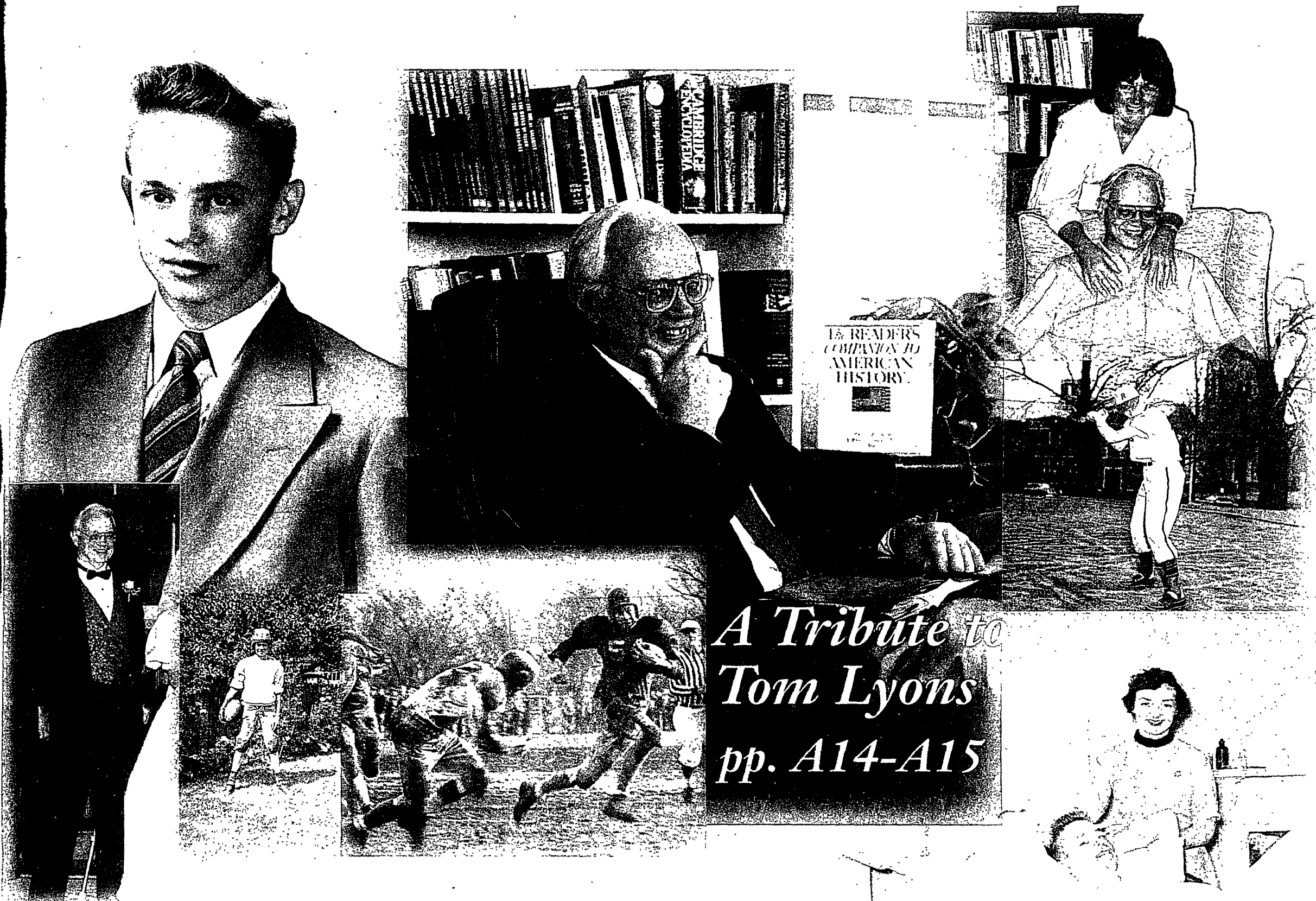


## COMMENCEMENT 1998



*A Tribute to  
Tom Lyons  
pp. A14-A15*

## Faculty Approves New Daily Schedule With Six Double Periods Every Week

by Thayer Christodoulo  
PHILLIPPIAN NEWS ASSOCIATE

After extensive research and planning by the Schedule and Calendar Committee of Phillips Academy, the faculty voted to adopt a new schedule at their meeting on Tuesday, February 17. This schedule, which will go into effect during the 1999-2000 school year, "features a double-period option for all courses meeting periods one through six of a seven period model."

The Schedule and Calendar Committee, which the administration appointed last fall, is headed by Derek Williams, Instructor in History and Social Sciences. Other members include Thomas Hodgson, Chair of the Department of Philosophy and Religious Studies; Lydia Goetze, Chair of the Biology Department; Nancy Lang, Instructor in Mathematics; and Hale Sturges, Instructor in French. The Committee's objective was "to devise a schedule that better fits the program" of academics at Andover, according to Mr. Williams.

The new schedule offers each course one ninety minute bloc (a double period) a week. In addition, All-School Meetings, which are currently held on Friday mornings, will move to Wednesday mornings, allowing an additional conference period on Fridays. Because of the modified schedule, it will be necessary to lengthen the day, and classes will begin at 7:55 a.m., as opposed to the current 8:00 a.m. first period class. However, departments will be given the option not to use the double period in courses that benefit from frequency rather than in-depth study, such as first year language courses. The schedule will more easily accommodate courses that are currently difficult to schedule, such as advanced art, theater and six hour sciences.

Mr. Williams views the new schedule as a beneficial change for the students and faculty. With the new schedule, the school will offer a steadier conference period, longer lunches, fewer classes per day, and greater elective choices. Each student will have a free fourth, fifth, or sixth period in which to eat lunch at a more leisurely pace. Since classes will be ninety minutes, rather than one hundred minutes, the equivalent of two classes and ten minutes to

walk between classes, students will gain the extra ten minutes at the end of the day.

The new schedule allows more flexibility and the possibility of a junior class sports requirement and a 5.5 course load for lowers. With the seventh period, there will be more room for electives and expanded classroom opportunities. The double period classes will allow for longer class discussions, films, in-class writing, and experimental learning, all of which are difficult to schedule within the current forty-five minute periods.

Though the longer classes will allow more classroom learning opportunities, Mr. Williams noted that teachers "will have to change their teaching approach" to maintain student interest during the extended classes.

The faculty passed the new plan, which Mr. Williams called "relatively modest, but important and measurable," by voice vote, despite objections and criticism by both the faculty and students. Mr. Williams commented that "overall, the faculty is excited, though it would be false not to mention those who have reservations."

Mr. Williams noted that there was a number of teachers who are afraid of teaching double periods, as the instructors are not sure of how to beneficially utilize the ninety minute blocs. Additionally, the changes imply additional work and different teaching techniques, which can seem "daunting" to some educators, according to Mr. Williams.

The student council and student congress discussed and presented their views on the double period to the faculty. Though the student council eventually voted to endorse the double period blocks, the group was unable to come to a consensus.

Outgoing School President Jackie Bliss '98 is one member who advocates the new schedule. Bliss believes that current classes are not long enough, and the flexibility and teaching styles of double periods are worthwhile and beneficial. Bliss is one student who has "faith that teachers won't lecture for the entire period."

However, David Kurs '00, outgoing Student Council Representative of the Lower Class, does not see enough positive changes for student support, although he noted there may be some academic advantages. Kurs comment-

ed that "many students have expressed concern that ninety minutes is simply too long to sit in a single class."

Vincent Avery, Dean of Studies, supports the new schedule. He believes the double periods are useful for teachers and presents more choices and flexibility to the departments. Dean Avery stressed that the double periods will cause teachers to reexamine their teaching styles, though he has "a lot of confidence in the faculty" and thinks the students will not allow teachers to waste the extended class periods.

The idea to create a new schedule grew out

**"The double period classes will allow for longer class discussions, films, in-class writing, and experimental learning, all of which are difficult to schedule within the current forty-five minute periods."**

of a suspicion on the part of the Schedule and Calendar Committee that the present schedule had simply accumulated over the past years, without specific reasoning or logic behind its shape.

The Committee's members believed that greater depth in classes is beneficial to students, and they considered possible ways to construct a schedule that promotes more engagement and depth between the students and faculty. This new schedule would also focus on more contact between students and faculty, while reducing the pace of work to alleviate stress and allow greater comprehension of the material.

The Committee's immediate goals were to increase the overall academic teaching time; increase the flexibility in teaching formats; secure regularity and predictability in the daily and weekly schedule; maintain proper academic placement, regardless of grade level; maintain the maximum amount of elective choice; increase time for meetings with faculty and students; allow time for extracurricular activities; and make use of Saturdays.

Last year, the Schedule and Calendar Committee attempted to broaden its perspective. The faculty offered its suggestions and views via questionnaires. However, the committee did the majority of research by examining the schedules used at five other secondary boarding schools including Choate Rosemary Hall, the St. Paul's School, Northfield-Mount Hermon, Phillips Exeter Academy, and Lawrenceville Academy. The Committee spoke with the directors of curriculum at these schools, read extensive literature on bloc scheduling and even looked at the scheduling at the Bryn Mawr School, a day school in New York City.

After initial research, the committee came up with four schedule models from which to choose.

The first proposal was to maintain the current schedule. The advantages of this include the flexibility of four, five, and six hour courses, the existing conference period, few Saturday classes, and time allotted for sports, community service, music and other clubs. However, the Committee found disadvantages to this schedule including the short length of class periods, the presence of three different schedule patterns within one week, limited availability of double period classes, lack of faculty meeting times, and the difficulty in scheduling "community based learning."

The second proposed schedule was to modify the present schedule slightly. In this model, classes would be expanded from forty-five minutes to fifty minutes. The day would also be lengthened as classes would begin ten minutes earlier at 7:50 a.m. and extend until 2:50 p.m. The conference period would also be extended from a half hour to forty-five minutes to allow more one-on-one contact between teachers and students. This model would incorporate a new seventh period that would commence at 2 p.m. and end at 2:50 p.m. This model incorporates more periods each day, which lessens the possibility of conflicts and allows more flexibility when planning ones' academic schedule. The most prominent disadvantage to this proposal was the extension of class hours.

The third proposed model was to stray from the current schedule greatly, creating a far more complex model. For example, in this schedule, a first period class would meet for fifty minutes on Monday and Tuesday, forty

minutes on Wednesday, have no class on Thursday, and end the week with a double period on Friday. The other five periods would follow a similar pattern. Second period would have its double period on Thursday, and its free on Friday. Third period would have its double period on Monday and its free period on Tuesday, while fourth period would have its free on Monday and its double period on Tuesday. Fifth period would have its free time on Thursday and its double period on Tuesday, while sixth period would have its free time on Tuesday and its double period on Thursday.

The advantages to the third proposal include longer teaching time and a slower pace of academics, as students would have one fewer class per day. However, this schedule does include an early start and late end of the day, create a different schedule for each day, and does not adequately provide for six hour classes, such as advanced laboratory sciences.

The fourth proposed model was to imitate

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# Year in Review

By Dan Schwerin

With today's 1998 Commencement, Phillips Academy has completed its 220th year. The ceremony marks the end of a year filled with highs, lows, and hints of things to come. Over the past year, the Academy mapped out its future; generous donors enriched the school, in one notable case, breaking all records; a full range of events showcased the many talents of the student body; and sadly, Pete Joel, Instructor in English, passed away. The effects of 1997-1998 will be felt on the Andover campus for years to come, influencing the ways the school operates in the next century.

## FALL 1997

Phillips Academy started the 1997-1998 school year on a wave of change. The school faced the task of judging the merit of all 157 Steering Committee recommendations, made last year, and putting the ones it thinks appropriate into practice. The Administration formed new committees, such as the Grade Task Forces and the Schedule and Calendar Committee, to further analyze the issues facing the Academy at the end of the twentieth century.

The Admissions Office started the process of reducing the size of the school to the targeted number of 1,025 students, admitting 46 fewer applicants than last year. The school overhauled the Academic Advising system and continued the major capital campaign.

After orientation in September, Head of School Barbara Landis Chase looked forward to the coming year, saying "I think we have a great year ahead. All of the opening of school events have been terrific and I am really impressed with what the new students have to offer. With the leader-

ship and the enthusiasm of our Seniors, I am anticipating a very productive year for PA."

As students again began to readjust to life at Andover, the course of change continued. First, the administration altered the advising system. According to Schedule and Calendar Committee member and Instructor in French Hale Sturges, the new system was designed to "provide the opportunity for advisor/student relationships to develop." To this end, the school replaced Monday conference period with an advising session. Under the new plan, voted into effect by the Faculty in the spring of 1996, students retain the same advisor for their entire Andover career. In developing the new system, the faculty considered the words of Anthony Rotundo, the Chair of the Steering Committee. In regards to the old system, Mr. Rotundo said, "there were four major areas that we needed to improve upon: continuity, faculty availability, academic and extracurricular balance, and the extent of the role of faculty guidance." The administration hoped the plan would remedy these concerns and viewed the system as, according to Dean of Studies Vincent Avery, "an evolving change that will ultimately allow students to get the best benefits of Phillips Academy's opportunities."

For some students settling into their new dorm, the next administrative announcement came as a shock. The Academy declared its intention to eliminate Will Hall and Junior House, two dormitories that are centerpieces of Abbot Cluster. The two dorms fell victim to the continuing drive to reduce the size of the school because they fit the Trustees' criteria: they have no long-term use, are generally in poor condition, are not very important historically, are unpopular with students and faculty, and are sited on land that the school wants to retain for other purposes. Discussing the possibility of leasing the aging dorms, Director of Facilities Michael Williams said, "we have received five different proposals and we are currently looking at them one at a time to see if they'll pan out." If no arrangement is worked out, Will Hall will be demolished in the summer of 1999. Abbot Cluster will absorb much of Rabbit Pond Cluster in the

coming years to make up for the loss.

Also in late September, the Academy received a \$84,500 grant from the Hungarian-born philanthropist George Soros. According to CNN, the 66-year-old investor has given away at least \$1 billion in his lifetime, supporting causes the world over. Phillips Academy's Institute for the Recruitment of Teachers joined a long list of projects supported by Soros, who has financed everything from expanding the internet in Russia to funding needle exchange programs in the United States. IRT, founded in 1990, has been quite successful: 144 graduates of the program are teaching full or part time in educational institutions.

The Board of Trustees met for the first time this year on the weekend of October 3. The Trustees discussed the progress of the Capital Campaign, the status of building renovations, the International Academic Partnership, the ongoing reduction in size of the campus and the student body, and PA's new accounting standards. On that Friday, Abbot alumna and former Trustee Donna Brace Ogilvie '30 received the Claude Moore Fuess Award, honoring "distinguished contribution to public service." The award, established in 1964, has been given 19 times to distinguished alumni including President George Bush, two US representatives, two judges, three educators, a publisher, a nuclear physicist, an ambassador, and sixty-five members of the Peace Corps who shared honor. Ms. Ogilvie lent her name to the Brace Gender Center, which she funded in addition to many other projects on campus.

Coinciding with the Trustees' meeting, the Grade Task Force released its report to the faculty. The committee proposed, among other things, to institute a 11:00 p.m. in-room policy for uppers and lowers and to increase the course load of lowers to 5.5 classes per term. Many students were unhappy with the proposals, but an 11:00 in-room policy was recently passed for lowers all year and for uppers during fall term. School President Jackie Bliss '98 said the in-room policy for uppers was unnecessary, but that it might be a good idea for lowers. Paul Murphy '84, Instructor in Mathematics and member of the Grade Task



Some students enjoyed the chance to make their own music video at the Winter Carnival

Photo / M. Prall

Force, defended the proposed in-room policy, saying "The safety net is just getting stronger, not higher." The Chair of the Task Force, Patricia Russell, Instructor in Rabbit Pond Cluster Dean, agreed, saying PA should become "less of a sink or swim school and more of a supportive school." The Task Force, they said, was concerned for student welfare, and noted the fact that based on Isham Health Center statistics, Juniors, who already have 11 p.m. lights out, are the healthiest students in the school.

Bliss was similarly ambivalent about the increased work load for lowers, saying "I don't know if doing the 1/2 arts course is a good idea." Ms. Russell, however, felt the "slight increase" in course load lower year would be offset by a "more reasonable" upper year. The new policy would require that lowers take a half course of arts in addition to the standard five courses already taken. Further complicating the issue would be lowers taking a sixth class, like History 34.

Mrs. Chase praised the Grade Task Force's report, while Bliss maintained her fear "that [the faculty] is going to add, add, add and maybe not take away enough." In response, Ms. Russell said, "there is only marginally more structure," which results from the faculty's desire to "make the experience of being a student here as rewarding as possible."

Later in the week, PA played host to Former U.S. Surgeon General Dr. C. Everett Koop and Dr. Timothy Johnson of ABC News when they debated the merits of doctor-assisted suicide in the Cochran Chapel. Dr. Koop, who served in the Reagan Administration and received the Presidential Medal of Freedom in 1995, and Dr. Johnson, a long-time ABC News Medical Editor, argued in front of a full audience, and stated that "one of the main goals of tonight is to show that two individuals can disagree while still having respect and admiration for each other."

As the fall progressed, the community was shaken by news from the outside world of several alcohol-related deaths of young people. After a student at Massachusetts Institute of Technology died from excessive drinking and a high school student from

North Andover suffered fatal injuries while intoxicated at a birthday party, Mrs. Chase sent a letter to all students warning of the dangers of binge drinking. On October 24, *The Phillipian*, prompted by growing concerns at Andover, published the results of a survey of 1,000 students about their alcohol use. The report indicated that one-third of PA students drink. The survey caused some debate over the school disciplinary procedure regarding alcohol. About drinking, Peter Washburn, Instructor in Mathematics and member of the West Quad South disciplinary committee held that "It's part of being an adolescent...[Kids] want to experiment, test their limits, and believe that they're somehow invincible. It doesn't make it right, but it's part of growing up."

Showing their drive to serve their community, 148 PA students joined 10,000 volunteers in participating in the ninth annual Boston City Year Serve-a-thon. The volunteers raised about \$500,000 for the event, organized by City Year, a nationally recognized service organization. The 125 students, 8 faculty, and 25 alumni served at the James P. Timilty School, the Lewis Middle School, the Arnold Arboretum Committee, and the North End Union. The day was a success, according to Melissa Bramowitz '98, a coordinator of the Serve-a-thon. "Despite the rain," she said, "the day totally exceeded my expectations. It was tremendous how much fun we had while doing work."

At the Fall Term School Congress, held on Tuesday, November 4, the Student Council presented some of its views on current topics of debate. Hoping "to share some student input on the Grade Task Force and the Schedule and Calendar Committee reports," Council members gave their responses to the recent proposals through speeches and skits. The students questioned the advisability of in-room policies for lowers and uppers, adding extra courses for lowers, and requiring attendance at a cultural event at least twice a term. School President Bliss summed up the Council's feelings, saying "Both of these reports must be viewed as one...Ideas need to fit together." She stressed that students were concerned about adding too many

commitments to their schedules without sufficient relief. Mrs. Chase, responding to Bliss's statement, assured the Council that the faculty would consider both reports as one entity in the future.

Ten days later, in a triumphant display of Andover spirit, the varsity football team crushed Exeter by a score of 35-0 in their annual game. For the third straight year in their 117-year rivalry, the Blue defeated the Griffins, this time in New Hampshire. An ecstatic Jeremy Hersch '99, a starting cornerback, said "with all the close games we've had, it was nice to go out and crush them."

On that high, the students of PA faced Dean's schedule and the first snowfall of the year. With the coming of exam week, the first, and longest term of the 1997-1998 school year drew to a close. The exhausted Andover student body dispersed to all corners of the globe for the three week Christmas break.

## WINTER 1998

Back on campus after their exotic vacations, the students appeared rested and ready to start the winter term. There was much talk of impending gloom, cabin fever, and the like, but in the end, the winter of 1997, at least meteorologically, turned out to be fairly mild.

The class of 1998, now with only two terms left at Andover, became increasingly caught up in the college process. 53% of the senior class, a record number, applied to schools under early admission plans. Of that number, almost half were accepted - also a record. The large number of



A highlight of the fall term was the Andover football team's 35-0 pounding of Exeter in November

Photo / J. Mitchell

### BARBARA CHASE

Head of School who occupied most of her year by traveling to raise funds for the Capital Campaign and directing the consideration of major issues on campus.

### THOMAS LYONS

Legendary History Instructor and Phillipian Faculty Advisor who announced that he would retire from teaching after next year

### PETE JOEL

English Instructor, Coach, and House Counselor who left the community without one of its most beloved members when he passed away on May 9

### SUSAN PERRY

Instructor in Biology who provided one of the most outspoken voices this year in support of allowing partners of homosexual faculty to be house counselors

### OSCAR TANG

Charter Trustee who boosted the ongoing Capital Campaign with his donation of \$10,000,000, announced at a Trustee/Faculty dinner on Friday, May 1

### JOCK REYNOLDS

Addison Gallery Director who decided this winter to accept a joint appointment at Yale University to teach art and direct the Yale Art Gallery





# Year in Review

early applicants followed a trend that had been in place since 1996, demonstrating, perhaps, the increasing pressure of the college admission process and the desire of students to get it out of the way early.

Many of these same seniors, as well as underclassmen and faculty, attended a lecture given by David Cohen '70, Assistant Director of the AFL-CIO Education Department, on January 22. Mr. Cohen's talk, entitled "In This Rich Nation: Unions and Working Families," was part of the Friday Forum series run by the History Department. He discussed the future of the labor movement and engaged the audience with questions, a film, and handouts.

On that same day, January 22, the Board of Trustees welcomed two new members, Ambassador Edward E. Elson '52 and Thomas C. Israel '62, at its winter term meeting. The main topic of discussion was the budget for the 1999 fiscal year. According to Assistant Head of School Rebecca Sykes, the Board was particularly interested in "the tuition for next year, both boarding and day, and the faculty compensation pool." Attending a large number of dinners and social events, the Trustees also reviewed the Capital Campaign, Andover's aggressive fundraising drive currently in progress and started last spring by the \$10 million gift of David Underwood '54, president of the Board of Trustees. The Board also began to consider the reports of the Grade Task Forces and the Schedule and Calendar Committee, but made no decisions.

Along with the rest of the nation, Phillips Academy commemorated Martin Luther King Jr. Day on Monday, January 19. This holiday, celebrated by Andover since 1989, carried the theme, "A Threat to Justice Anywhere is a Threat to Justice Everywhere." There were no classes; instead students viewed a film about race in America called *Skin Deep*. After the film, students broke up into small groups all over campus to discuss the issues brought up by the movie and their feelings about race. The community's celebration culminated with an all-school meeting. After the Gospel Choir and several other musical groups and speakers opened the event, the featured performer of the evening, Teja Arboleda, took the stage. Mr. Arboleda presented his routine entitled "Ethnic Man," essentially a running dialogue with the audience about his varied ethnic background.

With a new emphasis being placed on MLK Day community service nationally, PA had "a day of action," according to Community Service Director Chad Green. 134 students and 15 faculty members worked together to perform 551 hours of service on MLK Day. Although Bobby Edwards, Dean of Community Affairs and Multicultural Development, "didn't plan the day with the expectation of miracles," he felt good about the result. "Discussion...becomes easier when we confront our own biases and prejudices... the dialogue is far from over," Mr. Edwards said.

Early in February, the faculty voted on the first of the Schedule and Calendar Committee recommendations: the proposal to keep trimesters. Disregarding the recommendations of both the Steering Committee and the Grade Task Force, the faculty opted to

maintain the current three-term system in the name of greater elective choice. Derek Williams, Instructor in History and Chair of the Schedule and Calendar Committee, summed up his committee's position, saying "on balance, a move to a semester system would necessitate adjustments which would complicate rather than improve the school's educational program." Dean of Studies Vincent Avery and many of the academic departments worried that eliminating trimesters would seriously reduce the amount of elective choice, which draws many applicants to the school. The faculty did not rule out changing the length of the three terms, but did not make a definitive decision on that matter.

As February continued, Mrs. Chase embarked on a cross-country fundraising trip to boost the Capital Campaign. She traveled to San Francisco and Los Angeles, trying to add to the \$43 million already accumulated in the drive at that time. Other good news for PA came in the form of a new, high-profile position for Jock Reynolds '65. Mr. Reynolds, Director of the Addison Gallery of American Art on campus, was appointed to the directorship of the Yale University Gallery of Art. During his nine-year term as Addison Director, Mr. Reynolds strove to widen the scope of the museum's exhibits, and succeeded in increasing attendance sevenfold.

Also early in February, Andover's Debate Club hosted the 44th annual Andover Invitational Debate Tournament. Teams from thirteen schools debated whether "the US should assassinate Saddam Hussein." Andover did well, winning five awards, but St. Paul's managed to secure the overall victory.

On Friday, February 13, Bernard Bailyn, one of the most distinguished American historians of the century, visited Andover. Mr. Bailyn met with members of the Department of History and Social Sciences to discuss curriculum and teaching methods. He also observed some classes and held an informal discussion group for students and faculty. Mr. Bailyn joined the Harvard University faculty in 1953, and has since written seventeen books, won two Pulitzer prizes, and received one National Book Award.

On the same day as Mr. Bailyn's visit, Dan Pescatore, a senior from Feuss, won the All-School Geography Bee. Peter Christodoulo '98 placed second, but could not match what organizer Nels Frye '99 called Pescatore's "extensive knowledge of geography." For his efforts, Pescatore received a \$75 prize.

As mid-winter approached, the boards of student organizations started to make their annual transition to new leadership. First was *The Phillippian*, which published its last edition under its former editorial board in color on February 13. The board of outgoing seniors, led by Editor-In-Chief Peter Christodoulo, Managing Editor Chris Lee, and News Editors Charles Forelle and Ted Won, relinquished control of the weekly student paper to a new group of uppers led by Charles Landow.

Winter term ended with another important faculty action. In their meeting on the night of February 17, the faculty voted to accept the Schedule and Calendar Committee's recommendation of double periods. The new

schedule to go into effect in the 1999-2000 school year will establish one, ninety-minute period each day. This more complicated arrangement seeks to foster creativity among teachers and allow them to cover material with more depth. Faculty and students were divided on the issue, but both President Bliss and Dean Avery stood solidly behind the proposal.

As the community again prepared to disperse for its last vacation, a large group continued to work furiously. The dedicated musicians and performers participating in Henry Purcell's *Dido and Aeneas* brought the show to Greece and Turkey over spring break. The Cantata Choir, Chamber Orchestra, and Dance Program all worked together tirelessly to put on the show, organized primarily by Director William Thomas.

Unlike last year, there were winter term exams this March. The student jury is still out on the topic. Some say exams relieved the pressure of Dean's schedule, but others denounce exams on principle. Either way, students were ready to head home or to Cancun for a few weeks after an eventful winter term.

## SPRING 1998

Arriving back from their spring break, seniors immediately faced disturbing news. According to a report in *The Phillippian*, the administration did not plan to raise money for a senior gift, citing a lack of senior interest as a major cause. The class of '98 was caught by surprise, not realizing it was expected to organize itself. After the initial confusion, several seniors started putting together a gift project at the last minute.

WPAA, Andover's student radio station, changed boards in early March. Replacing outgoing General Manager Mike Panich '98 were Teddy Dunn '99 and Aaron Litvin '00. Panich was "pretty sure that they can take over, keeping up the steam." He added that "they have a lot to work with: they have a much bigger budget and a bigger board, and I hope that they will take advantage of the money and the manpower." The station "was enveloped in scandal, though, later in the term when fake phone messages using the voice of Dean of Students Stephen Carter were sent to the entire school from WPAA's voice mailbox."

Another School Congress was held in mid-March. The spring meeting focused on the issues of senior spring exams, academic advising, and drinking. Members of the Student Council proposed a plan to abolish spring exams for seniors, a very popular idea. Katherine Smith '98 argued that the proposal lets seniors have a "more fulfilling end to senior year." Next, the Student Council presented a survey regarding the new academic advising

system. According to their numbers, a majority of students attend the bi-weekly advising periods, but 94% of seniors felt there should not be more time with advisors. The Counsel suggested that the advisors work more closely with College Counseling in the future. On the subject of drinking, the students presented some anonymous sentiments expressing the belief that the faculty is overemphasizing the problem.

Mrs. Chase called the Congress a "rear opportunity for leadership of faculty and students to talk about the issues." Lower Representative David Kurs agreed, saying "Since we are right in front of the faculty, we get instant results and feedback." The only suggestion was made by Senior Rep. Nnamdi Okike, who said he "would like the faculty to vote a little faster on items presented in the meetings."

On a sad note, famous PA alumnus Dr. Benjamin Spock '21 died at age 94 on March 15. Dr. Spock was the leading authority on child-care after his 1946 book popularized his ideas about the benefits of common sense over strict guidelines.

The campaign for the 1998-1999 School President began in earnest in early April. J.P. Chisholm, Kwesi Christopher, Brett Farson, Ryan Fillipon, Fred Flather, Paul Flynn, Ben Goldhirsh, Rod Hojat, Kam Lasater, Bobby Jaros, Alex MacCullum, Al Moore, Graham Norwood, Shevon Rockett, and Eric de Cholnoky all declared their candidacy and published platforms.

After the first round of preliminary voting, the field was narrowed to include Chisholm, Flather, Goldhirsh, MacCullum, Moore, and Rockett. The six held a radio debate on April 13, discussing school issues and fielding questions from callers.

A second round of preliminary selected Flather, Goldhirsh, and Chisholm for the final elections. WPAA held a second debate between the remaining three, while they all plastered the campus with posters. Final voting was held after the all-school meeting of April 17, during which the candidates delivered their speeches. Goldhirsh won the victory thanks in a large part to a humorous speech and a highly visible ad campaign.

In late April, Dr. Cornel West of Harvard University, a leading scholar on issues of race and religion, visited Andover. Received by a large, enthusiastic crowd in Cochran Chapel, he delivered the 1998 Palitz Fund Lecture, entitled "Restoring Hope." A best-selling author and renowned intellectual, Dr. West spoke about the lack of passion in the nation today, warning "Passion is something people latch on to and go crazy if they do not do it." Dr. West's powerful oration and articulate speech impressed the audience of several hundred students, faculty, parents, and residents of the Andover area.

With a trustees meeting approaching, the issue of same-sex domestic partners in dormitories rose to prominence. Many faculty and students felt the school's policy barring partners of homosexual faculty members in a committed relationship from serving as house counselors was misguided. After receiving a document in which the Student Council expressed its support for homosexual couples in all dor-

mitories except those for juniors, *The Phillippian* wrote two editorials on the subject, going even further than the Council. In an attempt to foster more dialogue before the faculty met to discuss the issue, the Debate Club held a public debate on the proposition.

The following night, Dr. Susan Perry, Instructor in Biology and an advisor to gay and bisexual students on campus, gave a lecture criticizing the current rule. Following her talk, the faculty met to consider the points of view relevant to the discussion. The power to change the current regulation rests only with the Board of Trustees, so the faculty could only express their feelings. The Board, after it met in early May, issued a statement saying that it was not yet ready to take action on the issue, but that discussion would continue among Trustees, administrators, and faculty.

As the term entered its second half, two events brought both joy and sadness to Andover. By early May, there was big news in the Capital Campaign. Charter Trustee Oscar Tang '56 gave \$10 million to match Mr. Underwood's previous gift. Added to Tang's prior \$5 million gift, the new donation made him the biggest contributor to the school in PA history. The campaign reached about \$60 million with Tang's gift, prompting Academy Secretary Peter Ramsey to say "We're really pleased." The goal of the six-year Campaign started in 1996 is to collect \$200 million to add to the endowment and improve various aspects of the school.

Shortly after Mr. Tang's announcement, tragedy struck. Pete Joel, beloved Instructor in English and House Counselor in Williams Hall, passed away on Saturday, May 9; he was 57. Mr. Joel had been struggling with a rare pulmonary disease for at

least a year before he died. After the loss was announced by Mrs. Chase through an all-school phone message, an outpouring of grief and sorrow echoed from all areas of campus. Mr. Joel touched so many people in so many ways; he will be remembered for his integrity, morality, intelligence, honesty, humor, and understanding. The collective grief of Phillips Academy will be slow to dissipate after losing such a treasure.

The term and the year wound down, or in PA terms, accelerated. APs, exams, and long papers became the focus of the students. Even as Commencement approached, the work continued. At the last minute, the faculty announced a new policy to be implemented in this September: all lower year and fall of upper year, students will be required to be in their rooms at 11:00 p.m. on nights before classes.

1997-1998 was a year marked by plans for the future. As the Academy restructured itself in response to the Steering Committee report and the coming of the millennium, day-to-day campus life continued. The seniors got into college, a large number into Harvard; uppers complained about the workload; and Andover beat Exeter. Even with all the changes the coming years hold, life at PA looks to remain essentially the same. Andover will still beat Exeter, seniors will still be accepted at Harvard, and uppers will still be oppressed. No one will be able to kick Will Hall around anymore, and there will be more double periods, but Commons will still serve baked scrod and there will still be all-school meetings. As the school braces for the future, the traditions that have fashioned Andover's past will continue to play an important role in the school community.



The Addison Gallery hosted several exhibits this spring, including "Urban Visions"

Photo / File

### CORNEL WEST

Harvard University scholar of race relations who visited Andover and spoke as the Palitz Lecturer this April in the Cochran Chapel

### SARA RIMER

New England Bureau Chief of The New York Times who spoke on her life of journalism as the first recipient of the Kayden Award

### DEREK WILLIAMS

Chair of the Schedule and Calendar Committee, the force behind the new double-period schedule approved by the faculty earlier this spring

### DAVID UNDERWOOD

President of the Board of Trustees who led the discussion of important policy issues and the continuation of the massive Capital Campaign

### REBECCA SYKES

Assistant Head of School who often oversaw the daily operation of the Academy when Mrs. Chase was traveling on school business

### BEN GOLDHIRSH

School President-elect who looks to guide his constituents next year in the face of a new underclass in-room policy and more six-day weeks



# Departing Faculty Members

## Christopher Cook, Instructor of Art at Andover Since 1964

Also Served as Director of the Addison Gallery, Spearheaded Many Programs



Chris Cook has been a major force in both the Addison and the Art Department since the 60's

Photo / L. Hoopes

by Charles Fuller  
PHILLIPPIAN STAFF WRITER

After thirty-six years with Phillips Academy, esteemed faculty member Christopher C. Cook will retire this year. During his time at PA, Mr. Cook has served in numerous posts, including that of Director of the Addison Gallery and Instructor in Art.

While working at PA, Mr. Cook played a pivotal role in enriching the academy's art programs through innovations to both the Art Department and the Addison Gallery of American Art. Besides launching a photography program with art instructors Robert Lloyd, Gerald Shertzer, and Gordon Disbensenly, Mr. Cook also helped to start the Audio Visual (AV) Center along with PA technical supervisor Lolo Hobause. Mr. Cook attended Wesleyan University from 1950 to 1954, where he majored in English and Art. After his graduation, he taught at Colby and UNH. Besides teaching, he worked in the woods, built roads, sold insurance, while painting at night and acting as the Art Editor of a magazine about New Hampshire. He realized that to become a teacher as he wished he had to return to school, so he went to the University of Illinois to receive his Master of Fine Arts degree (MFA) in painting and graphics. Then he came back to UNH to teach drawing and painting and to run the gallery program there.

He became involved with PA in 1964 through Bartlett Hayes, the Director of the Addison Gallery. At that time, Mr. Hayes lectured at UNH, so Mr. Cook became friends with him. Then Mr. Hayes went on sabbatical and asked him if he would become the Director of the Addison Gallery for a year. After the year was up Mr. Cook stayed on as the Assistant Director and member of the Art Department.

After returning from his 1968 sabbatical to Portugal and England, Mr. Cook assumed the directorship of the

Addison. Except for an interim year which he spent running the Institute of Contemporary Art (ICA), an art center in Boston, Mr. Cook held this position for 21 consecutive years. In 1989, he returned to the classroom where he has taught visual studies full time.

While serving as the Director of the Addison, Mr. Cook greatly expanded the scope of the gallery by building the Addison's private collection up to one thousand paintings. But the photography collection received most of his attention; he worked to increase the collection from one thousand to ten thousand photographs. This enrichment of the museum's own collection allowed the Addison to run an average of four different exhibits per year, and continuously update its showings with a wide spectrum of art forms. Under Mr. Cook's guidance, students were also given an opportunity to participate in every step of the Addison's working process, from the proposal of exhibit ideas to the actual selection of art pieces.

As Director, Mr. Cook also spearheaded a number of notable art programs, among which was an especially memorable art therapy program. In 1972 Shaun McNiff, an art therapist at Danvers State Hospital, approached Mr. Cook with the idea of using the Addison gallery to start a program for people who did not usually have a chance to see or experience art. Thus, a program came to existence which brought children with emotional problems to the Addison, where they were given the opportunity to create their own art. Each child was paired up with a PA student "buddy" or a participating Wellesley graduate student with whom they could form a friendship. "Through their own art, [they] became interested in the art in the Addison," noted Mr. Cook.

Although the program did not attempt traditional art therapy, which used the analysis of art to discern the artist's problems, the school did try to use videotapes of the children's progress to give them self-confidence. Unfortunately funding was lost and the program had to be stopped, but various institutions continued sending children to participate in informally structured art activities offered at the Addison. In addition to helping the museum attempt something as different as the art therapy program, Mr. Cook also aided other institutions in the development of similar programs. In the words of Peter Sellers, a student buddy who went on to become famous through *The Pink Panther* movies, the art therapy program made a lasting impression on virtually everyone involved.

Now that Mr. Cook is retiring he plans to move to his house in New Hampshire with his wife Julia to paint and sculpt full time, although he will not be soon forgotten. He has a passion for painting and sculpting and enjoyed trying to interest students in arts and to help them develop their skills. "It is remarkable the amount of opportunities that you have here as a student and a teacher," said Mr. Cook. When asked about her thoughts of her advisor, Liberty Howell '98, a former Art 32 student, said of Mr. Cook, "He is one of the most insightful teachers I have ever had...he has an eye for all styles and it is amazing to just watch him go around the painting studio and give advice to every single person no matter what they are painting or what their style of painting is. It makes you think about what you have been doing and it challenges what you have and makes you change things. I think it is great that now he can devote all of his time to painting."

## Peter Capra '53, Aided in the Progress of the Capital Campaign

by Silla Brush  
PHILLIPPIAN STAFF WRITER

Peter Capra '53, a Senior Consultant in the Phillips Academy Office of Academy Resources, will retire this year, after ten years of dedicated service to many facets of the Andover community. Mr. Capra has enjoyed his, "interesting, and challenging work with graduates of Andover and Abbot," in his role as the Director of Planned Giving through last year. "I feel as though I am going through my second commencement period," comments Capra on his tenure at Andover.

Peter M. Capra lived in New York City until 1949 when he enrolled in Andover as an incoming junior. Many of his family members attended Phillips Academy, including his father '22, uncle '26, and brother '50. Mr. Capra's father was the Director of the Boys' Club in New York City as well as an Alumni Trustee to Andover.

Mr. Capra enjoyed his "enlightening" and "rewarding" experiences at Andover in the early fifties, although he comments that the school has changed a great deal since the time he spent here as a student. For example, while at Andover, he lived in Draper Cottage, but was not even allowed to visit the nearby Abbot campus.

After graduating from Yale University in 1957, Mr. Capra spent a brief time period working in Andover's admissions offices in New York and in New England. Following his work experience in these two branches of the Andover Admissions offices, Mr. Capra worked in business for the New York branch of Brown Brothers & Harrison. His work then took him to The Bank of Boston in New York, after which he transferred to Boston to be an International Correspondent in Banking for the Bank. As International Correspondent, Mr. Capra was involved in The Bank of Boston's presence in Asia.

Ten years ago Mr. Capra decided to rejoin the Andover Community as the Director of Planned Giving. As the Director of Planned Giving, Mr. Capra worked closely with former classes, alumni/ae, and potential donors to give financial gifts to the academy. Mr. Capra was directly instrumental in organizing many bequests to the academy during his ten year tenure at Andover. He consulted the donors on how best to give their gifts to the academy and over what period of time.

The Board of Trustees typically decides how to best use the donation, but Mr. Capra was involved in the complex and sensitive relationship between the donor and the academy. The money often went to the primary priorities of the school unless special purposes were designated by the donor. Mr. Capra has also worked with the Addison Gallery of American Art and the Peabody Museum to help find financial resources for maintaining and adding to their collections, mounting of special exhibitions, funding research, as well as general upkeep.

Aside from his involvement with specific individual donors to the Acad-

emy, Mr. Capra consulted with many of the former classes on their donations. Currently, in his role as a senior consultant, Mr. Capra works on more specific assignments and projects in the Office of Academy Resources. He is extremely pleased with how the Capital Campaign is going so far and feels that the two recent leadership gifts given by David Underwood '54 and Oscar Tang '56 will contribute immensely to the future of the Andover community.

As a member of the Andover faculty, Mr. Capra participated in many of the other aspects of the Andover community. Although Mr. and Mrs. Capra live in Boston, they both got to know the faculty and students on a personal level. Mr. Capra, a faculty member of West Quad North cluster, was an active participant in chaperoning and Commons duties as well as being a track official. He views these as "rewarding experiences," in which he could interact with many of the students and faculty. He has enjoyed knowing the faculty as people "dedicated to students, both the younger members and the older members."

In the past, Ruth Quattlebaum has invited Mr. Capra to teach one of her art history classes. Mr. Capra, who is interested in Oriental thought and how it influences gardens and nature, taught a class on Oriental philosophy. Through slides and pictorial images, Mr. Capra taught a few Andover students how the differences between Western and Oriental philosophy is inherent in and reflects itself directly in the garden design and nature of Eastern and Western cultures. Mr. Capra hopes to continue his long-standing interest in Oriental gardens after he leaves Andover.

Mr. Capra wants to continue working with secondary schools and non-profit organizations after he retires from Andover. "Although my personal life is in cities, I hope to continue to help secondary schools," commented Mr. Capra. He wants to start a private consulting office based on the "remarkable department at Andover." Because of his experience at Andover, he feels that there is a strong need for a private consulting agency focused directly on finding donations and planned giving to non-profit organizations. After his association with the consultants at other secondary schools such as Exeter, Mr. Capra hopes to start his private consulting company in the near future.

Peter Capra's role at Andover has been multi-faceted: first as a student, and then as a Senior Consultant in the Office of Academic Resources, as the Director of Planned Giving, and as a faculty member. His wide experiences within the Phillips Academy community as well as his experience within the national and international banking communities have given him a breadth of knowledge that he has incorporated into his many roles. This has given him a greater understanding of the diverse needs of a community such as Andover, which he has used to help the Academy expand and look towards the future with financial health.



Peter Capra '53 has served the Academy's administration in various posts throughout his ten years at PA

Photo / L. Hoopes

## Jeanne Bedell, Organizer of the Biology Stockroom

by Charles Landow  
PHILLIPPIAN EDITOR-IN-CHIEF

Jeanne Bedell, the laboratory technician who was the organizer of the biology stockroom in Evans Hall for the last ten years, announced her retirement in mid-November.

"She has been a very good person to work with," said Lydia Goetze, Instructor in Biology. Ms. Bedell, whose official role was managing the room where the Biology Department keeps its supplies and to assist teachers, went beyond this job description, according to Ms. Goetze and Biology Instructor Marc Koolen, who worked with her throughout her time here. Mr. Koolen talked of experiences where Bedell would work longer hours than the teachers in the department and often help them with preparation for their courses. "As far as us teachers," he said, "we're spoiled."

Perhaps Ms. Bedell's aid to the instructors in her area was a result of her former employment as a teacher herself. This help was certainly not the technician's only contribution to the Biology wing in Evans, though, Mr. Koolen said. Her warm, friendly atti-

tude was her most noted characteristic. "She's a mother figure to everyone."

The students with whom Ms. Bedell had the most contact during her tenure were presumably those who performed their work duty with her. Lindsay Hoopes '99, who knew Ms. Bedell in this capacity, was filled with praise for her work duty supervisor. "She is by far one of the most caring and supportive faculty members on campus," said Hoopes. "At first I was a little upset that I got science work duty, but she was so awesome that it was really great."

Hoopes remembered a time when she was making agar - a substance used in biology laboratories to cultivate bacteria - and caused a huge explosion in the room. Instead of being angry, though, Ms. Bedell completely understood. In fact, she released Hoopes to get some coffee so that she wouldn't be so tired. "The kids who work with her [Ms. Bedell] want to come to work duty," confirmed Mr. Koolen.

Because of her extremely kind demeanor, Ms. Goetze said, Ms. Bedell won a lot of admirers among students, faculty, and staff at PA. "A lot of students would tell you that she's

been important to them," said MS. Goetze. "She has a broader range of friends than almost anybody."

After her retirement, Ms. Bedell was no longer a full-time presence in the Biology Department, but the people there definitely remembered her. "She had real gift for making people feel comfortable," Ms. Goetze said. "We're going to miss her."

There were two opportunities for the community to pay tribute to Ms. Bedell before her departure. First, there was a book in the Science Division office in Evans Hall which was open to anyone who knew Ms. Bedell for thanks, praise, and other comments.

Second, there was a dessert reception from 12:30 to 1:30 p.m. on December 3, 1997, in the Rose Room of Commons; the event was a chance to talk with Ms. Bedell one last time before she left.

Mr. Koolen remembered the outgoing laboratory technician for her skill at making their department as efficient as possible. "When she's around," he said, "the place runs like a finely tuned racecar. But when she's not, it's like someone through a wrench in the engine."



## DEPARTING FACULTY

# Carl and Elizabeth Krumpe, After A Combined Fifty-Three Years at PA



Mr. and Mrs. Krumpe, an integral part of the PA community, will be missed by many

Photo / L. Hoopes

by Michael Tai  
PHILLIPIAN STAFF WRITER

After spending a combined 53 years at Phillips Academy, Carl and Elizabeth Krumpe will retire from the PA faculty this spring. Since the times of coats and ties, the Krumpes have served the academy and have been a significant part of the community.

Mr. Krumpe came to the school in 1960 after spending a year at the Roxbury Latin School, which was his first teaching assignment. Before teaching at Roxbury, Mr. Krumpe, a graduate of Wabash College, had attended graduate school at Brown University after a tour of duty in the army. According to Mr. Krumpe, he first came to Phillips Academy because he was interested in teaching and "had a wife and two children to support." He thought that he would be here for a short time and move on to get his Ph.D. but "I liked it here very much, [and] it was a wonderful place to raise two children."

Mrs. Krumpe arrived in Andover in 1973 after marrying Mr. Krumpe. Previously she had taught Western Civilization at Providence College for three years before receiving her Ph.D. from Boston University. She attended Radcliffe University, where she received her undergraduate degree. The Krumpes first met each other when Mrs. Krumpe's son, David Epstein '72, was in Mr. Krumpe's Greek Class and his academic advisor.

This is the second marriage for both of them. They have six children between them: five, David, and Catherine Epstein and Michael, Andrew, and Anna Krumpe, attended PA and another, William Epstein, went to summer school here. Mrs. Krumpe's first husband was Klaus Epstein, a professor at Brown University. Professor Epstein published several books including World Politics. With her husband, Mrs. Krumpe traveled overseas extensively. It was in Germany during one trip that Professor Epstein died in a car accident in the summer of 1967. After her husband's tragic death, Mrs. Krumpe moved to Cambridge where she lived until she married Mr. Krumpe.

The Krumpes have served the Phillips Academy community in innumerable ways. Mr. Krumpe currently teaches the Greek and Latin, Ancient History, and coordinates the special tests on campus, such as the AP Examinations. Mr. Krumpe became involved with AP's very early in his time at PA because at that time the school required young faculty members to help with AP's. He now coordinates numerous tests including PSATs, SSATs, SATs, ISEs, and "T" Tests. Mr. Krumpe has also taught, in his words, "a little" English and a few music courses.

In recent years, Mrs. Krumpe has worked at the Andover Community Childcare Center in McKeen Hall. For the last decade, she has worked with young babies there. This year she had seven babies to care for. She has also served as an academic advisor for a number of years.

However, most of the PA community knows Mrs. Krumpe best for her work at All-School Tea, which she has been involved with since her arrival at Phillips Academy. All-School Tea provides students with refreshments, snacks, and a place to talk on Saturdays in Cooley House. Mrs. Krumpe's retirement, however, means the end of weekly All-School Teas. Because of a lack of attendance, the school has decided to reserve All-School Teas for special occasions. In the words of

Dean of Students and Residential Life Stephen Carter, "It just did not make sense to keep it going," after the retirement of Mrs. Krumpe. Mrs. Krumpe remembers the heyday of All-School Tea, when the girls wore gloves, and the boys wore coats and ties for tea. In 1973, the school even had the All-School Tea catered with silver tea sets. Each weekend, Mrs. Krumpe called every faculty wife in order to have two wives pour from 3-4 and two more from 4-5. She recalls that there were "hundreds of kids" at tea back then.

The Krumpes have lived in many houses on campus. They have been house counselors in Junior House, Paul Revere Hall, Smith House, America House, Bertha Bailey House, and French House. Currently, they are in their second stay at French House. Mr. Krumpe has lived in dormitories since 1960, when all faculty members were required to be house counselors. Mrs. Krumpe wanted to be in a dorm since she first arrived, because they constitute the "heart of the school."

In addition to being house counselors, Mr. and Mrs. Krumpe were Co-Cluster Deans from 1983-1988 of Abbot. During that period, Mr. Krumpe also served as Chair of the Classics Department, and wanted to teach more classes than a Cluster Dean was allowed to teach. Therefore, Mr. and Mrs. Krumpe worked together to divide the tasks of a Cluster Dean.

After leaving the school this spring, the Krumpes plan to move to Cambridge. They have already begun fixing their new house, which at one time was Mrs. Krumpe's parents' house, and started packing their things in French House. They plan to spend their retirement attending museums, operas, concerts, and lectures, as well as visiting their grandchildren and the friends they have in Cambridge. The Krumpes "anticipate that they will come back here" to visit friends and will definitely come back to see their current residents of French House graduate.

The Krumpes have fond memories of their years at PA. Mrs. Krumpe has enjoyed managing the All-School Teas, while Mr. Krumpe has a special fondness for teaching Greek. He also states that one of his "greatest pleasures was working in the music department." They remember the graduation of all five of their children who attended Phillips Academy, as one of their happiest moments here. Mr. Krumpe "loved being here," but is "looking forward to having a wonderful time in retirement." Mrs. Krumpe really "enjoyed having a dorm," and believes that "sometimes it is going to be lonely [in retirement]."

Mr. Krumpe is going to miss the "fun of teaching Virgil and Homer to interested students." The Krumpes have influenced many students' lives here, so the student body will certainly miss them. Dan Sullivan '00, who has known the Krumpes through All-School Tea and an older brother, calls the Krumpes "two of the most genuine and good people I've met at this school. I'm sorry that they're retiring." One of the current French House students, Allen Wu '00, stated, "Mr. and Mrs. Krumpe have been really nice, and I'm really going to miss them." When beloved faculty members of the school retire, the community of the school is always sorry to see them go. The Krumpes are no different. They are two of the most loved members of the Phillips Academy community, and we all wish them well in their new and exciting life.

After PA will be in Cambridge where they hope to relax and visit their five grandchildren.

# Jock Reynolds '65, to Be Director of Yale University Gallery of Art

by Charles B. Finch III  
SPECIAL TO THE PHILLIPIAN

Yale University announced that Addison Gallery Director John M. "Jock" Reynolds '65 will head the prestigious Yale Gallery of Art starting this fall. Reynolds, who has been the Director of the Addison Gallery for nine years, has greatly broadened the scope of its exhibitions, brought to it numerous important pieces from artists such as Donald Judd and Ad Reinhardt, strengthened the gallery's education outreach, and increased its attendance nearly sevenfold. Yale hopes that Reynolds will be able to fortify the quality of its contemporary collection and raise funds to support the gallery.

In conjunction with this appointment, Reynolds has been named the Henry J. Heinze II Professor at the University; the professorship is a joint one in the department of history and the Yale School of Art. Yale University President Richard Levin said of the appointment: "We are delighted to have Jock Reynolds join us to head up the Art Gallery. A creative artist in his own right, an insightful and capable administrator, Jock is a perfect match for the position he will fill."

The Yale Gallery, though one of the most prestigious university galleries in the country, will require the same type of reform that Reynolds brought to the Addison Gallery. Yale's collection, which includes masterpieces by Copley, Homer, West, Bierstadt and Inness, must be rounded out with modern pieces, and the physical state of the gallery needs improvement. Additionally, the more than eighty thousand objects the gallery possesses, coming from periods ancient to contemporary and from all over the world, are in some cases badly in need of conservation and study; Reynolds will certainly be required to improve the collection's order and to catalogue it exhaustively. Reynolds will bring experience to the museum: the Yale Daily News speculated that he was also chosen for his ability to raise funds from alumni.

The announcement has prompted reflection on Reynolds's tremendous accomplishments in his nine-year tenure at the Addison Gallery of American Art. Cited particularly by those who worked with and for Reynolds at the Addison is his work in the educational outreach programs and his expansion of the Gallery's already impressive collection. In addition to these accomplishments, Reynolds oversaw renovation of the Charles Platt building and supported the development of the visiting artist program, bringing such notable artists as Joel Shapiro, Wendy Ewald, Richard Hudson, and Robert Shaw to the school. Finally, Reynolds was a superlative fund-raiser, encouraging alumni to donate specifically to the gallery. Recently, New York businessman Sidney Knafel '48 donated \$1 million to the Addison in order to set up an endowment that will pay for exhibitions to come to Andover.

Reynolds graduated from PA in 1965, at the height of Diz Bensley and Chris Cook's influence at Andover. Reynolds was particularly happy to come back to the Academy, the school he calls, "the first place where I was touched with the fire of art...with the beauty of painting and photography and sculpture." After Andover, Reynolds attended the University of California at Santa Cruz, where he pursued his interest in studio art. During a brief period in between college and graduate school, Reynolds began to take photographs and create installa-

tion pieces. He went back to school in the early seventies, earning a Master of Fine Arts degree from the University of California at Davis. Following the completion of his education, Reynolds began to get involved in gallery administration. Simultaneously, he continued to work on his own art. He broadened his scope to include public artwork. It was also in this period of his life that Reynolds married Suzanne Hellmuth, the woman with whom he now collaborates artistically. Their work is now housed in the Corcoran Gallery, Washington D.C. and the Smithsonian National Museum of Art; he has also received a National Endowment for the Arts grant for Public Art and has been a Fulbright Fellow. The next step for Reynolds came in the early eighties, when the Washington Arts Project appointed Reynolds to curate its exhibitions, and then its entire program. He flourished in this capacity, bringing the Project new prestige and funding.

It was in an artistic role that Reynolds first became involved with the Addison: he served on the board of artistic directors beginning in the mid-eighties, when teacher Chris Cook asked him to join the board. Then, when Cook stepped down in 1988, he asked Reynolds to come for a period of three months as interim director. Donald McNemar, then headmaster, and the Board of Trustees were so impressed that they asked Reynolds to stay on indefinitely. Since 1989, he has served as the Mary Stripp Kemper and R. Crosby Kemper Addison Gallery Director.

Head of School Barbara Chase commented, "Jock has been a tireless and inspiring leader at the Addison, and we will surely miss him. He has helped Phillips Academy and the community make the most of this unusually rich cultural resource." The loss of Reynolds strikes a blow to what artist Peter Halley '71 calls "one of the great teaching museums in America." The Academy will conduct a national search for Reynolds's replacement, but in the interim, Susan Faxon, associate director and curator of the Addison, will assume the position of gallery director.

## Education

Reynolds calls his work with education "one of his proudest achievements," and considers himself to have accomplished his goal. "to plan and implement an expanded program in the visual arts for the museum and the school." Indeed, one of the highlights of the Gallery's 65-year history was the 1994 exhibition "Sol Lewitt: 25 Years of Wall Drawings," for which students and Lewitt's associates worked together to produce the wall paintings that Lewitt sketched out.

Reynolds's decision to hire Ceci Mendez '90 and Julie Bernson was also an excellent one, allowing the gallery to interact with, in Mendez's words, "students from all over New England, from Maine; Lawrence, Boston and New York." Mendez and Bernson have worked with the newly renovated Gelb Student Art Gallery to give students an interactive experience with the Addison's collection. Mendez said of Reynolds, "Even when he has been only indirectly involved, Jock has been an inspiring presence for everybody. He speaks the same way to internationally famous artists as he does to grade school students from Boston. He brings sheer enthusiasm to everything he touches." In the last nine years, the annual number of students who have attended the Addison has increased to 9,000 — the number of total visitors

that the Addison received each year before the Academy appointed Reynolds.

Just during February, Justin Kirchoff, whose exhibition of photographs in Lawrence met with great success, worked with Oliver School students to produce a show called My Family, My Community, My Life. The show was part of a program called 'Culture Works' that was organized by the Addison, the Richard S. Peabody Museum of Archaeology, the Essex Art Center and Lawrence schools. Similar programs have been run throughout Reynolds's years at the Addison, but he is quick to note that he has built on the legacy of those directors who preceded him, particularly Charles Sawyer. In fact, Sawyer made the same jump, from Andover to Yale, that Reynolds is making. He also began the educational program at Andover, helping Bartlett Hayes to bring the famous Charles Sheeler to Andover to be artist-in-residence, in order to teach and to paint.

Julie Bernson summed up Reynolds's attitude towards education when she said, "essentially, without Jock we wouldn't have been able to accomplish half the things we have, he's really approached our program with enthusiasm and commitment."

## The Collection

Reynolds's approach to the permanent collection, which now contains more than 12,000 prints, sculptures, installation pieces, photographs, models and paintings, has been one of cautious investment in twentieth century art. Led by alumni Frank Stella '54, Peter Halley '71, Carol Dunham '67 and Mel Kendrick '67, the alumni painting drive helped the Addison a great deal, many alumni carried on the tradition begun by Stephen C. Clark, who donated Eight Bells by Winslow Homer, arguably the gallery's most famous painting.

Reynolds is particularly proud of his commitment to abstraction and abstract expressionism, and later on to post-painterly abstraction. This tradition, too, has been maintained from the days of Sawyer and Hayes, the first people to give Josef Albers a show (Here again, the Yale/Andover connection comes up — the teachers who influenced Reynolds at Andover, Diz Bensley and Chris Cook, both studied at the famous Yale Bauhaus art program, led by Albers, in the fifties.) Under Reynolds, the gallery has added works by artists including Martin Puryear, Hans Hoffman, Georgia O'Keefe and Alexander Calder. Jackson Pollock, Dan Flavin (on loan), Donald Judd and Carroll Dunham.

In addition to these purchases and donations, Reynolds has stressed the acquisition of photographic works. Beginning in 1945, when Bartlett Hayes made the Addison the first American gallery to buy a picture by Roy DeCarava, the gallery has been committed to photography. Reynolds has added to the permanent collection photos by Dawoud Bey, Walker Evans, Berenice Abbot and others too numerous to mention. In addition to this, Bey was made the first visiting artist whose specialty lies in photography.

Perhaps the crowning achievement of Reynolds's time at Andover is "Arthur Dove: A Retrospective Exhibition," curated in conjunction with the Whitney Museum, the Phillips Collection and the Los Angeles County Art Museum. Dove's works, called by many the first abstract paintings, were brought together for the first time in this collection; in a rave review, The

New York Times called Dove's work, "Nature stripped to its essence in visionary images...summoning up nature summoning us." Reynolds is very proud of this work, but calls it "one in a series of collective efforts...its excellence is a credit to those who work with me."

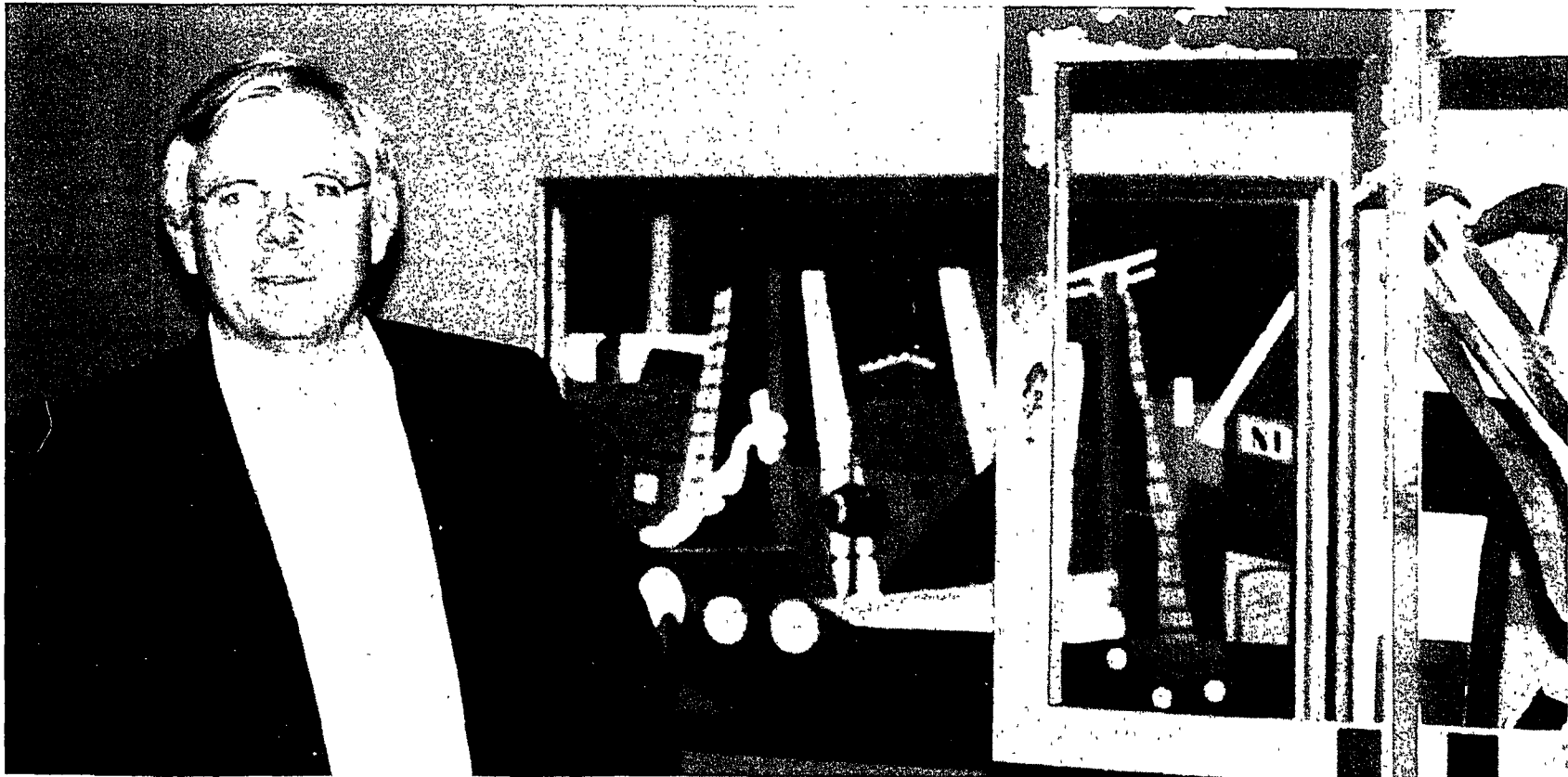
## Fundraising

While his heart lies with the gallery's holdings and its educational programs, Reynolds has an undeniable talent for fundraising. The Knafel donation of \$1 million was a landmark, but it follows several large contributions to the Addison. Ambassador and charter trustee Edward E. Elson '52 contributed \$2.2 million for the renovation of the arts center now named for him, along with several hundred thousand dollars in support of the visiting artist program; Mark Rudkin '47, Ann Hatch '67, Charles Sawyer '54, Katharine Sawyer, Charles Meyer '35 and Richard Phelps '52 donated 1.2 million dollars collectively in support of the visiting artist's residence and studio; Kansas City native R. Crosby Kemper, for whom Kemper Auditorium was renamed, donated just under a million dollars for art conservation at the gallery; Michael Winton '46 and David Winton '78, a father and son pair from Minneapolis, donated \$500,000 for education at the Addison; and Frank Stella '54 has donated works and prints from his own collection.

Mendez and Bernson credit his talent for fundraising to a catching enthusiasm for art and education: Reynolds credits the generosity of alumni and the realization that the Addison is an excellent charity, which reaches almost ten thousand children a year.

It is partially his ability to raise money that made Reynolds the logical choice for the Yale position. Yale is likely reluctant to spend a part of its recent \$1.6 billion capital campaign on the art galleries when alumni are probably willing to donate directly to galleries individually.

At Yale, Reynolds hopes to carry on the tradition of great Yale teachers and artists, a tradition that really began with Albers and his Bauhaus cohorts. In fact, this tradition is tightly linked with Andover. Yale cited as one reason for Reynolds's hiring his ability to convey to students a sense of the wonder of art, to communicate his own passion in an understandable and fun way. An enthused Levin commented at the time of the announcement, "[Reynolds] comes to us at an exciting time, when this little neighborhood on Chapel Street is increasingly recognized as one of the world's most exciting centers for study and the practice of art today." At Andover, Reynolds has raised the Addison's yearly attendance from 9,000 to 60,000, has improved and expanded the vision of the gallery, has reinstituted valuable educational programs and has forced the gallery to evolve its style and taste to conform with those of the modern art world. He is certainly aided by his own artistic sensibility, which "gives him a good sense of what will last and what will not." While the lack of his presence will hurt what is now the most prominent institution associated with PA, the Addison Gallery of American Art, his legacy will be one of lasting commitment to art. He commented after the appointment, "I've come to every day of work at the Addison with a complete sense of excitement." It is this attitude that attracted Yale to Reynolds, and it is this attitude that will leave an indelible impression on the Addison and its directorship.



Jock Reynolds' almost single-handedly elevated the Addison Gallery to a position of national renown

Photo / J. Mitchell



# Campus News

## FACULTY APPROVES NEW DAILY SCHEDULE

Continued from Page A1

closely that of Northfield-Mount Hermon. This schedule consists of three one hundred minute blocs on Mondays, Tuesdays, Thursdays and Fridays and two one hundred minute blocs on Wednesdays and Saturdays. This schedule would slow the pace of life as there would be fewer classes daily; however, teachers would have to reexamine teaching styles and redesign them for longer classes. The disadvantages to the fourth proposal include less frequent meetings in language classes that require frequency, not length. Also, it would be more difficult to arrange free cuts during special weeks, such as Freedom from Chemical Dependency week.

The faculty discussed these possibilities, and the Committee determined, via faculty questionnaires and discussions with the student council, that the school does not desire many big bloc periods in one day.

The new scheduling plan is a combination of various ideas that were taken from other schools and research. However, Mr. Williams noted that unlike other schools whose administrations determine scheduling changes, the changes at Phillips Academy are a faculty decision, and that the policies of the faculty were a large issue in this case.

The new academic schedule does leave scheduling issues which have yet to be resolved. Hours for extracurricular activities such as athletics and music, are still being debated. The time frame of study hours and sign-in are also being decided, as it is uncertain if the new schedule will affect these aspects of life. The frequency of Saturday classes, which Head of School Barbara Landis Chase has determined are necessary for a residential boarding school such as Phillips Academy, is still under debate.

At the faculty meeting of February 3, the faculty voted to retain the trimester system, instead of implementing a semester system. On the possibility of a semester system at Andover, Mr. Williams commented that "a move to a semester system would necessitate adjustments which would complicate rather than improve the school's educational program."

Although the faculty had voted to retain trimesters, the issue of how to divide the trimesters with the new schedule remained unresolved. The Schedule and Calendar Committee has proposed three different options to decide the length of the trimesters, with each proposal aiming to achieve more time for classroom teaching, terms of closer-to-equal lengths, a more moderate pace of life and closer correspondence with national holidays.

The first proposal is to keep the current calendar with eleven weeks of fall classes that end prior to Winter break, nine weeks of winter classes that end prior to Spring break and nine weeks of Spring term classes.

The second proposed calendar includes three terms, each comprised of ten weeks of classes. In this scenario, the fall term would end before Thanksgiving vacation and the winter term would begin before Winter vacation.

The third calendar scenario significantly would lengthen the school year. The fall term would have the eleven weeks of classes and the winter and spring terms ten weeks of classes each. In this case, the fall term would end before Winter vacation, and the winter and spring would lengthen.

In March, the committee sent the proposals to the faculty in preparation for discussions during April faculty meetings. To get a broader sense of the faculty's opinions to the proposed trimester divisions, the Schedule and Calendar Committee sent a questionnaire to the faculty asking them to rank the proposals and comment on the options. If none of the options appealed to them, there was room for any other scheduling ideas.

It is anticipated that the final vote on the trimester scheduling will occur in late May, as there will be faculty meetings on both May 26 and June 10.

## Administration Releases New 11:00 P.M. In-Room Policy for Lower and Uppers Next Year

by Dan Schwerin  
PHILLIPIAN NEWS ASSOCIATE

Conflict erupted the week of May 18 when Dean of Students Stephen Carter announced that a new residential policy will go into effect in the next school year. In the May 15 edition of the Andover Gazette, Dean Carter wrote, "the second question, regarding lowers being expected to be in their own rooms after 11 p.m. all year on nights preceding classes and uppers being expected to be in their own rooms after 11 p.m. during the fall term on nights preceding classes, passed with 68 in favor and 10 opposed."

Student reaction was swift and vehement. Newly elected School President Ben Goldhirsh '99 vowed, "We're not going to sit down on this issue." Lethy Liriano '00, 1997-98 lower representative and 1998-99 upper rep, called the policy "unfair." Outgoing lower rep David Kurs '00 and incoming upper rep Ed Hale '00 both expressed dislike for the plan. Ian Barnard '98, this past year's Abbot Cluster Senior Representative and a Will Hall proctor, was "appalled."

According to Dean Carter, the faculty's feeling that the student body is sleep deprived was a major motivation behind the new policy. He was careful to qualify the plan as an "expectation" rather than a rule. The dorm should start to "shut-down" by 11 p.m., said Dean Carter, who doubted that lowers really have enough work to justify them being awake at 1 or 2 in the morning.

Goldhirsh, in response to the first challenge of his presidency, called the policy "ludicrous." His view was that the faculty had two reasons for supporting the new initiative: admissions and structure. The Administration was worried, he said, that many parents were afraid to send their children to the school under the current rules. Additionally, the faculty feels lowers need more structure in their lives.

In response, he cited several reasons why he thought the in-room plan was misguided. First, the current restriction rules already provide structure to students who demonstrate a need for it. Under the new plan, everyone, not just those in need of supervision or guidance, would be punished. Second, Goldhirsh stressed that the atmosphere of upperclassman dorms — so crucial, in his view, to the

Andover experience — would drastically change. The best bonding times, he told Dean Carter on Tuesday, May 19, often occurs after 11 p.m. Goldhirsh also worried that the relationship between seniors and lowers would be damaged. His third point was the enforcement question. Goldhirsh said the new policy would turn "proctors into prefects." Finally, he said the plan would decrease morale.

Henry Wilmer, Instructor in French and former Dean of Students, defended the policy, saying he didn't think all students use their freedoms responsibly. "The day needs an end," he explained. Experience has shown, according to Mr. Wilmer, that students don't get enough sleep. "We expect the dorm to be quiet after 11," he said, echoing Dean Carter's comments. Adding support to the faculty's concern about sleep was the opinion of the PA Medical Director, Dr. Richard Keller. Dr. Keller gave cautious support to the in-room policy, saying sleep is a "significant problem" at PA. As evidence, he offered the sleeping room, used by 10 to 20 students each day. Dr. Keller pointed out that juniors, who have a lights-out-at-11 policy already, almost never use the sleeping room. Conscious of student objections, he suggested an alternative proposal that would yield the same results, take one day a week and start everything an hour later than usual.

The Grade Task Force recommended that uppers have an in-room policy all year, but, Dean Carter said, the house counselors did not approve it. They did approve the new lower year/upper fall policy via mail order ballots sent out by the Dean of Students on May 4. Because the vote was not held at a formal faculty meeting, there was no debate prior to the decision. Dean Carter justified that fact by saying that a preliminary poll conducted by his office earlier in the year showed the overwhelming amount of support for the proposal.

In addition to the poll, the topic has been discussed at both of the last School Congresses. At those meetings, the Student Council expressed their adamant opposition to giving uppers an in-room policy, said Barnard. The "blatant disregard for student opinion" left him questioning the entire system of student government. Similarly incensed by the Administration's conduct was new Abbot Cluster President Paul Flynn '99. Flynn called the school's behavior "almost immature,"

adding, "the Administration solicited opinions about the policy, and seemingly ignored them in the final decision. The way in which they announced it smacked of cowardice. A policy that affects half the student body should be given more notice than four paragraphs in the Gazette, which most students don't get."

Goldhirsh called the Administration's tactics "clandestine." Dean Carter felt that was a bad choice of words, even a "distortion," but it was not only students who were left wondering what the school planned to do.

Craig Thorn, Chair of the English Department and a house counselor at Bishop Hall with sixteen years of experience, said, "I'm open and very curious because I don't know much about it." Although Mr. Thorn's initial reaction was negative, he hesitated to make a serious judgment because he felt he lacked sufficient information. There were enough questions in his mind left unanswered for him to vote no, however. Mr. Thorn asked what the new policy will be in regards to seniors (or uppers in the winter or spring trimester) visiting lowers' rooms after 11 p.m. He wondered about the enforcement side of the rule, saying it would be "difficult, because you are turning one dorm into several each night." In addition, Mr. Thorn asked what the policy will be for upper proctors (there will be one in Bishop next year). Can house counselors grant exceptions, can proctors? Finally, Mr. Thorn questioned what perceived problems the plan addresses.

In general, the supporters of the policy cited the increased sleep and order it would provide, saying the dorms need to be quieter. The detractors felt the policy demonstrated the lack of confidence the faculty has in the students. They said by upper year students are responsible enough and mature enough to budget their time wisely. In addition, some, including current proctors and house counselors, felt the new policy would be arduous to enforce and even doubted if it would be carried out. Finally, many questioned the Administration's methods, which they felt demonstrate a lack of respect for the opinions of the students. Many students felt a reasonable compromise would have the in-room policy implemented for lower fall only, which would offer a transition between the structure of junior dorms and the freedom of upperclassman dorms.



Susan Perry presenting her Brace Center lecture on why same-sex partners should be permitted to live in dorms Photo / E. Whiteman

## PA Considers Allowing Same Sex Partners to Live Together in Dorms

Trustees Take No Action, Urge Further Study

by Drew Q. Baldwin  
SPECIAL TO THE PHILLIPIAN

In 1994 the Trustees adopted a policy granting the same benefits reserved for faculty spouses to homosexual faculty partners. In the following years the Steering Committee recommended that same-gender couples be allowed to serve as house counselors in dormitories. After the fall 1997 meeting, The Board of Trustees directed the administration to engage the faculty in a discussion about the merits and drawbacks of the plan. As a result of the trustees' recommendation, Head of School Barbara Landis Chase created the "Working Group on Domestic Partners in Dormitories" to advance discussion with faculty colleagues. The discussion resulted in much reaction from the Phillips Academy community, including responses by the Student Council, a controversial debate hosted by the Philomathean Society, and a full faculty meeting devoted to the topic. After much discussion and recommendations, the Trustees released a statement through the Head of School's Office stating "we are not ready to take action at this time."

The school was forced to create its own standards for what defines a

"domestic partnership," because the Commonwealth of Massachusetts does not recognize such a union, and therefore has no qualifications for what constitutes one. To qualify as a same-sex couple, a faculty member and his partner must sign a notarized affidavit similar to a formal marriage contract.

Currently, same-gender domestic partners receive the same financial benefits as faculty spouses, except for one in which the IRS does not recognize domestic partners as legal spouses. Although Massachusetts state law is not clear on whether Phillips Academy is obliged to offer such a policy, the Trustees believed it was "consistent with the spirit of the Equal Opportunity statement" of faculty and staff handbooks: "Phillips Academy is committed to a policy of Equal Employment Opportunity and non-discrimination in the treatment of employees and applicants for employment without consideration, for race, color, religion, sex, age, sexual orientation, or national origin."

The Working Group on Domestic Partners in Dormitories, led by Assistant Head of School Rebecca Sykes, consists of Albert Cauz, Instructor in Spanish; Bobby Edwards, Dean of

Continued on Page A12, Column 1

## Massachusetts Considers Plan to Tax Non-Educational Academy Buildings

by Justin Yee  
SENIOR NEWS ASSOCIATE

Phillips Academy and other wealthy secondary schools own millions of dollars worth of real estate, including elegant homes situated on hundreds of acres of land, and control endowment worth millions of dollars. Yet their tax-exempt status means they don't pay any taxes to their towns.

So why not impose a tax on wealthy Massachusetts private schools such as Phillips Academy, which practically ooze wealth and influence? This is the essence of a tax bill that is moving its way through the Massachusetts Legislature. Sponsored by several representatives including Republican Robert S. Hargraves of Groton and Republican Bradley H. Jones Jr. of North Reading, the proposed law is not aimed at taxing classroom or dormitory areas but rather school-owned homes that "are perks for the school staff, like the headmasters' homes. These schools are prestigious. They add a lot to the quality of life here, but the time has come for them to participate in the tax base," said Jones. If passed, the bill would allow cities and towns to hold referendums on whether staff and faculty residences owned by private schools should be subject to property taxes. The law would affect only private secondary schools, not parochial schools. A similar law already exists on the books covering residences on private college residences.

The House of Representative's Taxation Committee and Steering Committee both approved House Bill 52333, a bill whose main purpose is to determine whether the tax bill is constitutionally correct. House Bill 52333

currently resides in the Committee on Third Hearing. It is unknown when the bill will pass the committee and into the hands of the House of Representatives for voting since bills can remain there for indefinite periods of time. If, however, the bill is not approved by the House by the end of the legislative session, July 31, the bill will have to travel through the House of Representatives and the Senate three times before it can be signed into law by the Governor of Massachusetts.

Traditionally, schools and churches have been exempt from paying property taxes in recognition of their contributions to society and their non-profit mission. Schools like Phillips Academy and Groton allow town residents to use some of their facilities and make voluntary cash contributions to the town. Phillips Academy donates the most money to her respective town, \$125,000, than any other Massachusetts secondary schools, and allows residents of the town of Andover to use several facilities including the hockey rink. But, according to local officials, the money doesn't cover the town's cost of providing police, fire, and road services. Phillips Academy has more than 500 acres worth \$50 million in the town of Andover. The academy already pays \$520,000 per year to the town. Half of the bill is for water and sewer usage, and the other half for trash removal, fees, taxes on non-educational property, and its voluntary monetary contribution to the town. "I think Phillips Academy has been one of the more responsible schools in Massachusetts with respect to Andover. We value our relationship to the town very highly and we work very hard to make it work as do the town officials," said Susan Stott, Director of Business Services at Phillips Academy.

my.

Though the bill has attracted little attention, it is fast becoming a major headache for headmasters. Several schools have started to voice their complaints and notify alumni of the problem. Noble & Greenough School has asked its Massachusetts graduates to write letters in opposition to the bill to their state representative. Milton Academy has drafted letters of protest for faculty to mail in. Forty other private schools in the state are mounting similar campaigns.

What worries private schools the most is not the new tax costs but the precedent the bill would set. Stott described the problem, "it's been a standard that property used for education is excluded, but we're concerned that this could be a wedge into that. Basically the way it is written out the law would just create confusion and potentially divide towns and their schools."

Officials at several private schools said that the language of the bill would exempt most of their buildings from taxation, since most faculty and staff who live on the properties are expected to supervise students 24 hours a day. However, according to these officials, the language is sufficiently vague that schools might be forced to argue that they are exempt from taxation which might occur in a heated town-wide referendum or in court. The only stated tax-exemption in the bill given to dormitories are those that house faculty which must live on campus for employment reasons.

Steven Hahn, head of school at Lawrence Academy, agrees that the bill "is a very dangerous step," and that tampering with the institutions' tax-exempt status is no solution to the tax problems of local communities.

Instead, the headmasters want all parties to recognize that private schools and the communities in which they are located benefit from each other and should work together to resolve local financial problems. Explained Jo-Ann Douglass, acting head of school at Brooks, "These kinds of bills don't further education. I don't think we want to put these kinds of laws on the books and, when times get tough, have them come back to hurt the kinds of schools that are trying to provide an alternative education." In a letter to *The Boston Globe*, a reader commented, "lawsuits rarely cement the spirit of cooperation in a community, and it is that spirit that will solve these problems."

In Phillips Academy's case, the school enrolls 186 students from the town of Andover, not including the

children of its own faculty and staff, and has paid nearly \$500,000 worth of financial aid packages to these students. The costs of the new tax might take away the opportunity for Andover students, who might otherwise attend Andover public schools, to attend Phillips Academy. However, Representative Hargraves disagrees saying, "what galls people is that these schools either don't get it or they refuse to get it. They could buy a lot of good will for very little money."

Several tax assessors said that their communities have actually lost tax revenue as private schools have bought nearby homes and taken them off the tax rolls. Consequently, town residents will have to pay even more to make up the difference.

### Tax Status of Massachusetts Secondary Schools

School	Current cash payments to town	Possible Impact of legislation
Groton School Groton	\$31,000	\$100,660
Lawrence Academy Groton	\$12,500	\$55,609
Middlesex School Concord	None	\$18,564
Milton Academy Milton	\$37,200	\$118,677
Phillips Academy Andover	\$125,000	N/A
St. Mark's School Southborough	\$12,000	N/A



## CAMPUS NEWS



The status of Pease House, a stackable upperclass boys' dorm, will not change next year

Photo / C. King

## Housing Status of Seven Dorms to Change Next Year

Residential Policy to Affect Will Hall, Junior House, Isham, Clement House, Bertha Bailey, Samaritan, Carriage

by Silla Brush  
PHILLIPIAN STAFF WRITER

Beginning next school year, Andover's residential housing community will undergo many changes. In accordance with the 1997 Board of Trustees' decision to downsize the school's student body from 1200 students to 1025, as well as several long range plans to centralize the dormitories, Junior House will close and the makeup of several dormitories will change. New residential arrangements will alter the student populations in Bertha Bailey House, Carriage House, Clement House, Isham North, and Samaritan House. Student access to the center of campus will be greatly improved with the centralization plans currently under consideration. Possible plans for the 1999-2000 school year include the elimination of Williams Hall and Carriage House as student dormitories, and a merger between the Abbot and Rabbit Pond clusters. Although this two cluster consolidation project is in its early developmental stages, it is likely that there will be five clusters when school opens in September 2000.

The cost necessary to maintain a number of dormitories on campus, such as Junior House, exceeds the price to rebuild the present structure. After many years of a system of "deferred maintenance," something that had been commonly adopted by educational institutions all over the country, the costs of repairing dormitories have increased. The plan to instrument "deferred maintenance" was initially created when the costs of operating the physically power plant began to skyrocket.

Michael Williams, Director of Facilities, explained that there were several reasons for implementing "deferred maintenance." The oil embargo of 1973-74 and the higher labor costs and materials created an increase in energy prices that was passed on to the consumer.

Educational institutions such as Andover had to absorb these costs. At Andover, the problem escalated with the need to implement the previous Steering Committee's report and to support the merger with Abbot Academy. As a result, the "deferred maintenance" plan was necessary. Currently, each time a new repair is made to a dorm, the building must pass state law codes that might require the dorm to include elevators and handicapped access, thereby increasing the cost of repair. These escalating repair costs have influenced the decision to eliminate Junior House as a dorm.

However, a "domino effect" will occur with the elimination of Junior House as a dorm. The 13 upperclass girls currently living in Junior House will be displaced. Clement House, which is also in Abbot Cluster, will be converted into an upperclass girls dorm, replacing Junior House. Isham North which is an upperclass girls dorm in West Quad North will become a junior girls dorm next year. Clement House and Isham North both accommodate fourteen students, a statistic that ensures that the transition will not result in a loss of rooms to incoming junior girls.

The decision to convert Bertha Bailey House to a junior girls dorm

last year was based on the fact that a slightly higher percentage of junior girls matriculated at Andover. This year, a more evenly divided junior class is scheduled to matriculate during next year's school year. Because of this, Samaritan House, currently an upperclass boys dorm, and Bertha Bailey House, will both become junior boys dorms, joining Rockwell and America House. Flagg House will remain a stackable upper class boys dorm after last year's change to upperclass status.

Next year is the last scheduled year for Will Hall, a dorm housing forty-four students in the Abbot Cluster. Its high maintenance costs coupled with its distance from the center of campus are two of the main reasons why the Board of Trustees has considered its demolition. Will Hall will be "phased out of the Andover community," said Cilla Bonney Smith. By the end of next year, the population of the Academy will decrease and the rooms in Will Hall won't be necessary. Those living in Will Hall, like those currently living in Junior House and Isham North, will be displaced to other clusters or other dorms. Possibilities other than demolition are being considered for Will Hall, such as a senior citizen center for the Andover community. Last summer proposals by non-profit organizations were requested by Mr. Williams. According to Mr. Williams, if Will Hall is turned over to an outside operation it would lose the "zoning exemption" it currently carries designated for religious and educational institutions. It would then need to appeal for a variance, a process which is not always successful. Perhaps one of the reasons "adaptive reuse" is being considered is because the demolition option has met opposition from preservationists. The Preservation Commission, which reviews all demolitions and determines their historical significance, views Will Hall as a good example of turn of the century Georgian revival architecture. While Will Hall will not be used as a dormitory after next year, it is probable that the summer session will use it.

Carriage House, like Will Hall, will be phased out as a dorm after next year. The six girls who live in Carriage House will be displaced. "Carriage House will most likely be used as a faculty residence, rather than demolishing it," said Stephen Carter, Dean of Students.

With the losses of Junior House, Carriage House, and Williams Hall by the year 1999-2000, the Abbot cluster will significantly reduce in size. If the consolidation plans for the merger of Abbot Cluster and Rabbit Pond Cluster in 1999 go through, the result will be a five cluster system rather than the current 6 clusters.

All of Rabbit Pond and Abbot will merge with the possible exception of Stevens, an upperclass girls dorm in Rabbit Pond which houses 41 students. Stevens may be incorporated into the Pine Knoll Cluster, making Rabbit Pond a cluster dominated primarily by small houses on both sides of Main Street.

All of the upcoming changes, consolidations, and mergers occurring within the dorms and clusters will result in a more cohesive and focused residential community for Andover.

# Peter Joel, Instructor in English, Dies at Age 57

## CAMPUS MOURNS THE LOSS OF TEACHER, COACH, HOUSE COUNSELOR, FRIEND

by Dan Schwerin  
PHILLIPIAN NEWS ASSOCIATE

As the rain poured down on Andover Hill this spring, one of the brightest lights of the Phillips Academy community flickered, and went out. Peter Joel, Instructor in English and House Counselor at Williams Hall, died Saturday afternoon, May 9; he was 57. Mr. Joel had been struggling with a pulmonary disease all year. He is survived by his wife Penny, his two sons, Christopher '88 and Andrew '89, and his parents.

The flag in front of Commons flew at half mast, as people all over PA, students and faculty alike, remembered Mr. Joel and grieved in their own private ways. In a community which is so large and diverse, Mr. Joel succeeded in touching the lives of countless people. He provided leadership to students and helped them follow their interests as both a track coach and faculty advisor to Amnesty International.

As House Counselor at Will Hall and other dorms, he made a lasting impression on his charges, providing a model of integrity and morality by which they could live their lives. As Instructor in English he exposed his students to the mysteries of literature, pursuing to the end the calling he loved. Even near the end of his life, when he could not make the trip up to Bulfinch Hall, he held classes in his faculty apartment at Will Hall.

The community gathered in Cochran Chapel at 9 a.m. on Monday morning to pay tribute to Mr. Joel and to honor his memory. In front of the filled hall, decorated by a floral arrangement hand-picked from PA's gardens, Head of School Barbara Landis Chase, English Department Chair Craig Thorn, Dean of the Faculty Reverend Philip Zaeder, and Dean of Community Affairs and Multicultural Development Bobby Edwards spoke, often with emotion, about Mr. Joel and his life at Phillips Academy.

Mrs. Chase opened the meeting, saying "Yes, we do come in grief, but we come here in gratitude as well." She extolled "Pete Joel's dedication to his students, his friendship to his colleagues, his loyalty, his courage, his great moral sense, his keen mind, warm heart, and strong spirit."

Mr. Thorn, Mr. Joel's colleague, gave the primary eulogy. "Pete Joel was a master teacher. He looked at every opportunity to teach something, to learn something," Mr. Thorn remembered. Being the chair of the Department, Mr. Thorn was able to sit in on classes. He watched Mr. Joel "weave life and literature together seamlessly." Struck, like many others, by Mr. Joel's determination to live life until the very end, Mr. Thorn said "He was totally in the sloop and swirl of his life, completely absorbed in the wonder of the present moment."

Recalling a letter Mr. Joel had written a few years before he died in which he evaluated himself, Mr. Thorn read "As early as I can remember, books were living things like cats, begonias, and artichoke pits; their tooth pick bottoms standing in sunlight. Being rebellious was reading with a flashlight under the sheets." Mr. Joel's words hung in the air, bounced off the chapel walls, and touched the audience. They reminded the assembled mourners of the eloquence and dedication Mr. Joel brought to everything he did: "In the year and a half since resuming full time my responsibilities as Instructor in English, I have felt enormous happiness."

In closing, Mr. Thorn told the crowd, "Know this about Pete Joel, yes on Saturday he died. Know this also, up until that moment he was absolutely alive." He was a "gentle man, ferociously intense on who he was and what he did. They were the same thing. He continues to teach...teach us all, about teaching, and learning, and how to live."

Following Mr. Thorn's eulogy, Amelia Lukas '98, who had Mr. Joel as an English teacher, played a piece on her flute.

After the musical interlude, Rev. Zaeder called for a moment of silence. He led the mourners into a "a place where there are sighs too deep for words. Into a place of silence where out of tradition there is hope." He asked for blessing for those who mourn, and bowed his head in

remembrance.

Dean Edwards said "grieving is as varied as the connections to the one who is no longer with us." He reminded the community of the many sources of support on campus: family, friends, cluster deans, chaplains, members of the Dean of Student's office, Graham House, and CAMD. To commemorate Mr. Joel in the manner he wanted, Dean Edwards announced a concert to be held that Sunday at 4 p.m. in his honor.

The concert consisted primarily of the works of Mozart, "works that touched Pete Joel's heart." In addition, according to Dean Edwards, in lieu of flowers the Joel family has suggested donations to the Sojourner Truth Scholarship Fund. The Fund was established in 1994 by PA faculty of color to one day provide a full scholarship to a deserving student of color.

To conclude the service, Ms. Chase thanked the community for all its support. A final piece of organ music played as the assembled friends and family of Mr. Joel paid their respects, and filed out of the Chapel.

Ever since he passed away on that Saturday, people all over PA have been reminiscing about and remembering Pete Joel. In informal gatherings in his dorm, in the organized session in the Underwood Room that Tuesday night, and in conversations all over campus, a picture of Mr. Joel's character emerged: a picture of a man with deep moral fiber and ter-

"As the rain poured down on Andover Hill this spring, one of the brightest lights of the Phillips Academy community flickered, and went out."

rific integrity, a completely selfless and earnest man with the ability to speak to people's hearts, and a man with a cutting wit and an expansive sense of humor.

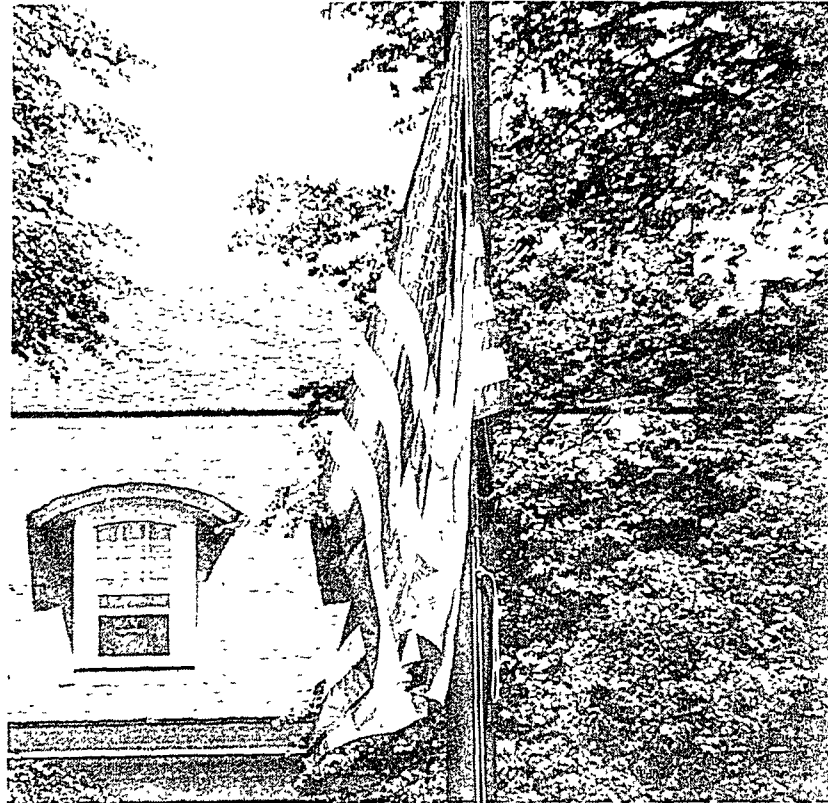
Newly elected Abbot Cluster President and two-year Will Hall resident Paul Flynn '99 described Mr. Joel as very human and "more than an educator, more like a mentor. He served as an example for people to live their lives by." Fellow Instructor in English Mary Graham said the thing she would miss the most about Mr. Joel would be his laugh. "It is impossible to describe the lovable characters," she said. Everyone who knew him had a memory of some comment that Mr. Joel made that showed his limitless understanding or his complete grasp of other peoples' problems. He had quirks and qualities, he was many things to many people.

Mrs. Chase remembered fondly how he took the time to write to people, to communicate with people. She recalled his uncanny ability to talk about anything — including old Volvos and old cats, his selflessness, how quiet he was, and how deeply caring he was.

Peter Joel was born in Yonkers, New York, in 1940. He graduated from Bronxville High School, received his B.A. from Dickinson College, and his MA and Ph.D. from the University of Pennsylvania. After his time at UPenn, Mr. Joel taught at the University of Rhode Island from 1967 to 1975. He went on to join the Dublin School in 1975, where he stayed until 1980. Between the years of 1980 and 1985, he taught at the University Liggett School. Finally, in 1985, Mr. Joel joined the faculty at Phillips Academy as an instructor in English.

By 1986, he was appointed to a stint as Cluster Dean of Rabbit Pond Cluster. He went on to serve as the Dean of Faculty from 1990 until 1995. Besides teaching English and being a Dean, Mr. Joel was a track coach, an advisor to Amnesty International, and a house counselor at various dorms including Stowe House, Samaritan House, and Will Hall.

On Sunday, May 17, the Phillips Academy community held the concert to celebrate the life of Mr. Joel. The program was one of music and remembrances. Antonio Vivaldi's



The flag in front of Commons flew at half-mast for several days to honor Mr. Joel.

Photo / L. Hoopes

*Spring*, a movement from the *Four Seasons*, opened the gathering. Dale Park '98 and An Warsaw-Fan, daughter of faculty members Peter Warsaw and Ada Fan, were soloists in the piece. Park, a resident of Mr. Joel's dorm for three years, knew that Mr. Joel loved the piece.

After Vivaldi's *Spring*, Head of School Barbara Landis Chase offered some welcoming remarks to the audience of faculty, students, and alumni. Mrs. Chase noted, "In the past week, we have only just begun to understand the impact of his life. This great teacher has taught us in many ways."

Immediately following Mrs. Chase were Mr. Joel's sons, Christopher '88 and Andrew '89, who gave words of reflection on their father. Christopher spoke first and gave a moving speech. In his speech, Christopher spoke of the "void and black hole" now in his life as a result of his father's death, and how his father "completed" him. To conclude his talk, Christopher read a letter that his father wrote about him as a young child. By the end of his speech, Christopher was in tears.

Andrew said that May 9 marked the end of a wonderful chapter in his life. To Andrew, his dad was both a father and a friend to both him and Christopher, and that he always did the right thing even when there were easier alternatives.

Immediately after the speeches, Instructor in Music Peter Warsaw joined members of the Academy Chamber Orchestra in a performance of Mozart's *Piano Concerto in C Major*. At the conclusion of each piece, there was no applause, but just a silence that reminded the audience of the sad nature of the concert. After the concerto, a quartet comprised of

"The flag in front of Commons flew at half mast, as people all over PA, students and faculty alike, remembered Mr. Joel and grieved."

faculty members and other adult performers played the *Quartet in F Major* for Oboe and Strings.

A former student of Mr. Joel from another school then gave a reading of Ezra Pound's "The River-Merchant's Wife: A Letter." The poem, one about the love between a young Chinese woman and her husband, was one of Mr. Joel's favorites as well as one he taught to the speaker.

Continuing with the musical program, the performers played three more works by Mozart. Mr. Walter, Chair of the Music Department, played the *Piano Sonata in F Major*, and *Laudate Dominum* (from Solemn Vespers). *Laudate Dominum*, a choral piece accompanied by Carol Skelton on the organ, featured English Instructor Courtney Cherewich, a former colleague of Mr. Joel. The final piece in the series of pieces by Mozart was the *Sonata in B-flat Major* for Violin and Piano with Dr. Warsaw on the piano and violinist Frank Powdermaker.

During a break in the music, Assistant Head of School Rebecca Sykes spoke about the Sojourner Truth Scholarship. Instead of sending flowers, the Joel family had requested that donations be made to this scholarship fund in memory of Mr. Joel. The scholarship, established by the Faculty of Color at the Academy in 1994, has the goal of one day being able to grant a student of color a full scholarship to PA. Sojourner Truth, born Isabella Baumfree, was a national figure in the struggle for the emancipation of both blacks and women in Civil War America. Ms. Truth visited the town of Andover in 1853 and spent several days on campus with Uncle Tom's Cabin author Harriet Beecher Stowe. Mr. Joel was an outspoken supporter of the scholarship and urged people to donate money to it. Mrs. Sykes said, "Pete believed that if you're not part of the solution, then you're part of the problem."

Following Mrs. Sykes was a musical performance by Dean of Community and Multicultural Development Bobby Edwards and Charlene Sadberry '99. The duet gave a powerful rendition of A Bazel Androzzi's *If I can Help Somebody*, accompanied by a piano.

Before the final musical performance of the afternoon, Dean of Faculty Philip Zaeder led the members of the audience in a meditation. Rev. Zaeder spoke of the memories the community has of Mr. Joel. One colleague recalled how Mr. Joel's imagination and wit made his eyes dance, and Rev. Zaeder continued by commending Mr. Joel's work in Amnesty International. According to Rev. Zaeder, Mr. Joel believed in a kingdom in the face of no suppressors.

Rev. Zaeder then called for a moment of silence and gave a prayer for the beloved teacher. His last words were, "Rest in peace, amen." The concluding piece of the afternoon was Mozart's *Piano Concerto in F Major* with Mr. Walter as the piano soloist. The piece provided an uplifting relief after Rev. Zaeder's emotional speech.

Following the concert, Mr. Joel's family and residents of Will Hall hosted a gathering with refreshments at the dormitory. The gathering gave people a good chance to speak with Mrs. Joel and pay their respects. Chad Green, one of Mr. Joel's fellow house counselors in Will Hall, said that the event was a good time to reflect on Mr. Joel's life in a lighter atmosphere and that it was what Mr. Joel would have wanted.

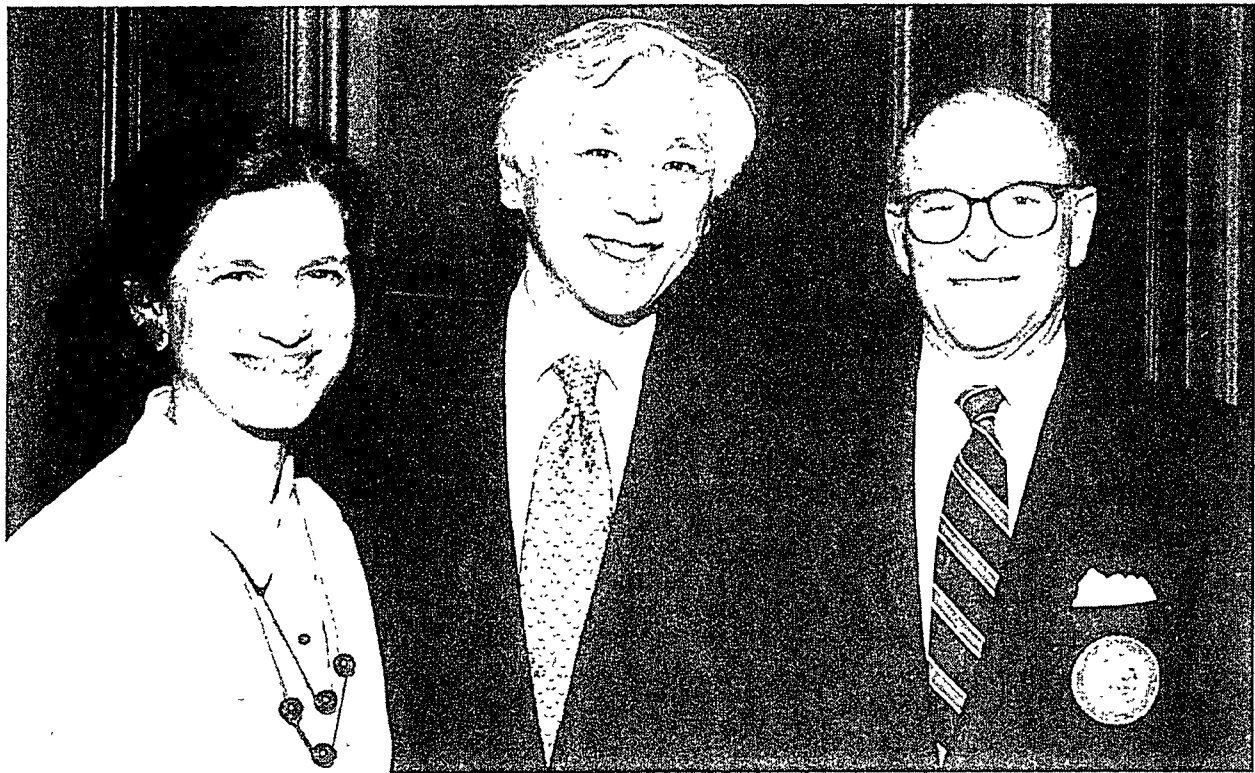
Many faculty members thought the concert was a beautiful tribute to Mr. Joel's life. Carol Braverman, Mr. Joel's colleague in the English Department, called the concert "really moving and a wonderful gift to Mr. Joel." Mrs. Sykes felt the afternoon was a beautiful community celebration of one of its finest members.

