altered, there would not be enough time to prepare for Commencement.

Ore commented, "I was dismayed at the lack of support for the proposal among the faculty. I think the faculty is very reluctant to experiment and to accept change." The decision made by the School Congress was a disappointing one. However, hopefully a future proposal will result in a far more positive response.

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TEACHING FELLOWS

Liz Massey

by Melysa Sperber
PHILLIPIAN STAFF WRITER

The directions said to go up two flights of stairs, so I climbed the stairs wondering whether they were going to crack beneath my feet. Luckily, I got to the top and before I could decide which door to knock on, I heard the familiar voice of my complimentary house counselor. I opened the door slowly and walked through the hallway in front of me towards the kitchen where I found Liz Massey chatting away with a fellow dorm mate about marriage, divorce, weddings, dresses, and graduation. I sat down and started to voice my opinion on the subject at hand. Soon, I forgot I was there in order to conduct an interview. When I finally remembered my true purpose in visiting, I pulled out my tape recorder with a short list of questions.

"Are those really boring questions?" asked Liz.

"Well, I hope not."

"I just mean, is this going to be a really boring interview? I was talking with the other teaching fellows about the kind of questions we thought we'd be asked and we thought they would be pretty boring."

"I hope mine aren't too boring, although they are sort of common."

I gave Liz the list of questions and she read them over. "They are not as bad as I thought they might be."

Having had my interview questions approved I pushed the record button on the tape player. The first question I asked dealt with Liz's reasons for deciding to come and teach at Andover. Liz thought for a few seconds and responded, "I was attracted to the school because I knew it was such a great academic environment. There aren't many schools that allow college graduates to teach and have their own classrooms. Being given a classroom of my own was attractive also." Liz had never had any contact with other boarding schools before she came to Andover, but she

always wondered what actually went on at boarding school. When she was younger, she would wonder how kids could live away from their parents and their house during high school. Liz attended a Catholic all-girls high school outside of Washington, D.C before she went to a small co-educational college.

"What was your most memorable experience from Andover?"

Liz smiled and held back some laughter before she answered the question. "Definitely being asked to be the faculty advisor for the Liz Club, started by Liz Twitchell and Liz Geer. It is made up of probably eighteen Liz's on campus and we are here to support Liz's around campus because they need a voice. Now it was my turn to hold back laughter. "What do you do together?"

"Well, we had a meeting, last week, and we were all given LIZ stickers. Then we went to the mailroom and had a big Liz cheer. We were going to have a Liz dinner, but we didn't think that was exciting enough for Liz's so we are trying to think up something more adventurous."

Next, Liz and I talked about what she had learned from her Andover experience. Liz concentrated on the fact that she had learned a lot about all the different perspectives of different people on campus. As a teaching fellow, she was able to hold close ties to the students while managing to maintain relationships with veteran teachers. Another highlight of Liz's experience was being a coach for J.V Girls Lacrosse and Varsity Girls Basketball. "I made a lot of friendships that I wouldn't have made if I had not been coaching. I got to know the girls really well, going on trips or in practice." Being a complimentary house counselor was also an enjoyable experience. Liz felt comfortable going up and talking to the students even though she wasn't a constant presence around the dorm.

Next year, Liz is going to Baltimore to teach eighth grade in a

girls middle school. She wants to compare and contrast working with high school students and middle school students before she decides what career she would like to go to Graduate School for.

Liz appreciated many aspects of the Andover community, and she has really been able to appreciate her fellow teachers in the English department from whom she has learned so much. "Everyday, there are new people that I can talk to about what I am doing in my class and what they are doing in their classes. I get a lot of great ideas from other people," explained Liz.

I asked Liz about seniors and what advice she would give to all the seniors leaving Andover and heading for new experiences. Liz gave some advice about college by saying, "Take it and squeeze it and extract everything that is there. The biggest tragedy is to go to college and not explore what is available."

When I asked Liz how she thought she would look back on Andover she got a little nostalgic. "I think I will always remember Andover fondly. The experience was so vast. It's not just a job; it's a way of life—your social life, academic life, athletic life, all together. I'll definitely always remember it in a similar way that I remember college, in a similar way that I remember high school—a memory of community."

Tess A. Miner

by Melysa Sperber
PHILLIPIAN STAFF WRITER

Tess Miner came to Andover from Saratoga Springs, New York. It was an interview with Tom McGraw,

school. She isn't too interested in teaching college students, and middle school students are too young to really absorb their environment.

Before Tess continues her teaching career, she is going to take some

Andover-Exeter football game. She had missed out on big football games because she went to an all woman's college in upstate New York. The English department was supportive throughout the entire year. "[The English department] is pretty amazing. I mean, the support that they put together for us, the teaching fellows, is great...just a wealth of resources because of such a wide range of personalities," commented Tess.

Teaching Fellows learn as much as the students do while attending Andover. They learn more about themselves, life, and their relationships with the students. "I learned that in a lot of ways, there aren't a lot of differences between the faculty and the students. What I learned about myself, was that I was capable of balancing my friendships with the students and the faculty, and that I was capable of having a really good relationship with a student, as well as a faculty member. It wasn't as tough a thing to do, to be so close in age to the students and also be a faculty member, as everyone said it would be."

It is much easier for students to go to teaching fellows and ask advice than to go to faculty because of the small age difference. Although teaching fellows are closer in age to students than veteran faculty members, they are still full of useful knowledge and helpful advice. Tess has some good advice for seniors leaving Andover and heading into the "real world." "Resist. Resist that whole myth of having to have your life planned, so far ahead of time, having to know what you want to do, because you really don't have to do that. There are plenty of opportunities to explore and do things that you never got to do before; especially coming to this place. Sometimes you are so brainwashed that you need to know exactly what you want to do, and you really don't need to do that. You have the rest of your life to be organized. This is a great time of your life—enjoy it."



Tess Miner (l) and Liz Massey

photo / D Ingster

director of the Teaching Fellow Program, that influenced her decision to come to Andover. She attended high school with Mr. McGraw's nephew, who was also named Tom McGraw. Tess commented, "[Andover] was one of the best opportunities I was offered, especially coming out of school—how few people are offered this opportunity every year? I consider myself very privileged. I think I fooled a lot of people to get here. I must have fooled a lot of people to convince them that I was capable of doing this and I was the right person for the job."

"Andover turned out to be everything that it promised to be. It gave me the opportunity to clarify what I wanted to do—and what I still want to do." Tess wants to continue to work with high school aged students because she feels that students are going through some of the most critical times in their lives during high

time off out West. She realized when she spent a semester abroad in Europe during college that she knew little about her own country. Tess will head out west to explore the frontier and face any challenges she may have to overcome.

One of the most enjoyable aspects of Andover was the Athletic program. During the Fall term, Tess was the assistant coach for the Girl's Varsity Soccer Team. She made some of her closest friends on the soccer field. In the Winter, she helped out with Cross Country skiing. "[The Athletic program was just a wonderful part of the school for me. I did have a great athletic programing high school, and coming back here gives me the opportunity to get back into it. I'm a great fan."

But Tess spent most of her time as a loyal fan, watching both girls' and boys' basketball games. Tess' most fond memory was at the

Cathy Tousignant

by Melysa Sperber
PHILLIPIAN STAFF WRITER

Melysa Sperber: When did you go to P.A.?

Cathy Tousignant: I was a P.G. '87-'88 and went on to University of Virginia.

MS: Why did you decide to go into teaching?

CT: I love language, literature, and art. I love discussing and learning in school. I felt that it was important for me to have a job that had meaning; a job that would give back to the community what I had gained from it. I was determined in having a career that I was truly interested in—a career that I truly cared for.

MS: Why did you decide to come back to P.A.?

CT: I feel that my introduction to literature here was the beginning of my true education. I really like the teaching fellow program. I wanted the opportunity to work with and learn from the unbelievable, gifted, energetic faculty. I admired the faculty here and I wanted to learn from people who love what they are doing and who they are teaching. Andover has a wonderful English Department.

MS: What do you feel you have to offer the students as a teaching fellow?

CT: I went to four years of Public School and one year of P.A. Phillips. This is the place where I began to develop a passion for literature. I want to instill the desire to learn, express, and read about people and events in my students.

MS: Do you find the teaching fellow program a good one?

CT: Yes.

MS: What do you think makes a good teacher?

CT: That is hard to answer because many of the best teachers I know are very different and have very different methods of teaching. I do know that a good teacher has to be fascinated by learning about things as well as having an interest in people. If you are fascinated by learning, you will want to learn about different people and why things are so different. A good teacher has to want to share and listen.

MS: What do you think makes a good student?

CT: I can't really answer that.

MS: What dorm were you in?

CT: Paul Revere.

MS: What do you think about Andover? Has it changed?

CT: When I went here, P.G.'s were not really accepted. There were a lot of female P.G.'s, but it was hard for the P.G.'s to break into the social circles. The morale of both students and faculty is a bit different from when I was here. The morale is slightly lower than that of when I was a student. Students used to be really happy about being here, and many loved this place so much, but now it seems like a lot of people are here even though they do not want to be. This may be because I spend most of my time with uppers and lowers who are still probably adjusting to the differences of boarding school.

MS: What are you doing when you have finished here?

CT: I hope to go on to Grad School at University of Virginia, get my Ph.D., and I plan on continuing my teaching career, but whether or not I stay with the same age group depends on what I discover in Grad School. I like the age I am teaching now, but I am not sure I want to teach this age for the rest of my life. While in grad school, I will be teaching some college classes as well.

W. Gregory DuQuella

by Monica Duda
PHILLIPIAN STAFF WRITER

Greg DuQuella's year at Phillips Academy will be fondly remembered by his students and friends. Students will recall the hours of extra help and carefully prepared class periods. Friends will remember him for his amiability, his many hours helping Af-Lat-Am, teaching the boot dance for the dance recital. Mr. DuQuella also shared his relaxed attitude, and genuine concern for others in the PA community.

The second of four sons to Haitian immigrant parents, Greg DuQuella's home is in New York City. He was extremely active in high school, and participated in a wide range of activities. When Mr. DuQuella reflects back on high school, he remembers his first two years when he didn't have very much of a social life. This changed, however, in his junior and senior years, when he was known to everybody as the "Duke."

After graduating, Mr. DuQuella continued his education at Ithaca College. Despite a slow start, he became a big brother to everyone. "There was nothing I wouldn't get

my hands into," Mr. DuQuella reflects on his time at Ithaca.

Mr. DuQuella applied for a teaching fellow position at Phillips Academy after Mr. McGraw came to Ithaca to recruit for the program. After a competitive application process, Mr. DuQuella was accepted to be a teaching fellow in Chemistry.

Mr. DuQuella really enjoyed his year at PA. Although he "lost a social life," he learned numerous things about himself, especially how to teach, how he interacts with other people, who his friends are, and what to look for in a job. He also came to the decision that he wants to live in a city for the rest of his life because "the suburbs are boring, especially if you don't have a car."

This year also forced Mr. DuQuella to plan out the rest of his life. Mr. DuQuella wants to attend Tufts Medical School, where he presently is on the wait list. Following his education, he plans to do his medical residency in Boston. He then wants to work for an international health agency and explore health education. Mr. DuQuella is especially interested in spreading health education and treatment in inner cities. His final goal is to be a professor of Biochemistry or other health courses at a medical school.

Reflecting back on his year at Phillips, he would

change the school by "adding more faculty of color, especially in the sciences." He also feels that the school is one of the most diverse he has seen, but "the different cultures need to be expressed." In the future, Mr. DuQuella would consider sending his children here because "students gain so much. They have the advantage because they learn to work." Mr. DuQuella also believes that students get exposed to many different people and social interactions.

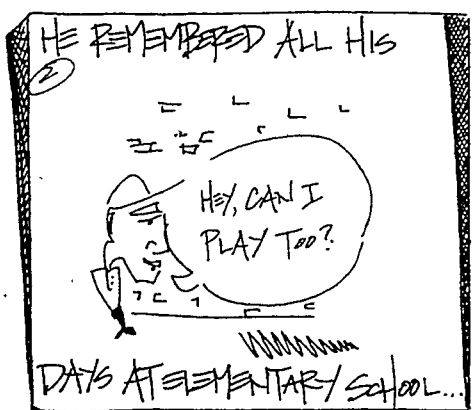
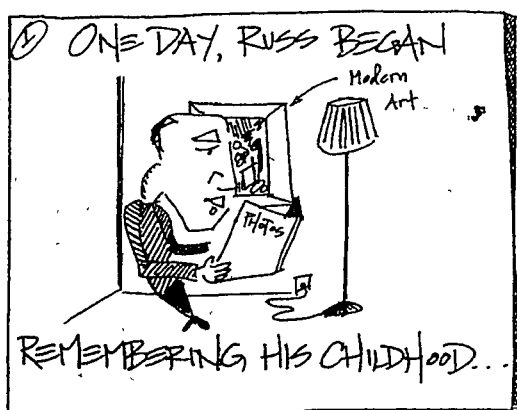
Mr. DuQuella will be greatly missed by many on campus. To many people, he was someone they could turn to for help as a teacher and as a friend. Mr. DuQuella's students will remember him for years to come.



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photo / A. Gurry

AND A SIDE ORDER OF CRUDINESS... BY LLAMA-FIX



(5/97)

TEACHING FELLOWS

Jen Hunter

by Sara Perkowski
PHILLIPIAN STAFF WRITER

It is common knowledge that the vast majority of the Phillips Academy community look at each year's senior class with extreme pride. They should be as proud of themselves as we are of them for earning diplomas from this prestigious school. However, after having



Ms. Hunter photo / D. Ingster

comfortably settled into the routine of life at PA, there can be the difficulty of going on to a new environment. Andover's teaching fellows are in a similar situation. After a year of settling in and making friends, they, too, have to say good bye and move on.

When a teaching fellow accepts a position within the Phillips Academy faculty, the position is only guaranteed for one school year. Although a permanent position within a department occasionally becomes available for a teaching fellow, fellows usually have to leave Andover in order to find a more permanent position.

This year, there are a few teaching fellows who will return as permanent faculty members. Unfortunately, Jen Hunter is not one of them. Both her students, inside and outside of the dorm, and the athletes she coached would most definitely agree that Ms. Hunter made an enormous contribution to the Phillips Academy community. She will be extremely missed next year.

Ms. Hunter has not yet committed herself to any of the various positions available to her next year. However, her past experience al-

lows her to explore many options, including not only teaching positions in English and History, but also a job with Harvard's Administrative Office.

Raised and educated in St. Louis, Missouri, Jen graduated from Harvard after pursuing a double major in History and Literature. These majors qualified her for many areas of occupation, yet Jen felt a strong urge to experiment with teaching. At the Harvard office of Career Services, Jen inquired about possible teaching positions. Andover's teaching fellow program became one of Ms. Hunter's first choices for several different reasons. Jen felt that the large number of teaching fellows employed every year by PA would mean that there would be other people adapting to similar situations alongside of her. Also, Ms. Hunter felt that there would be opportunity to experiment in the two courses assigned to each teaching fellow.

At Andover, Ms. Hunter taught the History 26, 27, 28 series, as well as History 10. Her students enjoyed her as a teacher as much as she enjoyed them as students. Jen commented that, "The classes have been great!" She was extremely impressed by the effort of the students at Andover, in addition to their overall enthusiasm about learning. It was not until Jen began looking at other schools, that she realized how incredibly unique Andover is. Everybody comes to class prepared, and there are never any severe disciplinary problems in the classroom.

This year, Jen experienced life at Andover as a house counselor in Paul Revere, a teacher, and a coach. All demanded an incredible amount of determination, which Jen combined with her great energy and enthusiasm. If we are lucky, Jen will decide to accept a position next year somewhere near Andover!

Lara M. Pico

by Fili Barajas and McCrea Cobb
PHILLIPIAN STAFF WRITERS

After graduating from Holy Cross with the class of '92, Lara Pico came to Phillips Academy as a teaching fellow in Spanish. A native of Puerto Rico, Ms. Pico is pursuing her goal of becoming a high school French teacher. Following her stay at Phillips Academy, Ms. Pico plans to attend Harvard University to obtain her Master's degree in education.

Fili & McCrea: What inspired you to teach at Phillips Academy?

Lara Pico: Well, first of all, I came to the summer session here in the summer of '86 and I liked it a lot. Probably what really attracted me here was the quality of the students. I thought that it would be fun to work with students. The difference of age is not too big, which is good and bad. Good because I can identify with the students and bad because sometimes I have to draw a line and occasionally it's hard for me to draw that line. In general, I think that Andover is well known for its academics, and I believe that that draws a lot of students who are willing to learn. That's what teachers want because it's hard to deal with students that have no motivation to learn.

FM: Can you describe the general atmosphere of Puerto Rico in contrast to Phillips Academy?

LP: It's very different from here. The weather is definitely better; not that snow bothers me. The people are different because I think that Latin people are warmer, more outgoing, and louder. We stick out in a crowd!

FM: How has this school year at PA been for you? What have been the highlights and what have been the lows?

LP: I think that I've got a lot out of here, not only realizing I want to teach. I've learned a lot about people.



This is a Photo Caption photo / D. Ingster

For example, in my dorm and in my classes, I'm really close to my students. The faculty helps people in the department, and they helped me through the whole year and trusted me in applying my personal style of teaching. That has made me feel really good. The low points were probably having to set the rules for everyone. A couple of girls in the dorm have had to leave and that makes me sad because you get close to them, and then you see them part from the school.

FM: What are your hobbies?

LP: My hobbies? I don't have a life here!! No, I'm kidding. In the Fall, I taught aerobics and coached JV softball this term. It was a lot of fun and I had a good time being a part of a team.

FM: What do you plan on doing from here?

LP: Next year, I will be attending Harvard to receive my Master's in education. I'm not certain whether I plan to teach in Puerto Rico or in a prep school in the US. My year here has definitely made me decide that

teaching high school is what I want to do.

FM: Do you have any advice for the Andover community?

LP: Yes, but it's in Spanish. "Tomate todo el tiempo que necesitas en esas cosas que te hacen feliz." It means: "take all the time that you need in those things that make you happy."



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by Katie Bayerl
PHILLIPIAN STAFF WRITER

For those of you who don't know her, Laura Phieffer is a teaching fellow in the Biology department. She is a P.A. graduate, and has returned to teach for a year before continuing on in her own education. This year, she teaches two Bio-30 classes, and has also helped coach the cross-country and track teams.

Katie Bayerl: As a student at P.A., what did you like the most about the school?

Laura Phieffer: I was really glad that I came to Phillips Academy because the academics were really challenging compared to my old junior high school, and I thought the teachers here were very impressive. I was really glad to be required to do a sport every term, and to get an opportunity to learn how to row because I ended up rowing here for four years.

KB: Where did you go to college, and why did you choose to go there?

LP: Well, I chose to go to Dartmouth College because I wanted to go to a school that had Division I crew. I was really serious about crew at the time. Also, I wanted to go to an Ivy League school that had a really strong science department. After interviewing at a bunch of schools, Dartmouth was the only one that emphasized their science, as opposed to

their humanities, and languages, and stuff like that...

KB: Why did you want to return here as a teaching fellow, and what made you choose Bio-30?

LP: Well, I'm planning on going to medical school, and I wanted to take a year off between college and medical school to do something completely different besides being a student. I decided that I wanted to teach because, in the long run, my goal is to teach at medical school, aside from being a practicing physician. I thought it would be good to get involved in teaching this year so I would have some experience.

KB: Is there one thing that happened to you while teaching here that you will never forget?

LP: This happened while I was coaching, not teaching. This fall, I assistant-coached cross-country with Elwin Sykes and Liz Brakeman, and our cross-country team came in first at the interscholastic competition at St. Paul's. This was the first time that the team came in first since I ran on the team when I was an Upper here, so that was pretty exciting for me.

KB: What do you plan to do next year, and what profession do you think you'll enter?

LP: Well, I'm planning to go to medical school...I'm not really sure yet...I haven't heard yet from all the

schools I applied to, but I've been accepted, and I'm planning on going. I guess I've considered being a surgeon, but after talking to people who are at medical school, they say you can't really decide what you want to do until you've been there, and you've been through rotations, and seen the different fields.

KB: What made you decide to enter the field of medicine?

LP: Well, to tell you the truth, I've wanted to be a doctor ever since I was in second grade, and I have never changed my mind and wanted to be anything else. I don't know what triggered that, except that I found out that some of my friends' fathers were doctors and I asked my mother if girls could be doctors too, and she said "yes."

KB: What have you learned through the experience of being a teaching fellow at P.A.?

LP: Well, basically, it's been a great first year teaching experience. Working here with all of these amazing teachers...they know a lot; they're really intellectual... This whole environment is very intellectually stimu-

lating. I really enjoyed working with them, and they're very helpful.

KB: Do you think that this year of teaching has helped you in your goals, and are you glad you came here?

LP: Yeah...I think it's helped me



Ms. Phieffer caught in the basement of Evans photo / D. Ingster

a lot. I did a lot of tutoring and study group reading and other stuff like that while I was at Dartmouth. This gave me a chance to have my own classes, and prepare my own classes, and make up creative assignments. I really feel that over the course of the year, all of the teaching fellows have improved tremendously. It's been a really great experience. It's given me a background in teaching. I'm really glad that I did it.

AND A SIDE ORDER OF HOPPED SPINACH... BY STERNUM CHEESE



(5/92)

The Do's and Don't's of Dating—Andover's Guide to Love

by Colm Gallagher
SEVENTH PAGE EDITOR

What is it that women want in men? What is it that men want in women? I certainly don't have the first clue to these pressing questions, however upon reading an assortment of magazines, I have been blessed with new knowledge concerning the game of love and sex. I am only a novice but I hope to make clear this whole teenage sex tomfoolery.

People have different reasons for falling in love. Our friends at "Sassy" and "YM" seem to comprehend what men and women really want and therefore I think it is important to highlight several of the key elements involved. Apparently the experts have decided that there are four ways to fall in love. Love at first sight is the first on the list and it's pretty self explanatory. The second type of love stems from a deep friendship. This kind of relationship can be highly rewarding; I give this two thumbs up. Of course love is sometimes separated by some distance or barrier. Therefore, the third category is called love from afar. Just read what Tina from "Sassy" had to say, "He played drums in a band that I liked and I used to see him around campus playing frisbee. I had the worst crush on

him." Finally, there is the age old "you hate him, you love him." So pick your favorite category, and revel in the knowledge that "YM" and "Sassy" are god.

Before love sticks its grappling hooks into your side, there are several do's and don'ts at the initial dating level one must fully understand. It appears that guys hold a list of "eight dating sins." The first turnoff is "big hair, tiny skirts, too much makeup and more." A veteran of the dating circuit, Frank, age 15, explained, "The more a girl over adorns herself, the less she has to offer in the end." Sadly enough girls, smoking is the second biggest turnoff for guys these days. Some profound young men decided that their third turnoff is, "girls obsessed with eating, or not eating (and your table manners stink)." How about that for audacity! Moving right



Caught in a complicated position

photo / D. Ingster

along, the fourth turnoff is, "You only have eyes for yourself." Ladies beware. Henry, 18, described the ultimate turnoff for him is, "The kind of girl who lunges at the opportunity to sit facing the mirror so that she can check herself out is not the type of girl I want to go out with." Guys just plain can't stand "rude girls." A love patriot explained, "Here's the kiss of death- you pick up a girl, and she gets in the car and changes the radio station without even asking."

The guys have spoken. And in re-

buttal, a hodge podge of YM girls have compiled a list of intimate dating turnoffs. The ladies first complaint is "food between your teeth." But don't despair guys; William Porter, 16, has developed a revolutionary method of clearing up this plague. "After eating out, I always go to the bathroom and swoosh water around in my mouth. It helps rinse away any food that may be lurking where I can't see it." Right on William! "Guys who have rotten breath," states Sarah Holliday, "is a

function. Burping, spitting, and gas annihilate a perfect night. "The ultimate turnoff: Your with this cute guy and suddenly he has an uncontrollable urge to fart."

I'm sure we have all been in awkward situations; those moments of silence where a date is made or broken. Everyone has nightmares about these moments but openly deny their existence, until it happens. YM has spent countless amounts of time and energy investing into the art of conversation.

I find their hints to be extremely helpful and believe their knowledge must not be contained to just "YM" subscribers. Therefore, here are some helpful tips to sidestep any momentary lapses of topics. Ask about him or her some insightful questions: "Are you getting a summer job?" or "What's the worst movie you've ever seen?" Sometimes discussing pop culture is the ticket. You might say: "Supposedly Michael Jackson's had so many nose operations that he doesn't have nose hairs anymore." Or perhaps, "What do you think happens to old Menudo stars?" "Who do you think's going to be the hottest band next year?" Sometimes interesting conversations transpire from hypothetical questions. You might ask, "If you had to spend the rest of eternity on a desert island with only a TV and a VCR, which three videos would you bring?" If you were an ice cream flavor, which flavor would you be?" or the ever encompassing "What do fish think about?"

I hope these tips will help everyone in their search for the utopian relationship. If you still have questions, I recommend consulting "Mademoiselle," "YM," "Seventeen," or "Sassy." Enjoy and be safe.

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But Especially

Brooks

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Paul Choi

Graduate of 1993

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What Has been the Highlight of Your Year(s) at Andover?

"Severely wounding James Brust with chess peices."
—Heather Payne '93

"Junior year cards in the day student lounge. Oh, take me back!"
—Aaron Russo '94

"I can't have a highlight because the year's not over yet."
—Dede Orraca-Tetteh '95

"Beating NMH at cross-country interschols."
—Cynthia Miller '94

"Wednesday night football."
—Scott Kaiser '95

"Being thrown into the jello at Abbot Bazaar, Junior Year."
—Sarah Ogilvie and Kristie Pfeifle '94

"Being named sports editor for the Phillipian."
—Ryan Spring and Mike Shin '94

"The OXFAM All-School

Meeting. It was wonderful first of all, I had the opportunity to speak to the student body about something that was really important to me, but most importantly the community really enjoyed it. We had Inca Sun come and play. Everybody got up and danced. It was celebratory and fun, but productive. It was veritable heaven."
—Victoria Kataoka '93

"English 514."
—Maria Burnett '93

"When I finish my History 31 paper. That will be a highlight!"
—Jess Rocha '94

"I got busted. That was fun."
—Sebastian Frank '95

"When I was put in charge of a news staff that was unmotivated and highly apathetic, and didn't give a rat's ass for my job."
—Travis "Phillipian Cynic" Bickle '94

"Lead Paint—I'm sick of it."
—Timi Ray '95

"Getting in. But if you ask me next year, I'll say 'getting out'."
—Ed Chen '94

"That one time that one Saturday when me and my friends got together at Paddy's Bar down in Southie and started a brawl in which me and my friends had to spend the night in the cooler. I'm glad Gurry bailed me out, tho."
—Da Foto Guy '94

"Getting beat up by my Upperclassmen; it makes me feel all kinda snugly inside."
—Jay Lee '95

"Having only one exam."
—Josh "The Upper" Rosenfield

"Getting slapped around by Ryan Shann."
—Hilary Williams '93

"That one time I woke up in the morning, took a shower, and went to my eight o'clock, and then went to my eight fifty-five, and then got my newspaper during conferences, and then went to my ten twenty, and then

I went to my eleven fifteen, and then I had lunch with the best and brightest, and then I went to my one thirty-five, and then I went to cluster softball, and then I came back to my dorm and slept, and then I went and ate dinner, and then I took another shower, and then I went to orchestra, and then I went to the Phillipian, and then I was kidnapped by terrorists who shipped me in a cardboard box to some far away nation, where I learned the language, customs, and religion of the people only in time to be teleported to the vast snow plains of Lapland, where I had to fight menacing reindeer and lynxes as I journeyed south to Helsinki, where I caught a plane to return to the United States, only to be highjacked above the Sargasso Sea and rerouted to the Rock of Gibraltar, where I contacted my lawyer and my ambassador, both of whom came over immediately to free me and send me back to the United States. What a day, and can you believe my teachers gave me cuts for the three days I missed?"
—Moacir "My Life Is Interesting" de Sá Pereira '94

"Don't ask."
—May Pini '94

"Dancing with Deee-Lite in an underground love-fest in Brooklyn. Good friends, good fun, and aesthetically pleasing pancakes for breakfast the next morning. It was almost better than Mudhoney."
—John Udell '94

"Senior Tea."
—Kathleen Mulcahey '93

"Sex."
—Puck '92

"[Urinating] on Moacir."
—Corky Corcoran '95

"Getting a letter for a varsity sport. And I got to play 4-5 seconds in a JV-2 Lacrosse game. I got a penalty."
—Wooduk Soo '96

"Almost getting into T-House."
—The Guzz Murphy '95

"Getting into T-House."

—Dan Ingster '94

"When I dropped my tray in Commons during orientation...and everybody laughed...and I started to cry."
—Sonja Czamecki '94

"Kevin Heelan's 'Hamlet'"
—Claudius, King of Denmark

"The Andover suger packets."
—Donna Kaminski '94

"The time I made Maggie choke on my own vomit."
—Bartholomew Simpson '01

"Orientation."
—Todd Lehner '93

"When we went to the woods and shot each other silly with paint-ball guns. It was kinda bad, though, how Tommy had a real gun and seriously injured Billy. Oh well, I got Tommy with an orange pellet."
—Larry (not graduating)

"Sex."
—Carey Bertrand '94

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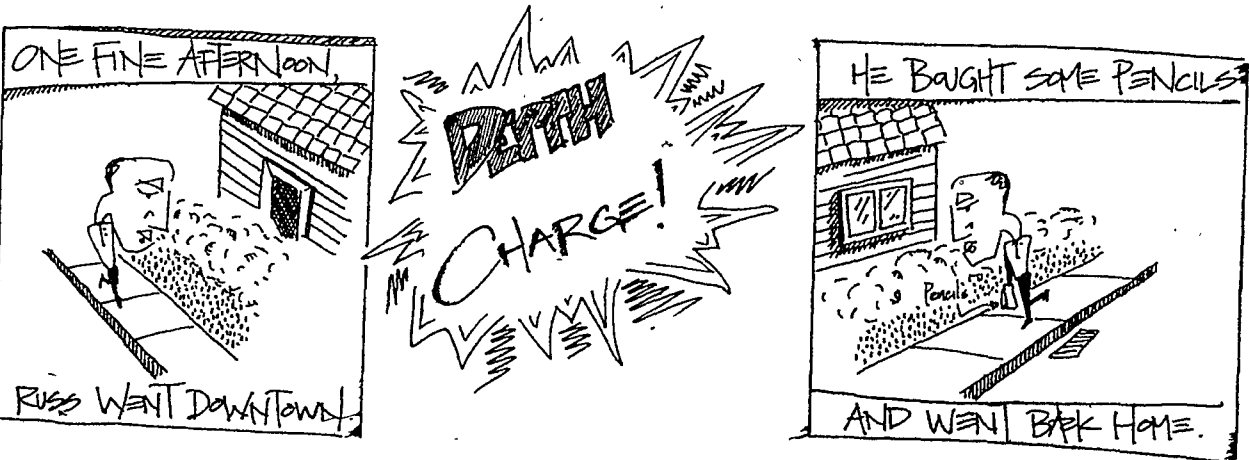
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HE BOUGHT SOME PENCILS
AND WENT BACK HOME.

Female Leadership on Campus Homosexual Housecounselors...

by Kristina Hult
SPECIAL TO THE PHILLIPPIAN

Last year was said to have been the year of the woman. Whoever said that was caught up in some crazy illusion. That implies that women have reached their peak; their shining moment, and now we will crawl back into our traditional, powerless, unchosen roles, and allow the rest of the years, as always, to be dominated by men. That year was only in preparation for the years of women that lay ahead.

Right now, though, it is important to recognize the accomplishments of women in the world, in America, and on the campus of Phillips Academy. I suppose something has happened recently, because there has been a great increase in female leadership. Student government is very close to equality. For the first time in eleven years, and for the second time ever, there is a female school president. While last year there were six male senior reps, there are now three, and therefore three female senior reps; India Leval, FLG, Adalisse Rivera, WQN, and Donna Kaminski, ABB. Two women won the cluster elections; Lila Musser, FLG, and Enola Williams, PKN. That is one more than last year; Liz Roberts being the only woman of all the student leaders—school president, senior reps, and cluster presidents. Next year, out of that group of thirteen leaders, six will be women.

But achieving equality between the sexes on campus will require more than female leader representation. The mentality of both men and women must change. That doesn't necessarily mean that there are hundreds of sexist people out there trying to stifle equality. It goes beyond that into a subtle mind set that has been ingrained since birth. We see it in the movies, on television, hear it from our friends, read it in magazines and books, and learn it in school.

It's easy to become a victim of the corrupt stereotypical thinking which perpetuates all discrimination.

It has to do with our inductive reasoning that, when we see certain traits define a character over and over again, we assume that to be true of all people who belong to that group. Our deductive reasoning is used when we see one specific character who does belong to that broad category. Our minds have been programmed to apply all those traits to that one specific example. We make big assumptions and generalizations. For example, when we see over and over again that a black man is a murderer or a drug dealer, or that a woman is always the highschool air head or the objectified slut, those reoccurring negative images make an impression on the way we view all blacks and all women. We attribute those characteristics to a broad group, and stereotypes are for-



Kristina Hult, School President '93-'94

photo / A. Gurry

mulated.

For example, the movie, "Working Girl" was supposed to be a positive view of women. The main character was a sheepish idiot who got to be a secretary by going to night school, and then had the fortune of serving as her boss while her boss was out of town. When she was cheated and lost everything, she didn't fight, but instead accepted her dismissal and left. Then, by another incident of fortune, she got a man on her side, who helped her prove her worth. The boss, on the other hand, a woman who had gotten a higher education, was portrayed as the "bitch", who really got to her place by being

conniving and cheating people.

This movie which everyone believed to be pro-female leadership fed our minds with the false ideas that to make it in this world, a woman shouldn't try to work on her own and compete with the men. If she's weak and subservient, a man will come to her and give her a hand up. If she did make it on her own, she's obviously evil and also doesn't have the ability or intelligence to handle the job anyway.

Now, this is where our inductive reasoning comes into play. We take these images of women, along with others, and make a big generalization that all women are this way and couldn't possibly be leaders. Then when one woman is elected, saying me for example, deductive reasoning

makes us believe that I couldn't possibly be a good president, simply because I'm a woman. I've even doubted myself at times for that reason.

The reason that it's so easy to get trapped into accepting and believing these media stereotypes, is that it is not a blatantly sexist image or observation. We obviously don't go to a movie, see the leading actress appear, and say, "Oh, there's the air-head, sex object who is in no way helpful to solving the crime, and is either raped or rescued at some point during the movie." It's much more subtle than that. That's why it's so dangerous. It's a disease. It eats away at society. It contaminates our minds. We are all

victims of it. Without it, there would be no stereotypes and we wouldn't understand offensive jokes. There would be no discrimination.

I think that many people are afraid to admit that sexism exists. Many men are threatened and often become defensive and closeminded. This is not just a generalization based on rare examples, but rather something I have applied to many men, based on many experiences, even with the most good hearted, caring men. They close up, because they are offended that the issue even needs to be discussed, believing that they understand it fully. The fact is that for women to have a voice, men must lose a monopoly.

By the laws of human nature, this is not something we want to do. Not because we don't want to share, but because it's frightening. We instinctively don't want to lose control. Will guys still be able to get into college and enter the work force? Will they still be able to make important political decisions? What kind of world would we live in were it run by women, or even just half run by women? That seems to be a far-fetched idea, and most people can't even fathom that. We become afraid of the unknown.

Sexism is so powerful. It creeps up on us. We don't mean to be discriminatory; it just happens. All I ask is that you question everything. Next time you make an assumption about a character in a movie or a female leader or your friend, ask yourself why you had that thought and where it came from. This article is not an attack on anybody who I might find sexist or prejudiced in any way, because to a large extent it isn't our fault. It's society's fault. But soon we become society, and we need to cease perpetuating thinking. Just stop and question yourself. Say, "Yes, I have stereotypes," and say exactly what they are. Only then can we begin to break them down. And only then will people begin to accept women as leaders.

HOUSECOUNSELORS

Continued From Page 3

adds that house counselors do not set an example for many students; they simply house counsel. "Special provisions shouldn't be made for students who find homosexuality immoral," she says. "If a student says they come from a culture where they consider black people inferior, the administration isn't going to make sure to give them a white house counselor. And it's the same principle for homosexuals."

Rivera also notes that the school's refusal to allow homosexual couples to act as house counselors makes hiring faculty extremely difficult. "If the school must hire a math teacher who can also work as a house counselor, they don't ask about sexuality during the interview. That would be discrimination. But if they hire a gay applicant who lives with a lover, they will be unable to give them the job. So the administration is at one time saying 'Don't discriminate', and at another 'Don't hire a gay person.'"

Rivera believes that if such a scenario comes up, the school will be forced to revise its policies. Others

aren't so sure. Pam Brown, the faculty advisor to GSA says, "I would argue that there's still fear and homophobia out there. We need education; we need people to accept homosexuals in the community before they can accept them as house counselors." The attitude towards gay people is probably more accepting at Andover than at many other high schools across the country, but the situation is still not as open as it could be. Erik Campano agrees: "For the most part, most people I know are affirmative, but there's a good contingent of staunch conservatives who don't want to see it happen."

Time will tell, and education about homosexuality and homophobia must continue. Students come to Andover to learn, to grow, and to examine their beliefs, and should be willing to accept the lives of the people around them. Whether or not this means we are ready for homosexual couples as house counselors is not yet clear, but we must be ready to understand.

Alison "Wheels" Wheeler—

You have had an exciting and successful high school career.

Congratulations!! We are happy for you. Enjoy your graduation.

We love you,
Mom, Dad,
David and Chris

Congratulations Hailey!

You are the best!

We love you,
Mom, Papa, Doug,
Andrew, Nanny, Debbi,
Richard, Rebecca,
and Cream Puff

The Love Song of...

by Raphaël Lucien de Balmann

Let us go then, you and I, When the evening is spread out against the sky Like a patient etherized upon a table, sang T.S. Eliot, and, like a rat' after the pied piper, I followed, questing after my holy grail in the hallowed hills of Andover.

I came for the people, nothing more. I never cared about the classes, about the college placement, about the five hundred lush New England acres that look so good plastered across catalogs. No, I came for the people, for the chance to eat lunch with the twelve hundred smartest students in the United States, for the chance to quite simply be among the best.

I arrived on a hot September day, and the school looked majestic. I knew none of the names, had no scale of distance, and in those first few weeks the school towered over me like the giant I had hoped for. The people were friendly, they talked of All-Americans and National Merit Scholars and hordes setting off for the Ivy League every year—what was there not to like? I rushed out to make the friends I was told would last a lifetime. The three years I had left spread out like a red carpet, and I was determined to take advantage of the welcome.

Then the old students came back. Life settled into what would be normal—only I had no idea what normal was. All I knew was that suddenly there were cliques and more cliques, and cliques within cliques, and somehow the sum of all this was that I was frozen out.

And frozen out I was, sitting in my room in Fuess, the shades pulled down, staring at the cinder block walls and pondering my next move. In the room the women come and go Talking of Michelangelo. I was a shy little boy in what seemed like a world of men, and I didn't think I could compete. Sure, I knew I'd turn out fine academically—but that was never the point. I craved popularity, and it seemed that no matter what else I accomplished I would never be suave enough or cool enough to pull it off. There will be

time, there will be time To prepare a fate to meet the fates that you meet. But I didn't know how. I tried to social climb, but the ladder held only one rung for me.

Eventually I blamed the school and gave up. Everything was Phillips Academy's fault; none of it was Raphaël de Balmann's. After all, I didn't choose to be in Fuess. Never mind that I never went to friends' dorms, never mind that I never spent time with people who had anything in common with me. No, Phillips Academy had done it to me, and there was nothing I could do about it.

Lower year was a lonely year.

I came back an Upper, not surprisingly with few friends. Many an acquaintance, nary a friend. Perhaps I should have gotten the message then, taken the hint that something had to change, that my time at PA was going to be increasingly difficult if I didn't do something drastic. Perhaps, perhaps.

I realized nothing. Instead, I plodded on, retreating from my earlier dreams. I began to accept defeat, began to realize that I would never be the Don Juan of my dreams, would never be the focus of attention. It was so much easier to do the things I did well, to write "The Taunter" and win debates and go to classes, so much easier to do everything but that which I wanted to do.

And then I'd go to the dances, way back when moshing was legal, and in the acrid air of the pit everything would be all right, if only for a few seconds; I'd fly along, smashing into person after person—for a while, I'd enjoy myself. But then the music would die down, and friends would regroup with their friends, and I'd still be alone.

And indeed there will be time To wonder, "Do I dare?" and "Do I dare?" There was always time to be pissed off, always plenty of time

to whine and complain and criticize. The days would drag on into nights, and the nights back into days, and all the while *The Wall* would spin in the CD player as I railed against the school, against the Fates who were so cruel. I knew I had to go out more, to search harder for friends, to go the extra mile, but somehow it

gathered my exhausted carcass off my bed at the end of Spring term, I thought I accomplished something.