In the end, when Andover started to dry its tears and the flag was raised again, there was a new sense of community. As Dean Edwards said, it often takes the hardest moments to bring us together. Mr. Joel would have been proud to leave that legacy, he was sure. Throughout his time here, as a coach, teacher, advisor, and house counselor, he worked tirelessly to show us all what it meant to be a member of the community. He will be missed and remembered always.



# Capital Campaign

## TANG '56 GIVES \$10,000,000 TO BECOME LARGEST DONOR IN ANDOVER'S HISTORY



From left, Barbara Chase, Oscar Tang, and David Underwood gather at the Trustee/Faculty dinner at which Mr. Tang's gift was announced

Photo / File

### BOARD OF TRUSTEES APPROVES BUDGET FOR FISCAL YEAR '99

#### BUDGET GROWS TO \$54 MILLION

Trustees Pledge More Funds for Technology; Endowment to Cover Greater Proportion of Educational Costs

by Angus Dwyer  
PHILLIPIAN NEWS EDITOR

On May 2, the Board of Trustees approved the budget for the 1999 fiscal year (FY 1999). The budget, which covers the period from July 1, 1998, through June 30, 1999, will increase to \$54 million, up from \$51.7 million for the 1998 year. In addition to meeting the academy's operating and maintenance costs, the Trustees look toward investing in technology.

FY 1999 is the third year of the current phase of the academy's overall budgetary plan. One of the features of the plan is the reduction of the academy's enrollment to 1,205 students by 2001. Other facets of the plan include maintaining "competitive" levels of compensation to recruit and retain faculty and staff of the highest caliber, improving student life by both renovating dorms and adding faculty apartments to reduce the student-faculty ratio, maintaining financial aid at 28 percent of tuition to attract a more talented and diverse student body, increasing the endowment per student by both reducing the enrollment and adding \$90 million to the endowment through a steeped-up capital campaign, increasing the percentage of the endowment that supports education from 30 percent in the 1997 budget to 39 percent in the 2008 budget, and increasing annual spending in order to maintain the academy's physical plant.

In the 1999 budget the Trustees, in the words of Phillips Academy's Chief Financial Officer Neil Cullen, "took a significant step toward underwriting the academy's growing investment in technology." The new budget sets aside \$1.44 million for several improvements to the academy's technological infrastructure. Planned improvements will include extending the school's computer network, providing faculty in non-dormitory housing with access to high-speed access to both the internet and the school's intranet, providing interest free loans to faculty members who seek to purchase computers and peripherals, and increasing access to computers for students who do not own them.

WRITE FOR NEWS IN THE FALL

CALL 4380

### John Lillard '48 and Anonymous Donor Give Generously to Benefit both Polk Center and Diversity

by Michael Tai  
PHILLIPIAN STAFF WRITER

In conjunction with Trustees Weekend, the school received two large gifts as part of the capital campaign. On April 15, John S. Lillard '48 pledged \$500,000 for the Polk Center in the Elson Art Center. At the Af-Lat-Am 30th Anniversary Reunion Dinner, April 25, Trustee Emeritus William M. Lewis Jr. '74 announced the school recently received an anonymous gift of \$425,000 to support continued emphasis on diversity.

Mr. Lillard's gift to the Polk Center matches the original gift of his brother-in-law, Louis F. "Bo" Polk '49. Polk's gift of \$500,000 in 1993 created the electronic imaging center in the Elson Art Center called the Polk Center. Senior Development Officer Don Abbott attributes much of the credit for founding and sustaining the center to Mr. Polk. Knowing the center needed an endowment for equipment upgrades and professional development, Mr. Polk started talking to Mr. Lillard a couple of years ago about matching his gift. Mr. Lillard finally decided to match the gift on the eve of his 50th reunion. The school, in recognition of the new gift from Mr. Lillard, has changed the name of the Polk Center to the Polk-Lillard Center.

Mr. Lillard has divided his gift into three parts. First, half of the money will be used to endow a new fund to support education of the faculty in technology. The school hopes to use the endowment to bring in outside resources, such as people in the high-tech business around Boston, to run workshops. Mr. Abbott said this new fund should keep teachers "on the cutting edge" of technology. Second, \$200,000 will establish another endowed fund to support upgrades in technology and equipment in the center. The annual income from the fund will go towards new equipment purchases for the center. Within the next five years, Mr. Abbott expects both endowed funds to operate in full. Lastly, an outright gift of \$50,000 will provide priority equipment upgrades in the center. Jim Ares, Director of the Polk-Lillard Center, said the outright gift takes care of the center's urgent needs. Mr. Ares expects to replace all of the tape editing machines with new JVC professional models very soon. According to Mr. Ares, professional equipment is extremely helpful for students interested in pursuing a career using such equipment. Although none of the \$50,000 is going towards the purchase of new computers, Mr. Ares says the computers in the center are scheduled for turnover in the next couple of years.

The anonymous gift announced at the Af-Lat-Am Dinner will support diversity at Phillips Academy. The anonymous donors split the money into three components: an endowed scholarship, a visiting fellows program, and a study of the education of minority students at Phillips Academy. The donor, whom Emeritus Trustee Lewis said was a family with a long association with Andover, has also decided to name each part of the gift

for Richard Theodore Greener, the first African-American to graduate from Andover in 1865. \$150,000 of the \$425,000 significantly augments the existing Greener Scholarship to bring the total value of the fund to \$250,000. This endowed scholarship gives a preference to support minority students. Mr. Lewis remarked, "This family's gift enhances our leadership position, giving us an additional qualitative edge in recruiting and enrolling the 'very best and diverse student body.'"

The second part of the gift goes towards establishing a visiting fellows program sponsored by the Office of Community and Multicultural Development. The grant will enable the school to spend \$50,000 over the next five years to bring lecturers each year to the campus. It is hoped that these fellows, most of whom will be persons of color, will spend a few days speaking to and teaching students and faculty about issues of race and diversity. Mr. Lewis sees the fellows participating with the community through classroom and social settings, lectures, and workshops. According to Bobby Edwards, Dean of Community and Multicultural Development, some of the fellows are sure to be alumni because "there is an additional value and sense of validity given their common experience."

The remaining balance of the gift will fund an upcoming study of the education of minority students at Phillips Academy. The primary purpose of the study will be to assess the experience of PA African-American and Latino students and alumni. The school would like to see the factors that contribute, support, and hinder students of color on campus. Mr. Lewis hopes "the project will help [the school] establish a process for continuing evaluation of this kind over time." Dean Edwards feels that this is a very exciting opportunity because institutions do not often have the chance to see what has worked and what hasn't. Dean Edwards and the Advisory Committee have narrowed the field of consultant firms and individuals to a few finalists. After the Advisory Committee has chosen the group or individual to run the study, work should begin this summer and continue through next year's school year. The consultants could present the results of the study in many ways including a conference or report.

Dean Edwards, Mr. Lewis, and Mr. Abbott all agree that these two capital campaign gifts help Phillips Academy remain a leader in the field of secondary schools. According to Mr. Abbott and Mr. Lewis, the study of minority students may be the first of its kind for a secondary school and could lead to other studies at other schools around the country. Dean Edwards said, "Andover has been seen in the forefront around issues of diversity and independent education, and it is hoped that the findings of the study will improve our community." On the Polk Center gift, Mr. Abbott stated that Mr. Lillard has sustained and furthered the center, which is a significant educational resource to the community and unique to schools of our kind.

### Money Currently Undesignated; Scholarships Will Likely Benefit

by Thayer Christodoulo  
PHILLIPIAN NEWS ASSOCIATE

On Friday, May 1, Phillips Academy Charter Trustee Oscar L. Tang '56 made a pledge of ten million dollars towards Phillips Academy's capital campaign. Combined with his five million dollar donation in 1992, this gift makes Mr. Tang the most generous donor to the Academy in its two-hundred-and-twenty year history.

This is the second spring in a row that a trustee has pledged ten million dollars to the academy. David Underwood '54, president of the Board of Trustees, announced his pledge of ten million dollars to kick off the campaign last year.

The Capital Campaign, which was announced last spring, will officially begin fundraising in the May of 1999, with a goal of raising two hundred million dollars, making it the largest fundraising attempt ever undertaken by an American secondary school. With about sixty million dollars already pledged, the funds raised by the campaign will stretch to all levels of use for various improvements at the school. The campaign will increase the school's endowment, support current operations, restore and renovate facilities, improve academic programs, and guarantee maintained excellence in teaching.

The campaign represents an extremely ambitious effort over the next several years by administrators and trustees, who will participate in fundraising activities around the world as the campaign evolves.

This huge effort comes at an interesting time for Phillips Academy, as it faces major decisions in both its circular and financial realms. The Steering Committee completed the most thorough review ever of the school's policies and practices in 1996, and the faculty and administration are in the process of evaluating the group's recommendation. But they must keep a close eye on Andover's endowment and budgets, as well, striking a balance between expanding current programs and reserving for the future.

Though Mr. Tang's most recent pledge remains "undesignated," according to Head of School Barbara Landis Chase, it is speculated that a portion of the money will go to the

current financial aid endowment. Mr. Tang said, "Frankie [his late wife] and I always stood in wonderment at the human spirit that for over two hundred years created and continues to create this great school with its uniquely American character and values. We stood in wonderment, too, that these opportunities should have been made available to us, mere strangers in this land. It brings me great joy to know that part of this gift will fund scholarships that ensure Andover continues its tradition as a school that embraces youth from every quarter."

Mrs. Chase added that the academy is "delighted that part of this magnificent gift will fund scholarships, one of the academy's top priorities."

Additionally, Mr. Tang's pledge may also fund other priorities of the campaign. Mrs. Chase commented that "David Underwood's gift, which was the first ten million dollar gift given last year, supported faculty in that he endowed the foreign language chairmanship, and building, as his gift will fund the Cochran Chapel renovations. With both Mr. Underwood and Mr. Tang's pledges, three major priorities of the capital campaign are now covered, which is terrific."

In 1992, Mr. Tang donated five million dollars in memory of his wife, Francis Young Tang, a 1957 graduate of Abbot Academy, the school that merged with Phillips in 1973.

This donation went towards the building of the Frances Young Tang Theater in George Washington Hall, the Tang Endowment for the preservation and maintenance of the Abbot Academy campus and the Tang endowment for Faculty Development. Mr. Tang's endowment for faculty development funded a faculty trip to China which educated the participants

and broadened their views of Mr. Tang's native land.

Mr. Tang, a New York financier, currently serves as the director of Nvest LP, the successor of his own company, Reich and Tang.

At Phillips Academy, Mr. Tang is a Charter Trustee, serves on the finance committee of the Board of Trustees, and on the committee of Trustees that studies how the board functions and nominates persons to serve on the Board of Trustees.

Mr. Tang joins a company of generous alumnae donors to the academy. In 1997, David M. Underwood, chairman of the Phillips Academy Board of Trustees, and his family donated ten million dollars to the current capital campaign.

In 1995, the estate of Charles O. Whitten, class of 1895, gave 8.8 million dollars, and in 1977, the estate of Walter Scott Leeds, class of 1908, gave 6.6 million dollars.

In 1973, the estate of John W. Watzek, class of 1910, donated 5.3 million dollars, while in 1990 Richard Phelps '46 pledged 3.7 million dollars.

Mr. Tang's recent gift is certain to maintain the Capital Campaign's momentum as the school tries to increase its endowment while it downsizes its student body and physical plant with dormitory demolitions.

In addition, especially if a large part of the contribution goes to scholarships, the gift can serve as a forceful reminder of the Academy's principles that Mr. Tang cherished. Said Mrs. Chase of Mr. Tang's generosity and support of the academy, "Oscar Tang personifies the academy's motto, non sibi, not for self. His generosity encourages and inspires us in our current fund-raising efforts."

### PA'S FIVE LARGEST DONORS

1. Oscar Tang: \$15 million
2. David Underwood: \$10 million
3. Estate of Charles Whitten: \$8.8 million
4. Estate of Walter Leeds: \$6.5 million
5. Estate of John Watzek: \$5.3 million

### PA's Capital Campaign Stays on Target with Sixty Million Dollars Raised Thus Far in the Effort

by Justin Yee  
SENIOR NEWS ASSOCIATE

With three generous donations to Phillips Academy during Trustees Weekend, the capital campaign is right on track to raise approximately \$200 million by the year 2002. "We're really pleased," commented Secretary of the Academy Peter Ramsey on the success of the capital campaign, which to date has raised over \$60 million.

The purpose of the capital campaign, the Academy's most ambitious fundraising effort in its 220-year history, is to resolve concerns regarding rising tuition and to increase the spending power of the Academy's \$300 million dollar endowment. The Academy must increase the endowment in order to keep with the rising costs of educating students. The school spends \$38,900 a year to educate and to house one student, yet since the current full tuition of a boarding student is \$23,650, it makes up the difference through its endowment. In addition, the Academy hopes that a portion of the money generated by the campaign will help to finance needed improvements to its facilities and to maintain the school's generous policies of supporting its faculty and offering financial aid to students.

Along with the \$10 million dollar donation of David Underwood '54, the three gifts given this spring serve the needs expressed by the capital campaign: \$500,000 was donated by John S. Lillard '48 to improve the Polk Cen-

ter in the Elson Art Center, \$425,000 was given by an anonymous donor to continue the school's emphasis on promoting diversity, and part of the \$10 million dollars Oscar Tang '56 donated on Friday, May 1, will be used for scholarships. \$4,000,000 of Underwood's gift was given for the renovation of the Cochran Chapel.

The Academy, however, cannot dip deeply into its endowment because of restrictions stipulated by donors and by Massachusetts law. The endowment, which consists of gifts and the re-investment of a percentage of the income generated by the endowment, is the largest of any secondary school in the nation and is comparable to that of many universities.

Started on July 1, 1996, the six-year capital campaign consists of two three-year sections: the "nucleus" phase and the "public" phase. In the nucleus phase, Head of School Barbara Landis Chase and Secretary Ramsey, and members of the trustees, meet closely with alumni who have the ability to make the most generous gifts. To accomplish this, about twenty "dialogue dinners" and various solicitations to donors were held. When the campaign first started in 1996, Mrs. Chase and Mr. Ramsey hoped that these generous gifts in excess of \$10 million, termed leadership gifts, would provide much of the early support for the campaign. Last year, Underwood was the first to provide such a leadership gift, followed by Tang this year. The \$60 million raised so far have met the expectations of Mrs. Chase and

Mr. Ramsey, who both had hoped that as much as a third of the total money would come from these leadership gifts.

The second phase of the capital campaign, the "public phase," will begin in May 1999, when the campaign will further expand as the Academy reaches benefactors nation-wide. "The public phase will be more formal and organized," says Mr. Ramsey. Such places as Boston and New York which have large numbers of alumni and parents will be especially targeted. The Andover Development Board (ADB), a committee of trustees and alumni, will host a series of dinners and events during this phase. In addition, the ADB will establish committees in charge of international campaigns, corporations and foundations. Regional leaders will be recruited to extend the campaign in their designated areas.

The "public phase" will coincide with the annual fundraising campaigns, which target regional alumni associations across the country. Unlike the gifts garnered by the annual giving program the money raised by the capital campaign will not be spent solely on the annual support of the school, but will be aimed at more long-range goals. Throughout the public phase, the ADB will review the progress and constantly look for new ways to meet the goal the Trustees have set.

The last capital campaign of this magnitude took place twenty years ago and raised \$58 million, \$6 million more than the school's goal.



## COMMENCEMENT 1998

# Alumni of Note

## "Baby Doctor" Benjamin Spock '21 Passes Away

by Silla Brush  
PHILLIPIAN STAFF WRITER



Benjamin Spock '21 Photo / Pot Pourri

Dr. Benjamin Spock '21, pediatrician and author of Dr. Spock's *Baby and Child Care*, died at age 94 on Sunday, March 15, 1998. Dr. Spock's 1946 book on child care which instructed parents to follow their own common sense rather than the rigid guidelines so commonly conformed to before and after World War II was controversial yet largely popular. Dr. Spock was also a prominent adversary and antagonist of war. His liberal and relaxed views on baby care have remained popular in the past half-century, although some have blamed his ideas for the lenient nature of the 60's generation.

Dr. Benjamin McLane Spock was born on May 2, 1903 in New Haven, CT as the oldest brother of six children. Dr. Spock graduated from Phillips Academy in 1921, and later matriculated to Yale. Majoring in English and minoring in history there, he entered college without any notion of being a doctor or pediatrician. Spock rowed for the crew team and was a member of the Yale crew team that won at the Paris Olympics in 1924. During the summers, Dr. Spock worked in a home for crippled children where he developed a love for babies and children. Dr. Spock received his B.A. from Yale in 1925 and studied at the Yale Medical School from 1925 to 1927. He later received his M.D. in 1929 from Columbia University's College of Physicians and Surgeons, and while an intern at Presbyterian Hospital in New York, Dr. Spock decided that a pediatrician should have a foundation in psychological training. Spock then trained at New York Hospital and New York Psychoanalytic Institute from 1933 to 1938.

Spock opened his pediatric practice in 1933 and by 1938 it began to prosper and flourish partly because of Spock's charm and ability to comfort parents. He enjoyed visits from every one of his patients and made parents feel that their baby was his most important patient. Because of Spock's growing prominence and fame, an official from Pocket Books proposed that he write a book on child care.

Between 1943 and 1946 Dr. Spock wrote the first edition of his book, *Dr. Spock's Baby and Child Care*. He viewed the traditional books and manuals on child-rearing which conformed

to a strict guideline as, "condescending, scolding or intimidating." The first passage of his book empowers parents and reassures them: "Trust yourself. You know more than you think you do." Dr. Spock dictated the book to his first wife, Jane Cheney, whom he had married in 1927. This aspect gave Spock's book a conversational quality.

The baby boom after World War II created a large demand for Dr. Spock's book, and its sensible nature convinced many people. By the 1960's and 1970's, many government officials and many members of the older generations blamed Spock for the public rebellions against Vietnam. An early adversary of war and nuclear arms, Dr. Spock said that the war was, "totally illegal, immoral, unwinnable and detrimental to the best interests of the United States." Spock was charged with resisting the draft but was finally acquitted in 1969 in a federal court of appeals.

Dr. Spock co-authored 13 different books. His book on child care was reprinted for its seventh edition on May 2, 1998 for Spock's 95th birthday. He has changed the original version in the past 50 years to accommodate problems such as the Internet and sexism. Dr. Spock is survived by Mary Morgan, his second wife, Michael and John Spock, his two sons, Ginger Davison, his stepdaughter, Sally Jordy and Marjorie Spock, two of his sisters, four grandchildren, and one great-granddaughter.

## Julia Alvarez '67 Featured by CBS

by Yuan Wang  
PHILLIPIAN ADMINISTRATIVE EDITOR

On November 2, 1997, at 9.30 a.m., *CBS Sunday Morning* featured the work and life of acclaimed author and Abbot Academy alumna Julia Alvarez '67. The nationally televised show traced Ms. Alvarez's life from her childhood in the Dominican Republic and New York, to her education and teaching at Phillips Academy and concluded with her present life as an English professor at Middlebury College in Vermont.

The segment began in the present, with Ms. Alvarez at Middlebury College, flanked by her close students, peers and friends. The scene soon changed to a recounting of Ms. Alvarez's childhood in the Dominican Republic. She was born and raised in an aristocratic family. Her family immigrated to Queens, New York early in her childhood, however, due to her father's involvement in a plot to overthrow the dictator, Rafael Trujillo, who ruled the government for over two decades. Ms. Alvarez did not speak English at the time of the move and felt caught between the clash of two cultures, but turned to writing as a way to release her frustration. Thus, it is not surprising that recurring themes in her novels are the pains of female adolescence in an immigrant family. "The world I made up was the world I thought I belonged in," recalled the author.

In May of 1997, Ms. Alvarez returned to her birthplace of Santa Domingo in the Dominican Republic, where her neighbors honored her as a hometown literary giant. There, the population praised her work, especially her most recent novels, *Yo!* and *In*

*the Time of the Butterflies*, though more emphasis was placed on the latter novel. *In the Time of the Butterflies*. Ms. Alvarez's latest novel, is a fictional chronicle of the Mirabel sisters' attempts to overthrow the dictator Trujillo. This novel is one which Ms. Alvarez feels particularly attached to as the dictator played a large role in her childhood. This allegory won rave reviews from the one surviving Mirabel sister, the Alvarez family as well as from Ms. Alvarez's entire native town.

CBS highlighted Ms. Alvarez's experience at Andover and her appearance at PA during the English Department Writers' Series in the spring term of 1997. Following her graduation from Abbot Academy, Ms. Alvarez returned to PA in 1979 as a teacher. Though her career at Andover was short, lasting a mere two years, she clearly made her mark upon the campus. The show incorporated images of students walking on the paths between classes and an English class given by department chair, Craig Thorn, where Ms. Alvarez's work was the focus. Mr. Thorn described Ms. Alvarez's work to CBS as "work which continues to resonate," and from which students study and learn from throughout the grades at PA. Excerpts from her presentation last spring, which featured a reading from *In the Time of the Butterflies*, was highlighted as a truly rare and precious occasion at PA.

Currently a tenured professor at Middlebury College, Ms. Alvarez has authored numerous books including 1991's *How the Garcia Girls Lost Their Accents*, *The Other Side/El Otro Lado* and collection of poems.

Ms. Alvarez concluded her CBS interview with these final thoughts, "What I write is what I feel...the truth."

## Alumni of Color Return to PA to Celebrate the Thirtieth Anniversary of Af-Lat-Am

by Dan Schwerin  
PHILLIPIAN NEWS ASSOCIATE

Last weekend, April 25-26, about sixty alumni and alumnae of color, from the graduating classes of 1960 through the present, returned to Andover for the 30th Year Af-Lat-Am Reunion celebration. The weekend, organized by Af-Lat-Am and the Office of Community Affairs and Multicultural Development (CAMD) and funded by the Abbot Academy Association, intended to bridge the gap between past and present students and to provide both with a greater perspective. The celebration marks the first time in the school's history a specific club has held its own reunion.

According to Dean of Community Affairs and Multicultural Development Bobby Edwards, the purpose of the reunion was twofold: to celebrate and to educate. Af-Lat-Am is now thirty years old, having been founded in the 1967-1968 school year. The endurance of the organization, the growth of Af-Lat-Am, the continuing alliance between African and Latino American students, and the evolution of the community are all things Dean Edwards and Keith White, one of the faculty advisors to the club, say are worthy of celebration.

Unlike most reunions, like those held for graduated classes, the Af-Lat-Am reunion was not held over the summer. This was to allow the alumni to meet the students of today. The organizers hoped students would learn more about their personal history to realize that they are not alone in race

struggles. Additionally, they hoped alumni would reconnect with their old support network, see the "fruits of their labors," and know that they were part of a process that is still going on today.

Alumni/ae started arriving for registration Saturday morning. For many, it was the first time they had returned to PA since their graduations, so many years before. The unchanging façades of Samuel Phillips Hall and the Bell Tower welcomed them back to a school that had changed tremendously, gave life to old memories, and evoked conflicting emotions. For those students of color of yesteryear, PA signified unprecedented opportunities and educational excellence, but it also brought with it harsh challenges.

Dr. Robert Beale '60, the only African-American student in his class, remembered the time before Af-Lat-Am. The oldest alumni to return for the weekend, the Washington, D.C. physician was struck by the changes in the school, saying he would now give back to the academy financially. Ed McPherson, a former president of Af-Lat-Am and father of Jadele '01, spoke as a member of one panel. Dean Edwards commented that the fact that despite all the pain and struggle, McPherson, who presided over a crucial period in the history of Af-Lat-Am when it was moving from social support towards activism, still sent his daughter here, showed his dedication and the impact the school can have on the lives of its students.

Bill Lewis '74, a managing partner at Morgan Stanley; former PA trustee; and chairman of the board of Better

Chance Inc., an organization that helps disenfranchised students find educational opportunities; was the keynote speaker at the reunion dinner, Saturday night. Overcome by what he had seen, the growth and evolution of Andover, Mr. Lewis talked mainly about his feelings.

Mr. Lewis had the privilege of announcing a \$400,000 anonymous gift to the academy, meant to fund research into the entire experience of people of color at Andover. The money will be divided three ways: The first will fund a study to be coordinated by Dean Edwards. Edwards will higher consultants; survey students, faculty, and alumni; and attempt to create a picture of life at PA for its students of color. The second portion of the gift will help CAMD start a five year series to bring scholars and lecturers to campus. The remainder of the gift will finance scholarships for students of color.

Many of PA's students of color, today's Af-Lat-Am, participated in the weekend's festivities. Sheena Hopkins '01, Camille Manning '99, Chidozie Ugwumba '99, Lethy Liriano '00, Pamela Williams '00, Yaqub Prowell '98, and Af-Lat-Am President Nicholas Olmo '98, made up the panel of students who presented "Andover Today: How life is today for students of color." They sang songs, read poetry, and discussed the history of the club. Prowell received a standing ovation from the gathered alumni for his award-winning poem.

Besides the panel discussions, other weekend highlights included the

Sojourner Truth Gala in Cochran Chapel and Dr. Cornel West's Palitz Lecture. Dr. West, a Professor of Religion and Afro-American Studies at Harvard University, presented his lecture this weekend, "Restoring Hope," by coincidence, said Dean Edwards. Dr. West made a tremendous impression on Dean Edwards. Mr. White, and the rest of the PA community. Mr. White called him, "phenomenal, truly one of the greatest intellectual minds of the latter half of the twentieth century." Dean Edwards was struck by Dr. West's ability to combine a "fascinating intellectual ability" with a non-intimidating personality.

CAMD, pleased by the overwhelming student response to the speech, is trying hard to have Dr. West return. Dr. West impressed many alumni and faculty, and the fact that such a speaker could be at PA was enough in itself to show how things have changed. The hardest part, for Dean Edwards, was picking the students to invite to the reception before the speech. He tried to get a cross-section of the student body, but wished more people could have come.

In fact, Dean Edwards' only negative comment about the weekend was that he wished more people could have been involved. Mr. White would have liked to see more alumni. Nevertheless, in the eyes of both men, the weekend was a tremendous success. Both greatly enjoyed meeting alumni, sharing their struggles, and watching them remember. Af-Lat-Am hopes to hold more reunions in the future, possibly every four years.

## Andrew Lorant '48 Funds Award for Student with "Most Earnest Endeavor"

by Charles Landow  
PHILLIPIAN EDITOR-IN-CHIEF

Andrew Lorant '48, a former student at Phillips Academy, established the Fellowship for Most Earnest Endeavor, a fund which will reward the Upper each year who evinces the strongest desire to succeed. The only requirement for the cash prize, to be used for summer travel in Europe, the Near East, or Africa, is a year of hard work.

"The old adage is, 'You don't get anything for trying.' But my punch line is, 'You do get something for trying,'" said Mr. Lorant, a retired advertising executive living in Andover. His desire to recognize effort, not achievement, can be explained by his journey from PA student to owner of a successful Boston advertising firm, with no high school diploma or college degree in-between.

During his Upper year, 1946-7, Mr. Lorant, "a very ordinary student," became sick and had to leave school. He could not return until January of his Senior year. Sometime before graduation, Mr. Lorant, far behind in his studies, withdrew from PA, left home, and went to New York City to seek a job. He answered an advertisement for a mail boy from General Motors Acceptance Corporation (GMAC), and went to apply for the job. Mr. Lorant's job interview went well. "[The interviewer] looked at me and said, 'We can't hire you; you're from Andover. You're overqualified.' I said, 'I need the money, I'm out of work.' So he hired me." From GMAC, Mr. Lorant went on to hold advertising jobs in the United States and England, eventually owning his own company here in New England.

Mr. Lorant established the new award for an Upper with an unusually strong drive to succeed, because he realizes the value of his Andover education. "There's no recognition for the student who just works his butt off," he said.

Mark Efinger, Instructor in Theater, was given the difficult task of selecting the students who were awarded Mr. Lorant's prize for Most

Earnest Endeavor. Mr. Efinger chairs a committee which will, each year, oversee the nomination and selection of the award winner. The process began in November, when the Cluster Deans gave the selection committee the names of students that they thought deserved the honor. In December, nominated students were invited to submit proposals stating the planned area of travel and a "sphere of interest" which the student will pursue during the trip. Finally, in the Spring, the committee decided the winners of the award, and presented the awards at the May Prize Ceremony.

In addition to the monetary prize, the winner of the Lorant Fellowship received a gold medal, and the second and third place finishers received silver and bronze medals and small cash awards. The recipient of the grand prize, upon their return from the trip funded by the award money, will be required to prepare a presentation including observations and conclusions drawn from the experience.

Lorant has wanted to establish a fellowship like the Most Earnest Endeavor since moving to Andover about 20 years ago. Living down the street from campus, he said, is a "constant reminder of what Phillips Academy did for me." Without the traditional educational credentials on his resume, the only formal education Lorant received was from PA. "The four years at Andover taught me to study, to work hard, and the work ethic that I think has allowed me to accomplish what I have," he said.

The Class of 1999 being the first class eligible for Lorant's award, Efinger is glad that there is finally a prize to counteract the heavy emphasis that existing awards place on achievement. He said that the faculty was affected one year when a girl declined to accept one of the Academy's most prestigious honors, the Madame Sarah Abbot Award, saying that she had nearly suffered a nervous breakdown while striving to meet the prize's stringent conditions. On the Lorant Fellowship, he said, "It's like if you go to a race, the guy that works the hardest is often the guy that comes in second or third. Why don't we have an award for that?"

## Board of Trustees Welcomes Newest Charter Trustee, Thomas Israel '62

by Charles Landow  
PHILLIPIAN EDITOR-IN-CHIEF

In January, the Phillips Academy Board of Trustees welcomed a new member, Thomas C. Israel '62. He was the most recent addition to the ranks of the Charter Trustees, a 15-person group which has seen the appointment of three new members this school year.

Mr. Israel, of New York City, was appointed by the Charter Trustees themselves, as are all members of the Board, last fall to fill the vacancy of a retired Trustee. The broader Board of Trustees, encompassing the Charter members and six Alumni Trustees, includes President David Underwood, Head of School Barbara Landis Chase, and two other alumni from Israel's class, Rick Bienecke and Charles Beard.

The newest Charter Trustee has not been absent from service to PA since his graduation. He has served on the Andover Development Board and its Executive Committee, and is treasurer of New York's Andover/Abbot Regional Association. The president of the class of 1962 also recently served on the Strategic Facilities Planning Committee. Mr. Israel's contributions to the school include the Israel Squash Courts, and George Washington Hall's student lounge, given by him and his family in 1992 in memory of his father, Adrian '32.

Secretary of the Academy Peter Ramsey explained the Mr. Israel's connection to the academy. "Tom has been deeply involved with the school since he graduated, and he's been active in volunteer work for the school in New York City." Mr. Israel has worked for other institutions as well: he serves on the Riverdale School's Board of Trustees in Bronx, NY, and on its Finance Committee. Also, he has served his alma mater, Yale University, on its Development Board.

Israel joined an Andover Board of Trustees that currently faces, or will confront soon, many important decisions. The majority of the Steering Committee's recommendations, released early last year, have yet to be seriously considered. Also, major, expensive campus projects, like the

renovation of Evans Hall, or the construction of a new science complex, the replacement of the dilapidated ice hockey rink, and the repair of the crumbling interior of the Memorial Bell Tower, await decisions on funding and execution.

According to Secretary of the Academy Ramsey, Mr. Israel is ready to help as his new colleagues on the Board grapple with these choices. "He will make a terrific contribution to the governance of the school," he said. The new Trustee is familiar with what he calls "the issues," topics like strategic planning, fundraising, enrollments, and the condition of the campus. According to Mr. Ramsey, Mr. Israel will consider these and other things, but not the curriculum, the faculty's territory. The Dean's Council, a group including the Head of School and some senior deans, is the main conduit for issues to be debated by the Board of Trustees; however, there are other means by which the Board may receive topics for discussion.

When an issue is brought to their attention, the Trustees, or, more specifically, the appropriate one of their committees, considers it. The Board's four committees are Education, whose domain includes topics like admissions and residential life; Finance, in charge of the budget and endowment; Academy Resources, the fundraisers; and Building, who look after the campus. Through this organization, the Board, generally removed from the campus, makes decisions on the broad issues facing the academy.

Thomas Israel, the newest Charter Trustee, will join the 20 other members of the Board at their meeting next week. The six Alumni Trustees, equal members of the Board, are elected publicly by school Alumni, with two being chosen every four years.

In White Plains, NY, Mr. Israel is chairman and CEO of A.C. Israel Enterprises, a firm dealing with private and public investments. In addition, he is a director of Conxus, a company in the voice-paging market, and of General Cigar. Finally, he participates in Mount Sinai Hospital's Associates Program in New York City. Mr. Israel lives in the city with his wife, Barbara, and their three children, Peter '94, Wendy, and Emily.



# Speakers & Exhibits

## Harvard Professor Cornel West, on "Restoring Hope"



Dr. Cornel West delivers his lecture on hope to a large audience in the Cochran Chapel. Those in attendance reacted favorably to Dr. West, applauding loudly and often

Photo / E. Friedlander

by Michael Tai  
PHILLIPIAN STAFF WRITER

On Sunday, May 26, Harvard Professor and 1998 Palitz Fund Speaker Cornel West lectured on "Restoring Hope." Speaking to a crowded Cochran Chapel, Dr. West talked about wrestling with the past and people not having enough passion. Established in 1991, The Bernard and Louise Palitz Fund at Phillips Academy invites a distinguished speaker once a year "to enhance the extra-curriculum at Phillips Academy."

Dr. West, a former director of Princeton University's Afro-American Studies program, is a critically acclaimed author with over a dozen books to his credit. His best known book, the national best-seller *Race Matters*, is used in classes here at Phillips Academy. Dr. West's upcoming book, "Born Without a Skin", explores the deterioration of quality parenting in America. In his youth, he was heavily influenced by the Baptist Church, American Transcendentalism, European philosophy, and the Black Panthers. In addition to teaching at

Harvard and Princeton, Dr. West has taught at Williams College, Union Theological Seminary, and Yale Divinity School.

Assistant Head of School Rebecca Sykes introduced Dr. West as someone who would "tell the news of hope." She compared his rhetorical style of speaking to a Baptist preacher and exclaimed, "This brother is deep." After a few opening remarks, Dr. West spoke about history. Most Americans, according to him, often deny wrestling with the past. He stated that our nation incorrectly believes that it began innocently, and that our country has a tarnished history that few see. For example, Dr. West asked how the Native Americans felt about their history. One of several reasons that he gave for the lack of attention to history was that we do not want to deal with all the pain and suffering of the past.

Dr. West moved on to speak about the lack of hope in this country. He called America "a hotel civilization" meaning the lights are always on because we do not want to deal with the "under side" of life. He warned that we, as a society, are "putting the autopilot on through progress." People

are staying on the surface of issues and not closely examining them. Dr. West argued Americans "are congenial pragmatists" who don't want to linger too long on something that will take too long to solve. In addition, he notes that Americans have a hard time talking about racism, which could result in some of the most significant issues not being discussed.

One of the main criticisms in Dr. West's lecture was about the market-based economy. He blamed the market activities, such as advertising and Hollywood, for the lack of passion in American's youth. According to Dr. West, "Passion is something people latch on to and go crazy if they do not do it." These market activities have pushed young people away from what they really want to do; advertisers dissemble young people and create the market that they would like. Dr. West also found fault in teenagers only wanting to attend college because of the high paying jobs awaiting them after graduation. Market forces also pull many parents away from homes and push parents to put work ahead of their kids. With a new generation of Americans addicted to "consumption

streaks" in malls, he questions whether democracy can survive with no long-term aims by the nation's youth.

Continuing with his criticism of the current economy, Dr. West questioned the validity of recent claims, such as that of President Bill Clinton, who says "it's a good time in America." Dr. West does not agree with the President's benchmarks, which include the stock market and budget. When Dr. West talks to fellow citizens, he sees an increasing wealth gap because "wages are stagnant for non-supervisor workers and CEO's salaries are up 400%." Global capitalism and less potent trade unions have led to the firings of many people for economic reasons and "a deep and profound economic despair" for the workers of the world. Dr. West asked how senior management of companies can have such sweet compensation packages when there are kids in the world's richest nation living in poverty. He is "terrified" of people saying these are good times because he fears the population is becoming more indifferent to social misery.

In his conclusion, Dr. West said he has hope for the future. He has seen every generation meet different challenges, but the young generation in our country has divisions to deal with due to gender, race, and wealth inequality. According to Dr. West, the path towards restoring hope starts with the "truth telling" of the history of this country and the world. He warns that the 21st century could be as brutal as the 20th century if people are not willing to stand up for democratic ideas. The 21st century must have the courageous, self-sacrificing people who saved the 20th century and who will insure that the next hundred years will not be our last.

Before his speech in the Chapel, Dr. West spoke with invited students in an informal session at Head of School Barbara Landis Chase's house. During the meeting that included no faculty members, Dr. West showed a true passion in getting to know the students. He asked them where they were from and what life is like at PA. He urged all students at this time in life "to hook up with close people" because later in life "you will want to think of the relationships here that enhanced and helped you grow." Students asked Dr. West questions on topics ranging from passages in his books to his view on Affirmative Action. On the question "What is his passion in life?" he answered that his passion, other than family, is to communicate and make connections with people. Another student asked, "How do you see people reacting to the cutting back in Affirmative Action?"

Since prestigious schools, such as UC Berkeley, have seen a sharp decline in African-American students, Dr. West called the reduction in the program "disastrous." He cautions, "If you end up at elite institutions with lily-white people, serious conflicts are going to erupt between people." Fifteen years ago, Dr. West believes, the view of Affirmative Action changed from allowing qualified minorities to be a part of the applicants' pool to giving undeserving and under-qualified people jobs.

## Addison Gallery Hosts Display of the Works of Famed Modernist Painter Arthur Dove

by Dan Schwerin  
PHILLIPIAN NEWS ASSOCIATE

On Friday, April 24, the Addison Gallery of American Art opened a "major traveling retrospective" of the work of famed modernist painter Arthur Dove (1880-1946). Project director Debra Bricker Balken and co-curators William C. Agee and Elizabeth Hutton Turner coordinated the eighty-one piece exhibition. Donated from forty-eight public and private collections and spanning Dove's entire career, the retrospective included paintings, assemblages, pastels, and charcoal drawings.

The exhibition came to the Addison most recently from the Whitney Museum of American Art in New York, and originally from the Phillips Collection in Washington, D.C. While on display at the two prestigious museums, the retrospective met with much praise from the press. *New York Times* art critic Michael Kimmelman wrote, "We need more shows like the beautiful Arthur Dove retrospective" to remind us from time to time of American painting at its most lyric and idiosyncratic.

Hilton Kramer of *The New York Observer* called the retrospective "quite the best exhibit of this artist's work I have ever seen." After leaving the Addison on July 12, *Arthur Dove: A Retrospective* will move to the Los Angeles County Museum of Art, where it will stay until October.

The Addison, open Tuesday to Saturday from 10 a.m. until 5 p.m. and Sunday from 1 to 5 p.m., held an opening reception on April 24 from 5 to 8 p.m. In addition, the Gallery, working in conjunction with MIT Press and the Phillips Collection, published a two-hundred page catalogue of the exhibition. The high quality monograph recounts the life and career of Dove, in addition to displaying his work. The exhibition is funded by grants from the Refco Group Ltd., J. Mark Rudkin '47, the National Endowment for the Arts, the Glen Eagles Foundation, and the John S. and James L. Knight Foundation. Michael J. Scharf '60 supported the catalogue.

According to the Addison, the exhibition "explores the development of Dove's language of abstraction as well as his experimentation with new media." Dove is held by some to be the first twentieth century artist to produce an abstract painting, predating Kandinsky's *Improvisations*, the first European paintings to dispense with figuration.

Dove and his friend Georgia O'Keeffe were, as the catalogue puts it, "interested in recording a sensation or feeling, rather than theorizing about art and its ongoing stylistic permutations. Nature, rather than culture, remained the primary subject matter of his work."

Dove was born in Canandaigua, New York, in 1880. To satisfy his father, he studied law. Following his own ambitions, he went on to study art at Cornell University. After graduating in 1903, he moved to New York City where he worked as a freelance illustrator for Harper's and Scribner's. In pursuit of his dream, he sailed to

Paris in 1908. Dove remained abroad for 18 months, painting brightly-colored Impressionist landscapes in the south of France. With his friend Alfred Maurer, he resolved to "simplify Impressionism." When he returned to the States, his career took off after Alfred Stieglitz, a prominent New York gallery owner, discovered him in 1912. Stieglitz remained Dove's supporter and friend for more than thirty years.

Dove explained his ground-breaking abstraction, commenting "I no longer observed in the old way, and not only began to think subjectively, but also to remember certain sensations purely through their form and color." Following his success, Dove left New York for the solitude of Westport, Connecticut.

While at the colony of writers and artists located there, he farmed for a living and befriended colleagues such as Paul Strand and Paul Rosenfeld. Rosenfeld observed, "...cows and calves and growing plants were in his mind." Dove started working with pastel and charcoal, capturing what he called, "sensations of light from within and without."

By 1918, Dove had returned to the City, forced to leave Westport for financial reasons. By 1921, he had left his first wife and returned to avant-garde painting. He met a new woman, Helen Torr, and felt renewed, writing, "it is great to be at it again, feel more like a person than I have in years."

Throughout the twenties, Dove was a major figure in American Modernism, creating a series of twenty-five assemblages that place flowers, leaves, paper, cloth, and even wood and metal in "witty and poetic juxtapositions."

As he entered the thirties, Dove's paintings grew larger and more free moving. The Addison staff described this period, saying "the vitality of the late work, with its boldly contrasting geometric forms moving freely in open fields of color, underscored the vigor of Dove's imagination, and set important precedents for America's post-war abstract artists."

The dawning of the 1940's saw a Dove much weakened by health problems. He had suffered his first heart attack in January 1939, and was turning sixty. Dove became more interested in geometrical abstraction, exploring "the point where abstraction and reality meet."

By the end of his career, he had created a "uniquely metaphysical approach to nature," writing "I would like to take wind and water and sand as a motif and work with them, but it has to be simplified in most cases to color and force lines and substances, just as music has done with sound." Arthur Dove died in 1946, a "benchmark for a post-war generation of American abstract artists."

The Addison Gallery of American Art, founded in 1931 with the intention to "enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful," boasts a collection of over 12,000 works. Besides the Dove retrospective, the Addison offers art from such American masters as Homer, Whistler, O'Keeffe, Stella, and others.



The Addison Gallery hosted an exhibition of Arthur Dove's works, such as this piece from his collection

Photo / File

## AFL-CIO Leader David Cohen '70, on Unions

by Dan Schwerin  
PHILLIPIAN NEWS ASSOCIATE

David J. Cohen '70, Assistant Director of the AFL-CIO Department of Education, delivered his speech, "In This Rich Nation: Unions and Working Families," at the Friday Forum on Thursday, January 8. In his lecture Cohen hoped to "engage students in thinking about what sort of role unions can and should play," and be part of a discussion rather than a straight forward lecture. The title of Cohen's speech refers to a quote from Dr. Martin Luther King, Jr.'s last address, given to union workers in Memphis, Tennessee. Cohen spoke at 8:00 p.m. in Kemper Auditorium.

Cohen plans to discuss some of the ways in which unions affect peoples' lives: decent income, health care, education, retirement, and perhaps most importantly, time. Organized labor played a important role in establishing the social security system and the eight-hour day, raising the minimum wage, extending health coverage benefits, and securing paid vacations.

The AFL-CIO, or the American Federation of Labor and Congress of Industrial Organizations, is the preeminent labor organization in the country. It was formed in 1955 by the merger of the AFL, which organized workers into craft unions, and the CIO, which organized them into industrial unions. The AFL-CIO is made up of many autonomous labor unions, the largest of which is the Teamsters' Union. According to the AFL-CIO, the job of unions is to give working people a voice in government; build stronger workplaces; improve job safety, pay, and benefits; work for equal treatment;

and fight discrimination.

The Department of Education of the AFL-CIO, of which Cohen is Assistant Director, has two main focuses: providing education to build unions and help workers and to formulate education policy. The Department gives workers literacy and job training, and is currently working on gaining access to higher education for students based on merit rather than money.

Labor has had a turbulent past two years, starting with the election of AFL-CIO President John Sweeney in 1995. Since then labor has thrust itself back into the political arena — its role had been declining since the mid-'80s — by contributing \$35 million to the Clinton reelection campaign, waged and won a major strike at UPS, scored a large membership victory by recruiting the white-collar professionals of US Airways, and organized a program called Union Summer to re-energize the movement. Labor has also been rocked by scandal — particularly in the Teamsters' Union — and membership is at a fifty-year low. In 1950, 35% of workers belonged to a union; today, only 14.5% are members. Today's unions, the AFL-CIO in particular, are fighting to stay relevant and move into new fields, such as agriculture, as the economic landscape changes.

David Cohen has four children and speaks, writes, edits, and teaches in addition to his position with the AFL-CIO. Although next Thursday will be his first time speaking at a high school, he has taught at the University of Maryland and the George Meany Center for Labor Studies. He has just finished work on a book about construction law; he is also a frequent contributor to *The Washington Post*, *The*

*New Republic*, *Harvard Magazine*, and *The Progressive*.

Cohen graduated from Andover in 1970 and went on to Harvard University. He greatly enjoyed his time at PA and spoke especially highly of the "superb teaching." One of his teachers, Mr. Lyons of the History Department, is one of his heroes and a life-long friend. Cohen says that Mr. Lyons' teaching of Black History and other topics controversial at the time, in addition to the influence of his grandfather, helped inspire him to join the labor movement. While a student at Harvard, in 1973, Cohen taught a course entitled "Vengeance vs. Justice: Delinquency and the Criminal Justice Systems," at the PA Summer Session. After Harvard, he received the Henry Russell Shaw Traveling Fellowship to travel the world and pursue his interests. He spent his time observing elementary and secondary schools across Europe. He returned, attended Harvard Law School, and went on to clerk for a judge of the US District Court of Massachusetts. For fourteen years he worked for a union law firm specializing in multi-employment benefit funds. After becoming dissatisfied with life in private practice and feeling a great love for teaching, he went to the AFL-CIO Department of Education in 1993.

The Friday Forum, founded in 1980, is run by the Department of History and Social Sciences. It is intended to foster debate and interest in public affairs outside Phillips Academy. Past speakers have included Theodore Sorenson, Legal Counsel to President Kennedy; Senator John Kerry (D-MA); and Pulitzer Prize winning political cartoonist Jesse McNelly.



## SPEAKERS

# Harvard Professor Bernard Bailyn, on the Significance of American History

by Thayer Christodoulo  
PHILLIPIAN NEWS ASSOCIATE

Bernard Bailyn, one of the most distinguished American historians of the century, visited the Phillips Academy community on Friday, February 13, to meet with members of the Department of History and Social Science for a professional exchange of ideas on curriculum and teaching improvements. Mr. Bailyn is a renowned historian and author whose works focus on the history of the American colonies, the American Revolution and Anglo-American relations in the pre-industrial era.

In the past year, the History Department has brought several distinguished university-level historians, such as Ms. Pauline Maier of the Massachusetts Institute of Technology, Ms. Carol Gluck of Columbia University, Ms. Mary-Beth Norton of Cornell University and Ms. Heidi Roupp, to Andover. While here, they have observed history and social science classes so that they might share their thoughts on possible improvements to the curriculum, so that the school can continue to give students a solid foundation in history and prepare them adequately for college. On his visit, Mr. Bailyn observed a section of Mr. Crawford's History 30 class, a section of Mr. Williams' Social Science 10 class, and Dr. Strudwick's Social Science 51 class. He also sat in on a Social Science 10 teachers' meeting.

After observing the classes, Mr. Bailyn held an informal discussion group in Samuel Phillips Hall for all interested students and faculty. At the discussion group, which was primarily attended by current History 30 students, Mr. Bailyn answered questions concerning his books on United States history and shared his ideas in an energetic and involving manner. Mr. Bailyn explained that to him history is a way of thinking, not merely an overabundance of information, and analyzing the information is one of his personal interests. The professor stressed that the most important thing is whether studying history truly interests a student, and that one should only research topics one finds exciting and intriguing.

Mr. Bailyn met with the members of the Department of History and Social Science to discuss effective teaching methods and his ideas of including a form of world history into the Phillips Academy curriculum. Chair of the Department of History and Social Sciences Victor Henningsen explained, "These conversations between the History Department and outside historians have not been done enough. This is a kind of conversation which needs to be maintained and extended in high school history departments to give schools a clearer

sense of where their students are headed."

Mr. Bailyn received his Bachelor of Arts at Williams College in 1945 and went on to receive his Masters of Arts at Harvard University. Because of his accomplishments in the field of American history, he is the recipient of many honorary degrees from various institutions including Lawrence University, Bard College, Clark University, Yale University, Grinnell College, Trinity College, Manhattanville College, Dartmouth College, the University of Chicago, and the College of William and Mary.

Mr. Bailyn joined the Harvard faculty in 1953 and has taught there since then under various titles. He served as a Professor of History from 1961 to 1966, as the Winthrop Professor of History from 1966 to 1981, as the Adams University Professor of Early American History from 1981 to 1993, as the Adams Professor Emeritus since 1993 and as the James Duncan Professor in 1991 and as the Duncan Professor Emeritus since 1993. Mr. Bailyn's other duties at Harvard have included serving as the Editor-in-Chief of the John Harvard Library from 1962 to 1967 and directing the Charles Warren Center for Studies in American History from 1983 to 1994. In addition to teaching at Harvard, Mr. Bailyn taught as the Pitt Professor in American History at Cambridge University in England from 1986 to 1987, and as the Lewin Visiting Professor at Washington University at St. Louis in 1985.

Mr. Bailyn has guest lectured at institutions throughout the world including Brown University, Cambridge University and Cornell University, and has written seventeen books which have won him two Pulitzer prizes, the Bancroft Prize and one National Book Award. Mr. Bailyn's most recognized work, *The Ideological Origins of the American Revolution*, focuses on the causes of the revolution. In recent years he has focused on the study of the Atlantic migration and how immigrants interacted with the environment to create different societies, which is the subject of another of his renowned books, *The Peopling of British North America*.

Prior to his visit to Phillips Academy, Mr. Bailyn traveled to Columbia University on February 2 to give the Lionel Trilling Seminar entitled "Context in History," a talk about the difficulties historians have confronting how events actually occurred. Last week, Mr. Bailyn returned from Washington DC, where he delivered the first Millennium speech at the White House Library. In March, Mr. Bailyn will be the second speaker in a series of lectures on books which have been influential to Western citizenship, statecraft and public policy, at the Rare Book and Special Collection division of the Library of Congress.

# New York Times Bureau Chief Sara Rimer, on the Press's Responsibility

## New England Bureau Chief Speaks on a Life of Journalism

by Thayer Christodoulo  
PHILLIPIAN NEWS ASSOCIATE

Distinguished journalist and New England Bureau Chief of *The New York Times*, Sara Rimer, visited the Phillips Academy community Thursday, April 16, as the first recipient of the Kayden Visiting Fellow Award in Journalism, an award sponsored by former editor-in-chief of The Phillipian, Gerold Kayden '72. Ms. Rimer met with students, attended classes, and presented her Friday Forum speech entitled "Responsibility and the Press: From *The Michigan Daily* to *The New York Times*."

Ms. Rimer's visit officially began at 5:00 p.m. on Thursday when she spoke with and answered questions from the current Phillipian board and their predecessors at an exclusive dinner at the home of Rebecca Sykes, Assistant Head of School.

Following the dinner, Ms. Rimer presented her lecture to a full audience in Kemper Auditorium. The Friday Forum opened with an introduction by Charles Fuller '00, who spoke about the role of media in society. He then gave a brief overview of Ms. Rimer's work at *The Michigan Daily*, *The Miami Herald*, *The Washington Post*, and *The New York Times*, and her recent articles on aging in America. Following Fuller, Thomas Lyons, Instructor of History and Social Sciences, welcomed Ms. Rimer and presented to her the Kayden award.

Ms. Rimer thanked Mr. Lyons and began with an anecdote. Earlier in the week, Ms. Rimer received *The New York Times*' in-house newsletter that presented various reader responses to the newspaper. One reader wrote with the belief that *The New York Times* has the power to decide whether or not to print scandals, such as the Monica Lewinsky sexual harassment case. Ms. Rimer used this story to question the amount of power and responsibility of journalists at *The New York Times*. On a personal level, Ms. Rimer spoke of her displeasure in writing big stories, such as those concerning Paula Jones, and how she wants to use her role as a journalist to write about the unsung heroes of the world.

Before continuing with examples of her work, Ms. Rimer talked of her experiences leading up to her current work. As a freshman at the University of Michigan, Ms. Rimer felt lost at such a large school and began to write for school's newspaper, *The Michigan Daily*, to find a place in the community. After graduating from Michigan, her work at *The Michigan Daily* landed her a job at *The Miami Herald*. Starting in the *Herald*'s smallest

bureau that was virtually void of news, she worked up to the main Miami bureau with hard work and determination. From Miami, she moved to *The Washington Post*, but views her time in Miami as "a great way to learn journalism."

Following her job at *The Washington Post*, Ms. Rimer advanced to *The New York Times*. It was after she had explored New York City that she began to write about unsung heroes. Of her countless articles on such individuals she became particularly attached to her coverage of the great floods that ravaged the Midwest of the United States. On the Mississippi River, Ms. Rimer visited a city completely submerged in water, and accompanied townspeople as they visited their damaged homes. In Quincy, Illinois, Ms. Rimer ran into a "boot camp" of former drug offenders in rehabilitation who helped the natives build up the levies with sand bags. Though the levies eventually broke and the water destroyed the town, the town were overjoyed with the boot camp's members who cared enough to help.

Following her coverage of the floods, Ms. Rimer contacted one member of the rehabilitation "boot camp" and found out that he could not find employment after returning to Chicago after the flood. Ms. Rimer

followed this "hero of the flood" on a job search and published an article about his unsuccessful employment attempt. The day after the story went to print, over a hundred people offered this man a job and the HBO television channel made a movie based on this man's life and the flood.

A couple of years ago, a white female investment banker was the victim of rape in Central Park and the suspects were all Hispanic and African-American teenagers. As this story gained publicity, Ms. Rimer wondered how it would feel to be a teenager growing up in New York City. She found a baseball team made of Hispanic and African-American teenagers and through the baseball team and its members, wrote about the community. In fact, the Cleveland Indians drafted one of the players and within two seasons of minor league play, this man moved to the majors and played his first game in his hometown at Yankee Stadium. In his debut performance, the player hit two home runs. Afterwards, Ms. Rimer wrote an article about his success and accomplishments coming from a poor community. The whole community felt that they had succeeded through this young player, which was a "really nice story to be told."

This fall, Ms. Rimer covered a story about how mothers on welfare

go back to work after childbirth. To get an inside idea, Ms. Rimer followed one woman who would get up early to walk her children to an inexpensive and inattentive baby-sitter in order to get to her job at a bakery. For her lecture Ms. Rimer used this story as an example "of what journalism can do. To put this stuff out there, get issues out there and also let people know about these extraordinary things done by people you're never going to meet — what they do and how brave they are."

To conclude her lecture, Ms. Rimer spoke of a journalist she admires, Gene Roberts, who worked eighteen years with *The Philadelphia Inquirer*. Mr. Roberts has endowed an award that represents the type of journalism which Ms. Rimer believes in. The award "honors the story of the untold event that loosens instead of breaks. To the story that reveals, not repeats. To the reporter who zigs, instead of zags. To the truth, as opposed to the fact. To the forest, not just the trees. To the story they'll be talking about in the coffee shop on Main Street. To the story that answers not just who, what, where, when and why, but also the so what. The efforts to portray real life itself, to journalism that wakes me up and makes me see. To the revival of the disappearing storyteller."



Sara Rimer met with various members of the PA community, including Phillipian editors. Here she is shown attending a meeting of the Women's Forum.

Photo / M. Tsai

# Renowned Columnist Fan Lin, on Chinese Literary Genre of "Miscellaneous Writing"

by Yuan Wang  
PHILLIPIAN ADMINISTRATIVE EDITOR

On Tuesday, April 13, at 8 p.m., renowned and widely respected Chinese newspaper columnist Fan Lin presented a speech entitled "Miscellaneous Writing, a Unique Literary Genre in China" at the Taubman Room of Samuel Phillips Hall. Sponsored by the Phillips Academy Chinese Department, the talk explores *za wen*, or miscellaneous writing, a short yet pithy form of Chinese literature that uses historically and culturally based satire to attack social injustices.

Lin opened his presentation with an emphasis on the uncommon nature of miscellaneous writing. Calling the genre "a unique flower within the Chinese literary arena," he praised it as an instrument which manages to pass the censors and to go beyond political propaganda to uncover the truths of Chinese society. "The miscellaneous writing is quite different from the usual forms of literary criticism," said Lin, "but out of all the articles published on the Chinese newspaper, it is the best way to learn about China."

Lin went on to give a broad overview of the genre through addressing three of its salient characteristics: its nature, its formula for success, and its structure. According to Lin, miscellaneous writing derives much of its spirit from the Chinese author Xun Lu, whose duel with corruption within the nationalist government in the early to

mid 1900's won him acclaim as the most influential Chinese writer of modern times. Miscellaneous writing continues Lu's struggles for justice and democracy and against corruption and dictatorship. Its empathy with the common man, its refusal to be manipulated by the government, and its "prickly" social commentaries are cause for fear among the powerful elite.

As examples of miscellaneous writing's common targets, Lin used two excerpts from his works — one attacking contradictions within government policies, and the other the country's propaganda efforts to smooth over social problems. In his first article, Lin likened the Chinese government's recent crackdown on corruption to "a man fighting with a ferocious tiger." "Yet, our hero will never subdue the monster," says Lu, "because ironically, he's the one who has been feeding it." Along the same lines, the Chinese government cannot really uproot corruption because it is something widely practiced among the ranks of its own members.

In his second article, Lin attacked token moves made by the Chinese government to prop up their own image. He talked of the phenomenon where leading politicians are shown planting trees on national television as a sign of their support for environmental efforts. Lin called this a sugared propaganda effort by the government. He remarked, "The reality is China hasn't tried hard to save its environment. Beijing is plagued by soil ero-

sion, Shanghai by air pollution ... In order to hide the fact that they haven't sought to remedy these problems, the government dishes out special tree-planting days for the benefit of the viewing public." Lin says that while this gives the government a nice, caring image, it essentially does nothing for the environment.

Lin then went on to list the two necessary ingredients for an efficient piece of miscellaneous writing: logic and imagination. Because this genre cannot exist without criticism, the writer must use logic to funnel his reasoning. Like a philosopher, he has to examine the evidence, conduct his analysis, and help the reader realize the fallacies in life. Yet, this message must be sent with imagination and artistry. Thus miscellaneous writing is poetic in a fashion, because while poets use descriptions of the surreal, miscellaneous writers must use descriptions of the concrete to spice up their works. Only when one can achieve a balance of logic and imagination, can one write a successful piece.

But perhaps the most powerful and defining characteristic of miscellaneous writing is the manner in which it deals with explosive issues. The artistry of this type of writing, says Lin, lies in its indirect approach. "Miscellaneous writing is like conducting guerilla warfare," he said, "you hit your target in small jabs, here and there." As Lin's works demonstrate, in this genre, broad social criticism begins with a specific example from

everyday life, an isolated incident from society that seems irrelevant. The author then departs from that idea to other ones, rambling on to list old sayings, anecdotes, and fables. This subtle attack is reinforced through manipulation of characters and wording, which gives harmless phrases a deeper meaning. In the end, the writer uses the common thread between his deceptively innocent "random" thoughts to uncover a widespread social phenomenon. This special approach to writing powerful social commentary has made miscellaneous writing hard to censor, and harder to destroy.

In closing Lin remarked that China now has an environment that is markedly more tolerant of criticism. In the past, many miscellaneous writers, who stubbornly pursued justice, were condemned as anti-Communists. Now, these writers can speak their minds with little fear.

Lin is arguably among the four most acclaimed essayists of the Chinese literary arena. A graduate of the Beijing University School of Journalism, he acted as the former dean of the School of Journalism at Fudan University in Shanghai. His current responsibilities include advising Ph.D. candidates at Fudan, serving on the board of The Chinese Writer's Association, and chairing the Chinese Legal Protection Committee. After speaking at PA, he gave another talk on miscellaneous writing at the Harvard Chinese Department.

Brace Gender  
Center Student  
Fellows 97-98

Ian Barnard &  
Matt Rouilliard  
*Gender Images in  
Advertising*

Deb Vinton &  
Abby Coleman  
*Girls and Body  
Image*

Laura McSpadden  
*Gender Roles in  
Contemporary  
Amish Culture*

Christina McDonough, Caroline  
Marvin, &  
Sarah Zukerman  
*Girls in Math and  
Science*

Brace Gender  
Center Faculty  
Fellows 97-98

Judith Wombwell  
*Southern White  
Woman*

Robert Perrin  
*Mathematics as an  
Art Form*

Jay Rogers  
*Images of the  
African-American  
Male: Representation  
vs. Reality*

Susan Perry  
*Out at School, but  
Out of the Dorm*

Temba Maqubela  
*Gender in the Teach-  
ing of Chemistry:  
"Not more help,  
more Chemistry"*



# Addresses to the Community

## Head of School Barbara Landis Chase Considers the Status of Education at PA in Fifty Years

by Barbara Landis Chase  
HEAD OF SCHOOL

When the town of Andover celebrates the 400th anniversary of its founding, Phillips Academy will be 268 years old. The town and the academy have enriched one another since the academy's earliest days in the late eighteenth century. Phillips Academy was founded by Andover citizens in 1778, and most of its early history was nurtured by strong Andover roots. During the twentieth century, the academy and the town have grown significantly. While that growth has many dimensions, the interchange between the community and the academy continue to benefit both.

What forces will shape the academy fifty years hence? Predicting those forces is difficult; perhaps the best way to do so is to examine current trends for future implications. What are those forces? First, the changing demography of the United States. Second, the globalization of culture, economics and politics. Third, a new consciousness of cost and affordability. Fourth, growing concern about issues of moral, social, and community cohesiveness and values. And fifth, technological advances that have both promise and risk for society and for schools.

Demographic changes in our society will continue to change our program. The academy's constitutional mandate to seek to educate "youth from every quarter" will continue to evolve. Currently, our student make-up, in terms of race, religion, ethnicity, and socioeconomic background, mirrors the nation to a greater degree than it did fifty years ago. Fifty years hence, the make-up is likely to reflect even greater diversity.

Phillips Academy has educated young people from around the world for many years. During Donald McNemar's leadership (1981 to 1994), this emphasis grew even stronger. Roughly 10 percent of the student body come from abroad, a percentage that will likely continue; Phillips Academy is a national high school with a substantial international population. The academy also sponsors programs that have an international component. In a world that is increasingly interconnected, an ability to know, understand, and move comfortably in an international context will be highly valued. We will continue to be a national high school, but the global aspects of the program will continue to develop.

The movement to control costs has affected health care drastically in recent years; now attention has turned to education. Clearly, rising costs cause concern, but the current problems with managed care in the health care field indicate what can happen to quality when cost becomes the driving force.

What does this new cost-consciousness mean for schools like Phillips Academy? Boarding schools, where so much of the cost comes from the residential component, are very concerned about tuition increases. We worry about keeping a Phillips Academy education available to as broad a socioeconomic range as possible. We need to continue to control costs with vigilance and wisdom. We need to count on the generosity of our alumni to an even greater extent, if we wish to keep tuition from rising well above the rate of inflation if we are to continue our

commitment to financial aid.

An advanced and prosperous nation, the United States has every reason to feel comfortable and positive in the late twentieth century. Perhaps it is a credit to the American people that we do not seem to feel this way. We are cognizant that our society has progressed in many ways, yet we are dissatisfied. Recognizing that the general prosperity has left significant numbers of our countrymen poor and disenfranchised, realizing that even those who enjoy plenty are disenchanted with consumerism, cynical about government, and searching for community, we long for more.

What are the implications for schools such as Phillips Academy? A residential school can provide a strong sense of community for both faculty and students. We can contribute to the growing conversation about the sources of true community in a helpful

**"What forces will shape this academy fifty years hence?"**

way. We will continue to give our students an understanding of the value of being an active member in a diverse, strong, constructive community. We heed the words in our Constitution that tell us to teach "goodness and knowledge," and we interpret them in new ways for the present and future. Because we are an independent, residential school, we have the freedom and opportunity to develop this part of our program. From our nation's beginning, just as the academy was founded, Americans have understood that our schools play a central role in keeping us free and democratic. The belief that schools should serve as "cradles for civic virtue" has historic roots as well as a critical contemporary imperative. I believe we will emphasize this aspect of our program increasingly and that, fifty years from now, we will be able more fully to describe how we teach goodness, as well as knowledge.

Some argue that technology can save education. Some see technology as education's undoing. We believe that the computer is only a tool for teaching and learning—the most powerful ever, to be sure, but only a tool. We must continue to focus on the overwhelming importance of *what* we need to teach, then use the power of technology to do so. What is clear now and, I believe, will be even clearer in 50 years is that education will always rest on the relationship of teacher to student in the making and use of knowledge and the cultivation of understanding. What computers can help teachers do is to stay connected with their own fields and their colleagues to a degree once impossible, to individualize their instruction, to give students access to unprecedented amounts of information on their own. One of the emerging con-

cerns that will likely continue to develop within the next 50 years is the issue of processing and coming to terms with such vast quantities of information and knowledge. How will we teach students to make meaningful use of the plethora of information now available to them? This question will become more and more important to educators in the future.

Since schools must cope with the changing needs of new generations, we had best expect change and deal with it proactively and positively. In that process, we must also decide what will remain *unchanging*. What are the principles we believe are important to strive to hold fast to them forever?

For Phillips Academy, those principles come directly from our Constitution. The words of that document (like the Declaration of Independence and the nation's Constitution, both framed close to the time of the Academy's Constitution) having lasted to the present day, show a remarkable timelessness and elasticity. Those principles are:

1. The notion that the quest for excellence through hard work should be a cornerstone of the education of the young, because what is taught then sets the tone for later life. "*Finis Origine Pendet*" the end depends upon the beginning.

2. The idea that youth educated at the Academy should come from many geographic locations and from a variety of backgrounds, captured in the phrase "youth from every quarter."

3. We have embraced from the beginning the idea that the purpose of education is to serve others and the world. This idea is captured in the words emblazoned on the seal of the academy: "*Non Sibi*" not for self.

4. Finally, there are the words in the Constitution that outline the responsibilities of the first master (currently called "head of school"): "But, above all, it is expected, that the Master's attention to the disposition of the Minds and Morals of the Youth in his charge, will exceed every other care; well considering that, though goodness without knowledge...is weak and feeble; yet knowledge without goodness is dangerous; and that both united form the noblest character, and lay the surest foundation of usefulness to mankind."

Whatever the influences of the world around us, I believe these fundamental principles of the academy will survive in perpetuity; and for as long as they do, Phillips Academy will continue to educate bright and motivated young people who will enter the world committed to making it a better place.

*Barbara Chase*

Barbara Landis Chase  
Head of School

*Editor's Note: This essay is adapted from a piece written by Barbara Chase for a publication of the "Andover at 400" seminars, which were part of the 350th celebration of the Town of Andover's founding.*



Head of School Barbara Landis Chase



Ben Goldhirsh is looking forward to serving as the liaison between the students and faculty next year

Photo / L. Hoopes

## President-Elect Ben Goldhirsh Outlines Next Year's Agenda

by Ben Goldhirsh  
SCHOOL PRESIDENT-ELECT

It was a sunny day when I first arrived at Phillips Academy. I said my goodbyes to the family, and entered a new phase in my life: high school. To be perfectly honest, I hated this place for the first two months. I regretted every step that led to my enrollment. However, I came around. By spring term of freshman year I knew that my decision to attend PA was one of the best choices I had ever made. I made another decision the spring of my upper year; I chose to run for school president. Although my love for this school is unquestioned, there are many parts to the academy which I feel can be changed for the better. That, plus the fact that I am confident in my ability to lead the school in the right direction is why I ran for president.

The major plank in my platform is that I wish to be an extension of the student body. I'm just the guy who relays the students' opinions, wants, and needs to the faculty and administration. My job is to pass these ideas on in a persuasive manner so that they may become a reality. With the help of a very capable student council I anticipate a successful year in terms of the students' wishes being articulated and met. Furthermore, I plan to work very closely with Barbara Chase and other faculty members in order to ensure that students have a say in the present and future of PA.

The major issue which the student council now faces is its wish to abolish the new 11:00 p.m. in-room policy, which lasts all year for lowers, and through the fall term for uppers. The policy was instated by the administration mainly for the purpose of increasing the structure of this institution. I understand, and agree with the circumstances which lead to the conceivment of this plan. Too many talented students attend Andover only to slip through the cracks. Unable to effectively manage time, these students crumble under the strain of a rigorous course load. However, this new policy is too broad to effectively address these issues. There are many students who finish their work by 11:00 p.m. and who use the remainder of the night for much needed relaxation. For these students, the new in-room policy is not only redundant, but also unfair.

At the same time, I fear that these new rules will unintentionally encourage students to spend their free time during the day socializing, and then start their work at eleven, thereby leading to less overall sleep.

Furthermore, lower year is a learning experience. It is a time for everyone to slowly get a feel for their own study habits. Depriving students of this natural learning process will be detri-

mental; and as students will receive a new found freedom upper winter, they might not know how to handle that sudden lack of regulation. There are many other arguments against the policy and suggestions for alternatives, which can be found in the student council's article on the topic.

Other pressing issues I plan to focus on next year are car permission, commons, and homework after six day weeks. All of these issues should, and can be changed. The main objective of attaining car permission is to let an authority figure, one's house counselor or cluster dean, know of where one is going. Thus, if something is to go wrong the student can be located. It seems logical that car permission should always be granted to students riding with drivers who have already met certain qualifications. Therefore, it would be easier for everyone if students could leave a message on their house counselor's voice mail alerting them to their itinerary when traveling with a driver who has passed all school requirements.

Another important issue which I will address deals with Commons. A subcommittee will be set up to converse with the school nutritionist, the students, and Aramark (the food service), in order to better satisfy the student body and the faculty who eat at the cafeteria.

The third pressing matter is the "homework after six-day week" controversy. Banned last year, homework after six day weeks has been brought back. This is an egregious problem as it completely eliminates the student's weekend; with school and sporting events crammed for Saturday and Sunday, virtually no time is left for homework. At the same time, it doesn't provide students with a chance to catch up on work they may have fallen behind on in the previous week. Either homework must go or six-day weeks must go, for the two combined is perhaps the worst thing for student morale, happiness, and the success that our Andover education and life has come to symbolize.

Although the issues stated above are troublesome ones, they cannot diminish the greatness of this school. It is a true honor to represent the talented student body of PA, and although I cannot promise to succeed in achieving the goals of everyone, I can guarantee that I will do all within my power to make life here at Andover better.

*Ben Goldhirsh*

Ben Goldhirsh  
School President

Photo / J. Mitchell



## CAMPUS NEWS

# Academy Considers Allowing Same-Sex Couples to Live in Dormitory Housing

*Continued from Page A6*

Community and Multicultural Development; Maxine Grogan, Dean of Admission of the Summer Session; Susan Perry, Instructor in Biology and Advisor to Gay, Lesbian, and Bi-Sexual Issues; Edwin Quattlebaum, Instructor in History and Social Science; Lisa Svec, Chair of German Department; and Philip Zaeder, Dean of Faculty.

In early February the committee issued a memo in asking a number of groups to discuss the issue in their upcoming meetings. The memo, addressed to groups Sykes felt "had a stake in student residential issues," solicited a response from Student Council, Academic Council, Admission Office Staff, Chaplaincy, Cluster Deans, Cluster Presidents, Deans' Council, Faculty Benefits Committee, Gay Straight Alliance, House Counselor Committee, Workload Committee, and the Faculty Advisory Committee.

The question, directed towards these faculty and student groups, asked "Given the stated goals and expectations of our community, what are the implications for residential education of having or not having same-gender domestic partners serve as house counselors in dorms?"

The question posed by working group prompted a discussion and response by the Student Council. After its Sunday, March 1 meeting, the council issued a statement expressing its support of allowing homosexual house counselors to live with their partners. The council outlined the benefits of the proposal and anticipated potential arguments and adverse reaction by the student body.

The council feared some students' negative feelings towards same-sex couples in dorms may interfere with the primary responsibilities of house counselors to "be able to communicate with their students and make them feel at ease."

The Council also anticipated adverse reaction from families of the student body: "Although the Andover Community is a nurturing and open environment for students and faculty of any sexual orientation, unfortunately many parents might not be as comfortable." The statement also expressed the council's feelings that students have much to learn from "exposure to house counselors of different sexual orientations."

Finally, the council suggested, during the first few years, the privilege be extended to house counselors in upper-classmen dorms only, giving students an option of choosing another residence on campus so that they may be able "to avoid any uncomfortable situation."

Following the Student Council's response, the Philomathean society, better known as the Debate Club, held an on-campus debate on the controversial resolution "Phillips Academy should allow domestic partners of homosexual faculty members to live in the dormitory in which that faculty member serves as resident house counselor." The debate was timely planned just before the faculty held an open forum devoted to the very issue on the following day. Drew Baldwin, '99 Co-Head of Internal Debate and moderator and organizer of the debate, commented, "It exceeded all of my expectations." Rebecca Sykes, leader of the Working Group on Domestic Partners in Dormitories, attended the debate. After the debaters made their closing arguments, the audience voted a majority in favor of the resolution.

Nearly 80 students and faculty listened to the affirmative arguments of Gilman Barndollar '00 and Dan Scherwin '00, and the negative arguments of Charles Forelle '98 and Zachary Tnpp '00 in a formally structured Oregon Style debate.

The affirmative side argued that the academy has "absolute confidence" in its homosexual faculty as indicated by a contract where the Academy would recognize a homosexual relationship. By not allowing homosexual partners to live in the dormitories, the school is violating its anti-discrimination policy, which states that the school cannot discriminate a person based on sexual orientation. Furthermore, argued the affirmative, "We cannot be parents. We are a

school." The school's purpose, therefore, is to teach not to comfort. By having homosexuals in dormitories, the school will expose students to a more worldly attitude.

The negative side countered by arguing that our school's main purpose is to protect the students. The School Charter states that the school serves students *in loco parentis*, in place of a parent. Though the school does have confidence in its homosexual faculty, will this change in policy sit well with all students? The school cannot simply get rid of 14 years of homophobia by having students live with a homosexual house counselor. "[Having homosexual house counselors] would create more harm than good," argued the negative. The school has no moral, legal, or ethical obligation to change policy. No state recognizes homosexual house counselors. Furthermore, the conditions of being a house counselor explicitly state that no faculty member can have his/her significant other reside in the dormitory if they're not married. Therefore, we are not violating the school's anti-discrimination policy.

In their closing arguments, the negative reinstated their notion that you cannot simply get rid of homophobia by implementing this plan. The affirmative side claimed that they had confidence in the students' ability to adjust. Even if they fail to adjust, they will at least be exposed to alternate lifestyles. The affirmative side concluded that marriage has evolved throughout its history from unplanned marriages to interracial marriage. "Just because the state doesn't recognize homosexual marriages doesn't mean [the school] shouldn't."

Following the successful Philomathean debate, the Faculty held an open and candid discussion of the issue during its Tuesday April 28 meeting. The purpose of the meeting was not to make policy or vote on the issue, but rather to collect the opinions of the faculty. Of those who spoke, the majority were ready to have same-sex domestic partners living in dormitories. However, according to Rebecca Sykes, Assistant Head of School, there were also long periods of silence, indicating that the faculty was still thoroughly contemplating the issue.

Mrs. Sykes gave a brief overview of the events acknowledging homosexuals in the PA community including benefits for same-gender domestic partners. For the following discussion she admitted that the Group worried whether it could provide a forum in which everyone would feel free to share their opinions. "I should add that in asking the entire faculty to consider this issue we recognize that no one individual or group of individuals has anything approaching the most valid or most worthy point of view. This is a community issue — although admittedly there are implications for individuals here and beyond the campus."

Several faculty members expressed that the school should be consistent with its anti-discrimination policy, and that they were personally ready to accept same-sex couples as house counselors. What troubled the faculty was the logistics of changing the policy. For example, how would families be notified? There were also general questions that dealt with the impact on the students themselves: would there be homosexual house counselors in ninth-grade dormitories? Would students feel comfortable with homosexual house counselors?

Some faculty thought that the presence of same-sex domestic partners as house counselors would force students to live to a certain standard of behavior. Though many faculty spoke aloud on this issue, there were also many quiet moments when the faculty pondered the many points raised.

After the faculty meeting, Mrs. Sykes stated that she personally felt that homosexual house counselors would create a honest and open relationship between the students and house counselor.

Many faculty were pleased with the meeting since it was the first open forum where faculty could discuss this issue. Susan Perry, an Instructor in Biology who is openly gay, thought the meeting went well. Ms. Perry has been one of the most outspoken facul-

ty members in favor of the proposition. During a lecture at the Brace Gender Center two weeks ago, Ms. Perry said that if Phillips Academy is to remain at the forefront of educational issues, then it must address the homosexual house counselor issue with sensitivity and find a solution that affords homosexuals the same kind of tolerance the academy demands for all members of its community. Ms. Perry states that she believes the board will approve homosexual partners in dormitories, and that it is simply a question of when it will do so.

The issue of whether student will feel comfortable with a homosexual house counselor has come up frequently. According to Steve Carter, Dean of Students, he knows that at first there will be some discomfort, but he hopes that this will dissipate as the students form a closer bond to their house counselor.

Following the Faculty meeting, the Office of the Head of School released a statement from the Board of Trustees. In their announcement, the Trustees said "the issue is both complex and difficult, and we must be candid and say that we are not ready to take action at this time." Instead, the Trustees "seek both to inform and to be informed by a wider consultation." To study the issue further, the Trustees have formed a small working group to work with Head of School Barbara Landis Chase and the rest of the community.

In making their decision to continue investigating gay and lesbian partners as House Counselors, the Trustees considered many factors. According to Mrs. Chase, in addition to the faculty's opinion, the board also tried to balance the constituencies that they needed to be aware of, such as their own communities and their fellow alumni. Mrs. Chase also indicated that the Trustees understand the "internal community of the school is ahead of the external community on this issue." Numerous faculty members have also cited the capital campaign as a major determinant. Assistant Head of School Rebecca Sykes said the campaign was a consideration of the board because "donors are concerned about what happens here." Susan Perry, Biology Instructor and Advisor for Gay, Lesbian, and Bi-Sexual Issues, believes the capital campaign "will be heavily weighed," but of course is not the only reason for any board's decision.

As said in their statement, the board would like to examine into the issue further. The Trustees have already set up a committee that they hope will "extend the dialogue to other members of the Andover family, including alumni and parents, and to our colleagues in educational institutions, especially other independent schools." Mrs. Chase has already begun to pull research together on the opinion of the faculty and other institutions for the next committee meeting, which will occur at the latest next October when the board convenes again. Until then, Mrs. Chase sees that her role is to reflect the sentiment and views of the faculty and students to the board and to let the internal community know of the board's decision.

The faculty reaction to the board's statement was generally optimistic. Ms. Perry believes that the board will make an educationally sound decision, and the Trustees will continue to discuss the issue of gay and lesbian partners in dorms. Mrs. Chase senses an appreciation for the board's "openness and frankness." She feels that the school can take this action and move forward.

Mrs. Sykes says there are faculty members who are hopeful because the Trustees are willing continue discussing the matter, and she believes that "we haven't closed the subject." Both Mrs. Sykes and Ms. Perry are impressed with the board's effort on the subject. Ms. Perry notes how busy the board is and the fact that the topic "received a splendid and appropriate amount of attention." After speaking with numerous Trustees, Mrs. Sykes says it was clear that "[the Trustees] are being really thoughtful about this issue." She also thought the trustees showed respect and admiration for the faculty including gay and lesbian colleagues.

## A Statement by the Board of Trustees of Phillips Academy, Andover on the Question of Assigning Committed Gay and Lesbian Couples to Positions as House Counselors

*The following statement was released to the Academy on Friday, May 8, 1998 by the Office of Head of School Barbara Landis Chase. It represents the latest work of the Board of Trustees on the issue of gay and lesbian house counselors and their partners.*

In recent years, institutions throughout our nation have been discussing issues related to gay and lesbian people, at Andover, we have been involved in such discussions as well. In 1994, we joined other independent schools, colleges, universities, and other organizations by extending spousal benefits to committed couples. By this action, we affirmed our respect for the contributions of our gay and lesbian faculty members and our admiration for their dedication to their calling at the academy. Since then, we have received a request to assign qualified faculty who are in committed gay and lesbian partnerships as resident house counselors, and a dialogue has been underway on campus with regard to this request. In May of 1995, we asked the faculty for their opinion on the educational implications of such a change in policy. We have now received the faculty's response to this request and, in the process, have heard some opinions from both internal and

external constituencies. We continue to receive wise and thoughtful guidance from Barbara Chase on this matter, as well.

The issue is both complex and difficult, and we must be candid and say that we are not ready to take action at this time. Instead, we seek both to inform and to be informed by a wider consultation. We have formed a small working group of trustees to join with Barbara Chase and the administration and faculty in considering this matter. We are devising ways to extend the dialogue to other members of the Andover family, including alumni and parents, and to our colleagues in educational institutions, especially other independent schools. As in all important issues for Phillips Academy, we are guided by the school's mission, our commitment to justice and equity, and our overriding concern for the moral and intellectual development of our students and for the continuing health and vitality of the academy.

## Blue Key Society

'98-'99 Heads

### All-School

Brett Farson  
Heather Collamore

### Abbot

Nick MacInnis  
Meredith Strong

### Flagstaff

Fred Flather  
Alex MacCallum

### Pine Knoll

Catherine Kannam  
Noah Orenstein

### Rabbit Pond

Bobby Jaros  
Cheryl Dawson

### West Quad North

Eugene Cho.  
Tais Jacobs

### West Quad South

Brooke Currie  
Joisan Decker

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# Thomas Tolman Lyons:

## Noted Scholar Steps Down from Role as Faculty Advisor to *The Phillipian* in Preparation for his Retirement Next Year

by Charles B. Finch III  
SPECIAL TO THE PHILLIPIAN

After 35 years as a history teacher and 25 years as faculty advisor to this paper, Thomas Tolman Lyons will retire at the end of next year. As a scholar in the great vein of Phillips Academy history professors and a mentor to thousands upon thousands of adolescents, Mr. Lyons's commitment to his profession has been unparalleled. In the words of a former *Phillipian* editor, "Mr. Lyons is quite simply one of the handful of remarkable men one meets in the course of a lifetime."

Mr. Lyons stepped down as advisor to *The Phillipian* in the middle of this past school year, simultaneously announcing his retirement from teaching effective at the end of the 1998-1999 school year. While Mr. Lyons had considered stepping down for some time, it was not until this fall that he finally chose to leave Phillips Academy. Despite the sadness the news has caused, it also affords the Andover community a chance to examine the life and career of an amazing man.

### Thomas Lyons: The Early Years

The greatest influence over the young Tom Lyons was his father, journalist Louis Lyons. The elder Lyons, whom Polk Award winner and *New York Times* New England Bureau Chief Sarah Rimer called, "One of the leading figures in the history of journalism," was a self-made man. Mr. Lyons says that of his father's accomplishments the most remarkable was his college education at the University of Massachusetts, Amherst, funded by his own job as a janitor. Following this education, Lyons began to write for *The Boston Globe*. "Louis Lyons was one of the last guys who could report on everything," says Mr. Lyons. At the *Globe* from 1921-1946, the cub reporter wrote news, features, editorials, and war stories. He also scooped the story of the death of Calvin Coolidge and the firing of Amherst president Al Micklejohn. After assuming the position of editor, Louis Lyons retired in order to head the Nieman Fund, which brings young journalists to Harvard for a year. He was also one of the first reporters to exploit the growing medium of television, bringing news to the viewers of WGBH.

"There were always leading journalists, politicians, professors and the like coming in and out of our house," says the younger Lyons. "We're in Boston," an editor would say, "Let's stop by Louis' house!" After the death of his wife when Mr. Lyons was 14, Louis also made sure that spending time with his son became a priority. By this time, the young Thomas was a successful high school student, an all-state athlete dating the head cheerleader at Reading High School, about fifteen miles away from Andover. He graduated in 1952. Choosing Brown over Yale and Harvard, Mr. Lyons joined a fraternity and continued to play tight end for the football team.

In October of 1954, however, Mr. Lyons felt sharp pain throughout his back. It was the beginning of a fight with polio that would last a lifetime. "They still can't do a damn thing once you get it. My father came down every day while I was at school, which amazes me because he was so busy. Also the cheerleader, Eleanor, visited me a lot. Pretty soon I came back to Boston. I looked at my father and said, 'I want to go to Harvard. And I want to marry Eleanor.' All he said was, 'I'm right behind you.'" No longer able to play football and forced to use a cane, Mr. Lyons hit the books. "That was a time of intellectual awakening, excitement."

After graduating and getting another degree in education, Mr. Lyons had a tough choice to make: politics, journalism, or teaching? Journalism ran in his family (his brother Richard had chosen to become an editor at *The Washington Post*), and politics was intriguing, but Mr. Lyons chose to teach for one year at what was then The Mount Hermon school. In his words, "I made the right choice."

### Thomas Lyons: The Teacher

"The first guy I met at Mount Hermon was [current PA English teacher and Institute for the Recruitment of Teachers (IRT) director] Kelly Wise, who is probably still my closest friend in the field of education." At MH, armed with a new wife ("the prettiest girl I ever knew") and two degrees, Mr. Lyons coached JV football, basketball, and taught American history. "And they stuck me in charge of debating," he recalls. "I'd never seen a debating room. I really liked and valued the whole experience, though." Mr. Lyons remembers most fondly his time in the dorms, where he met the students to whom he grew closest. After two years at MH, both Mr. Lyons and Mr. Wise came to Phillips Academy in 1963. Lyons also taught at Dartmouth for a single year, beginning that school's first course in Black History, and was a Coe Fellow in history at Stanford University.

Andover's headmaster at the time, John Kemper, exerted a great deal of influence over the young Mr. Lyons. "I admire him the second most of any man I've met, after my father," Mr. Lyons praises Mr. Kemper's "rock-solid integrity," among his other attributes. Also at Andover, Mr. Lyons met some of the school's most famous American history teachers, among them Fritz Allis, Wayne Frederick, Len James, and Ted Harrison. After five or six years spent becoming acclimated to the Andover environment, Mr. Lyons started to influence the community. He and Mr. Wise spearheaded the effort to move towards co-education and the cluster system, while also promoting diversification. "From around 1958-1968, this was an intellectual hothouse. We had the Cultural Revolution: students didn't want neckties or jackets, short hair and all that. Plus they were really smart kids. I found it all very exciting."

While this was going on, Mr. Lyons was radically altering the way students were taught history. He led an effort to reform the American

Lyons' voluminous understanding of not only the ideals behind the Constitution, but the practical applications of the document itself. It made me realize that whatever I thought I knew before, I still have so much to learn." In a similar statement, Karen Lam '98, also a Con Law student, explained, "The real world enters into the scope of the course to a greater degree than in any other course." Mr. Lyons also created History 29, a four-term version of History 30 with an emphasis on writing skills, in 1980. More recently, he invented a Junior course on Continuity and Change, and a Lower course in American Biography.

Outside of the department of history, Mr. Lyons has similarly accomplished a great deal. In an effort to "bring public policy issues before the community," he has run the *Friday Forum*, a lecture series, since the retirement of legend Scotty Royce, created a Senior lecture series, and in 1982-83 directed the Headmaster's Symposium. "I've served on numerous committees, such as the Follansbee community that created an evaluation process in 1972. In 1974-1975, I chaired the committee that created the team ministry with new teaching roles and recommended a Department of Religion and Philosophy independent of Churches and Ministries." Mr. Lyons chaired the Faculty benefits committee from 1986-1996.

Mr. Lyons' accomplishments have been appreciated by teachers and teaching societies across the nation. At the beginning of his career in 1966, Harvard University awarded the young Mr. Lyons a "Distinguished Secondary School Teaching Award." In 1985, he received the prestigious Kidger Award from The New England History Teachers Association. He has also worked on several teaching foundations while at Andover, among them the John Mason Kemper teaching foundation and the Independence teaching foundation, the latter from 1982 to the present. Inside Andover, he has also been appreciated; Mr. Lyons chaired the History Department for five years from 1979 through 1984.

Despite all of his accomplishments in the field of teaching, and all of the commendation

history course, History 4, which he still tailors yearly with colleague Dr. Edwin Quattlebaum. More importantly, perhaps, with his mentor Wayne Frederick, Mr. Lyons "created and taught" courses on Urban History, the history of American Radicalism, Black History, Prophets and Prophecy (with James Whyte), the Modern Presidency, and "since 1983, a senior seminar on the Constitution and the

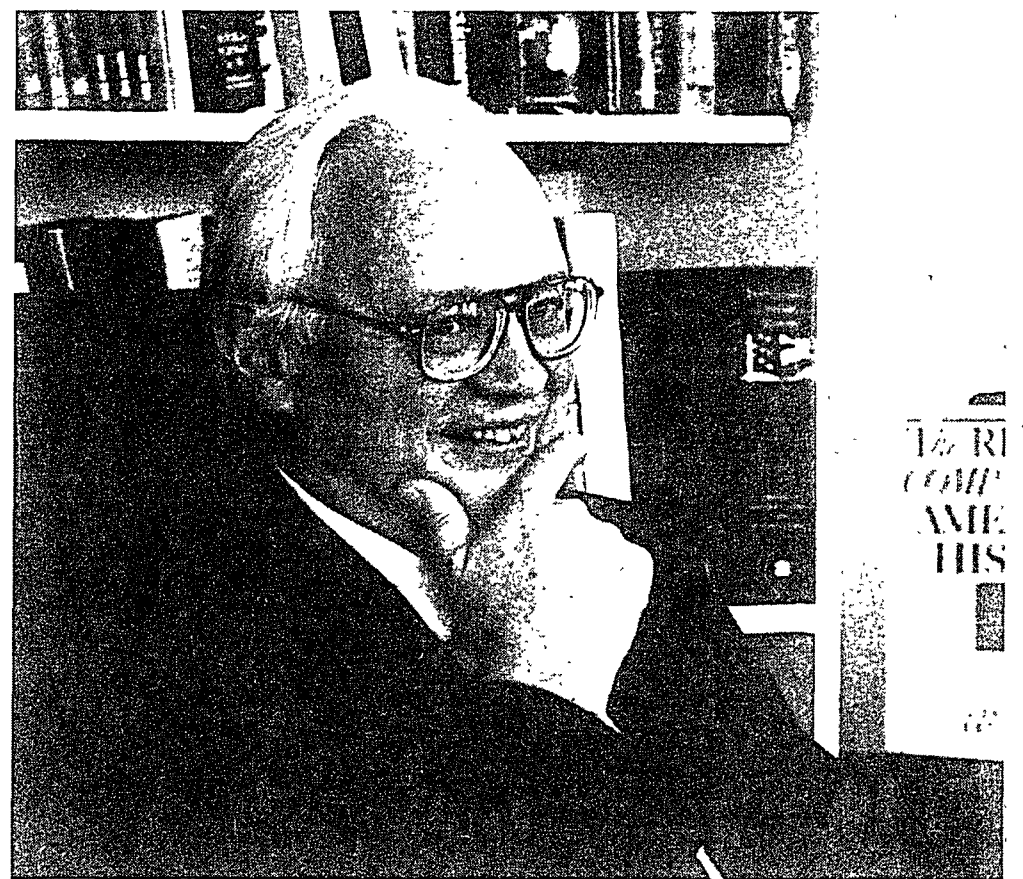


Supreme Court, 1935-1997." Known among students as Con Law, and now famous, the latter course is, according to former *Phillipian* Editor-in-Chief Peter Christodoulou '98, "One of the things that brought me to Andover." Former *Phillipian* Managing Editor and current Con Law student Christopher Lee '98 commented on the quality of the course in saying, "What amazes me about the course is Mr

he has received for his teaching, the most rewarding experience of Mr. Lyons' tenure came as the advisor to what began as a small, extracurricular newspaper: *The Phillipian*.

### Thomas Lyons: The *Phillipian* Advisor

"I've served as the advisor for 25 years, and it's been the most unique experience I've had as



a Phillips Academy faculty member." When Mr. Lyons began his work on *The Phillipian*, the paper was a small six-page tabloid. Over the years, the paper has developed into a full size, ten-page paper, the only uncensored weekly of this size in the country. The greatest change, Mr. Lyons says, has been the technology. "The new editors are so lucky to have computers and scanners and God knows what. It used to be all by hand, the layout, everything." Current Editor-in-Chief Charles Landow '99 contends that perhaps Mr. Lyons himself has been the biggest influence over the change of the paper. "He's always stood up to the faculty, when they wanted to strip privileges from the editors, when faculty members tried to broach the subject of censorship, and when the paper's

Andover class, more than anything in my high school years." Indeed, most editors cite the time of the critique as the one when they learn the most, and when Mr. Lyons is most directly effective.

This mix of light-handed but intelligent guidance and independence from authority has made *The Phillipian* into a truly remarkable high school newspaper. Consistently ranked highly at the Columbia University high school journalism conference, the publication is respected throughout the country. Certainly, a great deal of credit for this fact is due to Mr. Lyons.

### Thomas Lyons: The Scholar

Mr. Lyons evidently derives some of his editorial ability from the numerous books he has edited and written. When he first came to Mount Hermon, he immediately undertook the writing of three books in collaboration with friend and Amherst professor Edwin Rozwenc. Each of these was intended in some way to expand or alter the modern view of American History. They are *Presidential Power in the Era of the New Deal* (1963); *Realism and Idealism in Wilson's Peace Program* (1965); and *Reconstruction and the Race Problem* (1968). These books, along with his monograph on life after the atomic bomb *After Hiroshima: America Since 1945* (1979, co-written with Albert Ganley and Gilbert Sewell), are his most influential works, read and studied by students across the country. While he considers teaching his foremost job, he says writing "keeps me intellectually alive, and reminds me of the reasons I love history."

In addition, Mr. Lyons has written books on black leadership in 1960's America, the Supreme Court, and the modern president.

Most recently, Mr. Lyons wrote *Legal Advocacy Before the Supreme Court: Thurgood Marshall, John W. Davis, Sociological Jurisprudence, and School Segregation—Briggs vs. Elliot (1951-1955)*. Of this monumental and authoritative work, Mr. Lyons writes, "I came to realize that the companion case to *Brown vs. Board of Education*, *Briggs vs. Elliot*, from Clarendon County, South Carolina, posed the real story...this little volume focuses on the process by which the case reached the Court and the arguments of the lawyers presented to the justices." Thus several aspects of Mr. Lyons' interests in history reach an interlocking critical nexus: black history, desegregation, the Supreme Court, and the Constitution.

As a scholar, Mr. Lyons has been invited to speak and teach by the University of California at Berkeley, has been a National Fellow for Independent Studies in the Humanities, and received an NEH grant to found and direct the Institute for teachers on American Constitutional History. Just last summer, he was a Visiting Fellow with the Liberty Fund, a group that endorses scholarship in the field of American History.

In some ways, Mr. Lyons is also on the edge of the technological advance in the study of history. When unable to find a publisher for his most recent book-sized article, Mr. Lyons put the piece on the Internet with the help of Clancy Childs '97, where it is now viewed by thousands of students of Constitutional History. This is another piece of evidence that Mr. Lyons, despite his age, continues to lead his field in its developments.

### Thomas Lyons: Husband, Father, Grandfather

It bespeaks the utter integrity of his character that Mr. Lyons always mentions two things when discussing his professional achievements:





# Teacher, Advisor, Friend

With Longtime Friend Kelly Wise, He Spearheaded Moves towards Co-education, Integration, and the Cluster System



First, he invariably comments that his family is far more important to him than his work; second, he honestly believes that his work would have been far less worthwhile to him had he not had such support throughout his life.

Mr. Lyons begins each reminiscence with a word about his wife of nearly fifty years, Eleanor Lyons. She is, according to her husband, "the cornerstone of everything that is good in my life." What really won him over was her steadfastness in the face of his lifelong illness.

The Lyons' have four children, all of whom attended PA. Extremely gratifying to Mr. Lyons is that two of his sons have followed in his footsteps as secondary school teachers of History and Social Science. His eldest son John teaches at Groton and coaches football. His third son, David, who like his father went to Harvard, teaches at St. Mark's, Groton's rival. The brothers meet as coaches, and according to Lyons, "they both want to kill each other out there. But they're great kids."

Mr. Lyons' only daughter, "maybe the best athlete in the family," is a constant source of comfort for her father; Kathy Lyons lives with her husband in Andover and has given her father several grandchildren. He tells a great story about Kathy; after having rowed at the famous Head of the Charles race in Cambridge eight times over the years, she stepped out of her Dartmouth boat and never got into a skull again. This story is typical of the determination Mr. Lyons says he has tried to teach his kids.

The youngest in the Lyons brood, Joseph, also went to Harvard, and taught at Exeter for a little while afterwards. He currently attends the University of Pennsylvania Law School, and has displayed an interest in the Constitution of the United States commensurate to that of his father.

Mr. Lyons' eight grandchildren give him a great deal of pleasure. He says he can only hope he would be as great a role model for his children and grandchildren as his own father was. After his retirement, he plans to do many things; foremost among these is devoting time to his family.

## Thomas Lyons: The Future

"When I came to teach here, it was like graduate school," claims Mr. Lyons, "and I will continue to go on learning even when I leave graduate school." While he is sad that he is retiring—at his final critique with the old *Phillipian* board, Mr. Lyons broke into tears—he also looks forward to the future. "I've been having more of the old aches and pains," he says, "so it'll be good for me to rest. All I'm doing is moving east." On the eastern coast of Massachusetts, Mr. Lyons

plans to continue teaching, possibly in Adult Education, possibly at a local school. He will continue to write, to read "eight or nine books, as many as I can, every month."

He also says he'll keep making a "nuisance" of himself around Phillips Academy. "I've met so many truly incredible people here: Kelly [Wise], Robin Crawford, Ed Quattlebaum, Vic Henningsen, Nat Smith, so many

others." The latter, who has taken over for Lyons as advisor to this paper, inspires complete confidence in the man who molded the paper. "I might have liked to keep the post in the history department, but I know [Nat] is wonderful. Most importantly, he's got the faculty's respect, and he'll only listen to the other faculty's opinions, not obey them. He's an independent but still intelligent guy." Andover will be lucky to keep him around; the list of students he's guided is endless, and includes such luminaries as historian Micheal Bescholoss, reporter and editor Gary Lee, doctor Michael Lerner, artist Carroll Dunham, and general avatar John F. Kennedy Jr.

## Thomas Lyons: The Legacy

Teachers recede inevitably into the mists of time, all their counsels exerted in the real world by the students they leave behind. Thomas Tolman Lyons, on the other hand, has had such a profound influence over both the great institution of Phillips Academy and over the students he has led through the years, has so deeply believed in education, history, and himself, that he has made an indelible mark on the school he leaves. Without knowing it, every student who takes History 29 or reads *After Hiroshima* will be learning from the master; without knowing it, any *Phillipian* editor who sends an uncensored page to press will owe Mr. Lyons; without knowing it, any teacher who enters through the gates of Phillips Academy will live under the seminal influence of Mr. Lyons; without knowing it, the world will be full of brighter, better people because of Mr. Lyons.

It might be easy, then, to lionize Mr. Lyons while he lives, and certainly many do. But to truly honor Mr. Lyons would be to enact the nature behind those lessons he taught us, to go wide in the world while all the time remembering the teacher that pushed us there.

Lyons commented, "There were a few offers [to teach at the university level]...but there's a lot of interesting development between 14-18. You see these little creatures coming in here, some almost pre-pubescent. When they leave, they're old enough to marry, they're old enough to be drafted, they're old enough to vote...It's a period of incredible change." Perhaps the greatest compliment one could pay Mr. Lyons would be to say that he has made the change one of character, not just of mentality, for everyone who has crossed his path. One of this institution's great men is stepping down; he leaves in his wake scholarship and guidance, joy in history and joy in life, and a profound goodness whose watershed will continue to effect students for generations to come.



## Some Thoughts on Tom Lyons

"I think Tom Lyons is one of the great teachers in the history of the academy, one who has inspired his colleagues with his scholarship as well as his classroom expertise. And beyond that, he's been a dear friend."

JACK RICHARDS  
*Instructor of History Emeritus*

"I've known Tom for 38 years; he hasn't changed very much. He's very outspoken. I've always liked the originality of his mind and always admired the stands he's taken politically."

KELLY WISE  
*Instructor of English*

"If you want to look at Tom Lyons' legacy, look at the number of students from PA who go into journalism, real print journalism."

VICTOR HENNINGSEN  
*Chair of the History Department*

"His contributions to *The Phillipian* have been, purely and simply, incomparable.

His sturdy voice booming, reaching into the corners of any weak logic, faulty diction, or misplaced emphasis, he has guided and taught the writers of these *Phillipian* years.

Tom Lyons inspires loyalty with his dedication, courage with his steadfastness, and commitment with his vision of civic virtue.

Once you meet Mr. Lyons you never forget him. His energy challenges ours; his kindness sees us through the long march.

Forthright, insistent, candid, enterprising, challenging, talking, gesturing: hands drawing forth compelling logic, impeccable sources, encyclopedic recall, Tom Lyons is, yes, the best. The best: the boss. Mr. Lyons."

A FACULTY FRIEND

"Journalist, jock, scholar, teacher, family man, Tom is the epitome of the great school person. Compassionate teacher-counselor, vigorous defender of our freedoms, courageous champion of the less fortunate, valued friend and advocate."

NAT SMITH  
*Instructor of Math and Current Phillipian Advisor*

"Tom Lyons was an inspiration for me when he was my JVI football coach and my American History teacher in the mid 1960's. He is still an inspiration for me today. He is a master teacher, a caring colleague, and a wonderful friend. *The Phillipian* lost a treasure when he retired and PA will lose a treasure next year. We need to cherish him and his expertise."

CHRIS GURRY  
*Instructor of History*

All photos courtesy of Tom Lyons





# The PHILLIPPIAN

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## C. Everett Koop and Timothy Johnson Debate Physician Assisted Suicide in Chapel

by Yuan Wang

PHILLIPPIAN ADMINISTRATIVE EDITOR

Two of the nation's most respected public health experts, Dr. C. Everett Koop and Dr. Timothy Johnson, converged on the Phillips Academy campus in the Cochran Chapel on Wednesday, Oct. 8 at 7 p.m. to clash over one of the most volatile and consequential issues in modern medicine: the right of the individual to seek the help of a doctor in committing suicide. As a primary goal, the debate aimed to articulate through the respective stands of Dr. Koop and Dr. Johnson the contrasting views and the correlating arguments heralded by contenders on both sides of the medical ethics spectrum.

In tackling the question: "Physician Assisted Suicide: Should it be legal in the United States?", Dr. Koop, former Surgeon General of the United States, and Dr. Johnson, medical editor of ABC News, infused into the debate the unique insights they have each procured through extended careers of confronting these and other socially influential medical questions. Johnson argued in favor of a limited right to assisted suicides, one governed by strict regulatory guidelines while Koop retained an adamant stand in opposition to the practice of euthanasia. The debate itself did not progress on a rigid course detailed by a specific agenda, but rather unfolded gradually into a "freewheeling discussion" in which both sides called heavily

upon both concrete and hypothetical situations involving euthanasia in support of their arguments.

To build his case in favor of limited assisted suicide, Johnson has in the past often made allusions to the Netherlands where euthanasia remains technically legal and is regularly practiced within the confines of a set of guidelines mapped out by the medical community. Although he admitted in an interview with the *Andover Townsman* that "it's hard to get anything definitive out of the Dutch experience," he did cautiously favor their situation, citing that there has been no substantial evidence of euthanasia there spiraling out of control. In response to this, Koop raised the "slippery slope" argument in which he contended that if the number of assisted suicides in the U.S. rises to the level it has attained in the Netherlands, there would be more than 64,000 such deaths a year. In consideration of that high death rate and the questionable medical necessity of some of those incidences, Johnson agreed that caution must be employed when dealing with potentially explosive issues such as this. He asserted, however, that euthanasia in essence "is one step beyond the [patient's] refusal of treatment and does give people some control of their lives, medically speaking."

Koop and Johnson, who first met ten years ago when Johnson profiled the then Surgeon General Koop for the ABC News magazine 20/20, have forged a longtime friendship on an

amiable agreement to disagree on a number of medical ethics issues such as euthanasia. The fundamental cores of many of their diverging views have been spelled out in a book they co-authored entitled *Let's Talk* which features a compilation of letters Koop and Johnson addressed to one another regarding controversial topics in medical ethics.

According to Johnson, in this debate that the two referred to as "a dialogue," they aspired to not only put their private thoughts into concrete form, but to also "model the fact that you can have substantive disagreements and still respect one another and remain friends," a point eloquently illustrated in the previous dozen or so public forums they had already participated in.

The debate featuring Koop and Johnson was the result of a collaborative sponsoring effort between the Andover School of Montessori and the Phillips Academy Department of Philosophy and Religious Studies. The proceeds from the event went to benefit the Andover School of Montessori. Vincent Avery, Dean of Studies and a coordinator of the event commented on the debate, "This is a wonderful opportunity to enrich our usual curriculum...I hope that [Koop and Johnson] will help us consider with more care the difficult and important issues facing our society today and at the same time prompt more in-depth and better formulated on-campus discussions [of such issues]."

# 1998

## COLLEGE ADMISSIONS STATISTICS

COLLEGE/UNIVERSITY	APPLY	ADMIT	MATRIC	COLLEGE/UNIVERSITY	APPLY	ADMIT	MATRIC
Alfred	1	1	1	Macalester	6	4	1
American U	13	12	1	U Maine	1	1	1
American U/Paris	3	2	1	U Maryland	2	2	1
Amherst	25	6	1	MIT	30	13	8
Babson	14	13	2	UMASS/Amherst	28	28	8
Barnard	18	8	3	McGill	13	8	5
Bates	20	11	2	U Michigan	39	32	3
Bentley	1	1	1	Middlebury	24	12	4
Boston College	35	23	3	Museum, Fine Arts	2	2	1
Boston U	66	61	12	UNH	9	9	1
Bowdoin	23	12	1	NYU	56	19	5
Brandeis	14	8	1	UNC/Charlotte	12	8	3
Brown	106	24	12	Northwestern	41	20	7
Bryn Mawr	3	3	3	Notre Dame	3	2	1
UC/Berkeley	28	19	4	Oberlin	10	7	2
UC/Davis	3	2	1	Ohio Wesleyan	3	3	1
UCLA	17	11	1	Penn Academy FA	1	1	1
UC/Santa Cruz	6	4	1	UPenn	87	26	14
CalTech	3	3	1	Pomona	9	5	2
Cambridge U	2	2	1	Pratt Institute	2	2	2
Carleton	7	5	2	Princeton	68	14	10
Carnegie Mellon	23	20	6	Queens College	1	1	1
Case Western	8	8	2	Rensselaer Polytech	4	4	1
U Chicago	35	23	6	U Rochester	9	8	1
Clark	5	4	1	Rutgers	5	4	1
Colby	21	12	5	Saint Andrews	5	3	2
Colgate	11	7	1	Saint John's	1	1	1
Colorado College	6	4	1	Skidmore	10	6	1
Colorado U	4	4	1	Southern Methodist	1	1	1
Columbia	94	31	16	Stanford	65	8	4
Concordia	2	2	1	Swarthmore	15	4	3
Conn College	17	6	1	Syracuse	19	13	1
Cornell	57	25	5	UTexas/Austin	5	5	2
Dartmouth	63	13	8	Trinity College	21	16	5
Duke	43	14	6	Tufts	70	35	7
Emerson	1	1	1	Tulane	17	14	2
Emory	36	15	6	Union	10	8	1
Franklin Marshall	3	3	1	Vanderbilt	16	10	2
G. Washington U	20	15	5	U Vermont	17	17	1
Georgetown	67	20	10	Virginia Tech	2	2	1
Harvard	120	28	24	U Virginia	17	8	2
Haverford	4	3	1	Wake Forest	3	2	1
Hobart/W. Smith	7	7	2	Washington & Lee	3	1	1
Holy Cross	16	12	2	Washington U	17	12	4
Indiana U	3	3	1	Wellesley	21	12	3
Ithaca	7	7	1	Wesleyan	34	11	2
Johns Hopkins	34	17	5	William & Mary	2	1	1
Kalamazoo	1	1	1	Williams	22	5	2
Kenyon	4	3	1	Xavier	1	1	1
Kings College	1	1	1	Yale	98	24	17
Lafayette	4	3	1				

These data are accurate as of 5/28/98. They represent the colleges and universities which the members of the Class of 1998 will attend next fall.

## CLASS OF 1998

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## The Memoirs of Two "Phillipians"

### PETER CHRISTODOULO

Over the last four years, I have had the privilege of attaining an education that no other school in the nation could afford me. Although my experiences in the classroom were incredible at Phillips Academy, I consider most of my education to have come from outside it. Tennis, squash, The Hellenic Society, *The Phillipian*, and other activities each gave me something more than I could ever hope to learn in a classroom. They allowed me to meet extraordinary people and better understand the bigger pictures of life.

Phillips Academy is a special place because it is not like other boarding schools. Students don't have to be in their rooms at a certain hour of the night or go to bed if they don't want to. Students can join the school newspaper and stay out all night, multiple nights in a row if they want to or need to. It is these privileges and potential experiences that set Andover apart. Former Head of School Don McNemar once responded to a parent who had questioned the Academy's then-liberal parietal policy by saying, "We teach responsibility by giving responsibility." For me, those words mean a tremendous amount.

Over the last four years, the administration of the school has slowly but surely cut into student freedoms. My junior year it was the 9:30 sign-in "experiment," as Mrs. Chase put it. After that it was the parietal issue. The administration put most of the blame for that on the liability issue even though it was never an issue in the past. This year it has been lower lights out and not allowing students to have more than one leadership position. These are the things that set us apart. At the rate we are going, we will be as right-wing as Exeter in just a few short years.

This is the part of my Andover experience with which I am most displeased. I want it all changed back to the way it was in the 1970s. The reason I am going to drink and blow cigar

smoke in the faces of all the administrators on Commencement day is because of my firm belief that the current administration is simply unreasonable. Are we just another secondary school, or are we something better? I didn't have to wrestle with this question a few years ago, but when I read that the Steering Committee "recommends that students go to sleep at eleven", I knew things were changing for the worse. I've been giving this all some thought and I want to go on the record as pledging to fight the administration. It may not happen today or tomorrow, but it will happen and here's how. Somewhere in the next twenty-five to forty years, I will pledge one billion dollars to the academy on the grounds that I can make some changes to the school.

The first thing that I would do would be to lower the tuition by fifty percent. Next, I would change all the rules governing students to be closer to a college than a normal secondary school. After this was done, I would fire all the teachers who, in the opinion of the student body, were either not good teachers regardless of how high a degree they held or were completely unreasonable both in and out of the classroom. And finally, I would build a new athletic facility complete with a state-of-the-art hockey rink.

With all this having been said, I would like once again to focus on the most memorable parts of my Andover experience. Here's a list of them.

1. Year I had the honor of hearing Jack Richards lecture in History 34.
2. The hour of the morning my roommate took the shirt off his back and threw it on the floor proclaiming, "Clean spot!"
3. Pages of Sports that we lost resulting in me throwing a chair against the wall in the Phillipian Room.
4. Times I made a complete fool of myself on WPAA but nobody but the Phillipian people were listening.
5. The hour of the morning last

Winter and Spring that Friedman taught me the material for my history tests because I hadn't opened the book since the Fall.

6. Times I yelled, "It's \_\_\_\_\_ in the morning!" and my roommate corrected me saying, "No Pete, it's only \_\_\_\_\_ in the morning."

7. Revolutions Tyler Post decided I'd suffer spinning around his head junior year.

12. The number of multiple choice questions out of many more that I answered on the Latin AP (I fell asleep).

28. Times I got mad at Lee, but couldn't verbalize my complaint into anything.

32. Quote identifications out of a possible 35 that I got wrong on my English 310 exam but still got a four for the term.

33. Degrees north azimuth needed to successfully connect to the DirecTV/USSB satellite over Texas and receive 300+ channels in the comfort of your own dorm room.

45. The score I received on a Math 54 test that I thought I had aced after not sleeping for a long time.

54. Different signs Forelle and I made many copies of and hung on the doors of Commons to advertise for the Phillipian rally that night.

56. Hours Forelle and I spent making The Phillipian Common Application.

68. Pages in the 1997 Phillipian Commencement Edition.

100. Pennies in a dollar. Pizzeria Bravo still doesn't understand this.

104. Hours I spent working on the Phillipian one week in May of 1997.

270. Things we could've got in trouble for in The Exonian

289. Holes I drilled in things out of a mix of anger, burnout, tiredness, and my skewed view of the world.

Innumerable. Times Ben Tsai, Andy Riddle, and Sam Goodyear told me, I was basically stupid but if I worked really hard for them, maybe, just maybe, I could make something of myself.

### ASEEM S. GUPTA

Volume CXX of *The Phillipian* completed sixty-eight pages of the commencement issue, saw the retirement from *The Phillipian* of our esteemed leader, Mr. Lyons, published a fabulous tabloid-imitation of *The Exonian*, discovered aliens and found out that laserjets had feelings. The one hundred and twentieth year of *The Phillipian* has come to a close, and I can say that I have been very proud to be a part of this historical year. As I write this piece, I am more than just a little sentimental— I am quite sad. I look out at the past few weeks, and at my calendar and wonder how I managed to deal with all of the free time which came to me so suddenly. I used it to watch TV, hang out with my friends, play frisbee and sleep— things that most normal people do.

Throughout Spring term though, I still had a feeling deep down that I would rather be working on *The Phillipian*. There was something about my experience with *The Phillipian* which has made it more special to me than any other single class, club or event at Phillips Academy. At this point, even after not working on the paper for over three months, it is difficult for me to identify the aspect of *The Phillipian* which made it so engaging.

My first article for the paper was on Quad Day during my lower year— I know that I spent at least five hours writing, re-writing, and then re-re-writing the story which ended up being only 300 words in length. It appeared on the front page along with a photo. After three weeks the editors did not call me back to write another article and I was sure that the Quad Day article effectively marked the beginning and end of my involvement with the organization. Strangely enough, I wrote an article two terms later for the Commentary section who was at that time headed by Adnan Qahar— the person who helped me become layout editor of *The Phillipian*. Shortly after I began writing, I began editing.

As a naive lower, I did not realize that I was being taken advantage of when Adnan asked me week after

week to edit all the articles for the commentary page. He assured me that he would re-edit them, but I was surprised to find them just as I had edited them in each Friday's *Phillipian*. This pattern continued for the rest of the year, and culminated with me writing over 6,250 words of commentary on world issues for the 1996 Commencement issue.

After one full year of involvement with *The Phillipian* I still had not been inside the infamous *Phillipian* room in the basement of Evans Hall. However, at the beginning of my Upper year I had my first encounter with the infamous room. I had been assigned a news article by the 1996-1997 news editor and I was supposed to bring it to the room on Wednesday evening.

Moments after I had entered the room, I was struck by everything about the space. Graffiti and spray paint covered the walls and there were pizza boxes and soda cans littered throughout the room. Amongst the mess were a few sofas, computers and chairs where, supposedly, the seniors were working on the paper.

Because I had never seen anything quite like *The Phillipian* room, I just sat back and stared at everything in the space attempting to comprehend how the almost impeccable newspaper managed to escape from this pit of filth. Fortunately, my trance was broken by the news editor who, with a piece of pizza in one hand, and a Pepsi-Cola in the other demanded my article.

Still in a trance I handed over the disk and turned to exit. Not knowing weather I wanted to stay and become part of this other world or turn and leave and never return, I slowly exited the room. With my back towards the blue door I looked up and spotted a pipe marked "Radon" and then I looked back at the door, not realizing how many more times I would go through it.

I broke into a run and sprinted back to Taylor to tell my friends about my encounter with the infamous room. As the months passed by, I became more and more familiar with the room, but I

was not ever there long enough to get over the shock of seeing that space each week.

Half-way through my upper year, my "big break" came. After successfully completing and winning first place in the "Layout Olympics" I was offered a position as the Layout Editor for *The Phillipian*. I was so excited that I ran back to my dorm, and I ended up not sleeping that night because of the excitement which I felt. I didn't really realize at the time that that would be my first sleepless night.

Later that week the usual formalities were executed— the dinner with the old board and various administration, and the Joint Issue. Then we were on our own. Alone in the basement of Evans. Alone with the walls filled with graffiti and alone with the Radon. I was clean-cut, my clothes were neatly pressed and I was awake. Within days I began to become one with the room as I became part of the history of *The Phillipian*. This was the beginning of the 120th year, and the beginning of my greatest Andover experience.

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# Class of '98 Senior Reflections

## Mike Panich '98

I'm not entirely sure what the desired audience is for this reflection, partly because of the fact it took a great deal of will power to fight my way through last year's commencement issue, but also since some student in Small Town, USA could be reading this in anticipation of a large envelope with a big blue "Andover" written on the front. In any case, pay close attention.

It's fairly obvious that Andover was probably one of the brighter decisions I made in my life. I didn't spend my four years here on the verge of being booted, having been placed on Probation early in my career. By most standards, with the exception of my illustrious talk-radio binge and WPAA board command, I was an average scrawny freshman who underwent a metamorphosis into a slightly more matured eighteen year old graduate. Although the Andover video catalogue highlights some of the trite and redundant reasons to spend some time in the New England country, I would argue that people, not features, made my experience and my reflection that much better.

Tom McGraw. There's something a little eerie about mentioning faculty by their first names, unless they happen to be a coach or house counselor. McGraw is, by far, the best example of this statement. On the first day of English 550A in the senior "Winter of Discontent" we were issued note cards on which we were to write a question that we would pose to McGraw. A plenitude of great questions about life, childhood innocence, and Classics ended up on the table, and leave it to a certain unnamed student (he knows who he is) to ask about the course's workload, completely missing the point of the exercise. At any rate, I posed a question which McGraw didn't answer immediately, leaving me to wait and listen to some basketball related story. Then it hit me, McDonalds from the previous evening. I simply couldn't wait and I casually strolled out the room and hit the WC. After class a friend informed me that his unrelated story reached a startling crescendo and low and behold, he turned to my empty chair and said, Well, there's the answer to your question Mike... if you haven't already ran to Mr. Svec's office to transfer out of my [expletive] class? That's how life started with McGraw, but not only did we seem to gradually embarrass each other in class, he proceeded to teach me how to think about an idea and tie in other unrelated ideas rather than to drone endlessly with papers and quizzes, a story which rings like the Bullfinch buzzer to an unlucky senior in the wrong English class. I can remember three hour conferences at Hearsey when I'd be dazzled beyond belief, and then for some reason, abruptly, I didn't make it back into the class Spring term.

I suppose I told too many people about it.

David Pottle. There's something about seeing an enthusiastic and rosy-cheeked teacher when you're really hungry during that 12:10 class that quiets that feeling and subdues the urge to excuse yourself to Commons. My expectations of endless periods of simply translating a boring Latin passages were flattened as Dr. Pottle stole the show with a theatrical presentation of unbelievably dense material that made you wonder where forty-five minutes went. Declensions and conjugations became back-row to understanding the meaning and sensibilities of the author. We mutually wondered why this was written and look at the word choice, here as opposed to overly-critical comments about translation style. Like McGraw, it wasn't all about doing the assignment grudgingly every night and regurgitating some forced thought the next day. We were learning the interesting part of the language, what separated the author from the words.

Peter Washburn. My first Andover class was with Mr. Washburn, my favorite: mathematics. Understandably, it wasn't a pleasant walk from Flagg House to Morse that fateful morning, regardless that walking from what is virtually downtown anywhere is fairly unpleasant. However, Mr. Washburn's style of teaching and daily Blue Book readings turned morning math into a more multimedia presentation (I can't resist, coincidentally, two four-year seniors from that class didn't make it. Maybe more Blue Book time in the morning, Coach?). Analogies and relevant explanations made math a little more digestible, but I didn't notice how special Mr. Washburn was until he became a permanent fixture in my life as a rowing coach, every afternoon upper and senior year. It's fairly obvious that not only did he have an incredible hold on his crew knowledge, but also knew how to mold a person into what he wanted, a competent rower who knew what he wanted to do: win. It goes beyond that, though. He has a charm that no-one really understands. He can look at you and wordlessly put a smile onto your face. He wanted to be there in your day-to-day life and that feeling made you want to be there with him.

It's a damn shame that the Dean of Faculty or Mrs. Chase or whoever may be responsible for hiring faculty can't fill the school with Washburns or McGraws or Pottles. It's possible that you need to be fortunate to be able to uncover these little treasures as you make your way through that bastion of a term paper upper year or resolve a dorm problem with your house-counselor. These three people taught me how to think and behave like an adult, and because of them, that's how I feel, on graduating from this Academy.

## Charles Forelle '98

It is the province of fools to quote the wisdom of great men, a fool once said....

Okay. I think I'll obey the great fool and refrain from further incriminating myself along with him. Wow. It's four o'clock in the morning and I have just used the word "province" in a sentence that has nothing to do at all with Canada. That's a profoundly depressing thought. The desire to wax lyrical about my experiences here, how I've grown; what I've learned, and the like is waning quickly. In fact, I have just about as much desire to do that as I have to coat myself with honey and run naked through a rosebush.

I thought perhaps that I might instead try to get at a set of universally amenable experiences that captures, in some insignificant sense, a small part of Andover. Besides enhanced capacities for moral and cognitive reasoning in both analytic and synthetic forms; a broader awareness of the great creations of art, music, and literature; a more mature and reasoned intellect; and the ability to correctly and rapidly distinguish between Peddler Fries, Cottage Fries, and Potatoes O'Brien, we all leave Andover with a new and pleasantly quirky way of interacting with our fellow man, a set of weird and useless social protocols recursively refined over our time at this great and hallowed institution. I write, of course, of The Path.

Note the capitalization of both the definite article and the noun it modifies. That's very important. Very important. Maybe even very, very important.

It's not merely "the path," which refers specifically to a particular path previously or subsequently designated. (Often used by Cluster Deans, as follows: "Now, I'm little confused. That sign says 'Non calpestare.' And you are walking on the grass. (DEAN scratches back of neck.) Why don't you use that perfectly good path and save some grass for other folks to enjoy?") (Nota bene: the correct answer to this question is not, "Because I don't like other folks.")

It's not merely "the Path," for that designates various and sundry cult-religious doctrines or Communist guerrilla groups, none of which are very *non sibi*. (Often used by domineers of fanatical persuasions, as follows:

"Jeez, it's too bad that there's so much moral uncleanness in our society. Why can't anyone in America follow the right Path, like me?") (Nota bene: the correct answer to that question is not, "Because you are crazy.")

It's "The Path," that infinite set of walkways paved and unpaved, real and imagined, that crisscross our campus. It's where you "run into" people, "say hi" to friends, and "exchange goods and services for cash or credit" with nominal acquaintances. It's a fundamental and essential part of that greatest of all catalog concepts, "the PA experience." In fact, it's a pretty large part, too. Assuming a schedule of seven periods (five classes plus lunch and conference) and assuming that the average student takes an average of five minutes to walk from class to class, each student spends about 150 minutes a week on The Path. That's about 4500 minutes a year, or 18,000 minutes over four years, which works out to 300 hours, or 12.5 days on The Path.

Over this expansive and absurd stretch of time, we develop a refined set of protocols to serve as decision principles for our "on-Path" behavior. We amass a veritable repertoire of nods, smiles, waves, grunts, and meaningless queries to be directed at those approaching. We also perfect cunning gait modifications, Pythagorean calculations, strategic pauses to tie shoelaces, and sudden attacks of asthma to avoid ending up next to someone when two paths conjoin.

This is not to say that all such avoidance attempts are successful. I once cut my two morning classes and was coming from my dorm to partake in a quick lunch at Commons when I spotted one of the teachers whose class I had cut approaching from a tangential direction. I pulled a stop-to-look-at-the-sky maneuver (a weak one, I admit), but managed to sneak into Commons unnoticed. Upon arriving in the line, I found myself behind the *other* teacher whose class I had cut. Before I knew it, I had a steaming plateful of Moo Goo Gai Pan on my tray and couldn't bail out. To make matters worse, the first teacher, whom I had theretofore successfully avoided, sidled up behind me with a grunt. It was time for some quick thinking. I looked at one, then looked at the other. Both opened their mouths to speak,

and in the pregnant and contemplative pause that always precedes an accusatory question I played my trump card. Pointing to the potatoes (they were Cottage Fries, I recall), I said, while taking a heaping plateful and sporting a whopping grin, "Wow, Nice to see these little fellers back, huh? It sure has been a while." Stopped 'em dead in their tracks. Works every time; they just assume you've spent the morning in Isham.

But it is outside on The Real Path where the action occurs. Some people shun it by not recognizing anyone; they invariably end up with the confused and idiotic expression of someone who is trying desperately to multiply fifty-seven by twenty-eight in his head. These people trip often. They are also likely to enjoy computer programming.

Other people avoid it by adopting the same grin or smile or query for anyone whom they know even slightly. This is distinctly annoying, especially when the person being addressed is in a lousy mood. These people are silly. Just plain silly. They will be susceptible, later in life, to being punched in the face for no particular reason.

The last and largest class of people is those who assess the identity of any oncoming individuals within visual range and formulate a greeting based on a complicated, but intuitive, algorithm. Those who have perfected this art can stand near a point of Path confluence and evaluate oncomers from different directions simultaneously, constructing a probability gradient to ascertain the likelihood of coming into contact with each.

A former student of my acquaintance had this down to an art form. His method of recognition was a nod, angled up and slightly to the right. He never spoke. In fact, I don't think he had vocal cords. But the nod was a thing of carefully constructed beauty, for he would adjust the angle of elevation of his head to meet the person, the circumstance, the prevailing winds, the position of Mercury in the Third House of Cassiopeia, the going price for a gross metric ton of zinc, and a host of other factors social and philosophic. It was incredible, a formidable achievement of Pathmanship unequalled in history ancient or modern, a triumph of recognition.

## Jackie Bliss '98

When I reflect upon this past year, one thing that has become very clear is that being school president has dominated my life on campus. My position has not only affected me personally, but also how I felt or responded to issues that have come up within the community. I have enjoyed spending this year with such a big responsibility and have been gratified with the attention and respect I have received from the faculty and the student body. I was given the opportunity to be heard when I had an opinion and, more importantly, when I was representing the opinion of the student body. I have also been in the inevitable position of seeing both sides of an issue (as most things are not black or white). This has created one of the most difficult tasks for me as well as for the student council: attempting to please everyone. Maintaining respect from the faculty as well as making proposals for the student's benefit creates the challenge to find an equilibrium between the two.

The student council representatives that you elected have done an admirable job and I certainly benefited from their work ethic, responsibility and willingness to be accountable. It would be difficult for me to imagine that there as ever been a student council that has been better overall in what can sometimes feel like a thankless job. They deserve your praise for performing the hundreds of services that go unnoticed (that is until they are not done well). Some of our greatest accomplishments have included discussing the issues in the beginning stages, before they became campus wide issues. Working with each member this year has allowed me to not only get to know a group of promising leaders but has given me the opportunity to share the successes of this years council with a group of students that I really respect. I know that they will be successful next year wherever they are or whatever they are doing.

This years student council was one of the most respected, and listened to, groups on campus. Like it or not, the effectiveness of the student council rests with its ability to work closely with the faculty, and this year we have had an open, honest dialogue. There were times when it seemed that the faculty had more faith in us than even the students did and we endured criticism from students believing that the council has never had any power at all. Yet, countless times throughout the year we were asked for our opinions precisely because of this rapport and dedication to the school. I feel like the most important task for the entire student body in the future is to have more faith in their leaders who need support to make the council successful.

Each year the student council takes on a

new form with new faces and different strengths. This council's strength lied in its balance, ability to maintain an equilibrium, and commitment to maintaining a dialogue with the administration. We spent the year, not so much making proposals, but making noise, trying to open up the barriers and earning the respect of the faculty who, like it or not, are going to have the last word. We wanted to turn the "us" versus "them" mentality into an all inclusive "we" of Phillips Academy. We have made a great beginning and I hope that next year's council has the same commitment and vision for the school.

As my time as a student at Phillips Academy nears the end, I can look back at all of the changes that have occurred over the past four years. The school has become increasingly more structured and conservative. Nine-thirty sign-in went into effect a few years ago and the faculty has just voted for a lower and upper in-room policy. All lowers and uppers (during the fall term only) are expected to be in their rooms by 11:00pm on nights before classes. This is one issue that the student council brought to the School Congress meeting with the faculty fall term, expressing our discontent for the proposal. In addition, the issue of gay and lesbian partners becoming house counselors was swept aside to deal with at a later date. Four years ago, I came to one of the most progressive, lib-

eral schools in the world and, now the school seems to be undergoing a lot of changes.

Obviously, over the next few years, as more changes are made, the need to keep communicating with one other becomes even more essential. I have always maintained the position that Phillips Academy is a "sink or swim" institution and is not the right place for your average high school student. But, those who make it have accomplished much more than mastering the academics. To succeed here meant that we had to learn to make the right choices and decisions for ourselves. Students here have never experienced any pampering and their choices should remain their own. Phillips Academy students have an independent spirit and the level of maturity by graduation that is unequalled. As the school becomes smaller, an opportunity for the student body to become closer will present itself. In the future, I think the only way for students to be heard is to communicate efficiently and to have faith in their leaders to do their best.

As Ben Goldhirsh picks up where I left off, the advice I would give to him as well as to the rest of the school is to carefully pick your battles (some issues are more important than others) and to remember that sometimes keeping things at the status quo is the hardest job of all. Good luck to Ben and his council...

## Kate Zangrilli '98

I've been given the word - Andover - to tell its etymology. Senior spring angles these days down, and suddenly I'm witnessing you in cross-section. "This is the Andover experience." And I am unable to qualify it.

Half-a-joonie rep with Melissa Diaz - freshman year in a phrase. Phase II, a track addict - because Bill could leap trash cans in a line down Porter Road - found playgrounds and ponds mid-run, promised whiffle ball for the Spring. At first I ran for pride, later I lied: "to watch the redefinition of flight." Later I think I ran for the winter, the smell of the cold: nearly Christmas with pine and smoke, all our words made visible. LaShawndra, Mendo, wintry triad wars giving way to my first Spring finals. Erin got a rifle for Christmas. They told me that a patagonia was a jacket, a "fleece," in fact. Did you know that people still go jumping on horses to shoot fox?

Categorically speaking, Lower year was factual. Running became mostly split-times

and carbohydrates. I wrote because I couldn't run right. I was on too much Vivarin after that to remember more, came round Senior Winter to a chorus of Christ-figures and the human spirit. What an awakening.

What brings us to today. What I will save from here is a long ribbon of names, a skullcap of faces, wider knots of connotations. Allie's eyes and Eva's mischief, Katharine's wit, too finely "calibrated" to compete with Caldwell's summer rain, Emily's Boston, the Red Sox and Mr. Lyons. And now this place's all braided with radio waves, Willy's Summer of '69 with the Pearson twisted staircase, Mr. Thorn and my mother's record collection, the shadow of the old RCA Courant contribution in the making.

Paragraphs notwithstanding, this reflection lacks all necessary lines. Andover grew around me like a second skin. In ten years I will be able to tell you what I have kept: three lines of this poem, and the essence of that, so many mistakes - this bench, this quad, his voice - this and all the rest.

## Heather Gotha '98

They rounded us up into groups of about ten people and had us form a small circle. They told us to grab as much toilet paper and Starbursts as we would need in three days on a deserted island. Grubby hands fondled and tossed the fluffy little white roll around the circle. Some ripped off two pieces, others three, and some even unraveled what appeared to be half the roll. When the paper landed in my hands it no longer possessed its clean whiteness -- it was a little soiled, well-used -- a bit "over handled." I, of course, had to be the wise ass who tore off just a single square of toilet paper and then grabbed about ten candies. "For each piece of toilet paper, tell something about yourself. For each Starburst, ask someone in the group a question." they commanded...

Four years later I was on the other end of this encounter, perhaps not the same game but the same premise. This time, I was the "they" -- those strange and crazy people who run around in the street screaming and attack your car as you approach Andover, and who wear those tie-dyed t-shirts and force you to play a thousand cony "get to know each other games." The same game, or type of game, had occurred long before I had arrived here as a slightly awkward but nonetheless cocky freshman, and would continue to occur long after I was gone.

Andover is a cycle, each class a slot to be filled every year with 300 or so fresh new ingredients, similar, but not exactly the same, as those that have occupied it in the past. And the slots always remain full.... and that's the weirdest thing that I keep thinking about as I approach graduation. I have spent four years here, completely absorbed in the small, isolated, Andover world. Yet soon, each senior who has lived here for however many years, (but most importantly, those who have been here for four), each senior who has immersed him/herself in the tumultuous sea of Phillips Academy courses, teachers, and students, will move on to a new "world." During our brief stay here, we all try to make this famed "Andover Experience" distinctly our own -- just as the multitudes who have come here before us and just as those who will arrive long after the "Class of 1998." Yet for a brief moment, it felt as though Andover was ours -- and ours alone.

But our tenure here is over, and another set of bright, eager faces will arrive on the PA campus ready to begin the four year cycle.

And perhaps in four more years, at the conclusion of their "cycle," as their "experience" draws to a close -- perhaps for a moment -- they too will feel as though Andover is theirs. And yet, more will continue to flow into the vacated slots, ready to become part of the Andover world, a world that never ceases to exist, that will continue to function even though we will be gone. There will still be the seemingly endless nights in Ryley, the dances, the trips to Bertucci's or Pasta Villagio with parents or friends. Only now it will be a different cast of characters; our faces will no longer adorn the pages of the all-important "face-book." But there will still be that group of junior girls who play the "face-book" game religiously, hoping that they will finally make the right choice and get that cute Upper they worship from afar -- and if they "get" him, it means something serious....an event worth talking about at the lunch table the next day.

Undoubtedly there will still be the Blue Key ceremony in front of the Bell Tower late at night, the burning of the "A" and the mass of old and new students cheering together. And this cheering will inevitably give way to the loud voices of several hundred excited seniors, all chanting their graduation year in unison. Years of toiling in the under-classes will culminate in this moment; those who have been here the longest will hold up a proud four fingers on their hand.

On the surface, the Andover experience is the same "progression" through the years for every student, and the progression itself is timeless -- we have all spent countless hours laboring over History 30 papers -- we have all lived and slept and worked in the once unfamiliar dorms that we now (in an occasional slip) call our "homes." We ate at Commons daily, and over the course of four years became either an "upper" or "lower" righter, or an "upper" or "lower" left-er... these are merely a fraction of the universal elements of the "Andover Experience" shared by all -- members of the class of 1988 and the class of 1998 alike. Yet beneath its uniform exterior, this "Experience" is strikingly different for each of us. We each have our own memories, accomplishments, hardships, and most importantly, friendships, that distinguish our own experiences here from those of anyone else. Thus, the beauty of the "Andover Experience" is that it is simultaneously unique and common -- it starts the same for everyone, and it finishes the same... and it is what we do between the beginning and end that truly makes it our own.

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# more Reflections

## Chessie Thatcher '98

Everything has been reduced to lasts- last Monday classes, last sports game, last Tuesday night sign-in, last dorm dance party, last walk downtown, even last Wednesday night ice cream bar. People throw the word around me until I am left spinning. But these "last" events don't sink in. I cannot make myself believe in them. I try to feel the stinging, bittersweet pain that I know should come with such reflection. I try but my sadness and euphoria seem too fleeting, too insignificant to be real. Instead, occupied with my daily chores, I go forward much as I have done for the past four years. In this way, it's easy. I have a whirlwind of activity and fun to engage in and hide behind. But I make no mistake, I know that I am hiding. I mean, I know that after the last grad party dies down, I will go home, hug my parents, make myself a sandwich, and throw my grass-stained-beer-soaked clothes into the washing machine; but sometime during the spin cycle, I will let out this resounding, lonely "huh" and wonder where it all went.

And that will be when my true reflection begins. It will be the time when I gather all my memories and attempt to piece together my journey through PA. My first night here, I cried because I could not understand what I had gotten myself into. But today, I don't know if I could pinpoint it any better. I could tell you that it has been amazing and intense and terrible and wonderful and mind-blowing and fantastic; but you already know all that. We all do. There's something more. I don't know if this special something lies in the million funny, heart-breaking, boring, uplifting, stress-filled moments that each one of us has had. But together, we expanded our minds and selves like concentric circles in a pool of water. Each pushed a boundary.

For me, it is the shared experience of pushing ourselves to the limits of excess that binds us all together. I look around me on the path and feel so proud. I am proud to call this school my home. I am proud of the goals I have achieved. I am proud of the person I have become. But most of all, I am proud of the relationships I have forged with my friends and faculty. Out of everything, I will miss these relationships the most. This school has shown me friends that have truly become a part of my soul. Woven into me, I will always carry their individual personalities, smiles, and talents. Looking back on it now, I think the richest gift the school gave me was a group of friends who

I know will be bridesmaids at my wedding, godmothers to my children, and pen pals for life.

But I worry because there are others who have also become a part of me but will inevitably slip away. They are the people who I have seen in passing at breakfast for four years, the people who make up my math class, the people who I have had an untiring crush on, the people who I walk out of my English class with, the people who I seem to always bump into at CVS. These people are the constants in my life. Without even knowing it, I depend on seeing their faces on a regular basis. The prospect of not doing so seems to be the most crushing part of saying good-bye to my PA experience. Perhaps because I know that I cannot fully say good-bye to all these people. And to those that I do, I am wary of any pacts that I make promising to stay in touch. Although, right now, I act as a projector, sentimentally imprinting many faces onto my mind, I know that the faces will begin to fade and, with them, my energy to say in touch. I do not mean to sound like the pessimist. On the contrary, I feel as if I am the romantic. For I will always imagine the class of '98 walking along the paths. Although I am sure we will spread out to all corners of this earth and go on to accomplish many terrific feats, we will still have a piece of our goofy younger selves anchored to this spot. We might be ghosts overlapping with all the other classes, but we will be here and we will be proud and we will be together.

I know that my memories many of which I cannot recall now will flood back. I hope, pray that they do. That's the best part. It's like a friend once said to me, when I say good-bye, I leave a piece of me and that's what makes it so sad, so heart-wrenching. Yet the remarkable factor, what redeems the good-bye and makes it bearable is the return. It is the return of memories as you fly down the thruway and catch a moment of what another friend calls "accidental beauty." The return also lies in the chance of meeting up with a forgotten friend in some dusty corner store in Missouri or finding them at some bus stop in Thailand or falling in love again with your crush at our fifth year reunion. Eventually, our memories may meld into one another and become indistinguishable but they will still come for there will be many returns. Believing in this is the only way I will ever be able to say good-bye and begin to believe in my "lasts."

istic differences I had with the teacher, Spring term my teacher clearly just gave me arbitrarily better grades. This may seem rather odd, but allow me to put forth some possible motivations for my teacher's actions.

I suggest, completely hypothetically, that this improvement was the result of an illegal racket that was masterminded by my seemingly feeble minded Spanish instructor. It all began when after a long screening process she picked out those students who, as Ms. Chase would put it "are the most capable of being generous." Then, she discreetly began shaving points off the averages of those select students. Finally, she enlisted the help of an anonymous Andover woman, who would "tutor" the students for a "reasonable" price. As the students became more dependent on the tutor, her prices along with the students' grades, would rise. Everyone was happy, except the students' parents, who dropped 600 bucks. The woman then kicked probably half the money back to the teacher, and they both laughed at me and the other students, for our naivete. It was a brilliant plan, devised by a simple, simple woman. Somewhere along the way I gave up, I had no other choice but to think that she must have somehow outsmarted me. However, all was not lost. I would be willing to bet, that though I know no more Spanish than I did last year, I promise, no I guarantee that when my report card arrives sometime in mid-June, there will be a four next to the row entitled Spanish 20. What do I care that my parents and I have been the victims of a criminal genius, it was just a bunch of their hard earned money. The vicious cycle of thievery completed, leaving me in both abject poverty, and utter despair, the Spanish teacher leaves the school, and pursues a law degree at Harvard. I can only believe that her acceptance at the school was contingent upon the successful completion of her scam.

Maybe this is all just a figment of my imagination. Maybe it was just a series of coincidences that came together perfectly. But am I to believe, like such truth seekers of the past as the JFK Warren Commission, that these pieces of evidence are not in any way related? How can it be the lone gunman? It has to be a conspiracy.

My Upper year would have been for most, a completely humbling experience. My college prospects went from good to bad. However, I feel I came out of the year pretty much unscathed. Maybe it's because I began seeing bad things that happened to me, as bad things happening to someone else. I would say I took a third person role in my life this year. Rather than thinking that "I" just failed a Spanish test, I thought of it as someone else failing a test. Some poor guy, who just keeps getting screwed by an unfair teacher, who undoubtedly had it out for a kid who was an Upper in Spanish 20 (basically a year behind most students), and a kid who, at least at first, refused to conform to her "dictadora" style of teaching. But I leave upper year a lot more arrogant, a lot more willing to believe that they are out to get me, and a lot more willing to question the authority of the people whose job it is to run my life.

## Charles Finch '98

Reflections are fickle things; inevitably, nostalgia clouds the memory of an experience. To write about high school years is even riskier, because there are so many hackneyed interpretations of the transition from youth available to the writer. Loss of innocence, leaving the womb, et al. So I'll stick to the memories:

I remember Peter Christodoulo's insane eighty four hour sleepless period as those of us on the Phillipian board tried to get the commencement paper ready. Doulo, by the end of the week, was certifiable. He spent two hours of one night singing every theme song he knew. Unfortunately for his colleagues, Doulo remembered the theme song to movies like Clueless and Ben Hur.

I remember getting into fights with my roommate about such matters of international importance as the following: Is Donkey Kong better than Super Mario 3? Would a column of water from a faucet set off a motion detector? What, in fact, did the word enervate mean?

I remember meeting Danny Addison the first day of school. Danny is pointlessly tall and very authoritative. I thought that perhaps Andover might be full of giants who talked like Larry King.

I remember Deeb Salem severely chastising me for my lack of Nike sandals to wear around during Spring. A man of infinite resource and sagacity, Deeb walked me to Blaine's and threatened to kill me if I didn't order a pair or two.

I remember riding around in Blaine's truck with Brett Farson and the man himself, then enduring an assassination attempt from Kenny, Blaine's brother. Blaine said, when we began to moan, "We better not mess with him. He'll slit my throat in the night."

I remember Sam Goodyear's words of council to those succeeding him as the Stearns seniors: "Never get caught, and if you do get caught in WPAA make sure its with people who make you look good, in companson."

I remember the first time I heard about the Cantata Tour, when James Horowitz and Jay Owens conspired to reveal the entire story to everyone's delight.

I remember my first piece in the Courant, my first girls' hockey article for the Phillipian, my first article in Backtracks: all good feelings.

I remember Mike Krupp calling me into his room and showing me the fine art of hydrophonic planting. Like any levelheaded Senior, he would preach to any lower who might act as a watchdog while the Senior snuck out to see a girl; apparently, the same things were happening in girls' dorms.

I remember my introduction to new music: Can, an atonal German band with little faith in traditional or popular music, appeared in the dorm once in a while, and Earth Crisis, a one-chord band that hated everything blared with alarming regularity.

I remember writing The Brothers Karamozov paper for Novel and Drama-- "Grovel and Trauma" --and the next day, seeing Mr. Wise choked up about the book's final scene, when Alyosha creates his first homily.

I remember being terrified of Yolande Bayard. Ha!

I remember getting all sentimental while we listened to Bob Dylan last spring when we all felt this was the really good time in life, despite all the homework, the papers, the cough syrup, the Shakespeare, the frustration.

I remember torturing Bob Jaros with Halsey and Brett.

And I remember Music class with Peter Lorencio. What was that line that we heard in Dido and Aeneas? "Perhaps it will, some day in the future, give you pleasure to remember these beautiful days." And it already does, as school recedes into the mists of the past.

Each year of the Andover experience generates its share of rumors. Junior year is when the little kiddies get to adjust to life away from home in their own cushy dorms, guided by prefects and munch-happy house counselors. Lower year should be spent: in the fall, admiring the leaves, in the winter, complaining about the snow, and in the spring, admiring the green grass and blue skies. This is to say that lowers have no work. And Senior year is notable for its college applications and hard work at the beginning, but then all anyone talks about is the spring break trip to Cancun and the relaxing hours sunbathing in April and May.

We all hear rumors about Upper year, too, and now I can assess their credibility. Common rumor number one: the History 30 long paper is hell. I don't know, I did a short paper. Common rumor number two: the workload is hell. I don't know, I didn't do any homework.

Well, it looks like I'm not such a reliable judge of Upper year stereotypes after all. But I

## Drew Chin '00

Coming into my lower year, I was overwhelmed with a sense of uneasiness.

Was this year going to be everything that people made it out to be? Or was the story of it being "the easiest year of our careers at Andover" all just an upperclassmen fallacy? How could lower year be easier than junior year, or were we just under a mistaken impression? Conflicting thoughts went through my head. I had previously assumed that nothing at Andover could be taken lightly or considered easy, but all of the talk was convincing me otherwise. And as adolescents often do, I decided to believe the better of the two stories, anticipating a relatively easy year. Meanwhile, my parents kept reminding that after a lackluster academic performance my first year, I needed to take advantage of every grade. With this in mind, I arrived in the fall no less confused than I had been the year before during orientation. I had no idea about what to expect, and no idea about what I was supposed to do. And to compound the problem, I was living in a new dorm. Stearns, a place that had no resemblance to the homeliness of America House. Yet somehow I managed to get worked up for my monumental ascent up the social ladder formerly a dejected member of the bottom of the school's social hierarchy, now I retained the status of being at the bottom of the food chain in an upperclassmen dorm. .great.

I was so entangled in my web of angst that I forgot to get excited, after all, this was going to be my lower year. There was no more Soc Sci 10, or having to secretly stay up past eleven to do my homework. The random beatings and constant berating from my prefect had ceased. No longer was "lights-out" part of my vernacular, and more importantly, no longer did I have to endure the ridicule that came with being a junior. But there are things that I missed, such as being able to sleep in Kemper during all-school meetings, the Murphy's Monday-night munches, and the camaraderie that our class once had. Instead, our class separated into a variety of cliques, the sense of family was gone from our dorms, and our all-school meetings were now spent in the rigid confines of the chapel. But the more I thought about it, the more I was glad that I was a lower...a life without lights-out was the only thing I had ever hoped for.

Despite my initial uncertainties, lower year actually turned out to be a rather fluid transition from junior year, much to my amazement. All of my worries pacified. I can confidently say that I have grown as both a person and as a student. The workload was not debilitating, which not only left me with ample time to expose myself to the various offerings at our school, but also allowed me to salvage my unimpressive academics of the year before. For example, this year I got involved with the *Phillipian*. How much of a lesser person would I have been had I not written for the *Phillipian*...disregarding being more tired and stressed? Ok, not very much, but it has still been a worthwhile experience. Where else is there an unfettered student publication such as ours? Had lower year been more rigorous, chances are that I would have never been able to broaden my outlook. And since we no longer had people constantly keeping tabs on us, we were forced to make our own mistakes, to experience things on our own, both the good and the bad. And with our priorities now in order, we possess the know-how of attaining our goals independently. We are growing up, and all the while, a scary thought still persists: as our innocence gradually wears away, we remain as the only ones to blame. We can no longer use the same excuses, or rely on our teachers' leniency. More is expected of us, which unfortunately means that we must take a greater responsibility for ourselves.

Many factors and events this year have

played a part in and contributed to alleviating the burden of our greater responsibility. As a result of El Nino, the weather, whose actions dictate our moods, was relatively temperate this year. The effects of such a change can be observed in the more upbeat feel of our school, as opposed to last year, when the dreary and harsh conditions put a damper on the school's psyche. The days, this year, when the sun shined bright in the clear blue skies, spent basking in the sun, set our troubles at ease. The absence of the abominable Nor'easters that normally riddle our winters, came as a pleasant surprise to everyone...only because we do not have snow days. With everything warmer, brighter, and crisper, who could be unhappy? What I enjoyed the most this year was not the ritualistic Ryley-Dance procession, having already exhausted my tolerance for it junior year, or the first-run movies shown in Kemper (which is a great improvement), but the small and insignificant everyday happenings between friends and dormmates. The slightly lackadaisical attitude that lower year concedes, though not beneficial, allows for more interaction between friends. During this time, people open up to each other, share inside jokes; or act in a way that they would never in public, revealing the sides of themselves that few have seen. It is the spontaneity, utter stupidity, and capriciousness of these intimate situations that imprint everlasting memories and constantly entertain those involved.

Although the past year has been fun and memorable, it is not, however, deserving of total extolment. In all honesty, I feel that we are not as ready as we should be for upper year. As many uppers attest to, the work and time that their classes require far exceeds that of lowers. For the most part, this was the hardest transition of their Andover careers, and it came as quite a rude awakening. Some had gone from sleeping 7-8 hours in one day, to 7-8 hours over two. Only a few select students who took European History or 20th century World History as lowers were primed for the rigors of History 30, but as for the rest, it was only a matter of time before they fell victim to its exigent demands. Was any of this avoidable? One upper I spoke with acknowledged the fact that upper year is hard, but with better preparation, it would not be that bad. We should be further readied for the year rather than being unknowingly thrust into it. Then again, most lowers see no need for excess work, the results of both poor time management skills and an increasingly infectious apathy, we grow accustomed to the less strenuous curriculum. The fact that so many lowers are lulled into that mentality is discouraging and detrimental to their future. Should alterations be made to the lower year so that rising-uppers do not meet the same fate? Many people feel that this would detract from the rite of passage that every Andover student must go through. Is this only because they want others to suffer as much, if not more, than they did? Upper year is supposed to be a year that tests your limits, teaches you the true meaning of hard work, but in retrospect I am sure many uppers would have welcomed the opportunity to be familiarized with the journey they were about to embark on.

And as my lower year nears its end, I am coming to understand why everyone treasures it so. Other than senior spring, lower year is the only other time when relaxation can be the norm. As lowers, we can go from class to class without having to worry about when our long papers are due, whether or not we have properly memorized the complicated passages of Chaucer or Shakespeare, nor do the rigors of applying to colleges loom over our heads. In observing the mounting pressures that current uppers face, I would prefer to remain as a lower forever. I am savoring every last moment of freedom and sunlight before next year comes around.

## Eli S. Kagan '99

In order to give you, the reader, a more enhanced and greater understanding of my Upper Year, I thought I would chronicle the year by describing the events of my Spanish 20 class, because I feel that these events best mimic my overall experience from September 'till June- the whole year.

I assumed after Spanish 10, that I, the Spanish connoiseur that I am, would be privileged enough to go through another exciting year of Destinos: An Introduction To Spanish-VanPatten, Marks, Teschner (the multimedial teaching aid which is basically a Spanish soap opera). I was correct. For the majority of the year we, along with our friends, Raquel, Don Fernando, Rosario, Carlos, Juan, Ofelia, Lupe, Ramon, Mercedes, Carlitos, Maricarmen, Arturo, Luis, Federico, Pedro, Angela, and Angel, y finalmente el ciego, (Whoops there I go again) traveled on a journey- destination: Spanish fluency.

First term, I was a wreck. I was so bad at Spanish, that during class discussions, I often resorted to speaking in my natural tongue, English. For this I was repeatedly scolded and eventually kicked out of class for a day, for arguing a point of Spanish history, in English. In retrospect, I was absolutely but hey, I've got thick skin, I live for that kind of stuff. My teacher, a paragon of logical reasoning, decided that though it had been her decision to kick me out of class, (which she consequently gave me a cut for) it was fine for her to give the class an unannounced "examen," and thus give me a zero, because after all, I was absent. I finished the term with a three, my first three here at Andover.

Winter term was worse. I started the term by failing a number of pop quizzes, miserably, which got me a "D" at the midterm. Another first. My teacher told my Mother that I needed to attend Conference Period more regularly- a reasonable request. It was at these Conference Period meetings, that I realized that everybody who did well in the class went everyday. The notion that in order to do well in the class, one must report to conference everyday, was outrageous. Despite this feeling of outrage, I began going daily. Also, my teacher had my mother sign me up to attend an off-campus tutor. After going to the tutor for the remainder of the term, I was able to raise my grade to a 3. So, let me recount. I spent five periods in class every week; plus three days a week of conference period, and then two, hour-long sessions with a tutor (for about 35 bucks a piece). I did all that, and I was fighting for just a three (this was a major improvement however). I continued going to the tutor Spring term. And by the end of the term, I felt confident that I was doing well, finally. I wouldn't say that this was a result of going to conference regularly, or even going to my weekly tutor. No, my grades have not increased because I actually learned more Spanish. My grades got significantly better, due in my opinion to my teacher (who I now realize had been marking off points completely arbitrarily before), simply not grading those questions which I got wrong. While before, I lost points for everything, including vague styl-

## Charles E. Landow '99

still did experience life as an upper, and I can say that it has been the most interesting, exciting three terms of my Andover career. Just as Junior year is supposed to be spent in transition, getting acclimated to boarding school life, Upper year, too, is a time of change. During this third year of the sequence, we transform from relative underclassmen, still probably not sure of our place in the community, to older and wiser students, athletes, and campus leaders.

Most of the positions in clubs and on teams that students can earn are available Upper year. Votes for captains, selections for prefects, proctors, and student council positions, and the changing of the boards of clubs like The Phillipian-- all take place during Upper year. It is as uppers that we must stretch to take harder courses, strive to make the varsity squad, and work hard to achieve the positions we want in extra-curricular organizations or in student government.

Thus, in retrospect, which is such a valuable tool, I see my Upper year as completely

successful. I took some difficult courses, many of which were outside of the normal program for uppers. I worked to attain a position at my favorite extra-curricular organization, The Phillipian. And I didn't try to make any varsity teams!

So the real beauty of Upper year is that it is, not necessary to succeed in the traditional sense to succeed in the broader, truer sense. A junior may not earn the best grades, and may not break any records on the athletic field, but if at the end of three terms the student is comfortable and ready to move into an upperclass dorm, the first year was a success.

Similarly, Upper year is the time to think about the mark that we want to leave on our school. All uppers don't have to get 6.0's to have had a good year. If we have developed our relationships with friends and teachers; if we have advanced our knowledge of subjects in the classroom; and if we have tried our best to achieve the coveted position in a club or on student council, we have done well. So I had a hell of a year.



# The Class of '98 Speaks Out

## Term 'Minority' Perpetuates Racial and Ethnic Inferiority

OPINION

Yaqub Prowell

Paulo Freire stated in his breakthrough essay "Pedagogy of the Oppressed" that a true word can transform the world, whereas a false word is an alienated and alienating "blah".

With this definition of the nature of words in mind, I would like to discuss the usage of a certain word: "minority," and a certain term used just as often: "under-represented minority."

This terminology is used in our society to refer to non-white individuals. It's an incredibly degrading term. The sound of the word itself manages to induce a connotative link with the concept of inferiority. However, the sound of a word will not stand as a solid basis for its condemnation. Thus, it is necessary to delve into the subtle implications presented by such terminology as, "under-represented" and "minority," and bring such implications into the light in order for us to recognize them, to acknowledge them, and to deal with their racist nature.

We, as fully functional human beings, possess the ability to transform our realities and create physical and conceptual structures that are apart from and greater than we. We have the incredible ability to emerge from ourselves through self-objectification. This enables us to include ourselves in our reflection and criticism. Because of this self-objectifying ability, which allows us to enact praxis on ourselves, and to measure our own progress and development, it would naturally follow that we as human beings also possess the ability to name ourselves. Therefore a term like "under-represented," bestowed upon non-white individuals, implies that in this society, non-white individuals do not have the power to name themselves, which in turn implies that non-white individuals are not fully human.

In the United States, Whites constitute the majority of the population, and non-whites constitute the minority. This fact serves as both a reason and a justification for the usage of this term. However, population related statistics serve as a poor justification. The majority of the population of Brooklyn is black. Yet in Brooklyn, Blacks and other non-white individuals are still referred to as minorities. The reason for this as presented by those who uphold the usage of this term is that the word is only applicable within the reference frame of a totality—the nation—and it would thus be a misapplication of terms if you are referring to a part—Brooklyn—and not the whole—America. However, speaking with a regional frame of reference is exactly what those who encourage the use of this term are doing; the United States of America belongs to an even greater totality—the world—and Whites do not constitute the majority of the world's population. Therefore the term "minority" is self-contradictory, rendering it completely erroneous and unjustified.

## Current Parietal Policy Discriminates Against Heterosexual Students

OPINION

PETER CHRISTODOULO

When the school first considered the issue

of allowing homosexual house counselors to live with their same-sex partners in dormitories, it began an important dialogue that could have a significant impact on residential life at Andover in the future. During several informal discussions I had with teachers and students on this topic, we always came down to the issue that the school would be continuing to discriminate against homosexuals if it did not allow them to live in dormitories with their committed partners. As I thought about the issue of discrimination, I soon began to see another place in residential life at Andover where it occurs: parietals.

Under the current housing plan, male students live in male dormitories and female students live in female dormitories. If a male and female student wish to visit together in a dorm room, both students must get permission and sign in with the house counselor on duty. This system is understandable. It is a liability to the school if this process is not adhered to. In addition, the current parietal policy is set up to give more privileges as students get older. This policy, although upsetting to some, also helps protect the school in the instance a student were raped or violated in some way.

The issue of discrimination comes into this system of parietals when one considers homosexual students.

Two homosexual students involved in a relationship with each other don't have to abide by the same restrictions to which heterosexual couples have. Two members of the same sex living in different dormitories can visit with each other any time before sign-in and students in the same dormitory can visit any time they want. By enforcing a parietal policy that restricts only heterosexual relationships, the school is discriminating against all heterosexu-

ally. Returning now to Freire's statement on the nature of words, it is apparent that since it is erroneous and unjustifiable, the term "minority" is not a word of truth. Because it is not a true word it is an alienated and alienating word, and because it is applied to people of color, it alienates the members of the American society who are not white. By alienating those who are not white, the word acts as an instrument of strict inclusion for white individuals; the word implies that people of color are outside of the American society. If they are outside of the American society, are they then truly American? Thus, the term minority manages to convey the idea that only white people are Americans - which means this society hasn't

Therefore a term like "under-represented," bestowed upon non-white individuals, implies that in this society, non-white individuals do not have the power to name themselves, which in turn implies that non-white individuals are not fully human.

advanced much since the 19th century in terms of open-mindedness, acceptance, and inclusion of all.

The usage of the terms, "minority" and "under-represented minority" should cease, for these terms possess racist implications, are self-contradictory, and are subtle instruments of alienation. These aspects of the terminology manage to lower it to the level of racist remarks, whose function is to belittle and alienate the group of people that such remarks are directed at. "Minority" is thus a euphemism for "nigger," "sand nigger," "spic," "gook," - all of these at the same time.

To cease using this terminology would benefit our society as a whole; whites as well as people of color. These terms deny all of us our humanity. To refer to black people is not to refer to one culture but rather to an extensive group of cultures: Jamaican, West Indian, Senegalese (Wolof), African American, etc. The same holds true in reference to Whites, be they Italian, Russian, or German. And to Latinos and Orientals, who are Cuban, Dominican, Puerto Rican, or Chinese, Cambodian, Japanese. The term minority unfortunately denies the expression of such extensive and varying cultures of the human race. By classifying two groups of people as a minority and a majority,

ally students. Heterosexual students are not enjoying "equal protection under the law" as the four-

teenth amendment to the United States Constitution insures. Any student involved in a sexual relationship with a member of the same sex has more privileges than a student involved in a relationship with a member of the opposite sex.

Coming up with a solution to this problem has proven difficult for me. Should students have to declare formally whether they are heterosexual, homosexual, bisexual, transgender, or transsexual when they register at the beginning of each school year?

This system wouldn't work because students would probably lie in order to gain privileges and the school then would have to address the issue of housing.

Should homosexual male students live in male dorms, female dorms, or perhaps homosexual dorms? None of these options really work. There are only three possible solutions as I see it and not one is appealing to everyone.

1. The school could sexually integrate dorms by floor and have no policy on room visitation at any hour. This system would allow the school to keep a nightly sign-in time but would not be very well accepted by the school's lawyers. 2. The school could allow room visitation at any hour by any class and get rid of nightly sign-in so that students of one sex might visit students of another sex in another dorm at any time. This would not go over well with the administration and the school's lawyers. 3. The school can do nothing about the issue and wait for someone to sue it.

Although I have been unable to present a solution that works for all members of the community, the issue remains that the school is discriminating against heterosexual students.

I do not know if this issue will ever be put up for discussion by the administration, but if it did, I am sure the result would be an unpleasant dilemma for all involved.

it also manages to classify these people into the groups "white" and "non-white". There are no other options presented, and the people of America are automatically polarized into these groups. However, white and non-white are not cultures, nor do they describe ethnic backgrounds. When we conform to the white/non-white divide, we deny ourselves the beauty of our individual cultures, and strips from us the ability to defend ourselves. This terminology, thus, works toward the dehumanization of us all.

The fact that people are defined from a "white" point of view (either you are white, or you are not white), also implies another very sad fact: we are living in an oppressive society. Here, the oppressed are defined only in terms of the oppressor, which is one of the instruments engineered to dehumanize them. Due to the actions of the oppressors, all of us are dehumanized.

It is necessary to recognize the damage done to us all by the implications of "minority" and "under-represented minority." At first glance, these terms seem harmless, but a strict analysis proves otherwise. It is also necessary to realize that this terminology is not a cause of the subtly oppressive and dehumanizing society in which we exist, but rather an effect of that dehumanization. It is a warning symptom, not the disease. We must acknowledge such warnings and follow a liberating course of action when we reach the professional stage of our lives. PA provides us with more than adequate preparation for this stage. It provides us the opportunity to learn as much about ourselves and others so that when we finally reach this stage, we will possess the knowledge, open-mindedness, and love required for us to carry forth a liberating transformation of our society which in its subtly oppressive nature, subtly dehumanizes us all. We must all remember to directly attack this large, elusive, social disease whose origins are embedded within the whole of this society's history.

In attacking and conquering the disease, the symptoms will naturally disappear, and such oppressive terminology as "minority" and "under-represented" will cease to exist. Without the existence of such alienating and polarizing terms, we will have no other option in our relations to each other but to accept each other as individuals who are not simply White or non-White, and who are not simply members of the race of Caucasoids, Negroids, or Mongoloids, but who are complex, beautiful, individual members of the human race.

## Two Election Finalists Makes More Sense

Political Opinion

JOSH BEILER

Andover's presidential election format is a very successful system. However, one simple change could vastly improve the process and eliminate some major problems. The issue of gender becoming a factor in the election is a very popular subject. As unfortunate as it may be, the gender of the presidential candidates seems to play a major role in voting.

Jackie Bliss has been a phenomenal president and no complaints can be made about her work. However, many student will agree that in last year's election, Jackie received votes from the majority of females at Andover, while Taylor Harmeling and Jamie Cowan split the majority of the male votes. This is sad, but true.

There should not be this overwhelming trend of males voting for male candidates and females voting for female candidates. What can be done to eliminate gender bias at the polls? There is one simple solution that resolves a large part of the dilemma. Instead of reducing the number of candidates in the final round to three students, the final round should consist of two candidates. Thus, if there happens to be one male and one female in the finals, the only way for either candidate to win is to receive votes from students of the opposite sex.

If every male student votes for the male candidate and every female does the same for the female candidate, then there would be roughly a tie. Fortunately, that scenario is likely never to take place. Mathematically, whichever candidate receives more votes from the opposite sex wins. Because of that reality, the unpleasant issue of gender discrimination's role in the election is completely eliminated. Not only does this resolve an unfortunate problem, but it does so at no cost.

In addition to resolving gender issues, the two candidate system has other advantages. In this type of format, the only way to become president is to receive a majority of the vote. With three candidates, it is possible and increasingly more common for the presidential winner to receive less than half of the votes and still win. In 1992, Bill Clinton received slightly over forty percent of the votes, yet he still won by a fair margin over George Bush. This phenomenon occurred because Ross Perot and George Bush shared the other sixty or so percent of the vote. Furthermore, a two candidate system would insure that more students would have the privilege of having the student whom they vote for win. The result: better support for the president, and a better general respect among the students for their president.

Unfortunately, this change may have to wait until next year, but there is no excuse for this change not to occur. It should be easy to enact, and it is likely to be very popular among students. Hopefully, gender will not be a factor in the election's outcome. It would also be even more pleasing to see the winning candi-

## Andover Should Make Effort to Raise Standardized Scores

Opinion

PETER CHRISTODOULO

Over the course of the last twenty years, Andover

has gradually placed a smaller and smaller percentage of its class in the nation's most prestigious colleges and universities. For the most part, this decrease has been attributed to a growing college applicant pool and a desire of colleges to diversify their incoming classes beyond traditional feeder schools.

While this opinion holds a great deal of merit, another theory has occurred to me: colleges simply do not respect Andover as much as they have in the past. The degree to which colleges can rationalize accepting an Andover student with good grades but medium standardized test scores continues to fall. If great scores are not normal among most Andover students, the entire school standard falls and special "Andover grades" that every senior expects to get him into college, fall in value in the eyes of admission officers.

Although admission officers from most major universities to which Andover students

"The school is still functioning as if students' scores on AP exams don't really weigh in the college process."

are applying care more about other talents and experiences an applicant can add to its community, Princeton, Stanford, Dartmouth. The University of Virginia, and Notre Dame all are good examples of schools that have been especially hard on applicants from Andover in recent years. With the advanced technology available today, it is very easy for college admission officers simply to plug students and scores into a database and look down the list from highest to lowest. In this scenario, it is very easy to see which students and schools rank the highest.

Another issue is the way in which Andover goes about scheduling AP exams. Classes go on as normal and students are expected to keep up with the work in all their subjects regardless of whether they are taking APs. I have heard more than one student say that he isn't going to take an AP this spring because he is concerned that his grades will fall if he does. The school is still functioning as if students' scores on AP exams don't really weigh in the college process. The truth of the matter, whether we like it or not, is that AP exams are a way that we can differentiate ourselves from other schools. If classes stopped for two weeks while the APs were administered, students would be able to study and achieve the best scores of which they were capable. This may cause some logistical problems with juniors and most lowers, but in my mind the problems do not outweigh the benefits of boosting the school's AP average.

The SAT II Writing Test is perhaps the most weighty SAT II in the eyes of college admission officers. Although some may contest that the test is not well put together and therefore the scores don't really mean anything, Andover must accept that, regardless of what we think about the test, it does matter.

When looking into this area, I found out that the mean score on the Writing Test of Andover's class of 1997 was 640 (recentered)<sup>1</sup>. This was somewhat shocking to me. Whose responsibility is it to prepare students for this test? In my view, students are overburdened with work as it is and don't have adequate time to prepare as they might in a less rigorous school. If the English Department organized some sort of standard review in its 200 sections, we would surely see scores rise a great deal. Although this may not be a wonderful reality, pedagogically speaking, it is something that will become increasingly necessary in the years to come.

The Classics Department recently announced that it was changing its Latin sequence and reviewing what was taught in each course. The current Latin sequence has existed for about fifteen years but when it was started it seemed that many fewer students cared as much about the AP and SAT II. It has become clear in the last five years that students are becoming more concerned with the two tests and that Andover's curriculum isn't as tailored to them as it could be. The new curriculum involves standard word lists at the lower levels and two separate courses to prepare for the two Latin APs. Currently, one class and little portions of others are considered AP preparation. "The new curriculum is much more standard throughout the lower sections and should give Latin students a much better preparation for the AP exams," commented Department Chair Mr. Kip. I believe this is a step in the right direction. The Classics Department has acknowledged the issue and addressed it.

The only way I see to reverse the downward trend of college admission numbers is to grasp the unhappy reality that Andover can't afford to teach its classes according to any syllabus its teachers want as it could twenty years ago. Andover's teachers need to look actively into what is on the standardized test in their field and try to prepare their students the best they can for it. Andover needs to prove it is the best school in the nation by scoring the best on SAT I and SAT II tests and on AP exams. If the general standard of Andover test scores were raised, colleges would give much more consideration to "Andover's special grades", when a few isolated students don't score as well but have comparable grades to the majority that scored exceptionally. We must face the harsh

"If great scores are not normal among most Andover students, the entire school standard falls."

reality that Andover's sterling academic reputation is not what it once was and that we are not living in the Andover of old anymore. If the school's wallows its pride a little and takes a step back to preparing students better for standardized tests, colleges will undoubtedly respond with more positive results.

<sup>1</sup>Average determined by most recent test and does not is not necessarily the best score of each senior

## SENIOR PRO WARNINGS WENT TOO FAR THIS YEAR

Opinion

ASEEM GUPTA

ANDOVER, MA- Thirteen seniors at Phillips Acad-

emy, the prestigious New England Prep. School, were not in attendance at today's Commencement ceremonies. Of the thirteen students, five were expelled just hours before graduation for indulging in a bottle of *Borugogne A. Rodet* Chardonnay. In addition to the five alcoholics, eight students were banned from the ceremony for failing to attend class one time too many. For example one of the impish "over-cutters" was barred from the occasion because she failed to attend the last meeting of her required daily physical exercise appointment. Several students, faculty, and parents were upset by the seniors' absences and claimed that if the Deans had distributed one more cautionary letter or if they held one more meeting, the thirteen students may have reconsidered their unacceptable actions.

To date, the deans have distributed one letter and held one meeting on the topic of Senior Probation. Senior Probation is loosely defined as the period on and after May 1 in which major disciplinary responses will carry an additional clause forbidding seniors from attending graduation. In addition to probation and suspension, over-cutting can also result in a delayed diploma and/or absence from commencement.

In a recent letter, which was signed primarily by Dean of Students Stephen Carter, all seniors and parents of seniors were informed of the offenses which would result in delayed diploma or forced absence from graduation. The framework of the letter was mostly sound, but the tone of the letter was upsetting to both students and parents—pessimistic language filled the letter. Somebody not familiar with PA's strict disciplinary system might easily be

given the impression that the students at this school do not follow set guidelines and break

rules constantly. As I have learned through my own experiences, the Blue Book is just one example of such a document that contains loose, ambiguous wording. The Senior Probation letter was no different. The end of the letter contained clauses regarding over-cutting and discipline and the language used was too vague, as it often is in such substantial documents.

In addition to the confused letter a meeting was held last night where we were again reminded of Senior Probation. As we all know, seniors should be able to make responsible decisions by their senior spring at Andover and by writing cracked letters and holding eleventh-hour meetings the administration seem to be saying to seniors that they have little trust in our ability to make prudent decisions regarding our actions.

It is perfectly acceptable for the administration to distribute a brief letter reminding seniors of Senior Probation but I felt that the most recent letter went overboard. Senior probation is important, and I am not questioning Senior Probation's purpose, but I have difficulty understanding the administration's actions when it comes to familiarizing seniors with Senior Probation. After spending three years at Andover I feel that I have become a responsible person and I feel the same way about the rest of my class. I was insulted by the Senior Probation letter and stunned by the persistence of the administration. If the letter and constant reminders serve as a reflection of the administration's feelings, then it seems, sadly, that they have little confidence in the Class of 1998.



# A Tribute to Chris Meserole

## Hope is a Neccessity at Phillips Academy and in Life

Journey back with me, for a moment, to last December. Term papers were due, exams were approaching. Chris, somebody asked me, why do you look so depressed? I can't even remember who asked me, much less how I replied. My hunch is, I said something to the effect that term papers were due and exams were approaching. I lied in response. I don't remember exactly what I said, but I know I didn't tell the truth. And what a truth it was. My mother, you see, had gone back into a mental hospital last October. It took a couple of months, but by December it was starting to hit me full force. She had been in and out of them before, beginning when I was thirteen, but this time it was different. This time, there was probably going to be no coming back out.

After two months, the finality of it started to hit me. Are you all right, Chris? That question has always pretty much just frustrated the hell out of me. Why? Because I've never been able to answer truthfully, not, at least, until I became confident enough with my mother's situation.

You don't exactly feel like telling teenagers that you're mom is suicidal. I shouldn't have felt that way, because there should be no more shame involved with mental illness than any other sickness, seeing as nobody asks for it, just as nobody asks for cancer or anything else, and yet I did. When she went in last October, I realized I was going to have to deal with that feeling for the remainder of my life. I realized, basically, that it was over.

I always remembered her as being normal. Children always think of their parents as such, but having looked through family photo albums, and having never seen her appear the same in two consecutive pictures, I now know

differently. She had always been fighting the demons within her, and, I might add, had always fought them rather valiantly. Until the spring of 1993, that is. That's when her illness deprived her of the ability to fight. There have been times since when she's been better, when her brilliance has shown through, but unfortunately, those times have been incredibly few and far between, increasingly so in the last few years. So there's no misinterpretation. I gave up on my mother, a mistake I'll never make again.

Two weekends ago, I drove home with my

**"My mother recently thanked me for my prayers. I cannot express to you how much that hurt me, because I gave up praying for her right about when papers were due and exams were approaching last December."**

dad after visiting my brother at college. On the way back, we picked my mother up at her psychiatric nursing home in Brighton. I was expecting to find a woman much the same as I had grown to know: a woman with a vocabulary of about ten words, a woman more interested in her cigarettes and Burger King whoppers than her son. My father had told me she'd been doing better recently, and might even be back by my sister's birthday this April. I didn't care though. I'd heard such reports before.

When she got in the car, though, she asked me a question. Then she asked me another one. And then another. And so on. I couldn't believe it, my mother displaying her maternal side. This was the mother I'd given up on. This was the mother I'd always longed to know.

My mother was raised in Jackson, Mississippi, about as deep and south as the Deep South gets. She was quite the southern belle, my relatives have told me, and boy, could she tell a story. After years of waiting, after years of straining my memory for the stories I'd been told she could tell, I heard a glimmer of her brilliance in that car ride. No, this is not a perfect ending, she is not perfectly normal; yes, however, she is eloquent and intelligible, and can in fact hold her own in a conversation. So why am I telling you all this? It is certainly not for your sympathy. It is certainly not for your pity. And most certainly, it is not so you can go and whisper to your roommate, hey, did you hear about Mez? I am telling you this so that when you are faced with a situation in which the only healthy option seems to be to give up, you will not make the same mistake I made and succumb to the temptation. My mother recently thanked me for my prayers. I cannot express to you how much that hurt me, because I gave up praying for her right about when papers were due and exams were approaching last December.

So basically, what I'm trying to tell you is this: don't ever, ever, give up hope. Not in your mother, not in your friend, not even in yourself. It doesn't even have to be something as grave as mental illness. All it has to be is papers being due and exams approaching. But whatever it is, do not, I repeat, do not, give up hope.



## In Life, Bitterness is Never the Answer

"It all depends on how you look at things. . . Put it in perspective, Chris." If anyone told me that right now, as I sit looking at the dreary winter weather and more burned out than the Alfred P. Murrah building in Oklahoma City, they'd be likely to meet a lot more of my fist than they'd probably ever wanted to.

So instead, I'll do something one part heroic and two parts hypocritical. I'll save somebody, most likely a teacher now that I think about it, from wearing an imprint of my knuckles as detailed as a Rembrandt on their forehead, tell myself to "Chill out, dude!" and proceed to kick my own ass like Jim Carrey in *Liar Liar* instead.

I read a book once. Hard to imagine, I know (ha-ha) but I did. I read it over vacation in fact. There are probably 40,000 words in that book and yet I only remember ten. I even remember the damn page number it was on. "We can decide to be grateful or to be bitter," says page 51 of *Life of the Beloved*, a cheesy title I know but an excellent book nonetheless, especially when you read it after a college decides that maybe you aren't so beloved after all.

Anyway, what struck me about that terse sentence and perhaps why I remember it over all the other many sentences is that it reduces our entire attitude and approach to living into one simple decision. You see, I want to be bitter. I want to bitch and wail and moan and then howl more than a coyote on crack. I want to sit on my ass and watch MTV and listen to some punk tell me that my life sucks and that I'm not alone in having a sucky life because his sucks too. And to rationalize all this, I want to make the claim that bitterness is an instinctive response to something that goes wrong, like say, gee, I don't know, working your butt off for four years of high school just to get into a college and then not get in. But that's just a hypothetical scenario so I don't want to harp on it.

The problem is, though, I can't say that bitterness is a response. I want desperately to but I cannot because it is a choice and I know it and regardless of how hard I try to muffle the damn voice in my head that tells me otherwise I hear it nevertheless. Bitterness is easy to fall into and it feels good, especially when accompanied by self-pity. My God, that's almost a better combo than the whopper and fries at Burger King.

The first night back last week my economics 51 (don't ask) assignment was to read some statistics about Rwanda and answer a few questions. It wasn't too difficult, being basically just a review exercise of the first term, and I went through them pretty methodically for a while. Then it hit me, harder than I'm hitting myself for writing this and harder even than I would hit you if you told me exactly what it is I'm trying to tell you.

I remember thinking how I wasn't particularly impressed with Common's presentation of a dinner that night, and then I realized that what I saw and my friends saw as a piece of #@%# a Rwandan would see as a feast. My

parents live in Lynn and haul in probably five to ten times less of what many a PA parent does and yet at the same time my parents make almost 100 times more than most Rwandans. All of a sudden, the lightbulb went on in my head, the sirens began to wail, and that beloved quote came back to haunt me more than Paula Jones haunts Bill Clinton.

It's not that I don't want to be bitter, it's that I can't be bitter. I have absolutely no right

to whatsoever. I have more than just a right to be grateful, however, for I have reasons as well. much more so than I have reasons to be bitter. I go to PA, one of the best high schools in the country; I have a great relationship with my family, something that cannot be bought and which unfortunately is becoming increasingly rare these days; I always have a roof over my head; and I always can eat pretty much whatever

I want whenever I want. What's more, even if I didn't see it that way, and even if I didn't want to be grateful, I would be for one simple reason: I owe it to people. I owe it to the homeless man I didn't see—or was it, wouldn't let myself see?—when I walked through Boston and the starving Rwandan child I can't hear because they don't have the strength to verbalize their pain and most of all, I owe to the people who got me here, the people who made sacrifices so I could come to this school. How can you or I be bitter or miserable when we both have, more or less, the world in our hands?

I'll tell you why. You see, when I thought about Rwanda I thought about the 18 year old Hutu who's bound to exist, and who just saw his friends and family massacred by the Tutsi's and yet, for some odd reason, perhaps it was the gift of a worn down Nike shirt from somebody in the Peace Corps or maybe it was the smile on a little girl's face as he gave her what little he had to eat instead of eating it himself or

maybe, and I suspect that this is probably the case, he is simply happy for the gift of life itself, the gift of simply being in order to see that smile in the midst of such tragedy. Take a black piece of paper with a white speck on it and immediately our eyes are drawn to the speck, and then take a white paper with a period on it and immediately our eyes are drawn to the period, an analogy that basically sums how we perceive life itself.

Those with the least are often the most grateful, while those with the most are often the most bitter. Well, to those of us with winter woes, I say to you, we're all idiots for looking at the black dot.

I want desperately to be bitter but I cannot. When I am, I suddenly remember my mother singing her own rendition of "Don't Worry, Be Happy," while holding me in her arms or I see my father in the pulpit, adorned in his robe, talking as gentle as ever while asking, "who of us by worrying can add a single hour to his life...do not worry about what you will wear, or the food you will eat..." We all of us have cause to be happy and content and joyous. So why worry? Why be bitter? Or, instead, why not be grateful?—it'll make your winter and mine a whole lot better.

## Winning the Game of Life: the Story of a Man Called Otis

Somewhere along the line we all forget why we're here, slaving away, grinding out the work until we reach that blessed state of mindless oblivion. In case you're there now, wondering just why you've been working so hard on your latest term paper or lab, let this be a reminder: you're slaving away for Otis.

Otis is a black man, 62 years old, and you wouldn't have noticed him at all if you hadn't moved your bag so he could sit down, probably not even then if you hadn't somehow overcome the familiar awkwardness that unites us all as strangers and asked him where he was going.

"Averill," he says, and suddenly you regret ever asking because now he's sitting by you on the train too, not another word having passed between you. Weird, you think, very weird, and for a moment you're spooked, wondering what ill may come of this when suddenly he opens his mind and the regret turns inward, wrenches you until it

becomes the shame of having had false misconceptions. He speaks like he's your grandfather, but you don't resent it, you embrace it; he is, after all, obligated to tell you his story—there is duty involved with sharing the experiences of his 62 years.

"Not many people understand life," he says, and suddenly he becomes wise, not weird, and out of nowhere the voice of your father chimes in, telling how the fountains of wisdom are found in the most unexpected of places. "An' I one a the few who do," he finishes, and the joy is in you then, the joy of discovery, of unearthing a priceless treasure, of uncovering your own fountain of wisdom underneath perhaps that most unexpected place of all, an old, brown, rugged U-Haul cap replete with an orange stripe in the middle.

"You white an' I black," he says, and oh how the joy grows, the truth of his words feed it, enlarge it, heighten it to a size you've never known. "But we both a man, an' that all that matter."

More, you scream inside, give me more of your treasure, indeed, give me twice as much because I can barely understand half your words, your old Southern twang and your new Irish tint are canceling each other out, leaving precious little behind.

"Right is right," he says, "don' matter what color." How true, you think, but he is already

moving on, he has only North Station, to Andover to utter the meaning of his life, your life, all life. "An' don' go worrying' neither, cause you hain't gonna live long that way, know what I'm sayin'?"

You nod in agreement, it's polite to nod, you have to nod, but you do not know. You worry about college and term papers and sports and relationships but Otis never worried about

them, didn't even worry about jobs and money and food and shelter. God'll provide, he says, just gotta do your part. No, you do not know. Yet still your head bobs.

"Do what your parents say," he says. "Can't never go wrong doin' that." Too much, you think, too much and no way-no way such wisdom in an uneducated man who probably never finished high school, let alone college. You think of other old men, men with ivy practically growing up their legs, men groomed for success, men richer than some small countries, and you realize then that Otis has triumphed in the end, Otis has beaten them all, the man in the Benz, the man in the office, the man who used to hire and fire him according to the whims of the people he works for, the people who see only paper and dividends and haven't a clue

about the face behind it, the face of hardship unrequited, the face of wisdom unknown, the face of "Otis from Averill, case ya ever see me again."

Otis has beaten them all in that most grand of games, Otis has beaten them at life. You cheer inside like a madman.

"Hain't nothing like bein' free," he says next, and suddenly a bomb explodes, doesn't whistle, there's no warning, just explodes, bam and wham in your head, and your ears start to ring and your head starts to shake as you recall how he'd moved here only in 1955, before Brown had an impact, before MLK began to lead, before even Congress had heard of poverty and destitution and all the other things that Otis had lived, not heard, back home in Montgomery, Alabama. 62 minus the difference of 98 and 55 you think, and suddenly 191-subtract a year and find yourself-pops into your head, makes it sway and ring even more. Before you know it your mind is numb, thinking 19 years a black boy before the new laws, 19 years in a place and time where being black was about the same as being in hell: burned no matter what you did.

Then he moves on, your head still spinning, he's got a scarce few minutes now as "Ballardville" rings out over the speakers. He tells you of being 62, of being prepared to die, of how at 15 he alone out of three survived a car crash, how cancer claimed his cousin—who'd

**"God'll provide," he says, 'just gotta do your part.' No, you do not know. Yet still your head bobs."**

"stayed put, even done the walk, the walk, all the way from Selma to Montgomery, 'long with most the rest a my family"—how his parents lived past a hundred but "didn't git that old by worrying", you know." Got to be ready, he says, harps, proclaims, and suddenly you're nodding again, don't know why.

"Serious," he says, bows his head, and immediately you know, you know he is serious because you know, above all, that he is wise. "Not many people understand' life," he says again as you leave, "but I do."

You walk past the tracks, back into Andover, back to the life of tests, quizzes and homework problems, of studying the history that he has lived. There is knowledge in such things, you think, but there is wisdom in Otis, it is for him you study, for him, the man who would've given all, save perhaps his fishin' and his wisdom, for the chances you have. He's overcome enough ignorance in his life, you realize then, he's overcome an ignorance that transcends even race and extends right to the limit of the lives behind it. He doesn't need to overcome you.

Chris,

*Your insight has been an invaluable asset to us all, it has been inspirational. Andover has been a better place for the last two years because of you. Thank you, from The Phillipian and the PA community at large. Good luck in college next year, and in life, we will miss you.*



# Selected Volume CXXI Editorials

## Andover's Faculty is Missing Out

During this week's *Phillipian* board meeting, our Faculty Advisor, Math Instructor Nat Smith, handed back to us a marked up copy of the previous issue of *The Phillipian*. However, last week there was a large red question mark on top of Luis Adaime's cartoon. Upon questioning, Mr. Smith said that he didn't understand what the cartoon was about. The cartoon was about former US Senator Gaylord Nelson, who spoke at an all-school meeting three weeks ago. Mr. Nelson had a difficult time hearing the questions he was asked at the end of his speech, and Adaime's cartoon poked fun at students who had to repeat their questions loudly for him. The caption read, "How to be heard at an all school meeting..." A student was visible right next to the speaker, clearly shouting.

The cartoon was obvious. Ninety-nine percent of the student body got the joke immediately. But, Mr. Smith didn't see the humor in it. The joke was not something that just teenagers here at PA understand, nor did the cartoon carry some reference to current pop-culture, which the majority of the faculty might miss. The reason that all the students got the joke, and the majority of the faculty didn't, is that all the students were at the all-school meeting, and the majority of the faculty wasn't.

Lately, all school meetings have been the focus of campus discussion, and of several Commentary articles. Some feel that the meetings are a waste of time. Others feel that the meetings, regardless of content, are a good time for the whole school to be together. Our position is somewhere in the middle. If an all-school meeting does not engage the audience, the entire student body complains. But if an all-school meeting is powerful, featuring a riveting speaker or an interesting discussion, it is amazing. Remember last year's meeting when Dave Coolidge '97 got up and sang "Let's go kick some ass" before Andover-Exeter, or in the Spring, when Women's Forum sponsored a meeting about the school's switch to co-education, and Mr. Effinger and Mr. Richards gave passionate accounts of what the school was like then?

Those meetings were left a mark on PA. The school grew as a result of them. Everyone felt a little closer. Everyone felt a little better about Andover. That is why the faculty should be at the meetings. Every once in a while, we are hit by an all school meeting that knocks us over and makes us think for a change. And the faculty misses out.

## Lowers, Uppers, the Faculty is Taking Yet Another of your Freedoms

In the May 15 issue of *The Andover Gazette*, on the fifth page, below such ground-breaking news articles as "International Club announces new board," ran a suspiciously short article entitled, "Results of voting on new lowers policy." Had one not been carefully reading the entire *Gazette*, they would have missed it. The deceptive title and the article's diminutive size seemed to help mask the incredibly important nature of its content. This article, actually a letter from Dean of Students Stephen Carter, does little else besides thank the school's house counselors for their participation in a vote on the "new lowers policy."

What is the "new lowers policy," you ask. The policy dictates that next year, lowers will have to be in their own rooms on school nights by 11:00 p.m. Plus, the rule says, next year uppers will also have to be in their own rooms by 11:00 during the Fall term.

The passage of this new rule is nothing less than ridiculous. Not only were the students not given the chance to offer any input on the issue, but the announcement of this new theft of our freedoms was made via an obscure reference in a publication aimed mostly at faculty. Is the administration joking? Is this the depth to which they now intend to sink in order to impose their will upon us? How were they planning to announce this officially? Something reminiscent of their tactics on the infamous "great parietal robbery" of two summers ago? Or maybe they just didn't plan on telling the students at all, like with the winter term exam debacle this year. The bottom line is that it seems an attempt was made to hide the passage of this new policy, and as students, we need to draw the line, and stop the faculty from repeatedly deceiving us, and then not acknowledging us when we discover what they've done.

At the heart of the issue lies last year's Steering Committee Report. The report concluded that students don't get enough sleep. This year, a proposal was quietly made to have an 11:00 in-room policy for lowers—a possible step in solving the problem. The proposal, in our opinion, seemed so outrageous that we thought the faculty, being reasonable people, would never allow its passage. We were wrong. The proposal was passed cunningly, not by a vote of the full faculty, but by a vote of the house counselors, 68-10, according to *The Gazette*. As it stands right now, the new in-room rule will be a full part of the school's official residential policy next year.

Aside from the fact that this policy was passed completely in violation of our trust, it is fundamentally at odds with the spirit of Phillips Academy. We are constantly being told at this school that Andover isn't about getting students into Harvard, it's about allowing students to grow as people. No student will ever, ever (keeping in mind that the school's goal is growth) concede that some boring class that a student was too tired for was even nearly as important as the four hour discussion on life the student had with a group of dormmates the night before. Andover is all about these endless discussions — with faculty members, with friends, and, a lot of the time, with dormmates at night. As it stands, these discussions, this part of Andover for lowers, is gone. You juniors will never know next year's seniors to the extent which uppers knew them. And judging from the effect which last year's seniors had on the class of 1999, you will be missing out.

Less importantly, the new policy puts a stop to late night dorm study sessions for lowers, not to mention for uppers during the fall term. This year, all year, you lowers were allowed to study with your dormmates until the late hours of the night. These study sessions were undoubtedly important. Next year, for a third of the year, this won't be the case. As the class of '99 moves out of Upper year and into Senior year, this is an unfortunate set-back. The classes of 2000 and 2001 are losing a valuable freedom.

If it can ever be effectively enforced, which is a debatable question in itself, putting lowers and uppers in their rooms by 11:00 will probably make them less tired. It will probably even raise some grades a bit, but at what cost? At the cost of ruining a part of the Andover experience.

Where does all of this stop? When will the faculty let students have a chance to at least help decide what's best for them? This year's juniors and lowers, the classes of '00 and '01, the ball is in your court. Look to your student representatives, and express your concerns. Don't let this issue die like the class of '99 allowed the parietal issue to slip away.

## The Time to Act is Now

Last week, The Board of Trustees released a statement concerning the question of allowing partners of gay and lesbian faculty members to act as house counselors. *The Phillipian* published the statement last Friday, May 8.

We respect the honesty and integrity of the Trustees, and we understand that this issue is probably the most complicated policy decision the Academy has faced in recent memory. Still, when they announce that "we must be candid and say that we are not ready to take action at this time," we at *The Phillipian* wonder how long it takes to do the right thing.

According to the statement, the Board asked the faculty to ponder the "educational implications" of allowing committed partners to be house counselors — in May 1995. The faculty has been discussing this important component of the issue since then, and we are sure that their input is thoughtful and insightful.

What bothers us is how long this whole process seems to be taking. The statement goes on to say that a small group of Trustees has been formed to collaborate with Head of School Barbara Landis Chase and the administration in discussing the issue further. When might this group's response be ready? In another three years, after Andover has spent three more years as a school that denies partners of gay and lesbian faculty members equal opportunities?

In 1994, the Academy gave these partners some of the same benefits as faculty spouses, and this was a courageous and appropriate step. But it was only a first step. Four years have passed since then, and the issue, though complicated, has not changed. It will not change by the time this new "small working group" finishes considering it again, either.

The Trustees are a group of intelligent leaders who have maintained Andover's status as one of the most progressive boarding schools in the country. But they are wasting time. Committees, working groups, discussions — these are all necessary to gain a full understanding of an issue, especially the complex one before us now. It should not take years, however, to figure out that discrimination is wrong.

## Af-Lat-Am's Thirty Years of Leadership and Service

On the occasion of its thirtieth birthday, the African-Latino-American Society deserves congratulations on a history of good service to the entire Phillips Academy community. The society, Andover's most prominent and active cultural organization, has provided a voice for some of PA's minority students and a forum for respectful discussion since 1968.

Besides these important roles, though, Af-Lat-Am has become a model for promoting the diversity and acceptance that are the best qualities of Andover's student body. With such a visible club, members of the community have an open arena for consideration of issues relating to the various ethnic groups of our community.

Af-Lat-Am celebrated its anniversary last weekend with a gathering of several dozen alumni. There were two panels for different groups of graduates. One panel, for older alumni, was entitled "Andover Yesterday," and more recent graduates participated in "Andover Today." In addition, William Lewis '74, a member of Af-Lat-Am during his time at PA, was a guest at a dinner held Saturday night. The weekend culminated with Professor Cornel West of Harvard University, a masterful orator, who delivered an inspiring lecture on hope in the Chapel on Sunday evening.

As Phillips Academy continues its enlightened efforts at diversity and tolerance, Af-Lat-Am will find that its role in the community will become more and more important. Already in its history, the society has witnessed progress. Incoming Af-Lat-Am President Shevon Rockett '99 learned from the celebration last weekend. "I was really excited to see how Andover has changed with diversity and multicultural affairs," she said.

We hope and expect that Af-Lat-Am will remain in its leadership capacity, striving for continued diversity and acceptance at Andover. Our school is at the forefront, with an international student body and faculty spanning a wide range of backgrounds and attitudes. Af-Lat-Am has become a pillar of the diverse community here in its three decades, and its success will certainly last for many more. Said Rockett: "It's really promising how much Andover has changed with diversity in the last thirty years." With groups like hers, PA can continue to remain a progressive, tolerant institution in the twenty-first century.

## A Good New Policy for the Blue Key Society

In a recent change of policy, the Dean of Students and Student Activities offices changed the Blue Key Society's criteria for leadership positions, putting limitations on Fall varsity athletes' roles in the society. The new policy dictates that varsity athletes may *not* be the All-School Blue Key Heads. Also, no varsity captains can be Cluster Blue Key Heads.

Though this change is a quite drastic one, and the student body of this school does not take well to changes of even moderate proportions, this policy is a reasonable solution. The problem is clearly that students playing Fall varsity sports might not have the time, and possibly the energy, necessary to do all the activities required of Blue Key leaders, who are the primary builders of school spirit.

Another reason why *The Phillipian* supports this decision is that it opens the door for more would-be leaders. Though there have been years in which the All-School Blue Key Heads weren't athletes, this group seems to be generally the most prominent in Blue Key leadership — the election process simply becomes a popularity contest, and athletes, because their on-field accomplishments have often made them popular among their peers, can have an advantage. Athletes make fine leaders, especially in the area of school spirit; we simply believe that the top Blue Key positions should feel open to any student interested in promoting Andover, and that the new policy will probably serve to open up these positions.

We regret that some fall athletes who would make excellent Blue Key heads will be denied the opportunity to serve in both roles next year. However, their time conflict and the opening of the election process make the change in policy appropriate.

## Our Position on Gay and Lesbian Partners in Dormitories

In the April 10, 1998 issue of the *Phillipian*, we published an editorial attacking the Student Council for composing a position which we considered indefensible, pertaining to gay and lesbian couples as house counselors in dorms. We now feel it appropriate to express our feelings on this issue, which will be an important topic of discussion among the students, faculty, Trustees, and the community.

Clearly, there are many factors at hand when looking at this question. Many would argue that allowing same sex couples in dorms would make potential students uneasy about coming to the school. Also, there is the possibility that alumni would oppose this change and stop donating money, possibly constituting a major loss of capital for the school. Another consideration is that the state of Massachusetts doesn't ac-

knowledge same sex marriages for legal purposes, and the school doesn't allow unmarried couples to live in dorms.

Despite all of these objections, we believe that the school should go ahead and allow gay and lesbian couples to be house counselors.

First of all, there is absolutely no indication that these couples would not be fine house counselors. Second, though there may be potential students afraid of coming to the school because of homophobic beliefs, we feel that these students don't belong here anyway. If a student didn't want to come here because of a fear of Jewish or Black faculty members, he or she wouldn't be given any consideration. The Phillips Academy community decided years ago that it should accept both Blacks and Jews. We believe it is now time to accept gays and lesbians, too.



# Magic Eight Balls And Midterm Grades

We have arrived at the middle of another Winter

## Just Kidding!

CHARLES LANDOW

Term, the cold, short trimester that some people love and some people hate. We can't decide whether or not to have finals at the end, this year, it looks like Dean Vincent Avery's eight ball showed "definitely yes" when he asked it if there should be exams.

This winter seems to have whipped by even faster than usual. Four weeks have already passed since we came grudgingly back to school after winter (not Christmas, not Hanukkah, not Chanukah) break, so that means it's only another few weeks until those finals we can't decide about and then just a week of suffering until spring (not Easter, not Passover) break. That's right: only a month until Cancun if you're a Senior and probably some time with the parents "discussing" your winter grades if you're not.

But for now, there are much more important things to worry about, like the midterm progress reports you received from your House Counselor last weekend. I was pretty happy with mine, but I still wonder about one thing: why do these "reports" never seem to reflect how you're really doing?

Every term that I can remember, I got a different combination of Honors and Checks after finals, when it really counts, than at midterm. I've therefore learned that the greatest advice your House Counselor can give you at midterm is to take your midterm "grades" with a grain of salt.

For transcripts, which go on your official record (sent to colleges, employers, and law enforcement agencies, if necessary) there are standards for the Phillips Academy grading scheme. A "6" is from 93% up, a "5" from 85% to 92%, and so on. For midterms, though, teachers seem to ask the eight ball just like Dean Avery "Should I give this student a check even though he's gotten all sixes because I'm in a bad mood?" "It is certain."

That's the way our midterm grades seem to work - they often seem an attempt to lead the student away from how he or she is actually doing. I wouldn't doubt it if teachers just went down their class lists and randomly assigned H's and Checks, and Dangers if they don't like the kid's name. Once, I encountered a teacher who wouldn't give an Honors at midterm unless every one of the student's grades was a five or six, no matter what the actual average. That's right: five 6's and one 4 - check. Six 6's and one 3 - check. Eighteen 6's, seven 5's, and one two - another check. Makes a lot of sense to me.

Clearly, though, we can't fault the faculty for trying to give us an idea of where we stand at the middle of the term. We can just fault their magic eight balls for screwing up this great concept. Of course, if the teachers actually averaged the student's grades in the first half of the term, applied this figure to the standard Andover scale, and put the result, Honors, Check, Danger, or Failing, on the midterm "report," the eight balls wouldn't be necessary.

Enough about these grades that really don't mean anything, though, as the really important event in the middle of Winter Term is the demurely titled Mid-Winter Holiday this Monday. This heavenly day off from classes comes

this year after the surprisingly early Head of School field hockey stick/softball bat show off Day (why is it only

girls' sports?).

The real beauty of this holiday depends on who you ask. For the restless travelers, it's the chance to take a little ski trip, or to go visit a friend at college.

For the studious, it's the opportunity to engage in a bit of early preparation for the final exams that Dean Avery's eight ball commanded a couple weeks ago.

And for the loyal social functions types, its another great weekend to enjoy the scintillating array of activities that "Hello students, it's Mr. D" has whipped up.

The real key to having a good Mid-Winter Holiday (No classes) is to remember that the midterm grades you received last weekend mean nothing and that the remaining few weeks of winter terms

should pass by quickly enough to make the suffering from any Dangers you might have received that were really accurate painless. All you have to do is get your magic eight ball out and ask it where you should go for the extended weekend. A ski trip in Vermont? Very doubtful. Mr. Driscoll's Saturday night movie? It is certain

"Midterm grades often seem to lead the student away from how he or she is actually doing."

## Current Cut Policy Unneeded

### Rip and Friend

RIPLEY HUDNER & SANJEEV POLASANI

Why do students at Phillips Academy attend classes? Is it merely to fill an attendance list or to learn and prepare for college and the real world? Most people would say the latter. However, that being the case, isn't the act of missing a class punishment in itself? We feel that the current system of punishing students for missing classes is unnecessary and promotes the wrong type of attitude towards classes.

The main problem with the current system is that it fails to differentiate between students who work hard, and those who don't.

As an example, let us analyze the lives of students A and B. Student A is a hard-working responsible member of the Andover community, who has managed to be reasonably successful in his PA career. One morning, after a hard night's work, Student A sleeps through his alarm and misses his first period class. Student A then confers with his teacher, finds out what material was covered, and goes to class the next day without having fallen behind.

Now let us look into the life of Student B. Student B is lazy and cuts classes frequently.

One fateful morning Student B misses the same class as Student A. Student B however, doesn't put in the effort to make up the missed material. When both students have to take their chapter tests two days later, Student A does well while Student B does not.

Should Student A, who put in the effort to make up the missed material and eventually did well on his test, suffer the same castigation and penalty as Student B, who put forth no such effort?

We believe that "cuts" are unnecessary in this academic environment, and in some cases are counterproductive. In reality, cuts provide

Last year, a committee met to discuss the various changing needs of the school. The last time such a committee met the Academy became co-educational and the cluster system, which is now an integral part of our lives here at PA, was formed. I am referring to, of course, the Steering Committee.

The Steering Committee of 1996 released a lengthy report. One of the major items addressed was the growing student population. The report submitted a recommendation that the school, over the next few years, "downsize" from 1,200 students to the more fiscally (and hopefully educationally) manageable 1,000. Unfortunately, not all good things come from this school-wide reduction.

It is true that a smaller school costs less to maintain. Certain older, dilapidated dorms are being bulldozed or gradually phased out, and this leaves more money to devote to students via resources and financial aid. We have also successfully begun to reduce the faculty population, bringing in fewer replacements for those teaching fellows and retirees who left us last spring. All of these are fine hallmarks of an institution committed to its own "shrinkage."

"But wait!" you say, "If all of these resources are being removed, doesn't that leave less for us?" Well...yeah it does.

The lead story of *The Phillipian* last week was centered around the fact that the school managed to drop successfully the student population down 46 people from 1,189 students to 1,143. At first glance everything seems to be in order. A decrease in students coincides with the decrease in faculty and resources, right? Wrong.

As Probability teacher and Flagstaff Cluster Dean Frank Hannah once said, "Statistics don't always tell you everything." Yes, we've dropped our population in accordance with everything else. The question that must be asked is: Where did the cut come from?

There are two possibilities. Either 46 peo-

no actual benefit for the student. A cut does not actually teach the student that missing a class is bad, but merely that it is against the rules. If a student were to perform poorly on a test after missing classes, then they would truly understand the mistake they made and the importance of attending classes.

On the other side of the coin, if a student misses a class but still does well, how have they done harm to anyone? When a student is able to succeed academically despite having missed classes, he has obviously learned both class material and time management skills. We must ask ourselves then, whether it is proper to penalize such a student.

We feel that Phillips Academy should put the responsibility of time management into the students' hands, thus preparing them for college and the real world.

In college, a student is expected to do whatever is necessary for success. When a student is admitted to Phillips Academy, the assumption is made that this student is responsible for managing his/her time and for comprehending class material. Exactly how this goal is achieved, however, should be up to the students to determine. If a student feels that they can accomplish this goal without attending classes, they should be free to do so as long as they are willing to accept the consequences of their actions.

Regardless of whether or not a student attends his classes, his academic performance should speak for itself. A student may miss classes and do poorly or a student may miss classes and still do well. Either way, they have experienced a consequence of their actions, thereby allowing them to figure out what they need to do in order to succeed at Phillips Academy and also in life.

# Positive Reduction?

## episidij

LIAM GUILTY-DUNN

ple were caught stealing donuts last year and were asked to leave, or the bulk of entering students was reduced. Again, innocent enough at first, but almost all of our new students are juniors and new lowers. Okay, you say, so there are a few less freshman this year. So much the better. Upperclassmen, don't be so quick to cheer that there are fewer of the little guys to kick around this year. Instead, take a look around your classes. How many people are there? Are there any empty desks? Do you

"The report submitted a recommendation that the school, over the next few years, 'downsize' from 1,200 students to the more fiscally (and hopefully educationally) manageable one thousand."

remember this many people in your class when you were a junior?

The answer, if your classes look anything like mine, is that there are simply more students in each class this year than ever before. How can this be? Isn't Senior year supposed to carry with it a few privileges, among which are smaller classes which we choose to take? How can downsizing a school make classes larger?

The answer is that we have downsized the faculty without fully downsizing the students. Individual course populations are separated, not surprisingly, by class. To put it more clearly, you can't simply look at total number of teachers and total number of students to get an accurate idea of class averages.

For a concrete example, let us turn to the

Math Department. The introductory courses, Math 10, 15, 19, 25 and 31 are populated entirely by juniors and lowers. The average number of students for these classes are 10, 15, 13 and 10, respectively. Not bad numbers. These are the kind of classes that we have grown accustomed to here at PA.