And in short, I was afraid. I took everything for granted when I arrived as a Senior. Everything would work out wonderfully; I would lead, others would follow, and the world would move with the beautiful ceremony of a military funeral. Yet it didn't. I regressed, slipping back away from my friends, back into my shell. I spent two terms hiding, wondering, complaining.

Finally, as the sun broke over Senior Spring, I stepped outside, made the friends I had been missing for so long. And now I have to leave. How fitting.

The irony of my time here is that on paper I had the ideal PA experience; I got the high SATs and the National Merit Finalists and the Cum Laude memberships and the board positions and the Ivy League acceptances and everything else that I was supposed to want. And hell, I loved PA; I can't think of anywhere else I would have rather gone, anything else I would have rather done.

I have no complaints, only regrets. The school did most everything I expected, and at any rate it is neither PA's responsibility nor its role to ensure that every student has a good time. No, I have only regrets. I regret not trying harder for the things that mattered to me, for the people who mattered to me, I regret letting myself get carried under by the current of whining that sweeps so often across this campus. I regret...losing. If only for a few fleeting nanoseconds I gave up fighting, that I regret. And so I leave this hill now, looking back through the already hazy trails of time with mixed reflections. Perhaps my time here could have been better. Perhaps it could have been worse. Who knows. But I ask you, please, before heading off to tame tigers and conquer mountains, please, listen to yourself. And have no regrets.



photo / M. P. de Sa Pereira.

was easier to sit back, defeated. And, in the end, it was that feeling of defeat that finally spurred me to try—no matter how painful it was going to be, I wasn't going to let myself lose. I just...couldn't. Maybe that's what separates the wheat from the chaff—sooner or later you just have to dig your heels in like Pétain at Verdun and say with all the sureness you can muster "they shall not pass," say with all your heart that you will not be beaten. Maybe not. At any rate, it was at that moment in the depths of Upper Winter that I crawled out of hiding and set off again after the Andover Dream.

I never did find my dream. It simply wasn't me, and no matter what hopes I had for myself, I had to face reality. This time, however, I was slightly more accepting, wized by a year and a half, and as I

Le temps mange la vie

by Catherine Rault

"Le temps mange la vie." "Time eats life." Baudelaire, you were so right...fifteen days are left before I, and many of my international friends, leave this country. Some of us will have to come back next year, some others may come back, and some others will not. I am afraid I belong to this last group, unfortunately. I have been here for nine months (what a symbolic period of time by the way ...), and I am filled with the unbearable feeling that very soon, this wonderful experience will belong to my past, to my memories. I have learned so much here, throughout these months: coming from a different country, obeying different traditions, different habits, I have discovered here at P.A., a new world made of beauties. Do not smile, do not laugh! I am being very serious—this place is a little paradise on earth, and I feel deeply sorry whenever students complain about too strict rules, bad food, or an excessive number of students per class. Come to my old school in France, and you will soon realize how lucky you are! I guess that beauty can make people blind sometimes, preventing them from truly appreciating it. Too bad...but I am 'sorry, my heart is one more time leading me too far away from my reason (if I have one), and you certainly don't want to see that. I am trying to find a way to summarize this year at P.A., and it seems all the more difficult as I am not prepared to leave this place, these people...but I will try. When I arrived in the States on September 12 (a sunny day I remember), I expected everything, anything. And I was not disappointed; smiling faces surrounded me, eager to make me comfortable, striving to understand my funny accent. The orientation week remains the most exhausting experience I had here. While my only thought was for my bed in which I would have loved to sink, I was expected to run here and there, shouting, laughing. I will not forget how hard it was to reach my bed after one of these days and how wonderful it was to get lost into the depths of some hours of sleep. Neither will I forget how lost and homesick I was in despite of all the sympathy and warmth that enveloped

me. But gradually, I got used to this new universe, helped by the other internationals who were as lost as I was. The presence of another French guy, coming from the south of France (I am from the north!), gave me more strength to "fight" my melancholy. Believe me, there is no better remedy to win against homesickness than to praise the place from which you are coming! Let's be proud of our roots once in a while...time has flowed since those first weeks made of academic work, of stress sometimes, of enrichment always. Academically, the American system happens to be quite different from the French one, and I loved the fact that the inevitable specialization does not occur so early. Since I am done with high school in France, I did not have so many requirements here at P.A. Coming from a literary section, I had to take one term of math, three of history, and that's it. The rest of my courses were going from foreign languages (Spanish and German), to English and Art. These two last subjects brought me so much, partly thanks to my interest in them and mostly thanks to my teachers. They know who they are and since this article is a very impersonal way to say "Thank you," I won't say it, but...

As far as sports are concerned, I felt kind of frustrated when I discovered that the school did not offer Table Tennis as a sport. I have been playing it for eight years and to stop so "brutally" was hard. Actually, I took Crew the first term, Aikido the second, and S&R this last term, and I do not regret any of my choices. I have also had the unforgettable opportunity to travel across the country thanks to the support of the school, and the spring trip remains one of my best memories. Hey, you, friends American, you live in a beautiful country—do not forget it...take advantage of it! I could go on for hours, talking about me, my life, and my regrets, but I guess it may become boring for you, my beloved reader, so I think it's time to forget about the past before I get lost into it and can not come back to reality. I would love that, but can't afford it. Filled with hope, running away from bitterness, I will now try to obey my new "mot d'ordre"—"CARPE DIEM."

A WORTHWHILE CHOICE

by Jen Charat

My room has a view of Isham Field and the forest behind it. I can see the softball scoreboard from my bed. In the distance, a radio tower flashes a red light on and off. Throughout my three years in Tucker House, the light has never missed a beat, blinking away at the darkness, content in its pointlessness. Through the windows, moonlight illuminates Sting's face as he hangs

faithfully on my wall. A little idolatry never hurt anyone. On those rare nights of precious silence, crickets and the wind harmonize to form beautiful fugues, occasionally interspersed with the exhaustive efforts of the commuter rail. Many mornings I've waked to the sound of the Koolen kids bouncing out the door on their way to the school bus. I wake up knowing I've overslept again and have fifteen minutes to get to Math class. Still though, I sit up in bed, wind my watch, and blink at the

beauty of the morning. The field lies frosted by the night's moist kiss, and the lilacs and azaleas fill in wherever color must be had. Tree trunks seem darker, even in the fall when they are surrounded by brilliant reds, yellows, and oranges. Perhaps the sun is ris-

ing, or the moon might be setting, and all along I know I'm in the presence of something extraordinary.

Morning is an exceptional time of day. I wake up knowing I'm at Andover but not really understanding what that means. I can groggily climb out of bed in my frequently spaced-out state and not fully comprehend how lucky I am. Andover, while it isn't the best place on earth, comes damn close. I know that things won't be as well-kept and top-of-the-line at

any college I attend. The people won't be as supportive as they are here; they may be as demanding, but they won't be half as nurturing. From now on, people will expect me to be able to make heavy decisions. They'll expect me to act grown-up.

At Andover, you can get away with acting like a kid and—sometimes—people actually appreciate your child-like tendencies. One thing that sticks in my mind is Paul Revere's ride last year. The students were praised for their creativity and ingenuity when instead of plastering dorms with rotten eggs and shaving cream, they broke into Sam Phil and used every single desk to spell out a huge "P R" on the Lawn. How cool is that? Even the Faculty loved it. Andover is a wonderful place to grow, to mature, and to learn that responsibility is a tool and not dead weight, as many other teenagers think.

The funny thing is, I can't say that every morning I wake up and look forward to the day. Sometimes it's dark and cold outside my little white-walled attic room and all I want to do is fall back to my pillow and the land of my subconscious.

There are other times when I know that getting out of bed will be a step in the wrong direction, but I don't listen to myself and instead I open my door and let in all the horrors and insecurities Andover has to offer. And while these demons permeate my being and frighten me into thinking I'm just not strong enough, I run into my dormmate in the bathroom or I see a note on my door with a quotation from the Indigo Girls, I say love will come to you. Hoping just because I spoke the words that they're true. Life doesn't seem so bad as soon as I remember that there are other people around to surround and support me if I fall.

My four years at Andover have taught me to take everything in stride. I came from a school in California where I played volleyball four hours a day and really liked it, where the teachers cared more about the health of your social life than your performance in the classroom, and where the kids went to school because that's where all their friends were. People were mellow, and if they didn't do so much exercise, you'd think they were mellow to the point of being dead. I had this in my favor because, regardless of the pace around me, I stayed mellow most of the time, trying to let stress pass by me. Unavoidably, however, I broke down every now and then like the best of them, knowing that life would go on but wishing it wouldn't. I almost wanted Andover to do me in. I

wanted to become a casualty just so this institution I've graduated from would know exactly how kids feel here. I've discovered my threshold of pain; I've learned how much sleep I can get and still function the next day; I've discovered the maximum tolerance I have for sitting before a computer in the darkness of my room, cranking out a paper and then having the patience to spellcheck it, maybe even proofread it.

But along with these seemingly painful discoveries I'm sure we've all made, I've made some invaluable findings about myself and the world in which I live: teamwork has become a given, and when everybody gives 100% effort, we move mountains and part waters; resilience is the only way to do anything thoroughly; quitting is the same as doing a half-assed job, which is no good for anyone; whining and complaining means that I have time to gripe about my work and therefore not do it; stress just is; the man who lets himself be bored is even more contemptible than the bore - Samuel Butler; and most importantly, work is never ever more consequential than a friend in distress—never.

There's no doubt that Andover's a demanding place, that leisure time is a figment of the imagination, that sleep is a luxury, and that quitting is one of the most enticing runouts. I never could have survived this place without support from everyone around me. We have been struggling

through this side by side, since the beginning, listening to the frustration, sharing the pain, feeling the sadness, laughing at the humor, drying the tears, and holding hands when it was needed the most. The irony lies in that if it weren't for the very people around me, I wouldn't need to work so hard. My friends are the ones who challenge me; my teachers constantly provide me with higher goals to shoot for, my coaches establish higher standards. In the end, the choice was mine. I chose Andover. I chose to work hard. I chose. You chose too.

Inside



- Hilanose on the Scoop—one last time.
- Seniors give their reflections on their work, their loves, and...Tetris!
- Earth Friends, Drama People, Chorus Studs, former *Phillipian* Editors...all inside!

Not Saying Good-bye Just Yet

by Ramona Gittens

This is the end. It's over. Four years have gone by, and all I can think of is who will I see at grad parties? Where will everybody be this summer? After four years, I'm caught up in a semi-pathetic attempt to make it last just a bit longer before we have to say good-bye. Well, not school itself but everyone being together for one last time. I have grown so much since I've been here, and gained so much from this whole experience that I'm scared to go out and find my place in the world again from scratch. Four years that sometimes felt like forever, and I can think only of the hundreds of faces and days that sped by me and that I did not appreciate when I had the chance. So much has changed and continues to change. What was real and what have I changed in hindsight to make what I wanted it to be? Real or not, true or not, it's over now, and I can only take the memories of it all with me as I leave this place.

I will always remember that day, junior year in the sanctuary with music blaring out, loving my friends for being who they were, and having so much patience for me as I figured out who I am, what I am, explaining to Mr. Crawford that my entire History 31 paper was a now just a series of %\$#@!&*^%\$ that the computer center was trying to sort out for me, the fact that AflAtAm invited me to the senior dinner so that I could have the chance to say good-bye to everyone even though I hadn't been to a meeting in years, reminding me that I still had a community here, and that I was not forgotten, Paul Revere—the home of my closest friends and the discussions that lasted forever as I tried to find a definition for myself and a reason for this pain, joy, tear, and laughter soaked time of my life that some casually call "adoloscence," the millions of times I kissed my mother good-bye knowing that the only way for me to survive at this school, or anywhere, would be by remembering all that she gave to me, the Creepy Crawl space, my big mis-

take of taking Russian for a term senior fall, blasting Aretha Franklin out of my window after yet another successful(?) ride when the underwear were being hoisted up the flagpole, French 52 with the sweetest and most patient person in the world—Yolande Bayard, the day I realized that I would never again call spending time with my friends "wasting time," the day after the ride when a faculty member suggested that the people in my dorm "act our age," and I decided that for people fifteen through seventeen years old, we were.

What a long, strange trip it's been.

There are some questions I have about the big picture, though. Some things that disturb my attempts at blissful (well, sort of) hindsight. The past four years has been quite a journey for me and I wonder why so few

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I wonder what this school will be like in the upcoming years. I wonder how it will get better and how it will get worse. I can only guess and look back on the changes that have occurred since my junior year. I believe that the Adams bust was a big turning point for student-faculty relations because the administration made it clear to an entire dorm, and ultimately the whole campus, that mistrust and suspicion can be expressed through direct attacks on student privacy. The idea of routinely searching all dorms on campus for drugs and alcohol in

the future has been proposed and will later be reviewed. Interesting. It seems that as the nation and the world move towards increased democracy and personal freedoms, Andover creeps its way towards being a police state. I remember when the seniors marched in to the cage because we were not being allowed to have a commencement, and Mr. McNemar started a speech about respect. Though

I have had wonderful relationships with some faculty here, it still seems to me that the school's demands for respect have failed for one reason, they never intended it to be mutual. I hope that Mr. Wilmer and all the faculty in favor of searching dorms think about the word respect and its true meaning within a community as they walk from dorm to dorm in the middle of the night and rifle through the drawers and personal effects of students who came here primarily for and education with no thoughts that the KGB had been resurrected in Massachusetts. Surprise!

Cynical? Perhaps but that doesn't matter to me now. I'm leaving for Paris. And I guess I will be at grad parties, trying not to say good-bye just yet.



of the would-be four-year seniors have made it this far, especially the students of color. Only one-half of the Black and Hispanic students who came here as juniors with me in '89 will actually graduate on June sixth. What happened to them, and what does that mean? Fully fifty percent of them, of us are gone. Did the school fail them in some way? I think so. I remember when I was in Nathan Hale, and one of the girls who also lived in the dorm told a black student that she didn't belong here. Obviously that's an individual speaking, and a cruel one at that, but I think that the school should take some sort of responsibility for the more subtle and insidious messages that it sends out to its students of color. Why is there such a dearth of information on Black American cul-

Beyond the Wall...At Last

by Mark Jaklovsky

I begin writing this perspective with a little bit of an advantage having worked at the *Phillippian* and read four prior years' worth of perspectives. There are a few past perspectives that stick out in my mind as "brilliant" or "touching," but in retrospect they seem a little too melodramatic or, at the other extreme, too bitter for my taste. The same will probably repeat itself this year.

What's past is past. I have a lot to be bitter about this school—more than I have to be thankful. I've gained a lot too. But I don't think I could be fair to myself or the school by trying to dissect my four years here so soon; they need a little more time and perspective to be considered objectively. So instead of bewailing friendships about to be distanced, teachers about to be left behind, courses that made me a Zarathustra, courses that humbled me, instead of complaining about the bad memories, my mistakes, other's mistakes, I'll try to figure out what the school was to us, to me, and where it's going.

The obvious things go without saying. The courses at Andover were incredible and amazing. The extracurriculars were a dream come true. I remember enthusiastically joining at least six clubs junior year including the two that would shape my life the most during the four years: the *Phillippian* and the Debate society.

I wonder how often Andover students pause, close their Chaucer and really think to themselves, "God how lucky am I? I could suffer beneath Babylonian rules at Exeter or classes as large as the Varsity Track team at my local high school. How lucky am I to have teachers that could easily publish to the moon or hold tenure at most prestigious universities in the country yet choose to spend their time nurturing my mind."

As far as I can recall, I came to this school a bellicose goblin. That was thankfully tempered, to some degree, by my English and History teachers and also my fellow students. I am thankful for this education that spans more than the books. Mistakes are often the best teachers. I am to a degree the same argumentative and head-strong person as before, but not to the same unfortunate extremes.

In this sense the school excels. It is an environment that forms the consciousness, forges the soul, and forms the future leadership of our great nation. It is a privilege that we must always remember and one day, if we can, repay as best as we can. Therefore, I would argue against those who label the school a bastion of liberal doctrine, a left-wing mold maker. The school never forces people. It tries to nurture ration thought and critical self-evaluation in every

corner whether on the athletic field, at a club, or in writing a history paper.

Of course, there will always be pressure exerted by students and faculty to conform. But the uncensored newspaper, the occasionally avant-garde magazines, and the creative if audience lacking radio station are all testament to freedom of expression and thought. Furthermore, I've seen communists and libertarians get equally high grades in economics and English classes.

"Diversity... transcends the obvious... [it] has to do with thought."

Yet the openness is in itself not enough. Take for example, the strive for diversity. The admissions committee is always looking for a diverse student body while the faculty are constantly reforming the curriculum to take into account the new face of our nation.

Diversity, though, is not just multiculturalism. It transcends the obvious color of skin and even the subtler characteristics of a person like culture, nationality, or religion. Diversity has to do with thought. A school with 1200 "diverse" people, each with a different skin color, culture, or nationality, would be no more diverse than 19th century Andover if all the students shared a left-wing "progressive" view point or if all the people shared a right-wing "politically incorrect" view point.

The school fails to attract a diverse student body by assuming that someone of a different race or culture than I will hold different views. In fact, this policy is, by implication, itself prejudiced in that it makes the (implicit, of course) assumption about the origin of diversity: in the superficial color or shape of he accent one speaks with.

Diversity is the difference between Martin Luther King Jr. and Malcolm X, not the difference between Clarence Thomas and George Bush. It is the difference between James Joyce and Karl Marx, not the difference between Toni Morrison and Ernest Hemingway.

I do say that the school does not force people into molds. The continued existence of Doug Kern '92 and his column, up until his graduation

day, speaks very well of the administrations tolerance for different viewpoints. Someone as confrontational as Kern was would have a hard time continuing to publish in a place like, oh, U. Penn.

The school tolerates different view points, but tolerance is the key word. The same politically correct, left-leaning ideology dominates the curriculum, the faculty, and to a lesser extent, the students.

Let's consider. Our history classes and books are the first to condemn the robber-barons capitalists like Gould or Morgan, but rarely describe the surge in American wealth, power, and world prestige that occurred as a result of their venture—Ritterbrau or not, they helped build up the country. 80% of the faculty (*Phillippian* poll) supported Clinton in this year's election. How diverse, then, can we claim the faculty is? Nearly all share the same general opinion based on that simple figure. Racism seminars, though a true asset this year with the forum-format and the open mike at the all-school meeting, have in the past been vehicles for stuffing opinions down students' throats.

Clearly, the school is somewhat monolithic beyond the lively pages of the *Phillippian* or *Smack*, two of the truly redeeming experiments in journalism at P.A. I wish I could say or even hope the school is changing. Usually self-righteous faculty or arrogantly left-wing students scoff at school with ideologically diverse students and teachers. I wish this was not the case. This years MLK day seminars invoked hope of movements toward true diversity. I hope the trend continues.

I'm not trying to put down the liberal agenda. It is justified by history and, from a point of view, understandable. But then, from another point of view, the conservative economic and cultural agendas are also viable and reasonable. It is teaching of these different viewpoints that constitutes diversity, not the adherence to a single world view.

In the end, all problems spring from the school's attitude to diversity. Students, who see the faculty agenda as an insurmountable, immovable border, quickly become apathetic and retract into their books or sneakers. Apathetic students don't bother to communicate and the racial, cultural, and class rifts at the school are worsened.

I hope that a few decades from now, when my children approach the ninth grade, they will be able to apply to a school that continues to offer superior academic and cultural offerings but that has refined its mission on diversity. A diverse school would enrich all involved as long as the diversity is true and not merely today's illusion.

To Hell and Back

by Jen Renaud

This is the first thing I've ever written that's going to be published, so grab onto your seats and hold on tight... God only knows what I'm going to write next. (Insert dramatic music here.) Okay. So I'm supposed to give my reflections on Andover. What can I say? I could go through all the Hickory Farms Garden Vegetable Cheeseball crap; or maybe bitch about the hell P.A.'s put me through; or whatever. Heck, maybe I'll do both. Well, here goes. Fasten your seat belts folks, I'm about to get sentimental. (Or maybe just mental; either way, this should be interesting.)

Probably what stands out the most in my mind from the three years I've been here at Andover are all of the weird, wacky, wild and...different friendships I've made I must admit, coming here as a new Lower, after having gone to Lowell Public Schools for my whole life, was one

heck of a shock. Back home, everyone strove to become clones of the so-called "popular kids." When I got to Andover, I was amazed to find out that there were actually people in the world who didn't have five-inch high, hairsprayed bangs, Guess jeans, and Keds. Not everyone listened to Top Ten because it was "in," or spent their Saturday nights roaming the local mall. People talked about more than just traumatic nail-breaking experiences and bad hair days. Not that the conversations I've had with people at P.A. were any more significant. Maybe they weren't, but they sure as heck seemed like it. P.A. was the first place I fit in, mostly because I was with others like myself; kids who were deemed social misfits at their old schools, and came to P.A. in hopes for a chance to find others who were so-called "geeks" or "nerds."

So here I am at Andover. I'm definitely not the same person I was three years ago. All those "goobers" and "dorks" helped to change me. They influenced my thinking, my

ideas, and helped me grow into the person I am today. Granted, it took some time. I hardly talked to anyone my first two terms lower year; but spring term, when I became a casual boarder in Stimson, things began to change. I had a great roommate, Rinny O'Neil, who became one of the first friends that stuck around right up until the end. We worked really well together, our only "disagreement" was when I kept her up one night with my music. Eventually, I began to have a social life. I stuck around on weekends and started to go to some social functions. I'll never forget my first Jello wrestling experience with Nite and Durgesh; my late night talks with Rinny and Lilli; or Danyl's renditions of Madonna songs. Upper year I made even more friends, but I was still stuck behind the walls of a shy personality. I had some interesting times in Graves, despite the fact that I was the furthest thing from a music stud. It was a weird year, and definitely not always fun, but I finally began to get a real

sense that I belonged.

So now it's senior year. Overall it's been great. I've been to hell and back, and despite the bad times, it's been worth it. I've learned more than I could have hoped from the people I've met. Unfortunately, I wish my learning in the classroom had been as valuable. Okay everyone, prepare yourself for a bitch session.

Don't get me wrong, it's not like I didn't get anything out of my classroom experiences, it's just that I wish I'd had the opportunity to explore more of the areas in which I was interested. Being bogged down with requirements wasn't exactly my idea of fun. Having to suffer through Chem 30 and Math 34 put a damper on my overall desire to learn. My upper year I was so swamped with required courses that my ambition died, and I temporarily lost my love of learning. Luckily, this year, thanks to a very cool Academic Advisor, Lou Bernieri, I got to take classes that I was interested in, my drive to learn returned, and my grades shot up.

A lot of my friends were amazed with my ability to pull off a "true" senior schedule. The thing is, it wasn't that hard. With a good Academic Advisor and a slight ability to talk your way into and out of anything, you can pretty much take the classes you want. So my advice to all underclassmen is to push the administration. You're the ones paying for this education, don't let anyone stop you from trying to make the most out of your time here. Four years in high school is a short time, some would argue too short, so don't let any opportunities pass you by. Run for a cluster position, bag your sport and go to Pomp's Pond, take that theater class, screw requirements. Rules were meant to be broken and revised. Don't do anything stupid or illegal, but do try everything you've ever wanted, this might be the only chance you get.

My only regret I have is that I didn't get involved in more things sooner. Aside from that, despite all the heartbreaks, the lost opportuni-

ties, the forgotten friendships, and the fact that all the stress from Andover probably chopped five years off my life, I'll never regret having come to P.A. It was a truly wonderful experience that I will forever be grateful to have had. I may not like every aspect of the school, but the friendships I've made with both my peers and faculty members have made such an impact on my life, that they prevail over every gripe and complaint I've ever had about P.A.

Well, what can I say, those are my reflections. Maybe they're not the greatest, but heck, they're the best I can do considering the final episode of *Cheers* was on tonight, and I'm still trying to pull myself together. I'm going to miss Sam and Rebecca so much! Anyway, as much as I love my friends I can't wait to get out of here and start something new. I'd like to end with a message to all of my friends— We're finally out of here! What could describe my feelings better than a quote from Luca... "Wooooo!"

SPEAKING FROM THE HEART, SHOOTING FROM THE HIP

by Dan Levine

I had the sharpest, most powerful, emotional experience of my life on May 24. It began in the Ryley Room, where I sat with a friend whom I've had for the past four years, reminiscing about our time at this school. We didn't say much. We spoke of few specifics. And we both agreed that the time we'd spent here had passed so quickly before our eyes that finding ourselves thirteen days away from graduation was beyond belief. Slowly I began to realize that where I was, the place and time in which I found myself, and where I had found myself for the past four years, was something that I couldn't take with me. We left Ryley, and walking towards the library, I felt the desire to gather the air, the buildings, the people, and the trees around me and put them in to my pocket, so that later on in life, whenever I wanted, I could step back in to my experience at Andover, and feel as I felt then and as I had felt for the last four years. I spoke with a few people in the library, desperately trying to explain this strange combination of bliss and despair, until I came across a friend who had recently come to a similar emotional epiphany. I knew that I had been irreversibly affected by being at Andover, but actually being at Andover was something that I couldn't ever have again. In the process of trying to describe my emotions to him, my love for the experience swelled up inside of me, bursting tears through my laughter, and sending me outside for some air.

Andover has been the most important and enjoyable experience of my life. It has changed me and

brought me to what I feel is the best possible position for myself at this point in my development. As a result of the school, I feel as if I know myself, and I feel as if I know what I want in life. The obvious question remains: how on earth has it done this?

I believe that one of the key factors has been my perspective toward the school and what Andover allows someone with that perspective to do. I chose to come to Andover knowing that there would be a lot of work. I took hard classes at Andover knowing that they would give me a lot of work. Not surprisingly, whenever I found myself with a lot of work to do, I always knew that I had brought it upon myself. Without anyone else to blame for my workload, I discovered that my successes and failures were all my own. Whether or not they were successes or failures was hardly at issue. Because I had chosen them myself, and because I had decided how much time and energy to expend on each of them, I could revel in the experience alone. Extracurricular activities, faculty-student relationships, and social endeavors have operated the same way. In order to find the best friends and have the best nonacademic experiences, I had to take the initiative to involve myself in different areas of the school. And more often than not, the more effort I put into something, the more enjoyable that experience was.

All of this fostered a feeling of freedom, a word seldom used to describe a teenager's experience at this school. Because I've been fortunate enough to be able to handle the work here, academics have not been an overwhelming constraint to my enjoyment of the school. They've been

merely another activity, to which I've been able to give as much or as little time as I've wanted. As has been the case with my extra-curricular activities, I haven't had serious fears of failure in any classes, so I've been able to take as many risks as I've wanted. I've planned my schedule and organized my life here around those things that I've most enjoyed and that I've wanted to spend time doing. In retrospect—and this was something that I realized when I applied to college, I'm sure I could have gotten better grades, been a better French student, or been a better saxophonist if I'd put more time in to those things. But I didn't, and I had chosen not to do so. I've spent time with friends, whether it be by staying up late at night or going to Phish concerts, and I've slept—on occasion. I feel as if I've made all of my decisions for the right reasons; therefore, I feel as if I haven't made any wrong decisions. A couple of things have turned out differently than I would have hoped, but I don't feel as if I made bad decisions when I chose to involve myself with them.

But then there have been the things that have turned out as well as and far better than I ever hoped. The intellectual stimulation that I have experienced with friends and in many classes has formulated the groundwork of how I view education and the personal acquisition of knowledge in this life, but far more importantly, the emotional stimulation and growth that I have enjoyed with friends, teachers, in the theater, and in Mr. Wise's Novel and Drama Seminar has left my heart eternally swelled and my arms eternally open to the world. I came to Andover never having had any real friends, and I

leave knowing that the friends I have made will stay with me for the rest of my life. And though this is not an essay about Novel and Drama, I must indulge myself by saying one word about how the course has changed me, and consequently my perception of and experience at this school. Two terms of an academic class brought me to believe that ideals of love, kingdom, and self-fulfillment can exist in this world. And I know that only through having faith in their existence will such ideals exist for me. I have come to perceive personal relationships, personal existence, and enjoyment of this school and this life in a new light, a light whose vibrancy and clarity will hopefully never fade.

I have nothing but thanks for this school and what it has done for me, and more specifically, to me. I have had a unique experience, and unfortunately I know of few others who have as unconditional a love for this place as I. I urge it to retrieve and never lose its slowly fading ability to foster loyalty, and I insist that it figure out and correct why every student who says that he or she is unhappy is anything but happy. But I have no real complaints. I can't imagine having a better or more valuable experience, and I thank all of those who have provided it for me: my friends, my teachers, my parents and grandparents. It's hard to give up something that you love.



photo / A. Gurry

**SENIORS,
SENIOR
PRO IS
OVER!
Hooray!**

This Damn Thing Called Democracy

by Paul Choi

I suppose that it's fitting that I'm writing this Monday morning, 2:30 am. The mountain dew is just beginning to wear off; the numbness in my fingers and the quickened pace time are sure signs of my impending crash. My Spanish paper is now safely tucked away in my book bag, so before I slip between the cool sheets of my bed and dream of whining carrots and the dank abyss of whatever, I will pause to reflect a bit on my three years at Andover.

First of all, what am I doing up this late, spring term senior year? A conscience troubled by my inherent laziness or the need to fail a [expletive] course...pick one. I guess when I think back upon my years here, I will first remember nights like this. Wired. Exhausted. Rather than having a nocturnal emission. Oh well. Nights like this build character (b.s....truth builds character, this just thwarts stupidity). I remember when I first came here what a schmuck I was. First priority. Acceptance. Conform. Be cool, do some climb'n at the Ryley room, walk around in very low riding jeans, hands stuck in pockets below my penis, head down, always down. Smoke a few, down some brews and make everyone know it the next day, complain about Mr. Wilmer and the disciplinary system and this damn conservative school, and how they did an injustice to Adams Hall. Arrogance. Young, naive [expletive]. Tell faggot jokes, make fun of the drama weirdoes, the chorus queers...Now I am still a schmuck, but I am also one of the chorus queers. I love chorus, I

love the people. I love singing, I love what I sing, but the people...Now I don't laugh at those who find the same sex attractive. I am friends with a few who do.

Somewhere back then after that first year, I realized that my arms were not strong enough to climb, that I was a homophobe, and that I was an arrogant, insensitive fellow, out of touch with himself. For some reason, perhaps in response to some primordial nagging, I turned around 180 degrees, kicked down the door, and peered inside. And things have been a lot different, though wouldn't necessarily say happier; happiness comes with the denial or avoidance of questions, questions about me, her, life, the meaning of, me, my beliefs, conceptions, motivations, me...an avoidance that occurs out there in the universe outside Andover...and right here. What is the benefit of this grand, expensive education if it is not applied to the soul? Why is it that people taught how to judge must judge so quickly? Why is it the words Non Sibi ring hollow against the halls of this school? Why is it that one is perceived by others to be shallow, when in fact he is one of the few to discard his masks and bear his soul? Why is it that the days, the months, the terms, go by so fast?

...a dinner conversation. —God, look at her, I hate her, why? look at what she's wearing! and you know what I heard she did? now I don't know for sure, but they, come on...there's a pervasive atmosphere that ensnares all of us unless we consciously try to avoid reading its air. Why? Are we given too much work and don't have enough time to reflect

it? Doubt it. Reflection is a personal choice that institutions have difficulty teaching...But once I pause to reflect, once I opened the door and ventured outside my being, I found the resources here to be enormous. Let's ditch all of our life-bearing conceptions (sort of like Descartes, but in a less thorough manner), and find what works from personal experience, rephil class, Bruce Smith, that guy in Cantata. It was like once I opened that door, whamm! I was impelled

“Now I am still a schmuck, but now I am one of those chorus queers.”

into the yonic caverns of my being, my torch lit by the prementioned resources. That is what I like about this place. It's no more stimulating to personal reflection than any other place, but once I made that choice, I found Phillip's a better place than any for exploration.

I'm still ignorant. I still hate. I still judge. I still have not ventured into the deeper recess of my being, but at least I am through the door...

Now what I complain about is the school's conservatism with regard to its set of values that run parallel to the set of puritan values ingrained in our western society. Sure, there is a logic against drug use of any sort, but my increasingly socially radical viewpoint shrieks at the picture of this establishment school prepping kids to go onto those high establishment universities, so they can run the damn thing called Capitalism, called Democracy, called Consciously Screwing Your Brother, Unconsciously Screwing Yourself, called Western Civilization...a civilization that has drifted so far from the understanding of yin and yang, of balance, of mellowness. ITS PRUDISHNESS. So we're mostly politically liberal, we believe in equality and human rights, and that infamous oxymoron, the multicultural community. OK. What about the natural right to exist as delivered to the world, the right to bear the body along with the being? Does the problem rest with the nudity itself, or does it reside amidst the deep reasons for others' offense? Clothes have a purpose. Warmth. Hygiene. But who cares about a breast or two, or a penis? Hey, man, you got one too, you know! So our establishment school takes disciplinary action against one who goes natural in public, thwarting reflection on the option of unwestern values, discouraging the individual release of one's own insecurities, and encouraging the denial of one's own essential humanity, one's acceptance

of values whose rationale cannot really be explained. It is not a question of nudity, it is a question of the dangerous closing of the mind. I found that a sore point during my time here. Often if I challenged the conceptions which formed the supports of the life of someone else in any way, like, “You know the sloppy joe you're eating might be why you're having this problem, could be upsetting the balance of your body,” I would receive that annoyed, don't challenge my conceptions look, or “How about god? Why do you believe god exists?” The impudent stare, the rebuttal, that's how I was brought up...one big Garfield sigh.

People seem afraid of what could happen if they realized that the ideas of eating, of sex, of being that support their lives were frail or false...the mind closes as a precaution.

Don't get me wrong. I like this school. I like a number of people here. I love a few. But it's also a negative time of night/morning, right? The people who have listened and who have challenged me, give me hope, and so did the kindness I found in chorus. But maybe the school could do something, like emphasize “eastern” civilization a bit more in the curriculum, not for the multicultural, p.c., let's make everyone happy effect, but in order to provide a stimulus, a varying outlook, a strong challenge to our conceptions, to help emphasize the progress of the individual being, so we can turn back out with the fruits of our labors to share with others...now my cama beckons. Thanks for the three years, andover. Haz todo con amor, because I know you're naked underneath those clothes.

PAPS, UPPER YEAR, AND GOING CRAZY

by Jon Adams

My going crazy was not necessarily the school's fault. Perhaps it just happened because I wasn't prepared for this school when I came here. Or maybe it was because my ninth-grade English teacher here was so ugly. Disclaimer: I say that pretending to be a four-year Senior, though I came here as a new Upper. I told you I had gone insane.

Don't get me wrong—I like this school, in a crazy sort of way. My favorite Andover fact is the one that quite possibly drove me insane. You see, one can drink, and then be saved under the Sanctuary Policy; however, if one takes a phone off the wall, one receives one of the highest punishments in the land: Censure, at least. Why is there no Sanctuary Policy for people who are addicted to taking phones off the wall? This is not what drove me to insanity, though; the question is what drove me insane.

The question has its roots in the rule about taking phones off the wall. If one is taking a phone off the wall, one is obviously stealing it. Stealing a phone is an offense with a consequence of Probation, at least. The question is: How does one get Censure for taking a phone off the

“How does one get Censure for taking a phone off the Wall?”

wall?—If one takes the phone off the wall, one is stealing it—getting caught would mean at least Probation. And so, in trying to figure out how to get Censure for taking a phone off the wall, I believe I have finally lost it.

It may have been the contradiction presented by PAPS, though. PAPS is our own campus police force, and they are here to protect us. I was out after sign in one night, and I saw my house counselor. I jumped into a nearby PAPS car and told him to protect me by quickly driving me out of sight of my house counselor. He took me to my dorm and busted me. I never recovered from that breach of trust.

Or maybe it was Spring Term of my Senior year that drove me crazy. After finally adjusting to doing a ridiculous amount of homework, I suddenly had nothing to do. Having been so trained to work, I just sat in my room, staring at my wall with my pen clutched in my shaking hand.

If I haven't gone insane yet, which I have, I shall go insane at Graduation. No current Andover student has a diploma; only alumnae have diplomas, and I am not an alumnae. I'm not even an alumnus. I still a student at Phillips Academy. And if someone hands me a diploma, I will go crazy. I am still a student, and only alumnae have diplomas. Since I am a student, I cannot possibly have a diploma. If this event happens, it will create such a contradiction within me that I think I shall just start laughing and laughing and never stop. Ha! Aha! Ha ha ha ha ha ha...

Koob Gives Us One Last Scoop

by Hilary Koob-Sassen

Hi lovely people, this is a disturbingly arrogant compilation and condensation of my view of this academy, and how I think a student can get without most of the precious, and precious is precisely the word I want, adolescent years of his or her life while at the school. If this has already entered into the realm of the odious, and boredom is scratching at your brain's kitchen door in desperate attempt to move your eyes, well then put it down, boredom is pernicious and not to be tolerated in one's kitchen/brain. Once in it must be forcibly removed, and the hairballs of lethargy can persist for years. After the two best years of my life, my true thoughts:

Crazy-lame subtitle A: Who you are.

You are an incredibly brilliant and fascinating person. You were chosen to be among a very small number of students (or one of their lovely parents) studying at the best school for people our age, on this entire [expletive] planet. There are many others who deserve to be at P.A., this best of all places to learn and teach and exist and grow, but here you are. You are very, very, lucky. Stop and thank a god or something. Stop for once solid hour to contemplate what you are. You are a human animal who has put on shoes and a bra, and is able to grasp and transform the millions of breathtak-

ing accomplishments of our Billions and Billions of ancestors before us, and everything you notice they overlooked. You do not know where most of the stuff you know originated, or why the dangling fringe on your common room sofa is that particular color yellow with those particular reflective qualities, striations, at precisely that angle.

You have so much energy: welling up inside of you in huge, soft bursts are the energy of your intelligence and the energy of your youth, (this incredible time when your body's floodgates are flung open as wide as they can possibly go and stretch). If you aren't fully aware of this rip-slammin', absolutely joyful feeling of energy spewing like unquenchably hot lava from deep inside of you, it is because all that stuff flowing through the aforementioned floodgates of your soul-body-mind, has somehow flown with immense force into a vast, loamy field in which things can neither grow nor flow. The stuff is born in all of us with unflattering force, we must only pause to reflect upon the paths we allow and train it to follow. After it leaves us through our tongues and fingers and everything. Avoid letting your soul lava flatten out into vast flat masses with the trickling, dissipated, and unrecognizable below this heavy crust. You must direct the flowing power of you; the magically thinking, aware, and living in you; into powerful streams. It need not all flow into one single rushing stream, consuming your whole person with a

single soul-biting passion like music, math, or rowing a skull. But do not let your energy dissipate into so many innumerable and thick streams that you cannot pick out and clearly identify each stream of passion your energy is pushing forward. Arrive slowly upon the perfect number of streams, so that each one has the force to flow along freshly and clearly, like something you would want to drink out of if you happen upon it in the woods. Honestly, I am not a gelatinous blob of arrogance. Read on only if for your cruel amusement.

Outrageously-lame subtitle B: Where undergraduates are.