Now let us take a look at a few upperclassmen courses. Math 51 has an average of 18.5 students per class, Math 60 has an average of 18, and Math 65 has the incredible average of 22.5 students. This is ludicrous. I realize that the preparation and teaching of a class is hard work and I fully recognize the devotion of the faculty here at PA. The simple addition of one faculty member with a teaching load of three calculus level classes would lighten the load of the three most over-populated classes in the Mathematics Department.

Despite all of this, Math 32, a lowerclassmen course which had another section added to it last week, is under consideration for a ninth section. The current class average for this course is 15.8. This number is less than the department average and well below the averages of the classes just mentioned. It seems to me that if the already over-burdened faculty are going to take on another class to teach, it's not outrageous to suggest that it be a higher level course. Regardless of the issue of senior privileges, the numbers state which courses are more in need of assistance.

I don't intend for this to be a platform for an Us against Them with the faculty or the lower-classes. On the other hand I certainly don't want to see the shaft given to the great, and I mean truly. In conclusion I must add that I agree with the idea of downsizing the school. If done properly it can provide for more individual attention from faculty, more available resources, and possibly even help to combat the apparent upsizing of the tuition. Four years is a long time, and we've worked hard to get here. Could we simply see something for it?

## Letter to The Editor Veterans' Day Demands Andover's Recognition

To the Editor:

This weekend, at my dining room table, my father, a true hero in battle and a decorated Ranger in the Army, asked me, "What is PA doing for Veterans Day?"

Visibly embarrassed, I answered, "Not much. In fact, the only thing we are doing is a quick moment of silence at some time during the day."

This school prides itself on being supportive of "youth from every quarter" and "all ethnic backgrounds." But so often, I believe, we forget about those people whose actions have had an effect on everyone, regardless of their background, race or sexual preference. Where would we be without the veterans who have sacrificed their lives for our country? Is their valor really that insignificant to us?

I sat in my third period class and I heard the ceremonial bells ringing from the Chapel and I felt ashamed. There was no pause or moment of silence. No, we were too busy to take a few minutes away from our studying in order to pay our respects to those who have brought us so much. Everyone was too busy to halt learning for just a few moments when millions of veterans have died for their countries with the hope that their children could one day sit in class-

rooms just like the ones we sat in.

In my mind, this holiday is not just a celebration for veterans of the United States, but for those of all nations. Just about every nation either has its own veterans or at least owes respect to some nation that came to its aid at some point in time. We dedicate entire school meetings for certain issues that affect only a select few, and we ignore those issues that have had a direct effect on everyone. I am not writing in an attempt to degrade or take anything away from any other groups and what they believe in, but treating our veterans the way we treat them is not acceptable.

I believe this school should reevaluate its priorities. I feel like I am a piece of trash every time I leave a school meeting. Someone, undoubtedly, will spit on me by accusing me of being something that I am not and I am asked to sit there and accept it. Well, that's life at PA and I have decided to live with it. After all, I would be accused of either being a "hater" or a racist if I took a stand. What I will never overlook is when veterans, much like my father, go unnoticed and unrecognized. I will hate to see the look on my father's face when I tell him tonight about how we actually celebrated Veteran's Day.

Andrew Beasley '98

"We were too busy to take a few minutes away from our studying in order to pay our respects to those who have brought us so much."

## Locals Need Not Apply

### Opinion

GAURAV GAIHA

In Andover's attempt to downsize the school's student population, eliminating day students should be given paramount importance. Rather than not accepting day students in the future, the school should make students who would be day students, integrate as normal boarding students. This would aid in providing more school unity, and allowing everyone to receive everything Andover has to offer.

One of Andover's goals is to accept "Youth from every quarter." However this seems inherently contradictory simply because 25.3% of the school's population comes from the Northern Boston suburban area. Not only does this restrict the school's possible diversity, but it also limits the possible talent that could enter the school. It seems unlikely that so many Andover caliber students could be situated in one geographic region of Massachusetts. Instead, we should accept fewer students from this area, and strive to accept the top individuals from different parts of the country and the world. This could eventually result in a more talented and diverse student body who could really make use of what Andover has to offer.

Day students however, are never able to fully utilize the entire Andover experience. Part of attending a boarding school with such a rigorous academic program is learning to deal with problems on your own. Living in a dorm, doing your own laundry, in

addition to managing an academic, social, and athletic life is just some of the responsibilities encountered. Day students do not have the opportunity to live in such a setting, and therefore lose an integral aspect of the Andover experience.

Part of living in a dormitory is handling the pressures of alcohol and drugs. However, day students can be held partly responsible for the problem. In a recent Phillipian survey, 35% of the school admits to alcohol use this year. Of this 35%, 8.75% get their alcohol from a day student source. Therefore, the elimination of day students could possibly help to decrease the binge drinking on campus due to a lack of accessibility.

Another issue at stake is school unity. There is an evident partition between the day students and the boarders. The fact that they have their own representative in the student government exemplifies the already existing segregation between the two groups. Day students rarely attend their cluster munches, and are less likely to hear about possible activities on the weekends. Making contact with day students is very difficult; their home phone numbers are not listed in The Directory. The day student locker room serves as their hangout, and as a physical barrier heightening the division between them and the remaining

student body. Instead of spending time in dorms, day students continue to linger in GW, and seem hesitant to go elsewhere. Until day students feel more comfortable integrating into the existing lifestyle at Phillips, school unity will continue to be a problem.

Furthermore, day students have the problem of separation between home and school. Unlike boarders who live, eat, and breathe Phillips, day students come to campus for a majority of the day, and resume their normal lives at home. Andover requires that a student completely change his/her lifestyle to comply with a new regimen. That is not possible for day students, unless they are willing to give up the liberties they enjoy at home. The Andover philosophy is more than enhancing one's self academically, but fostering maturity and preparing for college life and the real world. This can only be accomplished by living in a dorm because the individual learns to become independent and rely on oneself for most, if not everything.

Obviously there should not be an outright elimination of day students, but rather a gradual integration. Perhaps senior day students should be the first to attempt living in dorms or begin attending the cluster meetings and boarder activities on a more regular basis. Ultimately, with the completion of the school's downsizing, all day students should be living in the dormitories and enjoying all benefits of the Andover experience.

## This Time Around: Get Rid of Andover's Boarding Students

### Opinion

GAURAV GAIHA

our own academic pursuits. No one except college and high school students spend the entire day with people not within their extended family; it's not normal. If Andover is trying to prepare us for life, why do they force

Too often boarders are faced with the dilemma of having to kick their friends out of their room at midnight, or deal with other problems in a dorm.

us to live in abnormal conditions during such a crucial time in our development?

Although students on campus do things that PA deems as inappropriate, they may well be allowed to carry out such activities at home. Why is it that PA can punish us for actions as parents wouldn't? If a student got in trouble for illegal car permission, they



## The Internet: A Ruthless Bastion of Lawlessness

More Insight  
NOAH KAYE

Though I came to Phillips Academy wholly ignorant of cyberspace and the information highway, I have encountered the Internet constantly and been either required or merely tempted to use it. The Internet's everywhere at PA. Remember the Fall of '96 when every student was supposedly required to get an e-mail address at the school? (I never got one.) Stroll in to the library and you'll find six gorgeous computers used for only one purpose: surfing the web. Open up to the school's home page and you'll find that every department, club, and computer nerd at PA boasts a web page complete with downloaded photo's to be viewed by Internet tourists around the world. All this Internet access and unfortunately I remained the prey of outlaws, or no-laws, in the unregulated Wild-West like Internet world.

My dorm, like all, has its share of kids with Internet access in their rooms. These are kids who make up stupid sign-on names for themselves on America Online and go into chat rooms about children's book illustrating typing obscenities in caps. They visit sports information websites and online music stores, and occasionally they make purchases. The payment might be for a single consumer product, or for a service of some kind, a passport for extended access. Often to delve deeper into an enticing sight, cash has to be dished out first. So a credit card comes out, the number is entered, and the entire dorm enjoys the new web-surfing power at a minor expense to one dormmate's parents. Or so the naive Internet-goer believes (Yes that's me, I'm the idiot who did this). Months later, he realizes when his parents get the bill that the online service clamped its teeth on that credit card number and continued billing long after the initial "trial period" is over and the website's address is long forgotten by the dormmates.

Where can a wronged Internet user go for help; who will avenge the injustice? I found a place on the Internet where advice and information are free, but regrettably, no hot tea and Girl Scout Cookies.

This place is the Internet Advocacy Center ([www.consumers.com](http://www.consumers.com)). "We're here to help you become effective consumer advocates...or better yet, help you FIGHT BACK by becoming a 'Grass Roots Advocate.'" The screen reads when you arrive. I don't know about that Grass Roots stuff, but I'm raring to FIGHT BACK. The site is maintained by the California Alliance for Consumer Protection and for all I know could be a fraud. Hey, you never know what some villainous computer geeks will do for a few bucks. But if you trust these guys, and have been wronged on the Internet, find your way to the Cyber-Cop Precinct. This isn't a place for fat guys eating donuts, but it is "a place for consumers to gripe about their bad experiences, vent their frustrations, or just report suspicious online activity." This vigilante database gathers electronically transferred complaints and passes them on to law enforcement agencies, government agencies, and consumer protection agencies who, "develop the appropriate response mechanisms." How much firepower these cyber-cops have in their arsenal, I don't know. These are the sheriff's citizen deputies of the Old West, people with nothing better to do but try to protect others from an evil too great to be kept at bay. Don't count on them to back you up, learn about the Internet on your own, read everything before even considering typing in a credit card number, and if you're wronged don't come to me because I know absolutely nothing about the Internet.

## A Bad Haircut, A Really Good Laugh

More Insight  
NOAH KAYE

Though the circumstances and surroundings of my life have changed capriciously, and influences have come and gone, I've come to a few definite conclusions in my life.

One particularly applicable this week is the basic truth that unless a person is balding or afflicted, their hair never stops growing, and consequently must be dealt with, it must be cut.

And I've always recognized the difference between a good haircut and a bad one.

A good haircut can be a very satisfying experience. You leave the barber shop and glance in store windows as you walk along, catching the sight of your freshly and skillfully cut hair, you push it around with your hand, and sigh, content. But a bad haircut must always be a terrible experience. It is temporarily infatigating, bothersome for the days it takes to grow out, and for some who take their appearance too seriously, even traumatic.

Out of caution, I have resorted to trusting just one barber shop in the Phillips Academy area. After a few humiliating experiences at other barber shops, namely crude, marine-type jobs and scalped spring trims, I entrusted myself to this particular establishment alone, dedicating myself to bringing them my business and the business of my friends.

But they let me down. Having my hair cut by someone with a limited knowledge of the English language presented two problems: How do I tell her how I want my hair cut? And looking in the mirror, dumb-founded by my new appearance, how do I tell her that, on principle, I am against paying for a hair cut that

could have been done by my 4-year old sister or pet chimpanzee? Needless to say, if you see me without a hat on, the communication barrier was not broken. But all was not lost, maybe the abominable sight of my head could serve as a warning signal to a friend next in line. All I could do was cringe and hope for the best as the whims of the only two hair dressers working that afternoon decided my companion's fate. The accursed barber, the bane of my head, eager to butcher another haircut, took the job by excitedly gesticulating her willingness. I watched as the sacrificial lamb was seated and wetted to meet doom.

Because this woman had worked silently, I had not noticed the weather or the pleasant chit-chat, I let my mind wander, though my eyes stayed fixed upon the horrifying image in the mirror. Was this woman simply an inexperienced barber, using me as a practicing aid, or was she spiting me; even plotting against me, a murderous Sweeney Todd!

Perhaps, I thought, it is the barber shop's policy as a whole to turn customers against commercial haircuts; to drive people into cutting their own hair in frustration, and after ruining it, encourage them to return to the barber shop with a broken spirit and hair in need of mending—then, shave it all off, charge the same price, and the barber's simple task is done.

But I put on a hat, overcame these hysterical thoughts, and came to a new conclusion: a bad hair cut can be a good laugh.

## To Interfere, Or Not To Interfere

I Fervently Believe  
DREW CHIN

What circumstances necessitate intervention in the affairs of another? Some would recommend avoiding the issue altogether; it is their life, let them live it as they please. Then again, these are the same people who let their friends learn from their own mistakes, regardless of the severity of the matter, rather than advising them otherwise. They believe that the hands-off method is the better approach. In some cases this policy may suffice, but when the stakes are high, it is just too dangerous to take that risk. For those of us who have a slight trace of compassion in our hearts, it is difficult to assume the position of the passive onlooker when people put themselves in harm's way, especially when they unknowingly do so. Some people are so blinded by what they perceive to be fun, that their whole sense of what is safe and what is not, of what actions are admissible is damaged. Speaking from personal experience, I know that people are often unaware that their outrageous actions, which may seem benign and fun, are actually running their life. Had I not been redirected, I don't where I might have ended up. That is why I feel that if one of your friends could use some guidance, you have an obligation to provide it for them. This is not some self-fulfilling prophecy that I am advocating; the tendency to help those in need should be an inherent one, my goal is to expose it.

Suppose that your friend's life has been in a rapid decline as of late. His new lifestyle has been taking its toll on his academic, social, and most importantly, physical welfare. He is on the phone until the waking hours of the morning, and in doing so, is forced to spend a substantial amount of his time after school making up for sleep lost. He cannot complete his homework, and falls behind in his classes, as his grades reflect. The combination of the sleep deprivation he suffers from, and his inactivity in the afternoon, has had an adverse effect on his health. Everyone else has taken notice of his decadence and knows that the situation is

not improving, and yet they refuse to act on their premonitions, fearing a less than friendly response. Despite the implications of an altercation with your friend, I feel that it is absolutely necessary to reform him. People just have to remember that help, though it may not come easily or welcomed, is needed nonetheless. No one ever wants to be criticized. With help, often comes pain. Though he may be resentful at first, your efforts will be appreciated in time. As a child, no one wanted to be scolded for having what they innocently assumed to be good fun, but as they look back, they realize that it was necessary to have been punished, because the lesson they learned in the past betters their judgment today.

Although we live in a very competitive society in which the individual's selfish interests are highly, the well-being of others should not be forgotten. We may be in the fight of our lives, all vying for places in the premier colleges, but we mustn't forget that friends are what keep us going, through the thick and thin. By alienating them, and their interests, we are jeopardizing our well being as well.

## A Message from the Editor-in-Chief

Last term, I wrote a message about the continuing male dominance at *The Phillipian*. That piece came a few weeks after the paper's current editorial board took over, and I wanted to establish right away that pursuing a more diverse group of writers and staff members would be one of my top priorities.

At that time, I was still considering how best to achieve this goal. There are only three women on our current board, and only five female Editors-in-Chief have led *The Phillipian* during its twenty-five years in a co-educational environment. I regarded, and still regard, this imbalance as a flaw in the newspaper's organization.

My first step toward a staff more representative of the worldly Phillips Academy student body was to ask Yuan Wang, our Administration Editor, to lead our efforts to attract a more diverse group of contributors. She agreed to take on this task, and we have spent much of the Spring thinking about the most effective means of reaching our goal.

Now, as the school year winds down, I wanted to update our readers on our efforts toward diversity. I hope that this message will serve to express *The Phillipian's* continuing desire to expand its group of writers and staffers as we prepare for a summer of rest and another autumn of hard work.

In April, *The Phillipian* held a rally to attract students interested in contributing to the newspaper. Our staff publicized the event extensively, with posters and signs on all areas of campus. We were extremely pleased with the large turnout, a majority of which was composed of women. Another promising result of the rally was the inclusion of younger students, who can continue to work for the newspaper for a few years to come.

We are happy that we have been able to accept regular submissions from many who attended the rally. The event served its purpose well by drawing interested, talented, and diverse students, and we are glad to have these new staffers on board.

We have also made some plans for next fall. One that Yuan and I are looking forward to is our intention to contact English Instructors and ask them for the names of their most able writers. Because the members of the English Department are quite diverse themselves, and of different opinions on the "quality" of writers, we expect to obtain a naturally diverse list of potential contributors.

*The Phillipian* has had a strong spring trimester, with coverage of major stories, both happy, like Oscar Tang's \$10,000,000 gift, and sad, like Peter Joel's death this week. Throughout this time, the diversity of our writers has remained my foremost goal, and I look forward to the future, when both our staff and writers will appreciate the positive results of our campaign for diversity.

Charles Landow  
Editor-in-Chief

## Fall Breaks Should Be Changed to Save Everyone's Time And Money

Opinion  
CHARLES LANDOW

You're a boarding student from, say, Chicago. The Windy City, the third largest city in the U.S., the mid-west's most populous metropolis, the jewel of Illinois, happens to be your home and, counting transportation to and from airports, appropriate time before your flight, and common airline delays, a five hour trip from Andover. Also, your round-trip transportation, assuming the publication of vacation dates and the Final Exam schedule allows you to get the airline's advance rates, can burn a \$400 hole in your parents' pocket.

During Phillips Academy's fall trimester, from September to January, if you wish to spend your winter holidays with your family, as is natural and reasonable, you must make this five-hour, several hundred dollar journey twice, with three of the four legs during a three week period.

However, with a simple alteration of the fall term calendar—starting school two weeks earlier and combining Thanksgiving and winter breaks—your family could save the time, money and hassle of making two round-trips when only one is needed.

This year, we have nine days off for Thanksgiving and then 14 days until the students with the last final exam can leave for the term. Winter vacation lasts for 25 days. So, this fall, we have two recesses totaling 34 days with exactly two weeks in between.

But what if everyone sacrificed the very end of their summer break and started school two weeks earlier so that boarders from all over the world could save time and money by making only one round-trip voyage home for Thanksgiving, Hanukkah, Christmas, and New Year's. Classes could start at the end of August, when many public and private schools commence the year now anyway. Then we could have three

months of work and a longer winter vacation combining the end of the current Thanksgiving break, the winter recess, and the two weeks in between.

Using the dates from this year's Blue Book, we can compare the current system to my scheme. This year, classes started September 10, and will continue until Thanksgiving break, November 22.

Call that 72 days of school, plus the 14 between our two vacations. We will recess for nine days in November and another 25 at the end of the term; therefore, our fall trimester, from September 10 to January 6, 1998, will contain 86 days of school and 34 on vacation.

Now, if we combined the breaks and shortened the summer a little, we could start on, say, Monday, August 25 and continue until the Saturday before Thanksgiving, November 22. Wow! That's 86 days of work, just like the current system. Then, we could dismiss until the end of Winter break, January 6.

This system's conveniences are numerous: boarders' families must pay for one trip instead of two, the school has to fit in only two, instead of four, travel days, where House Counselors and Deans must be present and working all day to ensure students' safe arrivals and departures, and students and faculty must no longer occupy their Thanksgiving vacations with writing or preparing for finals. Finally, the system eliminates no class time.

It is disappointing that the Schedule and Calendar committee did not seem to consider this model; one of the biggest improvements that could be made from yearly calendar discussions is a change that saves time and money like this one. Hopefully soon the school will realize that an annual savings of millions of dollars and hours by boarders is well worth a Labor Day at school.

## Tang's Donation: an Ideological Gem

If I asked 10 random freshmen who they think of as the cornerstones of Phillips Academy's power structure, I would generally expect to hear about Head of School Barbara Landis Chase, Assistant Head of School Rebecca Sykes, Dean of Students Steven Carter, or maybe even the Cluster Deans. However, when it comes down to it, this school is run by the Board of Trustees. The Board reigns supreme.

I always assumed that while the Deans and Heads of School were of varying ethnic and racial creed, the all-powerful board was probably some white anglo-saxon Protestant old boys club. In fact, at one point this year during an all school meeting in the Chapel, as I was watching a vehement member of Af-Lat-Am proudly recount his frustrations with PA, I was struck with the humorous notion that if the people whose names line the walls of the Chapel, deceased Board members, could see this sight, they would probably roll over in their graves.

I always just assumed that when PA attempts to show off its diversity, it only allows the shiny and prepared portion to be seen by the outside world. The core of the school, the Trustees, I always presumed consisted solely of males with no minorities in sight.

However, I was completely wrong. Though it might have occurred to me that Tang, as in Tang Auditorium, might be an Asian name, I never put two and two together. Recently hearing that Oscar Tang is Chinese was very comforting. The man is a leader. His gift to the school is nothing short of amazing. The fifteen million dollars of his hard earned money is going to make Andover a better place. Despite all of my earlier notions, the man who will have donated the most money to the school is not part of the elite White aristocracy. He is a minority. A man who loved Andover so much when he was here, that he felt obligated to come back and play a leadership role at our school.

I would love to speak to Oscar Tang, but since I probably never will, it seems that I should openly express my feelings on knowing that he is helping to guide our alma mater in the future. As someone who is not part of the traditional "WASP" club, that I imagine used to run the school, I am reassured that Andover is a phenomenal place. Tang, symbolizes in my mind, the depths to which this school has changed, making it a wonderfully diverse place, not just for show, but in actuality as well. My kids will come here, and it is in part because of Andover's belief in diversity, and its honest persistence towards the discovery of that belief.

Eli Kagan  
Commentary Editor

## Gender Imbalance in Campus Houses

I would like to clear up two things before I begin this article. First, I have no problem whatsoever with my current dorm. Day Hall. Second, I am certainly not attempting to transform the situation I will soon describe into a hostile gender issue. I merely aim to illustrate what I consider a possible target for reform at PA.

In general, a small dorm provides a preferable atmosphere for students at PA, analogous to an actual home environment. Students in small dorms often live with their close friends and develop strong relationships with their house counselors. Many small dorm inhabitants enjoy a feeling of going home after a long day. Overall, houses foster dorm unity, allevi-

## "PA deprives many female students of the privilege of living in a small dorm."

ating the stress of rigorous academics and the trials of boarding school life.

With an uneven ratio of boys' to girls' houses, PA deprives many female students of the privilege of living in a small dorm. Unfortunately (for me, at least), freshman boys can more easily stack a dorm than can senior girls. For example, boys in Flagstaff compete for three stackable dorms: Burr House, Newman House, and Hearsey House. Girls, on the other hand, can aspire to live in one small dorm only, and Smith House is not even stackable. Other clusters exhibit similar inequities among dorms. In fact, next year only two stackable dorms will house upperclass girls, and this insufficient number may induce competition and bitterness in the female population.

I do not fully understand the reasoning behind the lack of houses for girls. Perhaps the administration wants to keep girls in the safety and confines of institutional buildings, or perhaps the issue is purely coincidental and will improve in a few years. In any case, on a superficial level, the dorm situation seems unfair at a school that claims to offer equal opportunities and facilities to its male and female students.

Jennie Cohen  
Seventh Page Editor

## Mr. Tang: Save Our Bell Tower

I Fervently Believe  
DREW CHIN

With the current news circulating around Oscar Tang's recent donation of ten million dollars, speculation has arisen about what the proceeds will be going towards. Thus far, it has been reported that the money will most probably be used to increase financial aid, support the faculty, and to improve some of our facilities. Although these may all be worthy recipients, I am nevertheless surprised that in our recent capital campaign, nothing has ever been mentioned about overhauling our ailing Bell Tower.

The chapel and several dormitories are scheduled to undergo renovations over the summer, and there have been proposals for a new hockey rink. I have no qualms with these projects, but I don't understand why the chapel was viewed as such a priority since its restoration was not such a pressing concern, while the obvious problems with the Bell Tower have not been addressed.

The carillon can no longer be played because there is a danger that the bells may fall through the floor. This in turn means we will no longer hear Mr. Warner's concerts. New students will never be able to experience and returning students can no longer enjoy the spectacular view that it provides, because it is not safe.

Not only its physical structure suffering, but its aesthetics are as well. The paint is chipping and peeling, and since nothing is being done to hinder the damage, the problem is only escalating. Its luster gone, the tower looks run down. I cannot understand how our school plows a substantial amount of money into beautifying the natural landscape, yet at the same time has allowed one of our trademark

buildings to deteriorate. Regardless of what they do to make the campus more attractive, the suffering Bell Tower will not go unnoticed. On Grandparent's Day, I even heard several alumni commenting on its poor condition.

I remember the first time that I saw the Bell Tower, when it was still in its prime. I was driving up with my father for my interview, and the moment I saw the tower come into view, I was speechless. Seen at distance, it expresses and communicates to all who view it the grandeur and eminence that is Phillips Academy.

Nowadays, I'm afraid the same thing cannot be said. When my parents drive me back to school, and take a glimpse at the now decrepit building, they can only ask why the school has not yet done anything.

I have been fortunate enough to have had the privilege of going up onto the balcony, and I can easily say that it was one of the most enjoyable experiences I have had here at Andover.

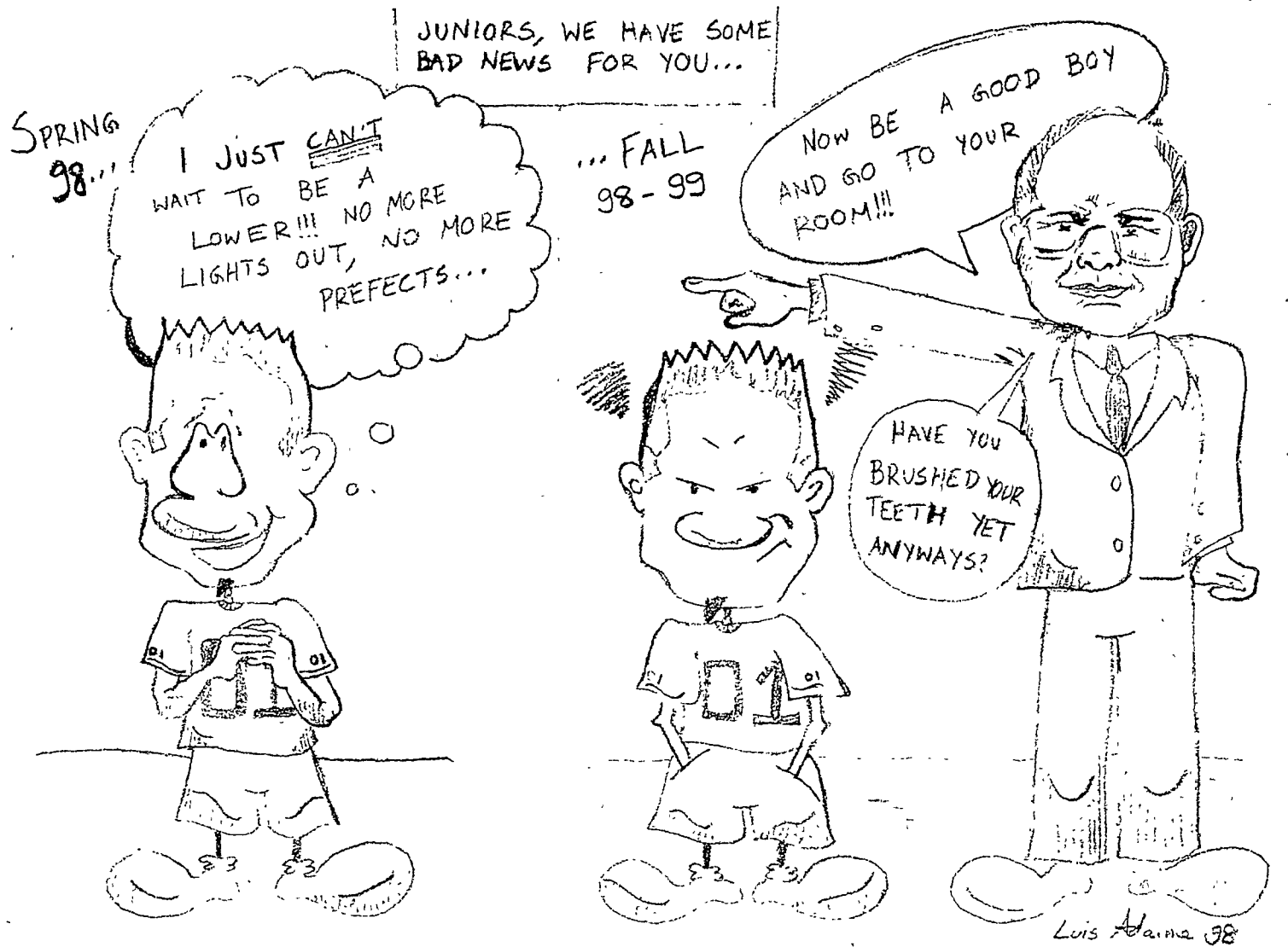
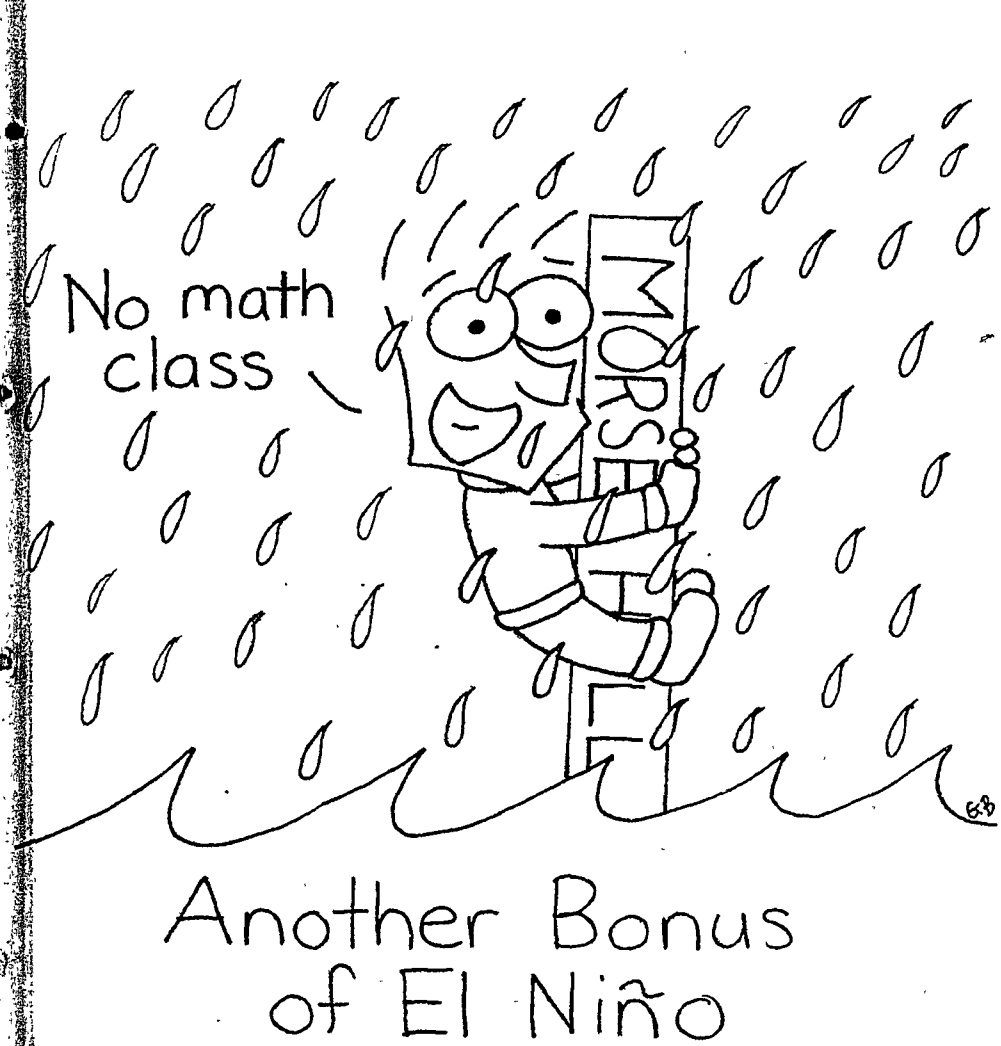
During orientation, my junior year, my Blue Key told me if I could do one thing before I graduated I should go up the Bell Tower, and now I know why. The views of the campus, the Merrimack Valley, and the Greater Boston area that can be seen, are unparalleled. And having to face the possibility of never being able to see them again is disheartening.

For those individuals who may never be able to experience what I have, I can only say that you have no idea what you are missing.

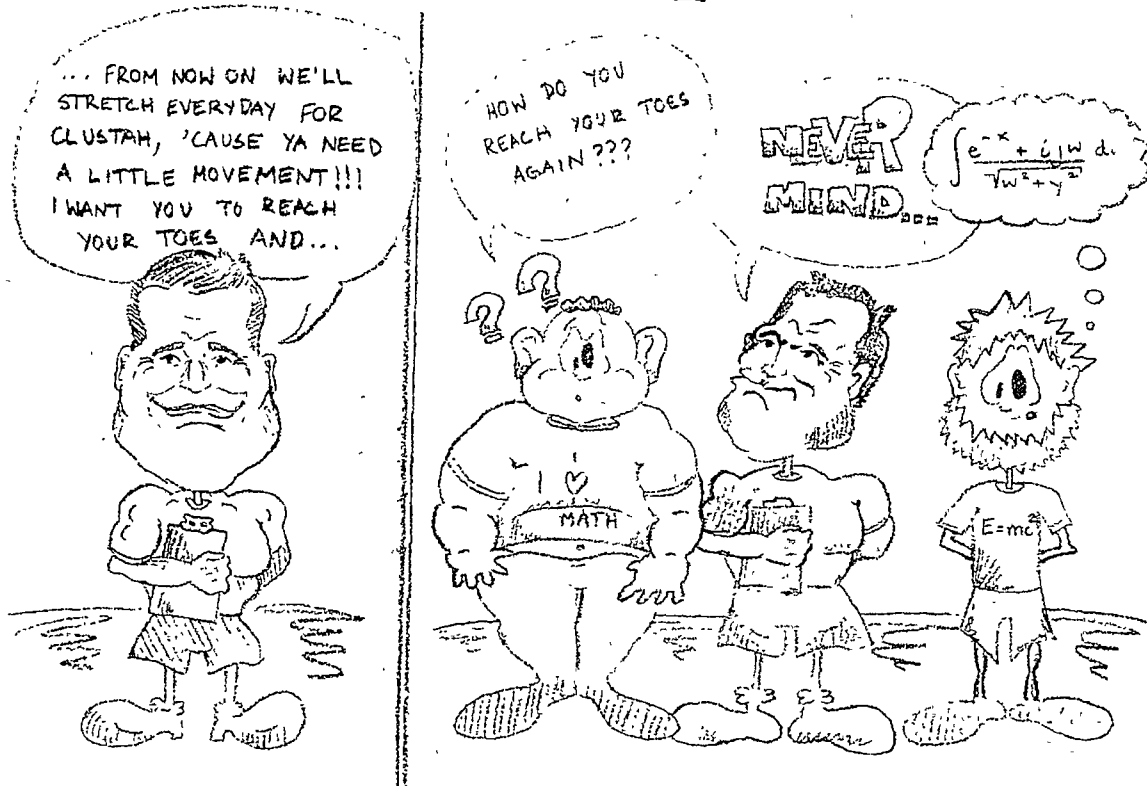
In the past, we may have failed to realize the Bell Tower's significance, but we mustn't prevent that from letting the faculty destroy its future out of negligence.



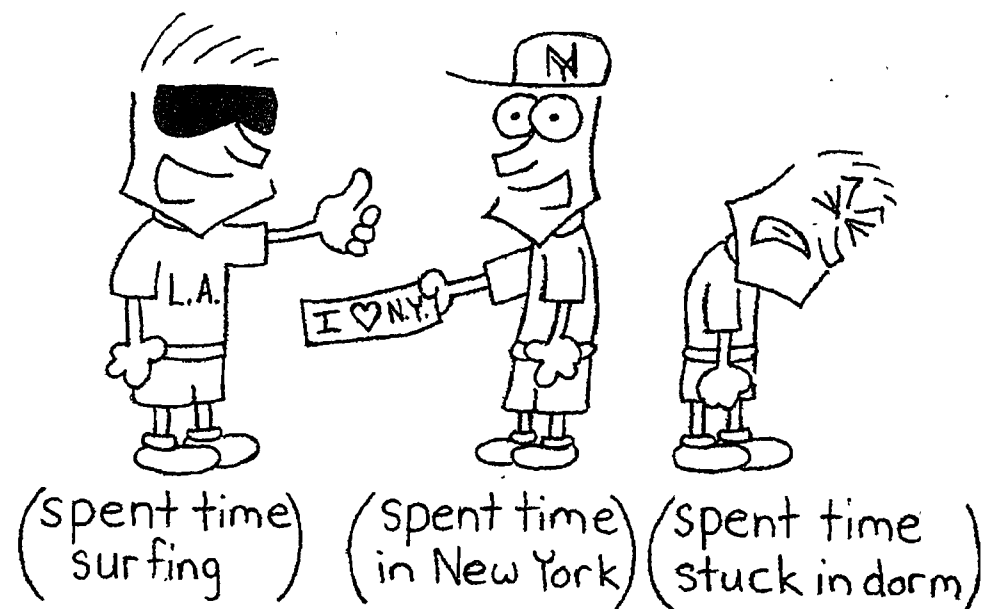
# The Year in Cartoons



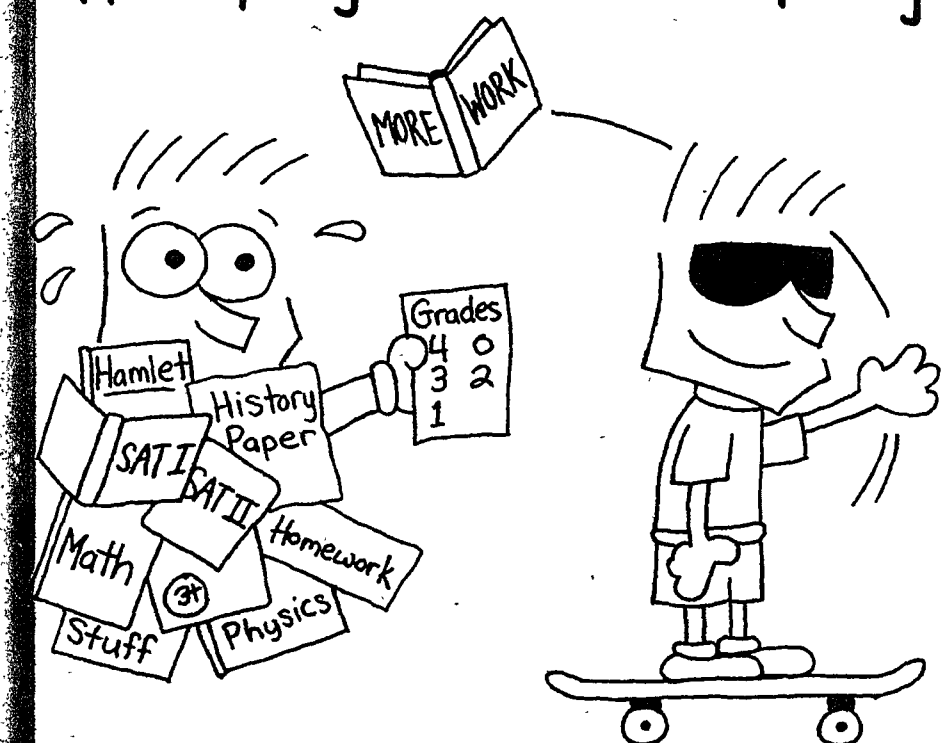
REASONS WHY WE LOVE THE TRAINERS - PART 2 ...



How did you spend your 3-day weekend?



Upper Spring vs. Senior Spring



MARCH 31ST, MOMENTS BEFORE ARRIVAL...



For all the students out there with big history papers coming up, we salute you.  
(Except for those of us who don't have papers. We laugh at you.)

Moses,

**Congratulations on your graduation from PA, and your acceptance into Princeton. Have a great summer in Europe, and a great freshmen year in college.**

**Love,  
Mom, Dad, and Eli**



# Congratulations, Andy!



*With so much love,  
Granddad  
Dad and Mom  
Lou  
Shy*



**Best wishes for next year!**

## Congratulations

**Nicole Y. Convery on an  
outstanding Phillips Academy  
career. Wishing you every  
success at Yale.**

**Love Mom, Dad, and Marc**





# Theater in the Circus:

## Kevin Heelan Directs Shakespeare's *As You Like It*

by Katherine Gilbert  
PHILLIPIAN STAFF WRITER

It's only fitting that, in the circus that is the final weeks of spring term, the Theater 52 production was set in a circus. The extravagant melee of director Kevin Heelan's *As You Like It* would have made Shakespeare—and his groundling audience—extremely pleased. Rather than using the script as a holy relic of serious Elizabethan comedy, every aspect of the production, from Billy Murray's exuberant set and costumes to the spirited performance, emphasized the exaggerated and often saccharine artificiality of Shakespeare's story.

Under the detached showmanship of Ian Goldberg's Ringmaster and the sardonic asides and accompaniment of the musicians (Justin Bandy, Austin Golding, David Longstreth, Mike Ercolini, and Cristina Sacco), the cast brought Shakespeare's convoluted story to vibrantly gaudy life.

All is not well in Duke Frederick's court; although he has usurped the position of Duke Senior (Bryan Saunders) and exiled him to the Forest of Arden, his rival's daughter Rosalind (Abena Sanders) has remained at court as a companion to his own daughter Celia (Melissa Diaz). Rather than appreciating the quiet perseverance with which Rosalind has accepted her family's fate, Duke Frederick (Chris Lee) fears

that her virtue makes his decision look cruel, and that it outshines the virtue of his own daughter. He therefore banishes Rosalind, and in so doing his own daughter as well, for Celia refuses to abandon her closest friend.

Seem straightforward? Not so fast—at the same time, another one of his rivals' children, Orlando (Chidozie Ugwumba), accompanied as always by his faithful, if somewhat doddering, servant Adam (Nick Johnson) is due to challenge the Duke's champion wrestler, Charles (Beau Williams). Concerned about harming Orlando, Charles goes to Orlando's jealous brother Oliver (Nick Rosenblum) to express his fears for the mishaps that could befall Orlando in the tussle—Oliver, however, counsels Charles that if an unfortunate accident were indeed to seriously injure his brother, he would not be upset in the slightest, but rather overjoyed.

Charles is not the only one dubious about Orlando's success in the ring; when Monsieur Le Beau (Caitlin Mulhern) tells Rosalind and Celia about the planned wrestling, they hasten to dissuade Orlando from his foolish course. After a tear-jerking monologue, a rousing lip sych, and a slow-motion fight, Orlando has conquered not only Charles (and his smashing pink undies) but also the fair Rosalind's heart.

Alas, there is no time for Ros-

alind and Orlando to become further acquainted, for the exiled ladies leave court promptly thereafter with the court fool, Touchstone (Mike Ercolini) for comic relief. Disguised beyond recognition, Rosalind in man's apparel as the youth Ganymede and Celia in disco apparel (two-foot-tall beehive and all) as his sister Aliena, the exiles arrive at the rogue "court"—more of a band of marauders—of Duke Senior. The plot thickens still further; someone has been carving wretched poetry ("why should this a desert be? Because it is unpeopled? no!) to Rosalind; Orlando himself, along with the devoted Adam, are also new arrivals to this bucolic paradise. Lest Orlando's talent for romance prove to be as abysmal as his talent for poetry, Rosalind, as Ganymede, agrees to attempt to cure Orlando of his lovesickness by pretending to be Rosalind while Orlando practices his wooing.

Lovesickness is a veritable plague in Arden—also afflicted is the young shepherd Corin (Britton Kee-shan), and Touchstone himself, who finds a companion in Audrey (Ajay Sutarjee), a young shepherdess who won't be winning any contests in either wit or beauty. Touchstone dispatches his competition, the daft William (Nick Rosenblum again), with relative ease; a romance that proves more difficult is Silvius' attempts to woo the haughty Phebe (Faran Krentcil.)

Rosalind/Ganymede tries to help Silvius out by scolding Phebe for her coldness, counseling her to "sell while you can—you are not for all markets but her help backfires when Phebe promptly falls deeply in love with Ganymede. Lest Celia feel left out, the once-diabolical Oliver has had a change of heart, one quite smitten with Celia, who returns the emotion.

Love is not the only amusement available in the Forest of Arden, however. Those bored with romance can always take respite in the vocal stylings of Duke Senior's faithful attendant Amiens (John Bourne), lectures on life by the melancholy Jacques (Sarah Moulton), the dazzling leaps of logic featured in the repartee of Jacques and Orlando, or Touchstone and the slow-witted shepherd Corin (Scott Sherman), or the gunhappy antics of the various attendant lords/clowns (Abby Goldstein, Lindsay Hoopes, Kyric Avery, Chelsie Gosk, Tess Higgins, Cristina Sacco, Cindy Yee, and Adam MacDonald.) The convoluted storylines all find happy resolution, of course, as the various couples marry, the evil Duke Frederick relinquishes his crown to pursue a religious life, allowing Duke Senior to return, and providing Jacques with a new philosopher with whom to match wits, and all find happiness in a forest fete with loud music and good food.

"All the world's a stage," says

Jacques: *As You Like It* is quite an example. All of Kevin Heelan's plays (at least the ones I've seen) are satires on the superficiality and pretensions common, but not exclusive, to Phillips Academy students. This play joins *Godot* and *Misanthrope* in parodying both the indecisiveness and convoluted logic of supposed intellectuals, and the exaggerated emotions and imbecility of romantic infatuations.

The memorable moments in this play are legion—Abena Sanders' performance was a stunning debut, Melissa Diaz provided us with one last glimpse at her demonstrated acting ability, and Mike Ercolini outdid himself with his portrayal of Touchstone. From John Bourne's rendition of "Under the Greenwood Tree" to Sarah Moulton's beautiful delivery of Jacques' famous soliloquy, to Britton Kee-shan's lovesick shepherd, there was much talent and depth of interpretation displayed; however, it often felt as though in the rush to present a fast and furious circus of a play, some aspects of character and script were overlooked—for example, when Orlando finally realizes that Ganymede is, in fact, his very own Rosalind, is a crucial moment that is usually the topic of much discussion

and interpretation was rather glaringly overlooked. On the whole, however, the show was uniformly strong and a real pleasure to watch—a well-executed satire, a wonderful interpretation of an old favorite, and an enjoyable evening overall. *As You Like It* was the perfect expression and culmination of a year of distinguished performances and direction.

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## A Year Of . . .

## Theater 52s

by  
Faran Krentcil  
Special to the Phillippian

Nick Rosenblum and Gillian Goldberg perform in *Betty the Yeti*

Photo / Pot Pourri

Forget about Scotland. The Theatre 52 productions of 1997-1998 were enough to create an Andover Fringe Festival of our very own. For starters, a record number of four faculty-directed plays graced Tang and Steinbach—four shows that accumulated a whopping sixteen performances. The directors used PA's performance spaces differently and creatively. Tang has been converted from proscenium to theatre-in-the-round and back again, while Steinbach was somehow transformed into a West Coast wildlife preserve. But if the mutation of our theaters doesn't put Phillips Academy in the record books, perhaps our repertoire will. This year, the department of Theatre and Dance went from classic ballet to conceptual Shakespeare, as audiences journeyed from the forest to somewhere on the verge of time and space. Looking back at this year's Theatre 52s is almost like going on a journey. And what a long, strange trip it's been.

The first stop for the Department of Theatre and Dance was this fall's *Betty the Yeti*. Directed by department chair Mark Efinger, Betty played back-to-back with *Brilliant Traces* (directed by Leah Willis '98) for two consecutive weekends. It produced breakthrough performances from veterans Nick Rosenblum '99 and Angela Hur (a.k.a. Betty the Yeti) '98, and introduced audiences to promising newcomers Beth Head '00 and Austin Yan '99. The actors waded through lukewarm jokes about Seattle and the logging industry to make the political satire really funny. Instead of bringing out the undertones of Washington government, Betty the Yeti chose to focus on the heartwarming (okay, silly) romance of logger Russ Sawyer

(Rosenblum) with fuzzy sexpot, Betty. The plot was further complicated by Russ's attachment to his ex-wife, Terra (played by the adorable Gillian Goldberg '98) and Terra's new love, Trey Hugger (Van). Highlights of the evening included a steady stream of pee falling from the Grid, Angela's wild side, and the tempestuous love triangle featuring Russ, Terra, and Trey. Innovative directing (including roping off the audience with police tape and dressing the crew in hard hats) and L.L. Bean atmosphere made *Betty the Yeti* a small but memorable Theatre 52 production.

On the heels of *Betty* tiptoed an ambitious project designed by the Dance department: Act Two of *The Nutcracker*. Over forty dancers, actors, and musicians contributed to the production, which featured the student-written *Holiday Memories* as Act One. The massive show was technically impressive and truly magical. Bruce Bacon's lavish sets, featuring green velvet and falling snow, complimented Billy Murray's gorgeous costumes. The *Nutcracker* went beyond fairy-tale magic, making dreams come true for Vanessa Ho '98, who played Clara. Vanessa was just one of the dance department staples featured in the production. Becca Stob '98, Sarah LeClerc '99, and Sarah Josselyn '98 as the Snow Queen gave shining performances. However, the large cast allowed newcomers to steal the spotlight. As the Arabian Princess, Natalie Wombwell '01 was unforgettable. Another newcomer, Nicholas Johnson '99, danced the part of the *Nutcracker* Prince. His power and agility complimented Ho's delicate strength beautifully. Phenomenal guest artists Adam Sage and Monique Tuell, as the Cavalier and Sugar Plum Fairy, rounded out

tromped in circles while wearing dainty lace-up heels and safari hats. If this weren't absurd enough, Overmeyer's script was riddled in pop-culture references and intellectual puns (i.e. "A troll's toll? How drole!"). Nathan Littlefield remarked that *On the Verge* was a far cry from *Waiting for Godot*. However, the show was a good review session for History 30 students and a fascinating exercise in language. In a round-about way, it was very enjoyable. Leah, Grace, and Sydney proved themselves accomplished high school actresses and masters of comedic timing. Grace Dingleline was fabulous in her role, often yanking the show from her costars and making the most of every moment. The return of Gillian Goldberg '98 also proved beneficial. This time it was her turn to play the Yeti, as well as the troll, the cannibal, and Mr. Coffee. Oh my! On the *Verge* was certainly a memorable production. Whether it was a success is still in debate. But if "success" means great acting, ponderous dialogue, silly wigs, experimental style, and lots of attitude, then *On the Verge* flourished as a great show.

Finally, spring term, where all the world's a stage and all the men and women are merely... trapeze artists? Kevin Heelan's production of *As You Like It* transformed the Forest of

Arden into Barnum and Bailey. Since I had the great privilege of acting in this production, all objectivity is now being thrown out the window. Just thought I should warn you. So... Kevin Heelan is a genius. Besides his incredible concept and delightful staging, the guy is a blast to work with. And his shows are a blast to watch. Cheesy '80s music, football players in Victoria's Secret, true love, a cow... what didn't this show have? It certainly boasted a huge, vibrant cast including talented "theatre people!" like Mike Ercolini '99 and Melissa Diaz '98. But the show also paved the way for many newcomers, notably Abena Sanders '98 and Chidozie Ugwumba '99, who landed lead roles Rosalind and Orlando. Another exciting aspect of the show was the strength of the supporting cast. Ercolini as Touchstone and Diaz as Celia certainly had their moments, but so did countless others, including Nick Johnson and Sarah Moulton '99. The list can go on and on (Brian Saunders '99, Ian Goldberg '00, Caitlin Mulhern '99, Scott Sherman '00, etc.) but since I'm writing an article and not pumping egos, it will stop. One can almost picture English teachers cringing as Titanic songs and laundry hampers graced the stage. But Kevin Heelan knew exactly what he was doing. As *You Like It* was not only brilliant, but totally raging. And while Shakespeare didn't roll over in his grave, it's very likely he was jumping for joy. So, send in the clowns! (Don't bother; they're here).

With the final curtain call of *As You Like It* came the end of the road for the 1997-1998 theatre season. The fall shows for next year have been selected (hint: a very cool musical and a hilarious tribute to the Bard) and the doors have closed on a year of great variety and great fun. Hopefully, audience members were inspired to return to the theater and maybe even to audition (you know you want to!). If this year's abundant turnouts are any indication, we'll see you back in Steinbach lobby next year.

Thank you and goodnight!

Leah Willis delights audiences in *On the Verge*

Photo / L. Hoopes

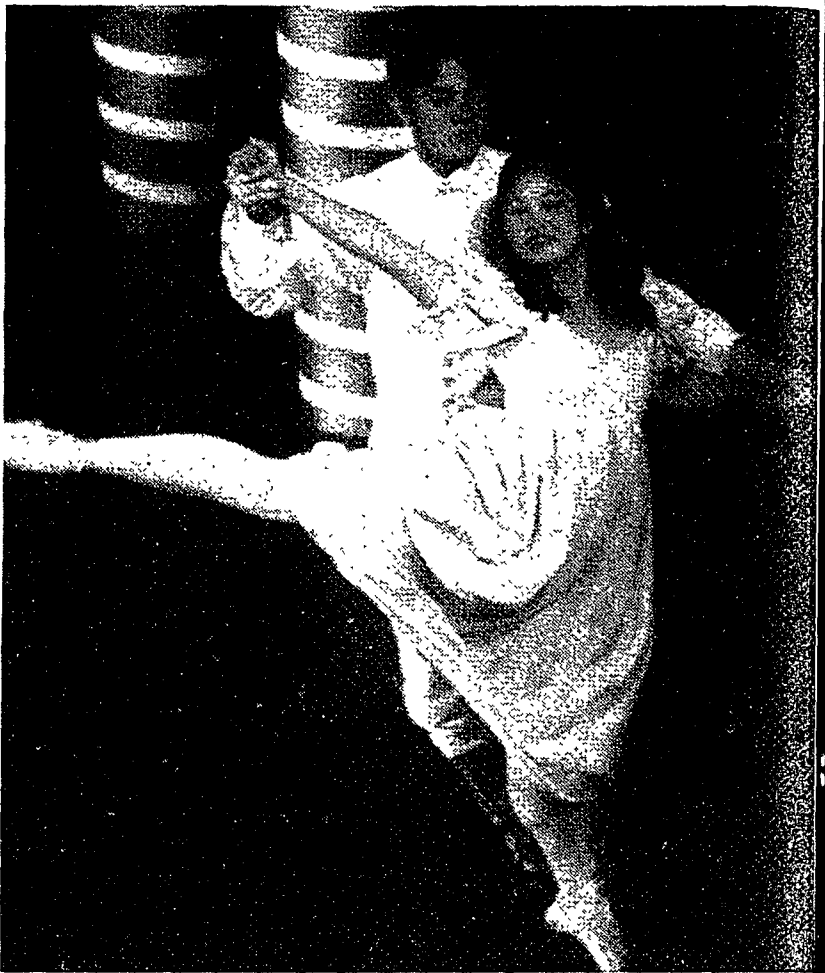
Nick Johnson and Vanessa Ho dance in *The Nutcracker*

Photo / Pot Pourri

## The Year In . . .

## Drama Labs

by  
Scott Sherman  
Also Special to the Phillippian

The Drama Labs. For the senior at Phillips Academy who has ridden the theater wave, it is a crashing explosion along the beaches of Directing Land. This year, the coveted shows went to three deserving women: seniors Leah Willis, Emily Flouton, and Megan Pahl. The shows that the three directed were as diverse as the student body. Willis directed the dramatic two-person show, *Brilliant Traces*. Flouton chose the twisted, sketch-based comedy, *Fieffer's People*. Pahl brought the eclectic *Club 12* to the Steinbach.

Leah Willis' *Brilliant Traces* was a one-act play that dealt with two total strangers. One night during a snowstorm in Alaska, a woman named Roseanna Deluce (Jessa Sherman '99) stumbles into Henry Harry's (Kieran Fitzgerald '98) cabin in a wedding dress. Slowly, the story of this unstable character unravels: she has left her groom at the altar. According to Leah, the underlying thought of the play is that both characters are just a little off, lacking a connection to another human being. In the end, they find in one another a connection and discover new meaning for their lives.

Obviously, a fifty-minute, two-person, high school production is not an easy thing to pull off for actors and directors alike. The cast had a great deal of fun doing fight scenes, but found the kissing scenes rather awkward. Both Sherman and Fitzgerald possessed impressive stamina that allowed the long show to avoid becoming tedious. Willis felt that in the hands of any other actors, the intellectually complex show might have sunk into boring waters.

Unlike most drama lab productions, *Brilliant Traces* ran for two consecutive weekends along with the fall term Theatre 52 production, *Betty the Yeti*. The two shows performed together made for a very long evening at the theater, but the attendance was still decent. The joint venture between the drama lab and the Theatre 52 production was the first of its kind and Willis enjoyed being the guinea pig for the trial run.

Emily Flouton spent her winter term at Phillips Academy slaving over the production of *Fieffer's People* and was awarded by riotous laughter from the audience. *Fieffer's People*, written by Jules Fieffer, is a nutty, comedic romp through the streets of New York, revolving around the lives and relationships of various characters.

There is the conservative couple in which the peevish husband, Larry,

played by Scott Sherman '00, is constantly ordered around and put down by his wife, Helen, played by Melissa Diaz '98. The humorous gay couple, played by Austin Van '99 and Nick Johnson '99, proved a crowd favorite.

If the play had any distinct lead, it would have to be Bernard, portrayed by Teddy Dunn '99. Bernard spends the entire play looking for both that "special someone" and himself, all the while facing dilemmas with the rest of the cast. There is the sleazy Huey, the very opposite of Larry, also played by Sherman '00, and his many flings: Caitlin Mulhern '99, Megan Pahl '98, and Angela Hur '98.

John Bourne '99 played the part of Superman, complete with a skin-tight outfit and cape. In this hilarious sketch, Bourne is slowly accused of being a homosexual by Megan Pahl, and he ultimately attempts to prove his heterosexuality by begging her to go out on a date with him. Mulhern was the constant "girlfriend" of the show, always ending her relationships with excessive analysis. Angela Hur played the utterly ridiculous dancer. Throughout the play, she simultaneously proclaimed social messages and performed some twisted "modern dance" routines that looked like they were choreographed by Ed Grimley. Finally, the true reasons for Hur's lumbering dances is exposed: she is trying to lose weight. Elena Bayrock '99 played the East Village girl, Bernard's final girlfriend.

The audiences for the three nights of *Fieffer's People* responded well to the humor of Jules Fieffer. The messages of the play were, on the whole, fairly blunt, allowing the crowd to simply sit back and laugh. The simple set consisted of a few different levels on the stage with couches, a table, a bed, and some chairs, and the clarity of the stage allowed seamless transitions between sketches.

Dunn, Bayrock, Hur, Johnson, Van, Diaz and Pahl all delivered strong performances, constantly staying in the scene and actively trying to get the points of the play across. Mulhern, Bourne, and Sherman also kept the audience entertained, but at times lost focus of the meaning of the show and concentrated more heavily on their characters. Dunn and Diaz were particularly impressive.

The final drama lab of the 1997-98 theater season was

Megan Pahl's *Club 12*. The script is based on the Shakespeare classic, *Twelfth Night*, but adds a twist that has rarely been used in theater: rap. The adapted takes place far from the typical Shakespearean setting, in an elite dance club.

*Club 12* begins and the club manager, Malvolio, played by Marco Davila '00, denies entry to a pair of rappers who happen to be twins (Chris Lee '98 and Michelle Gittens '99). After entering the club, the twins split up and the female component of the duo must dress as a man to get in the club DJ's posse. The DJ (a.k.a. the Duke, played by Lewis Brown '99) falls in love with the club's star singer, Olivia. When Olivia swats the Duke's amorous sentiments to the ground, the rejected DJ sends Violet, the female twin who is now known as Caesar, to look after Olivia.

Unfortunately, this backfires when Olivia falls for Caesar. Complicated, huh? It only gets more confusing. Violet (a.k.a. Caesar) falls in love with the Duke and her twin brother accidentally "spends the evening" with Olivia after she confuses him with his sister (who we mustn't forget is dressed up like a man). To top all of this off, Olivia's cousin and his friend scheme to make Olivia fall in love with the friend. That's the end, right? WRONG! Malvolio falls in love with Olivia as well to create a veritable love pentagon.

Because of the hip and modern take on *Twelfth Night*, it was no surprise to anyone that the show was one of the most successful hits in recent theater history. All three performances

were sold out well in advance and the waiting lists were extremely long.

Cristina Sacco, the student in charge of the set design and building, did an outstanding job with the stage and set the standard just a little higher for scenery at PA. Easily the most impressive aspect of the set was the platform that suspended fifteen feet above the stage, connected with wires to the ceiling.

The play was made up of many first-time actors who impressed even the most hard-core of "theater kids." In particular, Shevon Rockett '99, who played the bartender, Maria, and Michelle Gittens, who played Violet, showcased their newfound talent by presenting very solid performances. Macro Davila and Lewis Brown also burst on to the theater scene with their hilarious takes on Malvolio and the Duke. Davila amazed the audience with his incredible rapping talent and boisterous charisma (he also wore yellow pantyhose, which amazed the audience even more). Brown played his role perfectly, exemplifying the innocent buffoonery of his overweight character.

So, there you have it. This year the drama labs had everything from mentally disturbed women to New York couples to iambic-pentameter-turned-rap. The directors all did terrific jobs with few to no complaints from audiences and, more importantly, they learned the valuable skill of working with real world-elements, such as a budget. Will we see these three women directing in the future? Well, in the words of *Club 12* director Megan Pahl, "Yeah, totally!"

Members of the cast of *Club 12*

Photo / Nico

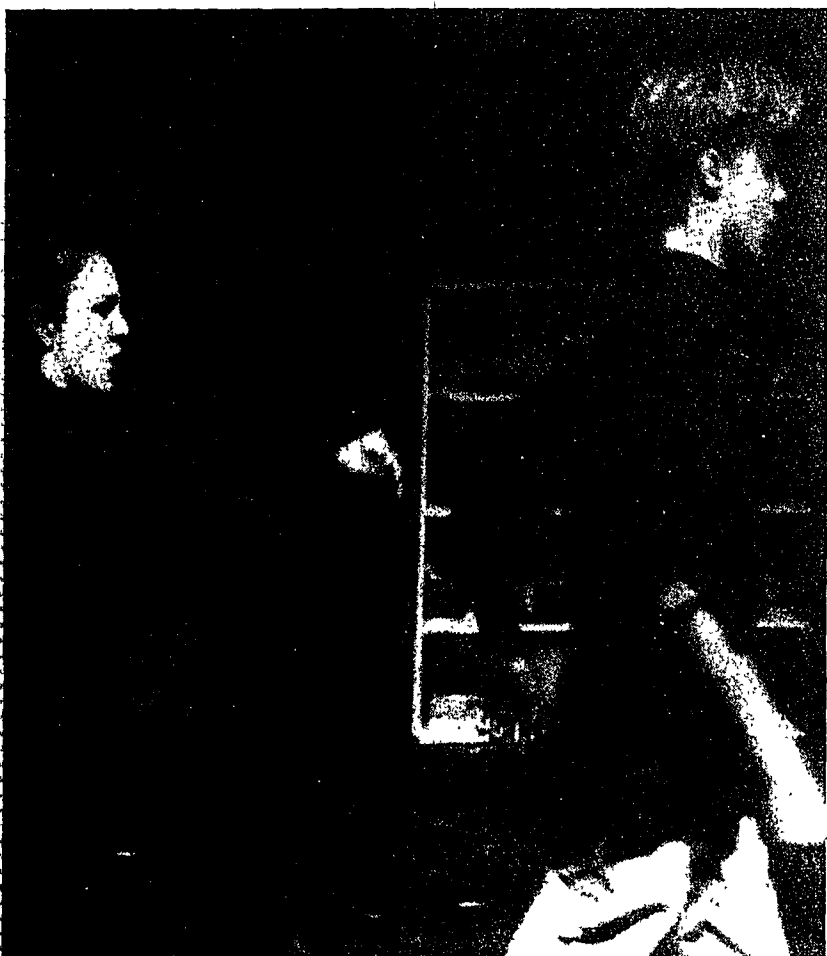
Kieran Fitzgerald and Jessa Sherman in *Brilliant Traces*

Photo / Pot Pourri

The Seventh Page Editors would like to thank all the graduating seniors who contributed to the various Arts programs while at PA. Your artwork, performances and films have inspired us all. We wish you the best of luck in your future endeavors.

MISS YOU.





Some great art of the year

Photo / File

## A Year Of Great

# ART

by  
**Nathan Littlefield**  
**Breaking the Habit**

The 97-98 school year brought a variety of art to Phillips Academy's Addison Gallery. Several exhibits competed for Academy and public attention during what seems to have been the most eventful year in recent memory for art at PA. The most discussed and best-attended of these exhibits were a showcase of sculptor Joel Shapiro's work, a collection of panoramic photographs depicting nearby Lawrence, a tribute to panoramic photography, the installation art of Christopher Cook, and Urban Visions, which features photos of the urban American landscape. Cook's pieces and Urban Visions remain at the Addison, where visitors can view them until mid-summer.

Those of us who decided to set aside a few springtime hours for a stroll through the Addison Gallery saw Urban Visions, arguably the Gallery's best exhibit of the year. Opened on April 25 to an enthusiastic response, it contains over eighty works by thirty-five photographers. Featured artists include Bernice Abbott, Margaret Bourke-White, Roy DeCarava, Walker Evans 22, Charles Sheeler, and Sol LeWitt, most of whom concentrated their photography on New York City. In New York, these artists found vastly different and starkly contrasting tableau from which to take their subjects. The exhibit includes the requisite images of inner-city decay and metropolitan glory, but thankfully broadens its approach to involve a selection of less ideological and grandiose representations of city architecture and people. For that reason, Urban Visions is a pleasure to see.

Christopher Cook's "Sometime, Somewhere, Somehow" appears alongside the photography show. Cook's work introduces Andover to "installation art," a medium of which many in the Andover community may have been previously unaware. The installation immerses viewers in a sensory world created and controlled entirely by the artist, where "objects are actors," as Cook explained. "Sometime" is meant as an attack on the human tendency not to deal with tragedy and to ignore the persistence of social and personal imperfections. In his attempt to voice these sentiments, the artist tackles human perceptions of time. He leaves his audience thrown off balance, asking questions but not receiving answers, at least not within the boundaries of his art.

Before leaving in early March and making room for Cook and Urban Visions, the gallery hosted a winter show entitled "Expanded Visions: The Panoramic Photograph." The exhibit drew museum-goers to a photographic method that today seems ignored as genuine art. Expanded Visions interpreted "panoramic" according to the strict photographic definition: "a print showing a 180-to-360 degree view taken using highly specialized techniques and cameras." The subject matter included landscapes, individuals, and crowds.

"Contemporary Portraits of a Historic Mill Town," a panoramic photo essay of Lawrence by 1996 Addison artist in residence Justin Kirchoff, complemented Expanded Visions. Kirchoff's pieces took a fresh look at a city usually written off as one more post-industrial sob story. Evoking a variety of responses due to its content, "Contemporary Portraits" was one of

the most talked about of the year.

Though this year at the Addison Gallery ended with some superb exhibits, it began with a somewhat less appealing exhibition by artist Joel Shapiro, a renowned sculptor, in the early 1970s Shapiro began work in his trademark minimalist style, which produced tiny sculptures of chairs, houses, and other mundane objects. In recent years, he moved on to larger pieces, which he intended to be "more aggressive in space" and less dependent upon the architecture of their surroundings for balance and context. This approach to art has made Shapiro highly controversial. His pieces became the topic of several pick-up arguments, most of which played out something like this:

Likes Shapiro: It's art. You just aren't intelligent enough to understand it.

Hates Shapiro: It's crap. But it's not like I can't appreciate art. Really. It isn't.

Likes Shapiro: Philistine.

Hates Shapiro: Snob.

There seemed to be little middle ground between people who considered Joel Shapiro's work one step away from divinely inspired and others who believed that it was a colossal waste of money and material. I side with the latter, except for one reservation. The Addison Gallery probably did Andover a service by exposing us to one of modern art's great excesses. Consider the chair that got so much mention in these pages. It reminds me of something straight out of some Fisher-Price toy that I had when I was two. As soon as Addison exhibits little houses built out of Lincoln Logs and Legos, I'll believe that Joel Shapiro is something more than the creation of a few dotting art critics who, if compelled, could find existential symbolism in tire treads. Dadaism wore out the whole "art is whatever I call art" schtick at the turn of the century. Addison helped us all by demonstrating just how crass this aesthetic has become.

Looking back, I see a successful year in the life of the Addison Gallery. True, we had to endure an entire term of hearing that nailing a stick to a museum wall is creativity, but winter and spring terms brought Andover some of the finest art it has seen in years. I hope that next year the gallery is able to continue its generally fine work and maybe even find some modern art that's worthy of its title.

### Addison Gallery Exhibits 1998-1999

"Expanded Visions: The Panoramic Photograph"

"Contemporary Portraits of a Historic Mill Town"

"Installation Art"

"Urban Visions"

# Alive with the Sound of Music: Symphonies, Songs, and Singers 1997-1998

by  
**Kirsten Emershaw**  
**Phillipian Staff Writer**

This year, as always, the music department has accomplished many things ranging from the Cantata Tour, to live rock shows in Ryley, to jazz and reggae fests, to orchestra performances, to the gospel choir. The music department is extremely important to Phillips Academy as many talented students and faculty members spend hours each day rehearsing in Graves Hall.

Again this year the department provided endless opportunities for students to get involved in, or at least become learn the basics of, music. Because the department hosts nearly all of the singing and instrumental groups on campus, music students have no problem getting involved. Students can take music courses ranging from the beginning level nature of music to advanced theory and composition. Students are also able to take lessons in nearly any musical instrument.

A student can take their music proficiency to any level they want under the direction of one of the many amazing faculty members. Chris Walter, chair of the music department, supervises his five full-time and six part-

time faculty members, one record librarian, five staff members and twenty-seven abetting instrumental instructors. Although the music staff is incredibly gifted, the students are the ones who warrant acclaim. There are many talented students at PA, a few of which have the potential to "play at a professional level" according to respected music instructor Peter Warsaw.

The music department provides most of the extracurricular activities involving music on campus. There are two main types of performing groups, instrumental and vocal, available for students to participate in.

Amongst the eight instrumental groups on campus, the Symphony Orchestra is one of the larger groups with 65 strings, 25 winds, brass and percussion. The Chamber Orchestra is more advanced than the orchestra and often performs with the choir. The Amadeus Ensemble is a very elite orchestra comprised of only 20 strings. This group performs period pieces such as classical, baroque, and Vivaldi. The Corelli Society is an even smaller group containing only 12-15 strings. The Concert Band, including 70 brass, wind and percussion instruments

spends time preparing classical, popular and show music. One favored group on campus is the Jazz Band made up of 25 instruments, which focuses mainly on big band arrangements. The last of the instrumental groups is the Handbell Choir, in which the 20 members usually perform for parent's weekend, weekly church services, and other school events.

There are five vocal groups on campus. The largest group is the Phillips Academy Chorus, open to anyone and consisting of 90 to 100 singers. The Cantata Choir is a more prestigious group that does have auditions and is comprised of 60 to 70 members. This March the Cantata Choir and Chamber Orchestra toured through Turkey and Greece on their annual spring break trip. PA's Gospel Choir sing contemporary and traditional African-American gospel music. The highly selective and prestigious Fidelio Society is the oldest musical organization at Andover and they perform mostly fifteenth and sixteenth century music. The last of the formally sanctioned vocal groups is the Chapel Quartet, which sings regularly at Sunday worship services.

The Jazz Band put on one of their

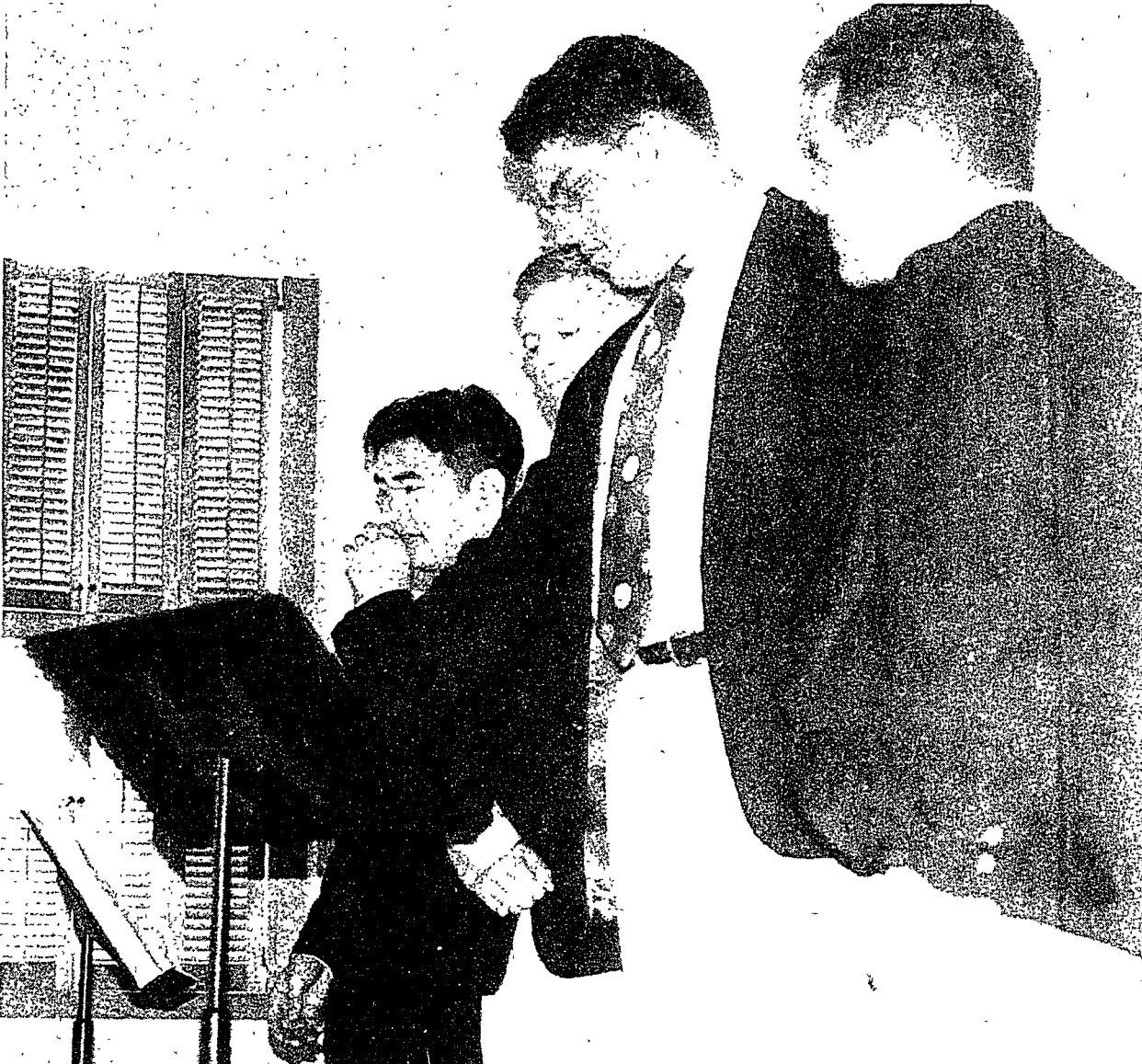
finest performances during Black Arts weekend earlier this year. This annual concert features the music of a different African-American composer each year. This year's spotlighted artist was Miles Davis. Opening with PA's "Green Shade Trio," the members, Will Glass, Austin Golding, and Dan Scofield performed the old version of "Milestones" amidst a few other pieces by Davis. Next came appearances by the Academy Septet and the highly favored Academy Jazz Band. The crowd enjoyed the show immensely as the students demonstrated their beautiful dynamics and articulation of the music.

The Gospel Choir hosted a musical gala to benefit the Sojourner Truth Scholarship Fund in the Cochran Chapel early in the year. In addition to the performance by the Gospel Choir, the distinguished jazz vocalist Vivian Male, who has performed as a guest for the New England Emmy Awards, performed for PA.

Though it was a quieter year from some of PA's informal groups, there were several highlights. This year's most renowned band was John Bell Limo. Consisting of members William Glass, Erik Jungbacker, and Zack Waldman, the talented group hosted many performances throughout this year. In addition, students have formed two a capella groups on campus including InSkip run by Meagan Prahl '98 and Nick Smith '99. This singing group allows students to focus on more modern music while diverging from traditional classical music. Blue Notes was started by nine singers and "is more like the singing groups one finds at a college," according to member David Niles. These two groups have sparked much interest within the student body and have hosted numerous successful performances this year.

Thanks to the efforts of Mr. Driscoll and Mr. MacDonald, this year has seen some commendable rock bands perform in Kemper and Riley. Unbunny, although playing to a very small crowd, gave a very intimate performance, inviting the audience to laugh and dance along to their indie rock music. Another notable act was Castro, who played punk style rock; this show was definitely worth catching. A myriad of DJ's and Hip-Hop performers have come to PA this year. With a dance almost every weekend, the students have happily welcomed the chance to let loose to the bass-pounding rap and dance jams.

The music department has been very busy this year with rehearsals, performances, concerts, tours, etc. Their endeavors have been well worth it as the student body applauds the talents and efforts of our musically gifted classmates.



Music here at PA

Photo / L. Hoopes

## A Dedicated Teacher and A True Friend: A Tribute to Christopher Cook

by  
**Dominick Cimino**

"Now, Dom, see that edge and the way that it makes those two values look like they have depth. Remember, warm colors move forward and cool colors move deeper into the painting." Mr. Cook was right; at least, I think he was right.

For the first few weeks of the term I had no idea what he was talking about, but like any good little Phillips Academy student, I just nodded my head, pretended he was making some sense to me, and as soon as he had his back turned, I immediately asked for an explanation from someone in the class who understood such things.

As time passed, I eventually began to figure out what was going on in Mr. Cook's painting studio. I learned all about texture and color, value and contrast, illustrational and representational art, and all the usual niggles that are inherent in a beginning painting class. What I have written thus far, though, does not capture what really happened in that classroom. That is not to say that I lied in these first two paragraphs. All of that is true; there is simply much more to it than that.

In his studio, I learned much more than just academic and technical art skills. As much time as every other student and I devoted to our paintings, Mr. Cook would match with his time spent critiquing, commenting on the strengths and weaknesses of each piece, and looking up artists whose work was similar to ours for comparison. Although he would always tell us what he thought would help complete each composition, he always made sure to tell us that what we finally did was entirely up to us; the rule was that if we did not agree with him, we were simply supposed to inform him of this, and he would leave us alone to work things out long enough for him to com-

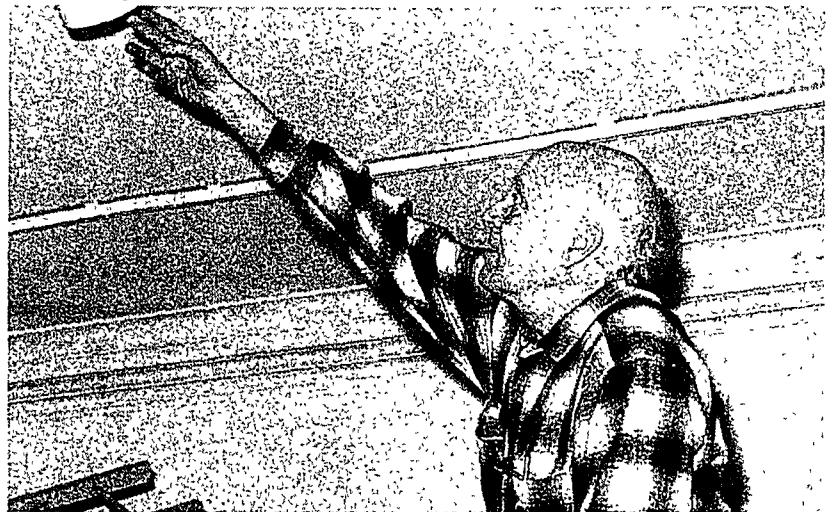
plete a circuit of the room.

I always found this to be amazing, for it has been my experience that most teachers want things to be done "their way." In Mr. Cook's class, this was never so. He firmly believes that much of the learning process involves individual experimentation which, although sometimes initially proving difficult or unsuccessful, will eventually benefit the student more as they gain independence and confidence.

Art, however, was not the only subject that Mr. Cook and I spoke about. Often when I went in outside of class time to ask him about a particular problem that I was having with one of my paintings, we would end up spending upwards of an hour speaking of other, entirely unrelated topics. Our conversations ran a gamut of subjects from politics to social issues to, yes, art. His intelligence and knowledge of anything and everything that I brought up never ceased to add to my own thoughts regarding our numerous discussions. Mr. Cook is one of the most

articulate and well-read people that I have ever met. His selflessness is equally as impressive; he has always made time to speak with me when I have needed advice or just wanted somebody to listen to any problems that I have run into here at the academy.

From Mr. Cook, I have learned much not only about painting and art but about this world and the people in it. He has had a profound effect on me; Mr. Cook has shown me what I want to do with my life, all the time giving me the help and support I have needed to pursue these goals. His retirement is an enormous loss to the school, to the art department, but most of all to us students. As I leave this school, my friends, my teachers, and all that which has become routine to me over the past four years behind and move on to other pursuits, I know that I will always remember Mr. Cook's words: "Now, Dom, see that edge..."



Chris Cook leaves behind a legacy of incredible art

Photo / J. Cale

## Senior Recitals 1998

Amelia Lukas  
Srinivas Pullela  
Nikki Ng  
Jay Tuchinda  
M. MacDowell  
Ellen Yang  
Liza Raboin  
Nelson Wen  
Yeechin Huang  
Vanessa Ho  
Rachel Tung  
Dale Park  
Will Glass  
Drew Maletz  
Rafael Mason  
Winnie Chan  
Alvina Chan

**Congratulations to all who performed.**



# Downtown Poetry:

## Andover Bookstore Hosts Reading

by Charles Finch

Mixing the moderate rhythms and measured imagism of Kate Nesin '99, the small, perfect observations of Katherine Gilbert '98, the madcap, prophetic soul of Anthony Morales '98, and the even, quiet poems of senior Charles Finch, the first Andover Student Poet Reading at the Andover bookstore marked a great leap forward for the ties between the community of Phillips Academy and the town's cultural life. Writer-in-Residence Jeffrey Harrison called the reading, coordinated by Finch and the members of the bookstore's staff, "a great success."

Finch began the reading without much noise. The Yale-bound senior read one poem from the chap book the English department published in the fall, *As Far as the Eye Can See*, followed by twelve more recent selections. The crowd of thirty or so people responded appreciatively to a poem called "What Art Is," which begins, "As though you're entire face could be reduced to the simple fact of beauty." One attendee called the work "highly modular, endowed with much grace."

Reading poems written over the last two years, Nesin's work was certainly the highlight of the evening. She left the crowd enraptured with her precise language and shrewd juxtapositions. Her work combines a sense of history—she refers to Thucydides three times in the poems—and a sense of the new. The description of Amy Clampitt that poet Galway Kinnell offered seems suitable: "Her poems are a

series of small explosions, fading out of sight but certainly still there even beyond the horizon."

Gilbert, the third reader and enrolled at Princeton, writes in the tradition of Ezra Pound and H.D. with her perfect, truncated images. In one poem she calls the Aegean Sea a pool of wine the "Gods have spilled in some drunken revelry." Color motivates ideas in the poems; Cerulean calls to mind the sky false blue, turquoise the beauty we extricate from the earth.

Galvanizing the crowd and altering the evening's tone, Anthony Morales started off by reading a poem from Martin Espada about continuing Latino disillusionment. Morales began where Espada left off; his reeling tracts, at times funny and at times tragic, reflect the ambivalence Morales seems to feel toward his culture. At times, he says, the poverty of the Bronx is so negative it tears into him, but his roots are in the streets, an idea he articulates in a poem about a weed growing from the sidewalk. Morales brought an unexpected, vibrant flavor to the reading, leaving everybody in a good, if contemplative mood. Fans can expect more from Morales's forthcoming chap book.

Hopefully, the reading will motivate more events in a similar vein. The bookstore's distinguished reputation makes it a likely location for any future plans. However, as Morales said, "The important thing is that we all had a great time."



Graduating *Courant* editors, Christina Richardson, Kate Zangrilli and Charles B. Finch, III bid their poems farewell

Photo / E. Whiteman

## Nothing Left to Edit:

by

Mary Ziegler

## Courant Board Says Goodbye

The Next Generation

With the commencement of the class of '98, *The Courant*, Phillips Academy's literary magazine, will lose one of the most talented collections of writers and editors it has ever had. Graduating board members include Editor-in-Chief Kate Zangrilli, Senior Poetry Editor Charlie Finch and Senior Fiction Editor Kieran Fitzgerald. Yaqub Prowell, Eva Lane, and upper Eve Mayer served as fiction editors, while Christina Richardson, Will Glass, Katharine Gilbert composed last year's poetry board. Members of the class of '99 including Editor-in-Chief Kate Nesin, Fiction Editor Nathan Littlefield, and Poetry Editor Caitlin Mulhern contributed as members of the board.

Established in 1992, *The Courant* has a history of quality, considering that the magazine took first place in the American Scholastic Press Association Competition two years ago. This accomplishment of many outgoing board members is exceptional, and among the graduating class are some of the most prolific and talented writers in the history of the magazine.

From her initial publication in the fall issue of her junior year to this spring's edition of *The Courant*, outgoing Editor-in-Chief Kate Zangrilli has made outstanding contributions both as a writer and an editor. Through her poetry and prose, she enriched the magazine with stories as enduring as the voices of the characters she gives us. In a few lines, she can make characters complete, and by her pieces' conclusions, she makes readers wish for more pages. Preserving the stan-

dard of quality she helped establish and showing that a story can be a gift, Zangrilli was especially helpful to younger writers.

Under Zangrilli and Nesin, *The Courant* has become a multimedia experience that features beautiful art as well as excellent writing. Art and photography have had an increasingly prominent place in the magazine. Sensing a need to recognizing the talent of individuals, Zangrilli helped develop and refine *The Courant* Chapbook, a publication that exhibits the work of a single student. According to outgoing editor Charlie Finch, Kate was "the vehicle for all the successes we achieved." Looking at the issues of the past two years, one sees that they held so much beauty because they contained so much of Kate.

A member of the past two *Courant* boards, outgoing Chief Poetry Editor Charlie Finch has helped define poetry in *The Courant*. Honored in fall term's chapbook, *As Far As The Eye Can See*, Finch advocates beauty through his poetry. Conveying his humility as a poet, Finch's writing reveals stylistic mastery. His knowledge of established writers sharpens the images in his work and makes him a sophisticated poet and editor. The condensation of experiences into memories characterizes Finch's work, and through the power of his language he converts loss into something lasting.

With the class of '98, *The Courant* will lose two of its most innovative poets, both of whom brought distinctive new voices to Andover's literary community. Reading the work of Anthony Morales and Yaqub Prowell,

one can see that their writing not only transcribes experience but demands change. Both political and aesthetic components of writing are addressed in their work, and their language not only calls for but is a revolution. Morales' recently published chapbook, *UNIVERSUS*, recalls the intense purpose that the duo communicated in their work.

The poetry of board members Christina Richardson, Will Glass, and Katharine Gilbert changed the complexion of the Andover literary scene. Richardson's compositions constantly transformed themselves, dynamic in their character but consistent in their quality. Glass's poetry made reality simple and simplicity beautiful. And, like an Icarus who never falls, the grace of Katharine Gilbert's language knows no gravity. Fiction board members Kieran Fitzgerald, Eva Lane, and Eve Mayer were invaluable in their contributions.

In a board so diverse but so unified in talent, the common sentiment expressed by those involved with the magazine was a sense of pride. Faculty advisor Craig Thorn summarized this view by saying that he was pleased with the growth of the magazine in the esteem of the community and with what *The Courant* has become. Continuing to earn distinction, this outgoing board has represented the magazine exceptionally well. From distilling life into language to demanding political change through poetry, the 1998 *Courant* board will leave a legacy that its successors, despite their exceptional talent, will find difficult to equal.



Anthony Morales and Katherine Gilbert read poetry at the Andover Bookstore

Photo / File

## In Seventh Heaven

Former Editors Charly, Zack, and Grace

by Nathan Littlefield

From my own experience, no moment at this school carries as much shock as students' realizations, most likely sometime during their upper fall, that they are no longer lowers. Free time and sleep go from valuable to priceless. Then, during the middle of the following winter, a small group of students decide, somewhat like masochists or cult members, to cut themselves off from those already-scarce commodities.

They willingly decide to spend tremendous amounts of time, all, or most, of it awake, in an underground room in the basement of Evans Hall. To state this phenomenon intelligibly, they become Phillipian editors.

Beginning during the winter of 1997, three of this group sacrificed their rest, sanity, and "a full grade on the History 31 long paper," according to Waldman, to devote themselves to the Seventh Page. Their names were Grace Dingleline, Charlotte Latham, and Zachary Digby Waldman.

As *Seventh* Editor Charles Forelle explained, *Seventh* Page editors "maintain close collaboration with the art, music and theater departments in order to make the Page a real vehicle for expressing the creative opportunities and abilities of students at this school."

These three outgoing editors may have been the first group to achieve that goal fully. When asked how the *Seventh* Page has most significantly changed since last winter, Latham said that "during our tenure the Page actually focused on arts and events that took place on campus. Except for reviews of films playing in Lawrence, we've concentrated almost exclusively on Andover." She continued: "The visual arts, the Addison Gallery, and the music department received much more attention than before."

Waldman pointed to layout improvements that he, Dingleline, layout editor Bobby "Seventh" Sealy, and editor-in-chief Peter Christodoulou implemented: "Innovations in layout forever changed the look of the *Seventh* Page." Compared to one year ago, its visual impact is much greater, its

headlines more eye-catching, and its articles far more eclectic and relevant.

Waldman summed up the section's improvement: "It's absurd how much better it is now."

Thanks to its editors, the past year on the *Seventh* Page was the most eventful in memory—or at least in my memory. Rumors and intrigue surrounding the section, as well as the triad of Waldman, Dingleline, and Latham, have proven more compelling than anything witnessed this year. In fact, an informal poll taken by methods too complicated for you, me, or anyone besides Tad to understand revealed some extraordinary data.

According to experiments using compelling-o-meters at the National Weather Service, participating McDonald's restaurants, and Higher Source, the Page breaks all prior records for compellingness. Yes, it was even more compelling than the Tonya Harding versus Nancy Kerrigan grudge match on Fox.

Sample dialogue: Harding—Is there a Hooters in the Madison Square Garden? Kerrigan—I wish that we were as compelling as the *Seventh* Page.

I hope that the following helps clear the air somewhat.

When you began your editorships last winter, did you have any particular goals?

Waldman: I didn't want to get in trouble. Grace seconded him.

Latham: I wanted to concentrate the Page on campus happenings and not random things going on in New York or Boston.

Did Waldman and Latham really hate each other?

Latham: As we were working as editors a lot of rumors went around that we hated each other. At least on my part that was untrue.

Waldman: No.

Grace, where did the chipmunks come from?

Dingleline: Have you read the articles? It's in the first article.

\*Readers wondering about the machinations of Grace's mind, and/or where her

extensive collection of dead rodents originated can look over Dingleline's weekend scoop articles from the past year's worth of Phillipians. The reader's only regret afterwards will be that the series has ended.

Do you have any desire to stay on the board, or are you just really glad to have free time again?

Latham: It will be nice to have free time, even though Sunday and Monday nights without the *Seventh* Page will seem strange at first.

Waldman: Free time. I plan to gather a small group of fellow Phillips Academy students and start a religious cult in the basement of Morse Hall. Animal sacrifices, praying to buckets of Kentucky Fried Chicken Original Recipe, ceremonial burning of the Phillipian, listening to lots of panflute music.

Dingleline: Free time.

Any thoughts on the Ben Oyer incident?

The Ben Oyer article was a commencement issue piece about "theater king Kel O'Neill '97. Its designated writer failed to turn the article in on time, so I asked O'Neill if he wouldn't mind writing about himself. This writing was later falsely attributed to myself, Zack Digby. It was, in fact, written by theater king Kel O'Neill. I attributed the article to 'Mr. X.' We couldn't print his name, since that would be a real breach of journalistic integrity on our part. Some other editor spotted the pseudonym, figured I wrote it, and slapped a misspelled version of my name on the by-line.

Last words?

Waldman: What returns, what finally comes home to me, is my own self, what of my self has long been in strange lands and scattered among all things and accidents. And one thing I know, I stand before my final peak now, before that which has been saved up for me the longest; alas, now I must face my hardest path; alas, I have begun my loneliest walk, and whoever is my kind cannot escape such an hour, the hour which says to him, "Only now are you on your way to greatness," peak and abyss, they are now joined together.



Grace Dingleline and Charlotte Latham, *Seventh* Page Editor emeriti

Photo / L. Hoopes

## Poet Eamon Grennan Visits PA

by Katharine Gilbert  
PHILLIPIAN STAFF WRITER

Poetry, said Yeats, is man's fascination with the ability to communicate. This winter, poet Eamon Grennan proved the truth of his countryman's statement in his English Department-sponsored reading. On February 20th, Grennan read selections from his four books and chatted briefly about each poem and about his craft. Poetry readings can often be jarring, since the poet himself often does not quite mesh with the voice of the poet and the world he creates on the page. No such disappointment here—Grennan's wit and light Irish brogue meshed perfectly with the ruminatory, often conversational melody of his poems, and the additional information he provided about each poem expanded, rather than contracted its meaning. His is a poetry of experience, and about his attempts to find the meaning and the beauty in those moments and communicate them to his readers and to himself. To hear him place the brief moments that comprise his poetry into the context of his life brought a new facet to the poems, fleshing out the world of the poems he read and creating an aureole of unexplored memory around all his poems.

Grennan's poetry has often been compared with the paintings of Hopper and Vermeer in its ability to lend a luminous dignity to fragmentary glimpses of lives. More than the apotheosis of the mundane or a impression of the transitory, however, what makes his poetry so captivating is his ability to illuminate the thought behind the memory, the ephemeral moments and minor epiphanies that become the canvas against which the passions of life are displayed. "Every poem is a memory of some kind—a celebratory elegy," says Grennan. The memories Grennan depicts are beautiful because they are transitory—that he is able to capture those moments so precisely, to suspend them like dragonflies in amber, is Grennan's real mastery.

In "The Cave Painters," Grennan searches for the thread of commonality that will link our modern memories and dreams with those of the long-ago artists, to find the three-dimensional world encapsulated on the two dimensions of stone and pigment. That connection that binds the world of those painters to the modern world "in this nowhere that is now here," is the drive to find "the one unbroken line everything depends on," and to leave behind, as an ode to the moments of a transitory life, "something upright and bright behind them in the dark." The ability to do just that is the gift that the cave painters with their charcoal, Vermeer and Hopper with their oil paints, and Grennan with his words all share. The skill to find the instant in eternity and to immortalize it just so.



# Women of the Drama Lab:

## Producers Reflect Upon Theater at PA

by  
Leah Willis  
Drama Queen

Since the end of spring term '97, four girls have dedicated hours per week (more accurately, per day) to the Phillips Academy theatre department. Under the official title of Drama Lab Producers, Melissa Diaz, Sydney Katz, Cristina (no "h") Sacco, and I, Leah Willis, have worked towards improving the program in addition to maintaining the remarkable opportunities already available.

Broadly speaking, the demands of a producer are twofold: 1) to be a designated theatre department "friend" and 2) to mentor Workshop (Theatre Classroom) and Drama Lab (Steinbach) shows. Under the intrepid guidance of department chair Mark Efinger, we met weekly to select shows from overwhelming numbers of applicants, to schedule performance dates (ask Melissa if you can see her calendar...he he), to assign mentors (...the "most improved mentor" award goes to...Syd-O!), to arrange workshops with guest artists, and to plan trips to see professional productions in Boston as well as tours of our own, in addition to a thousand other things.

However, many responsibilities are carried out not in meetings, but in theatres, on the phone; in passing discussions on the way to class. We never expected less from the on-call-24-hours nature of the position. The job is primarily characterized by self-sacrifice: techies and actors, for example, work on their shows, whereas a producer's efforts are entirely in others' shows. To make a very long story short, producers strive to keep the theatre department running (sprinting?)



Leah Willis, Sydney Katz, Melissa Diaz, and Cristina Sacco, former Drama Lab Producers

Photo / M. Tucker

smoothly and to be accessible, approachable, supportive, and organized.

One year has passed since we took over the position from our esteemed predecessors (Erin Altemus, Nick Collins, Amy Griffin, and Lindsay McCarthy), and yet there are people who don't know who the producers are or what we do. But hey, whatever. Now that the torch has been officially passed on, what is important to us has nothing to do with recognition or pats on the back. We value the indelible moments—first times, failed attempts, successful risks, learning experiences.

Between the four of us, I believe I'm correct in saying we've covered every facet of the theatre department. During her four years here, Melissa has acted in classroom shows, Drama Labs, and 52's, and as Billy Murray's (lights and costumes designer and teacher) number one partner in crime. She has also been a member and president of Under the Bed, Phillips Academy's only improvisational theatre troupe. Sydney's concentration in acting routed her to multiple performances in each of the three theatres. Her aptitude in research (and good literary taste) impelled her to take on a sort of dramaturg position for the Drama Lab. Cristina is a tech goddess. From light designer to technical director to master electrician to the girl who takes care of everything-no-one-else-has-time-for, Cristina's done it all. I've been an actress, a director, an improv performer, and a stage manager. Above all else, I've been a counselor/advisor for kids stressed by anything remotely related to theatre.

Unfortunately, the four of us could not scrounge time to meet and write this together, despite the season; "senior spring," by the way, is a mind-set, not an actuality. But when invidiously asked, "What does the theatre department mean to you?", a distant, sentimental look overcame each producer's eyes for about two seconds. They all responded by recalling their first experiences.

Busy mentoring the spring term Drama Lab, "Club 12" (kisses Meagano!), Melissa was unable to give me anything in writing, but did express (in typical Melissa style—concise and powerful) the following conviction:

*My first impression of the theatre department was that openness is cool. Also, it really struck me that making an impact doesn't have to mean declaring some kind of controversial statement. It could mean that of course, but it doesn't have to. Either way, making an impact is welcome.*

Fortunately, Sydney had plenty of time to delve into the well of her fondest memories of the theatre department:

*Sitting on the cold, marble floor outside the Tang Theatre, I waited...and waited...and waited. It was the first week of classes and I was a new student auditioning for the term's Theatre 52 production, "he Misanthrope," directed by Kevin Heelan (who I'd been told was "comparable to some sort of god"). One hour passed, then two. At hour three, I decided I had to take action. Thanks to a sympathetic girl in squeaky yellow shoes (a future friend and co-producer—crazy how that works...), I finally got word that Mr. Heelan was ready to see me. I forgot about the past three long hours I had spent wedged up against a jagged-edged pillar (there are only so many interesting things to play with on Dickie's desk), gathered up what little energy I had left, and hurtled myself head over heels into the Phillips Academy Theatre Department.*

*From day one, my involvement in PA theatre has been anything but boring or ordinary. Whether it was playing "A Big Wind Blows," eating nutzels and pixie sticks, forgetting Drama Lab meetings, harassing Mark/Billy/Bruce/Mr. Heelan, kissing the '96-'97 school president, cracking up on stage, dancing to techno in dark theatres, crawling on my hands and knees in a fake reconstruction of Foxcroft, wearing white fishnets, a corset, a blonde wig, dirt, or ten pounds of costume jewelry around my waist, in two very short years, I've had some memorable times to say the least.*

*Every experience in the*

*theatre here, good or bad, has taught me something about myself as an actress and a leader, enriching my life. I have had the opportunity to play wonderful roles, make lifelong friends, learn a thing or two about tech (if bouncing on a suspension grid couch), and, above all, work with some of the most talented people in the theatre world. If that's not enough to make any aspiring actress happy, then I hear that Scotland trip is pretty cool too.*

In the tradition of Cristina successfully juggling six thousand things at once, she wrote out the following statement while playing a cluster softball game:

*Theatre Tech Basics [building sets as a sport] was my first and one of my most memorable experiences I've had in PA theatre. There were only four of us, and, by the end of the term, I had made a couple good friends and even a slight enemy. As much as specialized Basics sounds like a joke, well... I always have lots of bruises to show my time spent in the theatre, and Bruce, the esteemed League Champion Coach of Theatre Basics, made us run every day (we stretched, too). So what is the use of Theatre Basics? To me, it has been an invaluable part of the program. I even got my first job in theatre from someone in Basics. This term, Bruce let me be assistant coach, and the tech kids helped me every day to build the set for Club 12. I don't have much in closing except to say that I told my sister to do Theatre Basics. Who knows... maybe in three years, she'll be writing one of these.*

As for me, I will always remember Melissa's relentless verbal abuse towards Mark (not that he didn't deserve it; hey, someone had to keep him in line—thanks Diaz), Sydney's impressive turn-around as a mentor (four shows spring term!), Cristina's clown antics on and off the stage (you should see what she can do with her tongue and a napkin), and Mark's astounding ability to hold his own when stuck in a meeting with four high school females. My experiences here have broadened my knowledge on a spectrum of arenas from the intricacies of organizing time in rehearsals and travel in other continents to the drastic effect of subtle changes in light design and of falling in love.

In conclusion, we would like to take this opportunity to appreciate people... Thanks all of you who supported the theatre department this year. Whether on the stage or watching it, you made our efforts worth the time and energy. Also, we'd be remiss not to thank the theatre faculty members, especially Mark, for their time and energy. Finally, thank you to Nick Johnson (Texas), Kate Nesin (Tennessee—yeah South!), and Lauren "Pretty Girl" Phillips (outside Seattle) for taking over the position... it's about time (just kidding...sort of). We wish you much luck, though your individual talents combined will most likely suffice.

All in all, we're a little sentimental: the good times sure have rolled. Till next time...

## A Year Of Great Art:

### Annie Morris' Short But Memorable PA Career

by Kirsten Emershaw

"As soon as I start painting, the page comes to life," says one-year senior Annie Morris, who has already created a name for herself in PA's art department this year. Growing up in a family of artists, Annie feels that she was born with her appreciation for art and has always received tremendous support from her family, encouraging her to further develop her talent. Annie has devoted most of her life to art and began taking classes at age eight because it was the "only thing [she] had complete control over." Although she is not exactly sure of how she is going to fulfill her dreams of a career in art, she knows that she wants art to play an important role in her life.

Annie chose to come to PA after spending the summer in an arts program at Maine College of Art. There, she learned that she had great artistic potential and she decided to go to a school where she would be able to expand her talents in order to attend a top art school. PA offers Annie access to all of the resources she needs to create. PA also provides Annie a way to see what life outside of her small hometown of Vergennes, Vermont is like. Growing up near Middlebury College, Annie did not really know what was out there for her in terms of art. PA exposed her to great opportunities and gave her a year to construct a professional portfolio.

Annie currently takes AP Art, in which she is free to explore her own art interests without a fixed curriculum. She is involved in the Art Club, and spends many hours each day working on her own. She loves to paint and draw and is willing to experiment with new art techniques such as sculpting. Although Annie has always preferred to draw from life, she studied abstract art in her summer course and developed an understanding and appreciation for the abstract style. She has spent a lot of time this year improving her skills in abstract art.

In addition to being an artist, Annie is an incredible athlete. Having

had the honor of receiving two athlete of the week awards just this year, Annie works very hard as an athlete and has proven her outstanding abilities in field hockey and lacrosse. Dividing the majority of her time between art and sports, Annie wanted to choose a college where she could be involved in both. She received art and sports scholarships at the University of Maryland, as well as from many other schools. Although Annie knows that "art and sports don't mix," she feels that the two "work off of each other." Everything is reflected in her art. When she is angry, say from a poorly

played lacrosse game, her creations emulate her anger.

Art was Annie's first love and it is something "that will always be with [her]" no matter where her career path may lead her. She has no regrets coming to PA when all of her friends were off to college, because she feels this year has been an experience she will never forget. PA not only gave her a way to practice and expand her talents in art and sports, but she was able to see the opportunities the world has to offer her in a new way that will allow her to continue pursuing her passions in life.



Annie Morris, pictured above, is a good artist

Photo / L. Reed

To our  
dedicated  
senior  
writers,

Katharine Gilbert  
Zack Waldman  
Grace Dingleline  
Charly Latham  
Charlie Finch  
Dom Cimino

We congratulate  
you on your graduation from  
Andover and offer  
you our most sincere thanks for  
your contributions to the page.

Best of luck next  
year.

Jennie and Al



Rachel Tung has made quite a name for herself

Photo / S. Morrison

## Rachel Tung

PA Piano Princess

by Kalle Thompson

It is an understatement to characterize senior musician Rachel Tung's involvement and achievement in piano as simply "outstanding." During her three years at Phillips Academy she has established herself as one of the school's finest pianists, and as her career here comes to an end, Rachel is modest and reflective as she discusses her time at Andover.

Before she came to Andover, Rachel had already achieved significant recognition and excellence in piano. She began playing the piano at age four, taking lessons and practicing several hours every day. At first, she didn't like playing the piano but her mom made her continue the lessons and practice diligently. It wasn't until Rachel was in the fourth or fifth grade that she began to enjoy playing, and she no longer had to be reminded or pushed to practice. Every Saturday she attended music school in addition to her regular lessons. As her mastery of the instrument grew, she began to gain recognition in competitions. Tung won competitions in Hong Kong and earned two honorary diplomas from renowned music institutions, the World College of Music and Trinity College, both in London.

Rachel arrived to Phillips as a new lower from Hong Kong. She continued her lessons with music teacher Dr. Peter Warsaw and quickly developed a close bond with her instructor. Her playing has since improved artistically, Rachel says, due to "the things I did since I came to Andover and my summer experiences...[making] my life more interesting." The passion provided through her new experiences has been subtly reflected in her music. "Andover hasn't hindered me; it's opened my horizons," she says. She adds, "Dr. Warsaw is such a good teacher... and a cool guy." He has been instrumental in bringing her achievement to a new level. Rachel believes that coming to PA was a good decision musically, although she would have been farther along technically had she stayed home. In Hong Kong she would have had a lot less schoolwork and more time to devote to fingering and the less artistic aspects of mastering the piano.

Dr. Warsaw says his stellar student is "an amazing young person" with a "diverse talent and unlimited potential." He believes her strengths are in playing very technical music with tremendous energy, clarity, and intensity. Rachel has the ability and the accomplishments, he believes, to go as far as she wants to with the piano. "She plays really accurately and learns quickly," comments Warsaw. He acknowledges, though, that her greatest challenge is being "soulful, poetic, [and] artistic."

Together, Warsaw and Tung have worked to maximize "the range of gifts she has" which makes her a pianist of elevated caliber. He sees music as an outlet for her boundless energy, which is "expressed and focused nicely" in her playing. Dr. Warsaw is sure that Rachel can thrive as a professional musician, for he's seen "real flares of artistry in her," a promise of what could happen should she devote the "tremendous amount of passion and commitment" she needs to find success.

Her tireless work ethic is complemented by her natural aptitude for pitch and her ear for music. Rachel possesses perfect pitch, a rare gift. She was able to cultivate this skill and devote time to ear training as a student in Warsaw's advanced music theory and composition class last year. The class undoubtedly helped to make her a more well-rounded musician.

As an upper, Rachel won the New England Young Artists Competition, allowing her to perform Chopin's Concerto #1 with the Gordon symphony. Another award received last year, from the Harvard Music Association (not affiliated with Harvard University), came with a cash prize of five hundred dollars. Rachel is also affiliated with the International Club and was previously the News Editor of their newsletter, PA World. She is currently president of the Philharmonia Society, which plans trips to Boston to see concerts, and is vice-president of the Jazz Band.

In addition, Rachel is currently co-president of the Chamber Music Society, with which she performs at least once each term. Despite her years of heavy involvement in PA's music scene, Rachel has not ignored her studies. Earlier this year, she was inducted into the first division of the Cum Laude Society. Her hard work has been rewarding; she was admitted early to Harvard University.

Her love of strong music is exemplified by the pieces chosen for her senior recital and senior concerto, her final performances at Andover. In her senior concerto she played the Rachmaninoff Piano Concerto #2 with the Phillips Academy Symphony Orchestra and for her senior recital she performed a mixture of solo pieces. After these final performances, she plans to relax for a while and take some time away from the intensity of playing piano at such a distinguished level. Her summers have been especially busy since she came to Andover. Last summer she went to Scotland with PA's musical *Big River*; she played piano for the production.

Rachel has also spent the past two summers at the prestigious Aspen Music Festival and School, a program for serious musicians aged fifteen and over. Most of the students, though, were in their twenties and many were from the top music school Juilliard, making it a very competitive environment. This summer she wants to spend more time with her family and just stay home for a while.

Like most seniors, Rachel says "I have no idea what I want to do in college" and she plans on taking time this summer to "do some research and find out what I'm interested in." She plans on studying music and continuing to practice and play with as much devotion as she does now, yet being a professional musician is not the only thing on her mind. Although a career in piano is a definite consideration, she is equally interested in other professions and will most likely not major in music.

No matter what Rachel chooses to do in college and beyond, her presence here will not be forgotten. Her contributions to and involvement in music at Phillips Academy have been invaluable and we wish her the best of luck as she ends her time at Andover.



# Andover's Own Ceramics Goddess:

## Alex Morrison Graduates with Honors in Art

by Katie Corwith



Thanks to God and apparently Katie Corwith (note her senior page), Alex Morrison is one of the brightest stars in the heaven of Phillips Academy. Her talent: ceramics. (Her claim to fame: her car.) She is perhaps the biggest ceramics buff on campus. On a quest to revive the spirit of the fraternity which used to occupy Benner House, Alex spends approximately 10 hours per week there throwing pots. In fact, last term alone, she made more

than 40 of them. She has an inordinately large number of teapots and mugs in her house due to a true talent for mass production.

In search of a new population of people to whom she can give her teapots and mugs, Alex will leave her nest in North Andover and fly to Alfred "No One's Ever Heard of Me" College in Alfred New York. She will embark on an exciting four year journey through art school, where she will be deathly afraid whenever she hears

the one phrase which haunts the nightmares of every art student: "Do you want fries with that?" Those of us who know and love her sincerely hope that her talent will preclude her from ever having to utter those awful, awful words that so many potential art professionals have in the past.

When asked what she sees in her life five years from now, Alex said (in a college interview at Syracuse) "a car, a house, and a dog" (which explains her upcoming matriculation at Alfred).

Obtaining said house would make Alex quite an oddity in Alfred, as the majority of residents live in trailers, but she may be willing to be the "town freak". Obtaining a dog, on the other hand, should be no problem for her, as they have a natural affinity for her. In fact, they are drawn to her as if she were "a dog in heat," if you know what I mean. Perhaps this is why she has so much success at the MSPCA animal shelter in Methuen, where she gives the dogs a last glimpse of true happiness before they are euthanized. The five hours she spends there each Wednesday irri-

tates her "fans," as we are denied access to the hip blue minivan she is known for around campus. Nothing compares to cruising with Al Morrison, and we are thus led to believe that if she can actually obtain the car of her dreams (a Dodge pickup truck which she hopefully refers to as "The Rig"), she will do a great service for the people of Alfred by driving them from "house" to "house" to check out the "party scene."

By now, you're all probably thinking "How can I be like Alex Morrison?" Well, kids, it is a daunting task. You must first develop close relationships with every Denny's employee, attend parties at their houses, complement them on their thirty years of sobriety, and and condone their plans to smoke pot until they are 88 and sitting in a rocking chair, saying "pass that puppy over here." This is only the first step. You must also have Brad Pitt held captive in a cage in your basement and think, "He's really the most boring pet in the world." You must also be fluent in Mandarin Chinese. Alex is able to say, "Where is my mother's car" with the ease of a Chinaman. (Unfortunately, this ability was of no avail when the minivan she shares with her mother was stolen by a band of heroin-shooting thieves who changed all of the presets on her radio, thus irritating us as we could not easily access Jammin' 94.5. Fear not, however, the car was found!)

Finally, you must hone your ceramic skills. Alex's dedication to pottery has impressed even the most skeptical of artists on campus. Her extraordinary rate of production certainly rivals that of anyone else here. She fills her van every month with beautiful clay pots and cups, a skill which may take her far in life.

With her graduation, we will lose a fine blue minivan, a loyal friend, but, most importantly, one of the finest artists Benner House has seen in a long time. Damn.



Alex Morrison, a ceramics phenomenon

Photo / L. Hoopes

# He's Just A Drummin' Fool:

## Will Glass Has Got the Beat

by Erik Jungbacker

In mid-September of 1995, a young boy with a very punk schoolbag gingerly strolled the main street of a town still unfamiliar to him, but which he would soon get to know very well, as this was the beginning of his high school career: he had enrolled in the Andover experience. Downtown an event occurred that would change his life forever.

Two men equally nonchalant in disposition struck up a conversation with me. One was scruffy and adorned with a Ween T-shirt, and the other, who was sporting a well-worn Husker Du shirt spoke: "Yeah, we were just on our way up to have band practice."

"Oh, you're in a band..." I perked up. Thus began my friendship with the man in the Husker Du shirt. This man is Will Glass.

Perhaps one of the most defining endeavors Will has partaken of during his Andover career is his involvement with the PA music scene. The best drummer I have ever met, and easily the most steeped in rock and roll character this campus has ever seen, Will's music has turned heads since his junior year. In various school orientated groups Will has proven invaluable; however, it is his outside projects and bands that have made Will the champion of Graves Hall. Junior year saw the advent of Eyore and Binga. Eyore was perhaps the coolest show in Quad Day history, and fostered Will's performance technique. Binga would soon blossom into super-group John Bell Limo, the band I would join the following fall.

When I did sign on, it seemed that Will stood very much the coordinator of the band, and to this day I notice this quality in him. Will has an authority that is unmatched and which stands the true test of good taste. With few exceptions, if Will felt something was crap, I knew it was time to reevaluate, while if Will thought something was good, that approval served as the ultimate compliment. Proving both pleasant and harsh at times, Will has never had trouble holding back these feelings.

Yet he has an abundance of style when he plays his instrument. Always open to new and exotic influences and continually attempting to improve, Will has developed unique techniques and a truly original approach to percussion. There is seldom a time when he is not scheming ways to incorporate African rhythms or jazz solo panache into the music. This drive comes from his belief that in order to be good at an instrument you must be diverse. That is the key lesson he has taught me, and

it is a testament to the type of personality Will possesses: open-minded and laid-back.

When Will wasn't playing music he was writing about it. This is evident from the four years of Backtracks and Courants that swarm with his musings. Will has two older brothers who, both having graduated from PA, served as sufficient encouragement for Will to take full advantage of his abilities and opportunities here.

The campus' foremost authority on Van Morrison's Astral Weeks and always quick to belt out any Sonic Youth tune, Will has an insight into and perception of music that is unparalleled- his ability to articulate his ideas is always intriguing. When talking to Will about music even the most pretentious listener will get the feeling that they are conversing with a true source. Will's knowledge is expansive and, best of all, filled with sincere appreciation and interest that is always a pleasure to hear. I have had many conversations with Will about what it will be like when we are rock stars. If

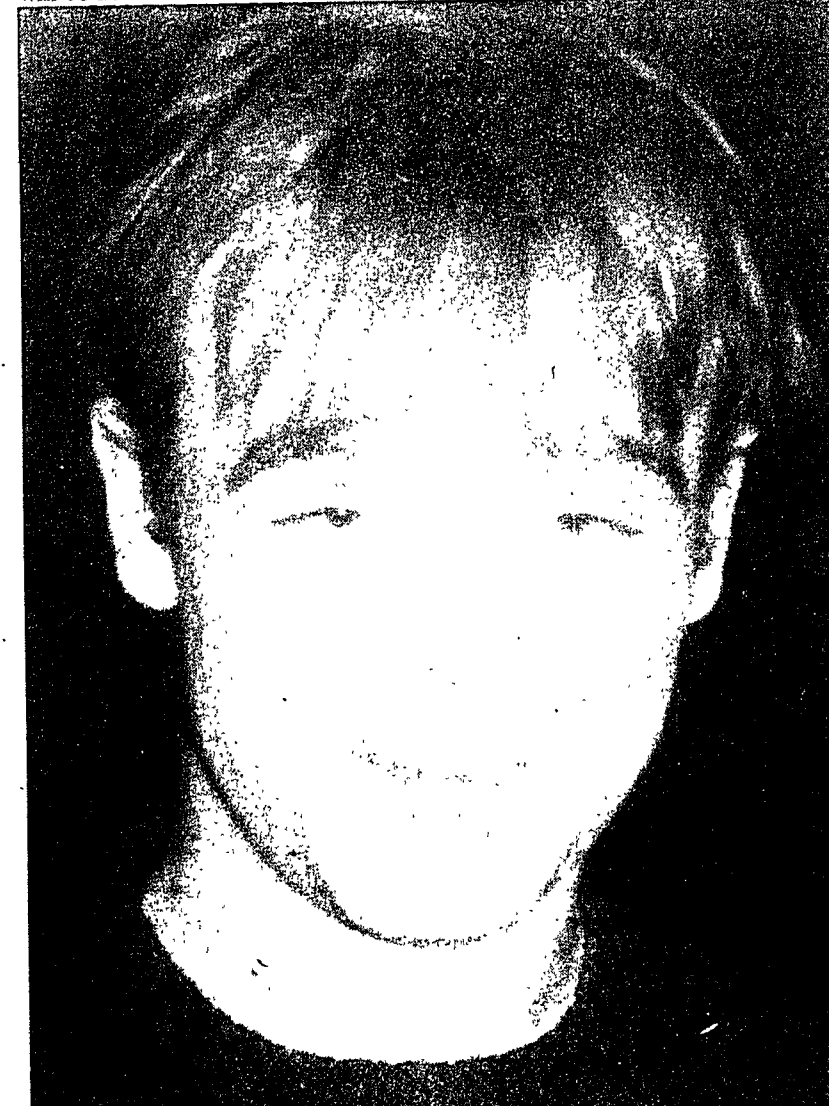
there is anyone who has the true talent and drive to be such, it is Will... and his classmates will cherish the ability to recount their experiences with the famous William J. Glass.

However, most important to me, Will has been a great friend throughout these last three years at PA. He has entertained me and others on countless occasions with dead-on impersonations and his unique ability to really trash Zack Waldman in the worst way possible. Will possess a magnetism that keeps his friends wanting to see what's going down even after they have left the PA scene. He is the "table's" (myself and others sat religiously at "the table" in Commons for a couple of years- Will was one of its founders) link to Vic Rachakonda and the extraordinary class of '97's In Cahoots, a band with which Will performed some of his most memorable moments on the skins. And more personally, with a generosity that is sincere and patient he has put up with my scratching his favorite record and falling ill on his sofa. Only recently,

Will wrote a thank you note to my father that has catapulted him into "The nicest boy ever" category in the Jungbacker household. His honest Midwestern charm has been a much felt presence in the PA community, and it will be much missed when he gadgets this June.

The future looks bright for Will, as he plans to matriculate to McGill in the fall and happily reside there, an American among Canooks and Quebecois. Montreal promises to be a city of opportunity for Will to flex his various talents, and it isn't too shabby a town, either.

Clearly, Will is on the road to better things. PA will definitely miss his presence in 1999.



Will Glass, drummer and cyclist

Photo / C. King



Dale Park, a musician in many ways

Photo / E. Whiteman

# A Walk in the Park:

## Dale's Musical PA Career

by Mindy Lo

Many readers may already recognize Dale Park '98 as one of the most active musicians at Phillips Academy. During his three years at PA, Park has performed more than thirty times here and with outside ensembles. His gift of music is partly influenced by his family, as he noted: "My parents always listen to classical music and my sister is an internationally ranked pianist."

Having played the violin for only seven years, he has held the position of co-concertmaster of the academy orchestra for two years. Although Park has only taken one term of voice lessons, his musical talent enabled him to be in the Cantata choir and Fidelio society and to play the solo role of Dido in Andover's recent production of the opera Dido and Aeneas.

Park loves singing and often sings simply for his own enjoyment, often in the hallway of Graves. He also works with three other musicians in the Academy Chamber group to perform in the Addison Art Gallery and at nursing homes when they have special events. He has even played in weddings.

Park took trumpet lessons during his junior high years but later quit. You may sometimes see Park play the piano in Graves, and he plays it so well that you will not believe he has never taken any piano lessons before.

Among the numerous productions that Park has participated in, Big River is definitely the one that he enjoyed the most and is most satisfied with. He played the role of a fiddler and trav-

eled with the production's actors to Edinburgh, Scotland. This year, he traveled again, this time with 120 other students, to Greece and Turkey to perform Dido and Aeneas. "It was overwhelming and it is the grandest production that I have ever got involved in," said Park about the Cantata tour.

At this moment, Park is looking forward to his senior recital on May 27. Together with two PA graduates, Adam Tober '97 and Justin Weir '97, he is performing some classical pieces and, a new direction for him, a jazz piece. "The PA music department and faculty, particularly Mr. Thomas and Dr. Warsaw, has always encouraged me to explore new musical pathways and subsequently helped me mature as a person."

Asked if he wants to become a professional musician, Park says he considers music only his hobby and a way of relaxing; he enjoys concerts and likes listening to music. At his new school, Yale University, Park plans to join the a cappella group, which he praises a lot, and if he has time, he will also participate in some chamber music groups. However, he will not join the orchestra because he does not enjoy orchestra rehearsals as much as he does singing. Park thinks that "playing the violin requires more discipline and singing is more fun than practicing violin." Since we all know that PA musicians push themselves too hard, his advice to PA musicians is: "Enjoy music; don't take it too seriously. Music is for fun."

# All She Wants to Do Is Dance:

## Andover Has Kept Vanessa Ho on Her Toes

by Mindy Lo

Do you know who Vanessa Ho '98 is? I believe most of you have heard of her but, for those innocent people out there, let me introduce her to you. Vanessa is a day student, a four-year senior and she has been one of the most active participants in the PA dance department. I did an interview with Vanessa the day after the performance of her senior dance independent project.

**Q: When did you start dancing and why?**

A: I started dancing when I was four years old in New York. My mum wanted me to lose some energy as I was always bouncing around. I loved dancing when I was little and my teacher was so much fun. She would play games with us and make up dances for us to show our parents. That is probably the reason why I got addicted to performing.

**Q: How did you get involved in the dance department in PA?**

A: When I was in ninth grade, I wanted to take ballet as a sport and that was also a reason why I came to PA. Four days a week, we would dance for an hour and a half and it was a stress relief for me. Later, I tried to get in as many dance shows as I could.

**Q: Do you remember your first performance?**

A: It was for the Grasshopper Night. It was a 45-second Russian dance of a Nutcracker scene. Although it was silly, I had lots of fun because Grasshopper Night is a big thing. The audience was so loud and, after the show, it made me want to perform more.

**Q: How many PA dance productions have you participated in?**

A: I don't know. Let me see... there was Esther with Cantata and we went to California, two for lower year, and upper year, three. This year, there was Nutcracker, Grasshopper Night, Dido and Aeneas, Canyon, Rivers and Stars, my senior independent project where I choreographed myself, my senior talent show and a senior recital with four other senior dancers, Ellen Yang '98, Sarah Josselyn '98, Jamie Schmill '98... seven productions this year. A total of about thirteen throughout my four years in PA.

**Q: Which one(s) did you like the best?**

A: It is hard to say. Nutcracker was fun. There were more than 50 people performing and even some who had not been involved in any school productions before. There were also three guys who have not danced before. They enjoyed Nutcracker a lot, and they started trying out for other school performances after that. It was a good bonding experience.

I also had lots of fun working for my senior independent project. I have never done anything that big before and I have spent the whole spring term working on it: watching videos, picking music, and choreographing myself. It was a little stressful but I still enjoyed it.

**Q: So, what are you planning to do in college and what are your goals?**

A: I am going to Northwestern University for a seven-year medical program. I believe they have great dance programs there and I am planning to keep up with my modern and ballet dancing. I guess my schedule will be pretty nice and busy.

**Q: What types of dancing do you like best?**

A: I have done ballet for most of my life and I started a little bit of jazz not too long ago, but I pretty much stuck to ballet. At PA, Ms. Wombwell taught me ballet and modern dancing, and Midge Brecher introduced different kinds of modern dance and I found it really interesting.

**Q: Do you have any advice for PA students or dancers?**

A: Right now, the dance department has already started to expand the dance productions. I think that most of the school dance productions are unseen by the PA community. I believe that PA students would enjoy the performances more if they know about them. They should keep their minds open to different kinds of dancing and they should come watch and have fun.

**Q: As you know, there are not a lot of guys in the dance performances. So, is there anything you want to say about that?**

A: They should definitely join the school productions. They should bear in mind that they do not have to wear tights; that is the first question that people always ask me because the guys think that they will look silly. In fact, some parts of the productions require more athletic guys with MUSCLES; for example, lifting people. They will have tons of fun too. Plus, if they take ballet as a sport, they will be in a room full of slim girls in leotards and I guess that is something that gets them interested in participating in the school performances.

After a short interview with Vanessa, I think that PA should definitely encourage more students to join the dance productions; as Vanessa said, we can have lots of fun too.





Nathan Littlefield tries to break the habit

Photo / E. Whiteman

## Is There a Doctor in the House? Littlefield Needs Some Healin'

by (you guessed it) Nathan Littlefield

A few years ago, I remember wondering just what little oddities and gems the Boston airwaves hid. Then, one day, in the back of a magazine, I stumbled across an obscure listing of radio stations and decided to test out a few of the ones that I hadn't heard. I was bored and needed to kill some time.

Thus, I discovered Harvard's WHRB, 95.3 on your FM dial, the home of at least twenty DJs who conspire to produce a late night broadcast called The Record Hospital. At first listen, the program doesn't seem too different from any number of college radio shows manned by dispirited graduate students who announce each song in a tone of voice that suggests extreme bereavement. Record Hospital announcers speak with the molasses-mouthed cadence of smack addicts on TV dramas. They shout the same questions about song titles back to their interns and receive the same sardonic answers. Superficially, it could be a show on any college radio station in the northeast.

When the people in the studio finally shut up and throw on some music, that initial impression quickly fades. The Record Hospital distinguishes itself from almost every other offering in the Boston area by consistently playing the most eclectic blend of music imaginable. I've heard Pink Floyd, Stereolab, Modest Mouse, the Flying Nuns, and pretty much everything in between.

Unlike most other eclectic broadcasters, the Hospital staff realizes that certain types of music complement each other, while other types do not. For example, on UMASS-Lowell's pitifully poor station I recall hearing the Rolling Stones' "Under My Thumb" played following a horrible

quasi-song by a Boston hardcore group called the Drop-Kick Murphies. If placing the Stones in the same sentence as a quartet of talented punks whose collective IQ probably doesn't exceed 100 seems brutal, imagine hearing them played back to back.

The Record Hospital has managed, at least when I've been listening, to avoid such travesties. I've heard hour-and-a-half marathons that take beautiful cross sections of music, both well-known and obscure, old and new, and spin them out in strings that simply should not end. On a recent Monday night, the DJ began with a block of three songs from the Raincoats' recently reissued 1981 cassette *The Kitchen Tapes* (it's on CD now), went into a Kraftwerk track, the title of which I cannot remember, continued through Slint, Sonic Youth's "(She's in a) Bad Mood," and, returning to the present day, put on "Head South," from Modest Mouse's stellar *It's a Long Ride...*

Before anyone falls over him or herself to add 95.3 to their preset list, let me explain a few problems with the station. First, WHRB's daytime lineup consists of a long line of bad classical and jazz shows. The Record Hospital does not begin until ten o'clock at night and concludes sometime in the depths of early morning. Of course, the Hospital itself has a few flaws. As best as I can remember, no DJ has lasted longer than about two months. Also, show quality can vary. Tuesday nights are almost always excellent, Wednesdays and Thursdays generally bad, and every other night varies.

No radio show is perfect, but some are slightly less imperfect than others. In The Record Hospital, I think I've found one of those little bits of broadcast goodness; at least, if I don't listen on Wednesday or Thursday night.

For those of you who were living under a rock without voicemail for the first part of May, what people in my dorm have described as "the biggest event of your high school career" took place on Sunday, May 24.

I'm talking about prom. I, personally, am not sure how much I like the idea of last Sunday being the apex of my high-school life/ the climax of my 3-year-long orgasm of life here, but so it has been labeled by dormmates and their mothers and so it shall, I suppose, go down in history.

Eek! (Do you find this half as disturbing as I do?)

I don't know... I don't think prom changed my life in any real, tangible way; maybe someday I'll realize that only at prom did I discover my true calling in life: to be a chaperone. No. That is an untrue statement. I didn't realize my true calling in life at the prom, but if you know what it is, or if you find it wandering around somewhere, please give me a ring at x6667. Thanks.

Of course, maybe I missed out big time and prom was really a huge meditation on life; in fact, I had one friend of mine comment that, because of prom, "I'm now a different person. I've grown in many ways." ...Hm. I think she was joking (I hope she was joking). I know I didn't change... all I did was take off my boa.

Which leads me to clothes. Like the Oscars or some obscene Hollywood slime-fest, prom focused (at least for the girls I know) on clothes. Petty it may seem, but petty it most definitely was not (well, not a whole lot). Well, geez, what else were we supposed to do?!? Work? Ha! (Oh, my teachers know how true this statement is. Whoa boy.)

For weeks (and I do mean weeks) before the main event, girls' dorms all over campus were abuzz with what people were wearing to prom. So the night we all stepped into the ring, eagle eyes watched for who wore what, who looked hot, and who looked like crap.

If you were there at prom, you already know the answers to these (then) burning questions. (If you weren't there, here's a hint: I looked great and so do all the people I know which is everyone because ooh I am so popular. Ha! This was a joke sentence; let's try that again.) If you weren't there, you probably don't want to hear any more about it. So I won't write

anything about it (Oops, that was a lie; sorry).

I just thought I'd call your attention to the fact that the main reason we have prom every year is so the girls can dress up and therefore satiate our need to be real pretty at least once during our stay here and to let everyone know just how hot we really are. At least, that's how I looked at prom.

Actually, the day of prom while wearing one's dress was fairly anti-climactic. This is because the girls had been dancing around in their prom gear for two months prior to that fateful Sunday and it was all downhill after that: we'd already been at prom for a few weeks. Maybe it was just my dorm that tripped around in our prom shoes beginning April 23, but I somehow doubt that.

The guys wore tuxes. They were black and white and made all our dates look uncomfortable. That's why guys don't get excited for prom; they're all wearing the same thing and the girls are all going to be taller than they are for the one night that matters (it is the climax of our high-school orgasm, remember??).

Really, what could they get excited about? Boutonnieres? Right. (Picture

we adopted for the day and lent our bathrooms to) gradually got dressed. The dressing process was impeded by the ever-frightening question of hair and the troubling controversy makeup created ("...liquid eyeliner? You think so? Will you apply it for me? I won't look silly? So does this mean I should just wear lip gloss or...") I heard this about seven times, and the answer is: no, you won't look silly with liquid eyeliner).

I really don't think it should have taken us an average of 4 hours to get ready, but it did. (I also really don't think I should have had any exams, but things didn't go my way then either.) From what I understand, it took the guys about 20 minutes to get ready for prom, if you count the shower and tying shoes (although, for some guys, the hair question was equally important. Do you wear it combed down, spiked up, or with an entire tube of gel keeping it pointing skyward? tough, real tough).

It would have been so much easier if we all had gone naked, don't you think? No frivolous dress-gazing, no painful high-heels, no... so maybe that would be a bad idea. Forget I said it.

After we finally pieced ourselves

did not eat because I don't eat tomatoes, salad, which I did not eat because of the tomatoes and a general aversion to salad, stuffed chicken with vegetables, which I did eat (I actually ate my own and Alex Heinegg's chicken and none of the vegetables), and dessert, which I ate in one bite because I was still (surprise!) hungry.

I think the swing-dancing was the highlight of the night. I almost decapitated several innocent dancers when Peter Christodoulo picked me up and swung me in a circle, my five-inch heels hitting about 2 couples and 4 girls dancing with each other.

(...Yes, I wore 5-inch heels... platforms, really; but I was still shorter than my date. So I'm short and a weakling. Big deal. Lemme alone.)

Back to swing dancing... I also reenacted my Garver Room tango from last term with Chessie Thatcher, who remains a smashing dancer. (Thanks, Chessie.)

Ooh! I had a near-death experience at the hands of Jamie "Fred Astaire" Cowan while trying to do the "pretzel." Not to malign Jamie's rather formidable dancing skills (he did, as you know, dance naked at the Blue Key head elections, just kidding; he wasn't

naked. Promise), but, being the (ironically) graceless chick that I am, he almost caused me to end up on the floor in a paperclip like position with my back broken, after my valiant attempt to keep up with him. (Actually, it is because of his quick save that I am not in traction right now. Thanks, Jamie.)

So what with Chessie and Doulo and Jamie (and of course Tanner who I dragged onto the dance floor multiple times throughout the night. Poor kid.), swing dancing was the best part of the night.

At about half-past midnight, we all emptied out of the dining room and lined up to get on *The Spirit of Boston*, a real big boat that had two dance floors. That is where we spent an incredibly sweaty three hours, either upstairs at the more traditional dance floor or downstairs at the Jammin' 94.5 dance floor.

It was fun but by that point everyone was still sort of confused because they couldn't figure out if they had missed the meaning of life which was somewhere in the salad, I think. After about an hour and a half on the boat, it was a struggle to stay standing, so we continued to teeter around on the dance floor because it was better than sitting and watching other people pretend they still had energy. By three A.M., everyone, especially the underclassmen prom dates who weren't as rested as their senior counterparts, had definitely lost whatever zest and zip they had come to prom with and became big lumps of mush.

So (this part I vaguely remember), we boarded the disco-boat-o-fun and got back on our buses. At this point everyone slept.

We got back to campus, and everyone clawed their way back to their rooms, some guys being nice and good and walking their dates to their dorms, only to leave them in a large heap in the doorway. There was then a mass nap until about 4 in the afternoon.

What was prom? The food part or the sweaty-dancing part or the sleeping in the bus part? All the people I've chatted with about prom only say it was "good." That seems a relatively weak adjective to give the soul-searching, meaning-filled "biggest event of my high-school career," but then, I guess that's what it was: good.

I am inclined, writing this a few days after the big day and still not being fully awake, to forget the bad things about prom (like the tomatoes or my inability to find my true calling in life or my irritation at being tired) and magnify the good things (like the swing dancing and dessert and finally wearing a feather boa), but as I struggle to retain perspective on this event... I can't. It was prom. It was fun. It was good.

...And so prom was over. And life goes on... (doesn't it?)

\*No prom dates were harmed in the writing or researching of this article. Leah Willis pinned it on for me, saving Tanner, me, and the rest of life as we know it.

# Feelin' the Spirit of Boston

## A Former Editor Reflects On the Prom

by

Grace Dingleline



Some prom goers (prove it!) assemble before the big event

Photo / File

## Frechette's Favorites

### The Movies You've Seen and Loved in 1997-1997

by  
Zach Frechette  
Features Associate

Leonardo DiCaprio and Kate Winslet share a moment

Photo / File

This '97-'98 school year has been one of the best and most prolific in recent history, in terms of great movies. We had movies that touched the heart, such as *Good Will Hunting*, movies that blew up the earth, such as *Deep Impact*, and movies that touched the heart, blew up the box office, and sank the ship, such as *Titanic*. Many of the years highest grossing and most critically acclaimed movies were films that the average Andover kid would enjoy. This trend towards pleasing a younger, hipper audience was made apparent at this year's Academy Awards, where all five of the best picture nominees were films that appealed to a wide range of viewers. This was in stark contrast with the Oscars of recent years, where the majority of the films nominated (*Schindler's List*, *The English Patient*) were, by our adolescent standards, boring. Indeed, there were some great flicks to be seen this year, and the following ones were the most noteworthy:

We'll start with the best picture nominated films, which all deserve mention in this article. All five of these

When you think about it, this film really got the most return for its investment; it cost so little to make, yet made so much money.

As *Good As It Gets* was this year's token romantic comedy best picture nominee at this year's Oscars. While this one was probably my least favorite of the bunch, it did have my buddy Jack Nicholson playing the role of an obsessive compulsive, which he performed quite well. The rest of the acting was pretty good as well, (almost every leading or supporting actor got a nomination for something).

Finally, how could I write about this year's Academy Awards without saying a word or two about the record breaking *Titanic*. This movie was originally scheduled to come out during the '96 winter holiday season, but due to various difficulties, the release was delayed a few months. I'm sure James Cameron has no regrets about this delay though, because, as I'm sure most people know, *Titanic* made more money worldwide than any other film in history - over one billion dollars - and it only cost a mere 200 million to make (please note the sarcasm here). It's one of those movies that can only be described as an epic, and it's gotten to the point where people should almost feel obligated to see it, as it is a landmark of our time.

But enough about the Oscars; after all, there are plenty of other movies that made history this past school year. For instance, in the action genre, action guru Jon Woo released two films, one a success and one a flop. The first movie was *The Replacement Killers*, a movie that showed off what Woo does best: non-stop action with none of that pointless plot crap or character development. His second movie, *The Big Hit*, probably should have been named *The Big Miss*: Aside from a great opening, the rest of the movie was just horrendous. I have a friend who hates going to the movies, because he says he always has a bad experience when he goes. Somehow I managed to get him to come see *The Big Hit*, and let's just say he'll never set foot inside a theater again.

The recently released *Deep Impact* is a great action flick about an asteroid colliding with earth in the near future. It's only been in the box office for a couple of weeks, but it shows some real promise, and kicks off what's sure to be a summer full of great movies. *Deep Impact* is the one of two movies who's plot focuses on asteroids hitting earth, no doubt inspired by the hypotheses of many scientists, predict-

ing a "deep impact" by an asteroid in the near future; *Armageddon* is the second, coming sometime in June.

Of course, while we're talking about action movies, who can forget *Godzilla*. This movie, while being an action packed thriller, falls into the category of big budget remakes. The original *Godzilla* came out decades ago, but the idea clearly still sells. That the idea sells, however, doesn't mean that the film is good. Alexi Chryssanthou looked forward to the film's release for months, buying promo posters and everything. However, during the film, which he saw during the first weekend after its release, Chryssanthou was seen in a deep slumber.

Someone must have been thinking the same thing when they decided to remake (for the third time) *Great Expectations*. This most recent version is really not very much like the original, or the book for that matter, because it is based in modern times. The featured actors are Ethan Hawke and Gweneth Paltrow, and it is an interesting interpretation of the age old love story.

A category that operates off the same principle as remakes - if they liked it the first time, they'll like it the second time - is movie sequels, and this year had no shortage of them. *Alien Resurrection*, the fourth in the *Alien* series, starred Sigourney Weaver, as did the previous three, as well as a new comer to the *Alien* scene, Wynona Ryder. This picture did relatively well in the box office, helping to demonstrate that even when Hollywood runs out of ideas, people still go see movies.

The same can be said about *Scream 2*, the sequel to *Scream*. This was one of the most anticipated sequels of the year, and for most people's money, it didn't disappoint. It wasn't quite as good as the original, but it was still a good all around horror/suspense movie. *Scream 2* was the second movie released by Wes Craven last year, the first one being *I Know What You Did Last Summer*, a movie similar to *Scream 2*.

The '97-'98 school year had some great movies for us. They made us laugh, they made us cry, and they made us wish Celine Dion had never sang that annoying theme song for *Titanic* that was played every two minutes on the radio. Nevertheless, I had a great time this year, enjoying some of the best cinema that there's been for a while, and I can hardly wait 'til next year.

together into a reasonably attractive jigsaw puzzle, our dates came to pick us up. It was at this point that the flow-ers came out and you were supposed to give one to your date. I was supposed to pin a flower to my date's lapel, but I must have bought the superman boutonniere because I could not get the fricking pin through the flower stem. (I would like to add that it had nothing, absolutely nothing, to do with the fact that I am a weakling. Nothing.) Poor Tanner (my date); I almost stabbed him and ruined his tux while trying put that thing on him \* And that would have been tragic because those tuxes are expensive.

The exchange of flowers was nice at the time, but rather impractical in my mind, at least, because, by the end of the night, the vast majority of the flowers were dead. Or, if you were Alex MacCallum and had put your boutonniere in the freezer, the flower was dead before you gave it to your date. In fact, by the time I saw Eddie Cho's (Alex's date) boutonniere, it was brown and wilting and most of the petals had already fallen off. oops.

So here's a tip: DON'T FREEZE THE FLOWERS; THEY'LL DIE.

I did not freeze my boutonniere. I am a good girl.

From the dorm, we moved to the Underwood Courtyard where we could eat very small bagels or drink a green or pink ginger ale concoction which, to the dismay of several hopeful prom goers, was not spiked.

Then we sat in the buses for an hour. Then Steven Carter came and made sure we were on the buses. Then we drove to Boston. That was fun. ...not really.

We got to the Seaport Hotel and ate food. Some people got their pictures taken in front of a "realistic" looking painted staircase. Others went and got "Shirley Temples" at the bar. I remember hearing one disillusioned kid saying that prom was all a charade. Okay, but a charade of what? A cocktail party? I guess so. Here we were, all dressed up and at a huge cocktail party, and it was all a lie: there was no booze in our Shirley Temples.

The swing dancing took place in spurts between the courses of our, what I shall generously call, "meal." The "meal" consisted of pasta, which I



Dancing on the Spirit of Boston

Photo / File





## CONGRATULATIONS

NATHANIEL KIRK

(Nanno)

Four Great Years of Learning at P.A.

WE LOVE YOU LOTS!

Mom, Dad, Anne, Garrett, Grandma, Grandpa  
Aunt Clay and Uncle Garrett

## CONGRATULATIONS Rachel Bain FOLLOW YOUR STAR

YOUR GRANDPARENTS ARE  
WITH YOU ALL THE WAY

DR. DAVID & DR. MARY BAIN  
SAM & MARY SAPIENZA



*Jamie,*

*As you prepare to leave  
PA and proceed on to  
follow your dreams we all  
want to express our pride in  
your accomplishments. Our  
love is with you in all your  
future endeavors.*

*Your Family*

## CONGRATULATIONS SEAN and the CLASS of '98!

KEEP COOL!



*Love,*

*Mom Dad Kerry & Finian*

MMMMMMMM

Millions of Good Wishes

Marvelously Good Times

Magnificent Successes

Multitudes of Happiness

Myriads of Adventures and

Mostly

Much Love

to

From

Bea Klier

ALEXIS U. MACDONALD



June 1994

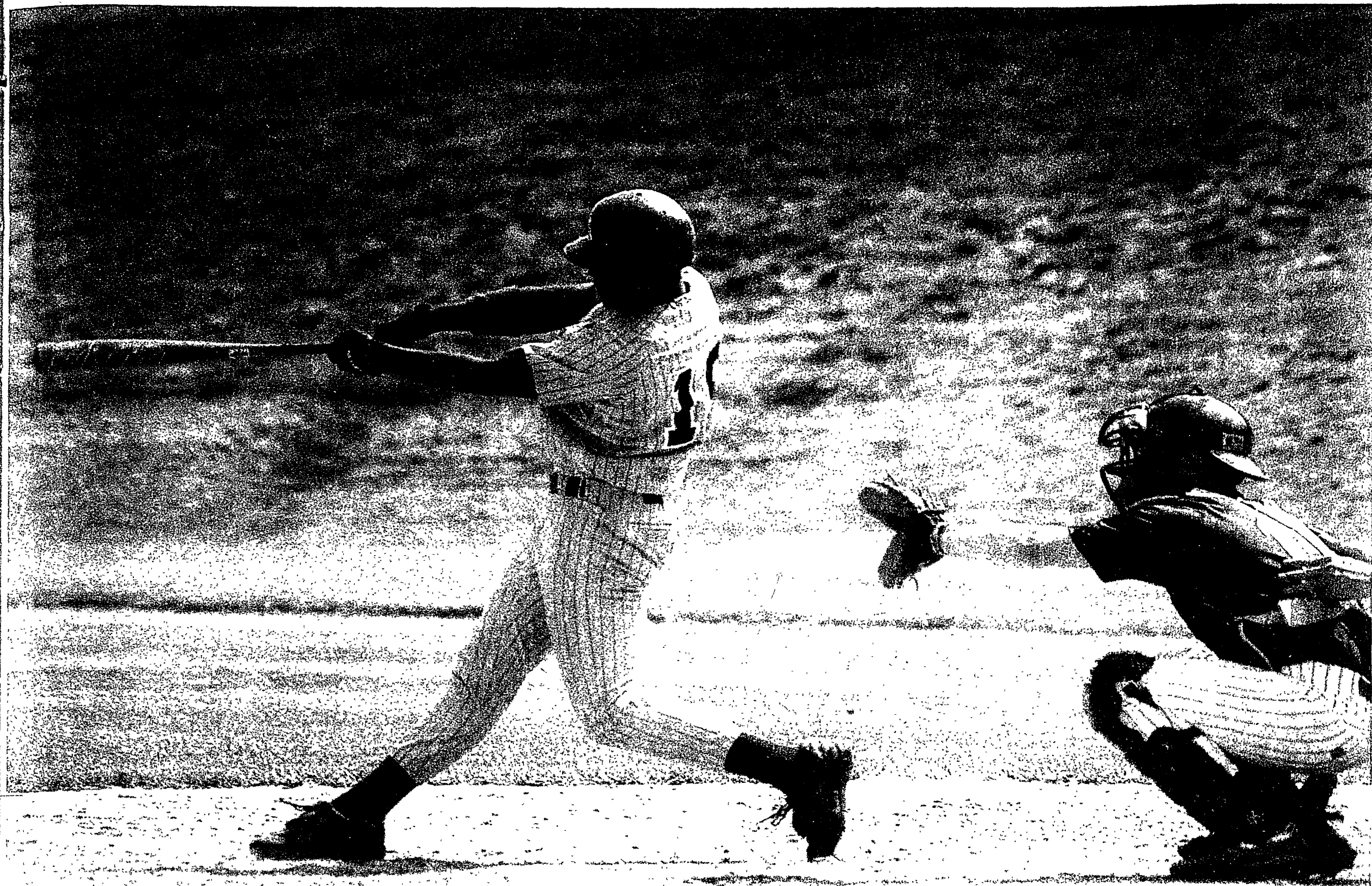
June 1998

*"From the first day in school until the day I graduated, everyone gave  
me one hundred plus in art. Well, where do you go in life? You go to the  
place where you get one hundred plus."*

*Louise evelson, DAWNS & DUSKS (1976)*

*Congratulations, Melissa! Throughout your life, we wish you the blessings  
of happiness, success and good health. Love, Mom, Dad, Emily & Julie*





# Baseball Wins Third NEPSAC Championship in Four Years

by Charles B. Finch, III  
SENIOR PHILLIPIAN SPORTS WRITER



From the beginning of the spring, many commented on the depth and the strength of the boys' baseball team. However, question marks also existed: PGs Mark Mahoney and Kevin Grant had to have

good seasons for any chance at success, while the team also had lost several stars from the previous year's team. When all of these factors sorted out, however, it became clear that the boys were in fact the best team in New England. Capturing its third championship in four years, Andover has reached the status of New England's best franchise. This year's team won in ways different from those of its predecessor, relying heavily on the big bats in the middle of the lineup and also forcing its starting pitchers to last for most of the game because of the lack of depth in the squad's pitching corps. As Captain Tony Dent '98 said, "This season was an amazing way to end my Andover sports career. I'm not quite sure how we did it, but we always got the job done; a lot of players came up big, especially some players we didn't even expect that much of."

The season began with Andover outscoring its opponents 51-8 in its first three games against Worcester, North Andover, and Reading. As it began in league play, however, the team's games got a lot more competitive. Going into a doubleheader with Northfield Mount-Hermon with a record of 5-1 (its one loss to Harvard JV by the score of 7-3) Andover split with the eventual tournament number one seed. Questions arose at this point in the season about the way in which Coach Andy Cline was juggling the lineup; he hadn't decided between Brett Farson '99 and Mike Turner '00 at catcher, while he also made the odd choice to bench Grant and Centerfielder Ryan Sax '98 each for one game. Ultimately, however, the team settled down, blowing through Exeter, Taft, Loomis and several other teams en route to the certainty of a tourney berth. The team's only other loss of the season came against Deerfield the weekend before the tournament. Andover lost 7-3 on a rainy day when the second game of the doubleheader was canceled because of dangerous conditions and three Deerfield runs scored on errors that can be attributed to the awful conditions.

That the three seed Andover had lost to the

first and second seeds (NMH and Deerfield, respectively) did not engender a great deal of confidence in PA fans. Nevertheless, Andover was confident coming into the tournament. The team's lineup settled and its pitching rotation set, the Blue knew it could dispose of any of the teams (the fourth being Worcester) it might face. After handily beating Deerfield by the score of 5-3, the boys expected to meet NMH in the finals. However, the upstart Worcester team beat NMH by the score of 8-0. Thus uncertain of their competition, the boys came into the championship game running on all cylinders. With Andover's hard-throwing phenom Marc Hordon '00 atop the hill, allowing few runs, the batsmen held the responsibility of winning it all; they certainly came through. RBIs by Grant, Mahoney, Dent, and Turner cleared Andover's path to the victory. It was a hard-earned 6-4 game that captured it for the boys, capping off a season of fine pitching performances and solid days at the plate.

## Deerfield

The Blue trekked out to Holy Cross for the tournament, jumping off the bus to play Deerfield at ten o'clock in the morning. Mahoney, who pitched a complete game and recorded seven strikeouts, controlled the tempo immediately, retiring Deerfield's first three hitters in order. Mahoney has been the team's ace all year long, and he came up big in a must-win situation. Coach Cline made an excellent decision when he sent the lanky lefty out to the hill; your best pitcher can't go the second game if the team is out.

Fireworks at the plate were provided by a resurgent Kevin Grant '98, who finally ended talks that he had had a subpar season in the batter's box by getting hits in five of his seven at-bats and driving in three runs for the double dip. In the first inning Grant hit a stand-up double; Mahoney helped out his own cause by singling in the PG shortstop. From that point, with the floodgates open, the Blue scored in each of the next three innings. Mahoney himself scored once, while Grant tacked on another run in the third. Captain Tony Dent also drove in a run; the leftfielder has been a consistent presence in the middle of the lineup for Andover all year long.

Mahoney, who scattered the four runs through the first five innings, was helped by a superlative team fielding effort. Brett Farson gunned out one runner trying to steal second, and made a nice catch by the Deerfield dugout, while Grant didn't let anything get by him at

short. The defense has been consistently good up the middle this season, anchored by Grant and Ryan Sax, and Saturday was no exception.

Behind once in the game, after the fourth inning, took control in the fifth and never looked back. After the game, expecting a break before playing Northfield-Mount Hermon, the boys were astonished to see that the hard-hitting team from Worcester had crushed the number one seed by the score of 8-0.

## Worcester

Andover held a commanding lead through the entire second game of the day, and finished off its opponents in the sixth inning when Mike Turner, who was handling the catching duties, drove in Grant and Mahoney.

The first run of the game came on a four-hundred foot smash of a sac-fly from Dent; according to Turner, "Kevin Grant was basically able to walk home from third." Following Grant's score, Sax came home on the most exciting play in baseball, the squeeze bunt. While some would argue that the runner/catcher collision provides more bang for the buck, there is no moment of tension greater in baseball than the moment before the batter crosses the plate or else is tagged out. Stalwart performer Brian Heighington '98 pulled the bunt off.

The momentum shifted to the Blue after this, and Hordon cruised on the mound. The hard-thrower also pitched a complete game, while helping his own cause at the plate with an RBI and a run.

Since the beginning of the season, pundits like myself have said that the Blue had the power, speed, and chemistry to pull off a championship victory. Saturday marked the nexus of Andover's multiple talents, and also marked a consummation of the team's season-long aspirations.

Coaches Cline, Sturges, and McGraw are due much of the credit. Molding a somewhat raw team into a smart squad is no easy task, and the coaches accomplished it with aplomb. They were helped, however, by a bunch of great hitters. Leading off was Sax, who hit .373 and had the highest On Base Percentage on the team. Grant, Dent, and Heighington, the next three batters in the lineup, combined 35 RBI's and a .320 average; Dent in particular stood out, assuming the role of captain and leading the team in RBI's, slugging percentage (an amazing .717), triples, doubles, average, bases on balls, hits, and runs. This phenomenal season will undoubtedly garner Dent an All-New Eng-

land award; said Matt Palmer '99, "Tony has been a great leader for the last two years, and I know that he'll excel at Princeton. Among his assets are his tremendous arm, his power at the plate, and his range in left." After the meat of the lineup, several players jumped into the five and six slots. Usually Mahoney and Farson hit here (Mahoney also hit in the second position several times), and each had a good season. In particular, Mahoney led the Blue effort, hitting .375 with 10 RBI's and 10 runs. He also possessed the little talents that win ball games: the ability to lay down a bunt, to run out a ball, to disrupt a double play. His stats would probably have been even more impressive had Mahoney not missed three games with a broken finger. Rounding out the lineup were usually a mix of the following: Palmer, Geoff Bough '99, Hordon, Shane Waldron '98, and Turner. Preferring to load the bottom of his lineup, Cline often batted the powerful and speedy Bough in the ninth spot, setting the table for Sax. Bough had an impressive debut, hitting .344 and getting on base in more than half of his at bats. As one of the few returning seniors, Bough will be expected to lead the team next year, a position he ought to step right into.

Equally successful were the pitchers of the team. With a starting rotation of Mahoney, Heighington, and Hordon, the Blue pulled through many games on the strength of its pitchers arms. Respectively, these pitchers went 4-1, 3-1, and 5-1, with Earned Run Averages of 1.70, 2.63, and 2.44. In relief, the fireball-throwing Palmer went 2-0 and allowed only three runs in thirteen innings while recording 12 strikeouts. An even more impressive strikeout record came from Hordon, who with his forty strikeouts averaged more than one K every inning.

Also on the mound was jack-of-all trades Chris Meserole '98, who pitched, played second, played third, and played short. In relief Meserole had an ERA of only 1.91, second best on the team, while recording the team's only save. Meserole also drove in six on the season and anchored the defense of the middle-infield with his sure-handedness.

A week after capturing the championship, Andover had its annual game with rival Exeter. Senior Steve Dietz started his first contest behind the plate, while other seniors filled all of the other positions on the field. Though the lineup was attenuated by these changes, which are pretty traditional, Andover dealt the Reds from up the road a crushing 13-1 loss. Sam Fold PEA '00, highly touted as the best player

in New England prep baseball, looked like a rookie on the mound. While Mahoney simply said, "Are bats were on fire," it seemed as though this chemistry-filled team chose to have one less amazing performance. Dent in particular went out in style in his last Andover game, going 4-4 with a couple RBI's. Heighington pitched an incredible game, losing his shutout in the seventh inning. "It was," said Hordon, "An extremely gratifying end to an extremely gratifying season."

Next year's team returns few starters, but at key positions like catcher, pitcher, and first, returners will lead the team. Also, next year should be a breakout one for Hordon, who has already established himself as a force in New England baseball. Also returning are Palmer, Farson, Ryan Gallagher '99, Mark Ottariano '00, Bough. While Coach Cline is optimistic, he understands that it will be a rebuilding year. But Andover doesn't rebuild; it reloads.

Andover's 13-2 baseball team may have been the school's most dominant varsity squad throughout the school year. In the words of Farson, next year's captain, "This was special. I feel lucky to have been part of such a great team."

## INSIDE SPORTS

Commencement 1998

**SPRING SPORTS D2-4**  
*Lacrosse, Crew, Softball, Track & Field, Tennis*

**WINTER SPORTS D5-8**  
*Swimming, Wrestling, Squash, Basketball, Skiing*

**FALL SPORTS D9-11**  
*Football, Cross Country, Soccer, Water Polo, Field Hockey*

**ATHLETES OF THE YEAR D12**  
*John Foreman, Heather Gotha, Kyle O'Brien, Nnamdi Okike*

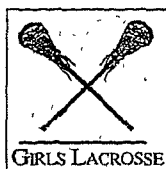


# The PHILLIPIAN

## Spring Sports

### Successful Girls' Lacrosse Team Slips in the Tourney

by Kate Macmillan  
PHILLIPIAN SPORTS ASSOCIATE



1998 was a year of both final seniority and rebirth for the Girls' Varsity Lacrosse team. The team had six seniors, all of whom started and were invaluable to the team, but also had eight sophomores,

four of whom started regularly and all of whom made great contributions to the squad. 1998 also marked the final year of coaching at Andover for both Kathy Henderson, who will begin a leave of absence next year, and Lisa Pimentel, who will coach at the JV level next year. With this in mind, the team determined early on that this would be a season to remember, and that it definitely was.

This year began with many things left up in the air. Last year's roster carried eight seniors, including six starters, leaving huge gaps at nearly every at the beginning of the season in April. Luckily, the superb leadership of captain Whitney Grace '98, along with that of the team's other seniors, Jackie Bliss '98, Erin Dougherty '98, Heather Gotha '98, Annie Morris '98, and Helen Struck '98, provided a great deal of structure and unity to this otherwise young squad that had ten new players.

The season's first game began on a high note when the Big Blue traveled to Kimball Union for a hard-fought 11-10 victory. Even at this early stage in the season Coach Henderson saw a tremendous smoothness in the team, despite the fact that most of its players were unused to playing with each other.

This game also marked the advent of Sarah Cote '00, who, in only her second year of playing, was able to shut down her All-American player on defense, and would come to be relied upon all season for marking out different teams' star players. Such a victory boded well for the Big Blue, and it looked forward to its next game, N.M.H.

Last year the Big Blue had suffered a humiliating defeat at the hands of N.M.H., and this year it swore revenge, which it achieved. When the two squads met, Andover led by a score of 9-2 at half-time and would go on to

win 16-11. This game was a great demonstration of the Blue's explosive, high-scoring attack, which averaged twelve goals a game. In this contest, as in many others, eight different players, including two line defensemen, tallied goals, which is quite an impressive feat.

The next game was the first hindrance in the Blue's season: a 10-10 tie against an inferior Harvard JV squad. This match, however, did establish the incredible talents of Christine Anneberg '00, who was a new addition to the Blue this year.

Though Harvard scored in the game's final thirty-five seconds to take a 10-9 lead, Anneberg calmly blasted a free shot past the Harvard goalie with only fourteen seconds remaining to salvage the game for the Blue. Her heroics were simply unforgettable, and all season she continued to demonstrate her sheer athleticism by excelling at nearly every position on the field.

Concord-Carlisle High School was the next team that Andover faced, and, judging by the 14-2 score, it was no match for the Big Blue. The following Saturday, however, a talented Taft team paid Andover a visit, and it was one the lacrosse team would have rathered forget. Despite a five-goal performance by Gotha and a terrific effort in goal by Chace Wessling '99, the Blue fell to Taft 10-12 in overtime. This was the season's first loss and proved that the Blue, which had at one time seemed invincible, did actually have some chinks in its armor after all.

If the Taft game brought about any good, it made the Blue want and value victory more than ever. In the following three weeks, which were unfortunately plagued by rain and cancellations, the squad defeated three formidable opponents (B & N, Tabor, and Winsor) soundly by scores of 13-4, 15-10, and 11-6, respectively.

The team then traveled to the Eastern Independent League (formerly A.I.S.G.A.) Invitational Tournament, which Andover had won each of the past five years. In the day's first game it faced an undefeated Berwick squad, which it easily defeated 9-4. Heather Gotha was the star off this game for Andover, netting three goals. Andover then went on to play Tabor for the championship. Though the Blue



Captain Whitney Grace '98, fending of an opposing defender, and the girls' lacrosse team had another impressive season this year

Photo / L. Hoopes

took a commanding 5-0 lead in the game's opening minutes, Tabor managed to tie the score up on a slew of goals late in the second half, and with only two minutes left in the game it took the lead for good. By the end Tabor simply played as though they wanted the championship more, and thus the Blue relinquished the

title of champion for the first time in five years.

The season was not over, however, and still two tough games remained on the Blue's schedule. The first was Hingham High School, whose squad was undefeated and ranked first in Massachusetts. Although Andover struggled in the first half to only a 4-3 lead because of such radically different styles of play by the two teams, in the second half it came alive.

This game, which ended with a 13-4 score, was highlighted by the exceptional seven-goal, two-assist performance of Gotha, who made an incredible case for her All-American candidacy, and by a near-shutout in the second half on the part of goalie Wessling.

The season drew to a close with a huge victory over Exeter. The Blue took the lead early and never looked back. The multiple-goal campaigns of seniors Gotha and Dougherty highlighted this contest, and in addition line defender Struck, in her final game, recorded her first point ever on an assist late in the second half.

The game ended with both happiness and sadness, for, although sweet victory had come, a number of brilliant careers had come to an end. All of the seniors, plus both coaches, had participated in their last varsity game, and no one wanted the season to be over. The team lin-

gered at the field for awhile after the last whistle, as if to somehow prolong this successful season.

While the 1998 brought an end to a number of terrific careers (Gotha became number three on the all-time scoring list, Dougherty number four in goals scored), it also provided a glimpse of what lies ahead for the Blue, which should be an incredible team to watch in the next two years. Kate Macmillan '00 (fifth all-time in goals) and Ashley Harmeling (third all-time in assists) were the team's second and third highest scorers, and both are only sophomores. Other big scorers, such as Tysie Sawyer '99, Megan Hayes '00, Anna Valeo '00 will also return next year, as will a solid core of defensive players, including Rachel Burnes '99, Emily Tompkins '99, Anneberg, Cote, Hillary Fitzpatrick '00, and Susannah Richardson '00. Finally, Wessling and Fahreen Sunderj '99 will continue their impressive showings in goal for one more year before graduating.

Next year's squad with Wessling as captain, will definitely be different in terms of character and coaching, and will have to work incredibly hard to win; however, as long as it can emulate the spirit and unity of this year's team, it will surely be a great success.

### Girls' Crew Takes Interschols

by Lily Greenfield-Sanders & Katie Smith  
PHILLIPIAN SPORTS WRITERS



This year's girls' varsity crew had an exceptional season, culminating in its first place finish at Interscholastic competitions on May 23rd. Many were skeptical about this team's potential earlier in the year because of the large number of rowing seniors

that graduated last year, but doubts were put aside as soon as they became aware of the strong novice potential that matriculated into Andover this past year. With 60 girls trying out, one of the largest turnouts ever for girls spring crew, the head coaches, Katherine Lucier and Charles Wray, had a great amount of talent to choose from and the competition for seats continued throughout the season all the way down to the fifth boat.

The first boat started the season with only two returning G1 rowers, Claire Coffey '99 and Annie Lux '98. At the opening of the season it was difficult to tell who would fill the remaining seats in the boat. The crew's biggest struggle throughout the season lay in trying to find the true speed and discipline that the girls knew they were capable of. Challenged by the remarkable strength of the second, and from the entire prep-school division, the girls continued to push themselves to new levels all through the season. With two weeks left to go in the season, they defeated NMH in a decisive victory and the seats in the boat were finally set for Interschols. The rowers starting from the bow were Melissa Sullivan '98, Caroline Pollack '98, Liz Glenn '99, Sarah Hendricks '98, Claire Coffey '99, Morgan Madera '99, Annie Lux '98, and Emily Thorton '01. One stagnant force throughout the season came from the excellent coxswaining of Captain Katie Smith '98, who exemplified true spirit and dedication during every day of the season. The rowers were somewhat discouraged by their losing streak, but pushed through with confidence to win their second place finish at Interschols against formidable competition. The girls ended their season with impressive wins against St. Paul's and Exeter who had beat them by a 10-14 second margin earlier in the season.

The girls' second boat had, undoubtedly, one of the most successful seasons in recent history. They started the season off strong with an undefeated record until their disappointing loss to Exeter two weeks before interschols. But the girls took this loss not as a discouraging event, but rather as an inspiration to row harder and get revenge on them at Interschols. The second boat rowers always had it in them to win with their remarkable vigor and vivacity that they showed in every race, but the constantly shifting positions made it hard for the girls to get used to a set boat. It was this strength that allowed many of the rowers to move up to the first boat, and the former G1 rowers showed great strength of character in their positive attitudes towards the boat adjustments. By the time Interschols rolled around, the boats had been set at Liz Lasater '01 in the bow followed by Sara Lepore '99, Liz Andersen '00, Kate Larsen '00, Emma Soichet '98,

Liberty Howell '98, Jess Schoen '99, and Biz Ghormely '00 at stroke.

The chaotic and exciting interscholastic competitions took place on May 23rd against over 12 schools from all over New England. The girls second boat had an exciting morning in their early heat, and did not merely make the top three needed to qualify, but actually won it. They raced the first 1000 meters according to their regular race plan, and started off the line as the announcer put it, "at a blistering 46 rating." They then settled down to a 34 rating, and at the 1000 meter mark, coxswain Lily Greenfield-Sanders took them down to a 30-32 rating after seeing that they were clearly in qualifying position. The girls rowed with intense power for the remainder of the race, but took the rating down to a low 28 at one point in order to get ready for their much anticipated final that afternoon. The girls tried to stay as removed from the hectic scene as possible for the rest of the day, and went to the movies during their break. However, they returned to their feisty state at around 3:30 in the afternoon to anticipate their 4:30 final.

The pressure from Exeter and St. Paul's was intense and it was apparent to all of the rowers that they would have to row the race of their lives in order to win. The girls launched on time, but were soon fairly frazzled by a number of mishaps including a false start at the line. The girls recovered from their crash with the Exeter boat, and relined to start the race. They took off the line at a high 44 rating, and maintained it until their settle 20 strokes later. They then remained at a slightly high 35 rating because of the strong tail wind blowing down the course. The girls soon took a five seat lead on Exeter and held it until the 500 meter mark where they took a power twenty to move ahead. By this time, St. Paul's was shifting into full gear and had moved slightly in front of Exeter. The girls reacted to this fierce competition at the 1000 meter mark when the coxswain called a power 10 that reminded them that it was only a matter of 60 more strokes. Andover, Exeter, and St. Paul's stayed neck in neck with occasional 2 or 3 seat bursts from each team, but Andover maintained a 4 seat lead up until the 30 stroke sprint. The girls took the rating up to a 37 for the rest of the race and finished with a commanding 3 second lead on Exeter and St. Paul's.

The success of the girls second boat was also seen in the determination and confidence of the girls first boat. In the early afternoon the first boat prepared to row in the heats to establish a position in the 5:00 finals. The first boat waited at the starting line with confidence and anticipation, not knowing how their strength compared to the other teams. They reached the first 1000 meters of the race as usual with full pressure, rating and intensity. Right from the start, the Andover team established their lead as the strongest boat in the heat. They pulled ahead of the other 5 boats to hold an open water lead at the 1000 meter mark. At that moment, knowing that the girls would qualify, the coxswain called for them to take the rating down so that they could conserve their energy for the final. The girls crossed the finish line in second place at a rating of 31 SPM, letting Kent expend their energy in a sprint at a rating of

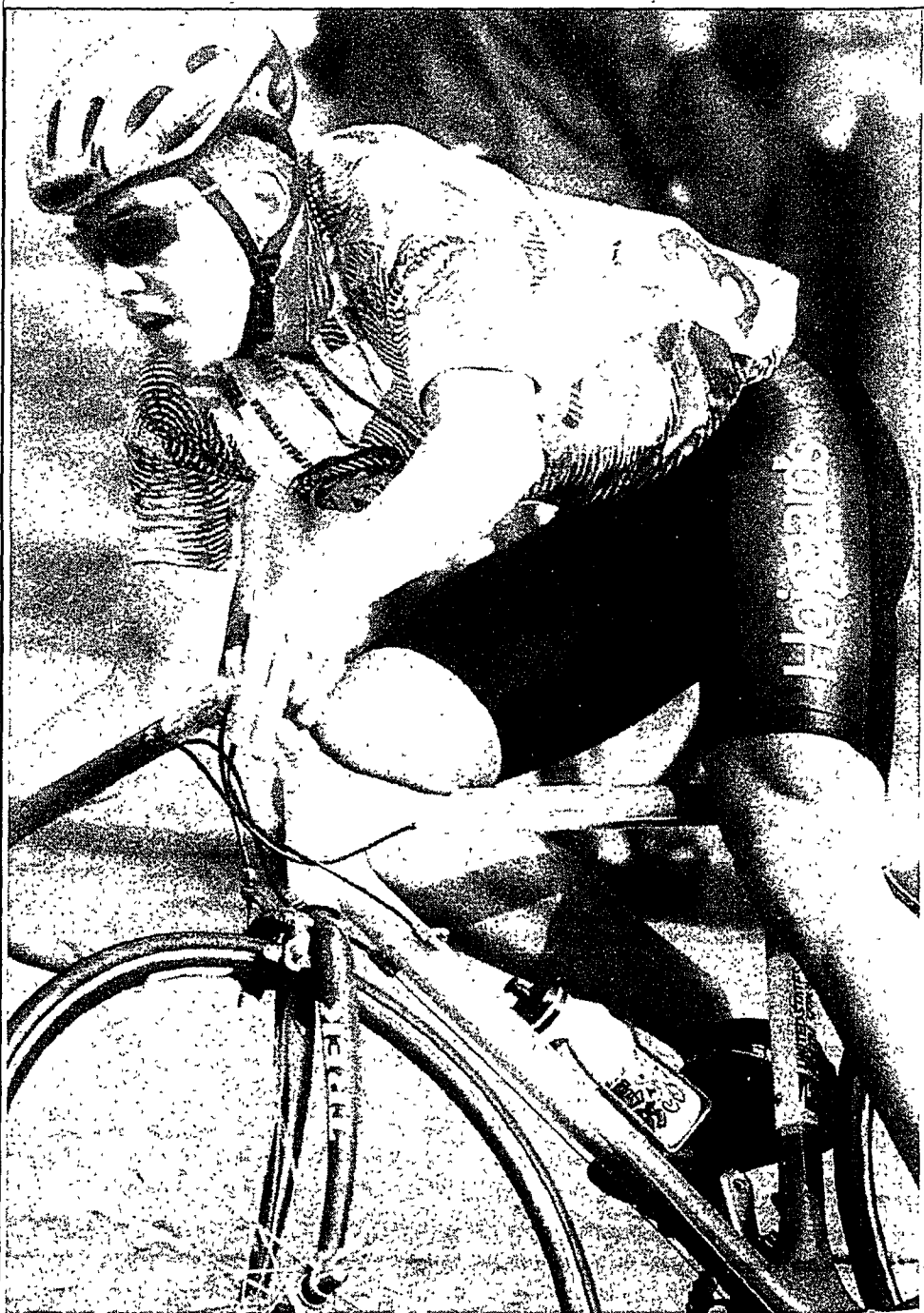
approximately 40 SPM.

The girls first boat came off the water with confidence in where they stood with a finishing time of 5:19, which was only two seconds behind the fastest time which was set by Exeter at 5:17. The girls removed themselves from the park to conserve their energy from the heated sun and the excitement of the crowd. They returned at 3:30 to prepare for their much anticipated 5:00 final, the last race of the day. The girls first boat stood at the line warm and relaxed with Kent, Exeter and St. Paul's sitting to their right. Each boat exploded off the starting line with visions of winning the gold medal. The Andover crew showed a very impressive start which placed them ahead of all the other boats. St. Paul's and Exeter would not relent in their power, however, and stayed close behind. The Andover girls first boat took a power 20 at the 500 meter mark to establish a lead in the beginning of the race. This was a powerful 20 strokes which allowed them to hold a close lead to the remaining boats. The St. Paul's team took a power move at the 750 meters, and although the Andover coxswain called 10 strokes to respond, the strength of the St. Paul's team allowed Andover to push ahead. The Andover team took a power ten at the 100 mark to stay in the race. At this point, St. Paul's had established 3/4 of a boat's length lead, with Andover at second with Exeter close behind. With 500 meters left to go, Exeter tried to push ahead and started to gain a seat or two.

The Andover girls were unwilling to relent their second place position and prepared to pull it out at the spring. With 30 strokes left to go, St. Paul's was still in first place, and it was a close race for second between Andover and Exeter. The girls were reminded how much they wanted to win held their lead until the finish. After crossing the finish line, the margin was so close that they did not know whether they had come in second or third place. The Andover team rowed up to the medals dock to receive their second place metals from the official. Their placing in the final race allowed the Andover girls' crew team to win the points trophy with the first place finish of the second boat and the second place finish of the third boat. It was the first time in the history of New England's that Andover has won this trophy, which is a great honor and accomplishment.

The third boat enjoyed tremendous success on the season, too. The team suffered only two losses, both to Exeter, at Interschols and in the regular season. At Interschols the team showed great effort, placing second. The crew fell behind early, and then cut the deficit to half a boat length in the final ten meters. Unfortunately that was as close as it would come, rowing a great race, but placing second. With their strong time, if the girls had entered the G2 race, they would have come in second, behind only the Andover G2 boat. Coxswain Kristy Wiehe '99 who led the boat through its exciting season with intense enthusiasm.

The girls' crew team had a remarkable season illustrated by their first place finish at Interscholastic competitions on May 23rd. The team is losing a number of four year rowers at this year's graduation, who will all be sorely missed.



Paul Okner '98, shown here in the team's only home race of the season, which the Blue won, was one of the senior leaders on this year's Andover cycling team. With a strong group of returners for next year's team, including star Chris Hedges '99, Nick Smith '99, Tad Hodgson '99, Albert So '01, and Tara Soraghan '99, the cycling team once again looks towards a good season next year.

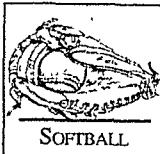
Photo / L. Hoopes



SPRING SPORTS

Softball Regains Old Winning Form

by Bridget Cook  
PHILLIPIAN SPORTS WRITER



The very successful softball team proved itself as a highly qualified, determined and talented team whether in the field or up at bat. This year, the silver anniversary for softball at Andover, was very exciting, the team finishing with an overall record of 15-1. The leadership of Peter Drench, or Papa D, as he is affectionately called by the girls on his team, played a big factor in the success of this team. Co-captains Rachel Bain '98 and Liz Siliato '98 were the leaders on this team throughout a season coach Drench deemed as "outstanding."

The season started off well, as the team won its first game easily against Nobles High School, 5-0, with freshman Erica Hubbard pitching a no-hitter in her first time on the mound for Andover. She also chipped in at the plate, hitting a home run to left field. This game was a good omen for a team that would end up having a very successful season.

The season was ended a good note, too, with a 19-4 victory over Exeter. The last game of the season ended quickly, however, when the fifteen run rule was put into use in the fifth inning.

The team was saddened to see the graduating seniors go, as was Mr. Drench, who graciously handed out roses to the seniors on the team. This year's seniors were all very talented, as illustrated by their final year together.

This years graduating seniors included captains Rachel Bain and Liz Siliato, both four year members and starters, Kelly Roberge and Sarah Shannon, as well as the newest member Lisa Shaughnessy.

The team's three year manager, Sarah Corbin who has become a part of the team as well, will also be graduating this spring. Both Captains head off to Division 1 teams in college, knowing that they have been a part of one of Andover's most successful softball seasons ever, since their freshman year in 1995 when the teams record was 17-2.

The team controlled all of its opponents until the tournament at NMH on May 16, where they were defeated by Cushing Academy, 2-1. It was a difficult loss, one that many teams would not have taken very well, however the girls' varsity softball team showed that it would not faze them and came back to win the rest of the games it played.

Commenting on the team's one and only loss, coach Peter Drench said that the "team played well but ran into a team (Cushing) that played its very best. I was very proud of the way the team rebounded and played even better after the tournament."

One of this season's greatest assets was the addition of star pitcher and power hitter, freshman Erica Hubbard. She won ten games and recorded one hundred-thirty two strikeouts during her first season playing for Andover's softball team.



Photo / D. Magnus

Rebecca Godsill '99 applies a tag

ball team. With three more incredible seasons left, the underclassmen look forward to a bright future for Andover softball. Another obvious highlight of the season was Joisan Decker's '99 grand slam home-run at Exeter; this showed the depth Andover has built in its softball program.

The members of the team were very pleased with the results of the season as first year player Marlana Montanez '99 commented, "Through all the stuff that we have gone through this year in terms of school, we managed to stay together and have a great season that I am really proud of."

This team has a lot to be proud of this year. With a strong record and such great effort throughout the season, the girls' varsity softball team enjoyed a great season. And, with so many team members returning next year, it is sure to be another good season. Still this year's outstanding crop of seniors graduating will not be easily replaced as Andover girls' softball looks ahead to the future.

SOFTBALL AVERAGES

BATTING																
NAME	G	TAB	AB	R	H	RBI	Avg.	2B	3B	HR	BB	SB	SLG	OBP		
Bain	16	57	50	17	24	15	.480	4	0	0	5	3	.560	.526		
Breen	15	9	6	5	1	1	.167	0	0	0	1	2	.167	.333		
Campbell	16	43	35	10	9	10	.257	3	0	0	6	0	.343	.372		
Decker	12	23	19	5	4	6	.211	0	0	1	3	1	.368	.304		
Godsill	16	28	20	8	7	6	.350	0	0	0	2	0	.350	.357		
Hubbard	15	53	47	14	22	20	.468	4	1	1	4	0	.660	.509		
Judge	11	12	9	1	1	1	.111	0	0	0	3	0	.111	.333		
Montanez	13	11	9	1	1	2	.111	0	0	0	1	1	.111	.182		
Otway	14	44	36	12	14	8	.389	1	0	0	2	1	.417	.409		
Roberge	16	59	39	18	10	9	.256	0	0	0	13	3	.256	.390		
Shannon	8	2	2	2	2	1	1000	0	0	0	0	0	1000	1000		
Shaughnessy	12	27	22	1	3	3	.136	0	0	0	4	0	.136	.259		
Siliato	16	57	48	17	21	15	.438	4	0	0	6	3	.521	.491		
Tsai	16	66	50	21	18	9	.360	2	0	0	13	7	.400	.500		
Wang	16	46	37	6	9	3	.243	0	1	0	7	2	.297	.391		
TOTALS	16	540	432	138	148	109	.343	18	2	2	71	23	.407	.428		

PITCHING													
NAME	App.	W	L	ERA	IP	H	CG	ER	BB	HP	SO	Sv.	
Campbell	3	0	0	2.33	3.0	0	0	1	7	0	2	0	
Hubbard	12	10	1	0.45	77.67	19	9	5	20	6	132	0	
Shannon	6	5	0	1.33	26.33	15	1	5	13	3	17	0	
TOTALS	21	15	1	0.72	107.0	34	10	11	40	9	151	0	

Boys' Track Stuns New England at Interschols

by Austin Arensberg  
PHILLIPIAN SPORTS WRITER



Led by a solid core of returners and a talented group of newcomers, the boys' track team ended its season on a great note, shocking New England by placing first at Interschols and hammering Exeter in the last meet of the season. Veteran runners John Friedman '98 and Captain Nnamdi Okike '98 led the Blue throughout the season, especially at Interschols, where Okike outscored the whole Exeter team by himself. The strength of new runners old and young alike stretching from junior phenom Ben Phillips '01 to PG Beau Williams '98 gave the team extra depth.

With Okike and Williams both running near sub 50 second 400M Andover outscored nearly every other team's sprinters in every meet. This talented group of sprinters, combined with Friedman in the distance events, made for very successful results from Andover's runners throughout the season.

Tewksbury

In one of the team's early meets, it beat Tewksbury, a local public school, by eight points. Captain Nnamdi Okike, who won all three of his events including the 400m and the triple and long jump, was Andover's high scorer, starting the season on a great note. His 51 second time in the 400m was a great performance for only the second meet of the season. Without long distance extraordinaire, John Friedman, Ben Phillips was forced to step up for the long distance runners, placing second in the 1500m. Phillips' record breaking second place finish was only a hint of the ability he showed throughout the spring. Lewis Brown '99 ran a very competitive 100m sprint, winning by a mere two tenths of a second. Senior runner Drew Maletz ran his first 800m of the season against Tewksbury's tough competition, pulling away from his competitor in the last 350m with a great leg kick. Maletz's consistent efforts were integral to the team's success this season. The early win against Tewksbury set the tone for a great year and built the team's confidence.

Interschols

Andover, the host of the 1998 Interscholastic tournament, gave the home crowd plenty to cheer about, surprising New England and winning the tournament. The dramatic win was highlighted by Nnamdi Okike's routinely spectacular performances in the field and on the track. Even the day's oppressive heat could not prevent the team from avenging a narrow loss to Northfield-Mount Hermon at last year's Interschols.

The four by four hundred relay team was dominant at the meet, with runners Williams, long distance runner Collin Dinneen '99 Maletz and Okike turning out a text-book performance with smooth hand-offs and a first place finish. Okike, in a great showing at the meet, scored 26.5 points, outscoring the entire Exeter squad by a point and a half.

For his outstanding performances at Interschols he was named Most Valuable Player. Williams also ran well at Interschols as he was a member of the first place winning 4x400 and 4x100 relay teams, and the winner of the 400m event, avenging his previous week's loss to a Loomis-Chaffee.

The long distance group could not have

picked a better time to finally run at the high level that had been expected of it all season. Friedman blew away all the competitors in his final 3km race at Andover winning the race in 8:52:75.

Moments before the 1500m race, Friedman was called upon to run for Andover and although cold and tired, still placed fourth. Ben Phillips once again broke the freshmen record for the 3km in a surprising race following just behind teammate Friedman

The most exciting race of the day was the 4x100m relay. Consistently an underachieving squad, the boys overcame the eighth lane position and won the race rather convincingly. By

surprising everyone at the meet, the boys, amidst almost setting a new school record, put Andover in the driver's seat for first place and ultimately led to the team's overall victory.

The leadership of coach John Strudwick and its captain Nnamdi Okike was invaluable to the team's success all season.

This spring, the track team set new expectations, winning Interschols, which will be a challenging legacy to replicate next year as captain-elect Brian Saunders '99 and the track team will sorely miss this year's seniors.

Girls' Tennis Gets Rained on

by Drew Chin and Pat Murphy  
PHILLIPIAN SPORTS WRITERS



After an abbreviated season marked by an unprecedented number of cancellations due to bad weather, the girls' varsity tennis team still managed a ninth place finish at Interschols after compiling a regular season record of 2-3.

Regardless of the team's record, this year acted as an important learning experience for the girls as it tested not only their patience but also their ability as a team.

With only three returning players, captain Roopali Agarwal '99, Amy Teleron '99, and Carolyn Grace '99, this year brought many new faces to the team, including the new coach, Leon Holley, who assumed the position this year for Debbie Murphy. On the coaching, Grace remarked, "This is Coach Holley's first time coaching tennis and he did a great job getting us organized since we lacked focus at the start."

Going in as a team comprised of mostly rookies, the Blue deemed this to be a transition year, unsure of how their season would turn out. But the intense play of Thalia Forbes '01, Sasha Hrdy '00, Robin Lee '98, and Wendy Huang '01 actually strengthened what had previously been thought to be a weak lineup, playing an integral part in the Blue's two victories. In her first season, Forbes proved to be a dominating force at the number four singles spot, threatening her opponents with a combination of her sound groundstrokes and serves. Another junior hopeful, Huang joined the team in the latter part of the year, and proved worthy of her billing, making significant contributions in both singles and doubles.

Though skilled, these less experienced players had trouble adapting to each other,

especially in doubles play. There was constant miscommunication and a lack of intimacy between the players at the start of the year. But as the season progressed, they were able to further develop their relationship both on and off the court, making for a stronger sense of team unity. To add to the Blue's problems, the first two players both had difficult schedules, as they both had lackluster seasons, posting only one victory each. In spite of all that was going against them, the Blue refused to daunt in their shortcomings, choosing to improve upon them instead, making the best of their limited court time.

Their hard work paid off in their victories over Nobles and Exeter, the season's highlights. In their first game back after a three week hiatus from match play, the Blue was able to come out and whitewash Nobles, blanking them 18-0, in a contest that was unevenly matched. Their second and last victory came in the season closer against Exeter, at Exeter. Despite Exeter's pathetic attempts at intimidation, the Blue prevailed in the closest match of the season, ironically, in one of the regions most heated rivalries. Unfortunately the Blue was unable to play some of the more challenging teams, such as the one against the perennial power, Milton, as those matches were canceled, depriving them from the precious preparation time needed for Interschols.

With the anticipated return of Tiffany Horne '99 and Brooke Peyton '01 to their arsenal, the Blue look forward to a solid season next year. Grace commented, "The new players were very skilled but very young and less experienced, but we are bound to be good after this rebuilding stage, especially with the incoming players." Since they are only losing one senior, the team can work on becoming more of a cohesive unit, and build on this year's successes in hopes of improving on their disappointing finish at Interschols.

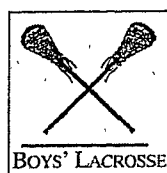
The Sports Editors would like to thank all the varsity athletes who gave this page a reason for existence. Your stunning performances and dedication to PA athletics has been an inspiration to us all. We wish you all the best of luck at college. Thanks; we'll miss you.



## SPRING SPORTS

# Boys' Lacrosse Downs Exeter in Final Game to End Its Skid

by Gilman Barndollar  
PHILLIPIAN SPORTS WRITER



Fired up and ready to play after a week-long trip to Cocoa Beach, Florida, for the Royal Palms Lacrosse Tournament, the boys' lacrosse team entered the season with hopes of a winning season. A roster consisting of many veterans and PGs Rob Crisafulli and Charlie Rich gave credence to the team's high expectations for itself. Captain Kyle O'Brien '98 and goalie Ben Park '98 were expected to have phenomenal seasons, and both delivered. Yet mental lapses, tough opponents, lost leads, and a slow-starting offense dug the Blue a 3-9 record and a losing season, but one that was happily capped by a close 4-3 win over Exeter.

The beginning of the season gave few indications of the depressing season the Blue was entering. A scrimmage with Nashua High School was lost narrowly by a score of 13-12, but a strong second half in which Andover outscored Nashua 8-4 showed the team's capabilities. In its first real game of the season, against a large and physical NMH squad which had beaten Andover the past three years, the Blue played a fine game, winning handily, 9-4. Attackman Dave Wing '98, injured for much of last season, put in the Blue's first goal and went on to contribute three more goals and two assists. Rob Crisafulli and Kyle O'Brien, moved from defense to midfield, controlled the offense and dominated face-offs. With the defense of J.P. Chisholm '99, Brice Crawford '98 and Jimmy Smithwick '99 skillfully handling NMH's attack, the outcome was never in doubt. At the half Andover led 6-3, and the Blue continued its domination in the second half, winning the game 9-4.

A week later, however, Andover's decline began with two losses at home, to Albany Academy and Bridgton Academy. Albany Academy boasted a fast and skilled attack, but the Blue played well and kept pace with the Cadets, and was down 12-11 in the last minute. A quick shot by midfielder Pete Salisbury '99 just barely missed the net, and Andover added a tough loss to its record. Playing Bridgton's elite team mere minutes later, Andover carried the fatigue and pain of its close loss into the second game. With five All-Americans on its roster, Bridgton clearly overpowered the Blue. Though Kyle O'Brien and J.P. Chisholm played particularly skillfully, Andover was blown out, 14-3.

Following the two depressing losses, Andover hosted a vastly inferior Holderness team. Strong shooting by O'Brien and Crisafulli gave Andover the lead, and Ben Park's phenomenal second half shutout led the Blue to a 12-5 victory. Bringing its record back up to .500, the Blue prepared for what were expected to be strong Deerfield and Governor Dummer teams. After a long bus ride to Deerfield, the Blue started the game slowly, and did not take advantage of numerous penalty calls against its opponents. Deerfield penetrated Andover's side of the field with ease, and despite the best efforts of Park, the score was an abysmal 10-0 at the half. Al Moore '99 took over in net at halftime, and the Blue entered the game with real effort in the second half. Midfielder Pete Weddle '98 scored Andover's first goal, and Kyle O'Brien added one of his own later in the half. Yet a newfound offense and more spirit, and Deerfield dominated the second half as well. As Andover climbed aboard the bus for the long ride home, they could still see the embarrassing 18-2 on the scoreboard.



Pete Salisbury '98 unleashes a shot in a loss to Loomis-Chaffee

Photo / L. Hoopes

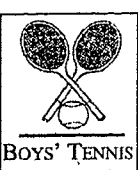
The Governor Dummer game was a totally different experience, with Andover clearly being the better team. With far more shots and better ground ball skills, the game would seem to be Andover's, but there was one unseen factor: Governor Dummer's incredible goalie. Stopping what should have been easy goals, he led his team to a 4-0 lead at halftime, and a 6-0 lead at the end of the third quarter. Though Al Moore did a fine job in goal for the Blue, Andover's offense simply couldn't get anything by the opposing goaltender. A fourth period rally, spurred by Dave Wing's two goals, brought Andover within two, but GDA put in one more goal to seal its victory.

At home against Loomis-Chaffee, Assistant Coach Chuck Richardson guided the team for the first time, and was widely praised by his players. As O'Brien put it, "Chuck did an outstanding job." Though a new zone defense helped Andover contain the opposition, but the lack of a real offensive threat kept the Blue from seizing the game. Loomis exploded in the second half, and won the game in a 13-3 blowout. Hosting Concord-Carlisle in miserable weather, Andover's defense couldn't contain an adroit and skilled attack. The loss of Kyle O'Brien to a twisted ankle drove the Blue even further down, and Concord-Carlisle took home a 12-8 victory. Taking on St. Paul's the next week, several players switched position in order to provide a spark to the sliding team. The changes appeared to work, and the Blue played an energetic game, but fell to St. Paul's 9-8.

With its record at 2-7, Andover knew it couldn't end the season with a winning record, but the team played its hearts out at Tabor nonetheless. Pete Salisbury, newly moved from midfield to attack, played an excellent game, earning three goals for a hat trick. Slashing penalties held the Blue down, however, and Tabor surged in the last quarter to take a decisive 12-5 victory. Taking on Pinkerton at home the next week was not expected to be easy, as it was the 13-1 defending New Hampshire Champions. Rob Crisafulli scored a great goal right off the face-off to inspire the Blue, and Pete Salisbury put in another great performance, netting four goals. Pinkerton's midfield never seemed to tire, though, and they dominated the fourth quarter, beating Andover 11-9.

## Boys' Tennis Says Goodbye to a Strong Group of Seniors

by Pete Christodoulo  
EDITOR-IN-CHIEF EMERITUS



The Andover boys' tennis team put forth another successful season this spring and placed fourth out of sixteen teams at Interschols. Throughout the spring, the team relied on its depth in order to beat its opponents. Only on two occasions did the boys lose and in both instances the team was missing a player. The team consisted of seniors Peter Karlen, John Hugo, and Peter Christodoulo, uppers Piercarlo Valdesolo and Simon Thavaseelan, and lower sensation and Andover's number one player Andrew Merle.

All the players in this tightly knit group were not all blessed with amazing tennis strokes but by virtue of their sheer competitiveness and ability to compete well, the team was very successful. In some instances, Andover players who had not had an incredible amount of formal tennis training were able to beat their more practiced and dedicated foes. It was these individual matches that made a difference and put the team over the top in many team matches.

I know a man. He is not an average man. He scored a 1500 on his SAT I. He played number one on his high school tennis team. He has Tommy Hillfiger high top tennis sneakers along with a vintage Wilson ceramic racket. He has a serve that has been clocked as high as 189 kph and has repeatedly aced members of his own team in practice with it. His name is Greg Wilkin, Ph.D.

This man hosted 14 other teams for the New England Preparatory School Interscholastic Tennis Tournament here in the rolling meadows of Andover on Saturday, May 16, 1998. He ran the tournament smoothly and presented Andover in a good light. His team finished a remarkable fourth even without his expertise in coaching. It was a good day.

After Interschols were over, all that remained in front of the gentlemen of the Andover tennis team were the boys from the

frontier outpost known as Exeter. As the Andover men strode onto the court, they knew that defeat was not an option on this day. No member of the team had ever lost a team match to Exeter. The seniors on the team were a perfect 7-0 over their four years and were eagerly looking for a perfect sweep with a win on the day. All the elements were in place.

After the lineups were announced, the onslaught began. Playing in the number six spot, Simon Thavaseelan jumped out to a quick 4-1 lead in the opening set and proceeded to run rough trot over his opponent. The Exeter man strode off the court with his head down. A four year member of the tennis team, Peter Karlen was not coming close to losing on this day. In a storm of emotion, Karlen ripped his opponent to shreds in straight sets.

In perhaps the most dramatic beating of the day, Piercarlo Valdesolo physically hurt his opponent and forced him to default. The Exie fell smitten to the court surface as he complained of hyperventilation. Valdesolo raised his hands in victory. Hugor won too. This match was a testament to John's greatness over his four years at Andover. He played his heart out and won in a convincing manner.

Playing number two, Doulo also played well in dispatching his long-time rival Darryl Chow of the hinterlands, 7-5, 6-2. Andover won the match by securing seven matches out of a possible nine. The seniors went 8-0. The day was won.

In a rematch from earlier in the season at the number one position between Andrew Merle and Daniel Zarchan, Merle played exceptionally well in rallying from down a set to force a decisive third. After getting up 3-1 in the third, Merle finally fell to the ugly red head. It was Exeter's only earned victory of the day and it was a tough one by which to come.

Throughout the last four years, the seniors on the Andover tennis team have beaten Exeter eight times and finished an impressive 44-10. At Interschols they have finished 7th, 4th, 2nd, and 4th again over the last four years respectively. They have enjoyed great success and bequeath a team ready for more of it in the future.

# 6-2 for Girls' Track

by Dominique Hendelman & Rowan Riley  
PHILLIPIAN SPORTS WRITERS



When one thinks of a word to sum up this year's girls' track team one simple word comes to mind, spaghetti. The girls must have eaten a truckload of spaghetti before each race to rise to the level of performance that they did this spring. Although they had a couple losses this spring their wins outweighed their defeats. They ended the season with a record of 6-2 and also placed third in the Interschols.

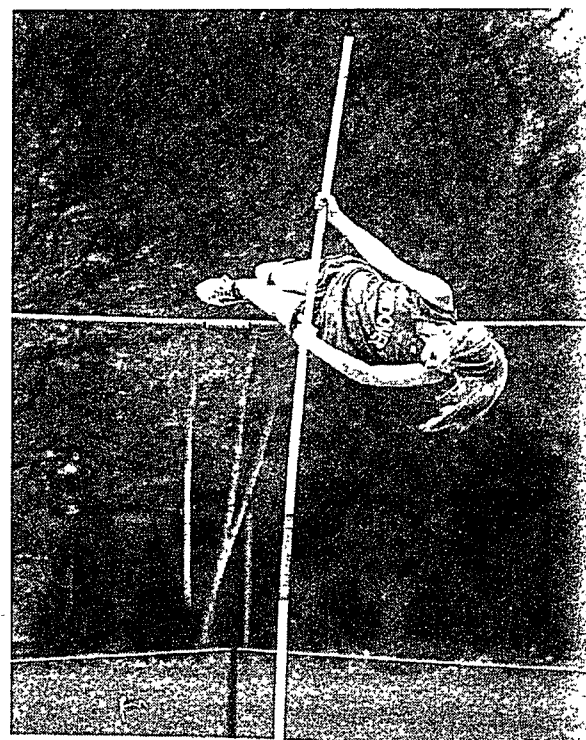
Reflecting back on the events of this season, there were several highlights. Hannah Cole set a school record in discus of 127 ft. 8 inches at Interschols, Taliser Avery also set a record for pole vault with a height of 9 ft. 7 inches.

Finally Lucy Greene learned how to lace up those track shoes. Actually, Greene had quite a productive season with countless first place finishes in the hurdles and a season best of 17.9 in 100m hurdles. Lucy was quite happy

with her performance and commended on the season, "It was a bittersweet season, but next year should be all sugar." Don't worry you're all Sweet 'n Low Lucy. The team had nine Interscholastic champions, they were: Momo Akade in the 100m; Taliser Avery in the pole vault (also NEPSA record); and Deyasia Dundas, Jocelyn Isenburg, Megan Prah, and Momo Akade in the 4x100m relay. Momo had only this to say about her outstanding performance this season, "Big dogs are the ones with the bark, underdogs are the ones with the bite."

Now that everyone has run there daisy dukes off there's nothing left but letters, varsity letters that is, and the winners are: Anne Abbott, Avra Ackerman, Momo Akade (with the bite), Taliser Avery, Lindsay Burt, Hannah Cole (capt.), Cheryl Dawson (manager), Deyasia Dundas, Lucy Greene, Sharon Husbands, Jocelyn Isenburg, Allie Jay, Jenny Mcjunkin, Happy Menocal, Jasmine Mitchell, Beibhinn O'Donoghue, Julia O'hern, Megan Prah, and Heather Smith. Congrats ladies on a great season.

GIRLS' TRACK				
INTERSCHOLS: ANDOVER 3rd				
Event	Name	Result	Place	
Shot Put	CHOATE	39'0"	1	
	Cole	33'11.5"	2	
	O'Hern	31'0.5"	11	
Javelin	MILTON	115'8"	1	
	Robinson	86'2"	9	
Discus	ST PAUL'S	128'4"	1	
	Cole	127'8"	2	
	O'Hern	89'8"	10	
Long Jump	NMH	16'10.75"	1	
	McJunkin	16'2.75"	5	
High Jump	CHOATE	5'	1	
	McJunkin	4'10"	3	
	Richardson	4'6"	6	
Triple Jump	LOOMIS	34'9.5"	1	
	McJunkin	29'9.5"	12	
Pole Vault	Avery	9'7"	1	
	Akade	12.81s	1	
	Isenburg	13.62s	4	
100m	EXETER	16.4s	1	
	Prah	17.87s	9	
	Rockett	19.59s	12	
200m	HOTCHKISS	25.86s	1	
	Dundas	26.91s	2	
	Isenburg	27.42s	6	
300m	MILTON	48.56s	1	
	Prah	52.42s	9	
	Greene	53.72s	12	
400m	HOTCHKISS	0.59.26	1	
	Burt	1.02.44	6	
	Husbands	1.07.14	14	
800m	TAFT	2.23.10	1	
	Ackerman	2.26.37	6	
	O'Donoghue	2.30.03	9	
1500m	EXETER	4.51.76	1	
	Abbott	5.11.56	10	
	Menocal	5.12.73	11	
3000m	MILTON	10.46.12	1	
	Mitchell	11.38.08	10	
	Jay	11.58.68	15	
4x100m Relay	Andover	50.96s	1	
4x400 Relay	MILTON	4.12.64	1	
	Andover	4.15.65	6	



Taliser Avery '98 shatters the New England Pole vault record. Avery has enjoyed tremendous success with the track program during her career.

Photo / L. Hoopes

## Fifth Place Finish at Interschols Caps Off a Season of Improvement for Boys' Crew

by Brian Elworthy and Pat Gaughen  
PHILLIPIAN SPORTS WRITER



After one of the more intense winter training seasons in recent memory, the Andover boys' crew team took to the water with high expectations. However, despite moments of quick boat speed and solid racing, these hopes of victory were at some times elusive.

With only nine days of water time, the first race of the season was against the Kent School of Connecticut. Kent spends two weeks every year training in Tampa, FL over spring break, giving it a considerable advantage in early spring racing. Using this advantage, Kent took control of the race early and never let go. After oversteering Andover off the line by almost five strokes a minute, an advantage conferred by spring break water time, Kent jumped out to half a boat length of open water over Andover within the first 500 meters. With only 250 meters to go, Andover closed to within two seats but Kent's ability to shift the rating up gave them a decisive advantage in the sprint. Kent eventually moved out to a four seat margin by the finish line.

Disappointed by this stinging early season defeat, the varsity boat hoped to apply the lessons learned at Kent to a field of six boats the next weekend at the Worcester Invitational. Andover faced off against Exeter, Tabor, St. John's, Simsbury and NMH. With a stronger, quicker start, Andover moved out to a two seat lead over the other crews in the first 300 meters. With Exeter alongside, Andover continued to move away from the field having gained open water on every boat but Exeter. At the 750 meter mark, Exeter began to move on Andover, gaining a six seat advantage by the 1000 meter mark. However, Andover, displaying the composure and strength that was to become the hallmark of its sprint, closed the distance to three seats by the finish line.

With two weeks to prepare for its next meet, Andover began to work on the improve-

ment of its speed. With no need for a race taper, Coach Washburn pushed the crews even harder between the Worcester Invitational and St. Paul's. After a few days of seat racing and shifting between the first two boats, Coach Washburn put together a new line up to face a dominant crew from St. Paul's in New Hampshire. The new crew, which was to remain together for the duration of the season, was as follows: Brian Elworthy '98 in the bow seat, Patrick Gaughen '99 in the two seat, Chris McKallagat '00 at three, Tom Huntton '98 at four, Danny Addison '98 at five, Nate Kirk '98 at six, James Denham '98 at seven, and Hunter Washburn '00 in the stroke seat. This new line-up proved to be considerably quicker in both practice and on the race course.

At Turkey Pond the next week, this increase in boat speed was evident as the first boat challenged perennial New England powerhouse St. Paul's. After a quick start, Andover moved out to a four seat lead. However, as both crews settled into their racing cadences, St. Paul's strength became apparent as they began to move out to half a boat length of open water lead. With 250 meters to go, they moved up to a 42 1/2. While Andover gained a few seats, this sprint was not enough to catch a bigger, stronger St. Paul's boat. However, Andover turned in a time of 4:31, five seconds shy of St. Paul's and in the light of last year's Interschols, a championship performance.

In a race against arch-rival Exeter and the 1997 NEIRA Championship boat from Tabor, Andover failed to duplicate the performance of the previous weekend. Fazed by poor weather and rough water conditions, Andover was sluggish off the line and never found the swing needed to catch a quick crew from Exeter. Trailing by open water at the thousand meter mark, Andover, galvanized by the stark reality of failure, began to aggressively move against the opposing crews. In the last 250 meters Andover managed to overcome a two length deficit to move out ahead of Tabor. In those last 250 meters, the lead was traded several times by the two crews, with Tabor finally crossing the finish line less than one second

before Andover.

After an easy victory over NMH, the team awaited only the NEIRA championship. The NEIRA championship is conducted in a heats-finals style format. Having been seeded a disappointing sixth, Andover hoped to surprise the top seeds by drawing upon its long winter of hard training and water work this spring. In the morning heats, Andover faced a quick field, including crews from Exeter, Tabor, St. John's, Brookline, and Shrewsbury. Exeter, Tabor, and Andover dominated the racing, leading the pack down the entire length of the course. Exeter won by a margin of six seats and Tabor once again squeezed out a second place finish, defeating Andover by less than a second. These three crews advanced to the finals to face off against St. Paul's, Salisbury, and Kent. In the final race, characterized by unusual depth and speed, St. Paul's and Exeter clearly dominated the racing. However, the racing for third place was hotly contested. Andover quickly moved out away from the Kent School, which was never to enter contention again. However, Andover was unable to open up a decisive lead upon Salisbury and Tabor, eventually crossing the finish line approximately 3/4 of a boat length down on both crews. Andover placed fifth, rowing what everyone felt to be the best race of the season. Coach Washburn commented on the racing by saying, "I was truly impressed by the performance of all of our crews on Saturday. The confidence and determination they showed was tremendous."

The two varsity boats will be graduating seven seniors this year, leaving a number of holes open for underclassmen to fill. Andover will also be losing assistant coach Chris Schmidt, who will go on to pursue a masters in history at Harvard University. However, with an experienced and talented group of lowers and uppers, including the first boat stroke Hunter Washburn '00, Chris McKallagat '00, Patrick Gaughen '99, and coxswain Samantha Shih '99 from the first eight, as well six oarsmen from the second boat, the Andover crew program hopes to build upon this year's successful season.



The boys' crew first boat, above, led by captain Nate Kirk '98, who sits in the sixth seat

Photo / L. Hoopes



# THE PHILLIPIAN Winter Sports

## Girls' Swimming Enjoys Most Successful Season Ever

by Caitlin Murphy  
PHILLIPIAN SPORTS WRITER



When the members of the girls' swim team first entered the water early in November to begin its season, they knew they were going to have a good year, but none of them knew just exactly how amazing their 1997-1998 season would turn out to be. Looking back over this season, one cannot think of a single meet where best times did not flash up upon the scoreboard or where records were not broken. As Coach Paul Murphy said, "The water was always blue ... Andover blue."

It all began with Andover's domination of Choate. Facing Choate's traditionally strong team, the Big Blue knew this was its first test. With the experienced seniors leading the way, swimming close to their best times of last season, the talented underclassmen fed on their energy and tore up the pool. Junior Sophie Cowan began the winning streak with her first place finish in the 200 freestyle. The 50 freestyle brought another Andover victory when Meg Blitzer '01 clocked the fastest time. Kerry O'Connor '01 set a new school record in the 100 fly when she finished first with a time of 1:01.38. With a final winning score of 98-84, Andover set the tone for the rest of the season.

The victory over Choate got the team rolling, and that momentum combined with the excitement and energy of team members would lead the team to be unstoppable. The first team to experience this newly formed Andover powerhouse was Loomis Chaffee. In this meet, there was not one event in which Andover did not place first. Beginning with the 200 medley team of Kate Connors '98, Caitlin Murphy '98,

O'Connor, and Sydney Freas '01 and continuing with Cowan's victory in the 200 free, and Murphy touching first in the 200 individual medley, the Big Blue refused to lose. Junior Sydney Freas stole the 50 freestyle in a school record breaking time of 24.87 seconds. O'Connor continued the winning streak in the 100 fly. Blitzer shined in the 100 free, Murphy touched out the competition in the 500 free, in the 100 back Connors placed first, and Annie Lux '98 finished off the meet by winning the 100 breast. All these first place finishes lead to a convincing Andover victory, 119-67.