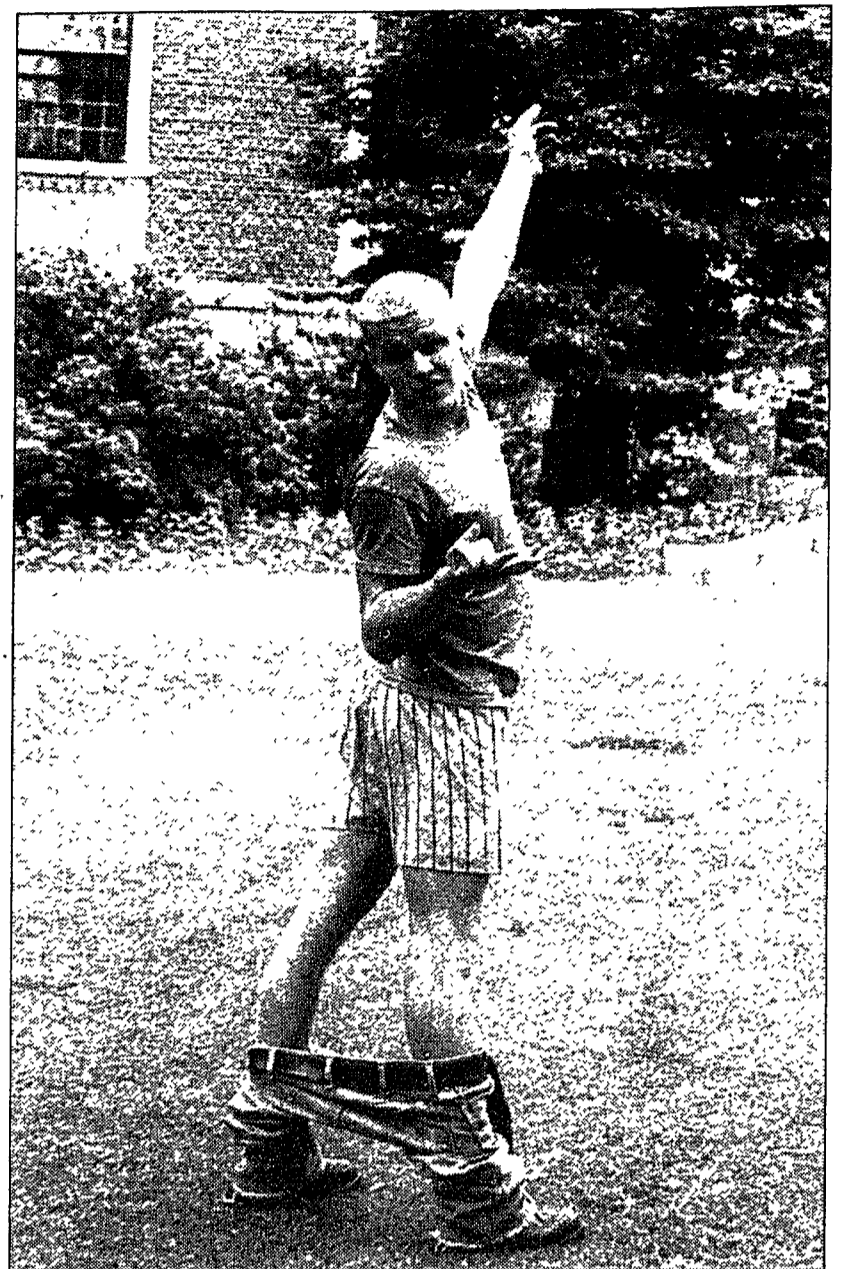
Do this sorting and consolidation (for maximum power) of your energies in the most magnificent place in this most magnificent of worlds. P.A.: Where the gossip is spoken with eloquence. Any school where you matriculate at, where we have under our tender fingertips the tools of learning and the teachers. These people who have been given the honor to honor us with their knowledge. Love them, use them, follow the rules enough so that you are able to pour forth the energy you possess, into the laps of these wonderful people (and the laps of all those around you) so that they feel a bursting of joy when they spew it back at you with all these wonderful things that all those billions and billions of people before us created.

Unbearably-lame subtitle C: You and who you are with.

And please now that you know yourself, BE good in any and all ap-

pealing ways with the magnificent creatures who are living, learning, and growing and existing right next to you here. In this room, in this school, in this country, in this world. Be with them, absorb them, and give yourself. You are very, very, large. Enormously huge and wonderful, and you must maintain all aspects of your person like a gigantic golfing green. If you were to lay out all the years of your life like jam on toast, and then take a large bite, that would be the percentage of time(jam) that we spend in self-contemplation. With everybody spending so much time trying to make themselves better, it is well worth your while to try and understand why people do things or are things. Judge them with the realization that they probably devoted far more time to thinking about themselves and their actions than you have. Be lenient with other people's faults. There is nothing more incredible than you and/or anybody else in this entire universe. Dig?

—Focus and let loose. Your immense energy to learn, love, passionately improve this world, groom your entire persona, so that it allows you to achieve the goals for which the immense and varied streams of your energy and passion are headed. Love, respect, protect, and preserve this incredible place where you have been able to experience this most wonderful part of your life in the absolutely most, unbelievably, undeniably, best way possible. I mean the school—this world and you. Trust me.



Hilabigfathumongouslyswollenose Koob-Sassen

photo / D. Ingster

Fare Thee Well, Little Prince

by Charles Rhee

In the not too distant past, I received a simple note in my mailbox, asking me whether I would like to share my "senior perspective" in the form of a "couple of pages." My initial reaction (not including the rush of euphoria which accompanies every tiny scrap of mail) was that of disbelief. I seem to recall an all school meeting two years ago in which Ms. Thylia Moss stood up in the front of Cochran Chapel and cried out, "I have been asked to speak on social justice. I have also been asked to keep my speech around ten minutes. I do not see how I can talk about social justice in ten minutes." I was faced with a similar problem: how was I to condense the "perspectives" of four years into a "couple of pages"?

Furthermore, I was faced with the problem of what to write. Should I write a lengthy discourse glorifying the virtues of the all-nurturing Phillips Academy, wildly singing its praises? Or should I rather opt for the surreal, couching my thoughts in psychedelic phrases which none would understand? Looking back, I believe the easiest way to describe my "perspectives" is to be simple; it is the simple things of this school and the small details of the "Andover experience" which stick out most in my mind.

It doesn't seem like so long ago, when I was a Junior enjoying my Spring Term with my friends, when I suddenly yelled, "Stop! Do you realize that we have just spent a full fourth of the time that we'll have together?" Certainly a depressing thought, especially for kids so young as we were, but true in a very sad way. As with all things, I look back and try to figure out where all the time has slipped away. After all, four years is a long time to misplace. The

time went away faster than the last few days before a major paper, when I always seem to have too much time until the last day, when every hour is as precious as life's blood. So I remember.

But what can I really do at the end besides look back? Of course, "go forward" is the obvious answer. I've been told that I linger in the past too much and that I "should always think about the future," but the future will always be there ahead of I whether I want it or not, and anyway, I'm not quite finished with my work at the present. Trying to remember is a very strange process; I get all sorts of odd bits and pieces. I remember watching the azaleas bloom every year in the Sanctuary, the daily complaints of "that damn New England

shared with those I love, ranging from silly vows during Junior year to a final dinner during Senior year. Yet I truly cannot think of any other way to describe the rather pompous-sounding "Andover Experience," except in terms of camaraderie, and I would be surprised and saddened to find someone who did not derive even the tiniest bit of pleasure from the company of others.

I've always wondered at those people who wander around campus screaming "Oh God! I'm gonna get out of this hellhole! In x number of days, I'll be totally free! F-R-E-E!" How genuinely do they feel the joy that they express? When I was a Lower or such, it's something to look forward to, the "light at the end of the (very-long) tunnel," but as a Senior?

I've taken to meandering around the campus, recalling the past and storing my memories of this place as carefully as I am able, and I know I am not alone in this "silliness." I genuinely believe that my time here was the best time of my life for the simple reason that during my four years here, I had both the best as well as the worst experiences of my life. We always scoff when those who claim to be more mature than us preach "Enjoy it, kid! These years will be the best years of your life." But maybe those people know something

after all. As Antoine de Saint-Exupery wrote in *The Little Prince*,

The little prince also pulled up, with a certain sense of dejection, the last little shoots of the baobabs. He believed that he would never want to return. But on this last morning all these familiar tasks seemed precious to him. And when he watered the flower for the last time, and prepared to place her under the shelter of her glass globe, he realized that he was very close to tears.

Fare thee well, Andover.

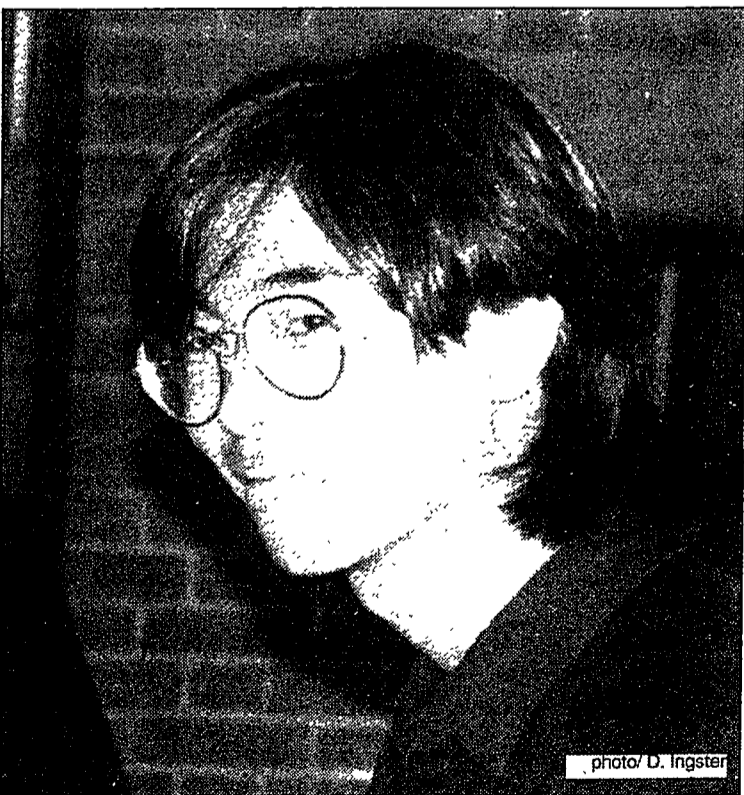


photo / D. Ingster

weather," that strange trapdoor in the corner practice room in Graves, skating on Rabbit Pond, the crackling Stimson fireplace, the highly touted Upper Angst, and the once ubiquitous "exploding chicken."

Whether it is overly maudlin to write of it or not, I cannot neglect my friends, the term referring to both my peers as well as my teachers, although the distinction between the two gets confusing sometimes. It would be futile to try to list the thousands of experiences that I have

GETTING IN TETRIS AND TERM PAPERS

by Nick Thompson

I came to this school because the students were educating themselves while having fun. At Exeter, students whined about their work while rotating Tetris blocks all night. At Hotchkiss, kids rolled out of a tub of dip and asked me why I wanted to attend their inferno—"If this is hell, why is it so damn cold?" The Juniors in Rockwell started their work and then a Cheez Whiz fight.

Unfortunately, like many of the students here, I lost the balance between work and fun during my Upper year. I became miserable and blamed the school. I felt as though I was Luke Skywalker. The school was the garbage compactor in the Death Star, and I just couldn't get through to C3PO.

I finally realized that I was grinding myself into a pulp during the middle of my Senior Winter—I was the garbage compactor. I had drowned for a year- and-a-half in the self-destructive cycle of sleep deprivation and moodiness. Relaxation was the enemy, perpetual productivity was the goal. I was oblivious to the reality that talking to people or playing the guitar under the tree are substantially more productive uses of time than reworking math problems at three in the morning.

Andover should never be a negative experience, and if it is, the individual probably deserves the blame. Andover should strain, challenge, and stretch us. Andover should never depress us or stimulate mental chaos. The problem here, what drives students to misery, is that too many of us become blind to the true meaning of education. Parental pressure, obsessive competitiveness, etc...lead many of us to squander some of our best years and an opportunity for education at an extraordinary school.

We begin to educate ourselves as soon as we change our view of education. The problem is the excessive emphasis on classroom work and subsequently: grades. Our primary

educational opportunities are our conversations with the brightest and most talented people in the world. We have a collection of brilliant students and teachers living on this campus, yet we isolate ourselves in personal igloos of great obsession and draw bad lines with the faculty. It is ironic that we resent our faculty because of the work that they expect and the regulations that they lay down, instead of respecting their insight or understanding that, although

1812, it's what you learn about yourself that matters in school." Our History 30 class teaches us plenty of facts, but what we really learn is how to work—how to discipline ourselves to put the pieces together. The most important skill that I have improved at Andover is my ability to work. My math teacher taught me something crucial last year: if you do some focused work every night, and you make sure you know what is going on in class, you won't need to butcher

your mind studying for the test. You will do well in all your classes, learn a lot, and have plenty of time to hack with your friends. I was also able to survive and to enjoy myself in the process until graduation because I found a few things that made myself happy. In order to survive in a mass of 1200 talented kids, we must find something. I started to get sucked into the inevitable vacuum of self-pity when I couldn't make JV2 basketball after expecting to make varsity.

One of the best things that ever happened to me, and what probably kept me at this school, was, out of the blue, deciding to take up running. We all have untapped talents, and we should plunge into various activities—take up an instrument, start photography, join Earth Friends, try out for a play.

Our grade fixation also leads us to neglect educational resources such as the speakers that come here and the plays that our peers produce. Struggling for a grade is an impotent excuse for bagging a friend's play or a speaker.

A second problem is that students assume that if they get a six or a five in a class, they have educated themselves. That may be true, but you can get a six and learn nothing. In my French class last year, almost none of us read the books in French—we just bought the translations. By the end of the year, we were all earning Honors and yet we were floundering. In the long run, working for more than just the grade will prove to be more beneficial in every sense (most of my French class dropped out this year).

A wasted Dead Head, whom I sat next to on a plane to California, said to me: "You know, it isn't really like what you know about the War of

We also must all learn to relieve stress by removing ourselves from campus. Our school is an almost ideal setting. We live a short forty-minute bus ride from Boston, and at the same time, live within walking distance of some beautiful places: Holt Hill, Harold Parker State Forest, Pomp's Pond, etc...we at should grab a mountain bike or a pair of running shoes and explore the trails around the back of Holt Hill or Harold Parker State Forest. A Wednesday morning excursion can relieve all the stress that accumulates during the week.

We just need to balance the Tetris blocks, the term papers, and the Cheez Whiz.

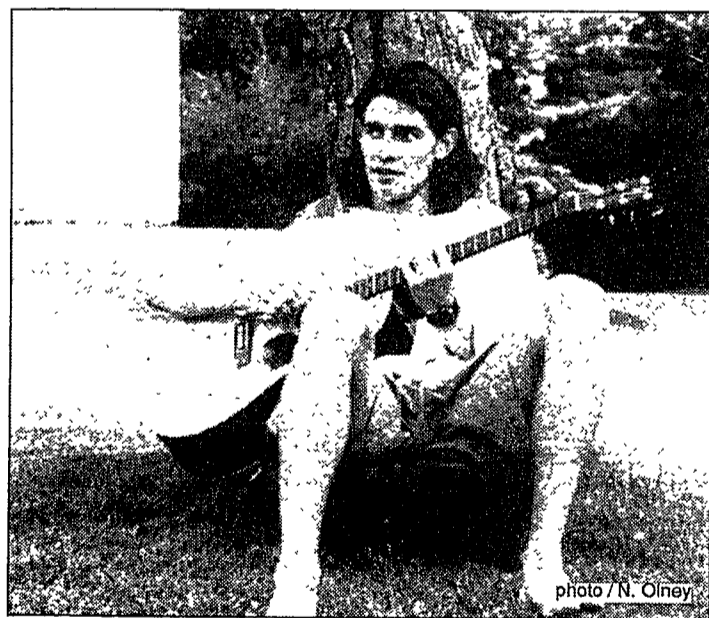


photo / N. Olney

P.A.: A Bittersweet Mix of Joy and Nostalgia

by William Hsieh

Two years is short. Maybe not. When I came to PA as a new Upper, I was told right away by my blue key that it would be the toughest year I had yet to face in my life. In a certain sense, it was true, for I constantly found myself so exhausted that I missed all Sunday brunches in three consecutive terms. Upper spring passed like a dream, not because it was wonderful or anything, but because I fell asleep in half of my classes. Weekends always seemed so short, for every time I managed to drag myself out of bed, it was only a couple of hours away to dinner. And it was almost inevitable that if I went in the library during free period (if there was any at all) to catch up some reading assignment, chances are a nap session would ensue after ten minutes.

However, when I did stay awake, I am quite amazed by what I was able to accomplish. When I first came here, I could play some tunes on the piano. But it was beyond my remotest dream that two years later I would actually perform a concerto and a senior recital before a capacity audience. Little did I know either that with a mere smattering of Spanish when I came, I would be reading García Márquez's masterpiece in its original text by my senior spring. And only God knew I would be elected Abbot cluster president as a first-year international student. PA offers such a vast range of opportunities that given reasonable input and effort, the result can be truly rewarding. The simple fact that talents abound in every field is enormously stimulating. It's the emphatic "WOW" issued from the bottom of your heart after you watch an exhilarating game, a dazzling concert or an awesome match that pumps extra adrenaline for you to emulate them and to excel. And I believe it's exactly this kind of stimuli that enabled me to reach what I had thought was unreachable.

On the darker side, tough times were probably just as abundant. I can't recall how many times I had to juggle with two papers while cramming for an exam. Nor can I tell how often I had come close to smashing the keyboard because I just couldn't get a passage right. And never mind



photo / A. Gurry

the traumatizing experience of suddenly remembering having to do an English oral presentation right after a cruelly bombed chem exam. One great virtue Andover students seem to possess, I think, is their amazing nonchalance in the face of failures, not because they are so used to them, but because there is no time left to mull over them when five hours of sleep is already a luxury to so many. And as you watch your GPA plummet to no end, it's really not surprising to switch college choices from Harvard to Haverford to Hartford.

But one thing I can say without any reservation is that I have never regretted coming here. Sure I have worked my head off, and sure I have stressed my butt out, but nowhere in my life have I been able to locate any other two years so imbued with meaning and so enriched with experiences. Memories of such marvelous occasions just keep on flashing back as I vividly recall those scintillating conversations we once had at Commons tables or on library couches. There is probably nothing more inspiring than getting feedback on Russian grammar from a Muscovite, arguing on different Spanish accents with a Mexican fellow or simply chatting about Chinese politics with exchange students from Harbin. For me, these have been some of the most cherishable moments at PA. It suffices to say that for the first time ever in my life, I am beginning to see and to taste the world, a real world replete with all its flavors and spices for me to relish at such a privileged young age.

As Commencement approaches, I can't help feeling a bitter-sweet mix of joy and nostalgia. Surely things will stay just about the same when I come back to visit in the near future. Surely I'll have fun at Stanford. But it's the sense of an unspeakable affinity I have come to attach with the people and the happenings on this very campus that will always live on my mind long after I'm gone. Some things happen just once, but sometimes this "once" in life is enough to perpetuate itself. Perhaps I won't get to see these people ever again, perhaps it'll be long before I come back, but it doesn't matter any more. For I have had it once, and it'll remain an eternity.

NOT JUST RESTING COMFORTABLY IN ANONYMITY

by Deepak Sharma

Senior Spring brings with it a certain sense of duty, an obligation to experience Andover to its fullest before the opportunity passes. As the days tick away, and my "Andover Experience" neatly comes to an end, I'm in a frantic rush to round it out, to mold it into the experience I would have liked to have had. The countless hours in front of blank computer screens, the sleepless nights before final exams, and the four years of diligence poured into my education hardly seem to matter now. Most of my academic goals have been accomplished, and time is withering away much too quickly to achieve those few that remain. I'm proud of what I've accomplished academically, but at the present, there seems little else to reach for in the classrooms.

What I haven't done in the past is find that other Andover, the one that everyone around me seems to be enjoying. Sure, we all work hard while we're here, and I'm no exception. But I regret not having risked more of myself. I could have met more people, stretched myself a bit more in different kinds of endeavors, had a little more fun, lived up to *carpe diem*. I regret that all this has already passed me by. Life is fast at Andover. It never hesitates to leave you behind, and if you let it sprint too far ahead, you lose what it has to offer.

I've often wondered whether or not I made the right decision in coming to Andover. I could have gone to good ol' Burlington High School, nestled comfortably in anonymity

just thirteen miles away, I could have continued going to school along with the rest of my friends, the people who I had grown up with my entire life. And from what I hear, I probably could have coasted through with good grades, less stress, and more sleep. Did I make the right decision in coming here? At times, I wasn't so

can be perfect, and as I said, Senior Spring forces you to dig out the imperfections) the answer is a resounding YES! Certainly I've received an outstanding academic education, in my opinion, the best I could have gotten anywhere. I've taken a number of advanced courses, been taught by some great teachers, and studied



photo / A. Gurry

sure. Was it worth all the work? Was I getting back what I was putting in? But even through the toughest of times, when I felt as though I hated this place, deep inside, I always knew that I had made the right decision.

My life at this school is dramatically different than what it might have been had I chosen not to attend. Am I better off? Despite the few regrets I've mentioned (nothing in life

along with a diverse and highly talented student body. There's no question that when I walk off the Great Lawn on graduation day, Phillips Academy diploma in hand, I will be more prepared for any academic challenges I may face in the future.

Andover has changed me in many ways however, and what I've picked up outside the classroom has changed me for the better as well.

I've learned to set goals for myself, and to dedicate myself to achieving them. I've learned not only to appreciate my own culture, but a multitude of others as well. I've learned about Non Sibi—doing the little things to help out the community as a whole. I've learned to be independent; even as a day student, I've been forced to make my own decisions, take my own actions, and handle more responsibilities.

I suppose I've been nurtured to change in the ways I did, nurtured by the people at Andover. The friends I've made here are the closest I've ever had, and having their support has helped me more than they've imagined. The faculty here transcends its duties; it is genuinely interested not only in teaching, but in the welfare of its students, twenty-four hours a day.

Saying good-bye to Andover will bring a flurry of emotions, concocted of joy and grief. I'll soon find out whether it's more of the former or the latter, for only eight classes and one final exam stand between me and graduation. My guess is the latter. Although after four years, I've grown somewhat weary of Andover, I love it still. I love it differently now than I did when I first arrived, a wide-eyed Junior excited by the prospects of four years of excitement and mystery. The school has lost some of its luster, but I'm attached to it; like old friends, we've had our petty squabbles, but we've also gone through some good times together.

Thanks Andover. I hope I've given as much to you as you have given to me.

Marching Toward a Common Exit

by Brian Schneider

Without any doubt, the time that best brought together Phillips Academy students, that came the closest to ridding the student body of the disparities among students that are present daily, that almost mended the vast differences in the student body was the Prom. Although the Prom was held on a Tuesday night, the rain kept everyone in the same cramped, loud boat, and the many other problems that are inevitable with Andover social functions, I felt closer to my classmates than I ever have before. Walking through the dance floor I saw a wider range of people than I thought possible in one place at one time - and even having fun at the same time!

Even more special was the very end of the night. The music stopped/ the lights were on, and people were picking up the items they had left behind. Then we all migrated towards the exit. The one exit The line wasn't moving very quickly, and I was looking around at my fellow students. There they were. There I saw some freaks, some jocks, some theater-types, some incredibly smart people, some not-so-smart people, some dorks, some cool people, some orchestra people, and basically some of every type. We were all there, trying to look nice in our own unique way, walking away from a night that was a happy one for most. We had just shared many hours together in close proximity to each other, and enjoyed the same time together. For my first time here, I felt that the past was forgotten, that no one was looking at anyone else and laughing at them, and feeling like the better person. We all were leaving the same

good time, heading towards the same transportation to return to campus, and Me we all left through the same door. At that point I knew we were a class, because no matter what happened before, we all had this memorable night in common.

I was so excited to return to my dorm, Stuart, and share my thoughts with my dorm mates and fellow

grades foster that kind of attitude. But people here too often forget that we still attend the same school, and there is no reason to ignore or berate one's own schoolmates. We all attend Andover, so let's start acting like a school where students actually care for one another, where people can be different and not hated because of it. Yes, it is unrealistic to expect everyone to get along, but if we try to control our angry thoughts, if we let bygones be bygones, we will be much happier here.

My plea to all people associated with Phillips Academy is this: in the future, whether you are teaching in the inner city, heading a big corporation in New York, coordinating a nationwide recycling effort, sailing in the Indian Ocean, playing a professional sport, or whatever else you aspire to do, remember at least one thing: that you share one piece of your personal history with everyone here. Remember always that you graduated from the best secondary school in the country, with the rest of us. Whatever niche you may be in here, when you leave we will all join the same boat when we leave—we will be P.A. alums. Never forget where you came from, the people you knew when you were here, and even that there were people you didn't know. Treat P.A. alums like your siblings, help them when they need it, and hopefully they'll do the same for you. There is something very comforting to know that if you ever need help, whatever you were like when you were at Andover, you can just look up any of us, your old classmates, and we'll be there for you.

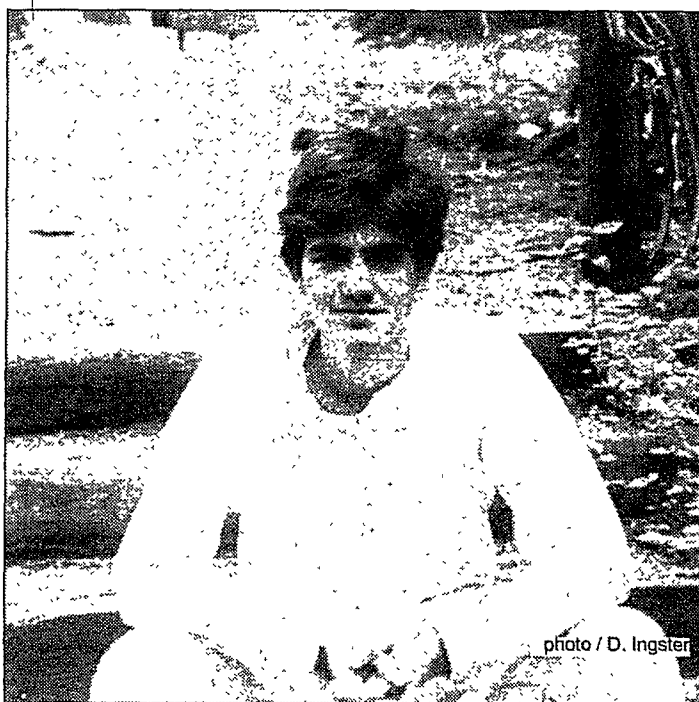


photo / D. Ingster

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As Seen Through Blue Lens...Refraction

by Scott D.X. Hennessey

I don't see why you guys are so upset that we're leaving...I'm not upset at all. Not one bit. Nothing ever stays the same...You guys should especially understand that. Bigger and better things!...Onward and upward! Progress is progress! And you know what they say about progress: It's made the world what it is today.

—Opus, "Happy Trails"

I suppose I reflect everything I've ever seen, felt, and thought. Everyone I've ever known.

To crystallize four years into a memory or a passage, I have one. One memory that shines soft. Lower year. Sitting in the basement over a couple of free periods. I had a conversation with Cemil. I can't say I remember why or how it started, but, then again, he probably doesn't even remember it happened. We covered nearly everything: individualism, religion, elitism, purpose, future, and so on. And then, mid-sentence, the period ended and people began filing back into the Corner. I've had a lot of conversations with people at PA that I wouldn't trade for anything, but I couldn't have had that one anywhere else. That one conversation summed up for me why I put up with mediocre grades and no sleep, with fourteen hour school days and with pressure I didn't want nor need. This can be an intellectual place. I hope that's where I'm heading. I hope that's where I've been.

There's dust settled on my apple //c, on the doorknob of my room, and on my idealism. I walked in unexpected, unexpecting. And life flashed before my eyes.

The Dent. Contemplate the universe. Wild grapes that ripen every fall. The Corner. Means smile. Nancy. Big brother. Laugh it off. Black lights. Yellow roses. Nods and smiles. Sister. Rusted kind of knight. My blue kite. Relivio with responsibility. Toss in all my magic pool. White caps. Blue Lens. Desperado. Swallowed gravel. The chill that came with campfires. The rage that grows from within. The angel and the angry young man. The sadness blankets everything. Shoebox penpal. On-staff. Red Rose Tea and Mueslix. Revelation 6:8. Affirmation. Charlie. Tigers. Bitter winter. All the nickel poets leading bands of thinkers, so they thought. Amazing Grace. Purgatory. Summer's calling all the toy soldiers back to their respective shelves. And just who can we trust besides ourselves? All the bodies left on the field. Keith, who was there throughout it all. Perfectos. A friend and more. Reflection. And I'm looking in an unforgetting mirror.

Sometimes when we're running, from something or to somewhere, we forget to look beside us, at those who helped us stand. I didn't say good-bye to everyone at PA that I would have liked to, and in a lot of cases I might never see those people again, but I hope that even if I can't remember everyone, or be remembered by everyone, that somewhere

along the line, a smile was exchanged, a thought shared, and some warmth given for the chill. Because this place has meant, along with the mud, happiness and thoughtfulness and warmth for four years. I'll come back, PA. Not to give a building or push through a legacy, but to pay back what I took. It was, after all, only high school. Only four years. Only exhausted love and tears. Only high school.

I won't miss this place, but

I'll miss you. Let us go. Let us be spectacular. Or at least let us try. I suppose the trick is to remember without looking behind you. To draw from the past without taking from the present. To look to the future through the lens of the present. My eyes are tired.

I gave away my glasses. To someone special who might need them through her four years. After so long, it's the only way I see things any more. Good-bye, everybody.



PHILLIPS ACADEMY: A PLACE TO CALL HOME

by Victoria Kataoka

Sitting in my room on a Sunday night at 11:55pm, I furiously write on a hapless pad my ideas for my Senior reflection for the Phillipian. I grate my mind for the most profound words and thoughtful statements so that I can prove my growth, maturity, and intellectual dexterity. But proof enough is that I'm here—and that I'm graduating.

Some people come to Andover already acquainted with the school, the system, the lifestyle, and compelled by some set goal, whether it be their parents' or their own. But for me, it wasn't like that. I came to Andover in a general euphoria. I was awed by everything I saw, everyone I met. I tried to value each breath I took for fear that my time at this precious and perfect microcosm would go by too quickly. As I graduate today, I can say that the experience has flown by, but I have taken time to get to know Andover: I've discovered some things that cause the shiny film of perfection to peel away from the picture that is Andover; but I've also discovered elements of the school which are too personal, wonderful, and intangible to explain.... I feel my perception of Andover is much better now—with my lucid and knowledgeable perspective, I can now love my school for its true strengths instead of an elusive paradise it feigns on the cover of the Andover Catalogue.

The best part of Andover is definitely the people. The intensity and ability of the people here continues to astound me. I will miss them the most, as they are the substance of my experience. It was my friends who made me laugh, teased me, looked

after me if I was sick or upset, and it was they who almost pushed me over the edge sometimes. It was people—students and teachers—who listened and talked to me, not text books. It was the people who encouraged me; it was people who taught me humor, literature, love, anger, disappointment, and satisfaction. It is the people and their memories along with mine that prove that this experience

sort of extra something. Whether it be the Phillipian or Breadloaf, these activities help me form an identity and discover what is important to me on a very real and corporeal level, rather the often inapplicable and idealist atmosphere of the classroom.

I've also learned during my time here that individuals at my age and generation are about the most imprudent people to change. I fear a

difficult or too complex? Or are students starting for a new way to learn? Is it that modern society compensates for people's apathy with technology etc., so that when people come to Andover it's the first time they've been asked to use their minds before? I don't know, but it's frustrating to see.

Perhaps there is always a cynical segment of society which callously unfolds the weaknesses of humanity and abruptly exposes it to those who just don't want to hear about it. I certainly believe people should be critical of their environment and their being, however—maybe I'm just in denial—I think that we, as the fortunate minority of the world, have an obligation to appreciate what we have. And if we're not pleased with something, we should go out and do something about it, because we're the only people who can, the only people who have that kind of freedom.

I thank Andover and the people of Andover for helping me to reach some sort of resolution and understanding of right and wrong; for teaching me morals. I also thank Andover for the incredibly dynamic, fantastic, miserable, and perplexing experience. Well my time is up, and it's other people's school now. What it comes down to is that I truly, madly, passionately love this school. I think it is a wonderful, unrecognized privilege that I've had. And I'll be forever grateful. I leave this school contented, exhilarated, solid, with a good base to build on, and with a slew of people with whom to keep in touch. Finally, I leave Andover with a wonderful feeling in my heart that this is a place that I can return to and find friends, memories, and a place to call home.



photo: N. Olney

really happened. It is the people who are my Andover.

Some people will never stop teasing me about how over-committed I was sometimes. Truth be told: the majority of my memories occur outside of the classroom, doing some

general wave of apathy and loss of respect for the integrity of the academy manifesting itself in some sectors of the school. I don't know whether it's a general trend, which will re-surge upwards soon, or whether it's Andover. Is the school becoming too

Oh My!

by Vikram Penumalli

Every so often I can't help but think how I would have turned out if I went to any other school than Phillips Academy Andover. If my parents didn't decide to move to Massachusetts back in 1987, I wouldn't have even known about this school. My mom just said that it was some neat private school to which George Bush went. Here I am, about to step out of this community after four years. What can happen in four years? Four years from now, I'll be stepping out of Rice University, maybe completely different than I am now. In twenty years? One of my friends thinks that the moon will be colonized in twenty years. Could it happen? Will P.A. have a School Year Abroad program in France, Spain, and on the moon? I doubt it Jack...

People change. It's inevitable. And the next time we see each other it won't be the same. The scariest thought is that I may never see some of these people again. Never. What do we do? What am I going to do? I want to take pictures, tell people how I feel, and hug everyone I know before I leave. I don't want to think about it too much, but I can't help it. I hope I can spend this last week with the people I care about most. It's so confusing—so taxing.

I'll miss the huge paddles in front of Morse and deciding whether to walk across the wood planks or drudge through the water with my Trailbux boots. My boots and I have been through the sanctuary, snow, sleet, and rain. I don't ever remember walking through a hail storm. I think I'll give my boots to my brother. He'll need them because he's going to be here for three more years (heh, heh). I built a bridge with Louis. For a Senior Spring Independent Project, we followed the rules of a contest at MIT and built a Balsa Wood bridge. It held 405 pounds. I wanted to take a picture of our bridge with a little Matchbox Car. I guess our bridge could have held over 1600 Matchbox Cars if we wanted.

The leaves are really green this year. Has anyone else noticed? It could be that the leaves are just such

a contrast from the mounds and mounds of snow from winter. There was a 10 foot snow bank at the end of my driveway this year. The only thing is that the mosquitoes are especially nasty now, because all the ponds and streams were full from the melted snow. Do we need mosquitoes? I suppose they are useful in keeping populations down by spreading disease. Fine, go ahead and spread disease. But why do those bites have to itch so much? And why do they always bite in the weirdest places? Like eyelids, elbows and in the middle of my back? Strange creatures, but not as strange as some people I know.

Senior year has been discussions about life, love and god. Is consciousness a controlled, predetermined result of molecules interacting? Or do we have control over the path of our thoughts. Fate? Destiny? Are there any other self-aware entities out there? Are men and women meant to be together only to propagate the species? I hope not. True love? True faith? Help! Senior year has also been slacking-and doing other types of deep activities. I just want some sunshine. A little Nerf Turbo and a lot of sun. People are so much nicer when it's sunny. Relaxing rays of sunshine happiness bounce off their faces.

Have I learned anything in four years? I know the 16th century word for plow (English 100). I can remove and insert plasmids from bacteria. And I've figured out that love is just a vector field. So I want to thank all the teachers I've ever had here 'cuz I love you all for making me smarter: Reverend Zaeder, Ms. Jordan, Mr. Lux, Mrs. McCann, Mr. Krumpke, Mr. Modeste, Dean McCasin, Mrs. Scott, Mr. Ankner-Mylon, Mr. Hannah, Mr. Dix, Mr. Shertzer, Ms. Auredan, Mr. Kip, Mr. Regan, Ms. Spalding, Ms. Yao, Dr. Kuhlmann, Mr. Maier, Mr. Williams, Mr. Lin, Ms. Braverman, Mr. Smith, Mr. Penner, Ms. Novis, Mr. Anderson, Ms. Goertze, Dr. Avery, Mr. Warren, Dr. Perrin, Mr. Jennings.

It's almost over, and it's just beginning.

I have no finals.
Bye-bye.

RUIZ

by Alex Ruiz
PHILLIPIAN STAFF WRITER

Just as all journeys begin with the first step, they end with the last. When we look out at the beginning of a long journey, the road seems endless. Yet at the end of that same journey, the time seems to have flown. The events are all part of distant and fading memories. You may struggle to hold on to the past, or at least to have the chance to relive it one more time, yet everything you may attempt seems futile and useless.

Take an Andover career, for example. As a Junior, you believe you have been sentenced to a jail term. Each day, each week, and each month seems to drag on endlessly. All your thoughts are veered towards that seemingly unreachable Senior Spring. Each term, each vacation is one less that you will have to go through before you leave Andover. As you pass through the math and history requirements, you swear that as soon as you can, you will leave Phillips Academy. You begin to get homesick, and you miss your old life. Your only consolation is that one day you will graduate.

Then the time comes when your graduation is imminent. Rushing at you is an end to all your suffering. It's at this time that you realize that you've grown fond of Andover. Maybe the people here weren't so bad after all. Were the four years really that long? You look back at all those good time you had. All the things you learned. Then you start to realize that this place has become your home. All the restrictions and the rules have become natural to you. You have now either learned how to follow them or how to get around them. You find out that some of the teachers are actually people and that they are actually nice. Suddenly the many experiences and tribulations that have matured or affected you deeply are remembered. As you fin-

ish that last step, the one that finishes the journey, you begin to long for the past. As is the case, in most situations you are unable to return.

As a four year Senior, my journey through Andover has, at times, been quick and enjoyable. With classes such as English 100 with Rev. Zaeder and Chico or events such as the Latin Arts Weekends. With friends who have come and gone, as with the case with Ryan Pitterson, Manting Fu, and Ben Nelson. Or with friends who have always been around, which are too many to mention here. At times, the days dragged on, and I wished nothing more than being at home among my old friends and with no restrictions such as parietals or sign in. Yet no matter how I felt, I was forced to endure those science and history courses the school required. Forced to sleepwalk through those many action packed Saturday nights the school offered. Worst of all, I was forced to clean my room for fire inspections and wake up for those Saturday eight-o'clock classes.

All and all, I guess it's been worth it. Though I can't say I always tried my hardest or even tried at all. I learned a lot at this school. Not so much in the classroom as outside of it. Meeting people from all sorts of backgrounds and nationalities. It was nice to be able to hear someone talk about the ghettos of New York and then turn around to hear someone talk about the bread at the French bakeries. I've learned how to play lacrosse and tennis and taught how to play handball and spades. I've been able to grow massive and cut (one can wish, can't he?). Most of all, I've made friendships that will last a lifetime, and for that I am thankful.

Andover taught me how to procrastinate and b.s. with style. It taught me a lot of other things that will never leave me. The one thing that will always stay with me is the picture of that small, lost, and confused Junior who came here, and the picture of that confident Senior who left.

Hilary Koob-Sassen Reflects on Life, Politics, and Boxed Lunch

by Chris Barraza
PHILLIPIAN STAFF WRITER

One warm, spring day I had a chance to have a sit-down dinner with the man behind the nose: Hilary Koob-Sassen. As we conversed in Ropes Salon over heaping platefuls of food, I learned many a thing about this truly intriguing and amusing character that walks the paths of PA. The words and thoughts flowed freely throughout our little "soirée," and I left Commons with a little more insight on the undoubtedly most unique person on campus.

CB: I know you wrote the Weekend Scoop for a while, but I'm not clear as to what other things you have done since arriving here at Andover.

HKS: I worked with various Community Service programs, particularly Stevens Hall and Bread and Roses. I served on Student Council and the campus Environmental Committee. I was also in a bugged-out play called Oh Dad, Poor Dad, Mother's Hung You In the Closet and I'm Feelin' So Sad, which was a lot of fun. I played a cheeseball much like my true self.

CB: So you consider yourself a cheeseball?

HKS: Yes. Definitely. When I'm not a cheeseball I tend to be not very happy, but usually I happy, so by the theory of locomotion, I tend to be a cheeseball.

CB: I take it that you don't take yourself or many other things very seriously.

HKS: Whoa! Au contraire. I take lots of things very seriously, I'm just not one of them.

CB: What do you take seriously?

HKS: I take politics, lives and suffering and pain that's going around the world very seriously.

the gray city streets for fifteen years, I am fully in love with the superlative green and lush lifestyle of this fantastic place. I want to maintain its greenish and lushishness.

So that's why. Just your basic American BS of dubious quality and credibility, but the quantity is all there. Is that clear?

C B (laughing) Yeah. I see that you're munching on a plate full of green stuff; are you a vegetarian?

HKS: Oh yes! (chomping away) Good food! I also eat seafood, and female genitalia which, according to pop culture in the late seventies and early eighties, sometimes tastes like seafood. Actually, I think it tastes like nothing else in the world. But diet is very important

to me. If you eat good food, you feel better. Take for instance, a piece of Wonder Bread. It just makes a pasty ball in your stomach, and it's not gonna' move along. Actually, the US RDA for fiber considers me legally insane.

CB: Do you consider yourself a regular guy?