Next the Blue faced Lincoln Sudbury. At first Andover was intimidated by this team comprised of club swimmers, but it didn't take long for Andover to regain their confidence and to swim as Paul Murphy described, "marvelously." After receiving second place finishes in the first two events, Andover rallied and swam its way to nothing but firsts for the remainder of the meet. The 50 free brought an Andover sweep as well as a new pool and school record as Freas rebroke her own record. Winning by the solid margin of 130 to 57, Andover continued to roll towards its ultimate goal of winning Interschols.

But before Interschols, Andover still had to swim against many more teams, all of whom Andover would beat. Next Andover faced Suffield and Hotchkiss in a tri-meet. Andover beat both teams handily, finishing first and second in nearly every event, and emerged as the overall victor of the tri-meet.

After these two wins, the Andover team felt confident and that they were ready to head to the pool of long time rival Deerfield. As the Big Blue walked into the impressive natatorium the Deerfield swimmers call home, Andover was only too aware of the swimming prestige that came along with a name like Deerfield. The pressure mounted as the Andover

swimmers began to warm up, loosening their muscles, getting a feel for the pool, but all the while thinking that this could be their year, the meet, the day that for the first time in Andover history, the girls' swim team could defeat Deerfield. The meet began with a solid start as the Andover medley relay teams placed second and third. Andover then strengthened its early standing when O'Connor, Murphy, and Cowan placed first, second, and fourth respectively in the 200 free. In the 200 individual medley, Jess Schoen '99 battled her way stroke for stroke with a Deerfield opponent to finish in second place. Emma Soichet '98 and Annie Lux finished not far behind, clocking times good enough for fourth and fifth places. Freas, Mel Lind '98, and Christina Richardson '98 took to the water in the 50 freestyle and sprinted their way to first, fourth, and fifth place finishes. At the beginning of the diving break, the scoreboard read, "Away 32, Home 30." Andover led by two.

During this break, Coach Paul addressed the swimmers, "every fourth and fifth place counts. Even if it is only one point, that is one point taken away from Deerfield and one added to our score ... a fifth place finish means a two point spread. Go Blue!" Andover took these words to heart and used them as guidelines for the rest of the meet. The 100 flyers, O'Connor, Schoen, and Soichet, began the second half of the meet by earning second, third and fifth places.

Following the impressive performances in the 100 butterfly, Freas, Lind, and Blitzer teamed up in the 100 freestyle racing Deerfield all the way to first, fourth, and fifth place finishes. The 500 freestylers scored big points for Andover. With Murphy placing first, Caroline Pollak '98 third, and Kate Larson '00 fourth, the Big Blue earned enough points to put them ahead of Deerfield by six. The lead increased after the 200 free relays where Andover finished first and third.

The "A" relay of Richardson, Lind, O'Connor and Freas set a new school record with a time 1:42.35, nearly a second faster than the previous record. With the excitement of a new record and a ten point lead, Andover felt that a win was within its grasp, but the pressure was still on through the 100 back, the 100 breast, and the crucial 400 free relay.

Sarah Ferranti '01, Connors, and Liz Anderson '00 kept the score close with third, fourth, and sixth place finishes in the 100 back. Not only increasing the lead, but also adding to Andover's excitement, the 100 breaststrokes Lux, Zoe Niarchos '98, and Beibhinn O'Donoghue '99, all swam season's best times and placed first, third and fifth. Going into the 400 free relay, the score was Andover 91, Deerfield 81. Andover needed three points to win, which is equivalent to a second place relay finish. The Big Blue went above and beyond simply a second place finish as the "A" and "B" relays paced first and third. With a time of



Photo / M. Palmer

The relay team composed of Caitlin Murphy, Jess Schoen, Christina Richardson and Kate Connors earned valuable points at Interschols

3:43.51, the "A" relay team of O'Connor, Murphy, Lind, and Freas broke a 15 year old record by two seconds. Amidst the cheering from the Andover side, the final score was announced, "Andover 101, Deerfield 85." As Coach Murphy said, "There is a first time for everything."

After beating Deerfield, the Andover girls set their sites on first defeating Exeter, and then moving onto Interschols, but there were three teams standing in their way, the club team, the New England Barracudas, Worcester, and Hopkins. The highlight of the meet against the NE Barracudas came early on when the team of Freas, Murphy, Schoen, and Richardson, broke the 200 medley relay record set last year at Interschols. Although only broken by .05 seconds, this was the third relay record broken this year. "I can't wait for Interschols this year when we can break all three records again!" Mel Lind exclaimed.

The Blue overtook the Barracudas with their extreme depth, consistently placing second, third and fourth. The swimmers left the pool content with their 99-71 win. The next meet was Worcester Highlights of this meet came from sweeps, placing first second, and third, in six out of the eleven events. These huge points all added up to a 130-39 Andover win. Hopkins too proved not to be able to stand up to the powerful Andover swimmers. It was with these three wins that the Big Blue traveled up to Exeter.

Both undefeated, the Andover and Exeter girls' swim teams met for what for both teams was the meet of the season. With Exeter's powerhouse speed meeting Andover's depth, the meet was close from the start. As the underdogs, Andover, having not beaten Exeter in almost twenty years, stepped up to the challenge and in Coach Mo's words, "parted the red sea."

The meet started off with the record holding 200 Medley Relay of Sarah Ferranti, Murphy, Schoen, Richardson placing first. In the 200 freestyle O'Connor touched out last year's Interschol's champion in a close race for first. Fellow juniors Cowan and Blitzer joined O'Connor in a Andover dominated event placing third and fourth respectively. Next came the 200 individual medley where Murphy, Schoen, and Connors had to battle two of the best swimmers in the league. The trio took home third, fourth and fifth places, all earning season's best times. Adding to the excitement of the meet, Andover's 50 freestylers stunned the crowd with an amazing first, second, and third place sweep. Freas came in first, breaking the Andover-Exeter record with a time of 25.02 seconds.

After the diving break, Andover was ahead 45 to 30. The swimmers were pumped and ready to finish off an already successful day with a victory. The 100 butterflyers took to the pool, maintaining the lead with second, fourth, and sixth places finished by Schoen, Soichet, and Pollak. Once again, an Andover-Exeter school record fell as Freas completed her 100 freestyle in a time of 54.61 seconds. Finishing close behind in third and fourth were Richardson and Lind. Keeping the audience on the edge of their seats for the entire duration of the 500 freestyle, O'Connor touched out her opponent by two tenths of a second.

Also helping to rack up Andover Points, Murphy and Cowan placed third and fourth. After the Andover 200 freestyle relays placed first and third, the Big Blue needed only fourteen more points to win. Andover was counting on the backstrokes and breaststrokes to pull

through and earn the necessary points before the final relay. The 100 backstrokes, Sarah Ferranti, Connors and Liz Anderson '00 got the job done, coming in second, third, and fifth. The win was sealed as Lux, Niarchos, and O'Donoghue breaststroked their way to second, third, and fifth. Finishing the meet off on a strong note, the 400 the Andover-Exeter record by over four seconds. Having won the meet 104 to 82, and finishing the season undefeated at 10-0, the girls, overcome with joy, pushed Paul Murphy in the pool.

As the rest of the team fell in the water after Paul, every swimmer was thinking that if all went well then the entire team would again be entering the water after Interschols. At Interschols, on Saturday March 7 this thought became reality as the Andover girls swam their way to a tie for first place with Exeter.

The day began before six in the morning as the Andover swimmers boarded the bus bound for Exeter and their Championships. Interschols. Although Andover was undefeated heading into the competition, the Big Blue was not the favorite. Unlike Andover, which because of its depth is more suited for dual meet competition, both Exeter and Deerfield have developed programs which are geared much more towards championships. In addition Exeter had the added clout of being last year's champions and Deerfield has a banner filled with the years in which it won.

Interschols is a grueling competition, consisting of trial sessions held in the morning followed by finals at night. Trials function to determine the top sixteen swimmers in every event, and then these swimmers are invited to attend the final, point scoring session of the meet. The Andover girls' swim team capped off its remarkable season by tying for first at Interschols. The 1997-8 season marks the most successful girls' swim team in Andover's history.

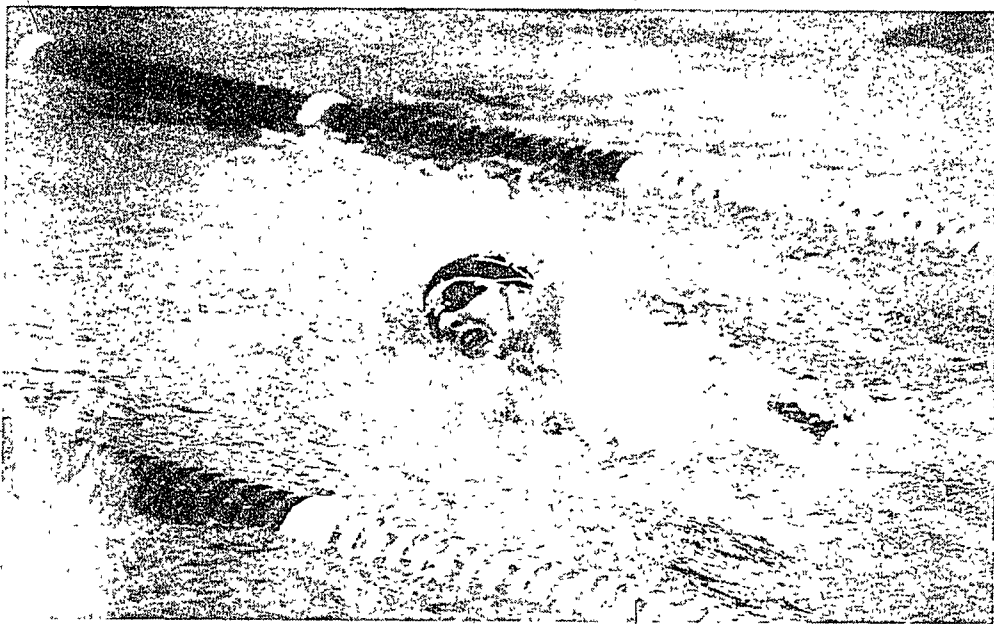
### 1998 SEASON OVERVIEW

#### GIRLS' SWIMMING

SEASON RECORD:  
10 - 0

OVERALL RANK:  
1ST PLACE TIE WITH EXETER

Andover vs. Choate	A98 - C84
Andover vs. Loomis-Chaffee	A119 - LC67
Andover vs. Lincoln-Sudbury	A129.5 - LS56.5
Andover vs. Suffield	A90 - S12
Andover vs. Hotchkiss	A73 - H29
Andover vs. Deerfield	A101 - D85
Andover vs. NE Barracudas	A99 - B71
Andover vs. Worcester	A130 - W39
Andover vs. Hopkins	A130 - H39
Andover vs. Exeter	A104 - E82



Captain Caitlin Murphy '98, pictured here, provided the swim team with senior leadership in its undefeated season

Photo / J. Mitchell

## Boys' Swimming Hung Out to Dry

by Collin Evans & Todd Anderman  
PHILLIPIAN SPORTS WRITERS



Coming off a fourth place finish at the 1997 New England Championships, the Andover boys' swimming and diving team was looking forward to bettering its 1998 finish. Under the leadership of Captain Brenner Thomas '98, the team fared well throughout the regular season remaining undefeated through its last home meet of the season, and finished an impressive third place the New England Championship.

Coming off of last year's disappointing fifth place finish at NEPSACs, Andover dispelled any doubts about its talent by obliterating the Choate team in their first meet of the season, 111-74. The margin of victory was surprisingly large, considering that the past few years victories had been decided by the 400 yard freestyle relay, the last event of the meet. Andover dominated throughout the meet, placing first in all but three of the events, including diving. The Big Blue started off the meet with a quick one-two punch in the 200 yard medley relay: the winning team was composed of T. J. Durkin '99, Chris Chen '99, Thomas and Nate Vantzelfde '00 (1:43.23) and the second place team of Todd Anderman '99, Collin Evans '99, Robb Webb '99 and Nat Moger '00 (1:47.42). Andover's first and second place finishes staked the Blue to a ten point lead after the first event.

Andover managed to seize first place in 200 yard freestyle and 50 yard freestyle. In the former, Durkin beat the Choate competitor by a comfortable five seconds (1:51.09), while Vantzelfde touched out Evans (23.13, 23.79) in the 50 yard freestyle. Entering the one meter springboard diving event with a comfortable 12 point lead, Diver Mike Rechnitz '00 led the Andover divers with a third place finish (159.80), as Choate cut the Andover lead to three points. But Andover's swimmers continued to bombard the Choate squad with first place finishes throughout the second half of the meet. In the 100 yard butterfly, Thomas easily beat Choate's top entry (57.25) while Webb took third (59.41). The 100 yard freestyle further increased the Blue's lead, as the Anderman-Vantzelfde combination finished an impressive one-two (51.44, 52.42). Durkin again shined in the 100 yard backstroke (54.54), taking first place and earning valuable place points. In what may be the highlight of

the meet, breaststrokes Chen, Evans, and Albert So '01 swept the field (1:04.37, 1:06.56, 1:06.60, respectively) in a one-two-three victory, giving the Blue a 31 point victory. As always, the 400 yard freestyle relay showed amazing promise for the upcoming season. The team composed of Thomas, So, Anderman and Durkin finished with an impressive 3:29.96, a mark not achieved until nearly midway through last year's season.

Before its match-up with Exeter, Andover appeared to have a slight edge over its swimming powerhouse rival. With the best lineup in recent memory, Andover was confident in its ability to dethrone last year's New England Champion. Despite an impressive all-around performance, Exeter's strength and depth combined to overwhelm the Andover squad. The meet started well for the Andover in 200 yard freestyle relay. The relay comprised of Durkin, Chen, Thomas and Vantzelfde had a spectacular showing and captured first place. Grabbing more points for the Blue was the second relay placing third, while Andover's last relay placed sixth. Exeter struck back in the 200 freestyle by stealing first, third and fourth place. Durkin claimed second while Blitzer and Seymour placed fifth and sixth respectively. In the 200 individual medley Exeter again flexed its muscles.

The Exies placed first, second and fourth. Andover's highest placement was third by So. Thomas took fifth place as Platt followed by taking sixth. The Andover team considered the 50 yard freestyle one its best events, having in previous meets grabbed the top three positions. Unfortunately, Exeter touched out the Blue swimmers. Anderman, Vantzelfde and Moger had to settle with second, third and fifth. In diving, Rechnitz grabbed a strong third place. Exeter stole first, third and fourth away from the blue in the 100 yd butterfly. Thomas gave stalwart resistance to Exeter's onslaught and finished second. Chen and Webb finished fifth and sixth respectively. Exeter dominated the 100 yard freestyle by taking first, third and fourth. Anderman, redeeming himself for his poor performance at Hopkins, claimed second. Vantzelfde and Blitzer were able to take fifth and sixth place for the Blue.

Exeter clearly dominated the 500 yard freestyle and, in a display of strength, captured first and second place. So placed third for the Blue, and Washburn along with Webb captured fifth and sixth. The relay proved a strong event for the Blue, and they grabbed first place with the potent combination of Anderman, Moger, Blitzer and Vantzelfde. Third and sixth place

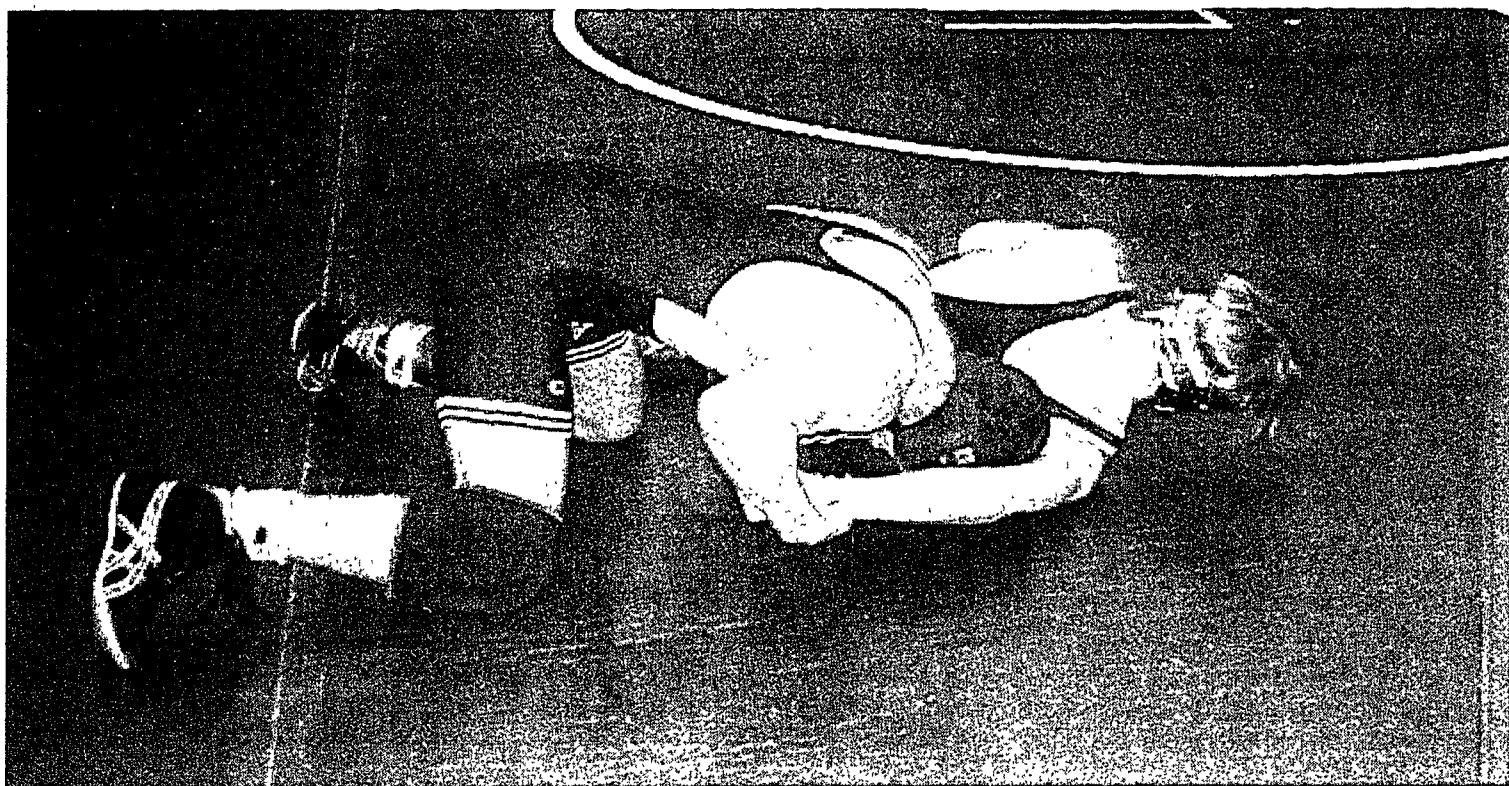
were also captured by Andover. Durkin yet again claimed first place in the 100 yard backstroke, rounding off a strong 1998 season. Platt and Seymour took fourth and sixth respectively. Chen retained his undefeated streak in the 100 yard breaststroke. Evans finished a strong third place and Hiro Hayano '99 finished sixth. By the 400 yard freestyle relay Exeter had effectively steamrolled their way to victory. In a similar fashion to most of the races that night, Exeter took most of points by grabbing first, third and fourth. The relay combination of Anderman, So, Blitzer and Durkin took second for Blue. Andover's two other relays placed fifth and sixth respectively. The loss to Exeter was particularly disappointing to Andover, because it went into Exeter confident of a victory. However, yet again, as in years past, victory alluded Andover, namely because of the might and especially the depth of the Exeter's swimming team.

The Blue did not know what to expect entering the 1998 New England Championships. However, the Andover squad had many great swimmers, bringing the team to a third place finish behind Hopkins and Exeter. In the 200 yard medley relay, Thomas qualified for the finals, finishing eighth overall (2:04.42) while So took tenth (2:05.61). In the 50 yard freestyle, the Blue had three scoring finishes, with Vantzelfde in ninth (22.87), Anderman in eleventh (22.91) and Moger in sixteenth (23.33). The Blue fared well in the 100 yard butterfly as well, when Thomas finished in second (54.94) and Blitzer in eighth (56.04). One of the Blue's top performances of the day came from Durkin in the 100 yard freestyle, who took victory over Hopkins' Veazey and Deerfield's Hammond (47.06). The relay team composed of Anderman, Moger, Blitzer and Vantzelfde touched out the Exeter team for second in the 200 yard freestyle relay, while Durkin captured second in the 100 yard backstroke, falling to Worcester's star swimmer by two tenths of a second. The 100 yard breaststroke also provided Andover with valuable place points, as Chen seized victory (1:00.69) and Evans finished eighth (1:02.96). Overall, the Blue was satisfied with their third place finish, having been beaten out by the only two teams to defeat them in the regular season.

Overall, the Blue had a successful season. Many younger members of the team managed to step up and gain valuable meet experience, while the team veterans had many triumphant races. With several returning swimmers, led by captain-elect Durkin, the 1999 season looks to be promising for the Andover squad.



## WINTER SPORTS



Co-captain Mo Kagan '98 dominating an opponent with a head lever

Photo / J Mitchell

## Placing Fourth in New England, Wrestling Caps off a Memorable and Highly Successful Season

by Gilman Barndollar  
PHILLIPIAN SPORTS WRITER



Before the season began, during the days of wrestling basics, team co-captain Moses Kagan '98 bluntly told his students "We didn't graduate any-

body." His words proved prophetic, as Andover wrestling veterans like Jeremy Hersch '99, co-captain Greg Chase '98, Noah Kaye '99, Eli Kagan '99, and Mo Kagan led the team through an incredible season, capped by a fourth place finish in the New England Tournament (hosted by the Blue), Andover's best finish ever in the highly competitive tournament. Under head coach Rich Gorham and coaches Bing Sung, Marc Effinger, and Nicholas Kip, all former Andover wrestlers, the team was forged from a core of veterans and competitive new wrestlers into one of the best teams in New England. Though the team fell to Exeter during the season, and was edged out by the Red by a single point at the Class A Tournament, the team's incredible fourth place at New England's, led by champions Hersch and Kaye, was an extraordinary moment for Andover wrestling.

The season started on an off note with a loss to Brooks during an unofficial scrimmage in late November. Though Chase and Eli Kagan managed to pin their opponents, Brooks swept through Andover's light weights and gave the Blue a jolt in its first match of the season. Less than two weeks later, Andover arrived at Governor Dummer Academy for its last scrimmage, in the words of Coach Gorham, "the last one that doesn't count," prepared to enter the real season on a positive note. Taking on GDA, Exeter High School, and Triton High School, the Blue cut through its opposition, and flooded onto the bus jubilantly. But Coach Gorham warned the team "You're never as bad as you look when you lose, but you're never as good as you look when you win."

Returning from Christmas break, Andover dove into the regular season with a 42-35 win over Choate, highlighted by Chase's 51-second pin and Hersch's 16-0 drubbing of his opponent. However, hosting the traditionally strong teams Wilbraham & Monson and Hyde, the Blue dropped both matches. Expecting a good team but not a great one, the Blue lost to Hyde by a crushing 57-21. Hyde's powerful 215-pounder, Nolan Hood, pinned an overmatched Eli Kagan at the end of the second period, but 160-pound Mike Mayne, who would later take second in his weight class at Class A's, overcame a tough match from Noah Kaye. Attacking from the opening seconds, Kaye fought a hard match, and only yielded to Mayne by a score of 9-7. Wilbraham & Monson, a strong team in the last five years, dominated most of the early weights, winning by a score of 45-30. Kaye faced his second fierce match of the day, and was pinned by Class A champion Jeremiah Fountain. Andover faced its most thrilling moment of the meet when Bill McGonigle '99, wrestling at 189 pounds, pinned his opponent in under a minute and rushed off the mat exuberantly. Despite these heroics, however, the Blue still lost both matches.

The next two weeks were exciting times for Andover wrestling, as the team swept past Deerfield 43-24, crushed Tilton 66-12, dominated Worcester 58-18, killed New Hampton 62-12, defeated a strong Belmont Hill squad 44-28, and beat a solid Loomis Chaffee team 55-20. In all of these meets, it was Andover's solid middle weights that set the tone for the team, with experienced wrestlers from 135 to 160 pounds giving the Blue sure wins and often pins. Max Sung '99 wrestled courageously at 152 pounds against Loomis' Gregory Stanislaus, an incredible wrestler who would become a New England champion two months later, and then place fourth at the National Prep Wrestling Tournament.

It was around this point, as Andover firmly entered the season and established a winning record, that some of the Blue's younger and less experienced wrestlers joined the varsity squad. John Costantino '99 had become the team's heavyweight in January and contributed to the Blue right away, pinning wrestlers from Choate, Deerfield, New Hampton and Belmont Hill in the opening weeks. Kwesi Christopher '99 joined the varsity team after reaching 103 pounds, and showed he was a force for Andover with his first win, a first period pin against Worcester's 103-pound wrestler. Justin Pytko '00, a first-year wrestler, had impressed the coaches with an undefeated record at the JV

level. With Jeremy Hersch injured for the North Andover match, Pytko wrestled varsity at 135 pounds and fought a determined match against a larger and more experienced opponent. After cutting to 130 pounds, Pytko became a varsity member for the rest of the season, earning a solid 4-3 record and adding another strong returner to next year's team. Kam Lasater '99, another first year wrestler, joined varsity at 171 pounds, and wrestled for Andover the whole season, earning a 5-12 record.

The week after its solid sweep of several reputable opponents, Andover faced overpowering teams at North Andover High School and Northfield-Mount Hermon. Although told by Coach Gorham to expect a physical, tough team, the Blue came out flat, with North Andover winning the first six matches to take a commanding lead. Strong performances from Kaye (with the team's only pin) and both Kagan brothers were not enough, and a dejected Andover team boarded the bus back to PA with a 52-16 loss under its belt. Two days later the story was little better, as Andover was greeted by defending Class A Champions NMH with strobe lights and Rocky music. With several PGs, NMH lived up to their bluster, trouncing the Blue by a score of 44-19, including a Co-Captain Mo Kagan's hard-fought 4-3 loss.

Andover bounced back strong the next week though, defeating Class A opponent Tabor and trouncing BB&N 59-12. Especially impressive was Matt Riehl's '99 22-7 technical fall victory, which he achieved with repeated Peterson Rolls and swift hip hoists. Hosting Moses Brown, Milton, and New Hampton, the Blue pulled out two wins, but the loss to Moses Brown was disappointing. Despite four forfeits in their favor, Andover couldn't seal the win, with only Mo Kagan and Jeremy Hersch winning their matches, and Moses Brown left with a 44-35 victory. As Coach Gorham put it: "We wrestled flat, with the exception of an inspired effort by Sean Murphy against the number three wrestler in the league." Determined to come back strong, in its final match before Exeter the Blue avenged its pre-season loss by beating Brooks by a whopping 55-21, showing how far the team had come in its season.

Exeter had beaten Andover for eleven straight years, and despite determined efforts and fierce wrestling, the Blue fell again to a talented and tough team. It was not the awful 72-0 loss of 1993, but more like last year's close match in which Exeter beat the Blue in the closing matches. Despite an early lead provided by Kwesi Christopher '99, Andover began losing matches in the light weights, and a score of 8-6 prompted doubt and memories of a decade of losses. Then, in possibly the most inspiring match of the Blue's season, a determined Justin Pytko pulled out an amazing come-from-behind victory. Taken down first, and wrestling on his back for most of the match, Pytko rolled his opponent in the second period, placing the astonished Exeter wrestler on his back and giving Pytko the pin, a win which electrified the Blue. Mo Kagan lost an incredible match to Exeter's highly ranked Noah Cox, losing by a take-down in the extra period after tying up the match at 6-6. Though Lasater, Eli Kagan, and Costantino all fought ferociously, the Blue's lead was lost to Exeter's tough senior and PG upper weights. Once again, Andover left coastal New Hampshire empty-handed.

Returning to Exeter a mere three days later for the vital Class A Tournament, Andover came roaring out, showing the fire they had saved up all season for the event. Kwesi Christopher won three matches, including an overtime win over a powerful Wilbraham & Monson wrestler, to take third place. Still recovering from a shoulder injury sustained earlier in the season, Max Sung '99 took sixth place in his weight class, as did teammates Adam Jonas '00 and John Costantino. Though he lost to Loomis' Greg Stanislaus, clearly the best wrestler of the entire tournament, Greg Chase contributed greatly with a strong second place finish, as did Noah Kaye with his third place. Undeniably, the stars of the day were Mo Kagan and Jeremy Hersch, both of whom became Class A champions. Using the incredibly quick shots he had employed all season, Hersch was never in serious danger of losing a match. Kagan faced rival Noah Cox of Exeter in his final match, and fought one of his best matches of the season. Determined not to repeat the overtime loss of just three days ago, Kagan seized a 7-6 lead and rode out his opponent as the match slowly slipped away from Cox. Led by the astonishing two first place finishes, last achieved by the Blue in 1986, Andover scored

157 points to repeat last year's fourth place finish and edge out Exeter by a single point.

The following weekend the JV wrestlers departed to NMH for their moment in the sun, the annual JV Tournament. Though team points were not kept, silver medals for Justin Pytko and Sean Murphy '00 and golds for Ashish Shetty '00 and LeChristian Steptoe '00 indicate a strong future for the team. After two weeks of hard training, Andover sent its seven qualified wrestlers to the highly competitive New England Tournament, consisting of 49 teams, which was hosted by the Blue in the Cage.

The seven qualified to go, Kwesi Christopher, Jeremy Hersch, Moses Kagan, Greg Chase, John Myers, Noah Kaye, and Eli Kagan, had all compiled the required two thirds victory percentage and were looking to improve on last year's dismal 26th place finish. Despite Mo Kagan's injury in his first match, ending what would have been his large contributions to the team and undoubted top five finish, the Blue pulled through, taking fourth place, Andover's best-ever finish at the New England Tournament. Losing to the dominant Stanislaus again, Chase put up a strong fight, and went on to win four matches and take third place. Eli Kagan lost to Hyde's enormous Nolan Hood, but won three matches to finish sixth place. Jeremy Hersch and Noah Kaye, however, were incredible, both sweeping through their early matches and propelling themselves into the heated finals round in Borden Gym. Though he hurt himself in the second period, Hersch fought tenaciously to win the 135 pound weight class to the cheers of the home crowd. Kaye was losing at first, but he attacked in the second period and put his opponent on his back for an exhilarating pin. As 48 teams boarded buses to leave Andover, the Blue exulted in the knowledge that only an incredible first place St. Paul's team, a PG-laden NMH squad, and a strong Exeter team were better than Andover's best.

Overall, it had been an amazing season for the Blue. With two champions at Class A's and New England's, Andover fielded its strongest team in years. Without Kagan's injury, a third place finish would have been assured to Andover. As it was, the New England's performance was unprecedented; as next year's Co-captain, Noah Kaye, put it, "Everyone did their best and then some." For Coach Rich Gorham, his first year as head coach of Andover wrestling was a great one. He had molded a team of veterans like Kagan and newcomers like, to use his words, "unsung hero of the day" at Class A's John Costantino, into one of the best prep wrestling teams in New England. With captains-elect Hersch and Kaye at the helm next year and the addition of several PGs, Andover wrestling is anticipating another year of dominance.

## Girls' Squash Follows up a Tremendous '98 Regular Season by Placing Sixth at Interschols

by Thayer Christodoulo  
PHILLIPIAN SPORTS WRITER



GIRLS' SQUASH

The girls' varsity squash team enjoyed a tremendous season, finishing with an unprecedented 12-2 record. The team's outstanding sixth place finish at the New England Interscholastic Competition at the end of the season confirmed its excellence as both competitors and athletes.

Under the guidance of Coach Hodgson, in his first year as coach, the team quickly soared to the top of the league. Returning players Jennifer Shingleton '98, captain Courtenay Green '98 and Katherine Smith helped newcomers Grace Lee '98, Carolyn Grace '99, Liliana Greenfield-Sanders '99, Thayer Christodoulo '00, Ashley Harmeling '00 and Alexandra Hrdy '00 adjust to the strong level of varsity play.

Shingleton commented, "Initially, I was unsure of how the season would result with only three returning players. However, the younger players easily adapted to the high level of varsity play. The team was particularly close, which made practices more fun, despite all of the training we did. Mr. Hodgson did a great job as a first time coach and really focused the practices to make sure we were prepared in all areas of play. His coaching is a key reason that

## Wrestlers Noah Kaye and Jeremy Hersch: New England Prep School Champions

by Gilman Barndollar  
PHILLIPIAN SPORTS WRITER

"Hersch!" "Noah!" Their names were chanted across a packed Borden Gymnasium one cold Saturday night in March, and were cheered throughout Upper Right dining hall the next Wednesday. When the chanting and cheering had stopped, Jeremy Hersch '99 and Noah Kaye '99 had been crowned New England Champions in wrestling and been elected captains of the team by their teammates.

Noah and Jeremy are surprisingly similar athletes and students. Both are on the honor roll, and both have been boarding students in Flagstaff since their lower year. Both, in addition to their wrestling, play on a varsity team Fall term (Jeremy is a cornerback on the football team, Noah a stopper on varsity soccer).

Jeremy began wrestling in eighth grade at Buckley, a private school in New York. Upon arriving at Andover as a new lower, he immediately made the varsity football team, and followed that by making varsity wrestling and becoming one of the team's greatest contributors. Indeed, at last year's New England Independent Schools Wrestling Association (NEISWA) Jeremy was the only Andover wrestler to place in the top six in his weight class. A 135-pound wrestler, Hersch is renowned for his quick pins, and was the fastest on the team with his fourteen second pin. Hersch also compiled the team's best record, going 27-1, the only loss coming as the result of a default to New Hampton because Hersch nearly passed out from an illegal headlock. He won the Class A Tournament and was a vital part of the Blue's strong fourth place finish. Two weeks later, at home in the Cage for the New England Tournament, Jeremy did not disappoint team captain Mo Kagan '98, who confidently told classmates "Come watch New England's. Jeremy Hersch is gonna win the thing." He ripped through his first three matches, pinning two wrestlers in under one minute each, including his semifinal match. The full bleachers in Borden rumbled with the cheering for Hersch as he took to the mat for his finals match. He described the advantage it gave him: "Wrestling in front of a home crowd really got me pumped." Facing Dwight Clasby of

Brunswick, Jeremy used his lightning-quick takedowns and control style wrestling to score eight unanswered points in the first and second periods. Halfway into the second period, however, Hersch was put on the mat and tore a muscle in his back. Battling through the pain, Hersch allowed seven points but won his match as Andover breathed a collective sigh of relief at the one point victory.

Noah Kaye began wrestling at age twelve at school in his native Kansas, but he credited freestyle wrestling in the summer with developing his talents. This year, Noah was one of Andover's key wrestlers, and when counted on for a critical win, he delivered. Kaye placed third at Class A's, after helping Andover by winning his match in the Blue's painful 32-25 loss to Exeter. Going into New England's, Kaye was expected to be quite a force, and was seeded highly because of his third place finish at A's. He kept true to form, winning his first two matches with relative ease, and then entering a highly charged match with NMH wrestler Alan Davis. Davis had knocked out Hyde's Mike Mayne, the wrestler favored by many to win the tournament. Noah had beaten Davis three times before, including twice at Class A's (first round and third place match), and he did so again, taking a 3-2 lead into the third period and doing a masterful job of riding out the match.

Later that night, Noah stepped onto the mat against Belmont Hill's Matt Scott in the 160-pound finals match. Noah had already beaten Kaye in an earlier match, Scott's only blemish on the season. Kaye fought hard, but was taken down in the first period and went into the second period trailing his opponent. However, energized by the ferocious cheering of his friends and teammates, he seized an opening and put Scott on his back. As the referee's hand hit the mat for the pin, the crowd erupted.

Jeremy Hersch and Noah Kaye, clearly two of New England's more prominent wrestlers, led this year's Andover team to tremendous success, a best-ever fourth place finish in New England's. Next year as they look to repeat as champions will bring their leadership skills to the fore as they hope to lead an even more successful Andover team, one with a burning desire to end fifteen years of losses to Exeter.



Uppers Jeremy Hersch and Noah Kaye celebrate their New England Championships in the 135 and 160 weight classes, respectively. Hersch and Kaye are next year's co-captains.

Photo / File

we had such a successful record."

Despite the overall success of the season, the Big Blue played exceptionally well against Exeter to beat its rivals at each of their two meetings. These wins marked the first time in recent years that Andover has triumphed over Exeter. The first of the two wins came quite easily with only one Andover player losing, though the rematch at the end of the season proved more competitive as the girls lost two of their seven matches.

Other notable matches included close 4-3 wins over Milton Academy and a strong team from Choate-Rosemary Hall. Milton was defeated until its meeting with the Big Blue towards the end of the season, though Andover's win can be attributed to the absence of Milton's top two players.

The match against Choate was the closest of the term and came down to the fifth game of the last match, which Andover won in a tiebreaker. A flawless 7-0 win over Winsor, a 5-2 match over Middlesex, a 5-2 win over Groton, a 6-1 win over Brooks and a 6-1 win over Tufts University came more easily to round out the season.

The last matches of the season took place at the Interscholastic Competition at Yale University, with notable results from Shingleton, Green and Hrdy. The top seven players of each team competed against equal seeds from sixteen of the top squash teams in New England. In the first seed draw, Shingleton made it to the

semi-finals, where she lost in three sets to the eventual winner from Greenwich Academy. At number two, Green echoed Shingleton's semi-finals loss to a Milton player who went on to win the second seed bracket.

The excitement of the day for Andover came in the number seven bracket with Hrdy as a finalist. Hrdy, who had only four varsity matches behind her as she entered the competition, ousted the top seeded number seven competitor in the second round and went on to beat the fourth best seed in the semi-finals. However, Hrdy fell to a strong Groton opponent in four games in the finals. The team's overall results distinguished them as the sixth best team in New England.

Andover looks to next year favorably with the help of returning players captain-elect Greenfield-Sanders, Grace, Christodoulo, Hrdy and Harmeling, as well the guidance of Head Coach Hodgson and assistant coach McCaslin. However, the absence of the top three seeds and four seniors will surely hurt the team next year, as they held the strongest records and consistently won. In addition, these seniors provided leadership and taught the younger players new skills that undoubtedly helped the new players.

Commented captain Green, "I am really proud of everyone's hard work and excellent competition this year and I am leaving the team with great confidence that it will succeed next year and the five returning players will build upon this year's achievements."



## WINTER SPORTS

## Boys' Basketball Endures Tough Season

by Max Schorr  
PHILLIPIAN SPORTS EDITOR

The Andover boys' 1997-1998 basketball team had an up and down season. Losing to NMH by 35 after trailing by only two at half-time, was the low point of the season. The high point came at the end of the season when Andover beat Exeter. All season long Andover showed tremendous character, talent and will to win but struggled to sustain a high level of play for an entire game. Thus Andover played better than its 8-10 record suggests and although a misleading record usually spells disappointment, Andover, with its sound win over Exeter at the end of the winter, salvaged the season.

The team, over the course of the season, went through so much that its character and unity peaked at season's end. Captain Nnamdi Okike '98, Chris Meserole '98, and Shaun Qualter '98 led the Big Blue, providing senior leadership and excellent play. These three and seniors John Tarantino, Malick Fall, Brian Heighington, Charlie Rich, Juma Waugh and Beau Williams contributed to Andover on the court and off. The 1998 senior class monopolized the roster such that next year the team returns only three players, Justin Voccola '99, Brendan Hilley '99 and Jeff Bough '99, all guards.

The negative side of the season undermined success and potential success with frustration. Frustration resulted from two problems, patchy play in losses and the inequality that is NEPSAC class A basketball. Andover usually played well but not for the entire game and its short lapses led to frustrating defeats.

The Big Blue got off to a strong start, defeating Governor Dummer and Brooks in scrimmages with Qualter dominating both contests. Continuing its success, Andover knocked off Cushing and Choate. However, Andover lost three of its four games during the winter break, beating Loomis Chaffee and losing to Harvard JV, New Hampton and Thayer. Andover crushed Brewer 83-24 to push its record to 5-4 midway through the season.

With a week to prepare, Andover traveled to the swamplands of coastal New Hampshire to face its arch rival, Exeter. The game ended in disappointment for the Big Blue with 1.3 seconds left. An Exeter reserve drilled a three pointer from the corner to steal the game from Andover. Pulling ahead only at the last second to win 87-86, Exeter shocked the Big Blue.

The loss came at a bad time for Andover who then headed into the toughest part of its schedule. Andover lost four more in a row to Tabor, NMH, Bridgton, and Thayer. Losing these games, Andover showed remarkable sportsmanship. Never did the players give up or not give their best. Even though this stretch dashed Andover's hopes for a post-season, it put even more importance on the second Exeter contest.

**"You can never have too many Exeter wins."**  
COACH LEON MODESTE

## Exeter

Andover ended its up and down season on a high note, beating Exeter 76-61. The Big Blue played exceptionally well, avenging its last second loss to Exeter earlier in the season. Although Andover controlled the contest for its entirety, the game still possessed the excitement of an Andover-Exeter match-up, thrilling

the capacity crowd at Memorial Gym and producing an appropriate atmosphere for such a storied rivalry.

Finishing their careers off with a bang, seniors Nnamdi Okike, Chris Meserole, John Tarantino, Shaun Qualter, Beau Williams, Malick Fall, Brian Heighington, Charlie Rich and Juma Waugh made their final game a memorable one. For these seniors and for all the players, coaches, and fans, nothing matches the satisfaction of pounding Exeter. As Coach Mo put it, "You can never have too many Exeter wins."

As the opening tip approached and fans from both schools packed Memorial Gym, the intensity increased and the atmosphere defined the up and coming game as one between Andover and Exeter. The stage was set for nothing less than a spectacular show.

Both teams got off to a strong start, but Andover quickly took control of the game when Justin Vocolla '99 netted a three-pointer to give Andover a 9-4 lead. Okike, Qualter, and Williams began to dominate the boards, allowing Exeter only one shot per possession and creating second and third opportunities on offense. Meserole hit a three pointer, then Williams stole the ball and converted the lay up, giving Andover a 20-9 lead after seven minutes. Andover gained momentum when Qualter rejected an Exeter lay-up attempt that led to an easy finish on the other end for Fall.

Throughout the first half, the penetration of Vocolla and Qualter, the shooting of Meserole and the rebounding of Okike and Williams, keyed Andover's performance and widened the gap between the two teams. With only two minutes remaining in the half, Andover led 36-19 and looked to put Exeter away for good. However, the Big Red went on an 8-2 run to finish the half, keeping its hope alive. Andover, having outplayed Exeter for the duration of the first half, led the Exies 40-27 at half-time.

SLAM's half-time performance aroused the crowds from both sides, the Andover fans with excitement and the Exeter fans in a fit of jealousy and overall frustration. The Exeter fans began to mock SLAM, causing a confrontation between the members of SLAM and a couple of rowdy Exeter fans. But the confrontation amounted to nothing more than shouting before the two sides separated and made way for more basketball.

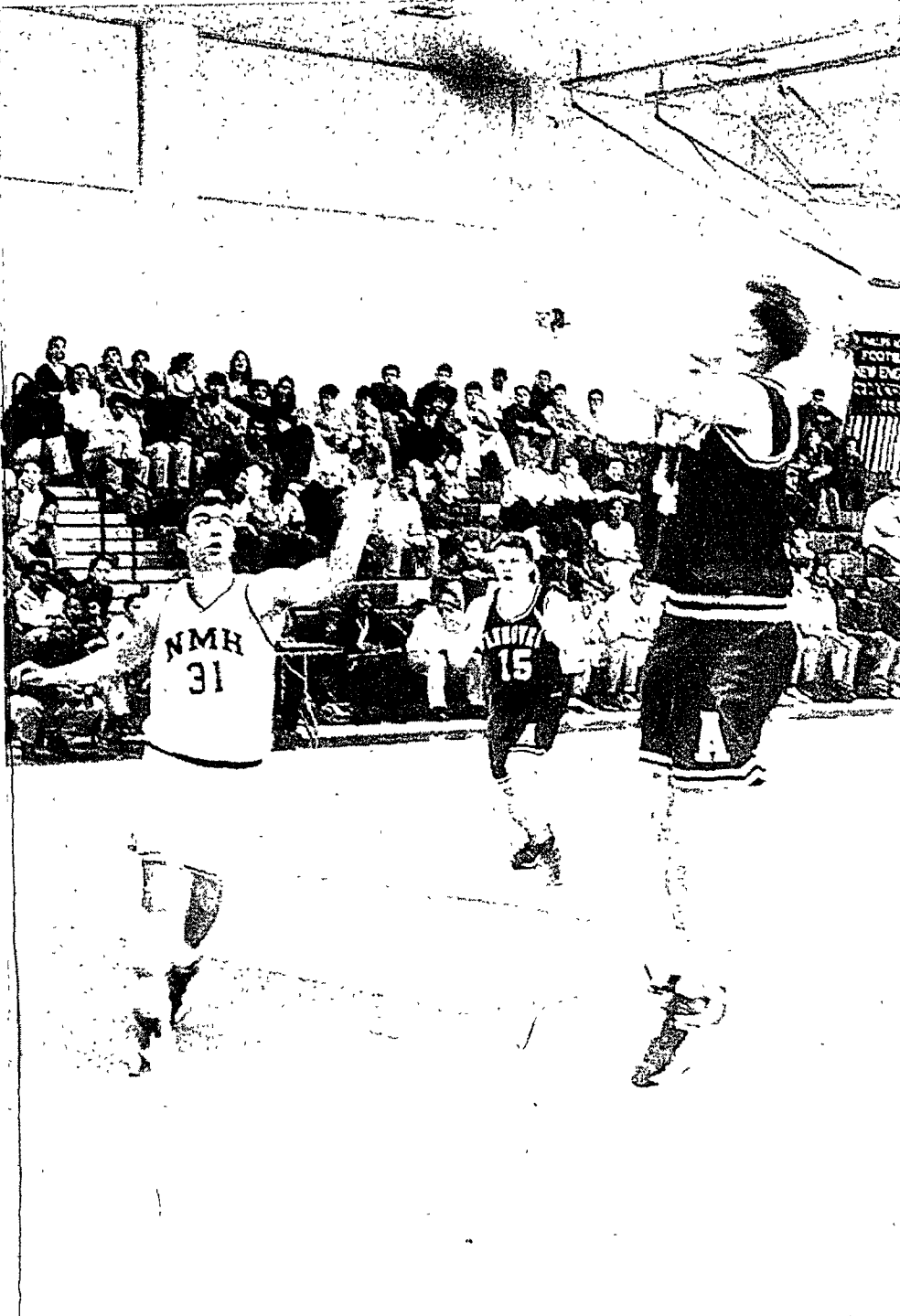
Coming back onto the floor for the second half, both teams revved up the defensive intensity. Through the first four minutes Andover scored only one field goal, allowing Exeter to cut its deficit to ten. The game went back and forth, neither team willing to yield, neither team making a run.

However, slowly Exeter began to creep back into the game, and with 13 minutes left trailed 44-36. Still, when Exeter made its run, Andover picked up the slack to match Exeter basket for basket and to continue dominating the boards.

Andover thwarted the Big Red run by overwhelming the Exies on the offensive glass. Okike had his way rebounding all game, killing Exeter by putting back stray shots for lay-ups on numerous occasions. Vocolla got in on the act when he grabbed an offensive rebound, put it in and got fouled, converting a three point play to snuff the Exeter rally and give Andover a twelve point cushion. Exeter frantically tried to get back into the game but for every Big Red run Andover had an answer; Exeter, heating up from the outside, made several tries but each time Qualter matched with three pointers of his own. Time gradually ran out and became a factor as Andover would not relinquish its edge.

With five minutes remaining, though, Exeter strung together two magnificent passes to cut the deficit to nine, trailing 62-53. But Exeter, despite its surge, managed to make a mental error that gave Andover momentum and complete control over the game.

The Exeter mental lapse came when one of its players received his fifth foul. The player, angry after fouling out, bowled the ball into the official's legs. This foolish act guaranteed a



Shaun Qualter '98, shown here, was one of the few bright spots in an otherwise disappointing year for boys' basketball. The team was hammered by Bridgton, NMH, and New Hampton, but ended its season on a winning note, beating Exeter at home. Led by co-captain elect, Justin Vocolla '99, the team expects better success next year.

Photo / L. Hoopes

technical foul. As a result of the whole scenario, Andover was awarded four foul shots and the ball, but more importantly, Andover gained momentum, and full control over the game. Meserole hit a three pointer from the top at the key, giving the Blue a 63-53 lead. Andover, ahead all game, took advantage of Exeter's mistake and made it a fatal error.

Even with Andover pummeling the feeble red attack, the Exeter fans continued with rowdy cheers until the Andover faithful silenced them with "Scoreboard," "It's all over" and "Warm up the bus" taunts.

Andover sliced through the Exeter full court press, connecting on baseball passes to football wide receiver Williams. Okike, Qualter, and Meserole exited their final game to a standing ovation. Seconds later, as time expired, Andover had won 76-61, avenging the tough loss to Exeter from earlier in the season and sending its arch-rival back to the swamplands of coastal New Hampshire disappointed.

Andover, finishing the year at 8-10, had an up and down season. Still, the team showed tremendous character through even the toughest times and, for the most part, played great basketball all season. With both teams unable to make the tournament, the Andover-Exeter season finale measured each team's success and took on the role of a championship game. This year Andover won convincingly.

## Girls' Basketball Loses in First Round of Tournament, Prepares for Successful Season Next Year

by Thayer Christodoulou  
PHILLIPIAN SPORTS WRITER

Under the guidance of Coach Karen Kennedy, the varsity girls' basketball team fared well this season with a record slightly over 500, despite the absence of key player and captain Alicia Dermody '98, who sat out with a torn ACL.

With only one returning starter, forward Claire Coffey '99, the young team had to step up their pace and introduce a new starting line. The starters included returning players point guard Momo Akade '00, center Elizabeth Bramwell '00, forward Elizabeth Siliato '98 and post graduate phenom point guard Karen Kutz-Thornton. Returning forward/guard Amelia Stoj '98 and newcomers point guard Lauren Tsai '00, guard/forward Christine Annenberg '00, center/forward Christine Okike '01, forward Olubunmi Ajose '00 and forward Heather Woodin '01, complemented the other players to create a powerful force.

With the loss of captain Dermody, the team initially lacked the necessary leadership for success, though everyone contributed to the team spirit. With the election of replacement captains Siliato and Coffey halfway through the season, the team gained two leaders who guided the team for the remainder of the season.

Though the girls results are not exceptional, these records do not reflect their exceptional play. Andover ultimately lost to Andover High, the best team in the state, though PA had better results than Andover High in the second half of

## '98 Nordic Hosts Race and Wins

Successful season marked by big girls' victory in first home race in twelve years

by Kim Ballard-Perrin  
PHILLIPIAN SPORTS WRITER

Nordic skiing hosted its first race in twelve years this season. With two of its usual competitors present, St. Paul's and NMH, the race was a great success. After shoveling snow all morning

before the race, the two loop course turned out to be a mix of ice and slush, adding to the challenge of the race. Keara Watson '98 and Kim Ballard '98 led the girls to a first place finish, coming in first and second respectively. Mandy Schneider '98 and Morgan Swett '99 also raced well.

Missing its number one skier, Captain Grant Upson, the boys' team was led by George Malcolmson '98 who finished a strong sixth. Colin Penley '01 and Ethan Brodie '99 followed closely in seventh and eighth places respectively. Nick Risteen '99 and Brice Crawford '98 followed in twelfth and thirteenth. Winslow Hubbard '01 and Adam Schoene '00 also had good races.

For captains Upson and Ballard and members Keara Watson, Mandy Schneider, George Malcolmson, and Brice Crawford, this year was their last at Andover. With experienced racers such as Ethan Brodie, and Colin Penley '01, the team has a solid base on which to build next year. Along with the support of other returners Morgan Swett '00, Winslow Hubbard '01, Adam Schoene '00, Yukki Kaminoh '00, and Nick Risteen '99, the team hopes to build on this year's momentum and carry the Phillips Academy nordic skiing program to the next level. Once again the nordic skiing team wishes to thank all of its participants and spectators.

the game, making PA the first team in the state to win a half over the state champions. By beating Andover High in the second half, the girls in blue defined themselves as a force to be reckoned with in the state.

With an unfortunate draw, Andover lost in the first round of the New England Tournament, a tournament draw consisting of eight top basketball teams. Seeded fifth, Andover had to face the number three seed straight away, Deerfield. Bramwell called the victory of the game "up for grabs" and attributed the Deerfield win to an early lead, which they were able to maintain as they matched Andover's baskets for the remainder of the game. The Big Blue also attribute the victory to last minute shots that pulled up the Deerfield score. However powerful, the Deerfield team lost in the second round of the tournament.

Personal highlights include the netting of twenty-one points by Akade against Loomis Chaffee, and the netting of twenty-three points by Kutz-Thornton in the game against Tilton. Bramwell led the team with the highest number of rebounds, block shots and the highest point average. Another reason for the team's late success was the new amoeba three-two zone defense with the point guard jumping to the corners. The amoeba formation was first employed in the game against Andover High School, and the games' results exemplify the power of the new defense.

Next year's roster looks powerful with Coffey returning as captain, promising starters Bramwell and Akade, and a young team with many returning players whose skills will only flourish with time and experience. Akade looks forward to next season with the anticipation that "We should be deadly."



Karen Kutz-Thornton '98, above, provided the girls' basketball team with senior leadership and strong defense throughout the season

Photo / M. Prahl

## Boys' Basketball Forced to Compete with D-1 Factories

by Max Schorr  
PHILLIPIAN SPORTS EDITOR

How should Andover feel about not making the NEPSAC tournament? Usually such a situation spells disappointment, but this year the consensus feeling is frustration.

This season Andover, a solid team with a 8-10 record and no post-season birth, uncovered an unpleasant detail hindering the state of NEPSAC basketball, the huge difference between the NEPSAC's top and bottom teams. As things stand, typically, several elite teams with flimsy academic standards compete for the championship while the teams with higher academic standards fail to qualify for the tournament.

Maine Central Institute (MCI) finished the season with an unblemished record, 35-0, a NEPSAC title and as arguably the best high school team in the country. Perhaps it is not realistic to call MCI, a team of all PGs and prop 48s most of whom will go on to play at the next level and at least one of whom is a McDonald's All American, a high school team. I do not have a problem with this professionalized division-one factory. I only have a problem with a team, derived in such a manner, competing for a championship with Andover and Exeter.

In early February Andover endured a tough stretch against physically superior and PG dominated teams, dropping its record to 5-8 with four consecutive losses. The tough teams Andover faced in February bring up interesting questions: Do upsets still exist in NEPSAC play? Can a team have success in NEPSAC basketball without recruiting an entire roster of PGs? How wide has the gap grown between

the top and bottom teams of the league? How long will it take for the NEPSAC's class system to be reworked?

These questions arise when Andover faces New Hampton, a roster of PGs mostly bound for college basketball, then NMH, a team with eight to ten PGs on its "A team" and three PGs on its "B team," then Bridgton, a team of all PGs, and then Thayer with three players already signed to play Division I. "The gap between the league's top and bottom teams has widened significantly," commented the team's coach, Leon Modeste, and he also said that he "would like to see NEPSAC's class A be divided into A and AA and that such a process is underway."

Coach Mo does not criticize MCI, New Hampton, St. Thomas More, Cheshire, Winchendon, and NMH. He just acknowledges that these schools are different from Phillips Academy, and he said, "they can keep going on the way they are going and they are doing good things for kids, but Andover will also keep going the way it's going." Phillips Academy stresses the student-athlete. That is fine and should continue, but it is unfortunate that Andover's best team, the '95-'96 squad, with seniors Titus Ivory, Corey Vandever, and Hugh Quattlebaum, after achieving a record of 21-4, lost in the first round of the tournament to MCI with MCI missing two starters. This should not happen.

Andover basketball should be able to compete for a championship. However, with the current set-up still intact, Andover will continue facing challenges, playing hard, and maintaining its student-athlete standards, even though the goal of winning a league championship remains unrealistic.

Another concern brought out by the NEPSAC's widening gap in talent is that upsets have become quite rare. Although basketball as a game invites upsets and the possibility of an upset will always exist, the possibility of a team putting a string of upsets together to make a title run, or for a non PG team to even make the playoffs has almost completely diminished.

The season's success for teams like Andover, Exeter, and Deerfield now is predetermined by how many PGs, or prop 48's MCI, Winchendon, and the other top teams bring in their school. This year Winchendon had eleven Division I prospects but competed for the same title as Andover, losing in the semi-finals. MCI, this year's championship team, counted on two of the top five point guards in the country to win the highly competitive title. MCI had one of the top non professional squads in New England this year. As one Andover player remarked, "they'd beat every college team in New England, except Boston College and the University of Connecticut and Boston University, actually BU would be in trouble. Yeah, BU would lose to MCI."

Every year that the current system exists, the tournament championship will be fought over by the PG dominated teams. Andover usually has a couple of players who can play with the big guns of the league but may never have enough talent to compete or even have a reasonable chance at upsetting the Division 1 factories on top of the NEPSAC.

Overall Andover should keep NMH, New Hampton, and Bridgton on its schedule as challenges, but NEPSAC's Class A should be subdivided so that Andover, Exeter, Cushing, Thayer, Deerfield, Choate, and Tabor compete for a championship. This situation is currently being addressed and should be resolved in the near future.



## WINTER SPORTS

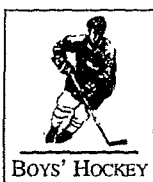


Post-graduate Mark Mahoney, shown here, was one of the hockey team's leading scorers. His powerful shot and senior leadership were integral parts of the '98 hockey team.

Photo / J. Mitchell

## Long Season Drags Down Boys' Hockey, Next Year Looks Promising

by Tyler Cowan  
SEATMAN



If final scores were determined by the quality of chances, time of possession, who had more energy left when the final buzzer sounded and who possessed more heart, then the Andover boys' hockey team would have won most of their games and made the NEPSAC Tournament. But the reality is that hockey is hockey, and wins and losses are determined by how many pucks cross the goal line.

Saying that the boys' hockey team struggled would be an understatement, but the fact of the matter is that they put every last bit of effort into their games that they could conjure, and the puck just didn't bounce in favor of the team. The season was successful nonetheless, though, at times not rewarding. They had good games and bad ones, games they would like to remember, and others they would prefer to forget.

This year's team was the youngest and smallest team that has represented Andover in recent years; nonetheless, they challenged the superlative teams in the league, and often played their best games against them. Though they were small, and new to each other at the beginning of the season, they developed into a dedicated, physical and sound squad. Coach Chris Gurry pushed the players to their maximum, netting a payoff of victories and blissful moments.

Led by senior captain Greg Berard, the boys managed to salvage a winning season ending with a respectable 14-13-1 record. They began the season on a high note winning the

vast majority of their games before January. Upon their return to Andover in the winter, the boys' had a few key victories, most notably an upset win over Deerfield. Known as a perennial prep-school powerhouse, Deerfield arrived in Andover expecting to roll to yet another victory; but to their surprise, Andover came out with offensive flare shaking up Deerfield's game plan. The Blue sent a stunned Deerfield squad home with a 5-3 loss.

Following the Deerfield match-up, Andover hit a pothole in the road to success. Unable to capitalize on vital offensive opportunities, and plagued by defensive mishaps, Andover was unable to build on its Deerfield win. This ongoing struggle would continue until the end of the season when the Blue had an intense match up with Exeter.

With their playoff hopes dashed, Andover stepped on the ice for their final game of the season against Exeter, attempting to salvage its sense of pride as a quality hockey club, and to avenge its earlier loss to Exeter. Like all Andover-Exeter match-ups, tempers were flaring, insults were traded, and quality hockey was played. Thanks to a valiant effort by senior Andrew Beasley, Andover came out on top winning 3-1.

The Andover-Exeter game was the final game for seniors: captain Greg Berard, Andrew Beasley, Mark Mahoney, Ali Ghafani, Chris Clark and Dan Burkons. All of whom will be sorely missed. Berard's Andover career has been memorable, best known for his tremendous performance against Cushing in his upper year during the 1996-1997 season. He led Andover to an upset victory giving Cushing its only loss of the season, facing 63 shots and turning all but one aside. Berard ended the season with a very small goals against average, a and a high save percentage in 28 games. It was

Greg's leadership qualities and motivational skills which kept the boys' heads held high at times of disappointment throughout the season.

Andrew Beasley, Andover's most talented forward, helped propel the Blue's offense to success. Centering the first line, he contributed greatly to the Andover offense with the help of linemates Jon Sinex '00 and Halsey Coughlin '99. His superb skating skills, quickness and passing ability intimidated opposing goalies.

As the boys' hockey teams only post graduate, Mark Mahoney was able to add to the Andover offense while bringing a sense of leadership and seniority to the squad.

This season, Andover had many talented underclassmen who contributed to both the offensive and defensive sides of the team. Jon Sinex '00, in his second season with Andover, led the team in goals and overall points. Jon's quickness and superb shooting dazzled opposing goaltenders, while his toughness and fearlessness intimidated opposing players. Halsey Coughlin '99, also in his second year at Andover, combined with Sinex and Beasley to create a potent offense. Halsey often propelled Andover to victory with three key game-tying or game-winning goals, most notably against his former school, Belmont Hill. Mike Turner '00 lead the Andover defense with his quick stick, superb positioning and slap shot. Although Andover's defense struggled for the most part, at fault for many of their goals, it was Mike who remained consistent through the year. Defenseman Chris Yorty '00 played solid hockey throughout the season. As a physical player, Yorty lead the team in penalty minutes, but often shook up opposing teams with his physical play.

With the loss of several key players, Andover will have some space to fill in the line up next year. They will look towards captain Brett Farson '99 for leadership and guidance, while relying on Coughlin and Sinex for offensive flare. Turner and Yorty will lead a defense with the help of standout Scott Ward '01. In addition to the core of returning players, Andover has several recruits lined up for next year's team. Two defensemen from the Philadelphia Junior Flyers, former teammates of Sinex and Yorty, will join the young Andover defense. Two goalies will challenge Ben Hall '01 for the void left by Berard. Several new forwards will also join the young Andover offense. Next year the boys' hockey team will emerge as a year older and wiser ready to play solid hockey. With improvement in the off season, and with a vigorous off-ice conditioning scheduled for the fall, Andover hopes to improve upon this years mediocre season.

### Andover 3, Exeter 1

Andover.....1 1 1 - 3  
Exeter.....0 0 1 - 1

First Period-1, Andover, Beasley (Coughlin, Ward) 14:49. Penalties- Barney, Exet (highsticking) 2:03; Mahoney, And (cross checking) 6:30

Second Period- 2, Andover, Coughlin (Mahoney, Farson) 1:19 (pp). Penalties- Beasley, And (slashing) 0:00; Higgins, Exet (roughing) 0:00; Oshlanger, Exet (hooking) 0:49; Darci, And (cross-checking) 3:02; Yorty, And (cross-checking) 3:13; Farson, And (slashing) 14:45

Third Period- 3, Exeter, Barney (Larvel Singerman) 9:45. 4, Andover, Mahoney (Beasley, Coughlin) 13:57. Penalties- Sinex, And (roughing) 0:00; Larvel, Exet (roughing) 0:00; Higgins, Exet (interference) 6:24; Beasley, And (interference) 7:11; Yorty, And (roughing) 8:30;

Shots on goal- And 6-4-6--16; Exet 8-4-5-27

Power plays- Andover 1-3;

Exeter 1-6

Goalies- Andover, Berard (27 shots- 26 saves). Exeter, Morrison (16 saves- 13 saves).

## Girls' Volleyball Rebounds from Last Year's Subpar Performance and Finishes Third in New England

by Margaret Cantrell  
PHILLIPIAN SPORTS WRITER



After a disappointing season last year, the 1997 girls' varsity volleyball team made a valiant comeback, ending the season with a record of 10-4 and finishing third in the New England tournament. Enduring a slow start, the team, led by Captain Margaret Cantrell '98, stepped up to the competition and redeemed itself with a seven-game winning streak, defeating arch-rival Exeter and reigning New England Prep-school Champions, NMH in mid-season home-games. With the strong instruction of Coach Kathy Henderson and Assistant-coach Marlys Edwards, the team found strength in a powerful offensive line led by Boston Globe's honorable mention, Diana Calderon '00, and team MVP, Kate Kelley '98.

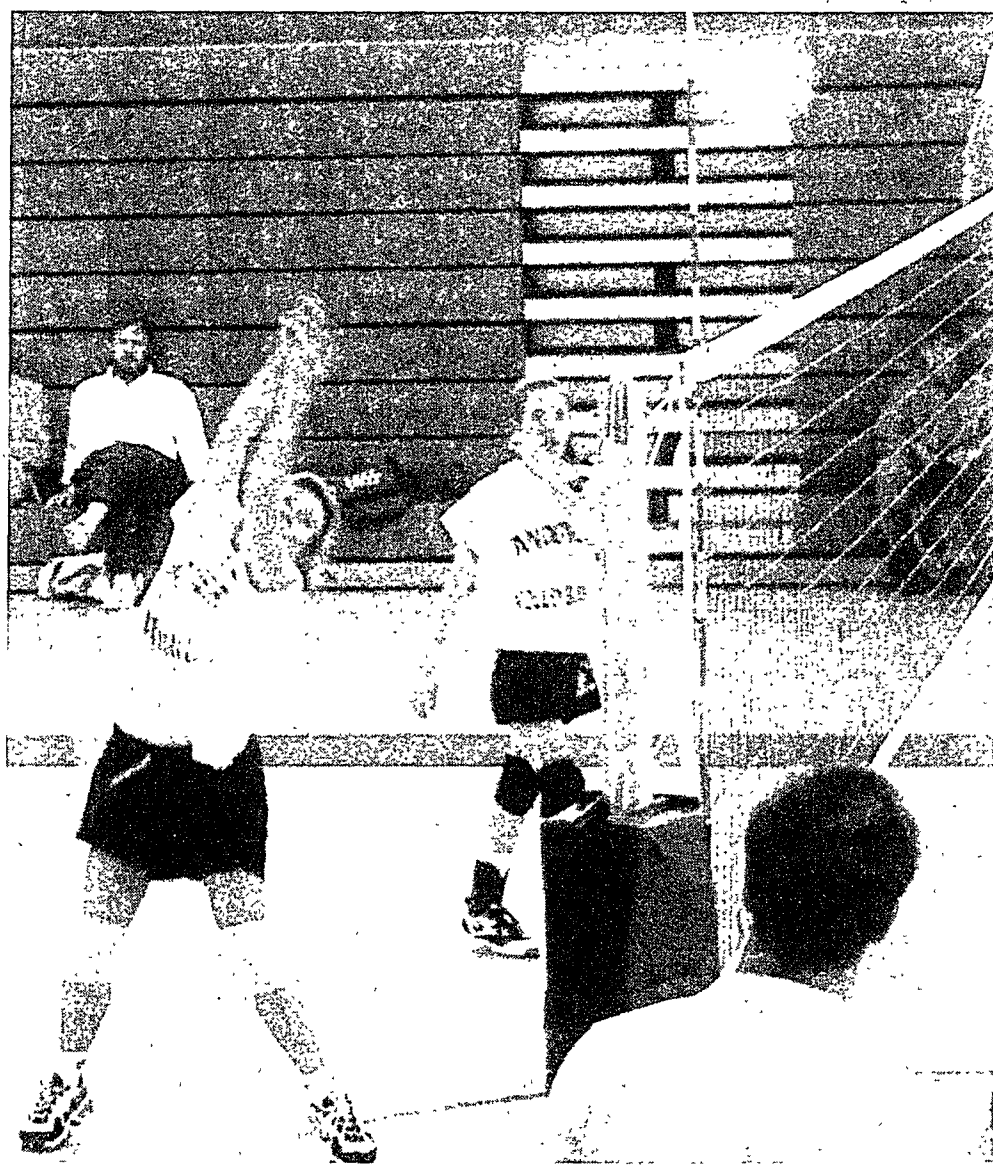
Suffering from miscommunication and unforced errors, the team seemed to start off the season shaky and unfocused; but the frustrations did not last long. With victories against North Reading High School and Lawrence Vocational High, the team gradually won confidence and pulled together to annihilate the Purple Knights of Cushing 3-0. With consistent serves from Julie Papanek '00 and powerful spikes from outside hitters Christina Richardson '98 and Yuko Chitani '99, the team's offense was stronger than ever. The defense proved effective, with the solid blocks from Lia Welsch '98 and Katie Schellenberg '01 backed by the impenetrable back-court coverage by Nikki Salva '00 and Grace Lee '98.

The highlights of the season included the victory over New England Prep Champions, NMH and the mid-season home game against arch-rival, Exeter, which turned out to be the turning point for the team's confidence. Armed

with determination after four consecutive wins, Andover entered the most exciting match of the year against the Griffins with mental focus and excellent physical conditions. Starting strong, the Blue pulled away to win the first game 15-8. Led by the consistent serving of Claire Ferraro '98, the team refused to lose its momentum, and crushed the Griffins in the second game 15-3. Despite strong hits from the right side by Andrea Campbell '99, the Blue fell apart in the third game, falling 4-15. In the fourth game, as Exeter gained confidence in its blocking the Blue started to show signs of physical fatigue, and at 6-8, the team suffered the loss of Captain Margaret Cantrell to injury. The score slipped to a disappointing 8-15 and the match entered the fifth and decisive game. With the loss of the two-game lead along with the captain, the team seemed hesitant in its offense, but behind the confident leadership of Melissa Sullivan '98 and the effective tipping and spiking from Campbell and Claire Coffey '98, the team pulled through to win the match 15-12.

Holding an extraordinary record of 10-4, the team entered the New England Prep Championships seeded first. Crushing Deerfield in the first match, the Blue matched up against NMH in the second round. After a week of tough practice and successive away games, the team succumbed to fatigue, losing in the semifinals in New England's to place third.

After a successful season the future volleyball team will face the loss of coach Kathy Henderson who will be pursuing other interests for the coming year. However, the team looks forward to working with new head-coach, Clyde Beckwith, and will rely on the leadership of the captain-elects, Chitani and Campbell during the period of transition. In reflecting on the 1997 season, coach Henderson commented, "we had an awesome season - a complete turnaround from the previous year; both in terms of performance and teamwork."



The girls' volleyball team thrived off of its strong front line

Photo / J. Mitchell

## Girls' Track Shuffles Over Competition, Finishing with an Impressive 9-2 Record

by Austin Arensberg  
PHILLIPIAN SPORTS WRITER



The girls' track team had a tremendously good season winning, developing new runners, and setting new school records. The team was led by captain Talser Avery '98 in her fourth year of track, taking part in both sprinting events and the pole vault. The team's enthusiastic will to succeed was evident in all of the practices as it went through tough training regimes, both in the sprinting and long distance groups. The team had over eight meets, and three invitationals, making for a tough schedule. Despite tough meets and competition the team finished with a strong record of 9-2-0.

Veterans this year provided the leadership for a young team full of newcomers to the sport and to the team. Seniors, Erin Dougherty, Sharon Husbands, Talser Avery, and Hannah Cole were just a few of the girls giving help to the new runners. With their support the team quickly established its threat to the competing teams. Strong showings in the first meets by Lucy Greene '00 and first year Andover runner Lindsay Burt '99 gave the team much needed points that eventually led to the teams beginning of the term wins. After a strong performance in the first meet Jocelyn Isenberg '98, she had to stop running because of an unfortunate injury. Even with injuries plaguing the team, it relied on the consistently strong finishes by Dougherty, Burt, Greene, and Deysia Dundas '00. These runners were constantly relied upon during "clutch" situations throughout the season. Anne Abbot's '00 running ability contributed in the long distance events including the mile, two mile, and 1000M. Breaking her records progressively during the season, and being very flexible as to what events she would run, Abbot provided the team with a runner who not only could place up top each meet but also could run many different races competitively.

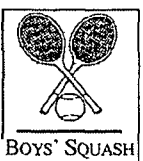
The girls competed in a great meet near the end of the season against Wheaton, at Bowdoin college. The team placed high by performances from Allie Jay '98 who won her 800m with a decisive kick in the last twenty meters. The four by four hundred meter race found victory in a hard anchor by Burt in the last leg to overcome her competitor. The four by four hundred meter event was one of Andover's most successful relay teams in the winter. The relay team's devotion to the hard work in the practices and its ability to have quick, good hand-offs made it unstoppable for many of the meets. Even in a meet as large as Wheaton, the team could not make a strong impression on its competitors including Exeter for the remainder of the term.

The unfortunate loss to Exeter in the last meet had no relevance to the amazing times that were seen on that Wednesday. Lindsay Burt performed one of her best races in the 600m in 1:33 easily giving her first place. Dougherty, again showed, despite sickness her presence in the field events, placing first against Exeter in the high jump. In a thrilling last race, Andover left victorious in the four by four hundred meter race. After a shaky start the Blue regained its lead and gave the baton off to Burt who increased the distance between Andover and Exeter, and won in a bittersweet moment.

With the leadership from head coach Nancy Lang, and long distance coach Jon Stableford, the team kept its competitive edge throughout the season, constantly improving personal bests and winning meets week after week. The team captains for next year are Shevon Rockett '99 and Lewis Brown '99. The girls' team finished the season strong and persisted in a great term of running and field events.

## Boys' Squash Overcomes Beiler '98 Tragedy

by Ben Goldhirsh and Carlo Valdesolo  
PHILLIPIAN SPORTS WRITERS



Ben is the greatest dancer in the squash world. His body rhythm is unparalleled and unprecedented in all of squash history. If you care to comment on this remark, feel free to call ext. 6161 at any time. Clarification of this ground breaking realization later in the article.

Beiler. A boy with a dream. Son of George IX, a poor cobbler from Chicago with aspirations of his children continuing the family tradition of attending St. Georges, Josh's path was predestined. Being a descendant of the schools founder, Josh's matriculation seemed imminent. Beiler's childhood dream was to one day play squash at his father's alma mater. He wandered the ghettos of Illinois, Wallbanger in hand, anticipating the glorious day when his dreams would become reality. However, this fragile child's hopes were crushed when the St. Georges squash coach declared that Beiler could never play on the team. He wasn't good enough. He wasn't man enough. A demoralized Beiler settled for Phillips Andover Academy with only one saving grace: the hope to one day ascend the ranks of the P.A. squash ladder and redeem his crumbled existence with a victory against St. Georges. Finally after years of sweat, blood, and practice, Beiler's dreams culminated in Wednesday's match. It was a nasty day, but in Beiler's mind the sun parted the clouds like the hands of Moses. However, it was possible that the match would be canceled. Standing in the pouring rain, Beiler looked at the grim situation. But then, out of the mist emerged the divine silhouette of a mini-van steered by the immortal Tom Cone. Beiler

gleefully leaped into the van and an enormous smile crept across his lips. The rest of the team soon arrived, but then a realization swept over them like the plague: there were not enough seats in the van. The fateful words which would ring in Josh's ears like the bells of Notre Dame were issued by Cone: "Unfortunately, this van can only accommodate six." All eyes fell on Beiler; it was his place that was missing. Josh swallowed his dignity, wiped a tear from his eye and promptly stepped out of the van. Dejected, he walked into the distance, Wallbanger symbolically still in hand, never to be used against his personal demon: St. Georges.

It didn't have to be this way. A mistake was made, and Joshua Beiler, son of a poor cobbler, had to reap the consequences. These writers don't like to point fingers, however we feel that an apology is due to this modern day hero.

Andover won the match, but the real competition took place in the burger king parking lot where Karlen issued a decree: "Ben has no rhythm, and furthermore he can't dance." Ben's manhood was on the line. Karlen had challenged the very core of what is Ben. The mature Mr. Cone suggested that the boys settle their dispute with an old-fashioned Greco Roman wrestling bout. To Cone's chagrin, reason prevailed and Ben decided to prove his skills by performing a routine to the song "Hanging Tough" by the fabled "New Kids On The Block." Karlen was soon silenced as Ben demonstrated that Jewish kids can get down.

For those interested in squash, Andover placed second at Interschols, capping one of its most successful seasons ever. Karlen, a semi-finalist at Interschols, and a four year number one player for Andover, will be sorely missed next year as co-captain elects Carlo Valdesolo, and Ben Goldhirsh try to lead the team to a repeat of last year's performance.

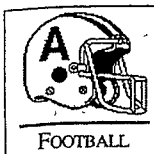


# The PHILLIPIAN

## Fall Sports

# Football Beats Exeter, Wins Championship

by Ashley Frechette  
PHILLIPIAN SPORTS WRITER



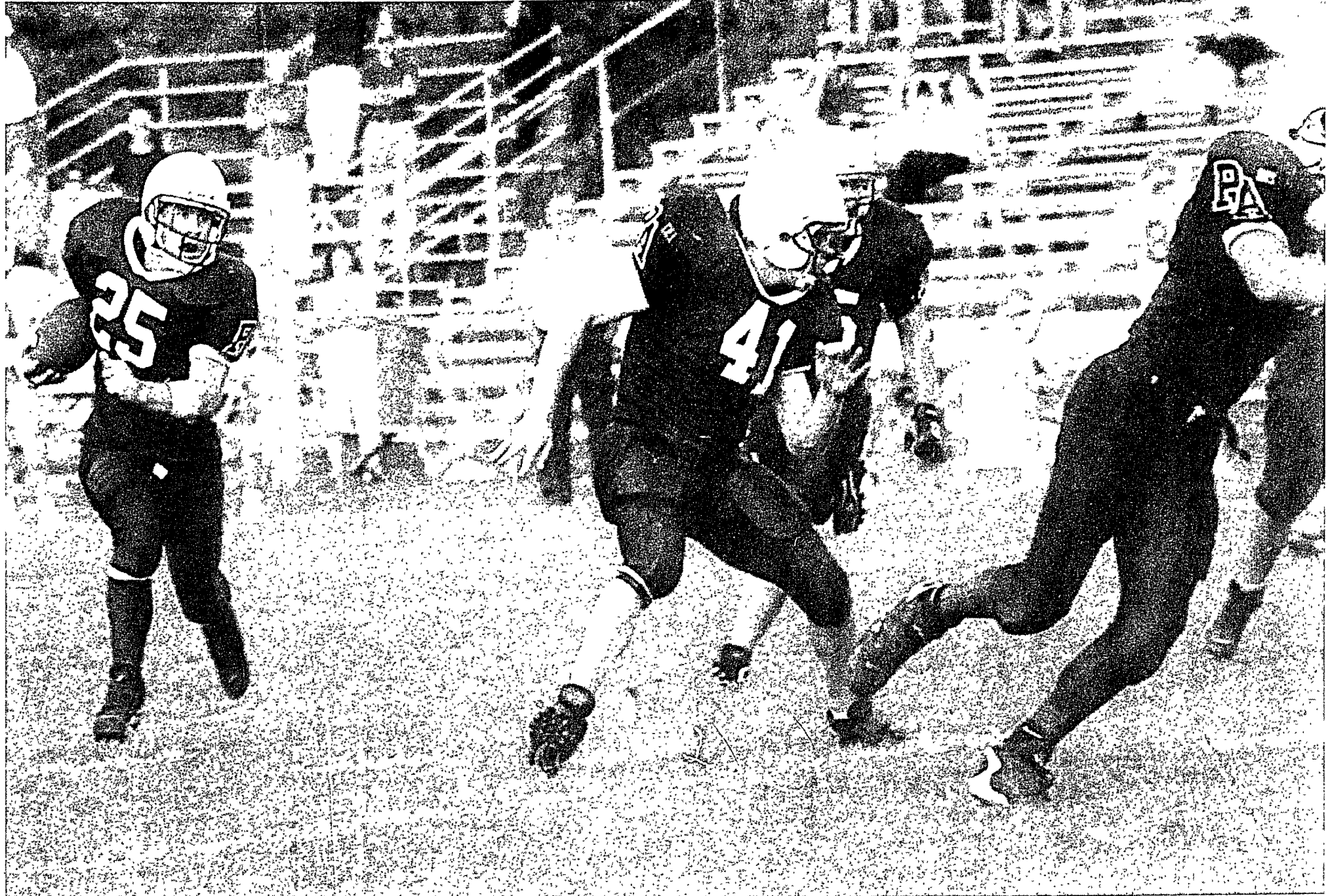
As the varsity football players took to the field this past September, they faced the challenge of putting Andover football back on the map after a disappointing season last year. Led by co-captains Kyle O'Brien '98 and Tony Dent '98, the team, consisting of several post-graduates and a strong core of returning players, accomplished its goal and won the New England Preparatory School Athletic Conference (NEPSAC) Class AA championship.

The Blue's first test came in the form of a scrimmage against last year's league NEPSAC Class A champion: Cushing Academy. Although Andover came up short on the scoreboard, the team not only looked strong on defense, but also showed a potent passing attack on offense. Starring in the game, quarterback O'Brien and receivers Dent, Shaun Qualter '98 and Beau Williams '98 kept the team close to Cushing. Williams caught two touchdown passes in the game, while Ryan Sax '98 and Jimmy Smithwick '99 complemented the passing game with great backfield. The real downfall of this game came when Dario Collado '98 tore his ACL and his MCL, ending his season before it officially began. In the loss Andover proved that Andover football could stay with any team in its league.

The Big Blue came up with two big wins early in the season, defeating Taft, in a game dominated by Williams, and Hotchkiss. These two wins fueled Andover's season.

The season's first loss came at home against Choate. Although the Blue led at half time 7-6, a fumble in the third quarter, a controversial call and other costly mistakes allowed Choate to gain an 18-7 lead. Andover failed in its final attempt to drive down the field for one more touchdown, falling to Choate by the final score of 18-14. While the Choate team played well, the Blue had beaten itself with an excessive number of mistakes, including the inability of the offensive line to protect O'Brien as well as lapses in the defensive line.

Frustrated with the loss to Choate, the Andover team took the field against Kent with revenge on its minds, ready to do whatever it took to secure a victory. In what proved to be one of the most exciting games of the season, Smithwick started things off by rushing for a touchdown from two yards out. However, Rob Crisafulli's '98 kick was blocked, and at the half, Kent led 14-6. Although the third quarter went scoreless, with four minutes left in the fourth, O'Brien connected with Sax for a 41 yard touchdown, which was followed up with a successful two point conversion. According to Connecticut overtime rules, each team is



Ryan Sax '98, left, ran for 100 yards three times this season, complementing Kyle O'Brien's '98 passing game to create a dynamic offense

Photo / J. Mitchell

allowed four plays from their opponents 25 yard line to try and score. Going first, Andover scored quickly with two passing plays and this time got the extra point from Crisafulli's kick. But Kent also scored successfully, and, going for the win instead of the tie, attempted a two point conversion. However Andover's strong defensive unit stopped the Taft attempt, thus handing Andover the 21-20 victory in this overtime thriller.

Moving on to face last year's NEPSAC champion, the Andover squad looked small against an immense NMH line consisting of

many PGs and enormous running backs. But a united team effort led the blue to a victory of 15-13, holding off a final NMH attempt at a two point conversion with an interception by Marc Hordon '99. The Big Blue attributed the win to its strong defensive play, as well as another outstanding performance by both Sax, who had the two touchdowns, and Williams, who completed the two point conversion.

Andover's match-up against Deerfield proved to be another exciting game, but one plagued by injuries as well. Once again, the outcome was decided in the fourth quarter as

Deerfield went for the two point conversion to overcome the Andover 20-19 lead, but failed. The excitement of the win turned to discomfort as the team lost Sax, with a broken collarbone, and Smithwick, with a separated shoulder, to injury. Relying on an incredible passing game and players like Justin Blanch '00 to fill the empty spots, the Big Blue overcame the injuries and pulled away with the victory, leaving the team with a positive attitude heading into the big game.

Storming onto the field for the 117th Andover-Exeter competition, the boys in blue felt confident with their 6-1 record that they would have no trouble beating an Exeter squad who had yet to win a game. Starting the game with the ball, Andover got off on the wrong foot as O'Brien's first throw was intercepted, and Exeter drove deep into PA territory. However, the Big Blue defense stepped up to Exeter's challenge, and soon the ball was driven back down the field and placed into the arms of Williams, who took it in for a touchdown.

In the second quarter, O'Brien scored on a three yard quarterback keeper. O'Brien later connected with Williams on a 52 yard pass and a two point conversion, giving the Big Blue a 22-0 lead at the half. After a scoreless third quarter, the fourth quarter brought two more touchdowns, one pounded in by Juma Waugh '98 and another as O'Brien connected with Dent, who then bullied his way into the end zone. Winning by the final score of 35-0, Andover's domination came from a stellar performance by the defense as well as a seriously improved special teams unit. Andover's great all-around performance led to one of the biggest blowouts in recent history.

Any previous year, Andover's football season would have ended without a post-season as Choate and Cushing had beat out Andover for the two Prep Bowl spots. However, this season NEPSAC rearranged its football post-season format so that the various teams were split into four different divisions A, B, C, and D. The A division containing schools with 8-12 PGs, the B division for schools with 8 or less PGs, the C division for schools with no PGs, and the D division for the smaller schools. The teams' records, strength of schedule, and geographical location are also taken into consideration in order to produce the best match-ups. Although Andover plays a mostly Class A schedule during the season, with only five PGs this year, the Big Blue received a spot in the Class B Prep Bowl, seeded against New Hampton.

On the day Of the Prep Bowl, although the field was muddy and covered in snow, Andover came out once more to showcase its talents. The Big Blue offense dominated the disorganized, overmatched New Hampton defense. On defense Andover shut down New Hampton's star fullback. In the first half, O'Brien tossed two touchdown passes to Williams, and snuck one in himself, to put the Big Blue up 22-0 at the half. After yet another scoreless third quarter, Williams returned an interception 55 yards for another touchdown. By attacking New Hampton's weakness and opting for the run instead of the pass, along with excellent coaching and stellar performances by both O'Brien and Williams, the Big Blue finished the season as Prep Bowl champions, with its victory of 28-14.

From the beginning of the season, this football squad held comparisons to the illustrious

1995 team that ended its season with a Prep Bowl victory. With Beau Williams replacing Titus Ivory, a speedy offensive line, a strong defensive line and good coaching, this years team not only stood up to the challenge of recovering from last season's subpar performance, but surpassed everybody's expectations with its unbelievable success. Next year will be the first season in three years without Kyle O'Brien as the quarterback, but co-captains JP Chisolm '99 and Jimmy Smithwick '99 are looking forward to another strong year. The team, relying on Jeremy Hirsch '99 and John Costantino '99 to play key roles, as well as Marc Hordon to take O'Brien's place as quarterback. Summing up the season, co-captain Tony Dent says, "The team overcame adversities due to injuries, rallied together, had a hard fought season, and came away with a championship."

### 1997 STATISTICS

#### OFFENSE

##### PASSING- KYLE O'BRIEN

Week	Com/Att	Comp %	Yds/gm	TDs
1	7-10	70%	85	1
2	7-7	100%	277	3
3	13-25	52%	130	1
4	10-13	77%	232	2
5	11-28	39%	204	2
6	6-11	55%	130	1
7	5-12	42%	119	1
Total	59-105	57%	176	11

##### RUSHING- RYAN SAX

Week	Carr/gm	Yds/gm	TDs
1	20	128	0
2	16	102	1
3	14	40	0
4	14	105	0
5	10	21	0
6	3	37	0
Total	13	72	2

##### RUSHING- JIMMY SMITHWICK

Week	Carr/gm	Yds/gm	TDs
1	8	48	0
2	6	36	0
3	1	4	0
4	14	85	1
5	4	18	0
6	14	55	1
7	56	56	0
Total	8	43	2

##### RUSHING- JUSTIN BLANCH

Week	Carr/gm	Yds/gm	TDs
6	6	35	0
7	15	75	0

#### DEFENSE

##### SEASON TOTALS

Player	Tackles	Sacks	INTs
O'Brien	44	4	0
Williams	42	1	2
Sax	7	0	0
Costan	21	0	0
Chishlm	23	0	0
Smithwk	25	2	0
Dent	30	40	0
Hersch	32	0	2
Blanch	24	0	0
Waldron	34	3	0
Hordon	31	1	0
Qualter	14	0	0
Mangan	2	0	0
Dietz	9	2	0
Kagan	5	0	0
Ottarino	2	0	0
Saunders	1	0	0
Williams	3	0	0
Lasater	1	0	0
Waugh	1	0	0

#### Andover 35, Exeter 0

at Exeter, NH

Andover(6-1)..... 7 15 0 13-35  
Exeter(0-8)..... 0 0 0 0-0

A- Beau Williams 11yd run (Crisafulli kick)  
A- Kyle O'Brien 1yd run (Crisafulli kick)  
A- Williams 51yd pass from O'Brien (Shaun Qualter pass from O'Brien)  
A- Tony Dent 8yd run (Crisafulli kick)  
A- Juma Waugh 4yd run (rush failed)

## Girls' Cross-Country Runs up an Impressive Record and a Third Place Finish at Interschols

by Sari Edelstein  
SPECIAL TO THE PHILLIPIAN



With an abundance of spirit and strong senior leadership, the 1998 girls' cross-country team endured a season of hard work and numerous triumphs. Led by co-captains Sari Edelstein '98 and Allie Jay '98, the team achieved a 6-1 record as well as a respectable third place finish at the New England Championships. Relying mainly on a pack running strategy, the varsity squad dominated formerly challenging opponents such as Northfield Mt. Hermon and Choate.

On a brutally hot September day, the Andover girls made a notable representation at the Manchester Invitational, the first race of the season. Newcomer and former varsity soccer player Deb Vinton '98 placed 12th, followed by Edelstein, Jay, Beibhinn O'Donoghue '99, and Sarah Zukerman '98. The individual performances at this meet allowed Coach Nancy Lang to recognize both the talent and strength of spirit within the team.

Following the invitational, the girls raced Choate on the Andover home course. This advantage spurred a victory of 23-33. In the next few weeks, the girls' cross-country team completed a series of dual meets against such rivals as St. Paul's, Deerfield, and BB & N. The team's racing tactic usually involved Vinton, Edelstein, and Jay setting pace with the opponent's first three runners.

Then, the varsity core runners, O'Donoghue, Jasmine Mitchell '99, Anne Abbott '00, and Zukerman '98, followed, racing in a tight group, so as to provide support for one another, while intimidating their competitors at the same time. With the majority of the season behind them, the only serious threat for the New England Championship appeared to be St. Paul's, whom Andover defeated by only a very narrow margin.

In accordance with tradition, the cross-country teams raced Exeter a week before Andover-Exeter weekend. It was a chilly Saturday, and though the rain poured, the hopes were soaring. At this point, the Andover girls were undefeated, and Interschols was a week away. The rationale was that if Exeter could be conquered, the championship was within reach.

The race was at home, and despite the torrential downpour, there was quite a crowd of spectators. Exeter took the race out faster than Andover expected, and although the girls in blue eventually caught up to the Exies, they couldn't get ahead. Edelstein placed first, fol-

lowed by two Exeter girls, then Vinton, O'Donoghue, Jay, and so on. It was a close race as Andover fell by three points.

Andover was disheartened and insecure as Interschols approached, but the captains and Coach Lang pumped new hope into the team. A final week of grueling workouts in the sanctuary and sentimental stretching on the Great Lawn preceded a final team dinner for those racing at Choate for Interschols. First place seemed attainable.

The team motto became, "You gotta want to win it and we want it more!" They chanted these words repeatedly, like a mantra, as they boarded the bus to Choate, as they ran their warm-up, as they lined up along the start.

This Saturday, November 8, was also extremely rainy; the course was slippery and muddy. To somewhat of a surprise, the St. Paul's girls dominated, placing first by a large margin. Exeter followed, and then Andover. While the girls were somewhat disappointed, third place was well-earned, and they were sat-

isfied to have run their hardest. At the finish, legs were blanketed by mud, and singlets were drenched.

Edelstein, who placed 6th, and O'Donoghue, who finished in 13th place, both qualified for the All-New England team, receiving medals and certificates. The rest of the team placed as follows: Vinton in 18th, Mitchell and Abbott in 24th and 26th, Zukerman in 36th, and Jay, who was ill, in 43rd. Although the girls fell short of first place, they were victorious all the same, wearing medals of pride, for they had endured the most trying of physical endeavors and the most nerve-wracking of mental conquests.

Certainly, they did not need anyone else's applause. It was a day of determination and of both personal and team struggle. Next year, Beibhinn O'Donoghue '99 and Jasmine Mitchell '99 will serve as co-captains, ushering in another autumn of picturesque long runs, torturous Weir Hill repeats, and the integral perseverance of Saturday races.



Sari Edelstein '98, left, and Sarah Zukerman '98, shown here running the Boston Marathon, helped the team to a successful season

Photo / J. Mitchell



## FALL SPORTS



Zack Wang '00, shown here, came alive in the second half of the season, sparking the Andover offense. Both the offensive and defensive units helped the boys' soccer team to its victories this year.

Photo / J. Mitchell

## New Coach Leads Boys' Soccer beyond Expectations but Short of Championship

by Nick MacInnis  
PHILLIPIAN SPORTS EDITOR



Heading into the 1997 season, the boys' soccer team had only four returning starters, was unsure who would play goalie, and was without the coach who has guided the Andover soccer program to two New England Championships in his seven years on the job. As if these questions were not enough, the team faced more adversity during the season than any other in recent memory. But, even with all these questions surrounding the team before and during the season, interim coach Fred Grainger remained optimistic, always stressing that his ultimate goal was a New England Championship. However, the optimism of their new coach could not keep the players from thinking that maybe this would be a "rebuilding year," and since the team had eight uppers, next year would be "the year." So, with all these issues surrounding the team, the boys took the field last August for their annual preseason.

Although Andover returned only four starters, it was not lacking in talent. Captains Phil Risseeuw '98 and Mike Pierog '99 led a strong group of returners that included Andy Butler '98, Pat Curtis '98, Taylor Harmeling '98, Piercarlo Valdesolo '99, Halsey Coughlin '99, Justin Reynolds '99, Nick MacInnis '99, and Dapo Babatunde '00. During preseason, though, a new group of players gave Andover an influx of talent that complimented the other returners nicely. Post graduates Charlie Rich and Kevin Grant provided the team with athleticism in the middle of the field, while Simon Thaviseelan '99, Noah Kaye '99, Chris Kane '99, and Zack Wang '00, all former JV players, gave the team depth all over the field.

The big surprise of the preseason, though, came in the form of three freshmen who made the squad, Alex Bradley, Scott Darci, and James Kenly. Kenly emerged as the team's starting goalie in his first year of high school play. Darci, meanwhile, played so well during preseason that Coach Grainger had to take notice and put him on the field once the season started. Bradley added a strong left foot to the team.

Early on in preseason it was obvious that Fred Grainger was not going to endure a "rebuilding year." He challenged the boys all throughout preseason as he and his assistant coaches, Charlie Morrisson and Kevin Cardoza, put a system into place for the Andover team which would best suit its talents. After a long preseason, which included plenty of tedious tactic work, the team eagerly awaited its first scrimmage against Middlesex. After the 3-0 victory, which was highlighted by two goals from captain Mike Pierog, the team dispelled any notions of an off year. The Blue fared well at the Holderness Jamboree the following Saturday and then came back to play Brooks on Wednesday in the final tune-up before opening at home against perennial power Loomis-Chaffee.

Great defensive effort by both sides led to a 0-0 tie between Andover and Loomis, with neither team having any plausible scoring opportunities. This lack of scoring from the Andover offense was actually a preview of things to come later in the season. After a little winning streak Andover's next serious test came against Tabor, on the road. In the first half, Kenly gave up his first goal of the season and the Blue found itself down 1-0 at half-time for the first time all year. In the second half Scott Darci scored the first, but certainly not last, goal of his career. Then with the scored tied and only about two minutes left, Justin Reynolds played a brilliant cross over the goalkeeper's head and right on the far post to oncoming forward MacInnis who tapped the ball into the empty net, giving Andover the victory. Although satisfied with the result the players realized that to go far into the post-season they would have to start playing better soccer.

Five games into the season, disaster struck the Andover soccer team when captain Phil Risseeuw, who had been playing flawless soccer, was diagnosed with having mononucleosis.

At first the team's reaction was discouragement, but Grainger helped the players' morale when he challenged them by saying that all the good teams face adversity and cope with it, this would be just another test for the Andover team. Piercarlo Valdesolo was moved back to defense, the position he occupied all last year, to replace Risseeuw, which was no easy task. Valdesolo, though, responded great, adding a new dimension of speed to the Andover defense, allowing the outside backs to take more chances going forward, a fact that would become crucial as the season progressed.

After the announcement about Risseeuw the team suffered through a bad stretch, unable to score any goals. The beginning of this stretch was when Choate, a team always in the hunt for a New England Championship, came to town to face Andover.

Choate dominated Andover all over the field, and if not for the fantastic play of, someone who, by this time was being hailed a "freshmen sensation," James Kenly, the Blue would have been down 3-0 at half-time. Instead, the game was tied 0-0 with only one minute to play. Then, after having battled so hard the whole game, Andover lost a mark on a corner kick and the open Choate player buried the ball in the back of the net, handing Andover its first and only loss of the season. Chris Kane saw his first significant action of the season that game, playing seventy great minutes in place of an injured Kevin Grant. Unfortunately, as a result of some off the field problems, the Choate game was also the last of Kane's season.

Simultaneous to Kane's departure from the team, Mike Pierog stepped down as captain of the team, giving way to Halsey Coughlin. Again faced with adversity, Andover was forced to deal with it and prepare for a good stretch run if the team wanted to make the tournament.

Andover hosted NMH on Parents' Weekend, a squad which is traditionally heavily PG laden, and also very good. This was a great turn around in Andover's season as the Blue matched NMH all over the field, producing scoring opportunities, and keeping NMH away from Kenly. Although the game ended in a another 0-0 tie, it was overall a good result, considering the competition. After NMH the Blue had five very winnable league games left.

The next week Andover played Deerfield and Moses Brown. Scott Darci came alive this week, scoring three of Andover's four goals in its two victories, including one spectacular goal on a bicycle kick against Moses Brown. The 2-0 week gave Andover a record of 8-1-3 with only Cushing, New Hampton, and Exeter left on its schedule, three games the team thought were crucial to its birth in the tournament. Andover came dangerously close to losing to Cushing, needing a late Reynolds tally to salvage a tie for the Blue. Mike Pierog put his stamp on the New Hampton game, scoring two goals, including one twenty-five yard rocket that left the goalie motionless.

Andover eventually beat New Hampton 6-0, in a game that was also marked by the return of Risseeuw from his sickness. That left Exeter as the only regular season game left for the Blue, a game in which the winner would be crowned champion of the Dunbar Cup, a small round robin tournament between Andover, Exeter, Deerfield, and NMH in which the team with the best record against the other three is crowned champion. Charlie Rich put Andover on the board early with a tremendous solo effort and the score remained 1-0 until half-time. In the second half Exeter made plenty of pushes forward, but was not able to crack Kenly and the Andover defense. When the final whistle blew and all the Andover faithful rushed the field, Andover had assured itself a Dunbar Cup, and a probable post-season bid.

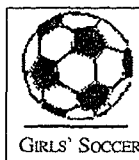
Belmont Hill, the champion of the ISL, was Andover's first round opponent. Andover, being the number eight seed, was forced to go on the road to play Belmont Hill. After an early fluke goal by Kevin Grant, Andover held an early 1-0 advantage. The lead was short lived, though, because, after a failed Andover clear, a Belmont Hill striker pounced on a loose ball and tied the score. Belmont Hill took a 2-1 lead before half-time, a lead which stood all the way

until the last minutes of the game. Then, trailing by a goal, Andover was awarded a free kick right outside the penalty area. Mike Pierog calmly came up to the ball and drilled a twenty yard shot over the head of the Belmont Hill goalie, tying the score, and sending the game into overtime. In overtime Scott Darci thought he had what was a game winning goal just three minutes into the first overtime, but was called offside on a very debatable call. After ten minutes of overtime the score remained tied and penalty kicks were called upon to decide which team would advance and which team would be sent home a hard luck loser. Belmont Hill prevailed after two Andover misses, sending the Blue back to Andover with its season over.

Despite ending the season on a sour note, the Andover soccer team fought through a very successful season. The team will say good-bye to Rich and Grant, two players that set the tone for the team's defense, Andy Butler, as Grainger used to say, "Andover's hardman," and Taylor Harmeling and Pat Curtis, two players that provided much depth for the Andover team throughout the season. But with eight returning starters, and a solid group of newcomers already slated to contribute, the Andover soccer program looks to have a New England Championship in its not distant future.

## Milton Tops Girls' Soccer in Tournament

by Zach Tripp  
PHILLIPIAN SPORTS WRITER



Nothing could be grimmer for the Blue than a rocky 0-4 start to what was slated as the the season that the girls' soccer team would win the New England Championship. Super-star sweeper and co-captain Alicia

Dermody '98 and midfielder Avra Ackerman '98 were seeking to finish strong PA careers on Graves field, but both were felled by injuries in the first days of the season with Dermody's ending her season. Even for a team with such depth, it was clear that those losses would hurt for the rest of the season. So when the first four games slipped by the team, even coach Lisa Pimentel must have been shaking her head. However, character would overcome the drought. Showing the proverbial "Phillips Academy spunk," the girls came roaring back. "Consider our early defeats bad luck," says co-captain Heather Gotha '98, "We battled back."

That "battle" proved to be a full-time job for the rest of the year. Under the strong play and leadership of Gotha in the striker and midfielder positions, the team rallied. Some Andover winning streaks are magnificent, but to watch a team pull itself from being the punching-bag of the league to a serious contender in the New England Preparatory Tournament is the stuff of nostalgia. After the poor start, the girls would only lose one more game during the season.

The team recorded win after win in grand style, and the girls were at the top of their game. Forward Ashley Harmeling '00 agrees: "Wins like that just feel good." Indeed, the girls must have been feeling pretty good when they knocked off Choate in an overtime thriller to advance to the semi-finals of the tournament. While recalling the win, Gotha cannot help but chuckle. "The win was big. They were seeded above us, they had beaten us before, and they were a little too cocky." Sadly, the challenge of the semi-final match against Milton proved insurmountable for the girls, and they had to pack up the bus and return beaten.