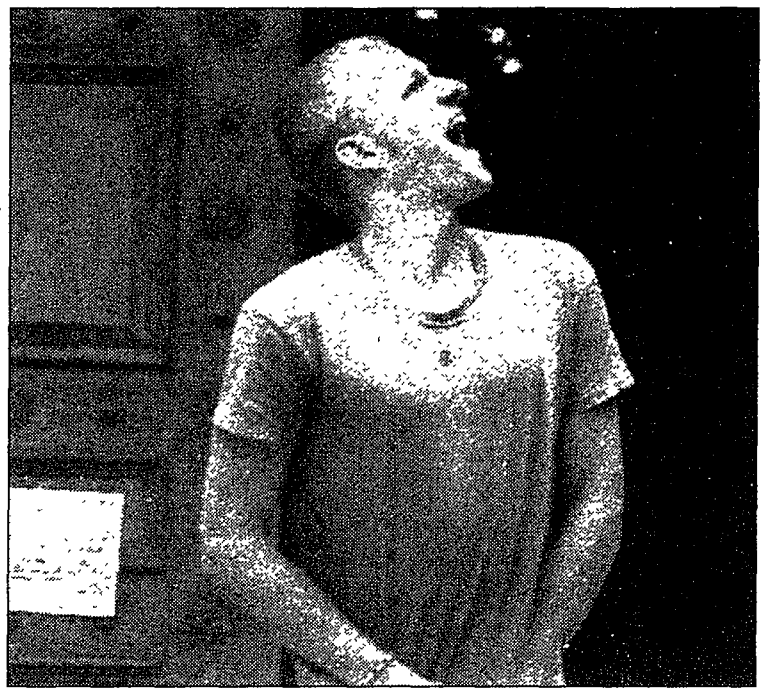
HKS: Let's just say I'm not a regular recipient of Preparation-H propaganda, nor am I on the Ex-Lax mailing list.

CB: I'm going to follow your habit of non-sequiturs and ask you to describe yourself in one word.

HKS: (after counting on his fingers and smelling his armpits) I would say the word would be osmosific, which means one who performs various, non-nefarious forms of osmosis as frequently as possible.

CB: Uh-huh. Well, thank you very much.

HKS: Thank you, man. I'm terribly honored.



The Koob, yet again

photo / D. Ingster

CB: I see you're messing with your nose; what's up with that?

HKS: Well, ha ha ha, this monument of olfactory magnificence is hanging off of my face because my father is my father, and his schnozz is even bigger. Sorry Dad. He gets terribly annoyed when I mention noses.

CB: I guess that with all of your Theater, Seventh Page, Crew and Community Service activities, you're a pretty well rounded guy.

HKS: (laughing) No. That word scares me, I feel like I'll roll down the stairs like a greasy meatball. I'm definitely not well rounded. Actually, I'm terribly paranoid.

CB: Off on a totally different subject, what drove you to run for school president last year?

HKS: Well, first, I really wanted to hear my own voice over the microphone, and have fun giving the speeches. Also, I love this school terribly much; after tripping and scraping my knobby knees across

Sally Slade Warner— Back in the Tower, Now!

by Tim Roberts
PHILLIPIAN ASSOCIATE

One very noticeable change this past school year has been the idle Bell Tower. Sally Slade Warner, the Academy's carillonneur and record librarian, whose music used to float across campus every Friday evening of the fall and spring trimesters, suspended her playing after August 11 of last summer.

Warner, who holds a carillon concert series at the bell tower each summer featuring renowned carillonuers from across the country, has decided to take a stand on what, for her and other players, has become less of a musical instrument and more of a cumbersome machine.

Miss Warner came to Phillips Academy as an organist and keyboard player when it merged with Abbot in 1973. In 1974, inspired by the unusual opportunities the Memorial Bell Tower provided, she took up study of the carillon at a bell tower in nearby Cohasset, Massachusetts. Four years later she took a year's leave from her various obligations and traveled to the Royal Carillonneur School in Belgium, where she further perfected her playing. Since then she has replaced her

first teacher at Cohasset, where she now performs every weekend.

The Bell Tower that once sparked Miss Warner's interest in the instrument has become more of a disappointment and source of frustration than anything else.

Warner, who has played in recitals all across the United States and Canada, laments that the carillon's 1923 mechanism is out of date and needs renovation. Amongst other things, the keyboard is so far away from the bells that, according to Warner, there is "a terrible inertia that you have to fight all the time" and "the return of the keys is very slow". The carillon, which has 37 bells, is "just not a rewarding instrument to play and it's not big enough to handle the carillon literature," she said.

On top of the mechanism being obsolete, the interior of the Bell tower is, in Miss Warner's words, "falling apart." A recent photo-study of the rust and brick dust that is eating away and encrusting the mechanism is on display at the record library. What's more, the scaffold-stairway, which was installed "temporarily" after the original wooden one rotted, has now been in place for over ten years. According to Warner, it "is dangerous and it inhibits people with acrophobia."

What is most frustrating for Miss Warner is that the carilloneurs she would like to invite to play at the summer concert series "wouldn't even venture up the tower because they couldn't get past the first level of stairs because it's such a scary thing to do."

Also, by opening the tower on Wednesday afternoons Miss Warner was attempting to interest Phillips Academy students in playing the carillon. Instead, she found that the instrument turned people off. "Kids just sit down and all they hear is the rattle of the mechanism and maybe a few bells in the back ground and they think it's a



Miss Warner

photo/ courtesy Warner

joke...they can't take it seriously... and I can't take it seriously anymore either," she said.

It is a special privilege for Phillips Academy to have a carillon, a unique and entirely mechanical (non-electrical) instrument. There are less than 200 carillons in all of North America. This one could provide special performance opportunities at Phillips Academy.

However, the instrument does not even meet the standards for the Guild of Carilloneurs in North America, of which Warner is a member. She feels that the carillon, which resides within "the logo of the campus", needs to cease to be a "disgrace to the school" and be upgraded "to match the other fine instruments on campus", which include three pipe organs.

Warner has spoken with the Office of Academy Resources and to Dr. McNemar. She has letters from several renowned carilloneurs testifying to the inadequacy of the instrument, as well as a proposal from the Taylor Bell Company to expand and renovate the carillon, which would cost approximately \$500,000, though perhaps more if the inside of the Bell Tower were to be renovated as well.

Few have thus far expressed interest in funding the renovation, and Miss Warner refuses to play the carillon until something is done about it. She is hoping that, after refusing to play on her traditional concerts on Memorial Day, Grandparent's weekend, Parent's weekend, and Alumni reunions, she will be missed enough that something will be done.

Unfortunately, it may be several years before Sally Slade Warner's bell-playing drifts across campus once again.



The Tower

photo / D. Ingster

It's About Gi-Soo Lee

by Patricia Hsu
PHILLIPIAN STAFF WRITER

Gi-Soo Lee, a three year senior and native of Edina, Minnesota, will sadly be leaving our wonderful world of P.A. So, the Phillipian sets aside this space to pay tribute to his outstanding character.

Gi-Soo's life started out as any other child's life would, crawling, drooling, babbling, and sleeping 18 hours a day. At the ripe age of four, he began to take piano lessons. Interestingly, he had begun taking violin lessons two months earlier. When asked what made him become more serious about the piano than the violin, he explained, "The piano can imitate any instrument in the orchestra, but nothing can imitate the piano." An amusing anecdote also lies behind Gi-Soo's decision to become more involved with the piano. When he was in the second grade, he happened to hear Beethoven's Emperor Concerto for piano and orchestra on the radio. Says Gi-Soo, "I was inspired by the piece and made a promise to myself to one day be able to play the work." Ironically, he had been riding along in the Lee-mobile on the way to a violin lesson when he first heard the piece. Appropriately, he performed the concerto Winter Term with the Phillips Academy Chamber Orchestra, creating quite a memorable musical moment.

Gi-Soo was recently awarded the Milton Collier Prize for outstanding piano playing by the P.A. Music Department. Dr. Warsaw, Gi-Soo's piano teacher for his three years at P.A., describes Gi-Soo as "...one of the most extraordinary musicians we've ever had here. His playing is powerful and gripping, always inately musical with clear intentions and relentless intensity. When he's at his best, there's no one you'd rather hear play a Beethoven sonata...he can do it all." Gi-Soo, despite his decision to focus on the piano, has continued his violin studies, also gracing us with his playing as principal second violin in the Phillips Academy Symphony and Chamber orchestras. The multi-faceted Gi-Soo also became a member of the Cantata Choir this year, enchanting us with his melodious vocalizations.

Aside from his numerous musical achievements, Gi-Soo excels in the field of athletics as a member of both the varsity wrestling and cycling teams. This year, he placed third at interschools and qualified for the New England Championship Wrestling Tournament, but chose not to attend the event because he needed the time to prepare for his performance of the Beethoven during Winter Term. Gi-Soo was unable to cycle this year, even though he would have liked to, again needing all of his extra time to practice the piano in preparation for his senior recital. Gi-Soo was cited at

Graves for three weeks prior to his recital at unmentionable hours of the morning, spending an average of 8 hours in a practice room per day. His stay at Graves peaked three days prior to his recital at a record high of 13 hours; That's dedication for you. For those of you who have never done this, practicing for such a duration is as strenuous as running on the wheel of a hamster cage until the darn thing just breaks. Gi-Soo rightfully believes in the saying "No pain, no gain."

Gi-Soo will continue his education at Stanford in the fall, double majoring in biology and music theory. When asked about his future concerning the piano, Gi-Soo stated that he would never make a career out of it simply because he finds the concept "ridiculous." He explained, "The purpose of music is to express feelings and emotions, and to discover new things about oneself. When mu-

sic becomes your career, you're forced to play. Once that mentality



Hey look, Gi-Soo's outta the

photo / N. Olney

comes in, it's not music anymore." Gi-Soo also voiced his dislike towards the competitive field of music, stating that "People who are competitive in music should be shot." In his opinion, competition also greatly deteriorates music's true purpose. Gi-Soo plans to keep his piano playing as a life-long hobby.

Does this man have any pressures? Gi-Soo holds the indispensable power of being able to ward off outside coercion on his life. "The only person, or thing, that can pressure me is myself," says Gi-Soo, but that in itself is enough. He sets high standards for himself, one more reason he's such an achieved person. In order to balance out his hectic days at school, Gi-Soo bonds with nature as a form of relaxation, enjoying activities such as camping, hiking, and fishing. For Gi-Soo, outdoor activities serve as a means of relieving stress, an opportunity for inner reflections, and an escape from the sometimes chaotic ritual of everyday life at P.A. I myself have seen him heading off for an adventurous bike ride all decked out in blue and yellow spandex, snow boarding down an icy incline in a gust of powder, and even wrestling with his giant-sized poodle named Coach. By the way, Coach is a great dog. I know him personally and would like to acknowledge him for his contributions to the article. He provided me with a deeper understanding of his house mate. Thanks, buddy.

For Gi-Soo, P.A. has been a maturing experience. He'll miss his friends and teachers, especially Dr. Warsaw, who is "...more than a teacher; he's also a friend and a mentor. I can talk to him about my problems." Gi-Soo Lee: social democrat, practicalist, stoic, dedicated musi-

cian, psychotic wrestler, creator of a variety of odiferous aromas, translator for the wild things of the jungle...no one word can sum him up. Gi-Soo will leave us with the echoes of the Emperor Concerto, forever floating across the ceiling of the chapel, and his own ghost, merrily streaking (yes, folks, in the nude) around the bell tower. We'll all miss that grinning face of his. But, with any luck, he'll be back.

Inside



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Cantata Heads Richelli and MacArthur

— Nice Larynxes —

by Lisa Larson
PHILLIPIAN STAFF WRITER

Cantata was a larger and stronger group this year than it has been in many years. Its eighty singers worked together all Fall and Winter Term, devoting their time to fund-raising candy sales, rehearsals, and some magnificent concerts. Their efforts came to a culmination this Spring Break when the entire Cantata group and the Chamber Orchestra embarked on their two-and-a-half week tour in Italy. And behind the talent and commitment of the musicians were the two leaders who organized

and led the group: Cantata Presidents Jen MacArthur and Asher Richelli. Both Jen and Asher became members of Cantata their Upper Year. "I didn't know it existed until Winter Term of my Lower Year," said Asher, "but I was very impressed when I first heard it perform." Since then, Asher and Jen have become more and more attached to and involved with Cantata. Unlike the Chorus, Cantata does not sing medleys of well-known songs, but instead tackles longer, more serious work. They generally learn only one piece all year, and so are able to polish and perfect it. In past years, the group has

performed the Requiem by Mozart, Mass in C by Beethoven, and this year, Handel's Messiah. This level of piece is a challenge to learn, and Jen and Asher agree that they owe the group's success to the superb directing of Mr. William Thomas. "Probably our greatest inspiration has been Mr. Thomas (a.k.a. Willie T., Da Man)," explained Asher.

Flowers Gone? This term he also undertook the project of directing a play, M. Butterfly, and achieved great success with it.

As for the future, Jen will be attending Bates next year, and Asher is going to Yale. Neither is sure what role music and art will play in the upcoming years, but they both plan to continue singing. "I am not consider-



Co-Head Jaiilbird Asher Richelli



photo / N. Olney Co-Head Jen MacArthur photo / D. Ingster

"Although he does yell at you and sit on you and shake you, he makes you learn; He teaches you to really sing." Besides the huge commitment of leading the Cantata group, Jen and Asher are also very much involved with other school activities. Jen is a Community Service Leader, and a member of the Chorus, the Chapel Quartet, and All That Jazz. "I've been in Chorus for four years now, and I've enjoyed it a lot. And All That Jazz is a lot of fun because it's student run," said Jen. Asher, in turn, has acted in countless plays during his three years at Andover, including Into the Woods, Candide, and Where Has Tommy

ing majoring in music," said Jen, "but I know singing is something I want to do all my life" Added Asher: "I'm reluctant to pursue it as a major, as you need to be very talented and very, very lucky to succeed in music or theater." However, both Cantata Presidents know they've learned and grown a lot with the group these past two years. "We really will miss the long hours stuffing boxes, the hours in the CLC making notices," said Jen. "And I'll never forget our last concert in Italy. But now it's time to move on." But Cantata will certainly miss the voices and leadership of Jen MacArthur and Asher Richelli.

Marc Baker: "I Like Bacon"

by Tina Tung
and Miriam Bertram-Nothnagel
PHILLIPIAN STAFF WRITERS

"I'm a ham." Marc Baker declares. "Ask anyone, they'll all say the same." A ham, as we understand it, is one who loves the thrill of getting up in front of people. Well, he's right. With his loving brotherly like presence, Marc made our hour long interview seem like minutes as his head nodded away while he talked. He was enjoying himself; he liked the attention. In fact, he loves the attention. He loves being on stage, in the spot light; he says it's therapeutic. Walking on stage, allows Marc to leave aside the tests, papers, and projects. Marc puts a full hundred percent into the present matter, be it sports, academics, friends, or theater. Marc concentrates with intensity; and again, he finds everything therapeutic. Friend, Dan Levine, describes him as, "Selfless. Completely selfless. He is ruled by heart and passion."

Dressed in pajamas, Marc Baker began his acting career at the tender age of five as a duck for the Jewish Community Center's production of Alice in Wonderland. In seven terms at Andover, Marc's dramatic skills developed through the eight shows that he took part in. Hamlet, by far, was the "amazing, most phenomenal thing" that has ever happened to him at school. Yet in Working, he had his best moment on stage. "I've never

seen an audience react so well...I've never had so much adrenaline pumping through me." His debut performance at P.A. was in a play during the Spring of his Lower year, by Terrance McNaly, called Bad Habit. Appropriately, his last P.A. production Where Has Tommy Flowers Gone? is also by McNaly. Commenting on directing, Marc says he's "incredibly psyched" about it. It is a play that is funny, upbeat, yet with

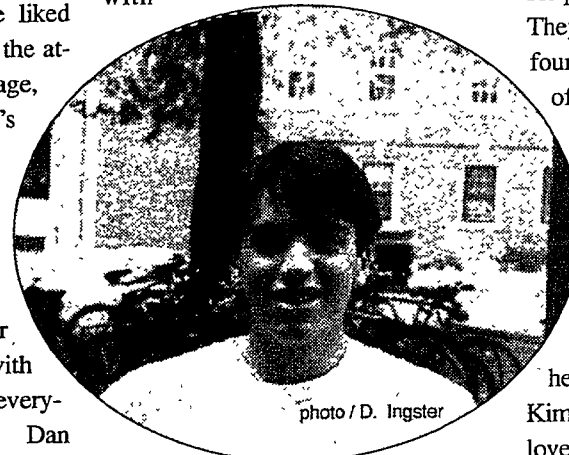


photo / D. Ingster

a purpose intended to make a statement. Marc has worked hard for three years here to make a statement. Yet he likes to claim that it was all luck. Luckily enough, he found that several of his teachers respected him and were understanding about his other commitments. Accepting a role in a play is a great commitment. He says that the show always comes first. The things Marc chose to do at P.A. were his passions and that made him successful in them. He wants to be thought of as "not just a theater per-

son." Besides drama, Marc is involved in varsity squash and tennis. He talks of the difficulty of establishing one's self in any area with such a high level of competition. Because of this, Marc was not able to do all of his passions, but he clearly stressed that his strongest passion was for his friends. "My top priority is to spend time with people." Marc claims to owe everything to his family and to this school. His love for people was instilled by his family. They gave him a strong morality and foundation to deal with the pressures of Phillips Academy. "This school's impact hit me at a time of my most impressionable and formable states. Both my parents and P.A. gave me chances and direction to succeed in everything I love." Marc loves this school. He would trade all he had, for his sisters (Alison and Kim Baker '95) to find the same love. If it were possible, Marc would start his time here all over again, doing completely different activities. Marc leaves Andover and moves on to Yale with few regrets. Were it not for his History 30 paper, he would change nothing. Marc Baker's intensity and dedication to humanity should be an inspiration to us all. There is no doubt that he'll find success where ever he may go. He bids us farewell by saying, "I have never met a man as great as K. Kelly Wise." And Andover responds, "Hey Marc, thanks."

Nite Kongtahworn: Master of the Cello

by Luca Borghese
PHILLIPIAN STAFF WRITER

After four years as a PA student, Nite Kongtahworn well deserves the recognition of a music extraordinaire. Not only has Nite contributed heavily to the music department, but he also has unselfishly given up himself to the general community. Nite, who lived in Stearns East, led a busy life, running from one rehearsal to another. Recently, Nite capped off his Andover musical career as he performed the Dvorak Cello Concerto with the Symphony Orchestra receiving a standing ovation from the packed house. He was also awarded the Cutter for outstanding musical contributions by the music department. This year, Nite shared the co-principal cello seat with Christina Greene for the Chamber and Symphony Orchestras. Nite displayed his passion for the orchestra when he commented, "I love the orchestra, it's one of the best

high school ones in the country." Nite served as co-head of the Chamber Music Society with Christina Kuo in addition to his thriving solo career. Last year, Nite took the initiative to start a small chamber group, known as the Armand Trio with Noy Thrupkaew '92 and Beverly Min '92. Nite's parents urged him to pick up the cello twelve years ago and eventually he grew to love it. Nite is from West Des Moines, Iowa where he lives with his mother, father, brother and sister. He enjoys movies a lot and is using this year to trim his list of must sees. Visiting Boston is one of Nite's favorite pastimes. On weekends he enjoys hanging out at Newbury Street and Harvard Square. Although he plays only classical music, he enjoys listening to all kinds, and basically he just hangs around and has fun when he's not playing "cello. Next year, Nite will go to Cornell University majoring in architecture. He says, "PA has given me lots of opportunities, and I'll miss it a lot. Thanks."



Nite not of night photo / A. Gurry

Zeke Farrow Does Art

by Colin DeYoung
PHILLIPIAN STAFF WRITER

Zeke Farrow is a four-year senior. Throughout high-school he has been very much involved in the performing arts, accruing a number of excellent performances in both theater and dance. His considerable amount of talent was what first won him my admiration. As I got to know him, however, I admired him even more for his character: warm-hearted and thoughtful, Zeke possesses a terrific sense of humor. He also possesses what I find to be a great sense of the serious and is one of the most intelligent people I know. The fact that he manages to do as much as he does in the arts, get the high grades he does, and yet spend as many hours of the day as he does procrastinating with me or one of his many other friends is truly a tribute to his remarkable character. As we sat down to discuss what I could say about his career, Zeke supposed that the best way to begin would be to recount how he got his start in showbiz. So here it is: he began acting at the precocious age of seven, when he was spotted for a commercial while eating lunch at Killington, he was asked if he would be in the commercial that was being made to advertise the ski-area. From there he progressed quickly into school plays and, at twelve, summer school for the arts, where he met his friend and accomplice on and off the stage, Micah Schraft. Also at the tender age of seven, Zeke began his participation in gymnastics. (One should be forewarned about Zeke: he is one of the most flexible people in existence and is not afraid to display this talent. I am frequently startled to find him sitting around the dorm with his legs at impossible angles from his body, often thrown up by his head or over the back of a chair he is sitting in.) This flexibility led Zeke, quite naturally, into the field of dance at the age of twelve, and he progressed from tap and jazz dance into ballet, thus adding to his impressive array of performing arts. Arriving at PA as a junior, Zeke was housed in the soon-to-be-forgotten Hall House, and was able to keep in shape by the three-quarter mile

walk up to campus. In the winter he joined the gymnastic team, but his debut on stage did not come until spring, when he played a small role in Pippin, a musical by Steven Schwartz. Returning as an older and wiser lower, Zeke continued his acting career in Bad Habits by Terrance McNally; two connected one act plays, playing Hiram in the first and, in the second, a psychotic character who thinks he is a sado-masochistic Japanese doctor. In the summer after his lower year Zeke went to a summer session at BU, taking courses and performing. Zeke went on School Year Abroad for his upper year, packing his meager belongings and setting sail for France. While on SYA he joined a dance troupe and danced many hours a week. Over the next summer, Zeke was involved in a Summer Stock Theater company that ran through all twelve weeks of the summer. Working with professionals was a great experience for Zeke as the company produced four musicals. My acquaintance with Zeke began during his senior year while living in that paradisaical abode, Foxcroft South. At first he was no more than a dorm acquaintance, a senior living on the second floor, who wore funny colored clothes. (Zeke and his mother began a clothing company some years ago called Farrow Art Company, or FARTCO, which is a registered Vermont trademark, and they hand paint shirts and hats.) I first saw Zeke on the stage in the fall term musical Candide, by Leonard Bernstein, in which he played a most amusing version of Doctor Pangloss. As the year progressed and I got to know Zeke better, we spent many a late night enjoying each other's company. Zeke has an undying thirst for silliness and the absurd, which I tend to share when the hour is late. Zeke is one of those people who makes one forget about what one is supposed to be doing or worrying about. I have never met anyone with his same indulgent sense of humor. Nowhere is this wonderful humor more evident than in a comic role on the stage. This spring Zeke



He's one hell of a dancer photo / N. Olney

both directed and starred in one of the funniest productions I have ever seen. He adapted the play "Greater Tuna," by Joe Sears, Ed Howard, and Justin Williams, cutting certain parts and adding more of his own to create what he called "Something Fishy in the Drama Lab." It was a two-man show. Both Zeke and the ever-present Micah were absolutely hilarious, playing a slew of different people, including women, in the truly tacky tasteless tiny town of Tuna, Texas. (My electric razor has yet to fully recover from Zeke using it to shave his legs for the female roles.) Zeke also had a lead role in the spring dance recital, displaying an-

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ALBUM OF THE YEAR

Porno for Pyros

by John Udell
FEATURES EDITOR

Just over a year ago, when the riots destroyed the city of angels, Perry Farrell sat at home a little too aroused for his own good. Maybe it all started when the band found those fireworks flyers in a magazine advertising x-rated videos. At any rate, Perry and some of his surfing buddies got together this year to record the Porno for Pyros debut album, a conglomeration of anger, innocence, harmony, noise, and stimulation.

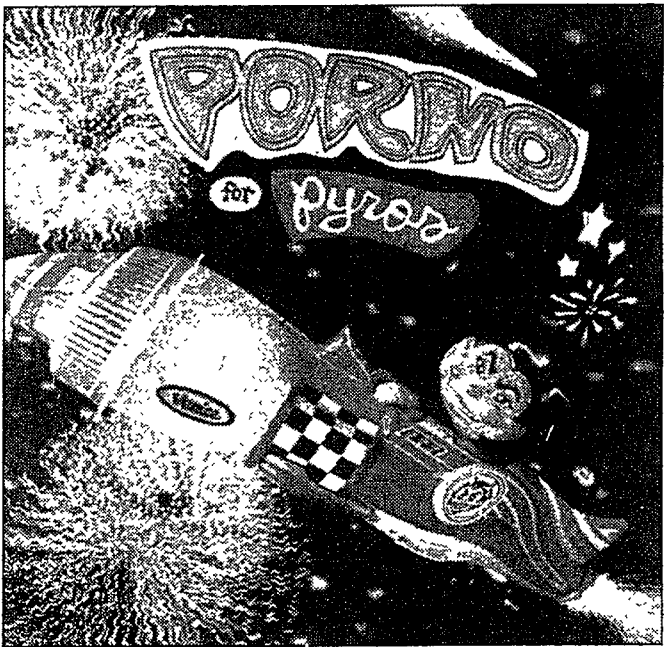
Perry Farrell is the voice of a generation. He was the mastermind behind the Lollapalooza tours, director of various underground films, and the lead singer/songwriter of the LA based quartet Jane's Addiction. In the midst of the alternative revolution two years ago, Perry chose to dissolve the band, claiming that the next studio album would be very "self righteous and done for the wrong reasons." Guitarist Dave Navarro and bassist Eric Avery formed Deconstruction, a band whose song structures resemble nothing conventional. Perry and drummer Stephen Perkins went on to form Porno for Pyros.

Fans of the late Jane's Addiction will be very pleased with Porno's first release if only for Perry's voice alone. Above the melodic swirl, Perry's croon echoes with cries of

thought provoking brain fodder. Perry's poetry will always remain original, as will the artwork which graces his album. The cover features a colorful depiction of Satan flying through space in a futuristic vehicle surrounded by fireworks, and the inside photo is simply one of the devil himself. It has a striking resemblance to Perry, with his shorn head and protruding goatee. There has to be some reason why the first words on the album are "I've got the devil in me." New Guitarist Peter Distephano rambles through the speedy riffs while managing to preserve the childlike naiveté of the slow ones. Martin Le Noble, a shady skeletal figure with a huge gaping hole in the middle of his front teeth, slaps his bass with the finesse of a shampoo. And drummer Stephen Perkins never fails to amaze, clanking and clashing on the skins.

Porno for Pyros' music is more mature than the Jane's albums. The baselines might not be as catchy nor the guitars as clean, but the songs come across as meditative, powerful works of art. Mid-song tempo changes give the songs a delightful taste of schizophrenia. "Pets," the most likely hit off the album, features Perry singing over some mighty graceful piano riffs, "Will there be another race, to come along and take over for us? Maybe martians could do better than we've done. We'll make great pets."

The title track on the album features Perry fondling himself after coming home to find "fire and smoke on t.v." He proclaims with a grin, "I could not leave myself alone—it was Porno for Pyros!" "Cursed Female" and "Cursed Female," the



It's the Album Cover

MARY OLIVAR — THEATER HEAD & FOOTBALL STAR WITH KNEES

by Nicole Friedlander
PHILLIPIAN ASSOCIATE

Mary, Mary, quite contrary... I'd been looking for her all day, and I finally found Mary Olivar '93 backstage in Tang Theater. She was the first person I'd ever met at Phillips Academy, a dormmate and a close friend, but when she greeted me in the costume department that day, I didn't even recognize her. After all, she was dressed as a man.

An elderly man, actually, from sixteenth century England, and as Olivar donned an enormous white wig, she described her role in the play she was preparing for, *Candide*: "Everything is just starting to come together. It's the greatest feeling—it's what makes me love the theater." The head of the drama lab department smiled and added, "I got cast in my first role here Junior year. Want to know why? The directors told me why. They said they cast me because I wore combat boots to the audition."

An inauspicious beginning, perhaps, but since then Olivar has worked for the department costuming, stage managing, acting, and tech-directing. She proved hardworking and dedicated from the outset, soon earning herself prodigious roles and the most prestigious position in the Theater Department. Olivar starred

in "Hedda Gabler" in the new, five million dollar Tang Theater this winter, and as Drama Lab Head, she and

year, and there's a celebratory dinner tonight at my coach's house. I hope [the team] knows how much this season meant to me."

A defensive tackle for the JV football team this year, Olivar broke with convention as the second female student in the Academy's history to play football. She spent fall term gravitating between the theater and the field, proving that students can simultaneously excel in two distinct spheres of performance.

Said one member of the JV football team, "I really admired her. We'd finish a tough practice, and we'd all be pretty tired and beaten up, and Mary would just run off the field. She had to race to be on time for her play."

Olivar's athletic prowess is hardly confined to football. She began rowing Varsity Crew her lower year, and her boat won a bronze medal in the Nationals that spring. With Olivar's power, they won bronze again last year, and captured first

place at the New England Interscholastic Rowing Association Championships. Though a chronic knee injury prevented her from rowing again this spring, Olivar plans to join the crew team next year at Brown University.

She has been a role model in the dorm, too, as a Paul Revere proctor. Said one Paul Revere resident, "Mary made my uncomfortable transition from life at home to life at school a lot easier. I saw her balancing all this work and, somehow, still having a good time, and suddenly I could imagine myself handling life at Andover. When I was homesick, she threw me a surprise pizza party. I'll never forget how she's helped me." Olivar, who has lived in Paul Revere for three years, is tremendously loyal to the dorm, and she reflected on her experience as proctor, "Paul Revere is my home, my security, my friends. Helping out the new girls in my dorm is a privilege for me. I feel like I can contribute to the dorm, to the family."

Olivar will attend Brown University in the fall, where she plans to continue her study of theater, in addition to rowing for the crew team. She will be deeply missed next year, but the enthusiasm and confidence she has inspired in others ensures that she will not be forgotten.



The elusive Mary Michel Olivar

photo / D. Ingster

her co-Head produced, organized, and managed all student productions this year, ran theater orientation in the fall for new students, and handled student-faculty relationships in the theater department.

Olivar expresses an extraordinary enthusiasm for the theater, but she did have one lament backstage at "Candide", "I wish I could have gone to the football dinner tonight. We just had our last game of the

twin analyses of the sexes give some input to the mysteries of mankind—with harmonica solos: "All the guys who really have the money are too old to turn the women on." "Packing" presents the most aggressive adventure on the album, bringing us eye to eye with the destructive elements of Los Angeles, "It's the law every man on the street knows. I swear that I'll kill you." These friendly greetings are even accompanied by a funky raegae beat.

"Black Girlfriend" could be a sequel to Jane's Addiction's "No One's Leaving." Farrell, whose sister was thrown out of the house for dating a colored man, says that "ever since the riots, all I ever wanted was a black girlfriend. They don't play around." "Blood Rag," in which Perkins delivers a spastic African drum solo, is by far the most outlandish of the bunch. Wah-wah pedals and cowbells send us through some kind of primitive journey. Too bad Perry was on heroin

when he wrote it, so no one knows what the song is about. "Orgasm," the last song on the album, explains itself. Shifting baselines and humming guitar musings, with Perry's soft voice delivering swirling vibrations would give anyone a release.

Farrell would scorn at the comparison of his new band to the defunct Jane's. But the two bands inevitably are interpretations of Perry visionary's world. In the eye of Porno's storm is the cry of a lost soul. Perry strives beyond what he has already created and accomplished. That is why Jane's does not exist anymore. That is why he is thinking of handing the reins of Lollapalooza to another coordinator. Porno for Pyros may not be as commercially accessible as his last band was, but the music excels and explored uncharted territories. It's more spontaneous, less predictable, and a hell of a lot more arousing.

CONGRATULATIONS

to

John Millichap

—Dad, Mom,
and Gordon

1992-93 Theater Season: Gainin' on Broadway

by Sarah Klipfel
PHILLIPIAN STAFF WRITER

The 1992-1993 PA theater season has been filled to the brim with fabulous dramatic productions and musicals. Unfortunately, due to the grotesquely minute amount of free time that we as students are allowed, it isn't very easy to be able to see all of the shows that went up this year, which is why I have compiled a dramatic summary for all of you culture-starved students out there.

Fall term started with "The Last of the Red Hot Lovers", directed by Maria Burnett and starring Dan Levine, Hillary Williams, Audrey Holecamp and Lisa Von Trapp. The play is centered around Levine's character, a 45 year old fish Restaurant Owner, who, when his wife goes away, feels its his duty, or challenge as a man, to sow his wild oats.

"Lovers" is in three acts, as Dan brings different women to his mother's apartment but never actually commits adultery. Instead, he realizes in talking with the women that he doesn't have it in him to be so immoral. Burnett comments, "I think that this was an important play for everyone to see. So much of t.v. and other medias don't show the characters choosing not to consummate. Also, the realization that when we get to be around 45, we probably will be dissatisfied with our lives, is an unsettling one."

Later Fall term, the Theater 52 production, "Candide", went up in the Tang Theater. directed by Mike

Brown and starring Asher Richelli, Beth Canterbury, Mary Olivar, Marc Baker, Lauren Harder, and Zeke Farrow. It was a beautifully done musical with only slight confusion as to the meaning of it all. (Dead cow in the end?) From what I understood, it is all about the advantages of being optimistic. "We're living in the best of all possible worlds," the characters always seem to make the best of whatever situation they fall into.

Following "Candide", Hannah Sharpless directed "The Effects of Gamma Rays on the Man on the Moon Marigolds". "Marigolds" is a story about a young genius (Emily Moore) who steals solace from her crazy, depressive family (Yana Watson, Amy Squires) in her science project. Miles Lasater did a convincing job of the comatose grandmother. It was a play that, because of the acting and the set design, drew the audience in, pulling at their sympathy.

Another play entered the contest for the most lengthy title; winter term Jay Barmann directed "Oh Dad, Poor Dad, Mama's Hung You in a Closet and I'm Feelin' so Sad". Starring Miles Lasater, Eve Bradford, S. Kristina Hult, Hilary Koob-Sassen, Mary Olivar, John Shim, Amy Shulz and Wonbo Woo, it is a play much like an Edward Gorey picture. Bradford wonderfully depicted Lasater's controlling mother Madame Rosepettle. The plot is set in a luxury hotel in the Caribbean where the Rosepettles settled for a few weeks of their vacation along with their evil venus fly-traps, pet pirhana, Rosalinda, and the dead

body of M. Rosepettle's late husband. Over the course of the play, as the story unfolds, Jonathan Rosepettle (Lasater) liberates himself from his somewhat odd mother. Lasater's intentionally inconspicuous acting performance stole the show as he convincingly stuttered and shivered his way through his encounters with Rosalie (Hult), the sensuous baby-sitter from next door who asks him to run away with her.

Next, "House of Bernarda Alba", went up in the drama lab, written by the Spanish poet and dramatist Federico Garcia Lorca in the 1930's. It is about a family of Spanish girls raised by their widowed mother in a very constricting social situation. As critic Tim Roberts put it, "It was filled with themes that so many Andover students feel applicable to their lives: intense sexual frustration, isolation from a thriving outside world and complete loss of control to a cane-wielding, stentorian-toned matriarch."

Adayna Gonzalez, Sandra Sarmiento, Marta Riviera, Elizabeth Fernandez, Emily Moore, and Jessie Drench played main roles as members of the entirely female cast. Fernandez performed excellently job as the well-meaning link between the stern mother (Gonzalez) and her five daughters who wished for more liberated existences.

"Hedda Gabler", the winter term Theater 52 production, is a story dealing with morals and truthfulness. Starring Mary Olivar, Ken Brisbois, Nick Thompson, Amy Squires, Eve Bradford, Matt Macarah and Anna

Yankelovitch. "Gabbler" focused on the games played by the rich and bored. Olivar as an intelligent, headstrong woman at the turn of the century plays with the passions of others while slowly ruining their lives. It was a chilling performance by all with a really authentically crafted set, grand piano and all. "It was great...but I'm biased," exclaimed Thompson.

Scott Hennessy starred as Charlie, a "sensitive yet enigmatic" actor in *Eat Your Heart Out*, a play by Nick Hall and directed by George Winmann and Adam Smith. Co-starring with Hennessy were Colin DeYoung, Merritt Lear, Emily Sedgewick, and Dan Roehl. *Eat Your Heart Out* focused on male-female relationships (as well as male-male relationships) but it is not specifically a love story. As Hennessy put it, "Charlie is amoeba, ponder that."

While some of us were still pondering, spring Term brought on a whole new melee of plays, among them the musical, *Working*. Trudy Parra, one of the actors, commented, "It was fly... and the cast was great!" The extensive "fly" cast included Hilary Koob-Sassen, Diana Glaternik, LaShawndra Pace, Merritt Lear, Nick Kendrick, Marc Baker, Micah Schraft, Yana Watson, Kito Robinson and Rafael Kalichsten. Unfortunately I was out of town for this one but from what I heard it was fantastic. Directed by Beth Canterbury and Tim Kay, the play's first act concentrates on "the struggle for recognition faced by many Americans working in dead-

end blue-collar jobs." In the second act, however, an upswing towards the sunny side of the characters' live occurs. The musical included a back up band of Nick Lloyd, Bill Langworthy, Amanda Gonzalez, Jamie Goodyear, and Chris Hawley playing music by a variety of artists including James Taylor and Andy Knowles. Tim Newton commented, "I can't get those tunes out of my head. It's drivin' me crazy."

Spring term continued with the hilarious production, *Greater Tuna*, written and acted by Micah Schraft and Zeke Farrow. Both intellectually funny, and visually stimulating, it is a great show including a special guest spot by none other than a certain swine from my place of residence. The set portrayed a small town in Texas, Greater Tuna, with the neon beer sign and cacti all surrounded by a pink, yellow and orange sunset. As you watch the dysfunctional family of Tuna run over dogs and adopt other one's, the humor of it still prevails.

In the drama lab, M. Butterfly opened, starring Dan Levine, Micheal Fang, Liz Twitchell, Camille Sze, Heather Payne, Matt Goldstein, and Francisco Contreras. This doozy was directed by Asher Richelli. There was one confusion with the rolling set but the storyline was carried out fabulously. *Butterfly* is about... well, that's a secret. You should read the play.

Next, *The Enclave* opened on the mainstage. *The Enclave* was directed by Jay Rogers and starred Victoria Sancho, Ken Brisbois, Brandon Schwartz, Yana Watson, Oba Davis,

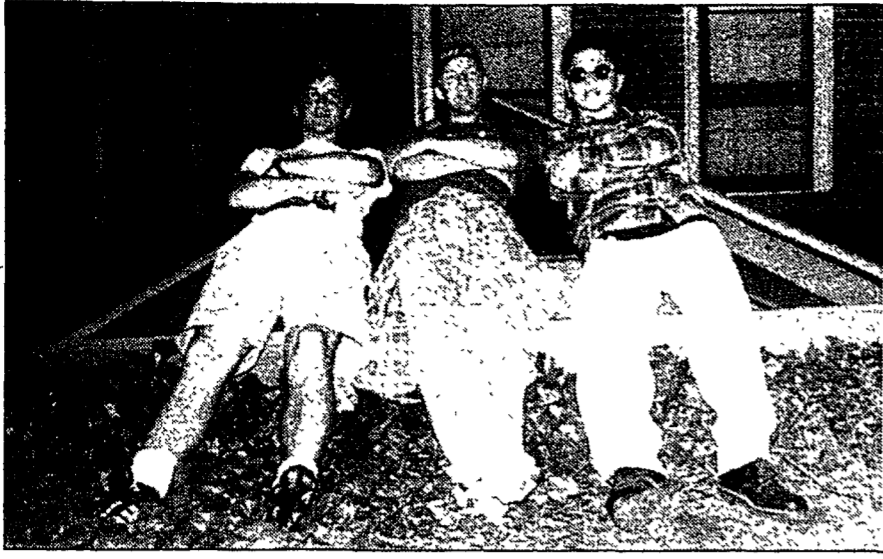
Margot Stiles, Reuben Teague, Micah Schraft, and Brock Savage. It is about a man (Micah) who reveals his homosexuality to some old friends, who he plans to live with within the Enclave. He finds that they are not as accepting as he thought they would be while they all have their own secrets as well. One student commented a bit simply, "Play. Good."

Following *The Enclave*, Jay Robins adapted and directed *The Phantom Tollbooth*. *Tollbooth*, starring Miles Lasater as Milo, is based on a children's book and it paralleled the major themes in a creative direction. "A pretty freaky trip," one student remarked. The book is about a boy who, in his boredom, finds a tollbooth in his room and continues on to have marvelous adventures.

This term the theater department experimented with the Phillips Academy Repertory Theater as a theater 52 course. The course includes four one act plays all lasting under an hour. The theater company consists of eleven actors, five directors, and a technical crew. Each actor stars in two of the four plays, usually performing a main role in one and a subordinate role in the other.

Where has Tommy Flowers gone? is the last play of the year. It was directed by Marc Baker, and starred Jay Barmann as Tommy. Signs have said, "Don't bring the kids," so be sure to attend with caution.

Well, that's my summary of the year in the year in theater. Be sure and tune in next year for another fantastic season.



Lungbutter—Kings of Springtime Grunge

photo A. Gurry

Throughout the year, the students of PA have witnessed the creation of many bands. Most quietly fade into dim memories; however, the rare, and fortunate groups, loud enough to catch our attention, become the few and the proud. This year, these bands include the disgusting Lungbutter, the metaphysical Citric Brick, the Harvey's Basement road-trip, and the downright strange Shelter. After extensive interviewing here follows everything you've wanted to know about campus bands but were afraid to ask:

Harvey's Basement— The Retrospective Years

by S(Kaiser + Frank)
PHILLIPIAN STAFF WRITERS

Q: What is Harvey's Basement? What does that mean?