However, all the girls felt successful despite empty hands, and the general feeling was positive. Still, the PA community must shake its heads and sigh a collective "What if?" For what it is worth Dermody would have been welcomed back at sweeper, the dynamic play of Jocelyn Isenberg '98 would have filled the stopper position, and the speed of Ackerman would have covered center half back. Gotha would have been relieved of her midfield and could once again used her tremendous speed and

## Girls' Water Polo Extends Its Reign

by Sarah Ferranti & Sophie Cowan  
PHILLIPIAN SPORTS WRITERS



The girls' varsity water polo team finished off its 1997-98 season by capturing the New England Championship title for the third consecutive year. Led by captains Caitlin Murphy '98, and Anne Bartlett '98, the 18 girls completely dominated the pool all season.

Coaches Cindy Efinger and Courtney Cherewich were both vital to the success of the season as were the eight graduating seniors, Kate Connors, Zoe Niarchos, Allison Ferranti, Caroline Pollack, Caitlin Murphy, Mel Lind, Anne Bartlett and Lisa Shaughnessy.

Andover's successful season began with a tournament against Loomis-Chaffee and Choate. The six senior starters, Pollack, Ferranti, Lind, Bartlett, Murphy, and Shaughnessy, along with next years captain, Jess Shoen '99 replaced anxiety with confidence as Andover took a strong lead. Andover's wins against Loomis-Chaffee and Choate proved an excellent beginning to the season.

With Momentum Andover competed in a mini-tournament against Choate and Lawrenceville. The Big Blue managed to beat Choate in their first game 9-7, partly due to the thirteen brilliant saves by senior goalie Lind. Andover entered its second game against Lawrenceville with confidence and once again emerged with a win.

A few days later Andover played at home against NMH, giving the Blue an opportunity to showcase its skill. New and complicated plays baffled the Hoggies, allowing the Big Blue to outscore them 24-0.

In the next game Andover crushed Williston 22-4 despite the fact Big Blue got off to a slow start because five key players missed the game. As in the previous game, first year players had an opportunity to shine.

Anticipating a tough match against Deerfield, Andover practiced hard through a two week period with no games. The Big Blue's nervousness showed in the first quarter and Andover fell behind by one. But after an inspiring pep talk from coaches Cindy Efinger and Courtney Cherewich, the girls relaxed. By the middle of the second quarter, Andover gained control of the game, bringing the score to 6-3 by half time. The girls maintained its three goal lead throughout the third and fourth quarters emerging victorious again by the final score of 10-7.

In the final game of the regular season Andover faced Loomis-Chaffee. For the third time in the season, Andover held off the improving Pelicans. After such a successful season, Andover awaited the New England Championships full of confidence and excitement.

ment. Because the team had so far been undefeated it received a bye in the first round of the championships. In the second round of competition, Andover battled Loomis-Chaffee. Loomis put up a hard fight, and the score was tied 3-3 at half-time. But once again Andover's endurance and teamwork throughout the second half allowed them to emerge from the game with a 9-4 victory. Anne Bartlett scored five goals and Lisa Shaughnessy and Jess Schoen scored two goals apiece as well. In the third and final round, Andover battled Choate and led by one goal at half-time. Once again Andover's third quarter proved its strongest. The combined effort of strong defensemen Caroline Pollack and goalie Mel Lind shut down Choate's offense, giving Andover a 9-5 win. It was an excellent game, Andover showed great skill, communication, and teamwork. After the game Shaughnessy, Lind, and Bartlett were named to the All-American Team, and Bartlett was also given the tournament MVP award. For the third year in a row Andover brought home the New England Championship title. For its post-season tournament Andover traveled to Connecticut to face stronger competition in a Eastern Championship against nationally ranked Annapolis and Cumberland Valley. In the first day of competition, Andover played against Lawrenceville. The easy 10-5 victory was a nice warm-up for the team, allowing for most of the players to get in the pool, and for Pollack to score a unprecedented seven goals. In the next game Andover pulled off a close victory of 5-3 against a fellow Massachusetts team, Deerfield Academy.

After spending a revitalizing night in a hotel, Andover entered the second day of competition fresh and determined. Despite the two excellent goals by Shaughnessy, Andover could not hold off Cumberland Valley, a water polo club from Maryland, losing 3-2.

Remaining calm, Andover was up against Annapolis, one of the best water polo teams in the country. Even with some of their best playing of the season, Andover was not able to keep up with their skill and speed. After the final game had been played Andover placed third, Cumberland valley second, and Annapolis first, proving Andover to be the best in New England once again. Shaughnessy and Schoen were given first team all tournament awards. Honors were also given to Lind and Bartlett. This wrapped up a great season filled with dedicated, friendship and teamwork.

Although eight seniors will be graduating this year, next year's captain Schoen will provide the young team with her strength and leadership. The team is looking forward to a training trip this summer at the International Swimming Hall of Fame in Ft. Lauderdale, Florida to prepare for the upcoming season. The girls are anticipating yet another sensational season.

skill to pile up the goals up front. Veterans would not be taxed on the field, and the play of seniors Heather Smith, Amelia Stoj, Megan Burke, Whitney Grace, and Marisa Manheim could be even more effective. Dermody laments the bad hand she was dealt because of the potential solidity that was destroyed by a cruel ACL injury. "If we were at full strength, that is to say if Avra and I were healthy, we would have had the best midfield in the division. We would have been unstoppable." But how much more could Andover have honestly asked for? A comeback similar to the one that our girls provided us with this year was exciting to the last game, and New England champions or not, we all know that this year's squad represented Andover as well as they possibly could.

No one could criticize the players or the play, and even though the record may say differently, this team really might have been PA's best. Spirit and determination are just as important as wins and losses, and it takes a strong group to persevere in the face of terrible odds. Even though Gotha and Dermody are both kicking themselves for what could have been,

they both realize how special this year's team was. Additionally, the Blue captured the "big one" against Exeter this fall to cap off the regular season and to add to the four-to-one tally of winning teams for Andover. Games were intense, the sport was fun, and the team came together (which is no easy task itself). Overall, the team is worthy of the title of champions whether the trophy is resting in a case at Borden Gym or not.

Better still, this season is just the tip of the iceberg. Returnees will again make up the bulk of the Andover team and the word is that PGs may supplement an already strong roster. High praise of the future group comes from the Alicia herself, as it is clear that "They will be very good." So look out for another year of grade-A play and perhaps that elusive New England Championship. Now, as we at The Phillipian close the books on another year of Andover athletics, we would just like to thank the senior soccer women who dedicated their fall to win for us. We wish the best of luck to all of them, and we salute their years of effort on our behalf.



Heather Gotha '98 started on the soccer team for four years.

Photo / J. Mitchell



## FALL SPORTS

## Field Hockey Shines Late in Season

by Kate Macmillan  
PHILLIPIAN SPORTS WRITER

In the past three or four years, the Andover Field Hockey program has dominated the New England scene, as evidenced by its numerous appearances in the New England tournament. Though the team has not won a championship since 1993, a multitude of former players have played or are currently playing at the college level, which demonstrates the obvious coaching talent of coaches Kate Dolan and Martha Fenton '83. Never was their coaching prowess more apparent than the 1997 season, when, despite the loss of ten seniors (including both goalies) and two uppers (including the captain-elect), the squad managed to coalesce into what Coach Dolan calls "a great team to coach."

Although at the preseason tryouts back in September most had deemed this season a "rebuilding year," the addition of many terrific new players seemed to allude to greater things. Some of the new talent included postgraduates Annie Morris '98, who had played on an undefeated Vermont state-champion squad, and Rachel Berry '98, a player from Scotland whose many years of experience showed in her consistent play throughout the season. Kathrina Platt '98, hailing from Germany, also added a European flair to the team. In addition, new upper Lindsay Burt '98 brought much needed speed to the left wing while junior sensation Merr Hudson '01 gave a glimpse of what the future holds for the Big Blue with her tremendous skills at forward. Another new player was Katie Breen '00, who, although she struggled with an injury at the beginning of the season, was an integral part of the forward line by season's end.

While the preseason may have indicated a great deal of talent, and even spirit, the actual selection of the team was quite difficult. When the squad had finally been formed, it still lacked unity, for it returned only five players (Alex Mulvey '98, Rachel Burnes '99, Morgan Madera '99, Tysie Sawyer '99, and Kate Macmillan '00) and was without its captain-elect, who had left school before the summer.

Soon into the season, however, both Mulvey and Burnes emerged as natural leaders, and as a result were elected co-captains.

The season began on a good note when the team scrimmaged Cushing and easily beat them 4-0. However, in their next scrimmage, against a mediocre St. Mark's team, resulted in a 3-2 loss for the girls, which came as a big shock to the team. The unpredictability of the season continued when the squad traveled to Thayer for its first game, which resulted in a disappointing 0-0 tie. Though the team would soon defeat Loomis for its first official win of the season, it hit its biggest slump of the year when it played perennial power Tabor, which this year had two German junior-Olympic players on its roster. Though the Blue expected this to be a tough game, it might as well have not shown up at all, for Tabor handed it a humiliating 6-1 loss. What's worse, the following Wednesday the Blue faced rival St. Paul's (which the previous year knocked it out of the New England Tournament) and lost 6-0.

If anything came out of such an embarrassment it was a wake-up call, for no player enjoys getting hammered, especially when it was obvious that the Blue was capable of achieving so much more. With the encouraging words of Coaches Dolan and Fenton the team became determined to be scrappy and successful, and with great perseverance it accomplished its goals by winning its final nine games of the regular season and allowing only three goals from opponents in the process. One of the season's most spectacular wins was a 2-1 decision over another rival, Deerfield, at Deerfield, which had been previously undefeated. The season's finale at Exeter was another incredible victory in which the Blue, tied 0-0 at half-time, ended up winning 2-0 on a late penalty stroke by captain Mulvey and then another goal by Berry.

By season's end the team had become an invincible unit that was unparalleled in spirit. Amazingly, it was rewarded with a prize that not even the most optimistic player could have imagined after the dismal start: a spot in the New England Tournament. Though the team was seeded a disappointing #7, it pressed on and looked forward to a rematch at Deerfield. The Blue played this game with the same heart

it had showed in its last nine games, but unfortunately a win was not in the cards for the squad on this day, as it fell to Deerfield, 3-1. Although the situation was incredibly sad for everyone within the program, it was difficult for anyone not to be completely satisfied with the season, the team's success surpassed any expectations anyone might have had directly following the Tabor and St. Paul's games.

The 1997 season was a season unlike any other for the field hockey team. The team faced with so much adversity, overcome it with resilience commendable by any standards. The season ended on a bittersweet note, yet in retrospect it really was a great success. In addition to the great accomplishments of the team, Mulvey and Sawyer were each named to the New England all-scholastic squad.

"This year was very fun," says Platt, "and it shows that a team with so much character was able to turn its season around with a 9-0 winning streak. Everyone's sadness at the end of the year totally indicates how close and how strong a team we had become." Added Coach Dolan,

"This was just a great team to coach. How the team came together after the two big losses was terrific, and should be a credit to everyone. This was just such a diverse group; I've never seen so many one-year seniors have so great an impact on a team, but Annie and Rachael [Berry] and Kathrina did just that, both on and off the field." Coach Dolan also credits three other seniors new to the team, Samar Jamali '98, Happy Menocal '98, and Chessie Thacher '98, for their heart and wonderful contributions to the team, and calls these three "great team players."

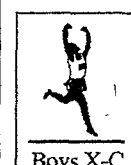
If this past year is characterized by its newness and jumbled roster, next year's squad will be one of routine and seniority. Four players with have three years' experience on the team, and in addition both goalies (Fahreen Sunderji '99 and Chace Wessling '99), the entire starting defense, and most of the starting forward line will return. Dolan says next year will be "a lot more settled", and also looks forward to the addition of many talented players from the junior varsity squad. Burnes, Madera, and Sawyer will be the team's tri-captains next year.



John Friedman '98, above, in a familiar place, ahead of the pack

Photo / L. Hoopes

## Boys' Cross Country Places Third at Interschols, Missing a Three-Peat

by Jake Berman  
PHILLIPIAN SPORTS WRITER

Boys X-C

In early September, the two-time defending champion Andover cross-country team united in Andover and began its quest for a third consecutive title. Runners from across the country converged on the Great Lawn for the team's first practice. The team's goals for the season were clear: to encourage runners of all abilities to improve, to push the varsity runners to realize their full potential, and to preserve the championship dynasty. Coach Jonathan Stableford set forth these goals before outlining a rigorous schedule and the challenges that lay ahead.

Returning varsity runners included team co-captain and running virtuoso Jon Friedman '98, co-captain Nnamdi Okike '98, Jake Berman '98, Hunter Washburn '00, and Colin Dineen '99. New talent arrived in the form of freshman prodigy Ben Phillips '01. The team appeared set for a successful season but remained weary of some of its toughest competition, particularly the outstanding squad of rival Choate.

Runners began training together after several weeks of independent summer preparation. Coach Stableford had designed a rough training schedule for all runners and athletes returned at varying places in their training. The team had less than two weeks to prepare for its first meet.

The competitive season opened on a beautiful but heat-filled day in September at the Manchester Invitational in Manchester, New Hampshire. The team, not yet entirely prepared for racing, turned out a solid performance, finishing twelfth in an exceptionally strong field, one which included some of the region's strongest teams. Now that the Andover runners had had a chance to regitalize their racing legs the team was poised for competitive action.

This action came in the form of a thrashing of Belmont Hill the following Wednesday at home and a victory over last season's rival Northfield-Mount Hermon the following Saturday. Friedman managed to win both these races with some degree of ease with Hunter Washburn finishing well in second place for the Blue each time. Ben Phillips turned in a solid sub-18 minute performance in his first home race as Okike, Dineen, Berman, and Hsu all ran solid varsity races.

Trouble appeared in the form of a highly talented and experienced Choate running squad the subsequent weekend at Andover. Coach Stableford prepared the Blue for the challenge of racing Choate and alerted runners to the incredible talent the team appeared to have. To

magnify the Blue's challenge further, Friedman would be racing at the gigantic Thetford Invitational that weekend and the team would be without its top runner. Pressure was placed on Washburn, Phillips, Berman, and Okike to step it up a notch. Choate boasted two top runners, each in the speed vicinity of Friedman and three more runners all likely to finish in under 18 minutes on the five kilometer course. The team plotted to slip four runners in before Choate's number three and the remaining three varsity runners in before Choate's number four. This, however, was not in the cards. Andover lost its first home meet in over two seasons. Choate's 1-2 punch took the first two places and its number three man finished not far behind in fourth. Washburn was the only Andover runner to crack the top four, finishing in under seventeen minutes in third place. Although the team ran well and several personal bests were set, Choate's sheer talent and the absence of Friedman was too much for the Blue. Andover would wait for revenge until a month later at Interschols.

Coming off the Choate defeat, the Blue's victory at Fresh Pond in Boston the following Friday was refreshing. Andover defeated BB&N, Belmont Hill, and St. Paul's as several varsity runners turned in stellar races. Friedman won the race with Washburn finishing fourth and Berman just behind in sixth. All five Andover varsity runners finished in the top eleven. The day was hailed as a success and the team began preparation for the next weekend's race at home against NMH.

Parent's Weekend marked the second Andover win over NMH as the Andover runners continued to turn out personal best times. Friedman came within two seconds of the home course record, churning out an impressive time of 15:51. The Blue then began its final stretch of rigorous training before Interschols, now only three weeks away.

The last weekend of October was wet and cloudy, however, that did not hinder Andover from trampling Deerfield on its soggy home course. Friedman won the race with Washburn, Berman, Okike, and Phillips all running solid races. Phillips finally met his match in a prodigious Deerfield freshman, the beginning of what promises to be a long rivalry between the two young athletes.

The Blue returned to Andover for its final home race of the season against Exeter. Andover beat the puny Red handily although times were slow as a result of more dismal weather. Coach Stableford was satisfied and urged the team to get some rest for the week ahead.

Now, the Blue prepared for Interschols with a few key things in mind: Choate was a powerhouse, talented and the host for the championship event; Exeter could possibly threaten with the return of its injured number one runner; and St. Paul's was a strong team and likely to be a legitimate force in the race. The Choate course was three miles of almost exclusively trails, interrupted briefly by a short stretch of pavement. There were several small hills and one sizable hill that runners had to ascend twice. The first five finishers' places counted toward the score but the six and seven runners had the power to displace runners from other teams (If they finished before a Choate top five runner, that would be one more point added to Choate's total score and the team with the lowest total score is the champion of the league). Friedman was a viable contender for first place but a team victory would probably require top twenty finishes by the two through five runners and strong races by the six and seven runners in case one of the top five was injured or weak that day, and to assist with displacement of opponents.

The Blue arrived at Choate enthusiastic to win and focused on the task at hand, but came away with a third place finish behind not only champion Choate, but also St. Paul's. In muddy and rainy conditions, Friedman won the race, beating both of Choate's top runners. Washburn and Berman finished eighth and ninth, respectively, but the Blue then lost a large number of places before their four and five runners finished. It is hard to attribute the only decent performance to any particular factor. Moreover, even if the Blue had raced up to their full potential, the Choate performance would still seem almost unmatchable. Choate took second, third, and fifth places and finished all of their top five in the top thirteen. Results like that are hard to come by in such a big race. The Blue certainly relinquished the title to a worthy opponent.

Although the season concluded on a slightly disappointing note, it was a productive year for Andover cross-country, marked by some spectacular individual performances, the development of numerous new and underclass runners and a true sense of team camaraderie. The coaching of Jon Stableford, Marc Koolen, and Don Barry was integral and inspirational as always. The program is now bursting at the seams with young talent and should anticipate many successful seasons to come.



Captain Alex Mulvey '98, shown here, led the team all season with her superlative play

Photo / J. Mitchell

## Boys' Water Polo Enjoys Successful Rebuilding Year

by Collin Evans  
PHILLIPIAN MANAGING EDITOR

Boys' Polo

Coming off a successful 1996 season, the Andover boys' water polo team was looking forward to another prosperous season. Having lost Jared Bayliss '97, Jason DerAnanian '97 and Nick Vantzelfde '97, the Blue expected a rebuilding season. Under the leadership of captain Piers Platt '98, the team fared well throughout the regular season, although frustration and fatigue plagued the squad at the New England Championships. Despite the disappointing fifth place finish, the team is prepared for a successful 1998 season with six returning starters.

A crucial match for the Blue fell on Parents' Weekend. Andover dominated their competition, putting on a spectacular show for the unusually large audience. The natatorium was filled to capacity to witness the stellar performance of the National Anthem by Bobby Edwards, Dean of Community Affairs and Multicultural Development. Unfortunately, many spectators failed to remain present for the Andover victory.

The NMH affair was the last home game for Andover this year, marking the final appearances of Andover's four Seniors. During the first quarter, NMH presented little resistance to the Andover attack. The Blue tallied nine goals in seven minutes while allowing NMH to score only twice, both times by lucky circumstance. A combination of fast break and man-up opportunities provided for Andover's onslaught of offense. Collin Evans '99 and Todd Anderman '99 combined for seven goals in the quarter, four coming from Anderman and three from Evans.

Andover's superior play warranted a line shift, allowing alternate players to see action in

the first quarter. The second quarter showed a continuing assault by the Blue. Although the Hogger's managed to score seven goals, Andover's already large lead held strong. Anderman posted another goal on a four-meter penalty shot, while starter Teddy Dunn '99 put a shot past the Hogger's keeper from the point. Nat Moger '00 blasted two amazing back hands into the cage from hole forward, while Nick Divakaruni '98 scored on another power play.

Evans played marvelous passive offense by drawing three personal fouls on the NMH captain, "Raoul," who was consequently tossed from the game. With one of the Hogger's better players missing, the window of opportunity for Andover to frustrate NMH had been opened. Poor defense by the Hoggers, when combined with marvelous teamwork by the Blue, permitted T. J. Durkin '99 to score all of his five goals in the third quarter. At this point the Hogger's play was becoming less and less ethical, although the Blue maintained their composure and dignity throughout.

By the fourth quarter, the Hogger's had abandoned all signs of legitimate play, with one contestant being booted from the game for throwing a punch at Albert So '01. Andover's scoring rally did not let up, with two more goals coming from Moger while Jeff Loh '99 scored his first goal of the season. The contest finished with a score of 22 - 15.

Standing at a 1-1 record with Deerfield on the season, the Blue was looking to show its dominance over the Green in its next game. The home-pool advantage seemed to aid Deerfield throughout the match, as the home referee called a fairly biased game. Deerfield jumped out to an early lead in the first quarter of play, outscoring the Blue 2-0. The Blue never managed to recover, although they did manage to play stellar hands-up defense throughout the entire affair, led by Jay Blitzer '99. In the second quarter, the Blue finally scored their first

goal, when Evans converted an amazing fast break. Moger also scored on a textbook assist from Evans in a precious man-up conversion. Yet Deerfield continued to out-swim Andover, who looked perplexingly tired throughout the match. This lack of energy allowed Deerfield to out-score the Blue 3-2 on man-up conversions.

Half-time provided a small break for the weary Andover squad, although the rest did not seem to improve play in the third quarter. Moger pounded two more past the Deerfield keeper from the hole forward position, while hole defender Anderman also came up with several clean steals. In the fourth quarter Andover's play began to pick up a bit, although the late start was not enough for the Blue to seize the lead. Moger again scored on a fast break conversion, but the persistent Deerfield squad still managed to post two more goals against the lagging Blue, pulling out a 9-6 victory.

After losing to Exeter during the season's first week of play, the Blue was looking for revenge. However, Exeter's consistency, when combined with poor officiating prevented the Andover squad from keeping up with the opposition.

The first quarter of play showed impressive defense by both teams, although Exeter still managed to out score Andover 2-1. Evans scored once in a man-up situation, while the remainder of the team, including Platt, shut down Exeter's perimeter offense with convincing defense. The Blue managed to regain some of their composure in the second quarter, during which both Moger and Evans capitalized on Exeter's ejections. The opposition still managed to squeeze three shots past Matt Palmer '99, although Andover was clearly keeping up with the fast breaking Griffins.

Half-time again provided a much needed break for Andover, which clearly paid off as the Blue scored two more goals, one coming

from Moger and the other from Divakaruni. Evans, however, was tossed from the game when his aggressive play resulted in his third personal foul. Also thrown from the match was Nate Vantzelfde '98, who's third ejection occurred on a debatable call.

Although Evans and Vantzelfde were no longer in the game, the fourth quarter showed some impressive play at both ends of the pool by the remainder of the Andover squad. Again Divakaruni took a convincing steal, while Durkin provided valuable reinforcement on the defensive side. Overall, the match served as a worthwhile sneak-peak of the upcoming Interschols, hosted by Deerfield Academy.

Given a fairly successful regular season, the Blue were looking for an impressive performance at the New England Championship, hosted by Deerfield Academy. Andover's first-round game pitted the Blue against the Suffield Tigers, third and sixth seeds respectively. Suffield outscored Andover 2 - 1 in the first quarter, with Andover's sole goal coming from Anderman.

Unfortunately for Suffield, Andover's play quickly improved, on both sides of the ball. The Suffield squad looked helpless against the merciless Andover attack. Moger was the leading scorer for the Andover team, with each of his three goals coming in the third quarter. Palmer played well, which helped Andover to easily advance to the semi-final against Deerfield with a winning 9-3 victory.

Overall, however, the Blue had a successful season. The supposed "rebuilding season" turned out to be a highly competitive season as many younger members of the team managed to step up and gain valuable playing experience, while the team veterans found new ways to work together in the pool. With six returning starters, led by captain-elect Dunn, the 1998 season looks to be promising for the Andover squad.



# ATHLETES OF THE YEAR

## Kyle O'Brien '98

by Kate MacMillan  
PHILLIPIAN SPORTS ASSOCIATE

When I was assigned to interview one of four Athletes of the Year, Kyle O'Brien '98, I felt honored, for that meant I would have the opportunity to profile one of the most prolific athletes in recent Andover history. Although Kyle was just as incredibly nice and modest as everyone had said he was, what struck me most about him was his terrific sincerity, which he obviously applies to each and every task he undertakes. For instance, when asked to reflect upon his simply remarkable athletic career at Andover, Kyle replied, "Although athletics have been an unbelievable part of my four years here, I don't want athletics to be the only thing people remember me for; they're an important thing, but they're not the only thing." After hearing this from the school's most famous athlete (he was captain of the football team, after all), I found such a statement to be quite profound, and, as I continued to learn more about Kyle O'Brien, I only became increasingly awestruck.

This past Fall Kyle returned for his second stint as co-captain of the Football team. Though the team struggled last year, the Blue hit its stride perfectly in 1998, and Kyle was at the crest of this wave of success. With the team achieving a 5-1 record, Kyle quarterbacked the Blue to its second New England Championship in three years. In the process he became the school's all-time leading passer and this performance garnered him a plethora of awards and honors. Not only was he named the most valuable player at Andover, but he was also the MVP of both the New England Prep League and The Boston Globe All-Scholastics. As if this weren't enough, in addition Kyle (a native of Garden City, Long Island, New York) was recently inducted into the National Football

ally worked his way up through the football ranks to play in middle school and eventually at Garden City High School in ninth grade. Though he loved his friends in Garden City, he was frustrated by the teachers and the classes. When in the ninth grade, by chance Kyle and his dad one day came to Andover to visit Lou Bernieri, a longtime friend of his father. To the O'Briens' surprise, Coach Lou, as Kyle affectionately refers to him, had already set up a tour and an interview for the family when they arrived here. Though at the time Kyle thought his parents had sneakily tricked him into the visit, he soon fell in love with the school and decided to matriculate as a freshman. The rest is history and, according to Kyle, he simply "couldn't imagine going anywhere else."

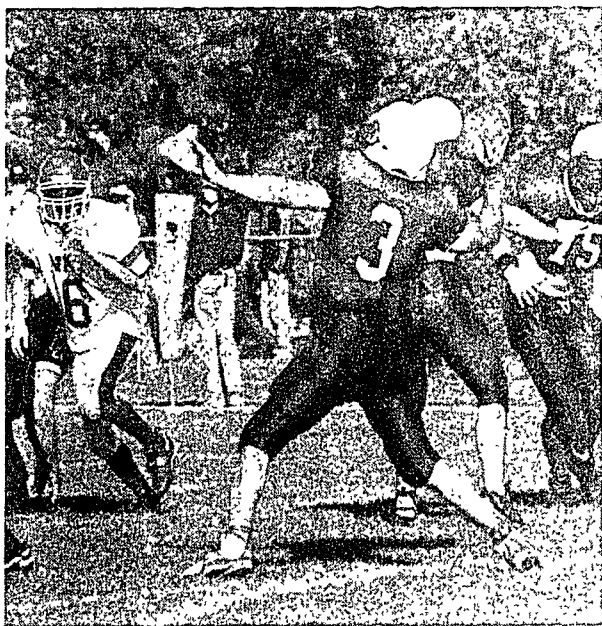
Surprisingly enough, however, his first days at Andover were slightly tumultuous. As the only junior arriving early for Varsity Football tryouts in 1994, Kyle found himself alone and homesick in an empty Rockwell. However, once the other new students arrived everything fell into place, for he made many new friends and at the same time assumed the starting outside linebacker position. The next year he

when one considers that, for Kyle, track is an off-season sport which happens to fall in between football and lacrosse.

In Kyle's hometown of Garden City, lacrosse is THE sport to play. Oddly enough, Kyle only began playing because his mother dragged him, kicking and screaming no less, to his first team way back in the fourth grade. Luckily for the Blue, since that time Kyle has grown to love the sport, and this past year he served as Andover's captain. Although he usually plays defense, this year he was asked to step up and play some mid-field and attack as well, which he did splendidly. As a reward for his accomplishments on the lacrosse field, Kyle was just named an All-American.

By this point, it is obvious to anyone that Kyle O'Brien has established himself as an athlete at Phillips Academy. However, he did say that he would like to be remembered for more than just sports, and he certainly will be. In his free time he has managed to lead West Quad South as Cluster President, and for the past two years he has also been a co-head of A.R.C., one of Andover's largest community service programs, which pairs PA students up with mentally or physically disabled citizens. After seeing the way Kyle carries himself in every single capacity, one has to be amazed with him. Even at this school very few individuals have made as much of an impact as he has in even one area; yet he has managed to excel in several. For this reason Kyle was chosen to attend Harvard next year, where he will follow in his father's footsteps by playing football, and in addition will play lacrosse.

For such an outstanding four years, Kyle thanks Coach Modeste (who is "like a second father"), Ms. Edwards, Mike Kuta, Coach Kennedy, and all of Tucker House. Obviously all of these people have contributed to the



Hall of Fame's Massachusetts Chapter as a Scholar-Athlete. No one is more deserving of each of these awards than Kyle, for every single one came as a result of four seasons of hard work and dedication on a team on which he started for all four years.

Of course Kyle's illustrious football career began a lot further back than four years ago; he was practically born playing the sport. His grandfather captained a Fordham squad which won the Cotton Bowl, and his father, Steven O'Brien, played at Harvard. Beginning in Pop Warner, Kyle gradu-

would take on the role as starting quarterback and, as everyone knows, he did a pretty good job at it.

In the Winter season Kyle competes in Shot Put for Winter Track. Although he had never done this before coming to Andover, his obvious strength allowed him to excel at it, much as he seems to do with everything he tries. This past season Kyle was the Blue's top shot putter, and he either won or took second place in nearly every meet the team competed in. Though such a performance might seem outstanding on its own, it pales

great success he has found here, yet somehow it seems that even without help, even if the entire world were working against him, Kyle O'Brien would somehow still manage to succeed, for he possesses that rare combination of grace, determination, and heart that takes a person far in this world. Wherever he ends up, whether it be on a football field or in the Oval Office, he will surely bring his immense talents with him, and I guarantee that he will have the same wondrous effect upon everyone he touches as he has here at Phillips Academy.



## Heather Gotha '98

by Noah Kaye  
PHILLIPIAN COMMENTARY EDITOR

Heather Gotha. This is a girl who in four years at Phillips has earned twelve varsity letters in four sports.

Heather Gotha. This is a girl who has never spent her Wednesday afternoons in anything but a blue jersey, never known the bench, never failed to improve.

Heather Gotha. This is an athlete. Normally, playing three varsity sports during an Andover athletic career is considered an impressive feat. Playing four, is virtually unheard of. But that is the type of athlete Heather Gotha '98 has been for the last four years. Though a freshman letterman, contributor, and even standout in hockey and softball, it has been as part of a great Andover soccer tradition and Andover girls' lacrosse dynasty that Heather will be remembered in the school record books and in the hearts of the coaches and teammates who shared her passion for athletics and fiery, competitive spirit.

This past year, Heather completed her lengthy tour of duty as a versatile and accomplished Andover athlete. Though Gotha-led teams failed to capture that elusive New England Soccer Championship she had hoped for, to repeat as A.I.S.G.A. lacrosse champs, and to have a winning hockey season, it was a satisfying final year nonetheless.

Heather was not only named *Boston Globe* Prep-Private League Player of the Year in both soccer and lacrosse, but she capped off her Andover athletic career with a dramatic five-goal performance against Exeter in a resounding thumping under the lights.

So that was that; the culmination of fourteen years of soccer, six years apiece of hockey and softball, and a mere three years of lacrosse; the end of an astounding high school athletic

career and a springboard to college athletics.

Fourteen years ago, Heather stepped on to the soccer field, a mere toddler following in the footsteps of her brother. She was raised in the soccer hotbed of Southern California, and because of the coastal climate, she played year round. A natural athlete and a precocious soccer player, by the fifth grade Heather was playing club soccer for the Santa Anita Soccer Club, having already captured the American Youth Soccer Organization State Cup with her previous team and the first ever Surf Cup, a prestigious tournament in Southern California.

By training with boys teams while still maintaining her association with girls' squads, Heather made her largest strides as a soccer player. Finally, someone tested her athletic ability to its fullest extent. This preparation proved valuable as she approached a more strenuous and physical level of soccer in high school.

"I think that Heather came to the team came to the team with great skills as a freshman and aspirations of being a Division I athlete," said Karen Kennedy, Heather's soccer coach in her first three Andover seasons. "I saw Heather's physical presence and fitness improve every year she came back. She was faster, stronger and could endure more."

Even as a lower, Heather made her presence felt on the soccer field, assisting the only goal in a thrilling 1-0 Exeter victory. But something was terribly wrong. Heather wasn't distributing the ball well, and she wasn't yet the team leader that she would become. "Our development with her was to help her make better choices—make things connect," said Coach Kennedy. "Coach Kennedy prepared me to be leader."

Coach Kennedy wasn't with the team this year. Her replacement, Lisa Pimentel, allowed Heather the freedom to direct the team with her natural skill and the leadership ability instilled in her by Coach Kennedy.

"I feel like it's finally my time. I just want to win a New England Championship," said Heather before helping her team's cause with a goal and a winning penalty shot in the tournament's quarterfinals. Ending Heather's dream, though, the girls fell to Milton, 4-1, in the quarterfinals of the New England tournament.

In California, hockey was a game for boys, but Heather wanted to play it and she wanted to play it better. Heather played on the first California state girls hockey team with future U.S. national team defender Angela Ruggiero.

"Hockey was very important to me before I came to Andover, I just wasn't as good as I was in other sports."

As a lower, Heather finished off what she called a "breakthrough year" by scoring the winning goal against Exeter in the game's final minutes. Aside from that spectacular moment, one of Heather's most lasting contributions to Andover athletics lore, and Martha Fenton's instruction, Andover Hockey and Heather Gotha weren't such a perfect match.

Though Heather scored 49 points her upper season, she was placed on to the shaky second line her senior season to strengthen it, to solve the team's

dismal losing ways. "Those losses were tough to take, I lost my winning edge. But I think the terrible hockey season made me come out with more intensity in lacrosse."

Lacrosse, a sport which requires suited Heather well, so she took it up—as a lower, one of only two on the team. She worked hard and learned fast. So fast in fact, that she started every game her first season, and in her second season, she was an Honorable Mention All-American selection.

Thanks to coach Kathy Henderson, as accomplished a coach as there is in New England, Heather had acquired a knowledge of lacrosse to match the skills she had picked up and her natural athleticism. That summer, she played on the New England I Regional team, a select team of blue-chip recruits, at the national tournament.

This season, Heather scored 59 points, surpassing Mary Barendsen '97 for second on the all-time scoring list. "I definitely wanted to break the scoring record my senior year, but more importantly I wanted to continue the tradition, I didn't want to be one of the seniors who dropped the A.I.S.G.A."

In the tournament's final, Heather was double-teamed incessantly. With this successful defensive strategy, Tabor marked her out of the game. Heather scored one lone goal as Andover struggled to win draws in the heat, and Tabor, a loser to P.A. earlier in the season, took the championship away. "The tournament was a disappointment, but the season as a whole was still satisfying. There were a lot of great wins."

All-American honors seem imminent, while the *Boston Globe* has already honored her.

Heather plans to play both lacrosse and soccer at Harvard next year. While catching on with a perennial top ten, Division I soccer team will be challenging, Ivy League lacrosse players won't rest easy—watch out—she may be an impact player as a freshman on a mediocre Crimson team.

"Looking back, I couldn't be happier with my Andover athletic career," said Gotha. "Coach Kennedy gave me maturity, Coach Fenton gave me the instruction I needed as a hockey player, and Coach Henderson took a chance on me as a lower, when I'd never played before and started me. I owe her all the thanks in the world for molding me into the lacrosse player that I am now."

With out a doubt, Heather has become the most amazing female athlete at this school. Perhaps too good for her own good. It just isn't normal for someone to be such a standout, to stand out so much on the field. But Heather has handled success and admiration well. She accomplished a more incredible feat than twelve varsity letters—she overpowered competition and still maintained normal relationships with her teams, even when she singlehandedly led them to victory. A team member, she never subverted her individual flair for sport, her own style.

"She is a courageous player," said Coach Kennedy. "Courageous enough to be herself on the field."

## An Athletic Reflection from Heather Gotha

I walked up to the penalty area somewhat slowly, trying to appear confident and calm. I leaned over and grasped the ball—it was the same type that I had seen and used at every practice for the last two and one half months. I held it between my hands for a few seconds, rotating it, trying to feel every inch, every contour. I don't know why I did this. Perhaps I was trying to draw out this "dramatic" moment and savor it, but most likely, I was trying to focus my mind on something other than the thoughts that, despite my efforts, refused to leave—this could be my last game ever in an Andover soccer uniform. . . and this could be the last shot of my Andover soccer career; a career that has spanned four years.

As I neared the penalty spot, still with the ball in my hands, these thoughts began to race wildly through my mind, and yet my exterior—my body, my face, my voice—never faltered. Physically, I was exhausted; my limbs ached with the dull pain that overcomes your body after a long game. The weather, from the haggard looks frozen on the faces of the fans, was relentless. It may have snowed late in the second half, but I was already too numb with cold and

fatigue and too absorbed in match to notice.

Yet walking up to take that shot, I felt relatively nothing. The wind smacked my already "rosy" cheeks and easily pierced through the thin material of my soccer jersey—but still I felt nothing. Every sense I possessed was focused on the ball and on making the shot. At that moment in time, I wanted nothing else than to win the game. I didn't want my last season to end in a shootout, and I most certainly didn't want to contribute to the loss by missing a shot that I knew I should make.

I knew that if I missed, it would not be due to a great save by Choate's goalkeeper. The blame for my miss would rest largely with myself; I could place these shots in the back of the net so easily in practice—when it didn't matter. But now, the season was on the line; this was for real. There could be no mistakes because there were no second chances. Above all else, I didn't want to let my team down, a team that had begun the season 0-4 and had battled its way through several injuries to key players (including my co-captain) to a berth in the New England Tournament. I wanted this win, for myself and for my teammates.

I wish I could say that before I

took this shot I had some majestic flashback of memories, some inspiring "four years gone by" vision that pushed me to take the shot, that lifted my confidence and gave me that edge to succeed. In truth, actual shot itself was a blur. . . but the moments preceding the shot and the moments immediately following are clear. These moments are the reason why I love athletics.

In all my years on the athletic fields, the shoot-out win over Choate with the 1997 soccer team was probably the most memorable. As I look back on my athletic experience here, it is the single victory that I look back upon with the greatest fondness and pride. For a moment after that win, we, as a team, as a unit, were invincible and inseparable.

We had accomplished something that nobody but ourselves and our coaches and our dedicated fans (parents) thought possible. To attempt to describe the moment with words does not do it justice. It was simply an unforgettable moment, perhaps even a "had to be there" moment. Yet it is also a moment that I believe every athlete, if he/she is lucky, will experience.

I have never felt a greater sense of togetherness. As I walked off the field with my team that day, I realized that



# ATHLETES OF THE YEAR

## John Friedman '98

*John Friedman is an amazing athlete in the truest sense of the word."*

KURT SPRING '98  
Winter Track Captain

by Gilman Barndollar  
PHILLIPIAN SPORTS WRITER

Track and cross-country runners, more than most other athletes, succeed based on how hard they train and how much they persevere, rather than on their natural talent or athleticism. With this in mind, it is no wonder that John Friedman '98 has earned an "Athlete of the Year" award after being a vital member of Andover's track and cross-country teams since he arrived here as a new lower. With a total of six track and cross-country New England Championships at Andover since Friedman arrived, and with multiple school records shattered since he first began running around the Great Quad as a lower, Friedman has clearly contributed to not only his teams but also his school.

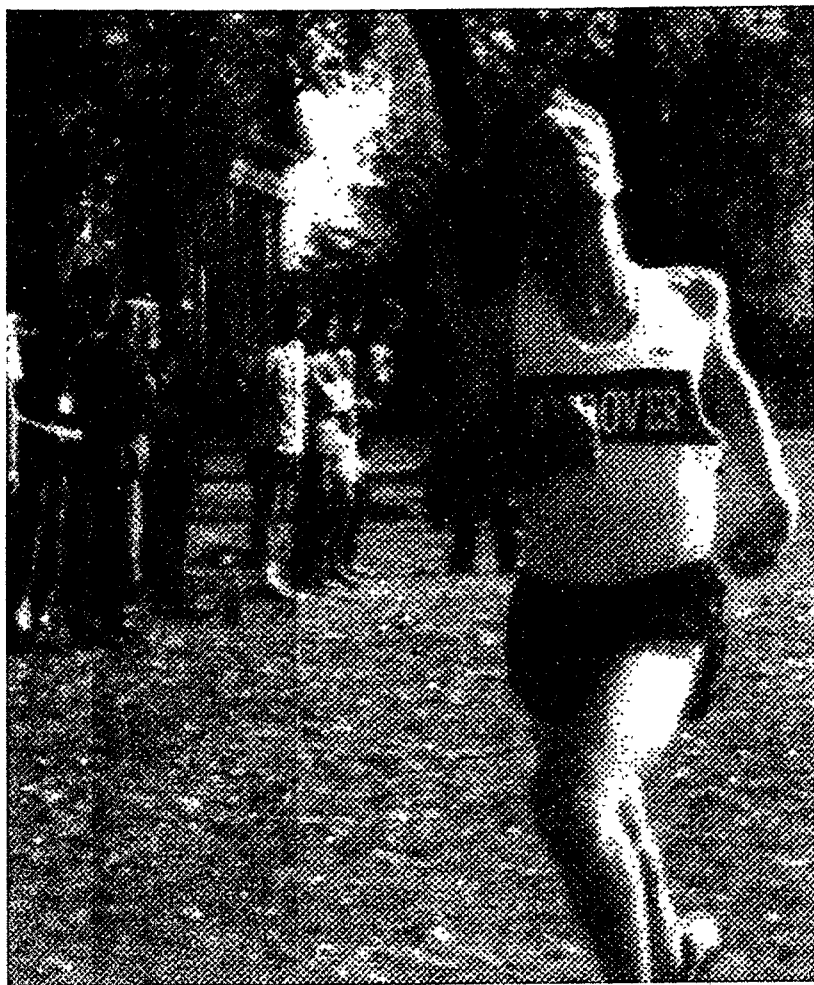
Raised in Cambridge, Massachusetts since the age of five, Friedman first began running occasionally with his father while in junior high. It was at BB&N, his first high school, that Friedman really began his running career. Ranked first on what he described as a "pretty bad" team as a freshman, he began to train daily to improve his running.

Eager to continue running after his fall term, Friedman was dismayed to learn that BB&N had no track team. Undaunted, he became a runner with local Summerville High School that spring to continue his training. After his freshman year at BB&N, John sought to expand his opportunities by attending a relatively large residential prep school, and found Phillips Academy to be the place for him.

Though many new students at Andover have trouble dealing with the tough academics and the often distracting boarding life of Andover, Friedman was not such a person. Placed in Stuart, he was welcomed by house counselor and track coach John Stableford, who helped him adjust quickly to his new environment. He immediately set about achieving academic excellence, earning an amazing six average his entire lower year, and enjoying his courses, particularly Mr. Richards' European history class.

Not only that, but he continued his commitment to running, joining cross-country in the fall, indoor track in the winter and outdoor track in the spring. He quickly established himself as a contributor on the cross-country team, becoming the third best runner on a team that won Interschols. He credits fellow runners Ted Gillet and Darren Dineen, Andover's five kilometer record holder, with introducing him to the proper ways to train and prepare for meets.

He followed up his cross-country success by becoming the Blue's second best runner in the indoor two-mile and third best in the outdoor 3000 meter events, helping the team to win Interschols both terms. It was during his first year here that Friedman set the Andover lower records in the two-mile



and 3000 meter events.

As an upper, Friedman returned to Andover ready to assume the role of a dominating presence on the cross-country team. He assumed the number one spot on the cross-country team in the fall, and together with post-graduates Nate Jutras and Pat Rowe he was a vital member of a track team that finished first in New England. It was as an upper that John's running truly took off, as he set the upper records in the two mile and 3000 meter races, and went to the Prep School National Tournament, where he finished 18th in the nation.

Not only were Friedman's running accomplishments increasing exponentially, but his skill and leadership in cross-country were rewarded by his teammates, who elected him, together with Nnamdi Okike '98, co-captain of the 1997 team.

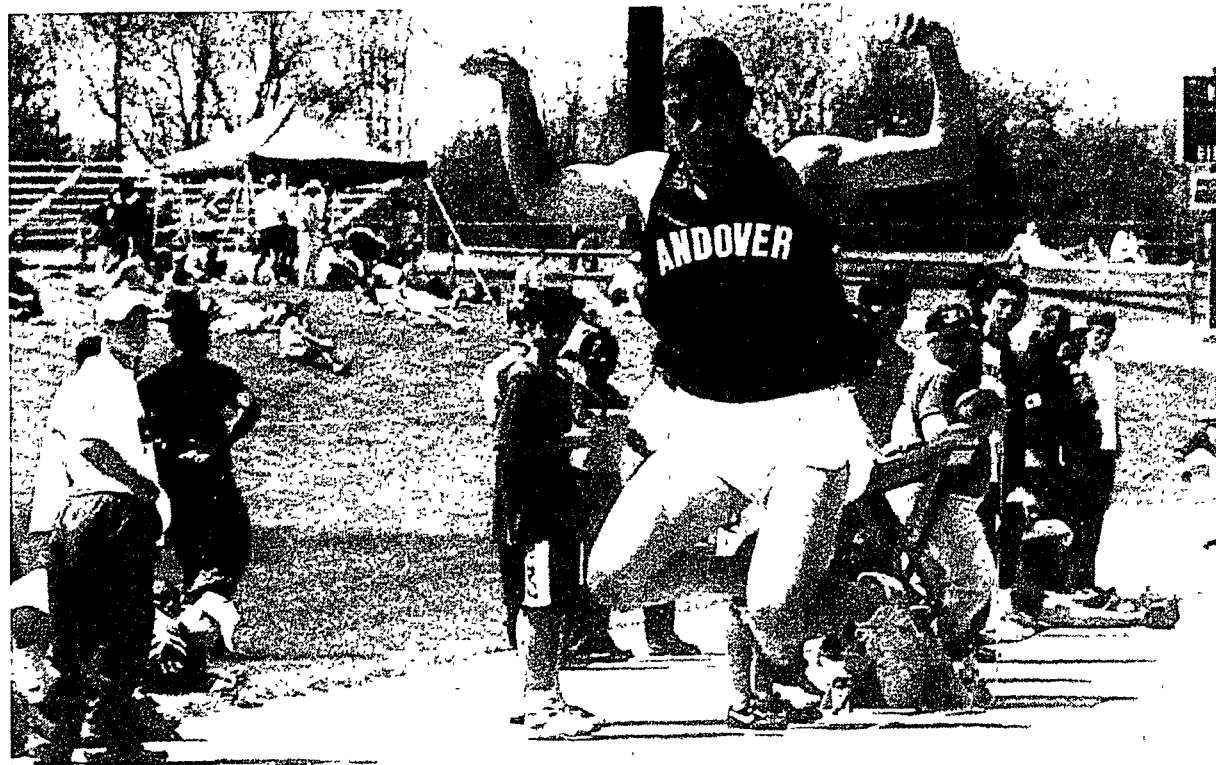
Returning for his last season with the track and cross-country teams, Friedman started the year with a bang. During the cross-country season, Friedman posted what may have been his greatest accomplishment at Andover. Though he didn't break the record, his five-kilometer finish of 15:51 was a mere two seconds from the amazing school record set by Darren Dineen two years earlier.

Unfortunately, his great 15:51 time was one of his last of the season, and he didn't have another real shot at breaking Dineen's now narrowly-held record. Friedman didn't dwell on this near-record, though, as he entered the track season with just as much determination, setting the school record of 9:21 in the two-mile, and placing tenth at Nationals.

Continuing the success it has always seen with Friedman running, the track team won Interschols yet again. Ignoring the temptation to slack off during his senior spring, Friedman continued his strong running, setting the Andover-Exeter meet record of 8:49 in the 3000 meter.

With all these accomplishments in mind, it leads one to wonder how John Friedman has done it. Pure determination and hard training are his methods, as he does tough interval training every other day and takes long slow runs on the "easy" days. In fact, Friedman estimates that he runs 55 miles a week during the cross-country season, and "only" 40 miles a week during track. This kind of tough training gives Friedman the kind of endurance to not only dominate distance events like the two-mile, but also to compete in multiple events with skill, as he did in this term's Andover-Exeter race, running the 800 meter, 1500 meter, 3000 meter, and 4x4 relay, all of which he ran with success for the Blue.

With such determination, it is no wonder that Friedman is a nationally ranked runner and is clearly Andover's best. Next year he will matriculate at Harvard, where he hopes to continue the running he has so successfully done for Andover. Regardless of what he does in the future, Friedman's legacy will always be that of a great distance runner; in the words of winter track captain Kurt Spring, "John Friedman is an amazing athlete in the truest sense of the word. His dedication and determination to both the track and cross-country programs have led both teams to outstanding Interschol finishes."



## Nnamdi Okike '98

by Charles B. Finch III  
PHILLIPIAN SENIOR SPORTS WRITER

Excellent athletes pass through Andover, often just for one year; they seem to come simply for the time of day that lasts from three to five. That these individuals are invariably the dominant players on the field makes it all the more satisfying to come across an athlete like Nnamdi Okike '98. Okike is a great athlete by any standard, excelling in three completely different sports, but the four-year senior is also known as intelligent, amiable, and generous. In short, he has been an Andover institution for the last four years, both on and off the playing fields.

Okike was born in Worcester, Mass, but has lived in Boylston for his entire life. From a young age, sports were important to him. At the Bancroft School, a small private school Nnamdi attended for eight years, he played almost every sport the school offered its students, including soccer, tennis, basketball, cross-country, and lacrosse.

After coming to Andover, Nnamdi settled on cross-country in the fall, basketball in the winter, and track in the spring. Sports, along with the academic rigor of Bancroft, helped Nnamdi to acclimate himself to a new atmosphere. Nnamdi remembers JV II basketball with special fondness; "That was definitely a growing year," he says.

Immediately, Nnamdi distinguished himself in tracks. He competed in the high jump, the triple jump, and the four hundred meter run. Track was his only Varsity sport lower year. He explains, "A lot of people assume cross-country and track are similar; in fact, I'm much better at track, not at the long distances of Cross Country. I like Cross Country a lot, but I'm not as good at it. I've always treated it as a summer warmup."

Easing into Andover life, Nnamdi's lower year marked the beginning of his experience on the varsity basketball team. "I mostly learned that year from older guys, like Hugh Quatlebaum '96, [brother] Kanu [Okike '97], and Coach Leon Modeste." The latter two in particular influenced the youngster. He says, "I didn't get much playing time. But Coach Mo taught me a lot about competitiveness, which is the biggest difference between middle school and high school basketball." Kanu helped him to play the role of big man, and returning as an upper with his brother as captain, Nnamdi was primed to break out. He scored more than ten points a game and

pulled down ten boards a game at Center. Elected as this year's captain, he led the team through its long season of ups and downs.

Of being captain, Okike commented, "It's pretty fun. It's also more important on a team sport like basketball, where you're the guy who has to say something in the middle of a bad game. Plus, you need to lead by example on the floor."

Nnamdi's ascent on the track team has been different, though no less distinguished. He was dominant from the beginning in that sport, using his 6'8" frame to excel in the jumping events. The culmination of his success came this year, when the team won Interschols and Nnamdi was awarded Interschols' Most Valuable Player award.

Nnamdi recalls a similarly gratifying win with the cross-country team last fall; the team won interschols for the second year in a row, led by John Friedman '98, Nnamdi's co-captain this year, Nate Jutras '97, and Nnamdi. In the race, Nnamdi ran about 16.50,

Next year, at Harvard, Nnamdi is looking forward to hitting the books again. Even though this term is a nice respite for him, he wants to take advantage of Harvard's facilities. He also wants to participate in basketball and track, and will make an effort over the summer to improve in the former, which he considers the weaker of his two sports. He plans to drop Cross Country.

On his athletic career at Andover, Nnamdi states, "The atmosphere created by Coach Mo in the athletic department is great. The school really supports the program, without stressing it so that it becomes competitive inside the school. It's great; the way Andover does it."

He is slightly wistful about the ending of his time at Phillips Academy; he thinks it sad, but will carry some of "the memories that I'm fondest of in my life with me. Still, it's definitely good to move on, and I'm looking forward to new experiences, and academic and athletic challenges."



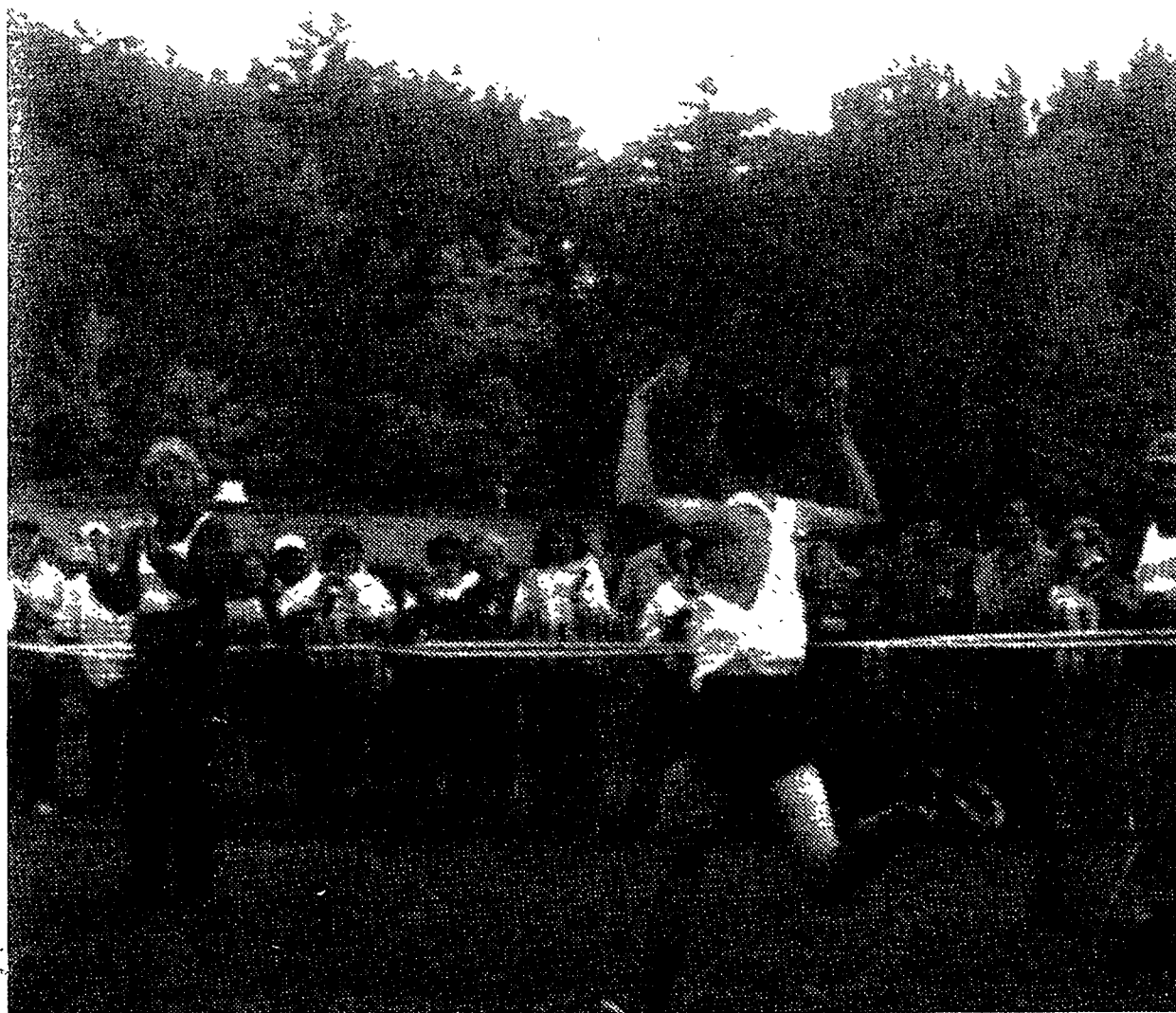
his best time ever.

Another highlight, according to the senior, is winning the New England basketball championship in 1996. All of these accomplishments, however, comprise only a fraction of the memories Nnamdi will take from Andover. "I've made some of the best friends of my life here. Kyle O'Brien '98 and Peter Karlen '98 are headed to Harvard with me, and Tony Dent '98 has also been a great friend from the dorm." He also cites as one of his good friends Ken Mori '98, who we saw outside the library. "Ken's a great guy and a great friend...even if he's a little angry right now."

Everything's open."

The impression I got while hanging out with Nnamdi was not that he was a great athlete, though he is, or a great student, though he is also that.

Rather, I just can't shake my lasting impression of him as just a cool, normal kid - personable, successful, and prepared to meet the world. Everything that Andover aims to induce in its pupils - goodness, strength, intelligence - has somehow been instilled in Nnamdi. An athlete of the highest order, he deserves to win the Athlete of the Year award; as a person, he deserves to win it even more.



*The Sports Editors offer congratulations to the four Athletes of the Year. Goodbye and good luck.*



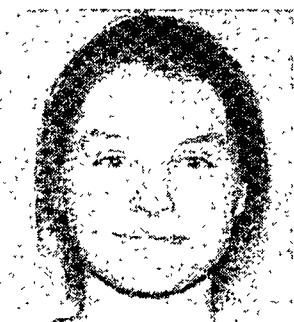
# ATHLETES OF THE TERM

## FALL 1998

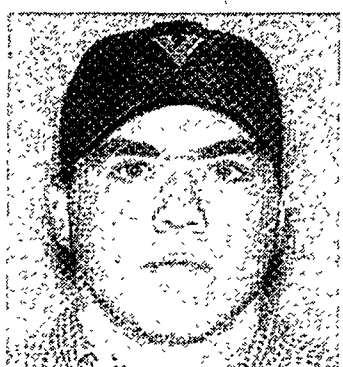


**Anne Bartlett '98**  
*Water Polo*

**Alex Mulvey '98**  
*Field Hockey*



**Kyle O'Brien '98**  
*Football*



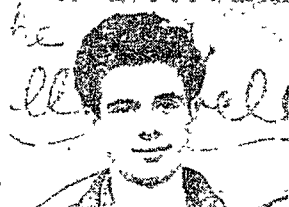
**Heather Gotha '98**  
*Soccer*

## WINTER 1998



**Taliser Avery '98**  
*Track*

**Drew Maletz '98**  
*Track*



**Greg Berard '98**  
*Hockey*

**Caitlin Murphy '98**  
*Swimming*

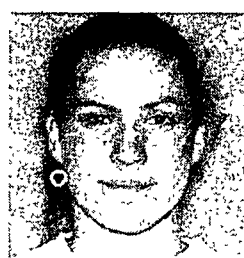


**Pete Karlen '98**  
*Squash*

**Shaun Qualter '98**  
*Basketball*



## SPRING 1998



**Whitney Grace '98**  
*Lacrosse*



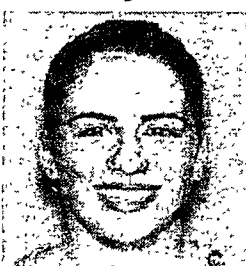
**Erica Hubbard '01**  
*Softball*



**Rachel Bain '98**  
*Softball*



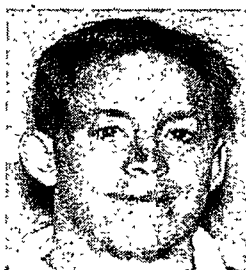
**Hannah Cole '98**  
*Track*



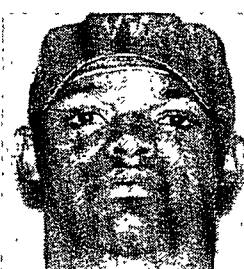
**Beau Williams '98**  
*Track*



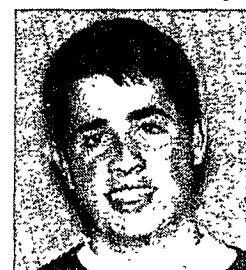
**Rob Crisafulli '98**  
*Lacrosse*



**Ned Yetten '98**  
*Golf*



**Tony Dent '98**  
*Baseball*



**Dearest John,**

**Congratulations!**

**We love you  
very much  
and are so  
proud of you.**

**Mom & Dad**

**Whitney...**

from  
**A**  
**ANDOVER**



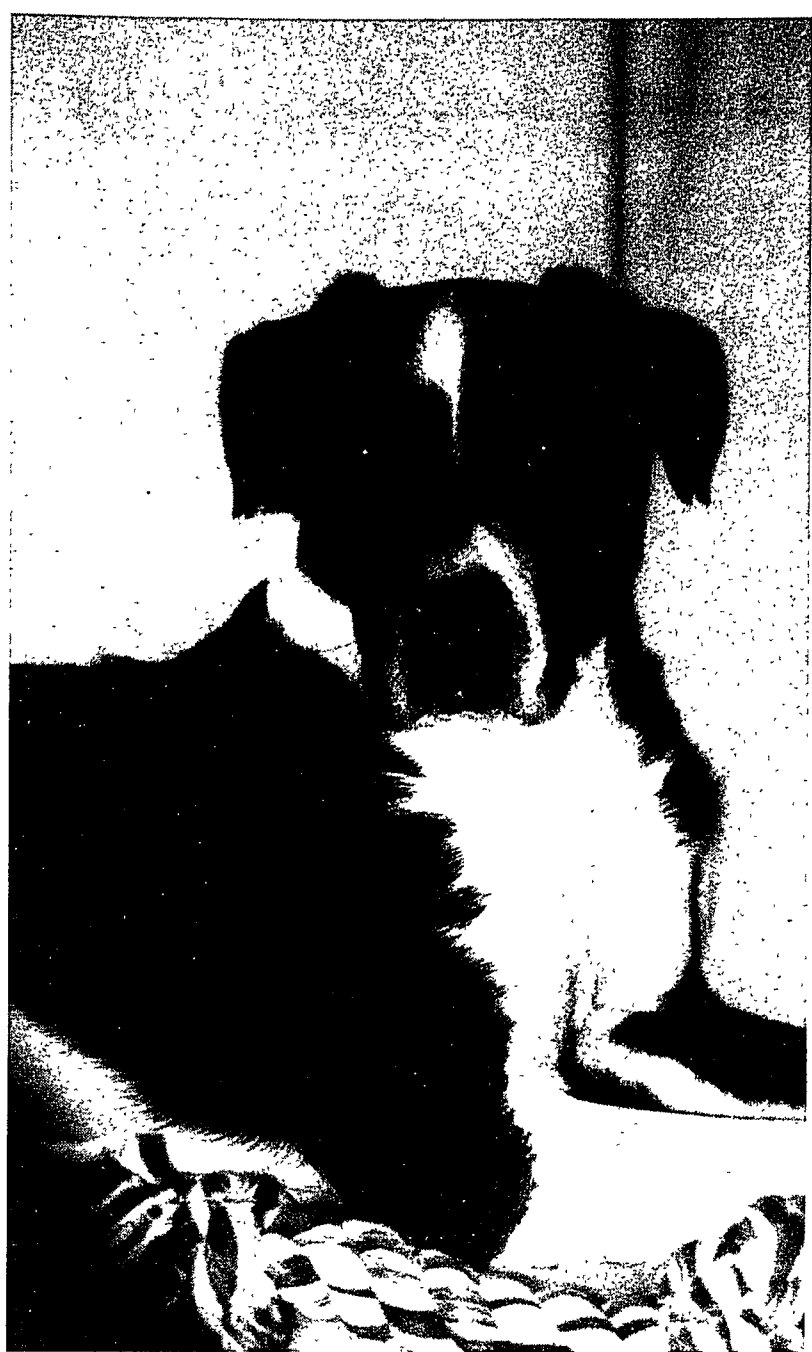
to  
**Y**  
**YALE**

**you've got what it takes!**  
**Good luck in your next steps.**

With much love, Mom and Tyler



**Immature, irresponsible canine seeks position as Dorm Dog. Must have a couch and pizza parties.**



**Congratulations from us all!**

Alicia -

We enjoyed your  
Andover experience as  
much as you --

We're proud of you --

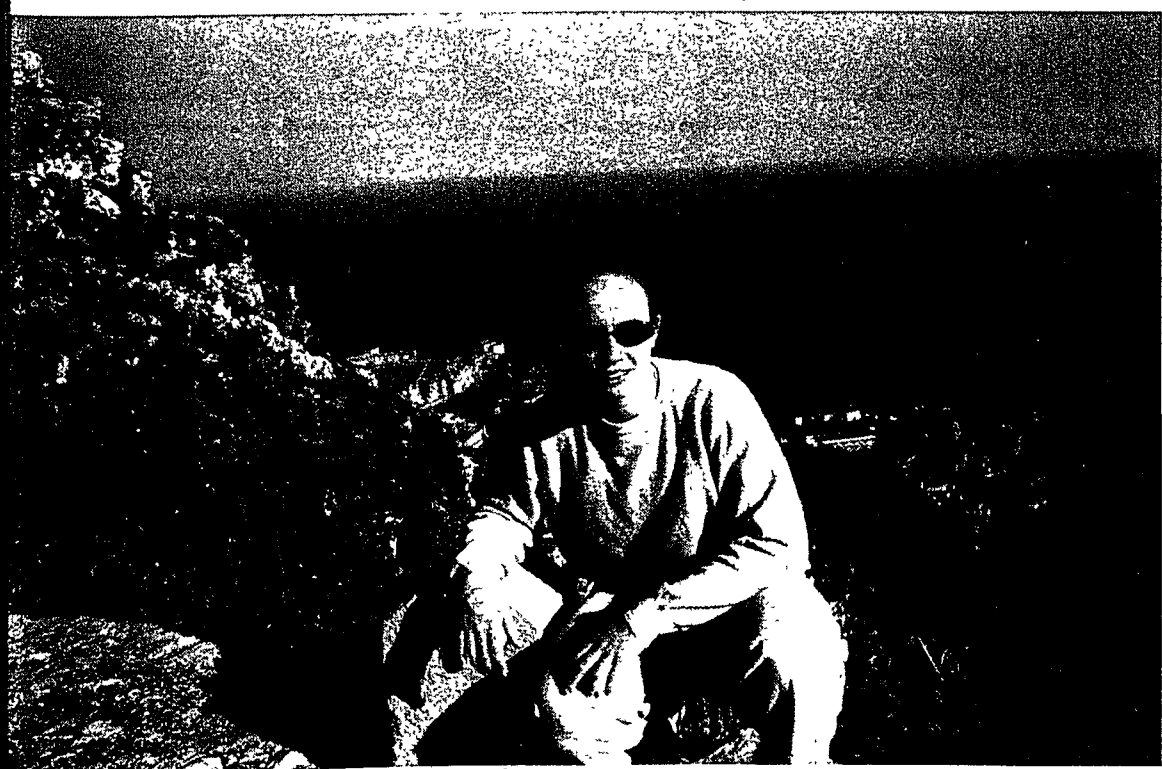
Mom & Dad

Here's a Toast with great love to Sarah MacDonald Stevenson Hendricks as she leaves the Great Lawn of Phillips Academy:

And when, like her, O Saki, you shall pass  
Among the Guests Star-scattered on the Grass  
And in your joyous errand reach the spot  
Where she made one -- turn down an empty Glass!

--The Rubaiyat of Omar Khayyam

**Congratulations,  
Carolyn!**



*Love Mom, Dad,  
Camilla, Caleb & Gus*

We shall not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time.

*T.S. Eliot*



**Courtenay, congratulations  
and best of luck !!!**

Love,

**Mommy, Daddy, Alex and Pippin**



To Kyle:

Another turning point, a fork stuck in the road.

Time grabs you by the wrists, directs you where to go. So make the best of this test and don't ask why. It's not a question, but a lesson learned in time.

It's something unpredictable, but in the end is right. I hope you had the time of your life.

Love,  
Mom, Dad, Mariel, Conor & Liana

May all your hopes and dreams, in time, be realized.





Members of Bishop enjoy what spring is all about—chilling on the quads (For a look at life in big dorms, see pp. 6-9)

## Mikey Looks Back He had a Little Fun with His Friends

by Micheal Gottesman  
FEATURES EMERITUS



I am not too sad to be leaving this school, or at least I am going to spend the next few paragraphs trying to console myself and rationalize why I should not be. Not among my reasons is the common spiteful reason, that I am finally getting out of this godforsaken place that has provided me with perhaps the most taxing experience of my life. No, I am focusing on the generally favorable and occasionally stifling context this school provides for friendships.

Early this Spring, one of my teachers told me that doing work should not be my main focus, and that spending time with friends should be—a lesson I had heard before having this conversation. The ironic situation, though, of a teacher telling me that schoolwork, including that which he assigned to me nightly, was less important than enjoying myself, became not only a great excuse for missing work during the rest of the term, but also a dominating theme of my remaining days at this school.

With work suddenly taking a back seat on the priority list, I found it easy to study for a big Math test, I saw a carload of friends going to a mini-golf course. I ran back to my dorm, dropped off my bag, got car permission (of course), and enjoyed the night with everyone. Another time at dinner one night, I bumped into a friend; she, another friend, and I wound up sitting

in the Art Center for over an hour, talking while she painted. These incidental and convenient moments are among those which I will miss most after graduation.

My proximity to my friends here allowed me to establish strong relationships fairly easily. I am not saying that all friendships here are effortless. I have found few, if any, to be so. I have, though, found that I did not always have to go far to fortify friendships. This proximity is what I am finding toughest to relinquish.

Despite the general complaints about seemingly being quarantined in this small, occasionally boring micro-

cosm, the school played one of its most important roles for me simply by placing me near these people who have become my friends.

This proximity provides a perfect setting in which to establish strong friendships, but it can also be limiting. The context of a relationship can mold the relationship to a certain extent. While I think it has been great to forge relationships in this school setting, after graduation, these friendships might be able to assume different dynamics which were previously constricted by the atmosphere, the rules and the repetition of this place.

Seeing friends during vacation or

somewhere removed from this hill seems to me to be a different experience than interacting with them here. Obviously the basis is the same in both situations, but the periphery here can interfere with equally as much as it can add to a relationship. I think that new dynamics of my current friendships will manifest themselves when these friendships assume different contexts.

There is no other place I rather would have formed these relationships, but, to console myself, I am trying to get excited about the potential a different forum might provide to these already strong bonds.

## What will you remember most about Andover?

"Bishop Room #20."  
Drew Whitcup '98

"My birth."  
Sarah Hale '98

"Chip, Crazy Karl, and Zephyr."  
Bishop '97-'98

"Pushing Ethan Liberman off the balcony."  
LQD '98

"Highlighters."  
Clahkey '98

"All those jokes from Freshman year."  
Tony Dent '98

"Ethnic do-rags, PA bum-wear, and stinky attitudes to match their smell."  
Juma Waugh '98

"The illegal TV that I kept in my room."  
'Doulo '98

"Won-Jay and Two-Jay."  
Stearns '97-'98

"Not being able to walk on the grass."  
Kathryn McLean '98

"Tommy, Yo."  
Chris Hibi '98

## "But I'm All Grown Up Now."

### Sari's Senior Reflection on PA Life

by Sari Edelstein  
FEATURES EMERITUS

Well, May has finally come, and most of the seniors have begun the reminiscing that characterizes these last spring weeks. Last night, Chessie and I spent the hour before sign-in retracing our Andover years, from Doublebrick and Nathan Hale to Johnson and Stimson, respectively. We recounted the dances and dates, the lost love and lost sleep, the lacrosse games and cross-country races. As Chessie and I strolled across campus, the sounds of an Andover Friday night echoed across the seemingly vast lawns and stoic brick walls of the dorms: giggling girls, a student band, some boys playing Frisbee. The air was hazy and humid, and the lamp posts that line the path to Andover Cottage glowed, casting ethereal circles of light.

I couldn't help realizing that in less than a month, this whole place, my

world for four years, my home, though my mom hated to hear it, will become simply a memory. All the people, the feelings, the walks alone in the dark, the rush of breaking rules, the constancy of the Bell Tower, the late nights and long runs. Too soon these will fade into a pocket of my mind, my heart.

This world, this home is completely my own, because no one else will ever look at this school in quite the same way, with quite the same proud eyes or pangs of regret as I did, not even my best friends. It became clear to me as we walked that although Chessie and I have been friends for the majority of our four years, we have had surprisingly different experiences. I attempted to describe life in the Quads, the trials and triumphs of The Phillipian, and the thrill of cross-country, and she spoke of her environmental efforts, the Stimson mentality, and the dynamic of team sports.

There is such safety in knowing everything about Andover, being able to remember alumni from four years

ago, to know what the campus looked like before the new art center was built, to know what it looks like in every season, to be able to cite a moment spent at nearly every spot in the school. When I walk through GW or past Doublebrick, I am overwhelmed with memories. All the prank phone calls and giddiness of junior year surge over me like a flood. My utter innocence, the feeling I felt when a boy left me a voice mail message, the freedom of going to the movies, the intimidation of Ryley Room. No one could imagine everything I have attached to that tiny red brick building.

My Andover experience is on the verge of isolation which will lead to its immortality. While that is the important part, I still long to put Holden Caulfield's glass jar over it, the entire four years, so I can save it intact, as it is now and preserve it forever, to show my daughter and to gaze at myself when I am old and lonely.

Commencement means beginning, which is encouraging. Yet, I feel as

though it is also a time when I must say good-bye to a part of myself. Leaving Andover means leaving forever that girl, who showed up here for the first week of orientation in a pleated gray skirt and mary janes, who introduced herself with such confidence to every person on the path, who thought she could conquer all that she deemed worthwhile. The only comfort I can take in remembering her is knowing that she will remain here, like one of the birds in the basement of Evans, and that similar girls will move into Doublebrick, discover The Phillipian, and run the same cherry-blossomed roads that I have grown to love.

In Reverend Zaeder's class, we read Alice's Adventures in Wonderland, and one of our assignments involved selecting a line from the book that best expressed our sentiments on graduating. So I leave you with the quote, "But I'm grown up now," added Alice in a sorrowful tone, 'at least there's no room to grow up anymore here.' "

## INSIDE

### FEATURES Commencement 1998

#### REFLECTIONS

What's been on the mind  
of the seniors  
before they leave  
Andover?

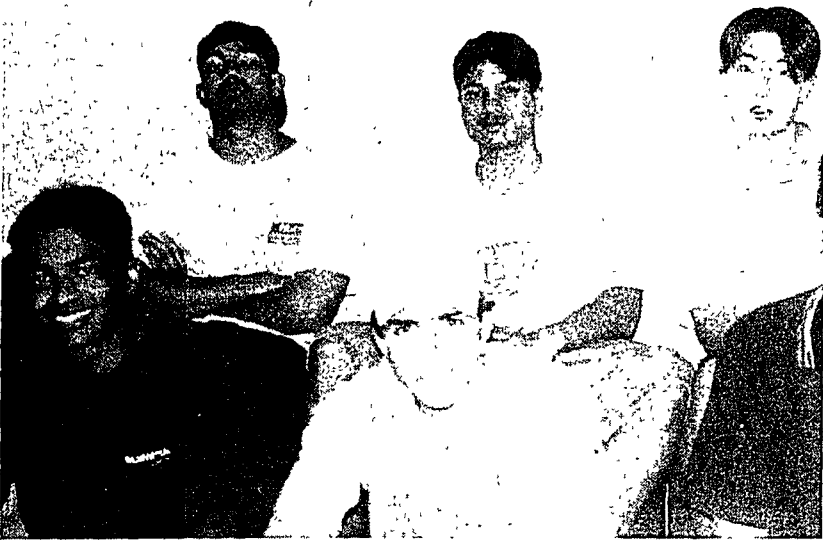
#### DO NOT GO AWAY

Andover's seniors  
residential life in PA  
Boys' Dorms  
Girls' Dorms

E2  
E3  
E4  
E5

E6  
E7  
E8





The Rockwell prefects, pictured here, are charged with the job of keeping law and order in place

Photo / D. Kurs

## The Perfect Prefects

### The Life of a Prefect

### In '97-'98 Rockwell

by Suk Hee Kim  
PHILLIPIAN STAFF WRITER

As this year's Rockwell boys get ready to move into Lower year, I feel it is only appropriate to look back upon the lives of these miraculous freshmen and their fight to survive in a place where they are neither called by their first names nor their last names, but only by the title of "Juniors."

The responsibility to lead an entire dorm with the help of only five other prefects was a hefty task, but if the prefects had anything in common at all, it was the fact that they were ready to take on and could handle the responsibility. We were willing to stay up late talking to a junior who was home sick, or give advice on anything from classes to family problems, even if it meant skipping a math test the next day. Thinking back on those times, I feel no regret for that poor math test grade because I did something so much more rewarding. I think I speak for all the prefects at PA when I say that it is worth every moment of it.

This year's batch of Rockwell freshmen have been heralded as "easy going" and "relatively cool" according to John Gould, the Rockwell North house counselor. The past years (i.e. "The Eugene Cho and Anthony Dzaba years") had some serious issues, according to Mr. Gould. There was addictive gambling, forgery, a mass amount of aqueous projectiles, and an overall lack of respect for the rules. Luckily most of the Rockwell class of 2001 broke all stereotypical barriers and actually earned the respect of many students and faculty.

Ahmed Khan, Yaqub Prowell, and myself were extremely nervous, to say the least, when the cars started rolling in that fateful morning when the juniors were scheduled to arrive. What kind of kids will they be? Would any of them be real trouble makers? Would they beat up on Ahmed? These and other random thoughts rushed through my head as I started to greet them. Slowly the dorm began to fill. Nervous faces were everywhere; parents carefully examined the rooms while the blue keys ran around trying to make everyone feel at home. It was

pure chaos. Yet in the midst of this chaos, an atmosphere was starting to shape that would remain till the very end.

"Finis Origine Pendit," the motto reads. The end depends upon the beginning. I knew that the first few nights would be the hardest for these boys and that we, the prefects, should try to do our best to make them feel comfortable in their new homes. Unfortunately, there were some things that we just out of our control. Rumors of two students weeping endless nights, crying out the names of their dog, hurt every prefect night down to the bone. A teary-eyed Yaqub said, "We couldn't help but feel sympathy for those boys."

As the year progressed and the juniors began to grow accustomed to their rigorous six course load, the prefects had other things to attend to. Take senior fall, sports, college apps and add a couple of juniors who refuse to go to bed at 11 pm and you have a prefect's formula for stress. It was around the end of the fall term and most of the winter term that the prefects felt it necessary for stricter enforcement of sign-in, lights-out, and an occasional beat down, courtesy of Yaqub "I don't take no crap from nobody" Prowell. I still firmly believe that, in Yaqub's words, "It was out of love."

Rockwell, which directly faces Bishop, didn't really have a chance to bond with its friendly neighbor. As in past years, the Rockwell-Bishop snowball fight and Halloween (with the notorious "homey sock") proved to make for the juniors to take, sending them scurrying back to their rooms whenever the Bishop men were around. Indeed, Bishop will have the privilege of greeting six new Rockwell students next year, and I have already heard some of the wonderful things that Bishop plans to do to them.

As the year comes to an end, we the prefects can confidently say that it was a successful year in Rockwell and we wish many more to come. We will leave with only the better memories. We wish next year's prefects the best of luck and ask the rest of the school to please be a little easier on next year's juniors; after all, they are human beings, much like us.

# A Brief Review of Junior Year

## From a Lowly Rockwell Boy

by Austin Arensberg  
PHILLIPIAN STAFF WRITER

It is six o'clock on a warm Sunday in May, and I had just lost fourteen dollars yesterday betting on Rick Pitino's old gray mare in the Kentucky Derby. My day began at around 4:00 pm when I realized I had better get out of bed and go to dinner. I strolled over to Commons with a lower friend of mine and met up with a friend from Nathan Hale. We discussed our different plans for the day until I realized I had to write an article about the Junior Year. I panicked. Scared and frightened, I tried to figure out how I would write such an immensely important article before Monday. And then it came to me, I ran down to the Knoll where everyone was eating and strolled up to my "right hand man", Matt "I know all my G from Smith house" Dougherty. We talked about the potential of the article and the effect it could have on us. After a short discussion about the pro's and con's of writing a large article based on the Gossip of the Junior Class, we decided we would write it together. We ran up to Natalie Wadsworth [a long time friend of mine from my favorite place in MA, Brookline [Park 4 eva!!!!]] and asked if we could use her computer for the next two hours. Regretfully she accepted and we went up to her delightfully decorated room in Da Hale. After Dougherty put in his R and B grinding music we proceeded to write what could be the most controversial article ever. We broke it down term by term, until it was a complete masterpiece. Unfortunately, this article will make absolutely no sense, except to those who have actually gotten out of the dorm [3rd Floor South...no worries—some parts should be vaguely familiar]. Brace yourself.....

### Fall

To begin this article I would like to state that this article will not be wholly inclusive on Lawson and Liz, however they do deserve significant recognition in the Junior G [G=Gossip]. To begin the year, although no one came out to say that they "Lak girls" (no one had to), it was obvious that some members of America house did. Parents Weekend began with a true raucous; a certain varsity hockey player persisted and came away with many Flagstaff veterans. The Chaser, among others, was able to hold his place as one of the "Tru Playas" in the class. Chase maintained as others in Rockwell were hung up on girls from the homeland [Georgia?]. Certain cross-country members were also able to claim the prize of Flagstaff women early in the year. Some Nathan Halers had already begun to take notes on prospective Sadie dates. There were some favorites among the junior girls, like Chris "who is my date?" Yorty and Ethan "Wow she is really short" Brodie. There were some couples who were not as pleased with the show of their dates, if they showed at all. Rockwell, as usual, had a poor representation of guys at the dance. Everyone had a memorable time there, although not all the memories were good. There was some dis-

cycle continues.

Because I am a junior myself, it is hard to give a 'now and then' perspective on what 'changes' occur between junior and upperclass years. It is my belief that this metamorphosis takes place throughout one's junior year. I realize that it is a life skill to learn how to cross through the gym without being tackled by the wrestling team, drenched by the water polo squad, or stared at by the members of the opposite gender's locker room. When crossing from Bullfinch to Graves, knowing which emergency exits can be used without setting off the alarms is a necessity. When you can call the lovely secretary in GW "Dickie," sit at a table in Commons without fear that the stranger next to you is a PEA spy, learn that squash is something you play (not something you eat), and that a lower is something you become (not a direction you look down), you gradually become less neophyte, and more knowledgeable.

Everybody has been a beginner at some point in their life. Everyone has toddled before they ran, babbled before they spoke, and been a dork before they were cool. To you juniors out there, no worries; 'cool' is coming.

crepancy about who Parnes would chose to bring with her to the Sadie, and despite efforts to share the men with friends, she only ended up with one on her arm.

### Winter

Winter was all about Lawson and Liz. By mid-term it was evident that Lawson had made his decision about which Liz he would see and eventually go out with. At America House Pam's reign wreaked havoc, forcing some into unwanted, encounters in locked common rooms [Chaser...no comment]. Video cameras and eyewitness accounts retold Pam's story over and over again. Johnson dropped a few "bombs" on Rockwell, with untold affects on the innocent boys. The Blue and Silver caused many to doubt the sanity of a certain crewman after he gave a death threat to Lawson "Sing along with me at any occasion...especially all junior meetings" Feltman. L-Dog, and Liz #2 were undoubtedly scared and worried about this event, but nevertheless persisted and by late Winter Term had established themselves as the highest profile relationship of the year. Double Brick mean-

while was brooding in their wolfpack formation, hunting, searching for upperclassmen guys to prey on. Merri "My name isn't MerHud" Hudson made her first debut proving to be the best player in the worst hockey team ever to play at Andover. Her expertise was called on many times by other JV hockey players, who in their attempt to gain social status themselves went out with members of the Girls Varsity team.

### Spring

The "Whooooopppppiiiiisssssshhhhh" whip was introduced to a few Freshmen boys. North side second floor bore the brunt of this affliction. Rob "Rapta...Not In My MUG" Smith was able to pull off his first Andover relationship during his Cantata trip. Ellie and Scott "My hat used to be yellow" Darci were able to stay far away from the R.C.R.P. [Rockwell Common Room Posse] after certain attacks were made by members ranging from Yang Song to The Newmanator. Jeff "After a hat-trick per game there must be a good reason why I am still on JV2" Diamond and Luke "LeSoda" LeSafire paired up in full lax gear to woo

MerHud in the final months of school with Jeff prevailing after a rough night of grinding. Lawson "Roses are red, violets are blue, where there is a Liz, I go too" Feltman performed for the class in Andover's first Lawson-Sing-Along. As if a three year age difference weren't too large, a crippled Rockwellian and a Johnson "Power Packer" succeeded in becoming one of the most talked about couples of the year. Around the time the mid-term six day week hit, many were wondering whether Ben "Look I can run, but I can't dance" Phillips would be able to pull off his weekly rendezvous with Adams South on the dance floor. Scott "My 4.0 average is abnormally high for my caliber hockey status" Ward was ruthlessly attacked by a couple girls trying to show him how it's done. The birds are calling, summer is near and the Juniors are closer than ever, and counting down the days...

The Junior Year was exhausting, thrilling and above all fun. I can only wish Matt had stayed and seen this final draft. This article goes out to all the juniors who were daring enough to meet friends, lose friends, and stay with friends throughout the year.



Rockwell North, pictured above, has fallen quite far since the days of Eugene Cho '99 and Anthony Dzaba '99

Photo / H. Collamore

## A Transition Year, An Unique Year

### Junior Year in Nathan Hale

by Paige Austin  
PHILLIPIAN STAFF WRITER

This past summer, as I prepared to leave everything familiar to me to go to a boarding school 3,000 miles away, I discovered a new variation on a common human emotion. It is possible, I learned, to already feel nostalgic for a time that has yet to pass. And now, almost a year later, I am experiencing this same feeling once again.

Though I obviously cannot be sure, I think that junior year is probably the most unique part of a typical four year career at Phillips Academy. There is something mystical about arriving at a dorm filled with trembling new students, exploring a vast and daunting campus overrun with people who you've never seen before, and then slowly, day by day, feeling this whole new world become a part of you. Junior year has been a crash-course in everything from how to

avoid lights out, to how to survive Social Science 10, to how to share a television with 40 other people (by the way, if anyone has figured that second one out, could you please let the rest of us know?).

You see, juniors are arguably the most set-apart group on campus. One does not often see a table of both upperclassmen and juniors in Commons, just as one does not usually see juniors distributed evenly throughout the library. The letters from home are still arriving at regular intervals, and the fear of not being accepted to a single Ivy League school has yet to consume our days. People who have been slaving away at PA for a couple years seem more burdened, almost as if the stress they're carrying is something that could actually be weighed in tons. I will not venture so far as to say that juniors never feel stress (because we do), but it's the kind that can usually be forgotten over a three-day weekend or left at the door of an Underwood

dance. Middle school is pretty well forgotten by the time you're a senior; but juniors still talk about it, still compare notes on what we wore, what we listened to, and what we thought was cool.

Ninth grade is a kind of great middle-ground; a transition from the care-free innocence of youth to the more real, unsheltered life of a self-sufficient high school student. Juniors enter P.A. from all different levels of experience, yet overall, we basically adapt to life away from home together, and at our own pace. The prefects loudly enforce our "bed-time" each night, the house counselors still bake us chocolate-chip cookies on Saturday nights instead of smelling our breath when we say hello, and the prospect of one of us getting into serious trouble is shocking enough to keep most everyone from risking it. It is not that people do not want the hindering strings attached to childhood to easily slip away; it's just that we can't help being the most inexperienced people on campus.

If I had to pick the most special aspect of being a 9th grader, I would say that it is the inescapable memory of why we're here, and how we got here. Jokes still fly about what kind of stunts each of us performed in our interview to bring the admissions officer to their knees; we still talk about getting that huge envelope last March with the Phillips Academy insignia in the top corner; we still marvel at where we were then, and where we are now. It is my most pressing fear that come those long nights of upper year, with the Calculus book laying open and the numerous empty cans of caffeinated soda strewn about, I will not remember how thankful I am to go to this school. (Jimbo's note: you will forget.)

Juniors are the ones you see in G.W. still having trouble opening those stupid mailboxes, we're the ones that walk around in huge masses of people, we're the ones that listen to all of Kevin Driscoll's message. 9th grade may not be over yet, but I can already feel myself missing it.



Paige Austin, above, will miss the carefree days of Nathan Hale

Photo / L. Hoopes

## What are the Juniors actually good for?

### "Pucks"

Stearns

### "Cleaning my office."

Collin Evans '99

### "Snowball targets."

Bishop

### "Giving me people to be friends with."

Dave Constantine '97

### "Protecting the environment, testing the gravitational pull on a pumpkin, and calculating the wind resistance of air on water balloons."

Rockwell '95-'96

### "Snowing."

Francis Santana '99

### "Snowing."

Zuke McKenney '99

### "Snowing."

Naomi Fowler '99

### "Snowing."

Clankey '98





"Wee" Cho is all tucked-out after all his hard Lower work

Photo / D. Kurs

## The Last Lowers With No Lights Out

by Eric "Wee" Cho  
THE RUNT OF THE LITTER

It's 1:30 in the morning and I'm still up, dazed, but awake. My lights are on and my stereo is blaring some Busta Rhymes. This would have been a mere dream during my old Rockwell days when Mr. Gould or one of the prefects would have marched up to my room, smashed my door down, and have reprimanded me. But as a lower, nothing stands between me and a late night with Maxwell and Nodos.

If anything, lower year has been a transition period full of adjustments. The most important of these adjustments being the treatment of the no lights out policy. Many regard this as an opportunity to stay up late and gossip with dorm mates or play on somebody's N64 or Playstation. This usually means that the student is only doing one thing that concerns academics...Procrastinating.

Procrastination is what teachers dread and students perfect. It's what destroys lives unless you tame it. No matter how organized you are, or how well you manage your time, you will procrastinate at some point in your academic career at PA. I've been there, and truthfully, I'm there right now. It's 2:00 in the morning and I'm in front of my laptop.

The theory of being able to stay up late and not needing more than a few hours of sleep is nothing but a myth. After hours of reading Frankenstein or staring at chemistry equations in the hopes of having them etched in your brain, everything starts to look like the backs of those Mossimo shirts. The harder you concentrate the more your mind drifts off.

Not only is it strenuous to work late at night, but the quality of the work is often equivalent to that of a ten year old. Whatever you may be doing may seem brilliant and ingenious in the early hours of the next day, but that is only because your left brain has already shut off. I have many times awakened the morning after a late night and was awed by what I had written. These unexplainable flaws have ranged from analyzing Frankenstein as an attractive princess to answering .018moles of NaOH to a question about the speed of lightning.

As lower year progressed, I learned to manage my time and adapted to the limited amount of sleep I was receiving. A big step was the discov-

### Top Ten Lower year activities

10. Doing nothing.
9. Being able to make decisions...wait that isn't right the administration gave them a bed time.
8. Getting McDonald's® for Upperclassmen.
7. PE-10 and Life Issues.
6. JV-II Sports.
5. Unlike Uppers, they get to sleep.
4. Making fun of Art-10.
3. Getting duck-taped to the sphere and....
2. Meet seniors in their dorm, interact, and become better people.
1. Just kidding... they have to stay in their rooms after 11 pm.

ery of the studious atmosphere of the Garver Room in the OWH Library. The sight of other students working and doing nothing else made procrastination an impossibility. Getting some of my work done in the afternoon relieved my workload and allowed me to spend lower year like most of the uppers have been telling me: not doing the history paper.

Standing back and pondering about my lower year, I can confidently say it has been helpful to get adjusted to the no lights out policy and to the upperclassmen dorms before facing what is undoubtedly going to be a hellish upper year. (editorial note: you have no idea Wee Cho.)

by Zach Frechette  
PHILLIPPIAN FEATURES ASSOCIATE

Here's the way I see things: Lower year is the best year at PA. Junior year you're new and confused. Upper year you're tired and overworked. Senior year you're bored and want to leave. But lower year hits just at the right time: before you have too much work to enjoy all the new people you meet, and before you get bored of them. Plus, with such course requirements as P.E. 10 and art/music to fulfill, your homework load is light and there's plenty of time to fulfill your social requirements. One of the best things about being a lower though is that you get to live in a dorm with upperclassmen, not just other juniors. This, of course, comes with it's ups and downs, but it certainly adds to the overall life changing experience of lower year.

Transforming from a junior to a lower is a huge change, as is moving from a junior dorm to an upperclass dorm. For some people, the change involves moving from a small dorm to a big one, while for others it's just the opposite. Also, for the first time, students get to choose who they're rooming with. For some rising lowers (i.e. those who lived in singles), a roommate is an entirely new experience. But picking the right mate can be one of the most important decisions ever made. For those of you who may ever have to make the decision in the future, let me advise you this: when choosing a roommate, never pick your best friend. You may think you know your best friend, but it will amaze and disgust you as to what your so called

"friend" lives like. Sometimes it's just general poor hygiene and uncleanness, while other times it's rotten food in the closet and dead animal stink under the bed. This can happen with any roommate you choose, but if it's your best friend, it may force you to reevaluate the friendship. The best roommates are the people who you are OK friends with, but you don't spend a lot of time with. That way you won't kill each other.

Another change from junior year is no lights out. The freedom of no lights out lower year is a big responsibility that has to be dealt with carefully. A lower has to learn how to manage his or her time well, so that work is done before it's too late, and to make sure that he or she gets enough sleep. Junior year, you knew that you had to be done with your work by eleven, otherwise you would not get it done or have to wake up very early to finish it. Without restrictions on bedtime, there is a great temptation to put it off until it is very late, and then stay up most of the night finishing it. While this scenario does play out on occasion, those masters who learn to manage time well have taken a big step in their PA lives. They have taken the responsibility entrusted to them and not abused it.

Discovering how to manage time well is not the only thing that can be learned from an upperclass dorm. In fact, time management is one of the few things you learn on your own: the rest you learn by example. For instance, when your living with upperclassmen, you realize just how important it is to enjoy lower year while it lasts. I often walk around the dorm and see the uppers passed out on their

desks with notes scribbled in barley legible handwriting that read "uPpEr YeAR MuST dIe. i mUSt KiLl eVeRYOne." As lowers, we take a look at these notes and think "Gosh, I'm glad my life doesn't suck yet. I should probably go have more fun before it starts to suck."

Lowers also learn from example about lack of sleep. I recall one night when I was awakened at three A.M. by the sounds of some of my dormmates arguing. Even though they were loud enough to keep me awake, I couldn't here what they were saying. The next morning I found out that the argument had been about how Market Basket is to the left of McDonalds and not the right.

The pure ridiculousness of this argument goes to show that lack of sleep does have a serious effect on the well being of everyone. We lowers witness this kind of behavior and

naively think that the same thing will never happen to us, but history always repeats itself.

My upperclass dorm experience had been great. I was lucky enough to not have to navigate the rough waters of the all school lottery, and I was lucky enough to end up in a great dorm like Bishop. I mean, the place is just packed with these hard working no nonsense role models with great morals and ethics that I like to call seniors. These people have been an inspiration to me, and I look forward to becoming one myself. That reminds me, lower year is the last year you have to be a baby. After this year, we lowers have to become role models in the dorm, we have to do lots of work, and we have to lose lots of sleep. So I guess that I'm a little disappointed that lower years is coming to an end, but at least I have a few things to look forward to.



## Everything I needed to know... I Learned in Bishop

by Tristan Dewitt  
HE IS NORMAL, REALLY HE IS

When I was first given the assignment of writing a Lower reflection, I had no idea what to write about. Was I supposed to write about the mistakes I had made, the classes I took, or the dorm I lived in? I hadn't the slightest idea where to start. So I decided to ask wide body of reliable sources that have never let me down. Unfortunately, I don't know anybody like this, which quickly brought me back to where I had started, which really wasn't anywhere to begin with. Coming from nowhere as I did, I was surprised when I realized that I had forgotten about Socrates. He always said that humans must constantly reflect on their actions and see what they have learned. Then, it all made sense. I've learned a lot from lower year, and I think I should share it.

The first thing I learned upon arriving last fall, was that I was an idiot, and a pretty strange one by the looks of it. I learned the pricelessness of sleep, and the even greater value of caffeine. I learned that breakfast is a hoax, and that home fries aren't anything that comes from a potato plant. I learned that the best thing to do in case of a bomb threat is to try and get the bomber to call me, so that I can ask him or her, "When is the bomb going to explode?" or, "What does the bomb look like?" or even, "I hope you are as stupid as the person who wrote these questions."

I learned that politicians are a group similar to the mafia, but with fewer moral codes and loyalties. I learned that when things couldn't get any better, they get much worse. I learned that the reason for six day weeks is dependent on the sensitivity of your bull remnant detector, and that

the prettiest face in the world can't mask a plagianzing idiot. I learned that grades aren't important, unless you want to succeed. I also learned that 100% beef is not always 100% of a whole, and that baked scrod refers to anything from the sea that's dead.

I have studied and learned every rule in the Blue Book, including the rule on page two which, in effect, nullifies the procedures set forth therein, when a non-standard response is clearly in everyone's "best interest", provided you are interested in seeing justice being overlooked. I learned that girls' bathrooms were not as bad as boys bathrooms, until I read an article about them and decided to settle the score. I learned that there are two kinds of people in this world: those who are so asinine as to claim the support of religious icons in their campaign speeches, and those who are disgusted by this prospect, making such claims only on their cheesy and tasteless flyers pasted all about the school like flies on excrement.

I learned that Bishop is the best dorm on campus, much to the disappointment of Bartlet. I learned that some people will never learn that they are not wanted in certain places, but that in this day and age, beggars can be choosers. I learned that meat is murder, and that I love steak. I learned that bad things come in small, melodramatic packages, and that it is human nature to subsidize their idiocy rather than to suppress it. I learned that no one is above the law, though a generous donation can sometimes necessitate a "non-standard response."

Though it seems that I have only learned the negatives that this school has to offer, and there are quite a few, I have also learned to love this school for it's teachers, classes, opportunities, and its atmosphere. I love this school

for what it is, not for what it appears to be in some picture-perfect, surrealist catalogue half truths. I love the hardships and the successes that it brings. I love the challenge, I hate the image. I love the way in which this school changes people, and if this article ever gets printed, perhaps you will agree to love it too.

## Life in the Castle... A Bartlet Boy's Take

by Tyler Grace  
PHILLIPPIAN STAFF WRITER

It's a typical Sunday/Thursday: imagine yourself as a lower. You have just had a relaxing/stressful week-end/Wednesday, where you won/lost that sports game. Long after you go to Commons, which opened at 4:30/5:00, your dormmates are getting hungry. It's Harry's night. In Bartlet, the lowers have to rotate taking orders, collecting money, and acting as a bank to provide the Seniors with loans at 0.0% interest; it just so happens that tonight it is your turn. To make a long story short, put a fork in your night, it's done.

When I arrived in Andover my 9th grade year, I could see that I would have to make some cataclysmic changes. Changes such as drinking Pepsi instead of Coke from the vending machines, or learning the complex progress of laundry. In America House, which lacked the recent technological advance of a washer and dryer, we were forced to partake in laundry missions to the far away castle of Double Brick. We schlepped our clothes through dank forests, treaded through rapids, and scaled cliffs sometimes to wash a load of laundry. Sometimes we would go simply to stare in envy at the machines for which we always longed.

Another significant change I had to deal with was learning the system of what to call the grades we were in. We were drilled nightly in the dorms, tested daily in the classrooms, until the familiar ring of, "Freshman=Junior, Sophomore=Lower, Junior=Upper, and Senior=Senior," made us vomit instinctually. The whole system seemed so pointless. Why change the system we know of into names that don't even make sense? After extensive research I have come up with the rare saying, "Time heals all wounds." It is only now, long after I have been force-fed the names of the grades at PA, that I can see that these names make some sense after all, especially in the case of the Lower.

In the dictionary, you can find the school's definition of "lower" between lowdown and lower fungus. A few definitions of lower are as follows: 1)



A Typical Harrison's run at Bartlet on Sunday night

Photo / L. Hoopes

relatively low in position, rank, or order. 2) situated or held to be situated beneath the Earth's surface. Definition one seems to apply most securely to how lowers are treated around here, and can be observed in activities such as watching TV (Lowers, sit in the back or else upperclassmen will make them into the second lower definition in this article), or in the Seniors' obsessive late night mooching of food. Ever so rare in the dorm is the time when the lowers get to choose what to watch on TV.

Only once in my time at Bartlet this year do I remember successfully staging a revolt against Senior tyranny over what to watch on TV. Some of the facts have been obscured over time and someone has tried repeatedly to systematically erase it from my memory, but I still remember the day when the lowers refused to let a Senior turn off our Cosby Show in favor of Bond. Unfortunately, these moments are all too rare.

I am a lower. Lower what? Since they don't give any guidelines as to what lower is, we must assume that the lower is lower than everything according to PA guidelines. Granted, we are older than the Juniors, which is nice. But Junior year definitely has its

advantages. You are the new kids on the block, before they fizzled out and tried to make a comeback as NKOTB. Since you aren't as experienced in the ways of PA, people expect less. In the Junior dorm you are kings, but the feudal process is reversed in the Fall term of your lower year as you are cast away as a Serf amongst the Uppers and Seniors, forced to take Harry's Roast Beef orders every Thursday and Sunday. One of the first signs I saw posted in Bartlet was a list of all of the lowers in the dorm under the title of Harry's Run Czars. Someone quickly destroyed this euphemism, crossing out "czars" and writing "slaves." This seemed a more apt title for the job we did, considering that a czar implies absolute power, while we lowers don't know the meaning of the word "power."

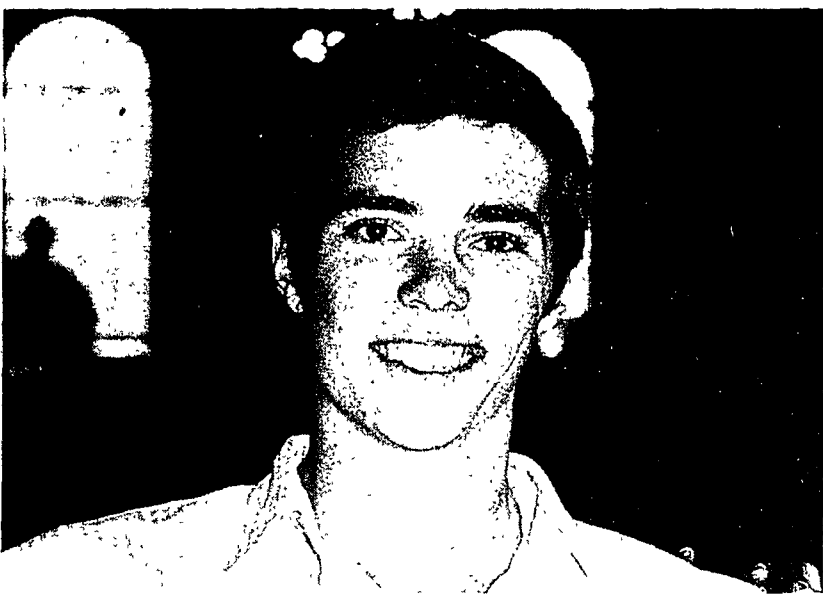
After all of my complaining, I don't propose that we do much about anything mentioned in this article because I know I will be grateful for a bit of rank when my time comes. It is true that back in the old days Lowers got it much worse, but there's nothing wrong with a bit of Senior privilege in a dorm. In the meantime I can write whiny articles that Salisbury can edit, if he ever goes to the Phillipian room.