R: Rat Newton: It's just a name, man...that's all it is. It's not supposed to be something funny or suggestive. It's a practical name...when you hear Harvey's Basement, you think Rat, Goodyear, Lloyd, Kendrick and Bill.

Q: So what is your band? What do you play?

R: It's a quintet of rock and roll musicians, and we play classic rock.

Q: Is that what you guys are based on, classic rock?

Both: Yes.

Q: None of this new stuff?

Nick Kendrick: None of this new [expletive], and we stress [expletive]. I think that it's indicative of what our band is: a highly efficient, tight group.

Q: How much did that sound system cost?

K: That sound system cost four hundred and twenty-five bucks.

R: I mean, we went to St. Paul's and we got paid four hundred bucks and the audience here is great and everything, but it's much easier to play indoors. It's like tighter, it's like everything is more compact [and] closer and it's really easy and the crowd was into it and you just feed off the crowd and you just play so much better and get so much more pumped and that's what it's all about.

Q: The general consensus around campus is that you are the best playing band. What do you think about that?

R: We didn't really play badly [at Pine Knoll], it's just that we weren't really that satisfied with our performance. We could have played much better, like we did at St. Paul's.

K: [still talking about the money] We put up all the money that day.

R: Yeah, and Kendrick had to pay more because he put up money that Ore was going to pay him back, which he hasn't paid him back yet.

K: Yeah, Ore...I'm gonna break his legs, and you can print that too.

R: It's just kind of stupid how we had to pay to play here, and we go to St. Paul's and get paid \$400. I'm perfectly content with not getting paid and playing here because that's what we like to do. We have to pay to entertain people, and the whole principle behind that is kind of screwy.

K: We had to pay for that and that sucks.

R: Let's just move on.

K: No sour grapes. That's our policy. No sour grapes.

R: None.

Q: What's the driving force behind this band?

R: We just love to play Rock and Roll, man.

K: Rock and Roll!

R: That's pretty much the driving force and obviously we can't say it's like women because we haven't really seen any groupies yet.

K: There were a few groupies up at St. Paul's but we weren't with it...we didn't stick around.

Q: Did you do your drum solo at St. Paul's, Tim?

R: Affirmative.

K: It was awesome.

R: I did the solo much better at St. Paul's than I did here, because at St. Paul's it was indoors and everyone was pretty into it.

K: Yeah, and everybody was drunk.

R: Yeah, and when everyone is cheering and really getting into it, it makes you more pumped, because you feed off the crowd and you're just like "Yeah!" It was pretty cool because right after that I had to go to the bathroom and the band played Magilla by Phish (it's a little jazz song), with Jamie playing drums. After that...we just kept on with the show.

K: We just kept on rockin'.

R: Rock on, man!

K: A whole lot of them said that it was the best band they've ever had and I talked to Maria Taft, who's a student here, and her sister. I mean, her brother goes to St. Paul's and she asked him about us and he said—

R: [interrupting] Are you serious?

K: She said...he said that we were really good and the St. Paul's social functions staff said they're changing it so they're gonna have more student bands now because it's cheaper and they try harder to play well and the crowd can relate to them more, you know?

R: There was a sick connection, my man.

Q: So, where is the best place to do a show?

K: I think that closed spaces are cool to play in.

R: I think the hockey rink.

Q: How about the Ryley Room?

K: The Ryley Room might be okay but we don't want to play in there—that's bad luck, man: there's a curse on the Ryley Room.

R: Sour Mash broke up while playing in the Ryley Room.

K: Yeah, and in Graham House you can't be loud enough.

R: Yeah, in Graham House you can't really jam out.

K: And the cage sucks because of the acoustics, and they wouldn't let us play in Kemper.

R: Yeah, but Kemper is all seats anyway.

K: The coolest place to play would be in the theater, the Tang Theater

R: Yeah, but see they're worried about people screwing it up, which is understandable.

Q: How many seniors do you guys have, four?

R: Yeah, I'll be the only standing member next year.

K: Yeah, that's it...it's done

Q: So there is no future?

R: No, not for Harvey's Basement...I'm thinking about striking something up with Nat Zilkha when he returns next year.

Q: What are your influences, and whom do you cover?

K: Jazz is the high echelon: if you can jam out on jazz pretty well then you're set.

R: I think I'd be able to answer that better if I weren't under such heavy sedation.

K: We thank Chuck greatly for putting up with our jam sessions in Taylor.

R: Yeah, Chuck and Mr. Cardozo.

K: They were really cool about that.

Q: When did you guys first form your band?

R: We were originally The Straw Hats, with my man Hillary [Koob-Sassen]. That was late fall/early Winter.

K: Koob was a good driving force in the band, but he had a lot of other stuff that he was involved with, so we picked up Jamie.

R: Then the first weekend of this term we played at Milton, then here, then at St. Paul's. St. Paul's was definitely our best performance.

Q: Is there any last bit you would like to add?

R: I want to change the world through rock and roll.

K: Rock On, Man!

Q: How about the Ryley Room?

K: Rock On, Man!

Q: How about the Ryley Room?

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Q: How about the Ryley Room?

K: Rock On, Man!

Q: How about the Ryley Room?

K: Rock On, Man!

Citric Brick, not Citric Dick

by S(Frank + Kaiser)
PHILLIPIAN STAFF WRITERS

Q: What's Citric Brick mean, Eli [Kao]?

A: The name?...it means...it means hard hitting vitamin C

Q: Was it actually Citric Dick?

A: No. Although I remember when we were playing someone was yelling that out.

Q: Ya, what was the deal with Udell's voice?

A: It's...uh...it's not widely known but uh he had a voice box operation...a couple a years ago...he was smoking too much as an elementary student...it was just he had a little trouble with keys...being in the right one, that is.

Q: Why did you change from Vast Deferens to Citric Brick?

A: That's was deferens with like a 't'...vast deferens...you know what vas deferens are...like it's kind of a play on it like: a lot of whatever it is in your penis that conducts sperm or something...vast amounts of deferens...I thought it was a little too Spinal Tap.

Q: So how long has this band been together?

A: Well, we're currently defunct.

Q: Well, how long did it last?

A: It was...I liken our bands existence to that of a mayfly: around for a short time but gets the job done...like we started sometime in the fall term and it pretty much built up to the concert in winter term...our drummer, Josh Ehrenfeld, went to Washington so we had to break up...there's been some talk within the band of getting together for Abbot Bazaar or something with like Udell on tambourine

Q: Anything further you would like to add?

instead of a drummer and like maybe an acoustic concert but I don't think that really works

Q: So what do you guys play?

A: At the concert...our play list at the concert...ask me something else, I have to think about what we played.

Q: So what would you classify yourselves as?

A: We play kind of the alternative type stuff...Seattle type scene...

Q: How has this affected your life?

A: I think it had a very positive effect on my life. It gave me a release for all those emotions that I know I and probably most of the campus go through...emotions that just...have to have some sort of release...or you end up...dying...so that's pretty much the role it had in my life...it also was fun to be on-stage...ya, ya the groupies are definitely a nice touch.

Q: There are Citric Brick groupies?

A: Ya...God...once the first Phillipian Article came out Fall term I think it was...doing a preview of the bands...I don't know about Ehrenfeld, but uh Udell and I got laid every night.

Q: What did you think when PAPS and started breaking up the pit?

A: I don't remember thinking much at the time. I think that...I think that it was bad...I remember someone videotaped our concert...or part of it and there's this one part when Jen Jonston goes up to Udell and tells him to tell the crowd not to stage dive or we'd have to stop or something like that. He said it but luckily it didn't dissuade anyone.

Q: Anything further you would like to add?

A: I was really pleased with the crowd. I mean, I was impressed that we had such a turnout. I actually thought that the crowd at the concert was uh...it worked much better playing in front of people for us than it did for Harvey's basement. When they played here...I thought...because the crowd there was really not...not into it as much...I think...I will concede that their band is better musically, but uhm...I think that as far as the spiritual aspect, Citric Brick rocks the earth.

Q: So if Ehrenfeld came back, I mean, he's going to come back...none of you are graduating...so are you going to get back together?

A: No Comment. Actually, I don't know, if I...my personal feeling are that I...it's best that...I think it was a good experience...but that people should...move on, never look back and I don't think that...I don't think it's something that...that should be continued...I think that it's better like this...it's better this way...and since our drummer died...it's just too traumatic thinking about it...as you know he—Ehrenfeld—although, I mean, he was going to Washington but he ended up going over winter vacation...he got...got just way too drunk...drank way too much...and ended up choking on his puke...so it's just too traumatic...I can't even talk about it...well what we played was like Mud Honey, Nirvana, and Boston...which we pretty much slaughtered...and also Soundgarden, Alice in Chains, and Janes Addiction. I can't remember anything else.

Q: Long? It was a long concert?

A: Ya, we played for over an hour...I was impressed.

Lungbutter = Mouth Crud

by Guess Who?
PHILLIPIAN STAFF WRITERS

Q: So, what does Lung Butter mean?

Hawley: It's that stuff you get in your mouth when you wake up in the morning.

Q: You had other names at other times. What were they?

H: Hot Carl.

Q: Could you explain Hot Carl?

H: Hot Carl is a...[laughter]...that's an interesting question...It's from the Hobbit. It's a special kind of fruit.

Q: What does lung butter mean to you, Carter?

Carter: Lung Butter to me...

H: It's more than a band...It's a feeling.

C: Yeah.

Dailey: It's a deep whooping cough.

H: It's grown beyond the four members of the band.

Q: Who are the four members of the band?

H: Dwight Carter Glass III on vocals, Josh Mondragon plays the bass, there is a townie Andy Ewald. He plays drums. And Chris Hawley on Guitar.

Dailey: And I play the skin flute.

H: Yeah, Yeah, John Dailey is our skin flautist.

Q: What did the townie think of the poor showing at your concert where you opened for God Street Wine.

H: He was not too happy, as a lot of his friends got turned away, just because they didn't have I.D.'s because they went to Andover High.

Q: That sucks!

H: To me that is sort of a racism, wouldn't you say? Prejudice, you know. It's segregation, it's blatant segregation right there, That's exactly what Lung butter is against—the elitism.

C: We're into tearing down barriers.

H: We're trying to bridge the gap between all peoples.

C: Yeah, because there really is no black and white. It's just shades of gray...

H: And rainbows...

Q: Lots of rainbows everywhere.

C: So when did you start playing guitar, Hawley?

H: Well, I was raised by wolves, and some bearded naked guy named Ratboy taught me how to play guitar in the forest.

C: He was the traveling hermit guitarist.

H: And he didn't wear any clothes because his beard went down and covered everything.

C: Even his penis?

H: Even his very large penis.

Q: So what do you guys play? What is your deal?

H: Well, stuff that's been deemed grunge, pretty much. We were into classic rock before, but with Carter's talent with singing grunge we've leaned more towards the Seattle sound. It was not really a conscious decision. It all sort of just happened. It was a progression.

Q: So what does being part of Lung Butter mean to you?

H: Oh jeez, how much time you got?

Q: Well, how would you compare yourselves to the other bands on campus?

H: We kick some [expletive deleted]. We have soul. None of this note for note [expletive deleted]. We may not sound as good as some other bands, but we've got the soul on campus. But it doesn't really matter, we are not in any competition or anything. I just go play because I just love it.

Q: What's going to happen to Lung Butter when you [Hawley] and Mondragon graduate?

H: I think Carter could definitely carry on the tradition of Lung Butter.

C: Actually, I am going to go on a solo career. I may keep the name Lung Butter or maybe I'll just be Carter the Traveling Minstrel. I've got a couple record contracts coming my way and...

H: He's an up-and-coming guitar player. I've taught him everything he knows.

Q: What about Eli [Kao]? He needs a new band

C: Yeah, Eli and I have been talk-

ing for a while.

H: By the way Eli is going to be our guest guitarist at Abbot Bazaar.

C: Yeah, Eli and I have been talking for a while and I think next year would be an optimal time for us to get together. We were thinking of starting a funk-rap band or something.

Q: What shows have you guys done this year on campus?

H: We did Graham House earlier winter term with a different drummer when we were Hot Carl—It was a good beginning.

Q: Who was the drummer then?

H: Max.

Q: Max Alovisetti?

H: Yeah, down in Graham house...No, Max Soong, Allen Soong, 92's younger brother. Anyway, then we had the God Street Wine show which (we have the tape) sounded really good. Oh and there was the Milton Show, which went over real well. That was the first time Lung Butter played together, and we had not practiced and it went surprisingly well.

Q: Did you get paid for the Milton Show?

H: No, we don't do it for the money we do it for the adrenaline rush, it's a communal thing not a financial thing, although we would accept money. Yeah, we just want to get our message across: Rainbows and shades of gray. It's in the music, it just can't be described in words.

Q: So what's your future in music, Hawley?

H: I'm going to start a band at Boulder, definitely.

Q: Where's Mondragon going?

H: Amherst. He's a great bassist, he does all kinds of cool stuff, he's soulful.

Q: So how did being in Lung Butter affect your life?

C: The groupies were key.

Q: What is your inspiration?

C: It's in the music, man. But we have all different influences.

H: Yeah, this year I really broadened my influences.

C: Yeah, I've really broadened my horizons. Oh, yeah! Rock on! Rock and Roll!

I Guess They're Called Shelter

by Those Same Dudes
PHILLIPIAN STAFF WRITERS

Q: What's the name of your band?

A: Shelter.

Q: Do you see any future for your band?

A: No.

Q: Do you fulfill the multi-cultural quotas of PA.?

A: We're just a bunch of really cool guys.

Q: Can your family van be used in any way to enhance the spirit of your band?

A: Maybe.

Q: What kind of van is it? Is it an

RV?

A: It's a big conversion van.

Q: How does the feminist movement affect your band?

A: I don't think it has any bearing. There were no girls who I knew who could fill the positions we needed.

Q: So you're saying girls aren't as good as you?

A: No, I just didn't know any...

Q: You need to get out more.

Q: How does John Adams' stand up comedy affect your band?

A: I think it has no bearing.

Q: Will he do a routine before your show? And would it give the wrong impression, like that you're a joke?

A: No.

Q: How are the groupies?

A: Great, just kidding.

Q: Do you have a girlfriend?

A: Yes.

Q: What's her name?

A: Mary Beth.

Q: That's her full name.

Q: So the groupies don't bother you?

A: We don't play for other people.

Q: So why do you do "gigs"?

A: We like to play for other people for their feedback.

Q: I see?

Nick Wadhams: Sensitive, yet Rugged

by Colm Gallagher
SEVENTH PAGE EDITOR

I know a boy named Nicholas Hand Wadhams. Indeed I do. An artist you might call him, although he does no art. A charming young lad, let me tell ya. I laugh at him, not because he looks like a chipmunk or other furry rodents, but because he is always quick with amusing one liners. Nick is a cynic; I like that in him. We often sit and ridicule various institutions of society and that is funny, but only because he is funny. The Hand however is not a one dimensional laugh machine: he is also a friend, a companion, and a comrade.

I met the Hand at the Phillipian room last year. He was the 7th Page Editor and didn't seem to get much respect. I always fight for the wretches of the world, and therefore I immediately was drawn to the little guy with the big glasses. He yelled out, "Write for 7th Page," and everybody ran. I decided to brave the elements and cross the boundary into the realms of Arts and Entertainment. But, then summer came and our association waned. I was sad. Over the summer I dreamt of Upper Year. Would my courses be hard? Would I become a varsity athlete? Would I be popular with the girls? Would Nick ever recognize and befriend such a pip-squeak as myself?

I arrived back on campus in the fall and jubilantly realized that Nick would be my dommate and proctor, the guy who I could go and talk with about my problems. Nick had no qualms about lending an ear. I remember an occasion when he noticed

John Hallisey looking a little down. Nick marched right up to him and said, "Hey Hal, why the long face?" I admire the way he cares.

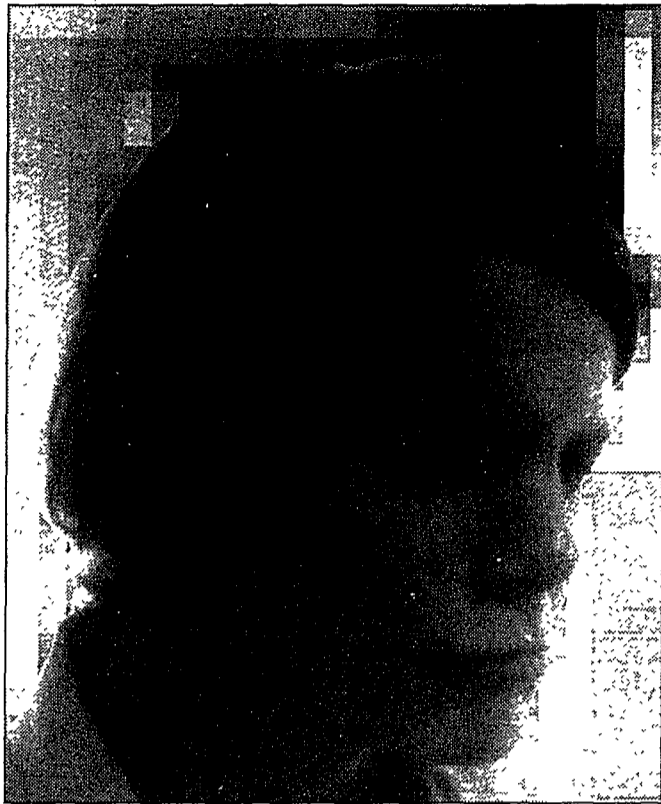
Not only has Nicholas not established himself as an artist at Andover, he has not thrived from intense athletic competition. Nick was a mem-

ber of the championship Flagstaff Cluster Soccer Team this past year. Perhaps the moment that immortalized the great Hand occurred in the final game. The game was tied and the refs decided that penalty kicks were to determine the victors. Well, the B.P. (Bartlett posse) was in cahoots over the five kickers. Nick took a deep breath and said, "I'll take a kick." Fives all around for that idea Wadz, but unfortunately his teammates emitted only mild guffaws. Reluctantly, the boys decided to give Nick a chance. He stepped up to face Orbon; One on one. There was no room for hesitation there. Whoever flinched lost. A hush fell over the crowd. Nick stared at the lug between the pipes. The lug stared back. Nick approached the ball, swung, and watched as the ball sailed wide to the right.

Although Nick has been a failure on the soccer fields of Andover, his agility and finesse have shined through on the ski slopes and on the dance floor. On the slopes, Nick suffered a rash of broken poles this season which shattered his morale, and left his fighting spirit blemished. Yet even with such adversity, Nick managed to place a commendable 34th in his final race.

"Nick's dancing career has really taken off this year," commented dommate John Macneil. "I haven't seen a guy with this much talent since the days of Fred Astaire." Nick's gamut of dance knows no bounds. He starred in a ballet this Spring and stood out as the lone professional among the cast. Nick overwhelmed the audience as he hoisted girls up on his shoulders and executed perfect tourjets. Additionally, this has been an exceptionally good year for Nick as far as the pit scene goes. I was alarmed at a Screaming Trees concert when the small lad was swallowed up by the enormous ruffians of the pit. After a few minutes, a sense of desperation filled me. But suddenly, a steel toed boot hit me upside the head. I jerked my head around to see who dared to strike at me. It was a veritable Wadz. He rode atop the crowd with elegance and grace like Barishnikov (or perhaps another side of Wadhams) dancing across the Met. This guy... knows how to party. Wadhams has also been the organizer of many a Bartlett dance. His crafty dance mixes and knack for partying attract crowds from miles around.

The former 7th Page Editor has warmed the hearts of many at Andover. But alas, his graduation is imminent and the sunset strips of California beckon. Those who have had the opportunity to meet Nicholas Hand Wadhams are truly fortunate. Rarely does a person meet one with such charm and sensitivity. Wadz is a perfect melange of seriousness and tweakedness. Thank you Nick, for your contribution to the arts here at Andover. In parting, Nick has left us with four simple words to guide us through the pain and suffering of life, "Hey, Tub'os on me, Tub'os on me."



"You wouldn't know your ass from a hole in ground." —N.W. photo / C. Gallagher

Christina Kuo A Treat at Any Occasion

by K. Robinson and C. Sze
PHILLIPIAN STAFF WRITERS

When Christina Kuo first entered Nathan Hale as a junior, she anticipated her life at Andover. Ignorant of the achievements and honors which she would earn year after year, she strived for nothing but the best. Today, as national merit scholar, and co-concert mistress of the orchestra, the Harvard bound senior has more than impressed the school with her genius and various talents. Christina Kuo, is a arguably the most well-rounded individual to graduate in the class of 1993.

Currently residing in Chicago, Illinois, Christina grew up in a close family atmosphere. She aspired to follow in her father's footsteps to medical school. Christina is now finding herself looking forward to the pre-med program at Harvard University. As a child, Kuo played the violin for seven years before attending PA. Her background in music is strong enough to awe even the music heads at Graves Hall. As a co-

head of the chamber music program, Kuo has continually blessed the music department with her endless talent. Recently, Kuo was awarded the Amesworth music prize for her years of dedication to the Academy's music department. She plans to continue her musical career in college.

In addition to music, Christina has maintained a stellar academic career. Consistently earning high honors throughout high-school, she has astounded teachers and students alike. Chosen from thousands of students across the nation, Christina Kuo became a member of the prestigious National Merit Society this year. As an upper, Kuo received the Harvard prize award in recognition of her academic excellence and achievements in other fields.

What makes Christina so unique is the fact that she has so many talents in so many different areas. For three years Kuo has played for the Varsity A tennis team. This year she lead the team as co-captain. She also has made a tremendous contribution to the field-hockey team.

The four year senior reflects upon her years of Andover-Exeter contests, Abbot Bazaars, countless music concerts, and friendships, "I didn't come to realize how very precious my friends are until the reality of graduation hit me." Now relaxing in the warmth of Senior Spring Kuo looks back at her Phillips Academy years with pride, fondness, and a bit of nostalgia. Christina, we wish you the best of luck in all you aspire to. Phillips Academy thanks you for your countless contributions.

by Mike Fang
PHILLIPIAN STAFF WRITER

"...and the prize goes to Charles Rhee," announced Chris Walters, music instructor at Phillips Academy. A huge round of applause followed as Rhee collected the Robert Warsaw prize, awarded annually to a musician "who has made a substantial



Christina: the name says it all



Chuck Tinkles the Ivories

photo / D. Ingster

Beth Canterbury Reigns Queen of the Bathtub

by Victoria Sancho
PHILLIPIAN STAFF WRITER

As I sat, only inches across the bathtub from Beth (and others), I pondered on what advice I would receive from my senior friends upon their graduation. My musings reached their full fruition just two nights ago, while on the phone with none other than Beth Canterbury. "Be an audience as well as a performer", she told me. "Don't be intimidated by the perceived 'leaders'... because no one at Andover is without a talent", she advised. Thankfully, she continued, "Most importantly, be open to your surroundings". Not only was this advice bestowed upon me, but the experiences which bore such wisdom were outlined in full detail.

I learned that from singing, to acting, to directing and certain blue-eyed Italians, Beth has done it all. Before she came to Andover, Beth sang in a semi-professional children's choir; she continued to develop this talent by singing in both Chorus and Cantata junior and lower years. Along with her private voice lessons and her participation in "Front Row", Chorus and Cantata laid the founda-

tion for her proceeding achievement in both music and theater. As an upper, she auditioned for Into the Woods and was cast as Jack's mother; this was her first break into big time theater at Andover.

Beth pointed out that "with student theater, if you're really involved, you end up doing anything and everything". She also mentioned that "theater experiences allowed her to advance to higher levels of performance and administration in both fields during her senior year."

This year, she began by founding "Bacchanalia" with classmate Annie Carr, while she sang in Chorus, Cantata and "Eight n' One". In

Candide, she played the female lead of 'Cunneganda', an experience she especially appreciated because she "worked with so many talented people and had the chance to exercise her upper vocal range". Later this year, she toured Italy with Cantata and Chamber Orchestra, where she sang and successfully escaped the stress of co-directing Working. Although, "there was a lot going against [them]", the risks that were taken during Working were rewarded two-fold with the acclaim that was received for this production.

Awestruck, mouth agape in front of the telephone, I could only hope that she would continue to be active in music and theater. I was appeased by the assurance from Beth that she is planning to attend Kenyon College in the midwest- heartfelt sigh from a certain Kansan interviewer. There, she intends to double-major in both music and English. Having enriched our community for four years, I am sure that she will bring such talent and wisdom to whichever environment she chooses to enter. In the final, cathartic moments of our conversation, Beth added, "We are all forced to focus at Andover, people don't realize that we shouldn't focus on accomplishment, but on learning". Never, even in my wildest bathing experiences, did I imagine I that I would receive such meaningful advice.

Ken Brisbois Bares All Hair

by Mike Andruchow
PHILLIPIAN STAFF WRITER

"I get pumped from it," says Ken Brisbois of acting, "and the more intense a character becomes in a play, the higher the pump." This aptly describes Ken's relationship with theater. Through hard work, luck, and fortune, he has distinguished himself as a thespian at Andover.

Ken started acting at an early age, but was only cast in small parts and in the chorus. His big break came in the eighth grade, when he played the villain in "Li'l Abner". He then went on to play the lead in "Fiddler on the Roof" in ninth grade.

Upon arriving at Andover as a new Lower, Ken looked to pursue his acting interest. At first, however, he did not have much success in finding parts to play. Luck soon smacked him in the face as Theater Instructor Mike Brown recognized Ken's talent and cast him as the lead in "The Balcony". After improving his acting skills at a summer theater camp, Ken, as an Upper, acted in student theater, a Grasshopper Night skit and subsequently played the title role in Hamlet, a Theater 52 production. This year, he has performed in Hedda Gabler and The Enclave.

In addition to acting in plays, Ken has also established himself as a playwright. One of his plays was performed at the Class of '42 reunion

last year. He prefers not to direct, reasoning that he "might like it". Acting is not Ken's only passion though. Besides being Varsity football captain this year, Ken has also displayed his athletic talent on the Cluster softball diamond.

Furthermore, he is a counselor at a sports camp for inner-city children during the summer.

Ken's latest play, The Enclave, dealt with racism and homophobia. I asked Ken what he thought of these issues and their existence on campus. Ken noted that the qualities stressed at the summer sports camp such as respect of your peers, being humble, and unselfishness are ones that bring people closer together. He expressed his belief that "if we are conscious and respectful of others, then the racism evaporates," and added that a common ground must be found between racism seminars and leaving things up to individuals.

When asked what he enjoys about acting, Ken explained that he



Ken Brisbois, caught in a pensive moment.

photo / D. Ingster

enjoys "taking a character, molding him with my own perspective, and putting that character on stage." Ultimately, Ken would like to act in film and on stage for a career. With that in mind, Ken will be attending Northwestern University next fall where he will major in theater or film. Reflecting on his acting career at P.A., he expressed his desire to thank four people: Jay Rogers, Kevin Heelan, Miss St. Pierre, and Mike Brown. He is extremely grateful for their support and deeply values the advice they have given him. If the quality of his work here is any indicator of future success, Ken Brisbois should have no problem wherever he goes.

Chuck Rhee — Look at the Digits on that Guy

by Mike Fang
PHILLIPIAN STAFF WRITER

contribution in music at Phillips Academy."

Charles, known affectionately by the school as "Chuck", is a 4-year senior from Chicago. Though only one of numerous brilliant musicians from the Class of '93, he is undoubtedly the most universal. Besides being a solo pianist, he has also played in the Chamber Music Society, the Symphony Orchestra and in band. He sings in Chorus, Cantata and the elite cappella group, Fidelio Society. To put it simply, Chuck has been involved in almost all major music groups at PA.

However, piano is the only instrument Chuck plans to continue to pursue in the future. "When I came to this school," he said, "I was just about to quit the piano. However, some of my friends encouraged me to audition for chamber music, and during the audition, Dr. Warsaw (Head of the Music Department) told me to get a piano teacher. So I chose Mr. Walters." Mr. Walters became

Chuck's piano teacher in his junior year and has guided him ever since. "I still remember that I started off with the easiest Hayden piano sonatas," said Chuck. Now he has become one of the top pianists in the school, with a performance history that includes a superb rendition of the Shostakovich Piano Concerto No. 2 with the orchestra last December.

Chuck practices at least an hour of piano a day. This is evident since he roams in Graves Hall all day and every day, in practice rooms as well as in the music library. "He so into the music when he practices that if you enter his room, you feel you're walking into someone... doing something... intimate," said Sofia Echegaray, a fellow senior. Though he will not take music as a career, he will continue to play the piano at Stanford University, where he is matriculating this year.

However, Chuck's Talent is not limited to music. With his trademark long hair and steel-rimmed glasses,

he is well-known throughout the school, and holds a number of important leadership positions in the school. He is the proctor of Stearns East, and also holds a board position in the Asian Society. He spends the majority of his time reading and enjoys just "hanging out with friends."

Commenting on his overall career at Phillips Academy, Chuck said, "PA has given me a lot of opportunities. I'll miss it a lot. Thanks!" Chuck laughed, then put on a serious face and continued. "The school has broadened my horizons. I've become much more independent, since I've been given much more freedom than what I was used to." He admits that he loves this school, and it has taught him to have a mellow outlook on life. Alluding to Andrew Lloyd Weber's famous musical, Chuck made one last description of his beloved school; "Andover: I laughed, I cried, it was better than 'Cats.'"

QUIZ...If you dare

by Tim Roberts
PHILLIPIAN ASSOCIATE

- Which band combos are playing at Lollapalooza 3?
A. Chris Isaak, Frank Zappa, and Primal Scream
B. Andy Knowles, Dan Smith, and Tom Tadros
C. Boyz II Men, King Missile, and Simon Le Bond
D. Rage Against the Machine, Alice in Chains, and Royal Trux
E. There is no Lollapalooza
- What is Perry Farrell's current band?
A. Public Enemy
B. The Commitments
C. Arethra Franklin
D. Porno For Pyros
E. Who's Perry Farrell?
- Winslow Homer paints what most frequently?
A. Naked people, naked people, and more naked people
B. Andy Knowles
C. Sixteenth Century English monarchs
D. Pastel sea-side environments
E. He didn't
- The lead singer of Mud Honey is:
A. Patti La Bell
B. Matt Lukin
C. The Beastie Boys with MC Knowles
D. Mark Arm of course. He = God
E. Forty Four
- The greatest Techno song of all time is:
A. "Pork Chop's Little Ditty" by Primus
B. "I Will Always Love You" by Whitney Houston
C. "Andy Knowles" by Dan Smith
D. "Ebenezer Goode" by the Shamen
E. "99 Red Balloons" by Nena
- Grunge is:
A. A hair care product for men
B. Marky Mark reincarnated as Al Jourgensen
C. Something in Andy Knowles' room
D. A musical movement with it's roots in Seattle
E. Dirt
- Mike Patton, Billy Gould, and Roddy Bottum share what in common?
A. US citizenship
B. Father
C. Friends of Andy Knowles
D. Members of Faith No More
E. Absolutely nothing
- What year was Saturday Night Fever released?
A. 1993
B. 6 B.C.
C. Tom Tadros
D. 1979
E. Several Years Ago
- When the seniors graduate, I will:
A. drop three tabs and then listen to Ministry
B. revel in my new found prestige as a senior
C. do Andy Knowles
D. be filled with sorrow yet anticipate the future
E. leave
- "Vibrations of Love and Anger and the Ponderance of Life and Existence." What album has this phrase as its subtitle?
A. L7: Bricks Are Heavy
B. The Shamen: Boss Drum
C. Tom Tadros: T.T. Sings the Blues—Kiss Me Now!
D. P.M. Dawn: The Bliss Album
E. Actually, we made this up.
- Arrested Development hails from:
A. Seattle, grunge scene of the USA
B. late 1970's British punk
C. Bishop South, Room 8
D. Rural Tennessee
E. Delaware
- What song started the grunge movement?
A. Pearl Jam's "Alive"
B. Diana Ross' "Coming Out"
C. Tom Tadros' "Coming Out"
D. Mud Honey's "Touch Me I'm Sick"
E. Nirvana's "Rape Me"
- What photographer was exhibited in the Addison Gallery of Art fall term?
A. K. Kelly Wise
B. Perry Farrell
C. Dan Ingster
D. Dawoud Bey
E. Ansel Adams
- Tchaikovsky wrote:
A. Peter and the Wolf
B. Haydn's Surprise Symphony
C. Three Days
D. The 1812 Overture
E. poetry
- My advice to all of you is:
A. buy your Lollapalooza 3 tickets soon because they're sellin' like hot cakes.
B. to invest in Rage Against the Machine
C. get to know Andy Knowles and Tom Tadros
D. love your neighbor as yourself
E. go out and buy Tub o's

Answers: The answer to every question is D. The answer to question 10, however, is A, B, C, D, and E. Hence, you lose. Or perhaps you win. It's entirely up to you.

ERIC LIEU DIGS JAZZ

by Chris Lieu
PHILLIPIAN STAFF WRITER

I have known Eric Lieu for more than fourteen years now, and I suppose that I should be the one least surprised by his achievements here at Phillips Academy. Before my brother came to Andover, I knew him only as a pretty lazy guy. He never seemed to study and seldom did he ever practice his saxophone. I never expected him to accomplish much in the field of music.

Eric began playing the saxophone in the fifth grade. I laughed at Eric when he told me of his intentions to try out for Jazz Band in his first year at Andover. I was even surprised that Eric even knew what improvisation was.

After failing to make Jazz Band as a junior, Eric seemed compelled to work hard. He actually practiced (at least that's what I heard). Eric improved drastically throughout the year. His work paid off as Eric made

Jazz Band the following year. I still laughed at him though.

Eric climbed the ranks of the jazz

Thomas, Eric formed several jazz combos. These small ensembles performed at Abbot Bazaar and at



Eric Lieu is the jazz man

photo / D. Ingster

band until being elected Jazz Band President this past year. With the help of his mentor and teacher Eric

Graham House throughout the year. In the spring, Eric performed the technically demanding Glazunov

Saxophone Concerto with the Academy Chamber Orchestra.

Eric's love for jazz knows no bounds. Jazz is always ringing from wall to wall back home in North Carolina. He has turned out as one of the best jazz musicians I know. Eric will pursue his jazz playing at Princeton in the fall although he is undecided in a major.

Music is not my brother's only talent. Eric has also established himself on the cluster basketball and soccer fields. He was an instrumental part in Rabbit Pond's victory on the b-ball courts.

Eric accomplished things here at PA that I could only dream about. Not only did my lazy brother excel in studies, he also worked hard at his music and accomplished what I aspire to. Through his concerts, Eric has given his gift of music to the Andover community. Eric has personally been somebody I have and always looked up to. Even though he is my brother, Eric will always be a role model to me.

Ted Gelsing, You're So Nuts

by Ted Gelsing
PHILLIPIAN STAFF WRITER

Union Station. It would prove to be our base of operations. Food, transportation, shopping, cheap entertainment, and D.C.'s omnipresent homeless. Another Saturday breakfast at 2 pm: slabs of pig and artificial eggs nuked andante by the chefs at Bagel Works (damn fine lox!). After this brief feast we head to the Metro and stop just 50 feet away from our cream cheese stand. Another panicked moment peering into the yes of Stonewall, the smallest bill we can ram up a Metro ticket machine. In exchange for Andrew, a pocketful full of quarters, and a ticket to ride (anywhere you want - one dollar). Shopping involves using that ticket, unless you can afford a whiff of Egoiste at the perfumerie (typical Union Station shop). We take the metro to Eastern market and head to the used CD counter. Live Squeeze, cheap shades, and typical Andover combat garb (plaid flannel) available at excellent prices — party on. But wait! There's more! In Dupont Circle, you can get 'em even cheaper: \$6 used CDs, \$3 used cassettes.

But nothing tops 3 bands for three bucks at 930 F St., the home of

the 9:30 CLUB, a drama lab on Ecstasy, replete with smoke and Freudian fetal balls on bad acid trips whimpering away in corners. American Standard, Meat Beat Manifesto, 808 Slate, the Pink Card. All available at low, low prices. (For a little bit more, Bob Mould played WUST Music Hall.)

The singles scene is uniquely D.C. Instead of Dateline try the Metro line—your love connection. Just check out the dogtags on that ape-like legislative correspondent, the one who wrote the form letter on Clinton's impeachment. On that silver chain, you've got a 2x2 mug shot, official status, a date of birth. Oops, he's 37! Better try the Purple Line (non-existent).

Then you've got the Exies. Too, too many and too, too close. But their seminars are better. We've got schmendricks, they've got CEOs. Although we're blending better than OJ and vodka, they've been sheltered. They're still afraid to cross the street without a walk signal.

Our daily work begins at 9 am as we slash open the bundles of mail with which gay-bashing constituents flood the postal service, indirectly causing the postal massacres in Michigan and California. Our first duty is slicing and dicing. The enve-

lope cutter, Pitney Bowes, is only \$19.95. It cuts through a can, it cuts through a tomato, and even slits constituent mail.

We should make it clear that this job description only applies to Ted and May. Some became confidantes to their congressmen while others attended dinner receptions and brought home nightly supplements of blue tortilla chips. On occasion we jump into the receptionist's seat and listen to non-sequitorial consist moan; they want the deficit reduced, spending cut, without increasing taxes.

As we run errands to the Capitol, we discuss vital issues with Helms, Biden, and Kemp, while taking a ride on the Senators' life size toy trains. A handful of mints keeps the Energizer bunny moving as we rush deliver the Senator's 1:00 speech to the Senators' Dining Room. Press clips are expected to be delivered "hot" off the latest touch screen Ricoh photocopier daily to the LA's and LC's. Occasionally, we make a trip to a hearing to scribble down furiously every work the Senator's opponent says.

Twice a week, we embark on a Bailey-sponsored trip across town. The most recent: the Pentagon, where men are turned into lean, feisty gun-toters. General McCaffrey, a 4-tour,

3-star, 3-kid, 1-dog man general showed us the tank and briefing room. (We sat in the chairs of Powell and Aspin.) We've talked to a 20-year convict, a CNN correspondent, the creator of America's Most Wanted, and the CEO of Sallie Mae.

The latest, hottest, newest museum on the Mall (the tourist sight-shopping plaza) is the Holocaust Memorial. Or take a ride 500 ft. up on a crowded elevator to a bird's-eye view of the Lincoln and Jefferson Memorials, the Pentagon, the White House, and the Capitol.

Having read thousands of pieces of constituent mail, I'll leave you with an excerpt. At some future date we may publish a book, but for now we'll leave with one Virginian's new grasp of justice:

"Let's say if a person is caught for stealing that the first time you cut off one hand. Then you let them go. If that same person is caught again, you cut off the other hand. Then let them go again. If they are caught against you just kill them because it's clear they will not quit stealing. If a person is caught for rape you cut everything off except for 1/2."

God bless America. PA, we'll be back soon.



Presenting the PART (Phillips Academy Repertory Theater) company: (first row, l. to r.) Wonbo Woo, Stephen Whiteman, Moran Pecelli, Alex Stewart, Anna Yankelevich, Ryan McGee, Rachel Forsmann; (second row, l. to r.) Monica Duda, Anthony Crawford, J.B. Lockhart, Jae Brock, Scott D.X. Hennessey, Mike Corkery, Tom Nelson, Peter Radocchia, Tina Ver, Zachariah Lamoureux, Xhercis Mendez, Sandra Sarmiento, Janet Butler.

photo / courtesy Theater Dept.

SPORTS

Section D

Phillips Academy, Andover, MA

June 6—Commencement, 1993

FOOTBALL

Football Reaches Prep Bowl Sixth Straight Win over Exeter

by Ceannaich Weingart-Ryan
SPECIAL TO THE PHILLIPIAN

This year's Varsity Football team, which had been picked by local "experts" to win only one game, had its best season in three years. After easily winning the first two games the team launched itself into a long and successful season, amassing a record of 7 wins and 2 losses and earning the right to play in the New England Prep School Championship Bowl.

In its third game of the season Andover faced the only team that would beat them all season, Choate, whom the Blue would meet again at the end of the season in the Prep Bowl. Following their first and only loss of the regular season, Andover bounced back in front of the home crowd, drilling Cushing for twenty-

eight points and exploding back into the win column. The Big Blue then crushed an outclassed NMH squad and readied itself for Deerfield.

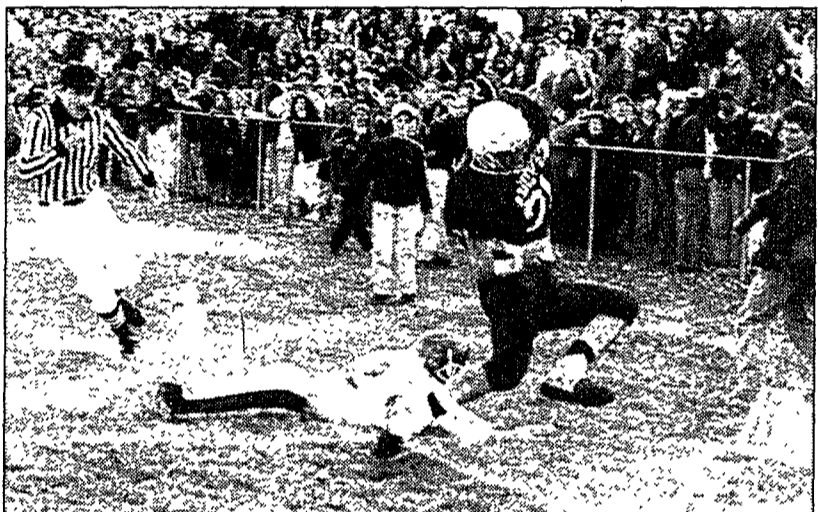
In what proved to be one of the most exciting games all season and an unmatched example of Andover's courage, Andover came from behind to emerge with a one point victory. Down by six late in the fourth quarter, quarterback Ethan Philpott '93 led an seventy-six yard Andover march to the Choate goal line, where he capped the drive with a game tying touchdown pass to a diving Coley Parziale '93. Austin Rettig '93 put the game away, calmly kicking the point after straight through the uprights, for an emotional and gratifying victory.

After the Deerfield victory the supercharged Andover squad travelled to the depths of Boston to play

the twelfth ranked team in the state, BC High School. Stunning them with spectacular performances were Rettig, Evereese Hamilton '93, and Derek Tardanico '93, who all scored a touchdowns, lifting Andover to a decisive 21-13 victory and knocking the BC High School Eagles out of the Top 25.

In the most emotional game of the season, Andover extended their win streak against Exeter to six games, coming away with a hard-fought 6-0 victory. Ryan Shann '93 intercepted a pass that set up the only score of the game, a touchdown by Tardanico. Andover withstood Exeter's final drive down the field and surged out onto the field with all its fans to celebrate. With the regular season over, Andover stood tall and returned to post season for the first time in several years. Despite losing the Prep-Bowl Choate, the Andover Football team ended its season as nothing less than Eastern Conference Champions.

From the offensive line to the guys in the backfield, Andover had a spectacular season. As Dan O'Keefe '93 stated "I've never watched a better football team dominate other teams as much as this one did." The leadership of seniors like Philpott, and Ken Brisbois '93, the intensity of players like Rettig, and the consistent hard hitting performances of Tardanico lifted Andover to an incredibly successful season, and set an example for future Andover teams to follow.



Derek Tardanico '93 barrels in for the winning touchdown against Exeter

photo / D. Ingster

BOYS SOCCER

Boys Defend Dunbar Cup

by Ryan Spring
PHILLIPIAN SPORTS ASSOCIATE

It was cold, extremely cold. Weather for skiing, or snowmobiling, not soccer. The players dodged the chunks of ice that dotted the frozen undra like land mines. Minutes ago, although it seems like hours, Mike Sullivan '94 saved the season with a beautiful volley, worthy of any highlight film. But now the whole season rested upon ten penalty kicks. It did not seem fair. Almost three months of arduous work and loud laughs rested on a series of strikes of the ball.

And then it ended, five to four. The end shocked every member of the team; it was as though a little part of every player had just died. It was so sudden. Wasn't it just a week or so ago that they passed the twelve minute run? Tears fell steadily like the snow had, just a day earlier. No one could accept that the season was over. No more practices or two hour road trips on a cramped bus. No more funny haircuts, English accents, or eating worms. It was all over.

Despite the season-ending loss to Choate, the 1992 edition of the Boys Varsity soccer team compiled an amazing 13-1-2 regular season record. The team kept the Dunbar Cup here at Andover with decisive victories over NMH and Deerfield and a tie with Exeter. PA scored fifty-three goals while only giving up twelve, proof that the team dominated opponents both at the offensive and defensive ends of the field.

The Big Blue's first test of the season occurred down at Loomis Chaffee, a perennial power. Despite driving rains, Andover played brilliantly and set the tone for the season. Gus Quattlebaum '93 and Mario Watts '93, who would combine for 18 goals on the year, netted their first of the season. The boys' juggernaut rolled on through the next three games which included a 4-0 annihilation of Tabor under the lights.

Andover's only loss of the regular season took place in a heralded match-up against Belmont Hill, which also entered the game undefeated. The Big Blue were hurt by some tough calls, and despite the loyal support of the PA faithful, Belmont Hill prevailed 4-1. Andover's players left the field with their heads high, however, hoping for another shot

against Belmont in the play-offs.

The Big Blue defeated its next four opponents—North Reading, Cushing, Tufts, and NMH—by a combined score of 24-3, and the squad looked hot entering the Harvard JV game. The Crimson, always a very physical team, posed a definite challenge, and its tough defense stifled the PA offense. The unheralded leader of the defense, Mike Famiglietti '93, moved forward and grabbed his share of the limelight with the game winning goal off a set play.

The Big Blue's scoring went down over the next four games, but its tough defense pulled it through. The defense, known as the "dogs," consisted of Joey McCannon '95,



Mike Sullivan '94 rifles a crossing pass

photo / D. Ingster

Jamie Maloney '93, Mike Schulte '93, Frank Phillips '93, and Famiglietti. The drought also brought about the emergence of forward Meit Bower '95, who scored four of Andover's nine goals over that stretch. At any rate, despite scares at Moses Brown and New Hampton, the Blue kept on winning, and with one game left, all that remained was Exeter.

After chomping on worms, and drinking "blood", from the Dunbar Cup, each player offered words of reflection culminating in a comment by the newest member of the Varsity, Ata Erdogan '94, who commented, "I've only been on the team for six hours, but it has been the best six

hours of my life!"

The next afternoon, the Big Blue faced off against the Exies in front of an enormous crowd. A few moments into the game, Captain Reiji Hayes '93 got the crowd buzzing with his second goal of the year. Hayes, a four year starter, bent the ball into the upper right hand corner of the net. Although Andover dominated the game, it just could not put Exeter away, and late in the second half Exeter tied it up. The Big Blue could not net the winning goal, and the squad left dissatisfied with only a tie.

After the season ending loss to Choate, Hayes was selected as the MVP because of his excellent play, two goals and eight assists, and his off the field leadership which kept the team as a close knit group. The Most Improved Player award went to Bower, who finished the season tied for the team lead in goals with Quattlebaum, at ten goals, and he added three assists. Sullivan, who made the team as a junior, was selected to be the 1993 captain.

The Big Blue received excellent play all year from the entire team, but a few players especially stood out. Along with Bower, Hayes, Quattlebaum, and Watts, Chris Murphy '93 played an integral part in the PA offense, netting eight goals and dishing off six assists from his midfield spot. Paolo Bilotta '93, also a midfielder, added a goal and two assists, but those numbers are deceiving as Bilotta wreaked havoc on opposing defenses all season. Dan Jacobsen '93 played between the pipes for most of the season and did a fine job, thwarting many enemy attacks.

Overall, it was a breakthrough season for the Big Blue soccer squad. PA is finally on the map in New England soccer and many teams are attempting to add Andover to its schedule. Schulte concluded, "It was a great assemblage of talent, and everyone played an important part, which is what made this team so special."

GIRLS BASKETBALL

Girls Reign Supreme for Third Year in a Row

by Kevin Mendonca
PHILLIPIAN STAFF WRITER

When the Girl's Varsity Basketball team won the NEPSAC championship two years ago, everyone was happy for them. That's because the year before the team had come in last, and it seemed only fair for all the girls' hard work to pay off. At the start of this year's tournament however, the only people rooting for the Blue were the P.A. faithful. That's because the year before the team repeated its championship run, and its hard work continued to pay dividends in the form of a 14-0 record this season.

Though the feelings have changed, the mainstays of the team haven't. Once again, New England girl's prep schools teams had to deal with Captain Carter Marsh '93, Heather Brown '93, and Becky Dowling '94. Add into the mix a group of hustling and composed underclassmen and fiery head coach Karen Kennedy, and you have the recipe for a dynasty.

But, it took some time for the team to really start cooking. The year began with injuries to Sheila Danker '93 and Alex Calderon '93, the latter unable to play all season. Danielle Bolduc '95 described the start of the season by saying, "At the beginning of the season, our play naturally clicked on the court, but we needed to come together personally and mentally if we were to win it all." Coach Kennedy helped push the team in that direction and continued to direct them away from pitfalls throughout the season.

The team breezed through its first, and most difficult hurdle, which lay in the form of Harvard. Led by Dowling's thirty-eight points, the Blue posted the upset and sent a message to all their future foes. The key to the game was that the Blue was

teams, who had all lost by double figures to N.M.H.

The second test shouldn't have been as hard as it was. In a game marred by overconfidence and turnovers, the Andover squad needed a buzzer beater by Dowling to remain undefeated. The game may have been ugly, but it was still one more in the "W" column, so the team was pleased.

The tournament mirrored the early season. The team blew past its opposition and laid claim to its third straight title. The team played with great confidence and played and won as a team.

This year was labeled a "learning year" by Marsh. Coach Kennedy worked the team into shape and then molded them into a champion. Sheila, while sidelined, became an assistant to coach Kennedy and helped people with their shot and other mechanics of the game. But, perhaps the key to the championship was the will-



Becky Dowling '94 finishes a fast break against Brooks

photo / D. Ingster

mentally prepared and up for the game. After this game, the season continued as planned: running over opponents to keep its record unblemished. The next two games, however, proved to be tests of whether the team had finally leaped the mental hurdle and come together as a team.

The team passed the first test with flying colors. In their game against N.M.H., everybody contributed to the final result, a P.A. victory. Coach Kennedy was happy with the performance, commenting, "The younger kids really stepped up. They had very little experience and lost their composure for a while, but they got right back in it." That victory sent a scary message to Connecticut

ingness of the older players to take the newcomers under their wings and teach them. While the younger players were appreciative of these lessons, the elder stateswomen were quick to point out that nobody had a problem picking things up and that everyone gave one-hundred percent to learn the game plan.

The '93 season was an overall success. The team is happy to have its name on another banner, and it was a fitting end to the career for the four year seniors who suffered through the down year. Most importantly, everyone improved and had fun. When asked how it felt to win it all, Bolduc commented, "Great, I hope to keep 'peating till I graduate."

GIRLS LACROSSE

Unbeaten Girls Bring Home Crown

by Meggan Haarmann
PHILLIPIAN STAFF WRITER

With a record of 14-0-0, the Girls' Varsity Lacrosse Team was undefeated for the first time in at least six years. Despite bad weather and weeks of playing indoors, the team managed to stay focused, determined, and ready to win. Andover proved itself to be a truly great team by crushing its toughest opponents, Tabor and Thayer, and finished its season with a stellar performance at the AISGA tournament.

The season had a strong beginning, as no team was able to provide much of a challenge for Andover's team. With a number of players coming from last year's JV team and a few new Andover faces, the Big Blue came together to threaten all opposition. In a pre-season scrimmage against St. Marks, newcomer Heidi Cline '94 showed promise as an attacker, and Emily Kalkstein's '94 defensive skills helped hold St. Marks to only two goals. Longing for a good fight throughout the beginning of the season, Andover awaited the match against Harvard. But, much to the team's disappointment, the game was just another easy win. Even Andover's cover point, Amanda Adams '93, managed to put in a goal.

The girls, with confidence running high, set out to win the AISGA tournament. To get into the tournament, however, they knew they had to play well against their upcoming opponents, Tabor and Thayer. The game against Tabor was unexpectedly close up until the final two minutes

of the game. With the score tied at nine, Ali Coughlin '95, received a beautiful pass from Alison Wheeler '93 and scored the winning goal. With fourteen seconds remaining, Andover fouled in the fan, giving Tabor one last chance. Goalie Andrea Paradis '93 deflected a shot at the buzzer, and the Blue emerged victorious.

One week later under the lights, Andover faced Thayer, another undefeated team with an attitude. The Blue's defense, led by Adams, shut down Thayer's attack, blocking and knocking down every ball. Cline and captain Carter Marsh '93 skillfully operated the offense, putting in goal after goal. Cline scored a record high of six goals and Marsh tallied four. Andover's 11-9 victory over the Thayer squad brought its record to 9-0-0. The girls then pressed on to beat

is our game. Tabor is going down." Coughlin worked the offense throughout the game, putting Andover in the lead, and Adam's key interception in the last thirty seconds of the game sealed the win. Andover had defeated Tabor 6-4 and had earned the title of AISGA Champion, the best team in New England.

The team won its last game together at the Andover-Exeter games. Despite sustaining an injury at the beginning of the game, Marsh managed to finish the game and led her team to an 18-5 win. Honor MacNaughton '94 played her finest game of the season, intercepting at least eight passes. On that hot day in May, the Andover seniors played their last and best game together. Coach Henderson said, "We owe it all to them."

Next year's team has some very large shoes to fill. This year's seniors, including Ileana Lee, Leila Jones, and Morgan Pecelli, showed a great deal of commitment and team spirit. They were welcoming and helpful to



Alison Wheeler '93 guns a shot

photo / D. Ingster

Winsor Academy. Even though Winsor's "Christi" scored her one-hundredth goal of the season, Andover proved victorious and earned a position in the AISGA tournament as the number one seed.

At the tournament, Andover played better than ever, working together to knock down Beaver Country Day School and Dana Hall to advance to the final round against Tabor. Amanda Adams told the team, "Just play the way we've been playing. Play together. Play strong. This

■ GIRLS LAX Continued On Page 8

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ATHLETES

Heather Brown

by Fili Barajas and
Chris Barraza
PHILLIPIAN STAFF WRITERS

"Heather Brown is an enthusiastic player and a source of real support for her teammates on and off the field," stated Varsity Softball Coach Peter Drench. If one searches for a dedicated pitcher with incredible skills, he needs look no farther than Andover's pitching ace Heather Brown. During the '93 season, Heather stifled competition with her formidable array of pitches and helped lead the Blue to another successful season. For her leadership as well as for her commendable job on the mound, Heather Brown has earned the Phillipian's Athlete of the term.

Heather began her illustrious softball career at age nine after playing baseball for two years. She showed much enthusiasm and dedication to the sport, holding a strong desire to excel and to be the best.

Heather came to Andover as a Junior and promptly established herself as a potential star. Her fine work ethic immediately impressed Coach Drench and the two worked for hours at a time both on the field and off to hone her pitching velocity and control to levels of flawlessness. When Heather became an upper, she earned the first spot in the pitching rotation had high expectations riding upon her. But, she welcomed the added pressure and excelled, striking out the opposing batters with ease.

For Heather, senior year has been enjoyable and has also proved to be her best showing in her career at Andover. Heather finished the season with an astonishing 7-2 record, 62 strikeouts, and a 2.15 ERA, but she doesn't take all the credit for her success.



photo / D. Ingster

According to Heather, "Mr. Drench taught me everything I know." Heather has come a long way from her slow-pitch days in middle school. She now carries a bunch of different pitches including a fastball, a riseball, a change-up, and a drop. She pitches with a formidable mixture of finesse and power, beating the opposition into submission.

Heather's talents are not limited to just softball, as she is a proud member of the three-time New England Champion Girls' Varsity Basketball Team. But, Brown focuses her heated passion on softball. She attributes her success partly to her fellow pitchers Jessie Drench and Amy Clark, stating, "They really pushed me to be my best."

Next year, Heather will be sorely missed when she heads to Ithaca College, where she will undoubtedly continue her softball career. PA should be grateful that such talent has graced Itham Field.



photo / D. Ingster

MATT MACARAH

by Kevin Mendonca
PHILLIPIAN STAFF WRITER

"Matt is one of the greatest athletes ever to play the game," praised head varsity lacrosse coach Paul Kalkstein when asked about his star defenseman, Matt Macarah '93. Superior athleticism coupled with old fashioned hard work has distinguished him as an All-American, and has earned him the Phillipian's Athlete of the Term award.

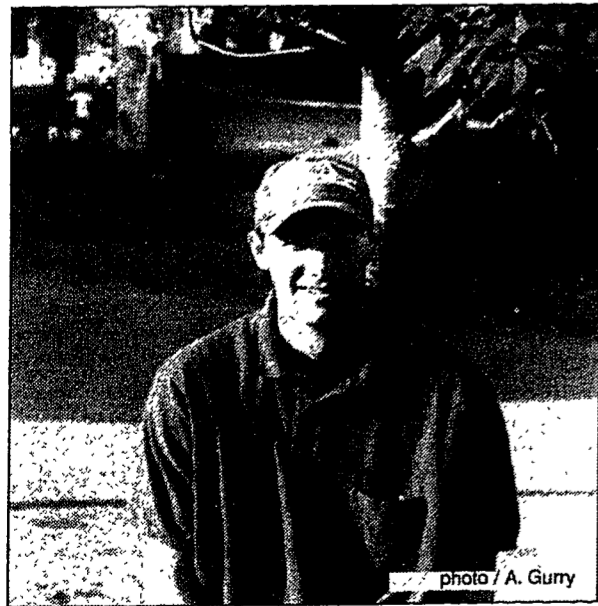


photo / A. Gurry

Matt's trip to the upper echelon of high school athletics has been far from easy, and he has beaten the odds to make it to the top. Strangely enough, his ascent never would have occurred at all if not for two of P.A.'s finest, George Bush '42 and Dave Jackson '93. After learning that Mr. Bush had attended Phillips,

Matt decided to apply for admission as a new lower. After arriving at school, Matt wanted to try something new, and eventually elected lacrosse. Matt's first lessons in the nuances of the game were in a Will Hall dorm room under the tutelage of Jackson, this year's lacrosse captain.

After earning a position on the varsity squad and receiving his first formal instruction from both Coach Kalkstein and Coach Leon Modeste, Matt was baptized by fire and, unbelievably, started in the first organized lacrosse game he had ever seen. Matt realizes that if it wasn't for P.A. the thought of playing lacrosse would never have passed through his mind and commented, "Not too many people play lacrosse in

Montana. It's rare for a lacrosse player to come out of there."

Matt improved exponentially throughout his upper and senior years, and Coach Kalkstein described Matt's game as being "perfected with hard work." It is difficult, however, to figure out when he had time for all of this hard work. As a member of the

Varsity basketball team as an Upper, and co-captain of the football team this past season, Matt had plenty of other athletic commitments to attend to. Off the athletic fields Matt plays the tuba in both the band and the orchestra and played a starring role in the play "Hedda Gabler" which was presented in the Tang Theater during Winter term.

Matt will continue his educational and lacrosse endeavors next year at the University of Pennsylvania. Although he is unsure of his major at press time, he was fairly sure that he would like to pursue business or law after graduation. At Penn he will be playing for their division one lacrosse team, where the coach already has christened him "Montana Matt."



Mario Watts

by Woody Sankar
SENIOR SPORTS WRITER

"He's absolutely amazing. He makes our opponents stare at him in awe," gasped teammate Corey Cameron when asked about track phenom Mario Watts. For his contributions to the track team during the spring season as well as his numerous New England records, Watts is awarded the distinction of Athlete of the Term.

Born and raised on the heat-stricken island of Jamaica, Mario, influenced by a family deeply involved in athletics, began his track career at the youthful age of seven. Coached by his father, a member of the Jamaican Amateur Athletic Association, Mario immediately sprinted into stardom as he won numerous awards throughout his early track years.

In high school, he continued his running brilliance, capturing the school team's MVP Award during his freshman year and placing second in the 110m hurdles at the Boys' Championship, Jamaica's national track competition, during his sophomore year. As a junior, Mario was awarded the Headmaster's Medal for the most athletic male in the school, and as a Senior, he again placed second at the Boys' Championships, this time in the medley relay.

Entering Andover this past fall, Mario quickly established himself as an outstanding runner and a tremendous contributor to the team. He provided over 110 points for the blue all season, competing in myriad of events

including the 100m, 200m, 400m, 110m hurdles, 300m hurdles, and both relays.

"I've never seen a person so versatile in all my life," praised fellow hurdler Berk Nelson '94. "Whatever he wants, he wins." In the very first meet against Milton, Mario secured a pair of victories in the 100m and the 200m in times of 10.9 and 21.9 seconds respectively.

His biggest breakthrough all season occurred during the Loomis Chaffee meet. Watts began the day by scorching through the open 400m in a personal best time of 47.85. His remarkable performance not only shattered the existing school record by over three seconds, but also made him the sixth fastest high-school quarter-miler in the nation. As if unsatisfied, Mario returned to win the 200m and anchor the victorious 4x400m team.

Mario exceeded his brilliant performance the following week at the Interscholastic Championships at Deerfield, setting three Championship records in the process. In the 400m, Mario dropped his time over a tenth of a second to 47.7, securing first and breaking both the school and meet records. In the 200m, Watts beat previously un-

stretch to best both the school and meet records.

At Exeter, Mario continued his dominance by contributing twenty points to the team's total,

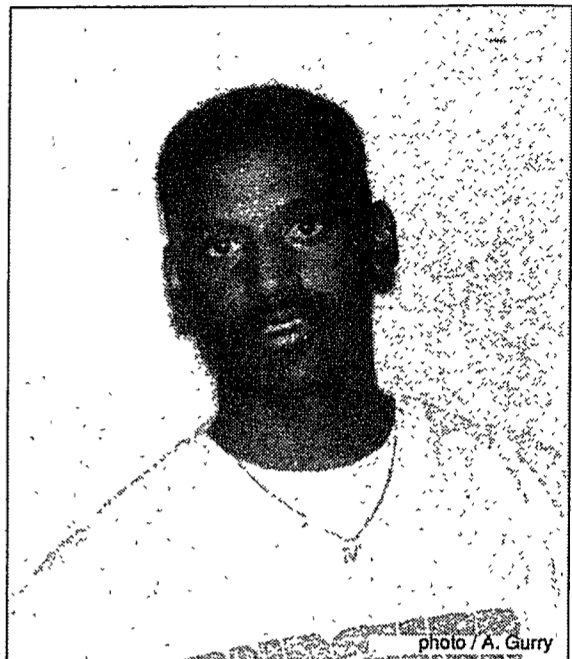


photo / A. Gurry

snaring wins in the 200m, 400m, 4x100m, and 4x400m in the process. For his outstanding performances and his spectacular records, Mario received the famed Sorota track award for excellence and leadership.

Mario's vast abilities in track are not confined to the spring season. In the winter, Watts dominated in the 50-yd. dash, the 50-yd. hurdles, and the 300-yd. dash, setting a school record in each of the three events. When Mario is not smoldering the rubber on the track, he displays his athleticism on the soccer field. He earned a place on the Jamaican Junior National Soccer Team, and last fall he graced the soccer fields at Andover as the Varsity Soccer team's leading scorer.

As for the future, the easy-going and fun-loving Jamaican plans to attend Amherst College next year, where he hopes to be an integral part of both the soccer and track teams.

Throughout the course of the season, Mario has numbed competitors and spectators alike with his speedy runs. His smooth and graceful strides will long be remembered for their power and their speed. "He's one in a million," praised distance star Trevor Bayliss. "No one can run like Mario."



photo / File

"Montana Matt" deemed his final year of Andover lacrosse a success, both for him personally and for the team. Though the team had a somewhat up and down year, they ended it with a spectacular win, blasting Exeter 17-8. Matt considered this a terrific victory because of the way the team "came together in the clutch [and won] the most important

game of the season." Matt's has one more game left in his high school career. He was chosen to play in the biggest game in high school lacrosse, the North-South All-Star game at Johns Hopkins University.

Though quick to praise his teammates, he seldom gives himself any credit. "I'm a product of [Kalkstein's and Modeste's] lacrosse knowledge, I just do what they say." This unwavering loyalty to and confidence in his coaches moved Coach Kalkstein to label Matt as "a leader on and off the field. One of the most courageous players we've had."

"Matt is the best Andover-made lacrosse player ever" were Coach Kalkstein's final words on "Montana Matt." All of Andover lacrosse hopes that the school can find more athletes with his courage and work ethic to fill his formidable mold, and as he leaves Andover, this same courage and work ethic will surely carry him as far as he wants to go.

The
Phillipian
congratulates
all senior
athletes who
led Andover's
teams to
unprecedented
success

OF THE TERM

JEN DOWLING

by Timi Ray
PHILLIPPIAN STAFF WRITER

"I would not be surprised to find Jen Dowling's name on an Olympic team roster before she's done rowing," commented Girls' Varsity Crew coach John Lin. Unparalleled in both skill and sheer physical vigor, Jen once again served as a key contributor for the girls' first boat, leading the Girls' Crew Team to its fifth straight Interscholastic victory. Finishing off the season in the boat's vital stroke seat, Jen is not only an excellent rower but as Coach Lin commented, is also "the most nicest, most helpful and positive crew member." The Phillippian is proud to award Jen Dowling the title of Athlete of the Term.

Jen's crew career began in the spring of her freshman year. Jen attributes her decision to begin rowing solely to "the fact that I had to do a sport every term." With no prior experience, Jen immediately vaulted to success, and by the spring of her lower year, she joined the number one girls' boat, G1, and played a key role to help the boat attain a winning



photo / File

while on the Development Team. "Being on the team taught me how to adjust to different coaching styles and the technical errors that I needed to correct."

With her increased endurance and sharpened skills, Jen resumed rowing in the spring of her upper year. Once again on G1, Jen was placed in the boat's seventh seat, the same seat she had rowed in during the previous season. This position really helped Jen enjoy the season. "I like seven seat the best," she affirmed. Jen's rowing, however, didn't stop there. She moved on to join the coveted Junior Women's National Team, a squad similar to the "Olympic team but on a junior level (18 years old and under). The six week summer program, after training in New York at Syracuse University, first raced at the Canadian Henly in St. Catherine's Canada. The team then competed at the Jr. World Championships in Montreal, where Jen's boat received the Jr. Women's Team's first metal, a bronze. Jen recalls her time in Canada as "the most intense" of her crew experiences.

In her last term at Andover, Jen was elected the G1 co-captain. She plans to break this summer before plunging into a vigorous crew career in college. Born in the hilly parts of southwest Washington, Jen grew up with a strong knack for swimming. She pursued her swimming interests at Andover, joining Girls' Varsity as a junior. But, af-

ter beginning rowing, Jen came to the conclusion that "crew is more demanding than swimming." Nonetheless, swimming has given her that cardiovascular proficiency essential to success in crew.

As a four-year senior, Jen will certainly miss life at Andover. "I'll miss the security of the place...everything is so set for you here." Attending Mountain School during her upper fall is Jen's most memorable high school experience. The term-long venture into the rugged Vershire, Vermont wilderness provided her with the necessary break from routine PA life. Personal, understanding relationships with the Mountain School teachers appealed to Jen. She recommends it to any Lower who wants to pursue interests which are not purely academic or athletic. "I loved Mountain School," summed up Jen.

Though Jen worked on the technical crew of several fall and winter term theater productions, she hasn't had much time to develop many significant extracurricular activities. "Crew pretty much takes up all of my free time," she says. "We get back at six, eat dinner, and then maybe start our work." Nonetheless, Jen hardly regrets all the time spent on crew, saying, "there's nothing I'd want to sacrifice crew for."

With perfect form and phenomenal, Herculean physical endurance, Jen is the oarswoman many aspire to become. "My goal is to row like Jen," declared future G1 boat hopeful Mimi Crume. Next year, Jen will attend Brown University and plans to row during all four years. The Brown Girls' Crew coach and team must be excited to work with an amazing athlete like Jen.

much of its success to Leslie who displayed consistency and sheer talent.

On the track this spring, Leslie literally soared above the rest. Setting school records in both the high and triple jumps, with jumps of 5'5" and 34' 2-3/4", respectively, and placing consistently in the long jump, she was feared by all of her opponents. Leslie proved herself against numerous tough competitors. At NMH, she scored key points by taking first place in the high and triple jumps and getting a second place in the long jump, boosting the girls' team to victory. Leslie swept all three of her events against Loomis-Chaffee, a team that

Andover had expected to be tough but still demolished. At

Interschols, she took first place in the high jump with another one of her world class leaps and placed third in the long jump with a jump of 15' 6-3/4". Against the hapless Exeter team, Leslie, teaching her rivals in red some lessons on how to jump, took first place in all three of her jumping events and set the school record in the high jump at 5' 5". Said fellow track star, Mario Watts, "Leslie's one of the tallest girls I know. With her height goes her talent."

Leslie's track career began during her freshman year at North Andover High. She was a mere

John Stubbs

by Cem Karsan and
Dan Marks
PHILLIPPIAN STAFF WRITERS

Following in the footsteps of his two sisters, Alice and Jane, Boys' Tennis player John Stubbs has been selected as Athlete of the Term for his brilliant athleticism and true leadership on and off the court this spring.

Starting at the age of seven, John began to play tennis with a passion. His next five years of

fered one of only two singles losses of the year, when he lost to a nationally ranked Milton player. Then, Stubbs began a great winning streak. Over the next five matches he won all of his singles matches. He started his streak with a great comeback against a hard hitting Deerfield player. After losing the first set 0-6, Stubbs began to pick his spots on the court and cruised to 6-4, 6-2 second and third set victories. The following week he beat a 250

a great year for him personally, and for the team. The team's final record stood at 6-3, and Stubbs' singles record for the season finished at an impressive 7-2.

Stubbs also played doubles this past season with his partner, and close friend, Shin. The partners worked well together, and posted a 4-3 season record. When asked of his idols in the game of tennis, Stubbs quickly and smoothly replied, "I'd have to say John McEnroe, coach Thomas Hodgson, and my teammate Mike Shin."

Next year's Boys Varsity Tennis Team looks very good. The top three seeds, Shin, Bryan Seabury '94, and Stubbs are all returning. Once again, Shin and Stubbs will be co-captains, and hopefully their leadership will carry the team to even higher levels than they achieved this year. As for Stubbs, next year he will continue his tri-varsity athletic program, as a, what he called, "special-teams specialist," on the Varsity Football Team, and as the number one seed on the Varsity Squash team.

Since childhood, Stubbs has always been around tennis. His sisters and family played tennis before him, and all achieved great levels of success. Last year in Jane Stubbs' Athlete of the Term article, John Stubbs' was quoted as saying, "If only I could be like that little girl." This year, John lived up to his older sister's reputation.



photo / D. Ingster

tennis were miraculous. At one point, Stubbs was ranked fifty-fourth in the country for twelve's and under. However, at age thirteen, he lost all will to play, and stopped completely. Then, when he came to Andover as a junior in 1990, Stubbs underwent a turnaround. He once again picked up a racquet and began to show his deep, true, and undying love for the game. As a junior Stubbs quickly emerged as the number three player on the team with his strong baseline play.

Over the past three years, including this one, Stubbs has hovered around the number two ranking on the team. Before this season, coach Thomas Hodgson honored Stubbs, as well as the Varsity's number one seed, Mike Shin '94, with the distinction of being captains of the team. The selections were based on their ever present enthusiasm, excellent attitude, and competitive spirit.

It was a great year for the tennis team, and Stubbs in particular. In the early season, Stubbs was bothered by an ear injury. Stubbs began his miraculous recovery with an easy singles win over a strong N.M.H. opponent. However, the next week, he suf-

fered one of only two singles losses of the year, when he lost to a nationally ranked Milton player. Then, Stubbs began a great winning streak. Over the next five matches he won all of his singles matches. He started his streak with a great comeback against a hard hitting Deerfield player. After losing the first set 0-6, Stubbs began to pick his spots on the court and cruised to 6-4, 6-2 second and third set victories. The following week he beat a 250

match, and Stubbs proved victorious 6-3, 6-2. He racked up one more win against Choate, before ending the streak at five, with a loss to a St. Johns Prep player.

The next week, Stubbs sustained his greatest triumph of the year at the Andover-Exeter-Deerfield tournament, which serves as interschols. Competing in the number two singles draw, Stubbs easily beat his first two opponents of the day. In the semi-finals, despite playing, what coach Hodgson called, "his best tennis of the year," Stubbs still suffered a tough loss to the same nationally ranked player from Milton he had lost to three weeks earlier. He bounced right back and won his consolation match, however, giving him third place for schols. His triumph also played a big part of the team's third place overall finish.

In the last match of the year, Stubbs beat another Exeter player in straight sets, to cap

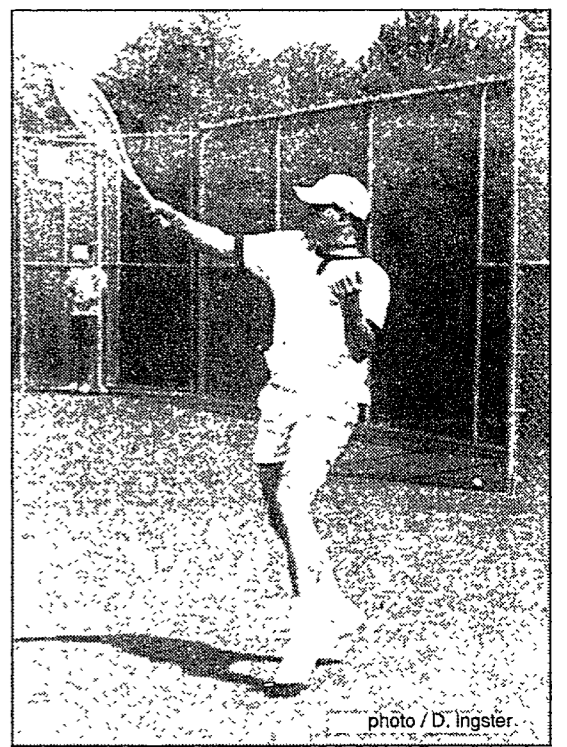


photo / D. Ingster

Leslie Dise

by Lauren Carter
and Liz Gagliardi
PHILLIPPIAN STAFF WRITERS

Teammate and friend Karen O'Connor summed up Leslie Dise's talent, dedication, and personality by saying, "She's awesome!" For her "awesomeness" and excellence in track, Leslie has been awarded the title of Athlete of the Term.

The Girls' Track Team had a great spring season, losing only a controversial meet to Brockton High during its regular season and falling by one point to NMH at Interschols to take home second place at the Interscholastic Championships. The team owes

5'8" at the time, yet she still managed to soar over five feet in the high jump in only her first season. She also attempted to do the long jump as a freshman but claims she wasn't very good. Last spring, Leslie tried the triple jump as a new event has continued to do it ever since. At Andover, Leslie competes in the long and high

jumps during the winter season and adds triple jump to her events in spring track.

Off of the track, Leslie maintains a busy schedule. Besides running track in the winter and spring, she has worked to earn herself a position as a board member of the Earth Friends Society for next year. She also

serves as associate layout editor for The Phillippian, and she says that all of her work and extracurricular activities do not leave her much time for hobbies.

Leslie's teammates and friends describe her as dedicated, committed, and sometimes too-sweet. She often finds herself acting the role of the track team's peacemaker, settling fights between team members.

Next year, Leslie, voted to be captain of Girls' Spring Track, will continue to be a leader of the track team. Looking farther into her future, she is thinking about U.N.C. for college, but no matter where she goes, she knows she will run track. Woody Sankar remarked, Those who see her incredible jumps have had the chance to witness amazing talent, but for those who have not yet seen her, Jeremy Nichols '93 provided some insight, stating, "She can jump over my head."

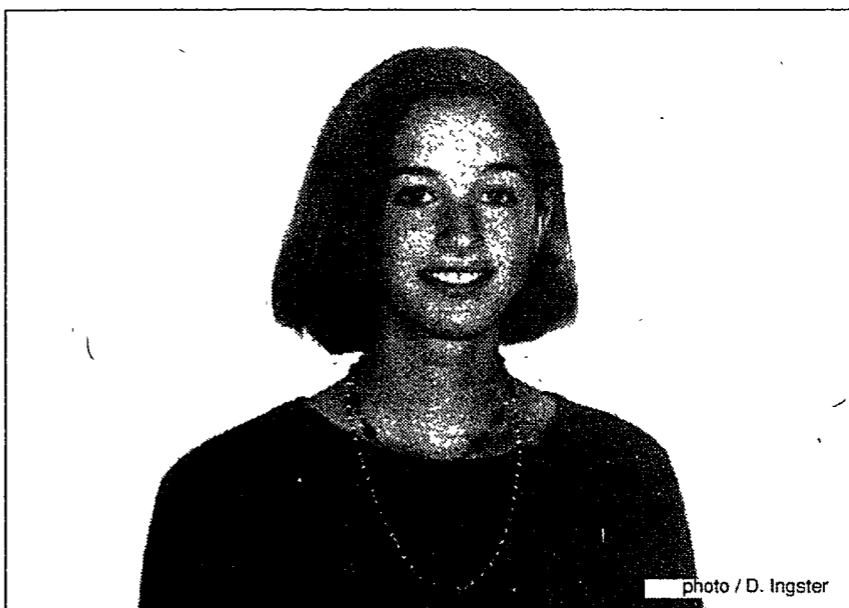


photo / D. Ingster

ATHLETES

GUS QUATTLEBAUM

by Chris Bateson
PHILLIPIAN STAFF WRITER

Gus Quattlebaum is, without a doubt, one of the greatest athletes to attend Phillips Academy in years. He played three varsity sports during both his upper and senior years, and did so with distinction. As a two year letterman in soccer, and basketball, and a three year letterman in baseball, he has contributed a great deal to those athletic programs at PA and to the school in general. This is the second year he has been selected as an Athlete of the Year, a true testament to his skill and drive to succeed on the playing fields.

When Gus was being interviewed for this article, he was under the influence of morphine, which he takes to suppress the pain in his right shoulder, but not even that recurring pain in his shoulder could keep him from competing, because Gus has the drive, determination, and guts to keep playing in the face of adversity. During basketball season he was plagued by "bad sprained ankles" which were frustrating, especially during his senior year, but he still managed to help the team, with a lot of help from the trainers.

Quattlebaum has a special place in his heart reserved for the trainers, who know him as "Goose." When asked how he felt about them he said "Without the trainers I'd be nothing; that's why I'm taking them to the senior-faculty dinner."

Quattlebaum said his goal in each of his three varsity sports was to go to the New England Tournament, and expressed disappointment in the fact that although all three teams made their respective tourneys, none won.

Gus started off the year as a member of the soccer team. As a forward for coach Bill Scott, he tied for the team scoring title, with ten goals, and did his part as a team player, with eight assists. Ryan Spring, who played with Quattlebaum on that team, stressed the fact that above all, Gus was very aggressive. When asked how

Quattlebaum managed to score so much, Spring replied "He just did," citing Quattlebaum's aggressiveness, intensity, and desire.

During the winter, Quattlebaum was an integral part of the varsity basketball team, under the guidance of head coach Leon Modeste. When asked about that team Gus revealed that they were, "The best group of friends I've ever been with. team wise."

Despite the problems with his ankles, Gus led the team mentally, while doing his part on the court as well. Teammate Jeremy Parise '93 commented, "He always got very fired up," and added that if he had one word to describe Gus, it would be "aggressive." He recounted various times when Quattlebaum was playing so hard, that members of the other team went after him, some even wanting to fight him.

Quattlebaum is a great basketball player, and deserves a lot of credit for the team's success this year. Although he didn't start, he saw a lot



photo / A. Gurry

of action as a forward, and hit many clutch three pointers at crucial moments in close games. He also used his height and aggressiveness to grab many rebounds.

The sport in which Gus has had the most success is baseball. He has pitched for coach Andy Cline for three years, and started at shortstop for his first two years; he started at first base this year. His overall record on the mound at PA was nine and four, with five saves, and he struck out forty-nine batters. He peaked this year, going four and one, with 2.00 ERA, and struck out eighteen while only walking four.

Quattlebaum has been phenomenal at the plate, especially during the last two years. His composite batting average at PA is .415, in 142 at bats. He batted .491 as an upper, with eighteen RBI, and .444 during his senior year, driving in ten runs and scoring fourteen.

The future looks bright for Quattlebaum. He will play "legion [base]ball" during this summer for the Andover team, and for the next four years will attend Davidson College, which plays Division I baseball against most teams in the ACC. He will play first base there, and may pitch as well.

Coach Cline held the most complimentary remarks about Quattlebaum, praising, "His work ethic his intensity, and his courage as a ball player." Gus is naturally talented and "He wants to take on the one-on-one challenges." It is this intense dedication and aggressiveness that have made Quattlebaum what he is: a great athlete who will be missed in the future.

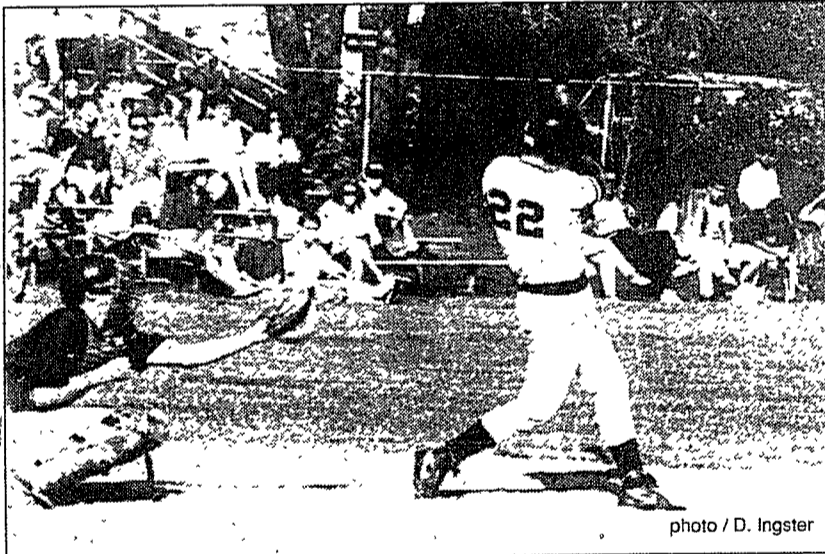


photo / D. Ingster

Carter Marsh

by Liz Ames
PHILLIPIAN STAFF WRITER

Carter Marsh is the epitome of what every Andover athlete strives to become. A tri-varsity athlete as a junior, Carter has had four years to excel in all three of her varsity sports: soccer, basketball, and lacrosse.

Growing up in New Jersey, Carter began her sports career early, in a school that included kids from kindergarten through eight grade.

American.

Another example of Carter's impact on a program was the incredible turnaround of the Girls' Varsity Basketball team. The team was 0-13 her junior year, and the future looked bleak. Surprisingly, the team managed to make an amazing 180 degree turn, earning the title of New England Champions Carter's lower year. Carter was one of the clutch players on that team; she grabbed key rebounds and developed a knack for shooting baskets when they were needed most. Her defensive and offensive skills earned her a position on the New England All Star team her upper year, when Andover defended its number one spot in the New England Championships. Her election as team captain reflected the respect she had earned from her teammates during her three years as a star player and Carter's leadership proved instrumental in the undefeated season that followed in her senior year.



photo / A. Gurry

Her greatest sports influence coached her there, and quickly recognized and developed the talent she saw in Carter as a potential athlete. Her elementary school prepared her well for Phillips and she became the first female junior in over a decade to start on three varsity sports teams.

The 1990 girls soccer season was not overly impressive as the squad lost all but three games. The following year, the team improved to a .500 season, which prepared it for a strong 1992 season. According to Carter, "My upper year we didn't have that much raw talent, the success of our season reflected the heart and hustle of every player on the team." Carter was one of the key players in bringing the soccer team to the New England tournament where it lost in the semi-finals and her unselfishness earned her the respect of the entire team.

Her senior year, the soccer team became one of the strongest in Andover history, and it entered the New England tournament undefeated. Despite the incredible efforts of the team, led by Carter, they lost in the semi-finals again. Carter's contribution as the co-leading goal scorer with Ali Coughlin, rewarded her with the honor of first team All

lacrosse field from day one as a powerful center. Junior year, Andover maintained a .500 season which improved only slightly in the upcoming 8-5 season her lower here. Upper year, Carter distinguished herself as one of the top players in the league, along with captain Lisa Hamilton. As center, Carter controlled the transitional play and was the deciding factor behind many of Andover's wins. "With senior year came the switch from mediocrity to excellence in girls lacrosse at Andover," said Carter of the 1993 undefeated lacrosse season. Throughout the past three years, Andover had rested on the middle line during the majority of their

commitment needed to play a varsity sport in college, it doesn't seem feasible to play basketball." Carter Marsh is one of the best athletes ever to compete at Andover, and the gap that she leaves will be very hard to fill.

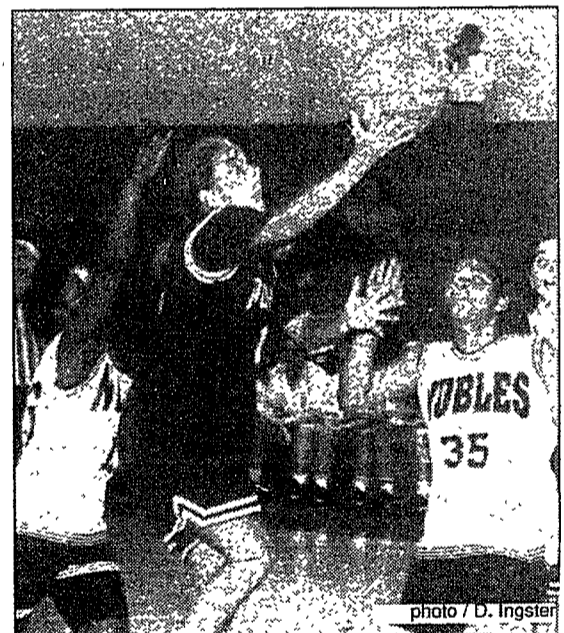


photo / D. Ingster

Yamini Subramanian

by Paige Carrington
SPECIAL TO THE PHILLIPIAN

She never stops laughing, nor does she ever let a smile leave her face, but hand Yamini Subramanian a field hockey stick, a squash racket, or a lacrosse stick, and she becomes a determined and aggressive player. For her dedication and success on all three varsity sports, Yamini has been named Athlete of the Year.

Yamini came to Andover from her hometown of Hockessin,

Delaware for her lower year. Although she had played field hockey since third grade, she decided to leave her stick behind because soccer was available at P.A. and it "wasn't just for the boys." She joined the J.V. Soccer team, but, as she reminisces, "I was so discouraged. I think I even played goalie."

In the winter she moved on to try out for the J.V. Squash team. Though she had never played competitively before, she fell in love with the sport and completed a successful season.

Her athletic pursuits continued in the following term as she made the J.V. Lacrosse team. She comments, "I loved it because it was the one sport that I played continuously." It was during this season that, with the advice of her coach, Kate Dolan, the inspiration came to her to play field hockey again.



photo / D. Ingster

Yamini brought her dusty stick out of the closet and returned to P.A., the next fall not knowing that she would make her mark on the team. She was worried because, as she put it, "I had no stick skills whatsoever," but she quickly left this fear behind as she restarted her hockey career at halfback.

Success continued for Yamini in the winter as she made the Varsity Squash team and worked her way to #5 on the ladder. In the spring, she moved up to Varsity Lacrosse and

started at defense wing.

She returned for her senior year ready for what would prove to be an incredible field hockey season. "This year was so awesome," she remarks, beaming, about a season in which her team amassed a record of 13-2-2. Her exceptional athletic ability and talent made her one of the best on the field, as teammate Meghan Madera stated, "She has good natural ability and she trains around the clock. That's really all you need."

Additional highlights of her ath-

letic career followed in the winter, as Yamini led the Varsity squash team to Interschols, where Andover placed fourth. Teammate Eden Doniger praised, "Yamini has natural leadership qualities. Whenever I got discouraged she was always so optimistic and helpful." It was for these qualities that her teammates elected her captain, a position she enjoyed. "I got so into it" she remarked, "I liked being the captain of a small team." Coach Frank Hannah summed up Yamini's squash performance by saying, "She is an energetic, hard-working, and accurate player. She was a fine captain and led the team to a fine record."

The spring brought yet another promising season for Yamini, as the Girls' Varsity Lacrosse team finished with a record of 14-0 and won the ASIGA tournament at Tabor. She recalls the final game of the tournament to be extremely tense, and she fondly remembers how the team really came together that day.

Although the season has ended, Yamini will not yet put her lacrosse stick away. On May 28, she will travel to Ohio to compete in Nationals

games, and the line never dominated the entire field. Carter's fantastic ability as an all around lacrosse player helped to break the mold that girls' lacrosse had confined themselves to distinct roles. The ambition that Carter had for the season motivated the rest of the team to follow in her lead and for the first time ever, Andover won the ASIGA tournament to finish off the season with a 14-0 record. It was a banner year for lacrosse with Carter and Alison Wheeler both receiving First Team All-American honors, and Yamini Subramanian receiving Second Team All-American honors.

Carter's excellence in lacrosse also earned her the captainship of the NESLA team. NESLA is a team made up of the top eighteen players in Massachusetts, Maine, Vermont, New Hampshire, Connecticut, and Rhode Island. The weekend preceding commencement, Carter will travel with them to Ohio where they will compete in Nationals. NESLA has been the National Champions in lacrosse for the past three years, and they hope to repeat again this year with Carter starting at center.

Because of her outstanding record in all three sports, as well as her strong academic credentials, Carter will go to Princeton next year where she plans on playing both soccer and lacrosse. Her decision not to play basketball was based far more on necessity than out of favorship of the two other sports. As Carter said, "If I could play three sports at Princeton, I would, but with the

commitment needed to play a varsity sport in college, it doesn't seem feasible to play basketball." Carter Marsh is one of the best athletes ever to compete at Andover, and the gap that she leaves will be very hard to fill.

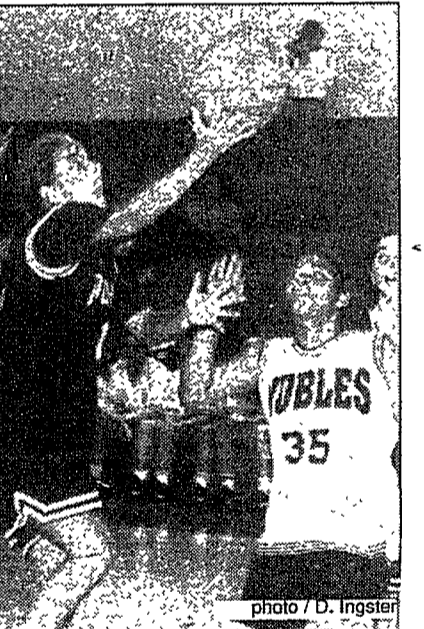


photo / D. Ingster

For these reasons she will undoubtedly continue to succeed; the combination of her athletic ability and dedication, Yamini should be anywhere. Field hockey coach Dolan summed up Yamini's athletic prowess: "On the field she's a queen player... she gets the job done she's reliable." Dolan added, "She's just a great person in general!"



photo / H. Cline

OF THE YEAR

Ethan Philpott

by Rich Enos
PHILLIPIAN STAFF WRITER

The first thing one notices about Ethan Philpott is his colossal size. At 6'4" and 235 pounds he is without a doubt the biggest, most muscular man on campus. He has been blessed with more than size, however. An honors student, Philpott appears to be a college recruiters dream. He has the talent to play three sports at the division I level, and could probably compete in the Olympics in either Hockey or Track and Field. Yet with all this going for him he is one of the shyest, most unassuming people at Andover. It was for these reasons that the sports editors at the Phillippian chose to bestow upon him the honor of Athlete of the Year.

Philpott entered Phillips as a lower from the neighboring town of North Andover. Upon arrival he immediately took a spot on the varsity football team, and would later go on to compete in both varsity hockey and varsity track that same year. He has never really been just another athlete, as his size and strength have allowed him to move to the forefront of any team.

When it became apparent to head football coach Leon Modeste that this year's football team was in dire need of a quarterback, Philpott got the call. He came in and, as a first year quarterback, got the job done better than most returnees would have. He also anchored the defensive lineup, starting at defensive end, a positional duo almost unheard of in competitive football.

He led the team to one of their most impressive seasons in years, and his hard work earned him both the team MVP and a spot on the prestigious Lawrence Eagle Tribune All-Scholastic Team. Football coach and Athletic Director, Leon Modeste commented, "Ethan is a marvelous athlete and a great kid who drives himself to excel in whatever he does. He certainly lives up to his clipings."

When the football season ended, hockey became his main focus. Philpott had no trouble with the transition because hockey is his favorite sport. This past season, he was one of the team leaders in points, despite

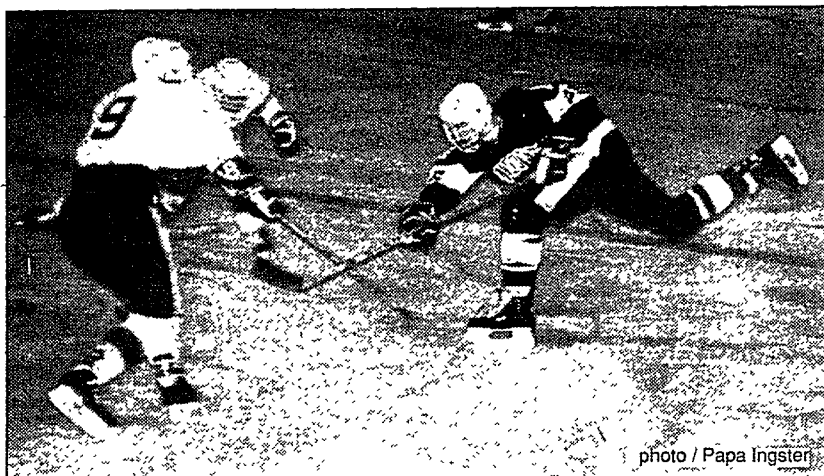


photo / Papa Ingster

being hampered by a separated shoulder. Nevertheless, he managed to astound fans and teammates, by shooting a puck so hard at a game against the Dartmouth JV team, that neither the referees nor most fans saw it go through the net. On another occasion, he fired a shot at practice so hard that the puck split in half when it hit the post.

His standout season earned him a spot on the Hockey Night In Boston All-Scholastic team that went on to win a tourney consisting of all-star teams from around the country. The exposure he gained at that tourney led to meetings with such NHL teams as the Boston Bruins, Detroit RedWings, and San José Sharks.

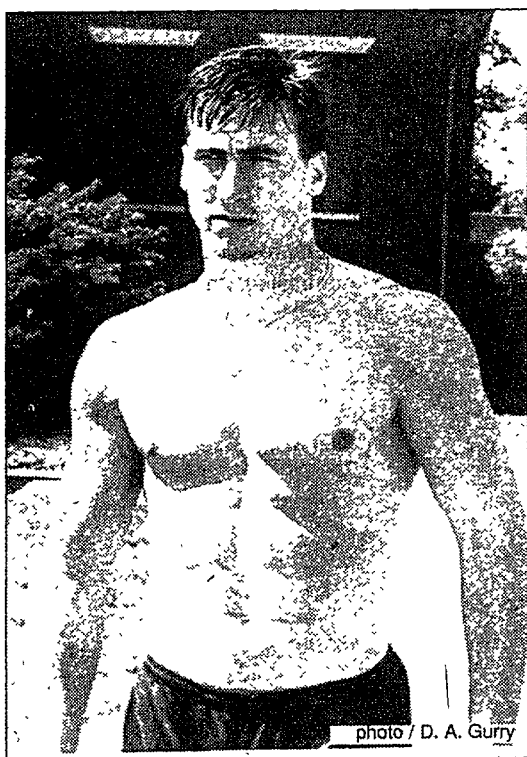


photo / D. A. Gurry

This June 26th he will head to Quebec, Canada with teammate Jon Coleman to attend the NHL draft, where he is predicted to go in the second round.

Commenting on Philpott's prowess, friend and teammate Henry Higdon had this to say: "He's one of the best players I've ever played with. Combining speed, strength, and a rocket of a shot, he has the ability to dominate at will. I'm sure he'll continue to be a force at Harvard, and, if he wants, in the NHL. I'll tell you one thing, I felt a whole lot safer with him on my right wing!"

If Ethan were to enter the NHL right now, he would be one of the ten biggest men in the entire league. This

is a fact that most college and professional recruiters just couldn't overlook. As far as raw potential is concerned, Ethan is one of the best prospects in North America. Perhaps that is why head Harvard hockey coach Ronn Tomassoni recruited him to play with the Crimson.

Moving into Division I hockey with fellow Andover teammate Coleman (Boston University), should prove to be a big step in his hockey career. He definitely has the size, strength and speed to play at that level, but he feels that he needs to work on some other areas of his game, most importantly he feels that he needs more experience. He hopes that the

larger ice surface at Harvard's arena will provide him with an opportunity to take advantage of his incredible speed. There are few people who can beat him in a flat out race, and he possesses uncanny quickness and coordination for a man of his size.

Now that he can focus his summer solely on hockey, he should be able to work out the nicks and bumps in his mental game. Whereas during previous summers he has had school, football and other things to prepare for, now he should be able to compete in more summer leagues and, with any luck, polish up an already impressive game. Philpott also admits that he will have to improve his mental game if he hopes to see good ice time on a Harvard team that reached the final four this year.

With the arrival of spring, Ethan moves on to Track and Field, where he excels at throwing the discus, shot-put, and javelin. He has competed at the varsity level for three years, and has shattered both the school shot-put and discus records, as well as the Andover/Exeter discus record and the New England Prep School Discus record. At interschols this year he took first place in the shot-put, discus and javelin events. That was especially remarkable because he rarely competes in the javelin event, and didn't pick it up until a few weeks into this year.

He is truly a rare occurrence in the athletic world. Not often does a person come along who is gifted with the size, speed, and strength to compete in three sports at the college level. And it is even rarer that one comes along who has as much to boast about, yet is the epitome of humbleness.

Despite his athletic prowess, Philpott has taken the smart route and even though he could probably get into professional hockey programs in the coming year, he has chosen to get an education. Coleman concludes, "Ethan is definitely one of the most talented players I have ever played with. Having him on the ice allowed others to play with more confidence, because we always knew we had the big man with us."

Alison Wheeler

by Rich Cecil
PHILLIPIAN STAFF WRITER

After leading the girls varsity soccer, ice hockey, and lacrosse teams to undefeated regular seasons, Alison Wheeler asserted her dominance as one of the finest athletes Andover has ever seen. For her immense contribution to Andover athletics, the Phillippian awards Alison Wheeler the Athlete of the Year award.

"She's one of the best players in the country right now, and is certainly the best player I've seen come through Phillips Academy," said Varsity Ice Hockey coach Jon Stableford of her. Alison finished this year's hockey season with an astounding 46 goals and 35 assists, setting a new league record while leading the team to an undefeated regular season. Such play earned Alison MVP awards at Andover for both of the full seasons she played at Andover, having missed most of her Upper season because of knee surgery.

The hockey team was not the only one to benefit from Alison's athletic prowess. Alison's was an integral part of both the Girls' Varsity Soccer and Lacrosse which had undefeated regular seasons. By leading the team in assists and being one of the top scorers, Alison helped lead the lacrosse team to both the ASIGA championship in post-season play an entirely undefeated season. Her efforts also earned her All-American lacrosse honors.

Alison has only played lacrosse since her junior year, which she spent at Tabor Academy, and soccer since



photo / A. Gurry

"Wheels." During her upper year, Alison came back at the end of the season to play Exeter only four days after knee surgery. She scored both of Andover's goals in regulation to tie the game at 2-2, and then scored the goal in overtime to give PA a thrilling and gratifying win.

Athlete of the Year isn't a new award to Alison. She received it in both her junior and lower years at Tabor before transferring to PA and repeating her lower year. Alison is strongest in hockey, having begun playing in a boy's league at the early age of three. "I used to watch my two older brothers play on Saturday mornings, and decided that I wanted to be out there on the ice," she remembers.

Her hockey education began under the Gold Medal winning 1960 men's Olympic Team coach, Jack Riley, from whom she continued to learn until the eighth grade. She credits and thanks her parents for their support over the years, saying, "They took me to rinks across America, which helped me improve my game, and they've been coming to my games twice a week from Vermont since Junior year."

Through the eighth grade Alison lived at West Point, where her father was the hockey team's doctor. Just before eighth grade, she and her family moved to Vermont, where they live today.

Alison has been a number of select hockey teams, including teams that have won International and National tournaments. She qualified to train with the Olympic Festival Women's

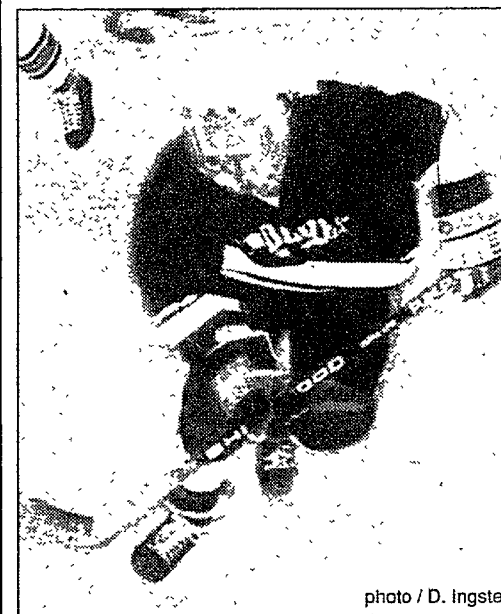


photo / D. Ingster

team this summer, hopes to play on the 1998 Olympic Games team. Next year, Alison will go on to Providence University, which has the number one Women's Hockey team in the nation. Alison's present goal is to make the '98 Olympic team - given her performance over the last three years at PA, this goal seems to be well within her reach.

School spirit isn't lacking in Alison, affectionately known as

Fueled by excess sleep, Nick set a personal best time of 4:12 in the 1500m, placing second. Nick returned in the 3000m to break 9:00 for the first time ever, finishing in 8:58.

Having lost only to Germain of NMH all season, Nick entered Interschols with one goal in mind. In a heroic performance, Nick battled the NMH star throughout the 3-kilometer race as the two stars exchanged leads frequently. Although he eventually lost by a fraction of a second, Nick gave it his all; he collapsed in a heap a few feet from the finish line.

"Nick is one of those exceptional athletes who combines talent with tremendous determination," praised distance coach John Rogers. "His second place at Interschols was the most courageous and inspired effort I have ever witnessed." Refusing to dwell on his loss, Nick returned the following week against Exeter to smash the Andover-Exeter 3000m record by six seconds, running an 8:52 and demoralizing his opponents.

In addition to his tremendous

her lower year at PA. Previously, her fall sport had been long-distance running, in which she placed seventeenth in the Junior Olympics out of two-hundred and ninety-five people, even while running on a leg full of torn and stretched ligaments that required surgery.

team this summer, hopes to play on the 1998 Olympic Games team. Next year, Alison will go on to Providence University, which has the number one Women's Hockey team in the nation. Alison's present goal is to make the '98 Olympic team - given her performance over the last three years at PA, this goal seems to be well within her reach.

As captain of both cross-country and winter track, Nick exemplified the dedicated, determined runner, always willing to run in extra events to help out his team. Taking the time to help the younger athletes, Nick proved that leadership is an essential component of a great captain.

After graduation, Nick plans to take both his running skills and his amiable personality to Stanford. Referring to Nick's future in track, Coach Richards stated, "He has great potential to be a fine collegiate distance runner." Regardless of what the future holds, Nick has placed his mark on Andover running and won't soon be forgotten.

NICK THOMPSON

by Woody Sankar
SENIOR SPORTS WRITER

"He's a terrific captain, a terrific competitor, and a terrific leader," commented Varsity Indoor Track coach Jack Richards about runner Nick Thompson. For his leadership and exceptional accomplishments in all three running sports—cross-country, winter track, and spring track—the Phillippian awards Nick Thompson Athlete of the Year honors.

Nick's running career was sparked into existence by mere chance. In the winter term of his sophomore year at Andover, Nick tried out for the various levels of basketball teams, but didn't make any of them; for lack of a better choice, he decided to run the two-mile in indoor track. Nick enjoyed the excitement of running and the "buzz" it provided him, so he stuck with it, and quickly climbed his way up the pedestal of excellence. After somewhat of a mediocre beginning in his first season of track, Nick raised his level of running at the end of the season to shave 45 seconds from his previous best time and place a commendable fifth at Interschols.

Pleased with his performance, Nick decided to continue running in the spring, choosing the 3000 meters

as his prime event. After another satisfying season in which he improved dramatically, Thompson added cross-country to his athletic list the following fall. Under the tutelage of head coach Jon Stableford, Nick prospered immensely, and was elected captain for the 1992 season. Despite his success in the fall, the remainder of Nick's upper year was plagued by recurring knee and hip injuries.

Determined to regain his former



photo / N. Olney

self, Nick trained diligently over the summer, reaching a peak of sixty miles per week. The hard work paid off, as Nick, the captain, led the team all season, consistently placing in the top three. One of his finest performances occurred in the first meet of the season against the highly touted Naval Prep squad. Despite the incredible level of competition so early in the season, Nick ran superbly, placing fourth and running a personal best time of 16:21.

Nick's remarkable success all season was capped off at Interschols, where he placed fourth out of a field of over one hundred talented runners, running 16:19 to break his personal record. For his exceptional performances during the cross-country season, Nick was honored with the Hallwell award for outstanding performance and leadership. Fellow cross-country star Trevor Bayliss commented on Nick's cross-country season. "Nick has

been a valuable asset to us all season. He has the remarkable and enviable ability to push himself to the limit, and then some."

This past winter track season, hindered by a knee injury that he suffered in November, Nick was able to race in just three meets, but in those meets, he performed spectacularly. Nick placed first in the two-mile and fourth in the 1000-yds. in his first meet and won both the mile and two-mile in his second. He turned in one of his most satisfying performances during the Tewksbury meet, breaking the two-mile record of 9:54 which had stood ever since the indoor track was built. He ran a sensational time of 9:48.1, six seconds faster than the record and twelve seconds faster than his personal best. Nick didn't stop with that—he concluded his excellent season by winning both the mile and the two-mile at Interschols and again at Exeter.

Nick continued his extraordinary running performances in his final spring track season. Nick placed first in the 3000m in every meet except those against hated rival and NMH star Jason Germain. In addition, Nick was a consistent performer in the 1500m, placing in the top three in almost every competition. Perhaps the most brilliant day of his career occurred against Loomis-Chaffee.

BOYS BASKETBALL

Boys Amass 16-8 Record Toppled in Finals

by Ben Haddon
SENIOR SPORTS WRITER

Despite a lingering defeat to a weaker Exeter team, Boys' Varsity Basketball achieved phenomenal success during the '92-'93 season. The team's record closed at 16-8 after losing in the finals of the prep school championships to New Hampton.

The team, whose nucleus consisted of captain Chris White '93 and team Most Valuable Player Everese Hamilton '93, welcomed the talent and determination Jimmy Kissane '93, Mike Kostur '93 and Todd Harris '95. A strong supporting cast, highlighted by Chris George '93 and Gus Quattlebaum '93, contributed depth unmatched by any of Andover's opponents.

"Reese [Hamilton], our MVP, got better and better, becoming the team's catalyst," praised coach Leon Modeste. "As for Mike [Kostur], he worked hard on both strength and quickness; he was a good player going into the season, but at the end, he was great."

Kissane, a native of Wayland, Massachusetts, led the volatile offense, averaging twenty-one points per game, slightly more than Kostur, who averaged just under twenty. But Andover's true ability was centered around

its tenacious defense, which frustrated opponents with its quickness and size. Although Andover obliterated many teams on its trek to the playoffs, the greatest highlights came in wins against the strongest teams, perennial powerhouse Northfield-Mount Hermon and playoff opponent Worcester. Against Worcester, the Blue, after losing on its home court

during the regular season, gained the sweetest revenge, eliminating its nemesis from the playoffs and going on to the finals.

The greatest loss of the season may have come when Harris, the point guard of the team's high powered offense, broke his finger after



Basketball celebrates after a dramatic victory photo/D. Ingster

diving for a loose ball in the regular season game against Worcester. However, veteran George, stepped up, filling in for the remainder of the season and the playoffs.

"We had a tremendous season, an excellent season," proclaimed Modeste. "It will be hard to duplicate this year's success." Looking towards the future of Andover Boys' Basketball, Coach Modeste comments, "After graduating eleven seniors, there will be a lot of holes and open spaces. But our three returning guards—co-captains Harris and Thomas Nelson '95 and Mike Scigliano '95—will provide a strong nucleus for the next few years." For now, though, the success and unity experienced by the '93 team made those fourteen players the truest of champions.

FIELD HOCKEY

Girls Finalists at N.E. Tournament

by Lila Musser and Jen Karlen
SPECIAL TO THE PHILLIPPIAN

Among the finest athletic teams to grace Andover's playing fields this past fall was the girls field hockey team, which reached the New England final tournament with a season record of 13-2-2.

The team possessed a perfect mixture of determination, talent and spirit. Exemplary of these qualities were the team's eight strong seniors: captain Ellie Milner, Leila Jones, Leah MacLean, JoJo Crecenti, Kristen Asquith, Andrea Paradis, Christina Kuo, and Yamini Subramanian.

Coach Kate Dolan had high expectations for her second season of coaching the varsity team. The returning players held core positions, and they were familiar with Dolan's coaching style. In its first two scrimmages against St. Mark's and Thayer, the team's performance was far from stellar, but by the first game of the regular season the team was well prepared. Subramanian commented, "Losing many strong seniors, we knew it would be difficult, but we went out there to prove ourselves."

The first challenge the team encountered was Holderness. Remembering the previous year's close game, the team came out pre-

pared for a tough match. Holderness was strong, but Andover's enthusiasm and determination led the team to victory. With seven seconds remaining, the scoreboard read 2-1, Andover. After Andover made a defensive mistake, Holderness was given a penalty stroke. Andover's quick and reliable goalie, MacLean, saved the goal and preserved Andover's victory. The Holderness girls left the field weeping, as Andover celebrated its fifth victory.

The eleventh game of the season was against Deerfield, and excited all of the competitive spirits in the team. Andover's undefeated rival was surprised that they could not get by Andover, and the game ended in a tie. Andover played a great game, relying largely on the consistent work of Asquith, who aggressively led the defense. The game was brutal that rainy day, and was a foreshadowing of the intensity of the final confrontation with Deerfield during the finals of the season tournament.

The season drew to a close and Andover found themselves seeded second in New England tournament. After practicing in three inches of

snow the day before, the team trudged to Winsor Academy where it would play its first tournament game



Captain Ellie Milner '93 beats an Exeter opponent to the ball photo/D. Ingster

under the lights. As snow flurries fell, Andover battled Loomis-Chaffee, the returning champion. Andover played its strongest game of the season, as Subramanian, MacLean and Jen Karlen '94 played their best games ever. In overtime, Andover defeated Loomis 2-1.

The season finale took place at St. Mark's in the finals of the New England Tournament. Having lost its captain to head injuries sustained in the semi-final game, the handi-

capped Andover team faced the undefeated Deerfield team. Though the outcome was disappointing, Andover was proud to have reached the finals. Meghan Madera '94 stated, "We were Number Two this year, and that was awesome, but next year we're going to be Number One!"

Coach Dolan best summarized the season in letter to the team at the end of the season. In it she proclaimed, "All of the seniors were excellent role models. They provided leadership and experience, as well as enthusiasm and spirit. They played great in the games that mattered most. They displayed an incredible will to win—to do whatever it takes, no matter what."

Dolan went on to praise Paradis for her "hustling determination", Kuo as one who "[gets what she sweats] for", Crecenti as "truly unselfish", Asquith as a "consistent competitor", MacLean as "the best under pressure", Jones as one who "gins and bears the pain, [and who is a] positive presence", Subramanian as "aggressive [and] relentless", and Milner as a "[dedicated] leader".

Dolan closed by saying that the team had "set the standard in terms of performance and more importantly, in terms of teamwork." If the returning players can step up and display the same traits that the leaving seniors embodied, then another excellent season is certainly in store.

GIRLS HOCKEY

Winningest Season in 14-Year History

by Mark Sabath
PHILLIPPIAN SPORTS EDITOR

With an explosive offense and a solid defense, the 1993 Girls' Varsity Hockey team established itself as a rising power in girls' hockey. After an injury-plagued 1991 season resulted in a .500 record, a solid core of veterans returned to lead a deep, tal-

ented squad to a 17-4 record and a berth in the New England Prep School Tournament. Even the team's semifinal loss to unbeaten Taft did not diminish what was clearly the most successful season in fourteen years of P.A. girls' hockey.

From the first days of practice, Coach Jon Stableford stressed the importance of offense, asserting that the key to the team's success would be its ability to score early and often. And score they did.

Led by an intimidating first line of captain Amanda Adams '93, Alison Wheeler '93, and Ali Coughlin '95 that accounted for an incredible 79% of the team's goals, the offense averaged nearly six goals per game. Wheeler, the center, scored seemingly at will, racking up 46 goals and 35 assists and finding the net in all but one game. Wings Coughlin and Adams tallied 34 and 15 goals, respectively, as the team's second- and third-leading scorers.

When opponents concentrated on stopping the first line—no easy task—Andover burned them with its impressive depth. The second line of Claire Antoszewski '93, Nicole Rhodes '94, and Laurel Durham '95 picked up where the starting trio left off, chipping in with fourteen goals. Newcomer Vanessa Kerry '95 stepped into the lineup and added five goals, and veteran wing Ileana Lee '93 scored four.

If the team's calling card was an unstoppable offense, then its heart was gritty defensive play. The foursome of Andrea Paradis '93, Robin McLellan '93, Leila Jones '93, and Kate Schlesinger '94 contributed 19 assists while anchoring a defensive

unit that allowed under three goals per game. The team also enjoyed the luxury of three capable netminders—star goalie Rachel Jamison '93 and stellar backups Amy Carr '93 and Megan Marfione '96—who posted three shutouts on the year.

The offense and defense came together to carry Andover to a six-game winning streak early in the season. After an anticipated loss to Assabet Valley after just two days of practice, the Blue scored 47 goals over the next three weeks to bolt to a 6-1 record. The highlight of these first three weeks came in the form of a 7-6 thriller against Lawrence Academy. Trailing 6-5 with less than three minutes remaining, Andover rallied for a pair of goals by Coughlin and Wheeler to squeak by a stunned Lawrence squad.

Except for two tough losses to aggressive teams from St. Mark's and Tabor, the Blue cruised through the rest of the season, beating Deerfield for the first time in three years and trouncing a weak Exeter squad for a pair of victories. With an unprecedented 16-3 record, Andover entered the post-season tournament as the fourth seed in an eight-team field.

Matched against number-five Lawrence Academy, the Blue anticipated another nip-and-tuck affair



Captain Amanda Adams '93 controls the puck on offense photo/D. Ingster

against a vengeful Lawrence team. But the Andover girls played an intense defensive game, blanking their opponents 4-0 to earn a semifinal matchup with top-seeded Taft.

Despite the team's momentum, Andover was clearly outclassed by a Taft squad that had not suffered a loss in nearly three years. Despite a determined effort—the Blue only trailed 3-2 midway through the third period—Andover finally succumbed to a tenacious Taft attack, losing 5-3 to be eliminated from the tournament.

The tournament loss closed out a breakthrough season that will be hard to repeat in 1994, as the team graduates five starters, including its leading scorer and top goalie. Even so, the young blood that will work to uphold Andover's pride next season can always use as inspiration the tremendous success the Girls' Hockey team achieved this year.

GIRLS TRACK

First in Winter, Second in Spring

by Morgan Nickerson and John Fawcett
PHILLIPPIAN STAFF WRITERS

Led by Coach Jack Richards and captain Chrissy Bergren '93, the Girls' Varsity Track team stormed through its '93 winter season, broke multiple records, and finished undefeated. The team carried the momentum from the regular season into Interschols where it successfully defended its title, crushing all competitors by a large margin.

After such a stellar winter season, the girls' expectations ran high as the spring season rolled in. Coach Randy Peffer led the team through an incredible season with captain Sue Crowe '93 providing the essential senior leadership. The team enjoyed a 9-1 season, losing its only meet in a tight meet against the 1992 Massachusetts State Champions, Brockton. The team captured impressive wins against tough competitors such as NMH, Loomis-Chaffee, Andover High, and its infamous rival, Exeter.

The girls, beginning their season at full strength, showed early promise, as they crushed both Taft and Deerfield in the season opening tri-meet. The meet displayed the early signs of rising stars such as Becky Dowling '94, Leslie Dise '94, Cynthia Miller '94, and the team's consistent captain Crowe. The season opener also provided spectators with the first glimpse of Sheila Danker '93, a currently nationally ranked javelin thrower.

The level of competition quickly escalated in the next meet, as Andover found itself in a true battle with Brockton and Worcester for the top spot. Despite extraordinary performances by Dowling in the discus, LaShawndra Pace '95 in the 400m, and Crowe in the hurdles, Andover was still edged out 80-78 by the former State Champs, Brockton, while the meager Worcester team accumulated only 8 points. The girls proved to themselves that they could compete with the best and perform well.

Coming off this difficult, yet important loss, the girls attacked league rivals and eventual Interscholastic champs, NMH. The team gave

strong performances in all areas, placing in every event and earning 9 of 16 possible first place finishes. In the discus, Dowling lunged ahead of the competition with a throw of 112' 11-1/4" keeping the nearest competitor a comfortable 18' away. The javelin provided a true showcase for the Andover throwing team, as Danker, Kathryn Suslov '94, and Dowling swept the event. The dominance continued, as Crowe, Dise, Hillary Chute '94, and Beth Crowley '94 led the team to victory in the hurdles, jumping events, sprints, and long distance races, respectively. Overall, the girls, hungry for victory, sprung to a 89-47 win.

After a thrilling non-league win over Andover High, the girls crushed an ill-prepared Cushing team. With only six people on its team, Cushing had a difficult time keeping up with the rampaging Andover team. The final score of 113-3 reflected the incredible qualities of Andover's powerhouse squad which swept 13 of 16 events and sent a tired Cushing six to the showers early.

Keeping in mind the dangers of arrogance, the girls rolled on to thrash a powerful, yet incomparable Loomis-Chaffee team by a score of 96-40. The meet was highlighted by several, now familiar names. Dise took home first place in all three jumping events: the triple, long, and high jumps. In the javelin, Danker, with an incredible throw of 129' 7", won easily by a dizzying 23 feet. Crowe once again captured a first place in the hurdles with a blazing time of 16.8 seconds, tying her own school record. Dowling also performed with unmatched fervor, throwing an unfathomable 119' in the Discus and 31' 2" in the shot put.

Andover marched into Interscholastics with a strong record of 8-1 and high expectations. The girls were shocked by placing second behind NMH, whom they had beaten earlier in the season. The final standings showed NHM posting 118 points, Andover 110, Milton 69, Loomis-Chaffee 54, Deerfield 46, and Exeter bringing up the rear with 45 points. At this competition, Danker hurled the javelin a superb distance of 135' 10", giving her a

sixth place national ranking. Dise proved herself a "world-class" high jumper by leaping far above the opposition and taking first place in the event. Dowling again, to nobody's surprise, dominated the discus, hurling the steel frisbee a huge 114' 10". The girls, largely influenced by the expert training of Coach Peffer, also showed their strength in the team relays with a first place in the 4x400m and a second place in the 4x100m. Looking back, the team agrees they had more than enough talent to win the title, yet because a different scoring system in which the top six placers earned points in each event replaced the regular season system of awarding points to three placers, the team, with multiple low finishes, was edged out by NMH.

Exeter presented little challenge for Andover, as the Big Blue rumbled toward a convincing 100-31 victory over the Red. The Exies succumbed to Andover's might in every event except the shot put. Danker and Dowling brought in two first place finishes in the javelin and the discus, respectively. Dise had yet another spectacular display of jumping grace, once again capturing all three top spots in the Jumping events.

Kate Schlesinger '94, rounding out a superb season, ran away with first place in the 3000m. Crowe once again embarrassed her competition in the 100m hurdles, capturing her final high school first place. The team ended a strong season by punishing a wretched Exeter team and bringing together the strengths of the throwers, sprinters, jumpers, and long distance runners.

In hindsight, the 1993 season was one to remember, as it included broken records, huge wins, and high place finishes at Interscholastics. Though the spring team has yet to grasp the ever aloof blue ribbon of Interschols, they have maintained a high level of competition and look forward to another fine season next year. Future Winter Track captain Miller and Spring Track captain-elect Dise will take the role of leaders. Next year's team has big shoes to fill, as this year's team will graduate many leaders and record-breakers.

BASEBALL

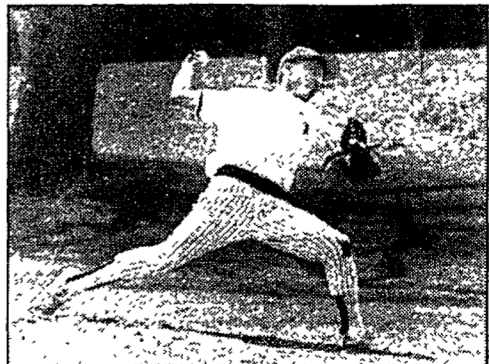
Baseball Dominates League

by Chris Bateson
PHILLIPPIAN STAFF WRITER

The 1993 Boys' Varsity Baseball team lived up to its lofty expectations this season, as they compiled a record of 10-4. Under the guidance of head coach Andy Cline, the Andover squad dominated the league to become regular season champs.

Four team members—captain Jon Coleman '93, Gus Quattlebaum '93, Mike Sullivan '94, and Todd Harris '95—were voted to the league All-Star team. For Quattlebaum and Harris, it was the second year in a row that they were selected as All-Stars.

It is impossible to overestimate the role that the seniors played this season. The leadership of four seniors in particular, according to Coach Cline, was vital to the successful season. These four—Coleman,



Willett Bird '93 hurls a fastball photo/A. Gurry

Quattlebaum, Mike Famiglietti, and Willett Bird—lent experience and intensity to a talented team. "Jon and Gus, in a very visible and emotional way, led the team," praised coach Cline, adding, "In a less obvious, but equally important way Famiglietti and Bird did their jobs as returning seniors." The work ethic of these ballplayers set the standard for the rest of the team, which, according to

coach Cline, "played with a great deal of intensity behind those four."

This team had all the ingredients for success. The squad hit powerfully and consistently throughout the season and backed it up with aggressive defense. Andover had a fine pitching staff which kept opposing hitters off balance. Most importantly, the players worked hard at the fundamentals all year, and this dedication paid off.

The batting attack was led by Quattlebaum and Coleman, both of whom had multiple hits in almost every game. The pair came up with a lot of big hits under pressure, with runners in scoring position, to win

GIRLS SOCCER

Girls Power Way to 13-0-2 Regular Season Mark Shocked in Tourney Semifinals

by Mark Sabath
PHILLIPIAN SPORTS EDITOR

For over two months, the Girls' Varsity Soccer team couldn't lose. Then, for a day, the team couldn't win. Tragically, the Blue's sole defeat of the 1992 season, a shocking 3-2 loss to Westminster, came in the semifinals of the New England Prep School Tournament and closed the book on an monumental season. The upset overshadowed a year in which a dominating Andover squad established itself as the team to beat in New England.

Led by captain Sue Crowe '93, Anna Milkowski '93, and Alison Wheeler '93, the defense sparked early in the season, racking up four consecutive shutouts en route to a 5-0 record. After a 4-1 victory over Thayer to open the season, Andover blanked Brooks, Tabor, B.B.&N., and Holderness in succession to build its reputation as a soccer powerhouse. Kate Hansberry '93 played all but one half over these first five wins, inspiring her teammates with save after spectacular save.

After edging a more experienced Dartmouth JV team, 3-2, the Blue met its first tough competition against Harvard's JV. Outplayed in the first half by a bigger, speedier Harvard squad, Andover rallied in the second as the team's two leading scorers, Carter Marsh '93 and Ali Coughlin '95, came through with clutch goals to earn a 2-2 stalemate.

The team battled to its second deadlock a week later. Coming off a 7-0 laughter over archrival Exeter, the Blue clung to a 1-0 lead over N.M.H. for most of the contest. With 2:41 left, N.M.H. finally broke through for a goal, handing Andover its second and final tie of the season.



Abby Harris '96 sets to pass photo / D. Ingster

The squad rebounded to outscore its opponents 21-5 over its last six games. The netminding duo of Hansberry and Hilary Williams '93 turned back St. Paul's, Newton Country Day, and Nobles as Andover picked up three easy victories. The team closed out its season with three straight hard-earned wins; after whitewashing Deerfield, 2-0, and toppling unbeaten Winsor, 3-1, the team took on Exeter in what should

have been an easy win for the Blue.

But Exeter matched Andover's intensity from the opening kickoff, making up for a shortage of talent with inspired play. After the Blue struggled throughout a scoreless first half, right wing Jill Cassie '95 carried the team on her back, firing home two second-half goals to seal the 2-0 victory and crush the hearts of the Exeter squad.

The victory over Exeter thrust the team into the eight-team New England Prep School Tournament as the top seed in the East and the odds-on favorite. Andover started sluggishly against Suffield, its first-round opponent, but soon displayed its winning form, coasting to a 5-1 victory. Five different players scored for Andover, sending the squad into a semifinal matchup with Westminster.

Though the team appeared primed to sail into the finals, the girls never found the intensity they needed to top an aggressive Westminster team. Facing deficits of 1-0 and 2-1, the Blue finally knotted the score at 2-2 midway through the second half. With 10:54 remaining in the game, however, an uncharacteristic defensive lapse resulted in a 3-2 Westminster advantage that would stand until the final whistle. As the Westminster players exalted in their shocking 3-2 upset and prepared for their showdown

with Loomis-Chaffee in the finals, Andover's girls were left to ride the bus back home and wonder what had gone wrong.

The tournament loss did little to diminish the team's extraordinary season, however. Marsh's 15 assists and 21 points shattered Andover's single-season records and her solid all-around play earned her national acclaim as an All-American. The senior halfback also tied Heather Sullivan '90 for points in a career, amassing 41 points over her four years on the varsity squad.

The team's most productive goal-scorer, center forward Coughlin set school marks for goals (14) and points (21). Cassie, Honor McNaughton '94, and Becky Dowling '94 finished 3-4-5 in scoring to bolster the Blue's explosive offense. Crowe earned All-New England honors for her stellar play in leading a defensive unit that, incredibly, allowed under a goal a game. Halfbacks Rachel Jamison '93 and Amanda Adams '93 played exceptionally on both offense and defense, and goalies Hansberry and Williams combined to chalk up six shutouts on the year.

With this season's heartbreaking conclusion fresh in their minds, the team's eleven returning players are determined to make another run at the title next year. They will be hard-pressed, however, to match the level of dominance achieved by this year's team, one of Andover's greatest ever.

GIRLS CREW

Girls Extend Reign to Five Years

by Anna Milkowski and
Jen Dowling
SPECIAL TO THE PHILLIPIAN

Girls' Crew completed a fantastic season. Team morale was always high as the girls terrum-navigated the coach's heavy launches down the treacherous slope to the water. Once they figured out the necessary angling of the boat's ends walking up the slippery, metal docks, Andover's four boats were set for a fine season.

The season began for the first two boats with a race against the Kent School. The Andover boats lost by lengths, but the rowers assessed their races realistically, considering that Kent had trained in Florida over spring break and Andover had only practiced for five

were also filled with potential-laden young rowers priming for varsity in 1994.

As the season progressed, the Andover boats began to establish their place in New England rowing. G-1 beat Simsbury, St. Paul's, Tabor, and Exeter, avenging an early loss to its archrival. G-2 lost to St. Paul's by six tenths of a second, a loss carved into the minds of the boat's rowers that would spur an unrelenting bulldog aggression for the remainder of the season. At NMH, the Andover girls swept, winning all four races by boatlengths. These performances thrust the girls into an enthusiastic, focused week of training before Interschols.

The week was one of multifaceted preparation. Uppers labored with their history papers, and others struggled with the chaotic crunch of



Andover's sterling First Boat photo / File

days. Kent's boats had a history of peaking early, while PA traditionally peaks when it counts—at Interschols.

At this point in the season, however, the main issue was deciding who would row in which boats. G-1's lineup was the most consistent of the crews, as the first boat rowed with the same nine girls—Anna Milkowski '93, Zoe Alsop '93, Stacey Sanders '94, Liz Picanso '93, Alison Crawford '93, Courtney Peck '94, Molly Breen '93, Jen Dowling '93, and coxswain Hardy Stecker '93—over the entire season.

G-2 was mixed and matched until coach Julie McCleery found the fastest crew, a formulated combination of technically experienced rowers and amazingly strong beginners. The second boat, dubbed the "scrappy boat" by Coach McCleery, was both young (it contained three juniors) and strong, inexperienced yet enthusiastic. Boats Three and Four

Dean's Schedule, but all kept in mind the crucial Thursday night sleep. This was crew week. The boats prepared for the physical and mental strains of rowing a strategic, energy-conserving heat in the morning and an all-out final in the afternoon. Every rower knew what had to be done for her boat's optimal race.

At Interschols, G-1 won a fifth consecutive championship. Both G-2 and G-3 finished fourth. G-1 coach John Lin is leaving Andover after coaching four G-1's to Interschols triumph. McCleery, who coached the 1992 G-1 to victory during Lin's year on School Year Abroad, will coach the varsity next year, running the girls' program with JV coach Robert Moss. Given the enthusiasm, strength, and general coolness of this year's underclasswomen, and given the assurance of continued superb coaching, Andover's rowers will strive to expand to all four boats the reign of G-1.

BOYS HOCKEY

Boys Thrash Exeter to End Rocky Season

by Ben Rymzo
PHILLIPIAN SPORTS EDITOR

This year, the boys varsity hockey team skated to a respectable record of 13-9-2. At times the Blue's offense meshed together to score in excess of ten goals a game, yet at other times few of Andover's scorers couldn't seem find the twine. Moments of brilliance and senior leadership shined throughout the season, and none more brightly than the team's decisive win over Exeter.

The team came out of the blocks strong with four wins in their first five games, but then faltered, dropping a nail biter to Milton 2-1, and losing to a sizable Harvard JV team 7-1. The team opened against St. Paul's at home, losing in a hard fought battle 4-3. The Blue's next four opponents including, St. Mark's, who was favored to win the division 2 title, Hanover, NH, Boston Latin, and Bishop Guertin would find Andover's core of returners too strong as Andover destroyed each team by margins of three or more goals.

Unfortunately for the Blue, the rest of January proved to be a rocky

road, as Andover dropped five straight games, including tough losses to Cushing and the league leading Deerfield team. Sickness hampered Andover hockey, as starting goalie Judd Brackett '95, among others, missed playing time because of illness.

After posting their fifth straight loss in a hard fought game against Nobles at home by a score of 2-1 the Blue surged back into the win column by embarrassing Bridgton

Academy 11-2 in front of the home crowd, kicking off what was to be a five game win streak. The offensively rejuvenated team went on to beat Dartmouth JV in a thrilling last second 7-6 victory, and then punished weak Bowdoin JV and BB&N teams by scores of 7-2 and 12-3 respectively. Kimball Union Academy finally brought Andover's streak to a close, however, as they battled the blue to a 3-3 overtime tie.

Two games stick out in the minds



Parker Sides '95 takes on B.B.&N. goalie photo / Papa Ingster

of Andover's players and fans alike as brilliant displays of Andover's best hockey. Unfortunately the first of these was a losing effort to a typically strong Tabor Academy team. Though the score eventually stood at 4-3 in favor of the seawolves, Andover utterly dominated the first two periods. A sustained offensive attack and relentless physicality put Andover ahead 2-0 entering the third period. Tabor came out firing and scored three successive goals to take the lead. Ferocious play ensued, and with 1:14 left to play in the game, Andover tied it up. Unfortunately Tabor stuffed in the final and winning goal with only seconds remaining.

BOYS HOCKEY
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BOYS TRACK

Boys Blaze to First, Second in Record-Breaking Year

by Woody Sankar
SENIOR SPORTS WRITER

Despite losing valuable talent from last year's squad, the Phillips Academy Boys' Track team responded remarkably during the 1993 season. In the winter, the boys in blue repeated as Interscholastic champions and beat Exeter handily. The spring track season proved less favorable: Despite beating Exeter, Andover finished second to NMH at Interschols for the second year in a row.

This year's Winter Track team featured a changing of the guard. With head coach John Strudwick enjoying a sabbatical, it was up to veteran sprinting coach Jack Richards to head the squad. Coach Richards, along with captain Nick Thompson '93, proved worthy of the task, leading Andover to its fifth straight Interscholastic title.

This year's team was a skillful blend of seasoned veterans and talented newcomers. In the distance events, returners Thompson, Doug Penick '93, and Bill Dederer '95 dominated all season, scoring much-needed points for the blue. Veteran Ted Sterling '93 and newcomer Corey Cameron '94 provided muscle in the middle distances. The sprinting and hurdling events were the domain of post-graduate Jeremy Nichols and one-year senior Mario Watts. Nichols and Watts combined to form a one-two punch that devastated opponents all season. The pole vault provided a showcase for Andover's depth. Jim Eckels '93, Colin Asquith '96, and Steve Song '95 consistently scored points, sweeping the event in numerous meets.

Despite its eventual success, PA began the winter track season with a shaky start. In the first meet of the

season, the boys in blue lost a heart-breaker to cross-town rival Andover High School by a score of 57-56. The lack of training so early in the season surfaced early as Nichols and



Ethan Philpott photo / D. Ingster
'93 shatters discus record

Thompson had to endure debilitating injuries while still competing.

The team got back on course the following Wednesday by thrashing an outmatched Weston High School, but just as it appeared that Andover was regaining its winning ways, the squad was stunned by neighboring Tewksbury High School. After spotting Andover an early lead, Tewksbury mounted an amazing comeback, erasing a thirteen point deficit to win 48-47. Shocked by the upset, PA rebounded, improving to 4-2 the following week with two impressive victories over a normally intimidating Naval Prep squad and an outclassed Central Catholic team.

The excellent performances all season culminated in wins at both Interschols and Exeter. On February

20, Andover journeyed south to Providence, Rhode Island, to defend its Interscholastic title. Andover came up big, defeating Exeter, Moses Brown, and Deerfield by a score of 80-59-27-2. Refusing to bask in their championship glory, the boys in blue pressed on to confront a formidable Exeter squad the following Wednesday. Once again, Andover was equal to the task, thrashing the enemy by a score of 57 to 38.

With Andover athletes pushing themselves to excel all season, it is not surprising that numerous school records were broken. Watts single-handedly shattered three records: the 50-yd. dash, the 50-yd. hurdles and the 300-yd. dash, eclipsing a 300-yd. mark that had stood since 1924. Thompson ran 9:48.1 for two miles, exceeding his previous best by twelve seconds and the school record by six. The following week, Greg Whitmore '94 broke the record again, blazing his way to a 9:47.8.

Charged by their impressive success in the winter, many of the tracksters moved on to the spring season, hoping to continue their fine performances. Nevertheless, the spring track squad featured a few changes including Head Coach Randy Peffer. The experienced sprinting team of Watts and Nichols was enhanced by the additions of Everese Hamilton '93 and Berk Nelson '94. Dan Feldkhan '93 and captain Eckels returned from excellent winter seasons to perform well in the high jump and pole vault, respectively. Trevor Bayliss '94 lent his distance talents to the already formidable pool of Cameron, Thompson, and Penick. Coming off a win at the Bay State

GIRLS CROSS COUNTRY

Indomitable Girls Dash to Interschols Glory

by Cynthia Miller and
Beth Crowley
SPECIAL TO THE PHILLIPIAN

This fall, the omnipotent Andover Girls' Cross Country team had the most successful season of any previous team at the Academy. Led by captain Liz Roberts '93, the primarily underclasswomen bunch strided through the season undefeated. Chrissy Bergren '93, a four year team member began her running career as a junior. She went to X-Country practice and ran her first mile with the team in cut-off jeans. Weeks later she was a formidable threat to the opposition. She spent 4 years at P.A. and gave her heart and soul to the sport.

Zoe Alsop '93 appeared out of

the woodwork of some other inherently less appealing sport, and found her true calling. She ran superior veteran times in her rookie season and gave a tremendous spiritual contribution as well.

The team's inspiring captain, Roberts, devoted herself to team unity and kept afternoons from becoming all mundane. Preserving the collective sense of humor, Liz's leadership inspired each individual to perform beyond expectations for the team's benefit. She once said, "You know Aimee Cook (1990-91 captain) used to have us munching on grass—grazing, that is, on the great lawn."

In past years Northfield-Mount Herman has been the breeding ground for iron runners and Andover has come heartbreakingly close to defeating that nemesis. In 1984, though the P.A. women won the Interscholastic meet, they lost the dual meet. In other years, when they did meet success one on one, they were unable to conquer

the towering Mount Herman girls at the season's culmination, Interschols.

After early season victories against Andover High and St Paul's School, the girls headed out to Mount Herman on a rainy Saturday morning and tore up the mud-ridden 2.51 mile course which is revered for its rocky terrain and prolific hills. It was cold and nasty, and the girls, inspired by the weather and age old rivalry, ran out of the woods way ahead.

It was not unusual that the girls were told they were favored to win Interschols. The many close losses in past years had stung the collective memory of the team. The team of 1992 finally set things right with a low score of 48 points beating the NMH enemy by 13 points overall. The JV squad boasted an even more impressive low score of 22 with places 1,2,3,5 and 11, which normally would only be witnessed at a dual meet.

The most successful Andover team of the fall season, remained undefeated in both the regular season, and the championship meet. One of the most exciting aspects of this team was its depth, youth and enthusiasm. Next years team looks extremely strong, although no one will take the place of the class of 1993's graduating team members.



Andover's runners set to dash to glory photo / File

BOYS TRACK
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CYCLING

Cyclists Break Away

Boys First, Girls Second at Invitational

by Chuck Arensberg
PHILLIPIAN STAFF WRITER

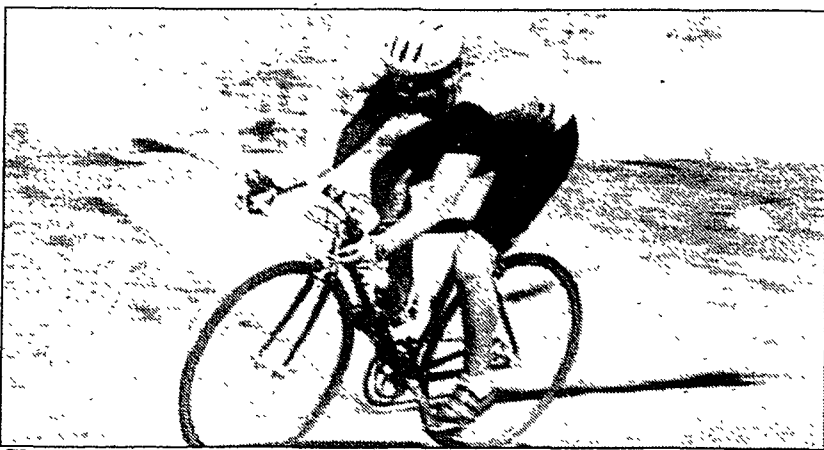
For the Andover cycling team, the 1993 season started off with a bang, remained consistent throughout, and ended with triumph. Despite a huge allotment of great individual performances, this was definitely the year of the "team". It was a short, exciting, and intense season for all involved with the girls', B, and A teams collecting nine overall team wins, two second place finishes, and a lone third placing. The team ended its season with the boys A and B teams finishing in first place at the New England Road Race Championships on Andover's home course.

Disaster began the season at the team's opening race against New Hampton when during the first race of his young career, Ryan Morgan '93 hit a parked jeep on a narrow bridge and was taken to a nearby hospital. Luckily, Morgan sustained no serious injuries other than a short bout with unconsciousness. The race was canceled before the finish due to the unfortunate carnage, and the team looked ahead to its next races with a "It couldn't get worse than this!" attitude.

In the third week of April, the race against Milton restored happy faces on the cyclists, as the boys teams rode well with Mike Corkery '93 taking second place in B's and A riders Greg Whitmore '94 and Justin Spence '94 placing second and fourth. Morgan, regaining his composure, placed a competitive third in his race. The girls, meanwhile, handily stole the show with Alicia Eastman '93, Danielle Sadler '94, and two-year captain, Liz Roberts, sweeping the top three places in front of an amazed group of fans, riders, and coaches. The race set the tone for the rest of the season.

The team continued its dominance in the following weeks, and Andover, facing several opponents in each race, cruised to victory past such worthy opponents as Exeter, N.M.H., Procter, Holderness, Deerfield, Putney, Milton, Hoosack, and P.C.D.

At Holderness, the the light P.A. contingent was not phased by the cold, rainy, and hilly road race to the Waterville Valley access road. Corkery wrapped up third in a tough fought battle with teammate Carter Smith '93 who placed tenth, and the A riders had a fun time with Captain Doug Friman '93 sprinting to fourth



Chuck Arensberg '95 surges ahead

photo / D. Ingster

place, followed closely by Spence placing sixth and Dave Lai '93 finishing seventh. But, the race worried the A team riders, as they witnessed the start of a season-long domination by a Procter rider, George Espinoza, who cruised to an easy victory.

At Brattleboro, Vermont, opposing teams saw P.A. come, race, and take all the awards, and they wondered if they could ever beat the formidable squad of Andover racers. The girls, the B's, and the A's, all took team honors. Sadler, Roberts, Eastman and Yvonne Lamoureux '95 placed well in the girls race. Corkery and Ted Powers '95 took fourth and sixth in the B race, and despite the fact that Espinoza demolished all. Spence, Whitmore, Friman, Lai, and Chuck Arensberg '95 put on quite a show in the A race.

A week later on a Formula One race track, Andover competed in the Lime Rock Points Race in which riders accumulate points rather than vying for overall time. P.A. once again annihilated its opposition with Spence taking second in the A race, Corkery finally pulling off a win in the B race, and the girls crushing

their opponents for a first place Girls' Team win.

In the second week of May in front of hundreds of yelling fans, thirteen schools showed up at Andover to fight for victory at the New England Championships. The girls went off first but could never get in a good rhythm, as Eastman pulled out

because of knee problems and Roberts struggled with technical difficulties. Sadler was able to salvage a strong third place finish, but nevertheless, the girls suffered their first loss in the team's history. In the boys' B race, Andover captured a team victory, as Corkery finished off a spectacular season with third place and Scott Kaiser '95 helped out with his eighth place finish. Although Espinoza pushed the pace throughout the A race and broke up the pack into many confusing chase groups, Andover pulled out another team victory. Whitmore ended his own stellar season with a third place finish, and Spence and Friman ended fifth and seventh.

The season was marked by great senior leadership, overall dominance, teamwork, and inspirational coaching by Derek Williams, Henry Wilmer, and Steve Ankner-Mylon. At a fun and exciting pizza party, the M.V.P. award was given out to Doug Friman '93, and Danielle Sadler and Justin Spence were voted to be next year's captains. The two hope to lead next year's cycling team to an even bigger and brighter future.

BOYS LACROSSE

Boys Regroup to Trounce Exies for Fifth Straight Year

by Darren Hopkins
PHILLIPIAN STAFF WRITER

After Andover's nearly undefeated season (13-1) last year, the boys' varsity lacrosse team had big shoes to fill. The team came out strong, showing promise for another great season with a three-game win-streak, but soon lost its momentum. Troubles arose in the form of injuries and mental lapses on the field, and the team lost the cohesion they had shown at the start of the season. The result was a mediocre 8-7 record, yet Andover's strength finally blossomed when it truly counted—against Exeter.

Andover's most brilliant exhibition in the early season came against the Harvard JV squad when the Blue decisively avenged their only loss of last season. "The Blue Wave," as defense man Jamie Maloney '93 called it, dominated their college opponents 16-8.

Unfortunately, the solid eastern Massachusetts public school league teams, including Concord-Carlisle, Newton North, and Lincoln Sudbury, as well as league-rival Tabor proved too strong for Andover. The Blue fought valiantly but met disappointment each time. Suddenly finding themselves with an even 7-7 record

going to Exeter, Andover realized their efforts against the Red would make or break their season.

The game against Exeter proved a spectacular display of talent, experience, and intensity all combining into a re-united and cohesive Andover team. The Blue demonstrated the confidence and cooperation of a true Andover team, exploding in the third period of the game with a string of unanswered goals, and then watched as the entire Exeter squad collapsed before them. The traditional victory cigars were soon lit; the boys came together to over-

effort he provided throughout the year. Jamie "Blue Wave" Maloney '93 received All-League honors for his outstanding contributions, succeeding in making defensive coach Leon Modeste very proud.

Two mid-field players also achieved All-League status: Leif Dormsjo '93 proved a major asset to the team with his consistency, fiery competitiveness, and numerous assists each game, and John Hallisey '93 added to the team with his rocket shot which baffled goalies all season long and ripped a hole in the net at Exeter.

Captain Dave Jackson '93 also made All-League, and will be best remembered for setting the new all-time scoring record in his three seasons at Andover. Head Coach Paul Kalkstein spoke of Jackson as "the best finisher ever to play on this field [at Andover]."

The season could only be described as a roller-coaster ride with both gratifying wins and demoralizing losses, but Andover coalesced on the weekend that really mattered. Coach Modeste commented, "we're 1-0," reflecting the fact that Andover-Exeter is always the highlight and the truly vital game of the season.



Midfielder John Hallisey '93 evades a Harvard longstick

photo / D. Ingster

SOFTBALL

Girls Rack Up Twelve Wins

Dreams Shattered in Tourney

by Fili Barajas and
Chris Barraza
PHILLIPIAN STAFF WRITERS

Although unfavorable weather conditions delayed the start of the '93 season, the Andover Girls' Varsity Softball Team still finished with an incredible 12-3-1 record. The girls, facing tough competition throughout the season, earning victories over worthy opponents including State Champs Bishop Fenwick and the ranked North Reading squad. The Blue expected to fare well in the first annual NEPSAC tourney, at the culmination of the season. But, misfortune and injury ended the dream season.

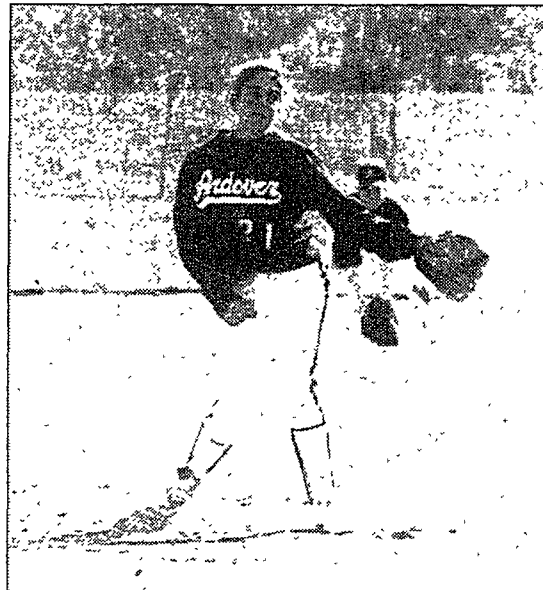
The Blue dominated it opposition throughout the start of its season, opening up with a ten-game winning streak. Returners from last year's squad joined to form a tight-knit core of players, utilizing their power and ver-

satility to scorch the opposition. Heather Brown '93, with her 2.15 ERA and sixty-two strikeouts, led the formidable Andover pitching staff composed of herself, Amy Clark '93, and Jessie Drench '95. The Blue, led by Clark's team-high batting average

and quick Andover defense which complimented the accuracy and consistency of the pitching and batting, neatly mopped up all dribblers that managed to reach the edge of the infield. Catcher Kristen Asquith '93, anchoring the solid defense, seemed like a wall behind the plate, and Jess Hatfield '93 put forth consistent and dazzling play.

The team qualities overall were quite obvious after one glance at the team's record. The Blue destroyed Exeter in two separate confrontations by the score of 14-0 and 19-0, displaying its prowess in the field. Though the team will lose seven seniors for next season, the seven returning lowers look to step up and continue Andover's domination on the softball field.

The Girls' Varsity Softball team has, without a doubt, attained and exceeded all of its goals. The girls surpassed last year's 8-3 record, trashed the Exies, and made it to the NEPSAC tourney. Coach Peter Drench and the girls now look to the future and are quite confident that even though the bulk of the team will be uppers next year, the Andover Blue will be a powerful force.



Jessie Drench '95 pitches girls to one of their twelve victories

photo / D. Ingster

of .462, batted consistently well. Jane Peachy '95 provided the power, belting three homers and leading the team in RBIs with twenty. The agile

of fifteen events to crush their unworthy opponents 116-29. Refusing to sit back and enjoy their success, the boys followed with a victory over a very impressive Loomis Chaffee squad, improving their record to 6-1. After performing well all season, Andover stumbled on its road to championship glory. In spite of excellent performances in all facets of the meet, Andover finished second at Interschols, crushing, among others, Exeter, Deerfield, Milton, and Loomis-Chaffee, but losing to NMH 157-144.

After suffering a heavy blow with the dropping of the baton in the 4x100m relay, Andover rebounded, thanks largely in part to Watts and Philpott. Watts, the MVP of the championships, rose above all other competitors, winning all his events and shattering three meet records. Philpott, the leading point scorer of the day, grabbed wins in the shot-put, discus, and javelin. Thompson's 3000m race proved a microcosm of the afternoon. Despite a Herculean effort in which he nearly passed out, Thompson finished just behind NMH's star. In spite of their disappointing loss, the PA runners kept their heads high and crushed Exeter the following week by a score of 90-50. Andover thoroughly dominat-

ed the enemy in red thanks to strong performances by Philpott, Bayliss, and Watts.

Just as in the winter, Andover tracksters set numerous school and New England records. Philpott hurled the shot put over 59 feet to destroy the school record and then returned a few meets later to set a school record in the discus with a throw of 161' 8". PA's 4x100m squad of Nichols, Hamilton, David Callum '94, and Watts '93 also eclipsed a school record with an excellent time of 45.06.

At Interschols, Watts proved his supremacy, cracking school and meet records in the 400m, 200m, and 4x400m relay. His performance in the 400m left mouths agape as he destroyed the twenty-three year-old New England record in a time of 47.75. Watts' scorching time distinguished him as the fifth fastest high school 400m runner in the country. Against Exeter, Thompson dropped his personal best time in the 3000m by six seconds to secure his place in the record-books as the fastest Andover-Exeter runner ever.

By the sheer number of records broken and the consistent success against its rivals, Andover's 1992 Boys' Track teams will undoubtedly be remembered for years to come.

BOYS CROSS COUNTRY

Boys Outdistance Field

by Dan Hatfield
SPECIAL TO THE PHILLIPIAN

The Boys' Cross Country team had a great season this fall, amassing an impressive 8-1 dual meet record. Their only dual meet loss was to Naval Academy Prep School in their first meet of the season. From then on, the boys rolled all over their competition. The team entered Interschols heavily favored, but unfortunately, injury and sickness plagued them and they finished an unexpectedly low third place of the twelve teams in the competition.

The regular season, however, was nothing short of spectacular. The top four runners, Trevor Bayliss '94, Greg Whitmore '94, and co-captains Nick Thompson '93 and Doug Penick '93 were consistently among the top finishers in each race. Ryan Morgan '93, Tim Gallagher '93, Bill Dederer '95, and Mark Moore '95 added to the team's consistently high scores.

The Blue gunned down each opponent it faced, leaving its victims destroyed beyond recognition. The team recorded its first win over Northfield Mount Hermon in six years, and crushed Deerfield by a score of 38-19 in what was expected to be one of the most challenging meets of the season. The Deerfield meet was undoubtedly the climax of the season, with each of the top four runners running under 16:45, and each of the top nine Andover finish-

ers running personal best times. Bayliss broke the Andover record with a time of 16:12, but his teammate, Whitmore finished close behind at 16:15, which also broke the previous record of 16:18. Thompson and Penick also had fantastic races,



Nick Thompson '93 and Trevor Bayliss

photo / D. Ingster

running times of 16:20 and 16:44, respectively. This incredible meet lifted the team's spirits, and it appeared unstoppable.

Entering Interschols, the team seemed a sure bet to win, but, unfortunately, Whitmore and Penick fell ill to the flu and had disappointing finishes. Bayliss ran extremely well, however, and outlasted the field for a fantastic first place finish. Thompson wasn't far behind, finishing a strong fourth.

Despite the disappointing third place team finish to St. Paul's and Exeter (both of whom P.A. defeated in dual meets), it was, in the words of coach Jon Stableford, "a terrific interscholastic season...a great, strong team." Penick thanked the coaches for guiding the team to victory, com-

menting, "Much of the team's successes can be attributed to great coaching by Jon Stableford and Steve Anderson." This coaching obviously paid off, and was reflected in the consistent improvement of the runners' times throughout the season.

The star of the season was clearly Bayliss, who did it all. He broke NMH's course record with a time of 16:11, as well as the Andover school record. He won Interschols, and was victorious in nearly every dual meet. Penick commented on his teammate, "He just has so much talent. He'll do really well next year."

Next year Bayliss will be co-captain of the team, along with Whitmore. The two should be an incredible one-two punch, and will be given support by many returning underclassmen. The team's prospects look fantastic, and it goes without saying that it will be among the top teams in New England. Whitmore seems extremely confident in saying, "Although we are losing some really powerful seniors, the team really shouldn't suffer too much. Some of the underclassmen will rise up to fill in the spots that will be left open."

Coach Stableford concluded, "We look great for next year. The seniors will be greatly missed, but we have a lot of talented, hard-core runners returning."

The Andover Girls' Lacrosse Team enjoyed a season of great friendship and great lacrosse. With a final record of 14-0-0 and a championship title under their belt, everyone is satisfied with a season well played. Coach Kathy Henderson told her team, "In the nine years I've been here, this is the first team to have two All-Americans and the first team to win the championship. You guys are the best now, and hopefully, you will be again next year."

Girls Lax...

Continued From Page 1 every new player, and their strength and guidance made the team successful. Adams, winner of the Lux award, was an inspiration to the team both on offense and defense. Yamini Subramanian, a two year member of the team, was a member of the All-New England Second Team and a recipient of an All-American honorable mention.

Paradis, who has only played for two years, was the team's star goalie. Wheeler led the team in ground ball pickups and midfield defensive skills, and her effort and dedication earned her a place on the All-American First Team. Marsh, truly the most influential player on the team and a member of the All-New England A Team, was also honored with a well-deserved place on the All-American First Team. These girls have shown their teammates what it means to play lacrosse, and they will all be missed.

Boys Trounce Exeter...

BOYS HOCKEY

Continued From Page 7
yet the game was none the less one to be remembered, and head coach Chris Gurry commented that despite the loss, "we finally played as a team at Tabor."

The crowning game of the season was Andover's thrashing of an over-powered Exeter squad by a score of 6-1. Surprisingly, Exeter stunned the Blue with the first goal of the game. From that moment on, however, Andover dominated every facet of the game and destroyed Exeter, both physically and mentally. Coach Gurry commented, "we just physically destroyed them." Amidst rampant scoring, the Blue punished Exeter skaters with vicious body checks, and by the third period coach Gurry noted that "you could see the strain in their faces as they skated onto the ice." The Exeter trainer reported giving

over one hundred stitches to Exeter players after the game. In what was arguably Andover's best game all year, Andover capped the season with merciless victory over their arch rivals.

Throughout the season the team's strong core of seniors fulfilled and surpassed expectations with tremendous leadership. Captain Jon Coleman '93, who coach Gurry described simply as "a terrific captain," was integral to the team's success. A NHL prospect expected to be drafted this coming June, Coleman led the team by example for each of the four years he was a member of the team, and never more than this year. His unmatched skating ability baffled defenders and his competitiveness brought out the best in his teammates.

Gurry also praised the efforts of offensive powerhouse Ethan Philpott

'93 who was a diving force when not injured, as well as the solid defensive efforts of PG John Hallisey who consistently delivered all season long. Four year team members Dave Wilhelm and Leif Dormsjo were essential to the teams unity and made solid contributions throughout the season, while seniors Sean Meyerhoffer, and Bryan Power also stepped up when called upon.

Looking ahead to next year, the team has large skates to fill. Returning goalie Judd Brackett '95 is expected to continue to shut down opposing shooters. Large gaps, however, will need to be filled by other returners. Defensemen Adam Gurry '94 and Berk Nelson '94, as well as offensive threats Parker Sides '95, Henry Higdon '94, Trevor Bayliss '94, and Brian Flanagan '94, will all need to step up into these gaps. If they can do so, Andover hockey will be as strong as ever next year.

Baseball Dominates League...

BASEBALL

Continued From Page 6
games. Harris and Sullivan also spectacular at the plate, and solid hitter Brian Flanagan '94 ripped the only home run of the season.

The premiere pitcher on the team was Quattlebaum, arguably the best in the league. He compiled a record of 4-1 with one save, had a 2.00 ERA, and walked only four in 36 innings. Famiglietti was superb on the mound, with a 3-1 record, as was "Nebraska Nightmare" Seth Knight '94, who went 2-1. Bird earned a win, and Judd Brackett '95 was instrumental as a reliever.

PA opened the season with a bang against Cushing, winning handily, 13-0. After a tough loss the next week to the Harvard JV, 7-6, the team came roaring back to sweep NMH in a doubleheader and then

drubbed Wilbraham & Monson, 17-7.

The team split games in a dramatic doubleheader with Exeter, its toughest competition in the league. After dropping the first game, 5-3, they came back strongly in the second behind the pitching of Quattlebaum. He pitched ten impeccable innings as the team overcame its crimson-clad opponents, 2-1, before a spirited home crowd.

Andover continued its dominance, defeating Cushing again and splitting with Deerfield. After losing the first game to Deerfield, 6-5, the players got going in the second game as they routed their bewildered opponents. They finished off the regular season with a pair of wins against Tabor and Worcester, and clinched the regular season title.

PA suffered a heartbreaking upset in the first round of the league tour-

ament, ironically, to Cushing; the team had lost in the tournament last year to Cushing, denying PA the championship trophy. Andover handily beat its nemesis twice during the regular season and was looking to oust Cushing to advance in the tournament, but the team was plagued by fielding errors and a lack of fire at the plate.

One week later, however, the hardball squad traveled to tournament-champion Exeter for the traditional Andover-Exeter athletic contest and finished off the season with a win, 5-2. Famiglietti earned the final victory of his PA career on the mound, and the entire team came out fired up and played excellent ball, the way it played all season. The game served to clearly emphasize what was obvious from early in the season: this season Andover had the best team in the league.

THE YEAR IN PICTURES



Henry Higdon '94 leaps and fires against Milton photo / D. Haarmann



Coley Parziale '93 pulls down the winning touchdown against Deerfield photo / D. Ingster



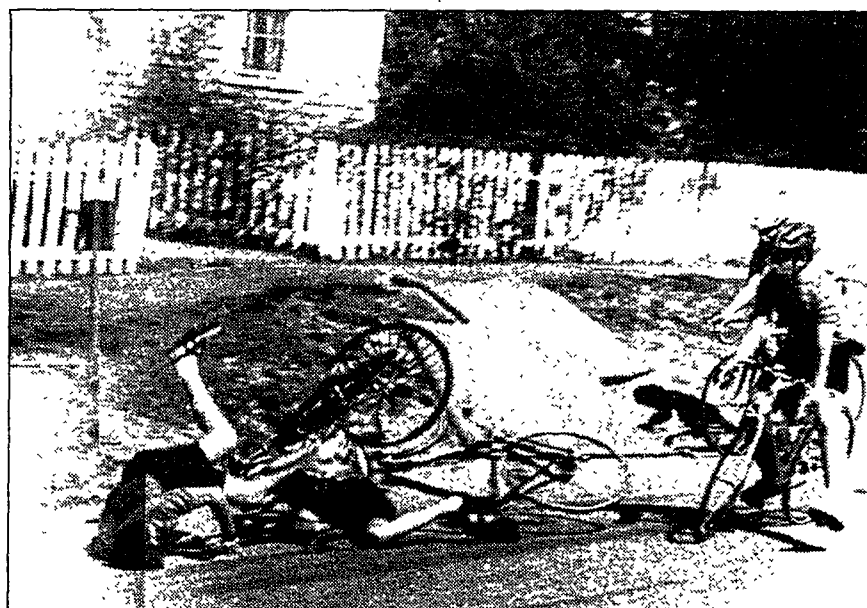
Exeter runner slides in under the tag of second baseman Brian Flanagan '94 photo / A. Gurry



Jeremy Nichols '93 dashes to victory in the hurdles photo / D. Ingster



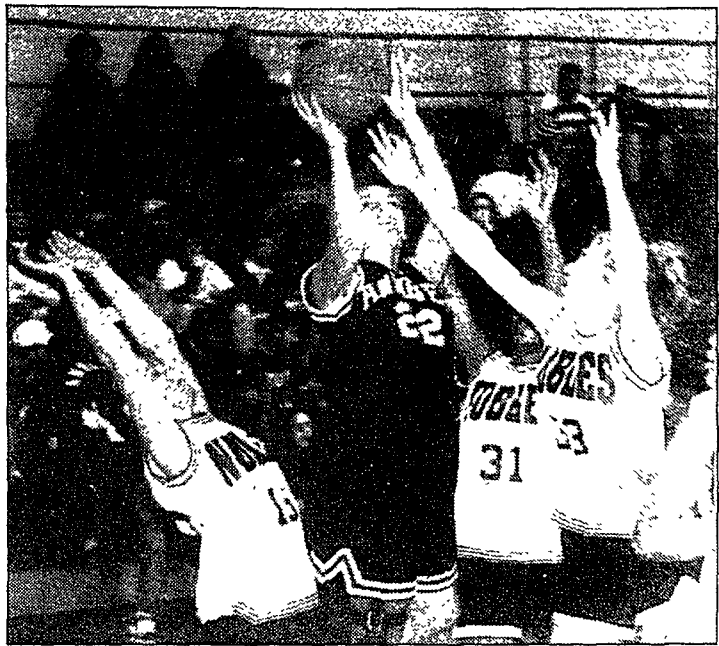
Softball's Jill Cassie '95 reaches in for the catch photo / D. Ingster



Andover's hapless crashed competitors photo / D. Ingster

More Pictures on Page 10...

THE YEAR IN PICTURES



Sheila Danker '93 powers through three Nobles defenders photo / D. Ingster



Reese Hamilton '93 slices to the hoop past Roxbury giant photo / D. Ingster



Captain Jon Coleman '93 battles past BB&N defender photo / Papa Ingster



Mario Watts '93 vies for the header against Deerfield photo / D. Ingster



Dave Wilhelm '93 stuffs one through the legs of a Tabor defender photo / D. Ingster



Coaches Bruce Smith and Leon Modeste rejoice after sixth straight Andover-Exeter victory photo / D. Ingster