Tristan DeWitt, that kid you avoid on the path

Photo / L. Hoopes





Four year Upper Kam Lasater contemplates life and its mysteries

Photo / L. Hoopes

## Upper/Senior Reflection Words of Wisdom from Kam

by Kam Lasater  
PHILLIPIAN SPECIAL

This year's graduating class of Seniors leaves behind the confines of Phillips Academy and enters into the world beyond the walls of this sanctuary on a hill. This summer will mark the beginning of that time, foretold to them by their parents, when they must deal with the "real world" (hey I thought that was just a TV show?). Many of these departing Seniors are considered by our government to be full citizens and are therefore accorded all rights due to citizens in society (except the right to buy alcohol or rent cars). Instead of discussing the arbitrary line in the sand with respect to age that our society feels is appropriate to determine maturity, I would like to focus on the arbitrary restrictions instituted by class here at PA.

The new "in your room" policy is only the most recent example of policies that increase the freedom of some by taking similar freedoms from others. By operating such a policy, are we to infer that the school feels the level of freedom granted to it's Seniors is equal to the amount of responsibility which they bear? Does the school really have that little trust in the student body that it feels it is necessary to dictate when a student should return to his room for the night? When entering such a debate it is easy to get caught up in the minutia involved in structuring a new policy. This debate only diverts energy away from the more important inquiry of why PA should restrict Seniors who are over eighteen?

As a rising Senior I am eagerly awaiting the increase in freedoms that the school grants its oldest and most mature students. Late this July, when I register for the draft and smoke my first cigarette, I will think of that whole extra hour of freedom on Friday nights and the privacy of those intimate closed door parietals (oh...I had those junior year). Each time I drive over to a friend's house to chill I will think how lucky I am that I possess a fabled blue dot which will enable me to get car permission from more than just two people. While I am sleeping in a friend's apartment in New York, I will think of the invitations necessary to procure overnights. What I can not understand is why do I need to jump

through such hoops even after I have turned eighteen and have become legally responsible for my actions. The school's usual lines about, "fire hazards..." and, "the lawyers made us..." no longer apply. The part of the surrogate parent which the school needs to play for younger students, it does not have to play for students over eighteen.

What if it were possible to graduate a student's privileges so that they are ready to enter college when the time comes. For this school is charged with the responsibility of taking a young innocent junior and producing a mature Senior ready for the challenges of college. Some younger students have lights out; this helps their transition into the rigorous academic atmosphere of PA. This imposed structure supports those incoming juniors but similar restrictions would not necessarily help older students. There must be a point when the school steps away and lets the student endeavor on their own. If you give a man fish he will be fed, but he will not learn how to fish. The service you render this man by giving him food actually is detrimental to him in the long run because you have only taught him how to be dependent on you. Instead, I suggest that the school begin to take a hands off approach to its older students. For example, I think the school should institute a policy that allows those Seniors who are of legal age the option of submitting an overnight with destination information, but instead of needing an invitation, the student allowed them to take legal responsibility for themselves.

Change breeds resistance, rule changes at this school experience even more resistance. But if the proposed change still meets the needs of all participants, while at the same time managing to create a more livable environment or operate more efficiently than the old, is the resistance just resistance to the change or something of substance? If such a proposal is not implemented, based purely on the fact that it is, "not the way things are done around here," or, "it wasn't like that when I grew up," then the system which determines rule changes loses all credibility, while at the same time being counterproductive to the mission of this great institution.

# A Look at Upper Year... ...Through New Eyes

by Kristen Hooper  
SLOW AS MOLASSES

A car packed full of personal belongings, nervous parents, and an anxious child merges right preparing to exit. Looking from exit 41, Andover gleams like a diamond in the rough. As the car pulls off the highway, the child takes in a bit of reality, thinking, "My parents are actually going to dump me here and I will be all alone." For many students, this is quite a harsh reality. As the car dives along Main St., the child looks in disappointment at the small town that they will soon call home. Then, the car reaches the edge of campus. The sweaty-palmed child is taken aback by both the beauty of the campus and the fact that they have finally arrived.

The sound of Blue Keys cheering becomes prevalent and their signs of welcome line the streets. The place where the child will be dumped starts not to look so bad after all. After a short registration process, it's off to the chapel to be congratulated on your great achievement: Matriculating to Phillips Academy. Then, a faint noise in the background becomes louder and louder, as you near the back of the chapel, you realize that that once faint noise you heard is not faint at all. It's those Blue Keys once again. Now, you guessed it, it's off to the Great Lawn to gain some Big Blue spirit and meet all of the other new kids (many of whom you will NEVER see again).

Orientation continues, all days are very lax, and students enjoy something that they will not enjoy for a very long while: sleep. Once orientation has ended, new uppers still walk around with the high and mighty attitude that they came here with. Then, it's time for classes.

See, most new uppers are the best of the best. We are known to be the "Brainiacs" each year. We new uppers are used to being #1, no matter what. But, at PA, we get a little taste of the competition that's out there in the real world. We are no longer #1, but surrounded by a ton of kids who are #1 somewhere out there, and forced to suck up our pride and even ask questions for the first time. Even worse, we, the "genius" new uppers, are jam-packed into a class which is overflowing with brain power.

This seclusion continues beyond the English classroom, filtering into the social structure of PA. New uppers are immediately thrown to the bottom of the social ladder, scrounging for coolness like a dog for a bone. Once at the bottom of this complicated social ladder, some choose to climb, while some choose not to. In any case, we new uppers receive less respect and interest than new lowers and the new PG's.

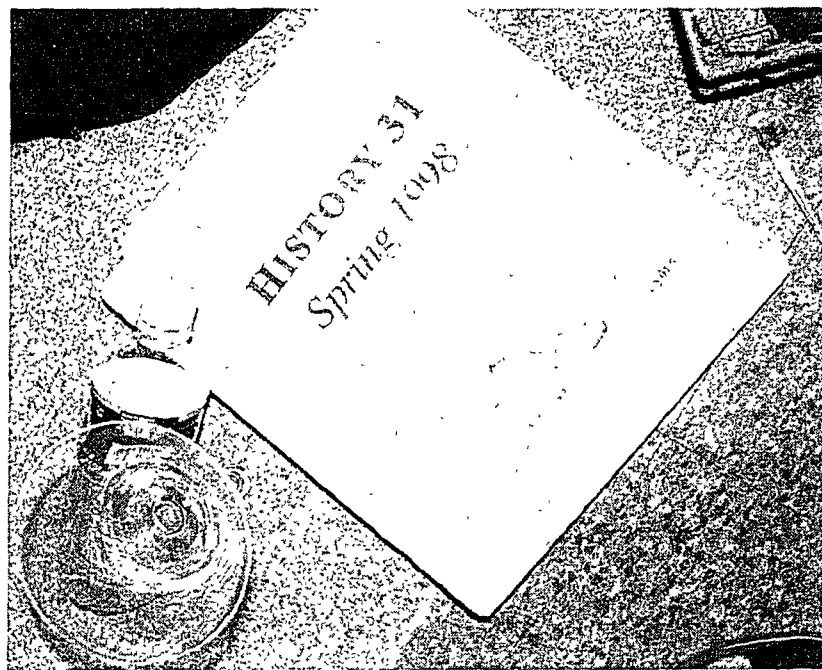
In my plight to stardom, I was accosted by a rat and his dormmate. The rat left ("killing himself" trying to make an omelet). Then, I was left with his dormmate. That was not fun, let me tell you. That, in fact, was mistake #1 at PA.

Throughout Fall Term I, one of the renowned new uppers somehow managed to make friends. Don't ask me

how, but I did. It was quite surprising seeing that new uppers are of little interest to anyone. I mean, who really wants to be friends with some loser smart kid who's only going to be here for two years and probably take your place in the top ten of the class?

Well, Fall Term, I did make friends, and quite frankly, it came and went like a hot shower on metropolis. Then it was time for winter term. Now, I am from Northern Virginia, and yes it gets cold there and even snows throughout the winter, but it is nothing, and I mean nothing, like this New England winter. I do not think that I have ever been so cold before in my life. So, my Upper year included another first, a frozen rear in the comfort of my own room, underneath about twenty blankets. I don't know how other new Uppers felt about the lousy new England winter we had to suffer through, but I definitely think that there should be a break in the tuition so as to allot money for fanny warmers.

Well, winter term dragged on like an old country song, and by the end of it, I was definitely ready for the Spring. I personally kicked off my spring with a little trip called the Cantata Tour. Upon return, we were greeted with warm weather (yeah El Nino) and a little something called Upper spring (a.k.a. Hell). I would have to admit that Upper spring has been the closest thing to hell that I have ever come to...I really think that when you apply to be a



An Upper's breakfast, Yum!

Photo / L. Hoopes

new upper, they should add a question concerning whether or not you are ready to go to Hell. Because, that is Upper Spring, especially if all of your friends are seniors who bask in the sun on the great lawn daily, while you suffer in your room, repeating the only words that can part from your lips at this point: long paper, final exam, calculus.

Well, that leaves me where I must end the tale of my year at PA as a new

Upper, swamped in work during Spring Term. It has been quite good. Despite the work, the mistakes I made, and the friends or lack there of that I have accumulated, I am glad that I chose Phillips Academy. It has had its ups and downs like any other place on the face of the earth, but along with these ups and downs is the unexpected support of faculty, house counselors, and students alike. My parents can dump me in a place like this anytime!

## Living in a Hole A Phillipian Upper Year

by Collin Evans  
PHILLIPIAN MANAGER

As a lower, I remember hearing the constant complaints of my upper year dorm mates. I've spent entire nights listening to disapproval of everything from writing History papers to attending date rape seminars. Being a lower with a fairly normal workload, it always seemed to me as though these uppers were exaggerating as they told their tales of back-to-back all-nighters and lackluster hygiene. Attempting to label such grievances as myth, I even went so far as to make a sign that said, "Stress? What's that?" and displayed it prominently on my wall. An anonymous dormmate promptly wrote "Upper Year" beneath the sign.

Not far into the fall term, I came to the realization that, unfortunately, those myths were true. Between six classes (including History 30), varsity sports, theater and The Phillipian (for which I wasn't even an editor yet) I found myself with limited time for an upper's favorite extra-curricular activity: rapid eye movement. Yes, upper year at Phillips Academy was becoming the full blown hell that I had

denied even existed.

For the first time in my career at PA, I actually felt stressed out. In the past, I had been able to take an absurd amount of work, and work through it task by task until I was finished. I was generally easy going, and never really worried about how much sleep I would get at night. Upper year changed all that. Now, rather than deciding which assignment to do first, I had to decide which assignments to do at all. Is it possible to get everything done, every night of the school year? Perhaps. Assuming that you do basics or play cluster sports and have few, if any extra-curricular activities. But isn't that one of the most compelling reasons to attend Andover? Surly the depth and variety of the clubs and organizations here at PA, in addition to the academics, are a selling point for potential students.

So how does a PA student, swamped with work, who is running on little to no sleep, find time to enjoy their favorite extra-curricular activities? And what about the student who, like myself, tends to find two or three activities and indulge themselves in those hobbies to the fullest extent possible? I must admit, I have found myself, on occasion, faced with a choice between ten straight hours in The Phillipian office or writing an English paper. However strange it may sound, I'd rather spend ten hours in The Phillipian office designing ads for Commencement and then do my homework. Why? Although I really don't want to do homework, the real reason is simply that I love what I do here in my hole underneath Evans

Hall.

So now that I spend literally every spare (and sometimes not spare) moment I have here at The Phillipian, when do I do other, "typical" upper things like attending classes, sleeping, doing homework and doing more homework? The answer is that, at some point during the week, I either don't do homework, or don't sleep. Over the course of my tenure at The Phillipian, I've managed to slip into a fairly normal routine that I've become quite comfortable with. Sunday, Monday and Tuesday I generally work on the paper from 6 PM until 1 am or so, then returning to my dorm and working until approximately 2:30 am. At that point, I'm too tired to do anymore, so I sleep until 7 when I get up and go to class. On Wednesday night, I stick around the office until 2 am, when I return to my dorm and work until about 5 am. Since the paper still isn't done by then, I stroll back over to Evans and work until 8 am, when I go to class. By Thursday evening, I can barely stay awake, so I go to sleep around 6 pm. By 4 am, I'm well rested and ready to catch-up on all the work I missed earlier in the week.

Although this year has been a ton of work, both academically and otherwise, I have learned that it is possible to still have fun doing it. Often students must make a choice between their academic work (arguably the primary reason for attending Andover) and extra-curricular activities. While my life here is generally stressful and exhausting, I've still managed to enjoy my upper year. I'm also still glad its over.

## An Upper's Manifesto Complain, Complain, Complain

by Jimbo Shea  
HE GOT GAME

As I reflect back on my tenure here at PA so far, my mood becomes more and more sour. I still can't help but wonder how this school crushed my spirit so thoroughly. The only thing that has kept me going has been my fellow students and some reasonable faculty members. The thing about the faculty is that they are a lot like a mob of people—separated, they are perfectly reasonable, but get them together and god knows what havoc they can wreak. But apart from that, the problem with this school is not the work that we have to do, it is all the crap that we have to go through. The work is what makes this the best secondary school in the country, and the reason why I came here. If you can challenge yourself and do well here, it is my belief that you can accomplish whatever you want in your life. In the tradition of "show me, don't tell me," I will explain what I mean by crap, at my own personal risk.

I think I got my first whiff of what is wrong with PA freshman year. It took the name of Social Science 10. What did I learn in this course? Does anyone care about the hunter-gatherers of the Canadian North, and do they effect my life in any way? The answer...is no. Did this course teach me how to write, as it claims it did? Nope. I learned how to write in History 30 and History 31, probably two of the best courses at PA.

I also got to know the wonders of

six-day weeks that year. Now there's a good idea; take a policy that helps no one and is hated almost universally, and put it into practice. I won't bother going into all the detail of how six-day weeks are a crime against nature, because even the most dim-witted person can understand the complete absurdity of this policy. Now I'm sure at this point some moron is saying something like, "But Exeter has six day weeks every week; how would you like to have that?" Well, allow me to make this analogy; Andover's policy is like a punch to the face; Exeter's policy is like a swift kick to the crotch.

Granted I enjoyed Freshman year, even if some parts of it pissed me off. But it was Lower year that made some things crystal clear to me. When I returned from summer, guess what? The process of getting a parietal became more of a bureaucratic pain than the Federal government. This also confirmed my opinion of the student government. It is a very nice, pretty tea party in which students get to pretend that they have a say in what the school does. HA! What a joke. The greatest example of this came when "President" Skinner staged a "protest" against the new parietal policy. As the faculty members left their meeting, some of them laughed as they went by. What was going to happen? At worse, everyone in this school would cut, and if they cut enough, they would get kicked out. Then the school gets filled with a whole new bunch of qualified people who want to get in here. Students are just interchangeable parts.

I just love All-School meetings. I love how the school feels it is more important to meet "as a community" every week rather than have consistently important meetings. It's blatantly obvious, to me at least, when an All-School is thrown together solely for the purpose of simply filling up "community time."

Sorry about that little interlude. Anyway, back to wondrous Lower year. Mainly this year was filled up with what Chris Pulling called, "useless dribble." PE-10, Life Issues, Martin Luther King Day seminars, FCD week, the All-School Clean-up, and all the other useless garbage my days were filled with proved to be quite a waste of my time. But of course I should get more sleep and spent less time with my friends. While we're on sleep deprivation, lets talk about the new lower in room policy. I think this one beat out Neville Chamberlain's policy of appeasement for world's greatest blunder. I think the editorial reprinted in this issue sums up most of the problems with such a policy. If this trend keeps up, the school will schedule wee-wee breaks for all the students.

I guess that brings us to Upper year. The only good part of this year is the work. The workload is what makes this school the best in the country. Maybe uppers wouldn't get so stressed out if they didn't live in a prison. Yup, that's what Andover is: a prison. This school and all the other boarding schools are ridiculous. Where else do you have to get permission to ride in a



car? If you went to a day school or college would you have to go through hell and high water to get girls in your room (I have enough trouble trying to do that anyway)? In a day school everyone gets messed up, goes out, and has a good time. What is an Andover student doing? Sitting in their room swallowing enough pills to kill a small horse.

There is just one other thing I have to mention. I highly recommend reading Orson Well's 1984. In this book, if the government doesn't like someone, they not only kill them, but they erase every record of that person's existence. Well, I don't recall this school ever doing that. If you can't tell I'm being sarcastic. Matt Falco can't get a senior page, go to the prom, or even come on campus without permission. On numerous occasions I have even been told by students not to talk about Matt for fear of "getting in trouble." Some students weren't even allowed to visit his room in the Andover Inn when he did come to stay. This school has done a pretty good job of erasing Matt's existence, and people like him. This is wrong. They are still friends, and they deserve to be recognized for their time here, even if they didn't make it all the way through.

Well, I'm about out of energy to complain about things. We'll judge how close I hit to home by how many faculty members complain about what I have said here. My one hope is that they would rethink some of their policies if they elicit such a strong reaction from students such as myself.



In the wee hours of Thursday morning, Collin Evans '99 passes out in the day's garbage

Photo / L. Hoopes

Are you too close?  
Do you have to switch to  
guns?

Write For Features  
Pete x6304  
Jimbo x6797



# Senior Reflections

## Andover Life From His Perspective Senior Juma Waugh Tries to Tell the Whole Story

by Juma Waugh  
PHILLIPIAN SPECIAL

So you want a Senior to reflect on his time at Andover. But not just any senior. You want a four-year, Jamaican-American from a predominantly West Indian and Black neighborhood in Queens, New York, to tell about his formative teenage years in Andover, USA! You want him to sum up the most influential and critical years of his life in a couple of newspaper columns, so you can get a little idea of what it was like to be an Andover student from his perspective. You're probably wondering if his experience was all that he could have ever dreamed or hoped for. "Did he like it?" "How did he adjust to such a different environment?" "Did he have some tough times?" Most likely you want a little humor and some interesting stories mixed in to keep it tied together and fun to read. That's a lot to ask from a eighteen year old kid that sometimes looks back on his four year at Andover and asks himself, "What the hell just happened?" Although I don't know what I'm going to say here, one thing is certain; you're not going to get the whole story in this one article.

When I arrived in Andover on that faithful September 8 of my freshman

year, I was full of hope and expectations. I had attended Northfield Mount Hermon Summer School two years before and I had fond memories of that first summer away from home. In some ways, I imagined Andover to be like a four-year summer camp filled with great friends, wonderful times and freedom from my parents. My plan was to feel the place out for a little while, get situated and when the time was right, I would turn this place upside down and leave my mark on every corner and crevice of Andover. Considering how much this place has made my head spin and made me question so many different aspects of my life, sometimes I wonder if I even scratched the surface.

For every single thing that I expected to do at Andover, Andover hit me with two or three things that I wasn't prepared to deal with. No one ever told me that I was going to be the only black freshman in my dorm (Rockwell crew '94-'95), in my music class and in my English class. Culture shock doesn't even begin to describe what it feels like to be in these situations. Do you know what it's like to be the only black kid in a class that's reading *The Autobiography of Frederick Douglass*? What would you do when the teacher asks you to share your thoughts on the treatment of slaves with your predominately white

class? That's a lot of weight to put on a 14-year-old kid who doesn't want to be the spokesperson for an entire race. And what would you do the first time someone calls you a "nigger" in a place that is credited with being liberal, open minded and understanding? All I wanted to do was brush my teeth in my P.J.'s before I went to bed. What would you do if it were you? Would you immediately lash out at him in anger so that you could be sent home before you could even complete your first year? You would lose your chance at one of the best high school educations in the world and you can't even begin to imagine the multitudes of people that you would be letting down if you were kicked out. Would you disappoint all of them in your moment of anger or would you choose to just walk away and be "the bigger person"? Kind of sucks, huh? And trust me, you definitely won't find the answers to these questions in the blue book. You have to come up with this one on your own.

And what would you do when your friends back home ask you why you don't go to school with them anymore? "Did you do something bad?" "Why did your parents send you away to boarding school?" No matter how many times I explain Andover to them, I don't think it ever sinks in. You have to experience this place in order to understand it. How do you explain this to someone who only understands boarding schools as asylums for "bad kids"? Some will even resent you for "sounding white" or just not looking the way they remember you. Is it your fault that you have matured and they didn't see it? No, but you have to deal with it. And don't think that the blue book is going to help you with this one either.

Don't get the wrong impression about this place from my article. Like I said before, this is my reflection. And at least I can say that I'll be better equipped to deal with those things that Andover hit me with first. It's easy to talk about the Andover education and all it has to offer, but education is only a small portion of the total package. I have definitely benefited a great deal from the brilliance of Phillips Academy's teachers, but the "Andover experience" extends to much further than

the classroom. Andover has meant so much more to me than tests, papers and quizzes. I have had some incredible times of my life in this little suburban town (Elmo, Polecat, rm. 209, Dummy in a Can, ropes in ovens, red-eye Ha, Ha, Ha!!). My experience has ranged from sports championships to beating the crap out of Exeter, to hanging out in commons until 8 pm, to checking my e-mail four times in one day, to fighting the faculty on the parietal and homework policies, to running around the school like an idiot trying to arouse some school spirit! I've let it all hang out at 4 in the morning from the third floor of Foxcroft (represent Bad-Boys!) and I've watched with agonizing pain as a friend gets the boot over a damn 25 CENT DONUT! What about wearing those last pair of socks because you haven't done your laundry or getting a 32 on a math test!! And even getting a little naughty with my friend J.D. and Herb after hours with my crew! Andover is where I experienced my first true love, where I got my heart broken, and where I've met some of the most two-faced girls in the world. (Four fingers spread-ya'll know where to put it!) And if it didn't happen to you here, I'm sure you consoled someone that went through it.

But for all the ups and downs that I went through at and because of this place, I am forever thankful that I didn't give up. Considering that I'm still around to tell my story, those experiences have only made me stronger. Andover has devirginized me in many ways but it has given me an immeasurable amount of fond memories that I will carry with me for the rest of my life. I have made some of the greatest friends here (if you don't know by now you need to get your head cracked!) and they are the true essence of this place. Your boys are the ones that keep you sane in this insane bubble membrane called Phillips Academy. They make sure to pick you up after you've fallen, and they never desert you in your time of need. And sometimes they'll give you some food to make you feel better. Those are the times that I'm gonna cherish. These times are so crucial to each and every experience, but the admissions office can't capture this in that colorful 192-page catalog. I don't even exactly realize all that has happened to me in these last four years. I am positive that some of it will unfold for me sometime in the future and that's why I can be sure that you'll never get the whole story in just one article!



Four Year Senior Juma Waugh, an integral part of the PA community

Photo / L. Hoopes

## Give Me the Beat Boys Tim Williamson Frees His Soul

by Tim Williamson  
PHILLIPIAN SPECIAL

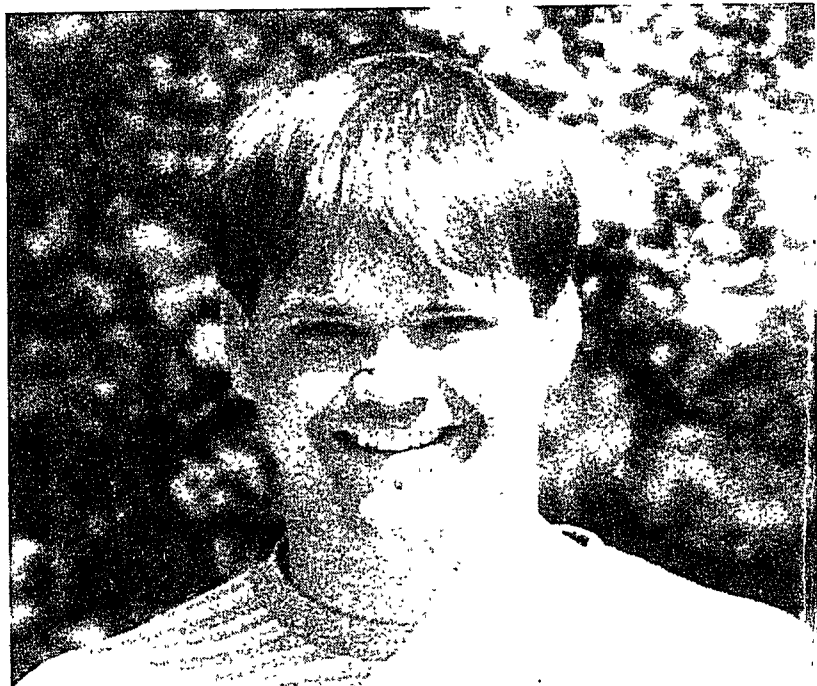
"Give me the beat boys, and free my soul, I wanna get lost in your rock and roll, and drift away." Dobie Gray wrote these words, in what had grown into the most meaningful song I have had the privilege of hearing. The desire to, "free my soul," has repeatedly surfaced in my spectrum of emotions as an Andover student. I won't deny the allure of hopping on a plane and flying to Mexico, even now during Senior spring. Escape is the center of an Andover student's dreams. Dropping everything is the wish of all people who juggle too much, yet the satisfaction of turning in the long paper or receiving praise from a teacher like Mr. Lyong is unparalleled. Even so, I

don't think I would have survived all the peaks and valleys of my Andover career without one constant: my friends. They were there to "give me the beat" and to counter-balance the effects of post-six-day-week syndrome or an all-nighter. No description of Andover can be complete without mentioning the relationships which blossom in a boarding school culture. Andover friends develop into what I call my surrogate family. Being away from home for twelve or thirteen hours a day does not foster a dependence on my parents, but I have been OK because my friends have always been there.

Here's the scene: senior fall exam week, 12:30 am the night before the Econ-41 final exam. Two friends and I are sitting in my room staring at an open econ book, hoping that we under-

stand this foreign language used by Dr. Shaw everyday in class. Mountain Dew cans litter the floor, along with an empty pizza box. Miles Davis fills the air with droopy tunes which could make Don Quixote a pessimist. Yet for some reason, no one is sad. This could be due to a mental break-down, or just simple slackerism. But I do believe it was due to the belief that no matter what happens, I will make it as long as these people stick by me. Soon we ceased the charade of studying and let sleep overtake our exhausted minds. But despite the three minus I received on that exam (my friends both got fives), I am still here this spring and ready for the biggest day of my life. It is now time for all our years at Andover to be glorified, to remember pleasantly social science 10 with Mr. Henningsen, which I maintain is the hardest course offered at Andover, to recall JV football at Andover/Exeter '95, which we lost, despite a ten point half-time lead, and even to remember the three minus on my econ final. There is nothing in my treacherous Andover journey which I am not proud of attempting, even after falling on my face many a time. Every time I did fall, my friends were right there to give me a hand on my way back up. Whether that hand was an econ tutor, a shoulder to cry on, or just someone to turn to when times get rough, is comfort enough for me.

These final weeks of senior year are a time to celebrate accomplishments, from all quarters of the Andover community. A time to remember moments, snapshots from four years of hours in the library, athletics, theater, music, and most of all, phone calls that last until the wee hours of the morning, because you have found someone who also enjoys talking about nothing. True friendships can not be bought or abused, there aren't many things that are that pure. "A faithful friends is the medicine of life," The Apocrypha 6:16.



Tim Williamson, above, is the leader of the infamous Senior day student posse

Photo / L. Hoopes

The Features Page would like to thank not only the seniors who contributed to this page, but all the seniors who made this school a more enjoyable place to live. Your insight and humor were a large part of our time at PA. We wish you all the best of luck at college. Thanks; we'll miss you.

## Savor it While it Lasts Whitney Grace Looks Back

by Whitney Grace  
PHILLIPIAN SPECIAL

Orientation 1994. It was one full week of pure chaos. Scary screaming Blue Keys infiltrated every street, every registration table. Banners and signs danced about the campus, making their impressions on each and every vulnerable Junior mind about which cluster really was...THE BEST. As I pulled up to my new dorm, Double Brick, three smiling Blue Keys wearing pink Rabbit Pond t-shirts, hovered around the car door, anxiously awaiting my nod of approval to begin unloading my belongings. It was almost surreal; I felt like I was at summer camp.

During the next couple of days, as new Juniors, we were subjected to all sorts of campus tours, trust falls, name games. And late one night, we would

soon become the last Junior class ever allowed to be subjected to such humiliations as the infamous blindfolded "obstacle course" walk across the great lawn, led by our wise and knowledgeable blue keys.

What I never lacked during this blur of initiation, was advice. It came from every direction. Comments such as, "Savor it while it lasts," and "It will be done before you can even blink," bombarded my impressionable mind. But all I could do was smile politely and laugh them off. I mean, who were they kidding? I had four whole years at this place. That was 36 whole months before I would graduate.

As you read this, I will be wearing my white dress, processing on the great lawn with each and every one of my classmates. This scene is not new to me; for three years I have watched my friends before me receive their

diplomas. But it has always been someone else. Someone else wearing the white dress. Someone else's name being announced. Someone else's family crowding around them to take the pictures. Only now can I even begin to understand the truth in the wise, venerable advice given to me just four years ago.

When you look through this year's Pot Pourri, flip to the "now and then" page with the face book pictures of all the four year seniors. Most of these comparisons will no doubt be hilarious, as they are meant to be. Mine is rather boring really, if you are looking for a good laugh, because the two are almost the same picture. But not the same person. My four years at Phillips Academy have changed the way I see the world and the person I strive to be. I am proud to be a part of everything the Phillips Academy community has to offer.

For four years, I have clung to everything I have here. And despite my denial of my Blue Key's words of wisdom, I have savored every moment. But I will carry P.A. with me forever. I can never forget the friends I have made-the best friendships I have ever had. I will never forget those certain teachers who constantly drove me to reach higher. And I will never forget the elation and euphoria of the bonds I have witnessed on the athletic field.

And so, as I look toward the future with excitement and uncertainty, I remember back to eighth grade, when I looked timidly towards Phillips Academy, which to me was just a prestigious boarding school I knew very little about. I know that in order to flourish, I must leave the place I love, the place in which I feel completely comfortable. And all I can do is simply look back and smile, just as I will do on graduation day, when it is finally my turn to wear the white dress and accept my diploma.



Whitney Grace, pictured here with her lacrosse team, has enjoyed her time here immensely

Photo / T. Doulo





Can you say hockey?  
Can you spell hockey?  
Photo / L. Hoopes

# West Side Story Sharks v. Jets... In Stearns

by Yannick Dingle  
FEATURES CHRONIC

We have come to tell you the story of the West Side. You will hear the West Side legends from the perspective of Yannick "Yank My" Dingle and Alex "Wo'Mantel". Much has gone down in the palace of Stearns since the departure of Mr. Gurry. In fact, sixty nine things have gone down (Not to be mistaken with the big six eight). There are ministers of transportation such as Joe "I like to play Hoop... er, I mean Hoops" Ponti and Jim "Now I can ask Salma out" Mang-an. Then there are the inhabitants, Chris "Boner" Orbon. Andrew "Damn I miss my homies" Beasley, Greg "Damn I miss my homies" Berard, and Ken "I pulled that move on Nnamdi yesterday" Mon, whose brilliant varsity basketball career was sadly cut short because he constantly hit himself in the face while trying to shoot lay-ups. There were other athletic disappointments on the west side, but we won't get into that. Oh yes there are other great ones to add to the list, such as, Pete "I have a girl named Lindsey" Rumbold, Pete "I have a girl named Lindsay" Weddle, and Pete "I have a girl named ...." Shin. Other West siders include Joshua "Trust me Burkons, out of personal experience she's not worth it" Bailer, Paul "I can blow the horn better than anyone" Okner, Charley "I use the Phillipian room for more than just the paper" Landow, Gene "I'm telling you I get girls back home" Berardi, and Andrew "PT" Butler.

We think there are some new lowers on the West Side, but the only one we're sure of is Nat Carr. And then there was a man named Bone who dominated for most of the year. The dorm faced the most difficult dilemma of the year when housing time came around as Drew Lue and Alan Baldwin pondered going to Carter House due to a prenuptial agreement; however, the dorm faced quite a bit of trauma as mean Gene Berardi endured a massive beating by the rough and tough East Side Lowers, who locked him in his room and proceeded to beat the living daylight out of him. We think we heard him crying for someone to save him. The West Side got the big paycheck when John "Damn I wish I had some homies" Hollinger faced off against

the East Side's Charlie "English" B. "the way I get girls" Finch. The walls shook, the ceilings rumbled, and soon the shattering of glass was heard, as Hollinger used his JV football brute strength to throw the mighty Finch through the common room window. The East-West rivalry continued as Daniel "private show" Burkons had no trouble dealing with a permanently weakened Pete Rumbold. After the beating, the onlookers all wanted to go to dinner, but Rumbold lay limp on the couch and was barely heard saying, "Just leave me." The following is an unconfirmed story, but in the biggest upset of the year, Drew Baldwin made Halsey Coughlin say "uncle" by giving him a great big hug. That is all, and until next year this is the West Side signing off.

Silas Warren, James Vinocur, and Kieran Fitzgerald

by Ted Won  
PHILLIPIAN STAFF WRITER

Yes, you guys are pretty cool. You guys can play hockey. You guys look real good in clothes that don't get changed and hair that doesn't get washed. (How many pairs of wind pants do you all own collectively?) Nike, Adidas, Reebok-a full wardrobe. Nice stuff. I've been hearing a lot of talk going on about whose dorm has the baddest status on campus-how Stearns boys get down, how Tucker gets down. It all sounds like, "blah, blah, blah," to me. I ain't hearin' any of it. I can't hear any of this locker room banter about how manly all of you are. Bartlet Hall is where it's at. (Only the Bishop Boys overmatch our steez.)

We look better than you, are smarter than you, have more style, and get down smoother than you. You see, we're like ninjas. We own the night. We own you. You just don't know it yet. But I'd rather not prolong this type of talk because, as all those little boys out there have proved, it's immature, inane, and I'm getting tired of hearing myself stoop to the level of gutter trash talk that these "men" seem to be engaged in.

Bartlet Hall is paradise on earth, akin to the Babylonian Falling Gardens or the Garden of Eden. If location is any measure in gauging the quality of a dorm...if the house counselors are any measure in gauging the quality of a dorm...if the number of weekly Mac runs is a measure in gauging the quality of a dorm...if how well trained the Lowers are is any measure of gauging the quality of a dorm...(need I even bother finishing any of these sentences?)

I need to make a confession. Bartlet isn't really the best dorm on campus. We don't have enough athletes. Really, I've always wished I could dedicate my life to playing sports. As

# The Baddest Dorm on Campus A Look Back on the Great Years

by Jimbo Shea  
PHILLIPIAN DEMIGOD

The oldest stories that I know about Bishop are all about the Bishop Six. This was back in the days when the North side was the dominate side, as far as I can tell. I remember sitting in my room and listening to Craig Thorn tell of Matt O'Keefe, who lived in the same room I did. He told about one night, when a fateful fire alarm caused by O'Keefe caused the entire dorm to flee into the cold outside air. As Craig approached O'Keefe's room, he noticed a slight draft through the hallway. This draft was caused by O'Keefe's two large standing fans, which were going full blast in vain attempt to suck all the air in Matt's room out the window. This occurred during the same weekend that the soda machine fell on Mark Rickmeier.

These were the stories that I, in a sense, grew up with in Bishop. By the time I arrived at PA, the Bishop Six were gone, and all that remained in Bishop North were such infamous names as Jesse Ehrenfeld '96 and David Black-Schaffer '96. However, another strong Rockwell and some fortunate new Lowers had provided Bishop North with a strong base. What had become strong was Bishop South. Granted, I didn't know any of the seniors on the South side, but Bishop South was still one hell of a dorm that year.

The high water mark of Bishop in my years here was definitely last year, my lower year. Never before or since, in my mind, has there been so great a dorm. The South side was lead by Joaquin Escamille '97 and Jarrett Bayliss '97 who ruled with an iron fist. Oh, how fondly I remember Joaq mercilessly beating Cho four times in fif-

teen minutes over the matter of some sixty odd cents. Of course, Joaq and Jarrett weren't the only lovable seniors. Who could forget the likes of Gonzo Briceno '97, Mickey Hong '97, and Jay Moon '97. Gonzo, with the help of Joaquin, had one of the most extensive movie collections on campus. And then there was Trey. They liked to play computer games, and that's about it. The uppers, also know in some circles as the Will-Tang Clan, consisted of Dom Cimino '98, Will Glass '98, Will Hendrie '98, Bobby Sealy '98, Clahkey '98, and Chns Lee '98. Despite Chris's incessant whining about almost everything, these guys formed a solid core for the South side. The four lowers, Nathaniel Fowler '99, Eugene Cho '99, Nick Johnson '99, and Teddy Dunn '99, had a hard task ahead of them; they had to participate in "Thunder Dorm," a Bishop South tradition that, sadly, has died out since the departure of the class of '97. The rumbles in the snow proved particularly harsh on Fowler and Cho, who, because of Cho's taunting, were pum-

meled by Joaq and Jarrett repeatedly. Strangely enough, the North side was also at its high point that year. The seniors included Parmanand Singh '97, the prettiest man alive, former Features editor Jason Cunningham '97, and Nate Hetherington '97, that guy who plays lots of music. The other senior don't really warrant mention. Even with the loss of Anthony Morales to the "cool" cluster, the uppers (and some of us lowers) were the strength of the dorm that year; they went by the names of Drew Whitcup '98, Matt Falco '98, Jose Dobles '98, Suk Hee Kim '98, Charles Forelle '98, Tom Huntton '98, and of course the man who put me where I am today, Mikey Gottesman '98. It was their careful planning that allowed us to throw not one, but two parties in honor of J.P. Chisholm '99. Needless to say, lowers Anthony Dzaba '99, Fletcher Boyle '99, and myself were there every step of the way.

That was quite a year, but Bishop suffered some major setback this year. The North side was crippled by the

loss of Jose, Suk Hee, and Matt Falco (we lost him fall term; no need to discuss the matter further). The addition of some new lowers didn't help matters either.

The North side has just limped along this year, but the South Side was once again solid with the addition of Zack Waldman '98 and a few key lowers. The South also sweep the cluster elections this year, taking all three major positions.

The future of Bishop looks very shaky. Next year the North side will plummet, and only Bishop South will remain an island in the storm. Can Dan Schwern pull the North out of the hole it has dug for itself? Will the recent addition of Brian Saunders help? How will the balance of power be shifted by the Rockwell lottery? Will I not be allowed in the South side munches now that I'm on the South side? Will Grancis still be lazy? What will Bishop do without Mithun? What will happen without the Will-Tang clan? Only time will tell the answers to these questions

# Stuart: Reminiscing 'Bout the Days of Old

by Eli Kagan  
PHILLIPIAN BEEFCAKE

Stuart changed drastically between the '96-'97 school year and the '97-'98 year. Considering the loss of numerous seniors to graduation and expulsion, and the loss of several uppers (free agency), it was naive of me to think that the dorm would not change much.

Nevertheless, at the end of Spring term last year, I made my selection to stay and endure another year of Stuart. Who was I to think that my great dorm full of "bad people," who I had grown to love lower year, would be the target of an intentional (international) "new studentization," turning the dorm into something of a clique hell? Many lame dorm residents were too frightened and maybe a bit too intimidated to leave their geographical location in the dorm, making their existence in the dorm completely useless. My several reasonable dorm mates and I essentially excluded ourselves from the rest of the dorm, realizing that many of these insolent new students were too stuck up to accept us and involve themselves in what the Old Stuart posse called "having good time." These students generally congregated in the small musky Stuart rooms, and engaged in many "ethnic" activities, which in a sense excluded everyone else in the dorm from hanging out with them.

I found this year unlike last year: the individual pods (communal living set-ups) were a good deal more exclusive than before. Where last year select individuals from all four of the pods (upper north and south, and lower north and south) generally congregated together, this year my friends and I recognize only two pods, the Upper Pod and the Lower Pod. I am explaining this because I want you to sympathize with me, as a dissatisfied ex-Stuart resident). We only referred to the two aforementioned pods because the other two were so worthless, with regards to the Stuart "after hours" social scene.

But in general, this year in Stuart was fine. Last summer's loss of beloved Stuart house counselor Mr. Stableford to Newman House was quite unfortunate. However, his replacement, theater department seamer Billy Murray, was readily accepted by the students. Also, perennial favorite Dr. Tony Rotundo (the guy in the huge blue lithograph in the Stuart common room) again had a firm impact on the dorm, keeping order in the dorm, and serving as a solid role model for freshmen counselor Murray.

One might characterize this year's disciplinary situation by adapting the ever famous line from Shakespeare's Hamlet, "Something is rotten in the dorm of Stuart." To summarize, one student was kicked out, one student took a "medical leave" for undetermined reasons, multiple students attended Disciplinary Committee meetings, at one point the entire Upper



Members of the "new" Stuart, quite a motley crew  
Photo / L. Hoopes

South Pod was nearly put on restriction for a week because they failed fire inspection so many times, and I had numerous run-ins with the dorm judicial system. Not to mention the fact that nearly a fifth of the dorm is now on probation.

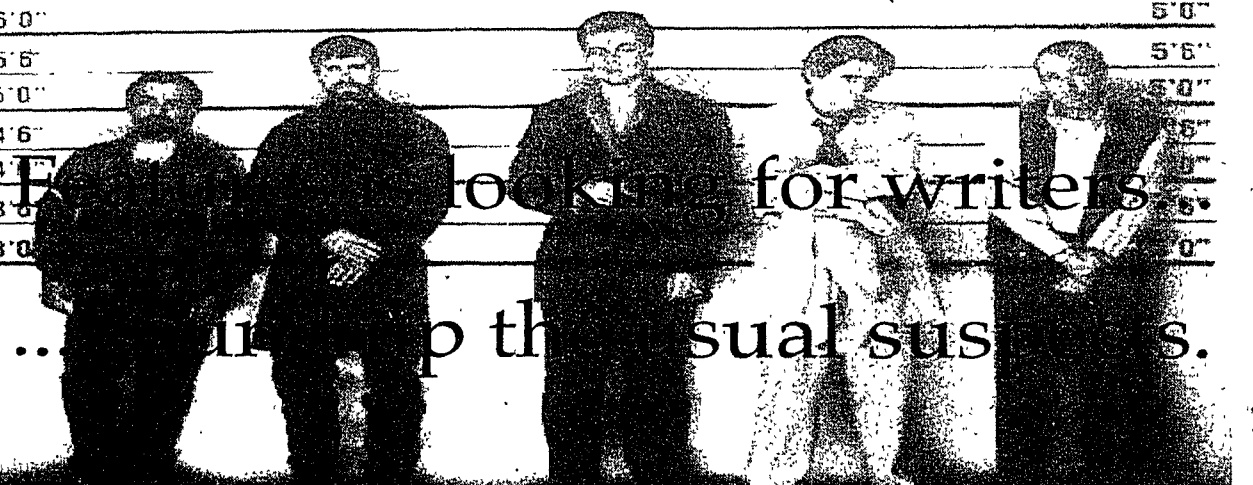
To help the reader fully comprehend the efficiency of the disciplinary response in Stuart, I shall recount to the reader a tale of lawlessness, a tale of graphic abuse of the law, and a tale in which the strong arm of the law dealt with the issue with such extreme conviction that one could never question its great power and clean cut motivations.

One evening, a Stuart lower was at the house of his sports team's captain, partaking in the team's dinner. Though it is unclear how said student got to the house (with regards to car permission), it is clear that the student was off campus unbeknownst to his house counselor, a heinous act in itself. The student returned roughly ten minutes late for sign-in, claiming that he was with his uncle so as not to receive any punishment for his clearly inexcusable action. Though it is not completely documented, it is rumored that the counselor solicited the help of an anonymous dorm informant, who pointed out that the tardy dorm resident may well have been fibbing when explaining his "uncle" alibi. Quickly putting two and two together, the counselor immediately came to the conclusion that because the student was ten minutes late for sign-in and may have lied about his means of transportation, there was a "clear and present danger" to the students personal safety.

Abusing his Blue Book delegated authority, the counselor immediately searched the room. In his pursuit of justice, the rogue house counselor dar-

ingly disregarded school policy, and initiated a room search without the presence of the cluster president or the cluster dean. Though he found nothing related to the current incident, the pursuant of justice used the opportunity to unearth a television and VCR-what a find! When all the dust had settled, the villainous student received a well deserved punishment, and Stuart law stood firm.

Stuart used to be a great dorm. I remember; I was there for the tail end of it. I don't care what the "administration" thinks. Clancy Childs, Chris Pulling, Ben Tsai, Henry Wu, and the rest of the "disreputable" Stuart class of '97 were not only completely misunderstood and mistreated, but just about the most interesting group of kids in last years graduating class. Who cares that they had about as many D.C.s between them in one great year as Abbot has in four. They had a great time. I have kept in touch with them all. They are moving on to bigger and better things. But one common sentiment will always remain uniform among them, they will always hate the administration that tried to ruin their high school careers and diminishing childhoods. The Stuart faculty, the Pine Knoll faculty, and the school faculty should be ashamed of themselves for singling out this defiant group, and trying to ruin their lives. Those guys don't look back on their high school experience in a positive light; they hated it. This is tragic. Stuart was a great dorm. I don't deny that it will be once again. But by placing a whole bunch of uninteresting kids into the dorm, and ejecting a couple of worthwhile ones, the school nearly ruined my year, by dragging me though an obnoxious disciplinary hell this year.



...up the usual sus s.  
Photo / L. Hoopes





An inside look at one of the strangest dorms on campus, the infamous Johnson Hall

Photo / L. Hoopes

## Barely There Johnson Looks Back

by Julia Owens and Rowan Riley  
PHILLIPIAN STAFF WRITERS

The Vivarin was popped, the guitar strings were plucked, and the smoke detectors were even dismantled. Welcome to Johnson, and in case you haven't received a midnight call, we represent (Buh-bye, Eaton cottage)

At this point, you are probably asking yourselves, "What do the illustrious Johnson Hall vixens do while the rest of the quad slumbers?" First of all, we need to familiarize you with our honorary Johnson members, or the men you might find lurking the halls: Jose Luis, Kyle Preman, Chris Callahan, Juma Waugh, Luis Bello, Nick Olmo, and, last but not least, newcomer ROSIE GUPTA!

The stage is set. When the girls are not plucking their brows or recalling glorious nights in room thirteen with Tim Tracy, they are probably getting naked. Whether the occasion is a hot day in the quad (Sanchez, Lolo and Prado leave the Rockwell boys speechless), or simply bearing all for the Tucker house boys as they take out the trash, we love to take it all off.

When the weather doesn't permit

nudity, we simply turn to our favorite toy (no, not Tetris), the telephone. We've accomplished such feats as answering the age-old questions, "How does Sean Qualters get that radiant smile?" (Yes, girls, he wears a retainer) and "What does Beau Williams like to smother on his fajita?" (we'll leave that one alone).

After such strenuous phone-athons and a box of Vivarin, we develop quite an appetite. That is when we head over to Denny's at the crack of dawn, just in time to rendezvous with the still-drunk Merrimack boys. Don't get us wrong, while we gobble stacks of flapjacks, the antics in Johnson continue. Back in the dorm, you might catch a glimpse of Kalle and JoJo singing, "...close to me you're like my mother." If you're lucky, you might get a lucky encounter with Kate Petersen, or catch a glimpse of Shaughnessy sporting her fuzzy leopard-print miniskirt.

Now, let's move to the Johnson weekend scene, which can be summed up in four words: WILD JAMN DANCE PARTY. When we can, we lure DJ "Hellen Keller" Honey up to complete the fiesta. When the jamn

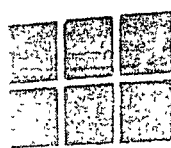
dies down in the wee hours of the morning, we supplement it with crooning "The Boxer" on the guitar or listening to the muffled sounds of classical tunes flowing from the North Side.

The Johnson girls suggest that the quad members sleep with one eye open. You never know when two armed bandits could arrive in your common room and interrupt your laundry folding, or perhaps your favorite TV special, such as Merlin. We pack heat and we're not afraid to use it. So be wary (especially Adams); heed our warning.

So next time you're in the quad, just follow the melodious conch shell up to the baddest dorm on campus and you will be sure to get your money's worth, oh wait that's Adams. Anyway, the fun never stops in Johnson, we party hard around the clock and we certainly don't need to tell you again that JOHNSON HALL REPRESENTS.

Paul REVERE:

The Melting Pot...of Dorms



The girls of Paul Revere, the social center of the school

Photo / D. Kurs

by Kirsten Lewis  
WORKS ACROSS THE HALL

Living with forty girls is never dull; from four am Poland Springs breaks to Tuesday night bonding over "Dawson's Creek," Paul Revere is a dorm with both character and charisma. Those of you who live outside of its walls only know P.R. as the four story fortress that looms over Flagstaff Court. But for those of us who occupy its halls, Paul Revere is much more. A golden retriever named Huck, a common fear of "Buffalo Bill," Friday night face to face sign in, and of course our fore mentioned love for the pre-pubescent show "Dawson's Creek" are just a few of the things that are part of the day to day life in our dorm.

Often referred to as Fort Knox, the fortress, or hotel P.R., our dorm has the reputation of being hard to get into and impossible to sneak out of. Nobody gets stuck in Paul Revere because of a bad lottery pull. In fact, Paul Revere is usually one of the first choices when lottery time rolls around. Our alarmed doors and locked windows not only keep people out, but keep Paul Revere and all of his riders safely locked inside. Famed for our non-cruising, non-offensive, non-destructive, and this year, non-existent annual "rides," Paul Revere girls are the wild women on campus (or not).

Many of you envy us for our prime location, recent renovation, and most importantly our elevator (which, just like Bartlet's, has had its recent share

of falls). But what really makes our dorm special is the people inside. From the Bounce corner, to lethal elbows; constant slam practices, to excitement from New England swimming championships filling our halls, our lives are never boring. Forty girls including southern bells, bronzed California beauties, and some of New York's finest, are cause for constant excitement. Each one of us brings a different part of the country to the dorm, creating our own special entity on campus that is unparalleled to any other.

Every day you will see our dorm filing out to our respective afternoon activities. Community service coordinators, drama lab producers, musical prodigies, athletic captains, and participants alike call Paul Revere home. These multi-talented girls make up one fifth of Flagstaff Cluster's population and are an integral part of life here at Andover. We are always seen and heard; being passive is not our cup of tea. Invading Mr. Hannah's home-made chili munches with a vengeance and scrounging for the last pieces of pizza at munches are all part of a days work.

Some people would say that living in a large dorm, such as Paul Revere, is impersonal and too crowded. That is not always the case. The bigger the bunch, the greater the fun, right? All forty of us have grown to know, that respect, and value each other as dorm mates and friends. It is the bond among the girls of Paul Revere that makes living here so wonderful.

# We Are Family, I Got All My Sisters and Me

by Marisa Connors  
PHILLIPIAN FEATURES WRITER

Do you notice all those girls walking around wearing skirts and sandals? They most likely live in Adams. Notorious for our clothing selections, which make for very interesting encounters while crossing Main Street, Adams girls have guts, determination, and a whole lotta pride.

One cannot just live in Adams, they must be a part of Adams. We are referred to by many as a unit. When you see one Adams girl you will soon see a few more. Along with our tight friendships comes an amazing amount of leadership, independence, and maturity. These qualities, however, may not be seen by many since we usually display our more child-like side while in commons, the library, or around campus. (We swear to God those food fights were not our fault.) We know how to have fun and show it.

Adams is a family of athletic stars, musicians, honor roll students, artists, and leaders. Adams shines throughout the school as one of the most talented dorms on campus.

We are all surprisingly close for a forty person dorm. We celebrate every occasion with, what else but, a munch. In addition to our regular Tuesday night munches and Wednesday night cluster munches, we have Birthday munches, Holiday buddy munches, or everyone's favorite, taco dip munches. Food is always a welcome friend.

Unfortunately, the more "revealing" side of Adams shows itself after sign in. People would love to be a part of our underwear only dancing, wrestling match, butt pinching, Dirty Dancing marathon, hair cutting, chocolate craving, pixie stick sniffing glory. No plants or flowers are able to



Photo / D. Kurs

Those crazy Adams girls, you never know what they'll do

survive the extreme tropical temperatures or Antarctica weather conditions. OPP is our bitter enemy. Our rooms are always messy, are heat never works, our decorations are fire hazards, and there is always some crazy guy on our fire escape. Until the dorm gets renovated next summer, let's face it, no one's getting out of Adams alive.

House counselors Kate Dolan and Judy Wombwell invite us into their homes for meetings, munches, or just for talking. Kate's children, Jay, age 5, and Lila, age 2, run around serving as our Saturday morning wake up call. They play on our computers and serve as the subjects of our art photos and videos. Natalie Wombwell '01 is another friend to all who hang out with us upstairs.

Hanging out is the epitome of

Adams. A constant blair of music can be heard throughout the halls. Dance parties are frequent as well as munches and massive food ordering fiestas. Adams happens to be close personal friends with Shawn the pizzaman from My Brothers Pizza. He gives us priority on deliveries (and you wonder why it takes your dorm an hour to get a pizza) as well as advice when needed. In the midst of all this madness we still manage to get our work done.

Another Adams claim to fame is our history. Originally a boys dorm, it was deemed "out of control" in 1993 and switched to a girls dorm. While inhabited by boys, John F. Kennedy Jr. lived in Adams. Not that the fact that the Presidents son, who happens to be one of the "Sexiest Men Alive" lived here, slept in our beds, and used our desks and dressers makes us any better, we just like to mention it, occasionally.

The Work Duty Closet Man story is another famous Adams moment in Phillips Academy history. Two years ago Adams girls joked about how they always heard noises coming from the attic. One day someone tried to open the door to the Work Duty closet and a hand reached out. The police got involved and decided a man had been there. We still use this story to scare new students and trick them into thinking the dorm is unsafe. As if the nailed shut windows will be able to help them escape anyway.

Life in Adams is an experience. Sorry to all those juniors who wanted to live here but can't. The dorm is filled with people who love the good times and don't want to leave. You can all come visit sometime to see what you're missing.

## '60s Concrete Barn

Or

## Phillipian El Dorado

by Thayer Doulo and Kristin Cook  
PHILLIPIAN STAFF WRITERS

When one thinks of Stevens, they are probably reminded of all the lovely, cinder blocks. Okay, so our sanctuary may not be the Buckingham Palace of PA, but the ladies of Stevens don't let the ugly walls and linoleum floors get in the way of having a good time.

Before we go any further, it must be clarified that Abbot Stevens House is not in Pine Knoll, it is in Rabbit Pond. Living in RPD opens many doors to the girls of Stevens. For example, we have formed fabulous relationships with our neighbors in Stearns. Not only do some of the West side girls view Stearns at night, but we are blessed by their presence at cluster meetings where they mutter "Stearns" in low voices that only hockey can produce. And when we go through the Stearns common room as a shortcut on our way downtown, we know they love it. But anyway...

On the east side of Stevens this year, Mrs. "K" erekes gave birth to Katie in late October, and her four year old son Alex is probably as good a basketball player as Anferny Hardaway. On the West side, the Efinger kids "spice up our lives" with their Spice Girl impressions. Ms. Sousa, our Monday night complementary house counselor livens our evenings with chemistry help (note: ninety percent of Stevens takes chem) and occasional Mac runs, after which she has been spotted scarfing ice cream sundaes. Mr. Moss, our other complement, spends Wednesdays in Stevens and occupies his times talking to us endlessly in French... and English.

We like to watch movies on our VCR in Stevens, but maybe that's just because OPP knocked down our television antenna in the fall and the only

channel we get is PBS. Dorm favorites include "Dirty Dancing," "Austin Powers," "Labyrinth," "The Cutting Edge" and that one movie we accidentally rented about people who enjoy car accidents. But we have no fear because since the fall our house counselors have told us that we're going to get cable "any day now."

Wednesday evening is a special bonding time for the girls in Stevens, and we all gather together to listen to the radio. We have a special bond with the Righteous Brothers and that other show about religion...and leashes. Our advice to Burkons is not to ask people out over the air.

Sometimes it's loud, but overall it's great to have the core members of

SLAM in the dorm. We've also got the jocks who rock the field/court/rink in soccer, field hockey, volleyball, squash, hockey, basketball, tennis, lacrosse, track and softball. There are the theater people (led by house counselor Mark Efinger), the community service "jocks," and those who spend their afternoons lounging on Stevens Beach with a view of...the pond.

Whether talking about UPS CAR BOB, blasting the music of Madonna and the New Kids On the Block (especially Hangin' Tough), hearing about David Bowie, "Briaaannn" or J.J., the spirit in Stevens is always high. Like Simon and Garfunkel sang, we reflect upon the year and think "Time it was and what a time it was."



Stevens, above, is often called "The Will Hall of Girls"

Photo / L. Hoopes



## Top Ten reasons why Boarding is better.

10. Clam munches.
9. Lower Olympics.
8. Your parents can't give you a bedtime.
7. Nevermind, the school does.
6. You can lock people you don't like on the fire escapes and in the closets.
5. All the best Bond players are boarders.
4. You can be #1.
3. You can have two hours of "privacy" in the elevator.
2. Freedom...wait they took most of it in a fit of ignorant conscience that occurred over the summer.
1. Teaching fellows and thumbs up car permission.





Fuess has quite a reputation, although it has nothing to do with the people pictured above

Photo / L. Hoopes

# FUESS: The Dorm, the Men, The Legend

by Sean Ghormley  
PHILLIPIAN SPECIAL

As a three year veteran of Fuess, I am supposed to write an article on Fuess: the dorm, the men, and the legend. To accurately do this, I enlisted the help of the student body, having random people fill out Fuess Surveys (Note: I did not actually hand out surveys or even ask anybody any questions, so don't write one of those whiny letters to the editor about me misquoting you. Frankly I don't care about your opinion, so if I offend you, too bad).

The first extremely smart person I asked about the dorm said that Fuess rhymes with feces. I told him that he was very observant, but that his epidermis was showing. He ran into the bathroom, obviously confused about what he needed to tuck in.

I asked another person what Fuess meant to her, hoping for a more Andover worthy answer. She asked what Fuess was, and I told her it was what Commons served for lunch. She responded by saying that the Fuess was pretty nasty, and it should be grilled instead of boiled.

I then started to wonder if anyone actually knew where or even what Fuess is. Then next person I talked to had heard of Fuess, but he thought it was just a myth. I asked him about the myth of the Swamp Monster of Rabbit Pond, but he said that it wasn't a myth, but just a hairy PA dropout who didn't shave and therefore looked like an orangatang with glasses. This saddened me because the same number of people believed in the existence of Rabbit Pond Swamp Monster and the existence of my dorm.

At this point in a desperate attempt to spread the news of Fuess, I considered plastering the campus with "Fuess Exists" messages, but I didn't have any chalk handy. So instead, I did what any good journalist would do, and I continued my search for people who had heard about Fuess, only this time I talked to people who live in the dorm, thinking that I couldn't possibly fail.

I tried to interview one member of the dorm, but I chose a bad time, because he was glassy eyed and chewing on his tongue, obviously having inhaled one too many bottles of glue. I moved on and tried to find one of the other three year Fuess veterans about the dorm, but unfortunately he was downtown, and was also downtown when I came by later that night and the next day too. I have no idea why he spends so much time "downtown." I guess I'll never know the answer to some questions.

Going outside, I saw the infamous PA flasher. Since he seems to have such an intimate knowledge of the campus and was lying on the ground in front of Nathan Hale, seemingly injured, I ambled over to talk with him. He told me that Fuess was one of the best dorms on campus, and that all the guys in it were hot. That was more than I wanted to hear, so I left it at that and walked away.

I was running out of people to talk to, so I decided to go to the big kahuna, the boss, the all-powerful ruler of Andoverland, Barbara Chase. I asked her whether she thought Fuess was an acceptable dorm, in the hope I could

Write For Features  
We own the dorms  
Call Jimbo x6797  
or Gals x6304

# TAYLOR HALL: Living in the THUNDERDOME

by Winslow Porter  
PHILLIPIAN SPECIAL

After a tough loss at the lacrosse field, Takashi Ikeda came back to his room discovering that his room was not where he had left it. As strange as it sounds, his entire room with all his belongings (computer, desk, bed, lamps, and even his Jenny McCarthy and Jewel posters) had been moved. Someone had neatly arranged his room in the same order as it previously was, except it was now in the middle of the pod. To top it off, his stereo was blasting, his computer was on the Internet and kids were hanging out in his pseudo room. However, Takashi, or TK as we so affectionately call him, was anything but happy. He put on his boots and he walked on down the hall. He retrieved his sacred samurai sword and he swore vengeance against the perpetrators. TK was yet another victim to a ruthless band of renegade pranksters. Such an incident is a common occurrence here in Taylor, and TK was lucky that it was not any worse. Others had suffered fates far more humiliating. A student with his last name the same as his first name, who prefers to stay anonymous, suffered severe 2nd and 3rd degree burns to his upper body when a deranged water gun guerilla soldier jumped out of a janitorial closet and ambushed him with a cup of boiling water.

There are many more chronicles of Mr. Anonymous De Anonymous's heart-warming battle against his fellow dormmates. To make these many stories short, a list (in no particular order) of pranks against him is provided for your reading pleasure.

1. Forged love letters complete with stolen E and R laundry (lingerie).
2. After being warned not to eat a certain individual's peanuts, which just

so happened to have high levels of melatonin, he consumed enough of it to put a racehorse asleep.

3. Festive holiday garbage sprinklings on his noel mat.

4. He was locked out while there was a tape of a girl and a guy screaming in his room and a note on his door reading, "Illegal Parietal in Progress."

5. Nudists fundamentalists showed him aspects of their belief system in the wee hours of morning.

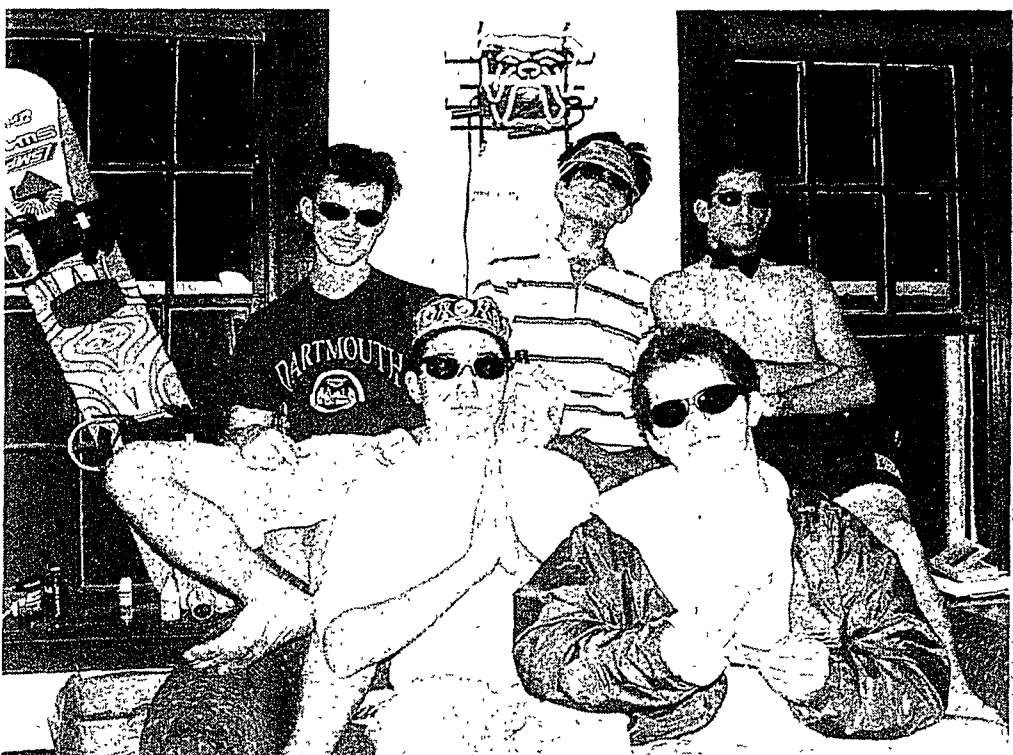
6. Pictures of him in compromising positions

7. The best prank that he won't find out about until the end of the school year.

Mark Hordon interviewed this individual concerning the pranks against him, but all Mr. Anonymous could say was "wow."

Another important element of Taylor is the almighty and consecrated Thunderdome (a death-match where students can take out their anger and frustration against a fellow dormmate, originally taken from Bishop). The arena has witnessed many fierce battles. The fighting gets so intense at times that people are occasionally flung through the walls. Of course, it is all in good fun. After fighting, Thunderdome veterans can show off their rug burn scars and, "I survived the Thunderdome," T-shirts. There is a price to this, however, since the Thunderdome has incurred a good amount of OPP bills from the huge gashes and holes in the walls. OPP totals the damages, multiplies it by two, and then puts the number in a secret and well protected logarithm. They then divide the final result between the 32 of us and it's not a surprise when our parents receive a \$140.37 bill.

When we are not planning pranks or duking it out in the Thunderdome, we like to relax in the common room. Since Taylor has a certain morbid curiosity and likes a movie with a raw edge to it. It was no surprise that when Billy "no, I am not John Doe #2, and no, I didn't blow up any buildings in Oklahoma City" Brancaccio bought Banned from TV, we had an inherent



Besides being known for its infamous "Thunderdome," Taylor hall is also known for its ability to put out fires

Photo / D. Kurs

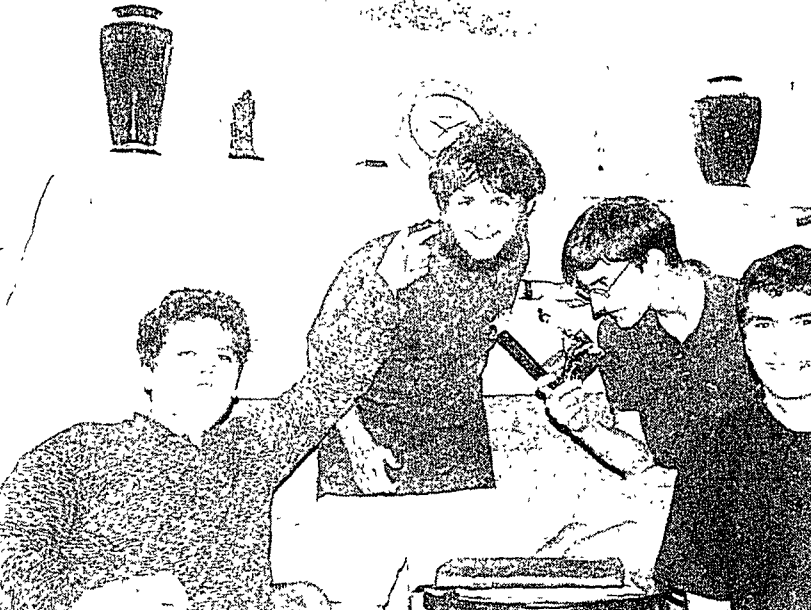
interest. To prevent any of us at Taylor from getting bored of watching a woman getting smacked head on by a hundred ton train going full speed, Billy, being the nice kid that he is, purchased the sequel, Banned from TV 2. For all of those not fortunate enough to have seen Banned from TV, the video is like America's Funniest Videos meets Faces of Death, except with America's Funniest Videos most people don't get killed in the process of making the video. We attempted to talk to Billy about how he had found the video, but he replied that he had an Earth Friends meeting and he had to help plant flowers. He then jumped into a large yellow rental truck loaded with fertilizer and drove away.

The line, "When time changes people do," can accurately describe phenomenon that occurred at Taylor Hall. One can vividly remember Jeff "low rider" Loh reciting phrases from his favorite Jane Austin novel in the beginning of fall term. At the same time, a group of innocent Taylor youngsters would come up with new and exciting ways to make stuff out of trash while watching Martha Stewart's show (the show's actual name is "new and exciting ways to make stuff out of trash"). Those distant days are gone, and frankly we all yearn for the care-free feeling of taking a shower without having to worry about some bodily fluid contaminating our shampoo. Taylor has gone through an odd metamorphosis, which has plagued this once pure hall. Currently Jeff "Azriel Tabot, dark prince of Taylor's underworld" Loh, randomly rambles lines from H.P. Lovecraft's Necronomicon. Even though Dr. Keller claims that they are natural symptom of Jeff being stressed, not getting a lot of sleep, and selling his soul to the devil, it still scares the hell out of us.

Living on campus at one of the most difficult schools in the world is a task in itself. Taylor Hall has experienced some great times and some times where you just want to blame it on the kid whose name is the definition of monotony. However, even with all the turmoil and emotional bruising, Taylor Hall still comes out as being a better dorm than Will Hall, and that warms our hearts.

(editorial note: Winslow and Jason were both residents of Taylor Hall. Upon delivering the above article to the Phillipian, they quickly fled to an undisclosed non-extradition country. Knowing that their two Italian neighbors both have ties to the mob and that one was a terrorist in hiding, they both feared for their lives. They suspected that by telling the inner secrets of Taylor that they had broken the 'code of silence,' a serious offense. The last advice and warning the two had was please, for god sakes, be careful crossing train tracks.)

# The Long Walk to WILL HALL



Not only is Will Hall a long walk from Commons, but Tad lives there, too

Photo / D. Kurs

by Dan Sullivan  
NEWS CASTAWAY

Most would agree that Will Hall is a dorm unlike any other; undoubtedly unique. Thus, the experience of living in the creaky mansion on hell's edge of Abbot is equally unique. I shall never forget that ominous day in May last when I found in my mailbox the note of certain doom. "Congratulations Daniel Sullivan, you have successfully navigated the waters of the all-school lottery and docked in... Will Hall!" I could have killed somebody. In fact, I did give a Senior near me some threatening stares. But the Senior, Jason Wooten, was none too happy to receive my looks, and he returned the stare with a ruffle of his mane.

Assuming I was condemned to hell on earth, I landed in the Will Hall circle with a not-too-thrilled-to-be-here attitude in September. Shortly, the rest of my future dorm-mates arrived. I quickly came to conclusion about my new dorm. It was filled with bizarre denizens. I was scared. There was one kid who kept bouncing his fingers against each other and talking to himself, as if he were a maniacal genius plotting to take over the world. Then he told me I was born on Saturday May 7, 1982. Guess.

Tad is not the only classic character of Will Hall. Other gems soon surfaced. Dale Park was quite a rarity. The pounding of his floor (my ceiling) gave me only inklings of the strange rituals taking place in his room. Gradually, I accepted Dale as a fact of my Will Hall existence. Like the time he fell asleep on my couch before I had ever talked to him. Or the time he corrected my English papers for me. I was not in my room at the time, but I got a six on that paper.

Another priceless feature of the dorm was John Maglio, "the silent Mafiosi". I recall when he displayed

his peculiar ability to make the sound of a kitten's purr in front of our head house counselor, Mr. Joel. Mr. Joel responded with his boar impression. John was impressed that Mr. Joel used poke his head into John's room occasionally with a friendly purr.

Paul Flynn is another man of the Hall, who kicked off the year with an inspiring dorm rep. speech ranging from free representation of the masses and the dictatorship of the proletariat to "soap, more soap dammit". A bold campaigner, that Paul, even though no one else on campus knows who he is, Joel Burgos had a favorite line to describe his feeling about Paul's preachin'. "Durn communist propaganda. Them Stalinists always go for the soap appeal," he used to say. Don't ask.

Will Hall broke some records this year too. We had six D.C.s in a week. Impressive, I know. Sebastian Fallert proved he could learn, and put to creative use, more English swear words in his first week at PA than Denis Leary. Alex Waldman showed an uncanny ability to play more 3 am pool than any other living human being.

Will Hall had much tragedy this year as well. The dorm lost many of its great men, Mr. Joel being one of them. When the Hall heard about his untimely death, dorm life seemed to have been sucked away. But we knew that Mr. Joel would have wanted us to move on and enjoy our last weeks in Will Hall. So we pressed on, as friends, dorm-mates, and as Will Hall-lites.

Living in a dorm widely considered to be the worst on campus, I think I made out all right. As much of the old Will Hall graduates, and leaves Abbot, I am proud to say I was part of the last classic year of Williams Hall, lost somewhere out there in the folds of Abbot.

# Foxcroft... Behind Closed doors

by Doulo  
NO MORE POWER

Silly people do silly things. What kind of person makes stupid mistakes, Peter? A smart one? I think not. There is a time in everyone's life when they have to show off a part of their body that they normally wouldn't. This is the time of a person's life when their dorm mates do not want to go near them. For David Ha, it could not be avoided.

Some say that Angus took it the worst. It didn't bother him after a while. In fact, some would say that Angus saw it so much that he began to feel a sense of security with its appearance every day. In general, however, Foxcroft Hall did not take it well in the 1997-98 season. It was a constant sign of insanity and stupidity from what many consider the most successful room in the dorm. Unfortunately, there was little anyone could do about it.

Once the monster understood its enemies' fears, the game was simply a formality. Everyone knew who had the power except for the house counselors. Ultimate authority lay this year, as it will for eternity, with Mr. Jim Ventre. After that it was sort of a jump ball between Mr. McHugh, Mr. White, Juma, and Doulo. Mr. McHugh had advantage of age, White of general hugeness, Juma of the telecommunications industry, and Doulo of the aforementioned weapon of mass destruction. Government agents came in and tried to make Doulo give them the weapon, but he destroyed them. Some can still hear the screaming in their heads.

Ha had a hard time dealing with the issue and averted his eyes. All that he could hope for was a quick and painless death. As a guest in the dorm one day, Forelle narrowly escaped his end. He is the only one who lives to tell the tale besides Graham Norwood. Norwood was able to evade the terror by virtue of his medical condition. For everyone else, there was no escape. Nikhilesh Divakaruni met his end earlier than anyone else and from a dif-



Not only is Foxcroft a short walk from Commons, but it also has northwest access

Photo / L. Hoopes

ferent source. For him the blackness came lower year from Franco, Turner, Moseley, and Strieber. They each unleashed their fury upon the hapless Divak. It was like taking candy from a baby.

Anthony Morales once told me that for a New Yorker, Andover was like Yellowstone Park. The part he didn't tell me was that it came complete with geysers. Doulo played the role of Old Faithful, Franco of Mammoth Hot Springs, Turner of Castle Geyser, Moseley of West Fumarole, and Strieber of the Firehole River. Each came complete with a different type of peril to be unleashed upon the hallowed halls of Foxcroft.

Luis "Bob Marley" Bello could be often heard singing such songs as One Love and Buffalo Soldier as he filled in the dorm's cultural lacks. As a benefit from being so musically talented, Doulo allowed Luis to be the court jester and tell many jokes. Olmo stayed in his room a lot.

With the year coming to an end, the peril has seemingly decreased. But who will pick up the torch of terror next year when Doulo is a safe dis-

tance away? Will it be the routine cowboy from the heart of Ireland, Angus "Changusta" Dwyer? Perhaps the always crazy Julian "Mugow" Potenza will pick up the legacy. Whoever decides to take over the position will surely wield more power than any other student in the dorm.

The Shadowdancer will be omnipotent. Few will understand his sick and twisted world of scurvy and living sheaves of wheat. If you don't mind my use of the passive periphrastic, a barricade must be built by the members of the dorm. This evil cannot escape its room. Its roommate will surely perish and those in adjacent rooms will be hard pressed to maintain their existences. Fire shall fall from the sky and brown water from the water taps. A putrid light cream green will adorn the walls and ants shall crawl up from the cracks in the floor. Wait a moment. I am not talking about a false world of evil or something. I am talking about Foxcroft, a place of which I can proudly say I have been a member for three years.



# We're All Mad Here A Look at Stimson



by Jill Mitchell & Alex Heinegg  
VIRGIN BARFLIES

Picture this: you stroll onto the sprawling lawns of campus for your first day at Phillips Academy. You go to register and you see your future dorm, Stimson. A tear slowly falls down your cheek. "Stimson?" you whisper. How could you be put in that dorm? The boat has docked. You are now in the dorm where female bonding goes to another level, where you have to stare at Fuess all day long, and where horrible things like drugs and alcohol are consumed.

You slowly begin your trek to the Knoll. After tripping over the speed bump, you quickly make sure no new hotties saw your clumsiness, but since you have already entered the knoll, no hotties are to be found. Looking ahead you catch a glimpse of three similarly unattractive bomb shelters. Oh wait, they are dorms. You pass the scenic graveyard and turn onto the path headed to Stimson. Suddenly you are bombarded with a supersoaker. You turn your head and see three wild kids running like chickens with their heads cut off. So anyway, you ask them if you are in the right place, in order to make sure this isn't some children's home where you have been stuck. They confirm that this is indeed your dorm, and that they too live there. You have now met half of the fac-brats living in your lovely home, Tebs, Briga and Connor. The parents of these mischief makers are the ones whom you'll have to face every day, in good times and bad, in sobriety and in, well, uh...we wouldn't know about what comes after that, cause we never get in trouble...never...ever...no probation in this dorm...nope.

Moving ahead. Now pretend that you have been here for two or three years, all of which have been spent living in Stimson. Yes it's true, there are some of us who have stayed in this dorm for years. People have even moved from Paul Revere (that's in Flagstaff for those of you who are a little slow) to Stimson. If you're like most people, you're asking yourself, "Why, for the love of god, why would they do a thing like that?" Well, where else can you see Katie "Freckleface" Corwith boogie down to JAMN 94.5, have whipped cream fights followed by group showers, shove an unsuspecting lower into a cardboard box and drag her into the shower, or be blessed with the sight of our favorite fund embezzlin', cluster meeting rockin' Canuck, Colin Rennert-May.

Along with Rennert-May, Stimson is blessed with having the sanctuary close by, which those of us in the Knoll call home. Oh wait, no we don't. The sanctuary, in case you're not on the cross country team, is a wonderful place for a relaxing thought provoking stroll. Especially when you just need to get away from it all, like trying to be in another world maybe? Actually contrary to popular belief and according to the new Harvard study, Stimson is not all fun and games. It is not just filled with druggies and other corrupt people, but it is also filled with the head of Amnesty International, a Pine Knoll cluster blue key head, several varsity athletes, including the captain of softball, Liz Siliato. Megan Pahl has her own cappella group as well as being the director of the drama lab. Al Heinegg dances, and Mulvey, well, Mulvey is Mulvey. We also get to see Mark Hordon quite a bit. We used to



Stimson, pictured above, is by far the strangest dorm on campus

Photo / L. Hoopes

see Liam Quilty-Dunn, but something happened to him and he just disappeared. It wasn't our fault, we swear. Maybe the klepto which keeps stealing are food in the fridge stole him.

So now you have gotten just a little glimpse of what we as Stimson dwellers "like" to call home. It may not be as nice as Day Hall or Paul Revere, and it may not be as homey as Smith or Stowe (and we obviously

can't pull off pranks as well as they can??) or as beautiful as Morton, but this is our dorm. We take the good and the bad, the great house counselors, and the horrible odors, which can sometimes be attributed to Katie's feet. We get really good munches, but when one of us tries to refrigerate anything, there is a reoccurring situation in which the food is STOLEN. We have a Smith or Stowe (and we obviously

after watching Al dance around the dorm at four in the morning and seeing Julia Shannon pose with Liz Hemond in front of the Pepsi machine, that not everyone in Stimson is normal, and that's what makes it great. We will leave you with a quote from Alice in Wonderland, "But I don't want to go among mad people," said Alice. "Oh you can't help that," said the cat, "We're all mad here."

## A Lot of Inside Eaton Jokes Hooper's Humor Tells All

by Kristen Hooper  
A SLAM DUNK

Eaton Cottage represents! Eaton Cottage is a quaint dorm on the outskirts of WQJ that has more to offer than one would assume. Eaton is a cozy, home-like dorm, garnished with a beautiful garden, sunroom, porch, and comfortable common room (which has proven to be useful for a plethora of activities). Eaton is not only a scenic bliss, but has Shawn Fulford for a house counselor.

Now, if you were actually interested in finishing this article after reading that classified ad, you are LAME. Let's get down to the juice. Eaton may seem peaceful, but when night falls, the freaks (Jess "tropical fruit is always better in the backseat" Bulen '98), come out.

Seeing those dances are the normal highlight of the weekend on campus, and we Eaton gals like to take part in the festivities (Kristin "that's the girl who freaked me" Hooper '99). In addition to the dances themselves, Eaton has pre-dance parties, where we spend eight to ten hours preparing our most perfect outfit, complete with a tank-top and 4-inch heels. In addition we have post dance "midnight grooves" in Jess "watch out for that golf ball big boy, it could scar your neck" Bulen's room. We do it Spain style, complete with lights and club music of course. Jess firmly denies making Gill "pretty please with whipped cream and a cherry on top" Goldberg '98 straddle her or Kristin "I am clueless" Hooper '99 grind with her on any of these occasions.

In addition to the Eaton homnies, on many a Saturday night you will find a random Stimson chick, like Alex "I wish I was an Eaton hottie" Mulvey '98, begging to come in. Sometimes, we let the chick in, other times, we send her to Bartlet.

During the school week, in addition to anxiously awaiting the next Jammin' dance, Eaton gals manage to

produce their 5.1 average GPA. How do we do it? With the help of Julie "get out your face book" Stephens and Eva "I second that motion" Wright locking themselves in their room to work while the rest of us congregate in Gill's room to stuff our faces with the delivery of the day, chat it up about boys (sometimes even chattin' with Yogi bear), and deciding what to wear the next day. Oh, and about once every 20 minutes someone complains about the massive amount of work awaiting them in their own room. Well, we all chill in Gill's room until she throws us out, and then actually migrate to Jess "I am not a blonde, just an idiot" Bulen's room to, you guessed it, prepare for the Jammin' dance once again. After all, it is only four days away.

Well, seeing as there is not much to say about Eaton, besides the fact

that we are the bomb...the, shall we say phattest girls dorm on campus, I think we'll wrap this up. So, if you see Gill "property of Andy, hands off or else" Goldberg '98, Sarah "leggs" Hale '98, Jess "I wish I had Sarah's legs" Bulen '98, Kristin "Bosworth Gaylord Wellington" Hooper '99, Amy "the Asian goddess" Teleron '99, Deepti "I love nature" Srivastava '99, Julie "I don't work for my 6.0" Stephens '00, or Eva "neither do I, because we're lowers" Wright '00 around, just be sure to know that you are looking at the flyest gals on Campus, not the really cool Johnson chicks.

(editorial note: this article was written without the consent of Amy Teleron. In addition, judging by the content of the article, most members of Eaton will be less than pleased. The Features page has no official stance on Hooper's sense of humor.)



Eaton is where Hooper lives, and she turned her article in three weeks late

Photo / D. Kurs

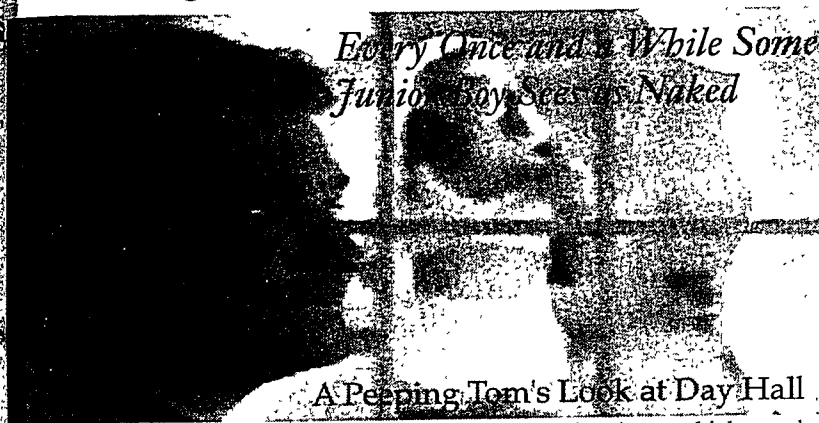
Because of space constraints, we were not able to include all the dorms on campus. In fact, some dorms didn't even want to write for us. Therefore we attempted to portray life in many of the large upperclass dorms. This in no way reflects our preference on dorms. Thus we would like to take a moment to recognize the dorms not featured, in no particular order:

Andover Cottage	Carter House	Flagg House
Bancroft Hall	Double Brick House	Junior House
Isham	French House	Morton House
Pease House	Stowe House	Samarian House
Pemberton Cottage	Whitney House	Burt House
Blanchard House	Alumni House	Hearsey House
Rockwell Hall	Bertha Bailey House	Newman House
Thompson House	Garnage House	Smith House
Tucker House	Clement House	Nathan Hale
America House	Draper Cottage	



Day Hall, above, is where some of the "coolest" girls on campus live

Photo / L. Heller



A Peeping Tom's Look at Day Hall

by Jennie Cohen  
PROVE IT

You see it as you stumble to breakfast every morning, as you walk from English to chemistry, and as you assemble with your team before cluster. It stands as a symbol of Phillips Academy, resplendent as a red-brick representation of superior education and intelligent motivated students. But what goes on inside? What are the inner workings of this simultaneously ever-present and ever-intriguing haven of feminine mystique that we call Day Hall?

If you sit near the large windows in the library or live on the south side of Bartlet, you may already know the answer to that question. Many Day residents (myself included) forget the central location of their home away from home and experience delusions of privacy, which prove problematic when it's dark outside. So every once in awhile some junior boys on their way to Rockwell see us naked... who cares? Day Hall is a great place to live.

My roommate, Lindsay Hoopes, and I moved to Day Hall last year with considerable skepticism. Would we get a good room? Would we fit in with the other girls in our dorm? Did the house counselors really make you drop and give them ten when you didn't do your dorm duty? Of course, we had earned varsity letters as managers of the boys' varsity lacrosse team, but we were hardly jocks, unless carrying water bottles counts...

A year later, I know that we made the right decision when we chose Day Hall. There are just so many things that make it one of the best dorms on campus. Sometimes we throw various

objects at pedestrians, which can be fun. We also wave to people in the library and even hold up signs with interesting and exciting messages.

People may think that Day Hall's central location and rather strict reputation curbs the after-school activities that make other dorms fun. However, this is entirely untrue; on the contrary, there are many things to do in Day Hall. I'm not really sure what since I rarely leave my room and have spent almost every weekend this year off-campus; however, Day Hall does house renowned party girls Lindsay Hoopes, Dominique Hendelman, and Margot Chandler. I know that Dominique, for example, enjoys handcuffing herself to doorknobs and, on occasion, to senior Katharine Gilbert, another Day Hall resident. This dynamic duo frequently plays pranks on the dorm, such as stealing teaching fellow Lisa Cummings' bike from her room. Alex MacCallum enjoys writing various words and phrases on her mirror with dry erase markers, which I hear is another thrilling activity. As for Ms. Hoopes, she values Day Hall as a convenient location for her intriguing and incessant phone conversations.

I don't really know what else goes on in Day Hall, since I rarely leave my room, as I said before. Whenever I do, though, I am never disappointed. Every once in awhile, I do some laundry or microwave some soup. We have munches too, the most notorious of which was the Seinfeld party this term.

To summarize, I can tell you that Day Hall is, as I said before, a nice place to live. From all social circles, from different backgrounds, from different countries, we arrive at this academy, find ourselves in a dorm together, and miraculously coexist. There's Alex Chavez-Carey, a lovely girl from Venezuela. There's Rachel Burnes, who must be the captain of several sports, I would guess. There's my roommate, who possesses a myriad of talents. And there's me, a lovely seventh page editor. Lindsay and I constitute the majority of the returning Day residents for next year, but let me tell you that this has nothing to do with the quality of the dorm. We probably just scared them away, or perhaps they got tired of references to being seen naked from the window of Commons.

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## Congratulations Mike!

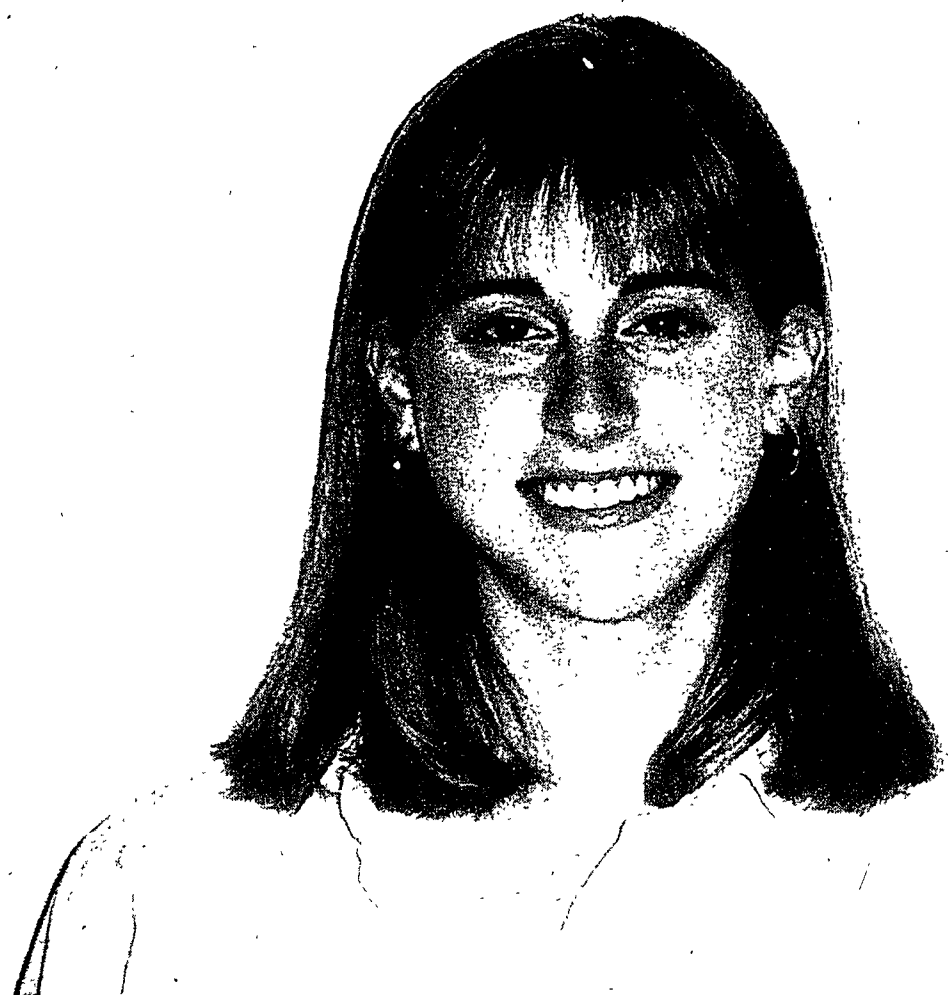
### We're so proud of you.

### Jackpot!

### Lots of love,

### Mom, Dad, Eric, & Marc.





Lia --

Congratulations on all that you've become. Keep thinking tall--it obviously works.

And always remember, don't put your jeans in the dryer, and we love you!

Mom, Dad, and Kelsey

### LAMPA VITADA

There's a breathless hush in the close tonight  
Ten to make and the match to win  
A bumping pitch and a blinding light  
An hour to play, and the last man's in.

And it's not for the sake of a ribboned coat  
Nor the selfish hope of a seasons fame  
But, his captains hand on his shoulder smote  
"Play up! Play up! and play the game."

This is the echo that year by year  
While in her place the school is kept  
Every one of her sons must shout  
This cheer, for the students left behind

For Phillips' fame is challenged oh comrades  
So, "Play up! Play up! and play the game."  
One final push for Alma Mater  
Makes Phillips gain the prize.

Congratulations  
to  
Michael Harvey  
Not half bad!

With much love,  
Mom and the Entire  
Family

### Congratulations Jessica



We love you  
and are very  
proud of all  
you have  
accomplished

Mom, Dad and Jimmy







## Number One in The Number Two Business An Inside Look at PA Mens' Rooms



by Tristan DeWitt  
PSYCHO

When you need to go to the bathroom, where do you go? If you are like most students here at Phillips Academy, you probably haven't given much thought to which bathroom to use.

Usually, students have little time to worry about such trivial things as bathroom selection while trying to manage their busy schedules of studying, shopping, having money, and pretending to participate in a few cultural clubs (another way to phrase this of course would be: studying, attending required, anti- or pro-anything seminars during all-school "free" periods, and of course, planing extracurriculars that are sure to please those "Ivy League" schools).

However, during weekends and free periods, when time is yours to do with as you like, this topic is much more relevant. Where is the best place to go on campus?

Quite recently, I was asked this same question by one of my "superiors" on the Phillipian board whom I will refer to as "X." Initially, giving my answer with little thought, as is so common with just about anything I do, I said that I didn't think there was of a much difference between one bathroom and the next. They all have toilets, and at least half of them have toilet paper, on occasion. The look that X gave me was enough to ensure that I would never visit the South Pole.

Apparently there was more to the story than I had anticipated, so I set out to find the best and the worst bathrooms on campus. After personally testing hundreds of restrooms and water closets alike, I came up with a list of winners and losers to keep in mind when selecting a bathroom.

Of the bathrooms I used, I found that all of the following places to have noteworthy facilities, for one reason or another: Elson Art Center, Bulfinch Hall, Borden Gym, Pearson Hall, Hardy House, and, of course, Rockwell. Here is a brief run-down of each of them:

### Elson Art Center

I like to call this bathroom my hidden treasure, as surprisingly few people know about it. It is located in the basement of Elson, at the bottom of those concrete stairs that we all love to bounce on when we know (or think) no one's looking. Of all the bathrooms I've ever been in, this is one of the cleanest. It has an immaculate floor, sparkling bowls, and a fresh scent of pine that jingles the happy bells. It's only drawback is that I am always worried that I'm going to get murdered down there, where nobody can hear me scream. Rating: 9.0

### Bulfinch Hall

Everybody knows that this bathroom is located in the basement of Bulfinch and features a radon gas pipe for your own personal amusement, or discomfort, depending on how you look at it. This is the way I looked at it: Aside from some very tasteful bathroom poetry in the last stall, this room is all negatives. It has no interesting views or odors, and leaves you to ponder the extent of safety precautions taken against potentially hazardous materials which, by the looks of it, consists of a white plastic tube, similar to those found in Erector Set expansion kits. Rating: a toxic 4.5.

### Pearson Hall

This is definitely one of the most bizarre bathrooms I have ever dropped my pants in. Nevermind the sleek eighteenth century, retrograde, elephant tusk toilets or the twenty foot high ceilings that only seem to project the sounds you'd rather they didn't - this is the only bathroom that I've seen that had an audience. Anyone who's ever visited this notorious place has surely been surprised at least once by the peep show window that has allowed generations upon generations of Classical scholars to get acquainted with yet another classic subject: ANATOMY.

I'd stay away from this one if you are not used to being put on display, or

if you come from a long line of perverted individuals. Rating: 6

### Hardy House

This is a quaint little bathroom in a quaint little building. This one's about the size of a sardine can with similar odors, which, much to the dismay of everyone in the admissions office, cannot be masked by that yellow can of disinfectant which was stolen from the library (that's right children, even good people steal sometimes). I found it difficult to relax while being crushed between two walls like a roach. I wouldn't recommend this one to claustrophobic unless I didn't like them very much. Rating: 4.5

### Borden Gym

There actually two bathrooms in Borden, one of which is located between the basketball courts and the back entrance to the pool. If this isn't enough description, you can also remember this bathroom by its dim, mustard yellow lighting and it's odor: somewhere between sweat and death. The other, less visited bathroom is tucked inside a supply closet located directly under the monkey bars. This is by far the best bathroom in the school. It is a place where the tiles are a little straighter. It is a place where the soap is a little greener. It is a place where the toilet paper is a little softer. Hell, it even has a motion sensor lighting system that shuts itself off when you leave! The point is, I felt like a king on his throne is this finest of water closets. The only drawback is that the lights tend to shut off after a few minutes. If this happens, just flail your arms and light will return. Come to think of it, that's too fun to be a drawback. Rating: Death Stench unit: 4 / Eden unit: 10 (I only wish we weren't in base ten!)

Then, of course, there's **Rockwell!**

I didn't dare go in this one. Hepatitis B, Anthrax, Whooping Cough - you name it, they've got it. Going to the bathroom in a poison ivy patch is a better bet. Rating: less than zero.

## The Mysteries of the Game of Golf

by Ben Goldhirsh  
PREZ

The most important part of the game of Golf is not the competition but the finding of oneself. Nowhere else can one's aggravation be so quickly aroused. The trees looming, deep rough waiting, and enticing beaches constantly call to you. It is a test of inner strength to avoid these hazards. The course is a gauntlet which only the

skilled can walk through unharmed. It takes a cool mind not to worry about the water ahead of the tee, for it knows that once in mind, it has control. The true golf warrior must control the uncontrollable, find fairways where others see only rough.

Even though sometimes one is paired with others, on the links one is alone. No one else is there to help, and no one else is there to blame. The game becomes not as much a battle against the course. For the course is

just the arena for a battle against yourself. Can you control your thoughts? Mold them into a mental equilibrium, a state of nirvana, in which nothing intervenes yet chaos converges. Birds chirping, nearby motors roaring, bugs tap dancing, and people yelling all try to infiltrate one's psychological fortress.

But one can't let down the barriers. One must persevere. Open the gate only to the ball's positive aura and redirect this energy towards the divine objective, the elusive cup. Oh, yes, that damned cup, another story in itself. So simple, but so complex. Literally it opens four inches of space to one's intent.

But it is all in the power of one's mind to truly realize the size of the welcome mat. If you are weak, the undulations of the green will frighten, the distance will intimidate, and the hole will close its doors. But if one is strong and use the undulations as a map to the target, and the distance as motivation, the cup will welcome you around.

Yet none of this is possible without one's ambassador to these trials, the clubs. They may be one's friends or one's foes. To succeed one must nurture the clubs like children. If they do bad, do not yell, but give positive reinforcement and they will surely come around.

The clubs may pick up bad habits, as all youth do, but give them your trust, and they will not disappoint. One must share his/her feelings with these tools, look at them not as pieces of iron, but as extension of oneself. Yet beware, do not be to protective. If one gives the clubs a tight leash they will not grow to be independent, but if one learns from his/her own lessons, soon they will swing themselves, and the pin will not be safe.

Golf is not just another sport. It is not a bunch of ragtag clowns singing songs and hitting balls, it is the highest philosophical test known to man. God gave man coordination and intellect, and in response man has created a divine test, a game worthy of heaven; this game, this passion, this love, this Golf.

## Girls' Hockey Team Suffers

by Anna Cooper  
PHILLIPIAN STAFF WRITER

If there is one word to sum up the Girl's Varsity Ice Hockey team, it is heart. A relatively young and inexperienced team, the girls faced many difficult opponents. Unfortunately, the team's record does not reflect the tremendous improvement of the girls. With a record of 5-21-1, the team was not eligible for the New England Prep School Tournament.

Most blatant was the extraordinary progress of the team's goalies, Rachel Bain '98 and Katherine Otway '00. Both of these athletes had never protected the net prior to this season. Their progress was mirrored by the rest of the team throughout the season. Led by Coaches Martha Fenton and Chad Green, Captain Anna Cooper '98, and five other strong-spirited seniors, the team remained positive and hard-working through a disappointing draught in the middle of the season and came out for a strong finish.

No one expected anything from this group of athletes, but from the beginning of the season it was evident that there was great potential. On the ice, it was clear that this team came a

long way through the winter months and attained a level of play that was completely unexpected. The unity on the ice resonated off the ice as well. The clearest example of the team's spirit was during the final game of the season against Exeter; the Blue bench exploded with energy when the third line, affectionately called the "Green Line," scored. Charlene Caputo '99, Hillary Fitzpatrick '00, and Sarah Cote '00 lit up the rink.

There were both laughter and tears at the final dinner at Coach Martha Fenton's apartment. Among the awards given out, a special mention should be made to this one: the Summer Smith Award for the most consistent player during her tenure at Andover was presented to Abby Gardner '98, who has been a member of the team for four years.

The Girl's Ice Hockey team has always been a relatively small team, but the size of the team has resulted in a tightly knit group of athletes. This tradition will continue next year, when the Big Blue will be led by Co-Captains Rebecca Goddill '99 and Rachel Burnes '99. With a tight group of seniors and a two-month-old Fenton mascot, the team looks forward to another fun season in the winter.



# CONGRATULATIONS

**Amse**

**Continue being  
Successful,  
Winning,  
ETC.**

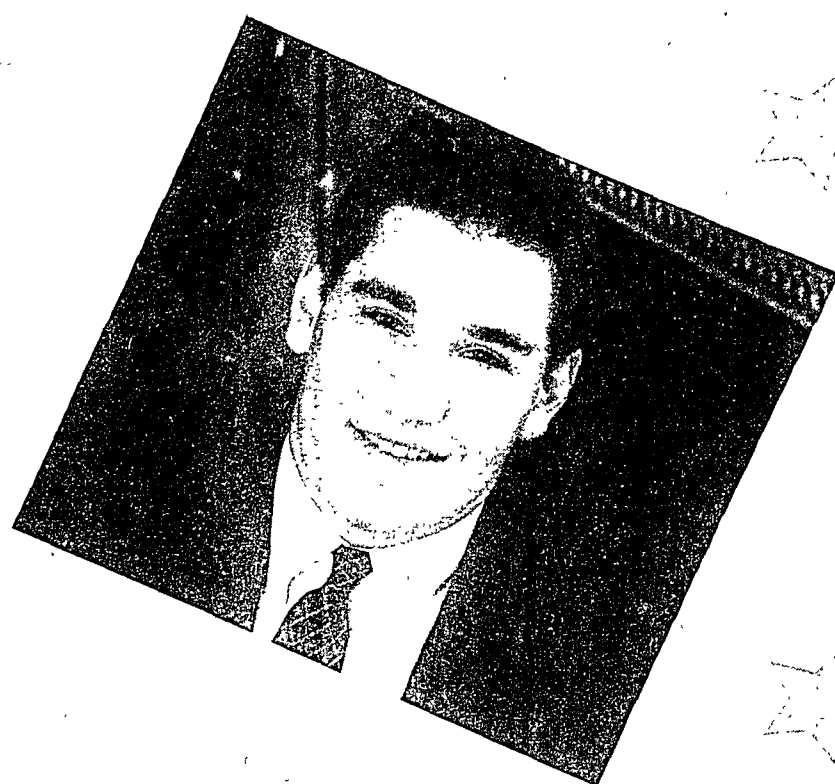
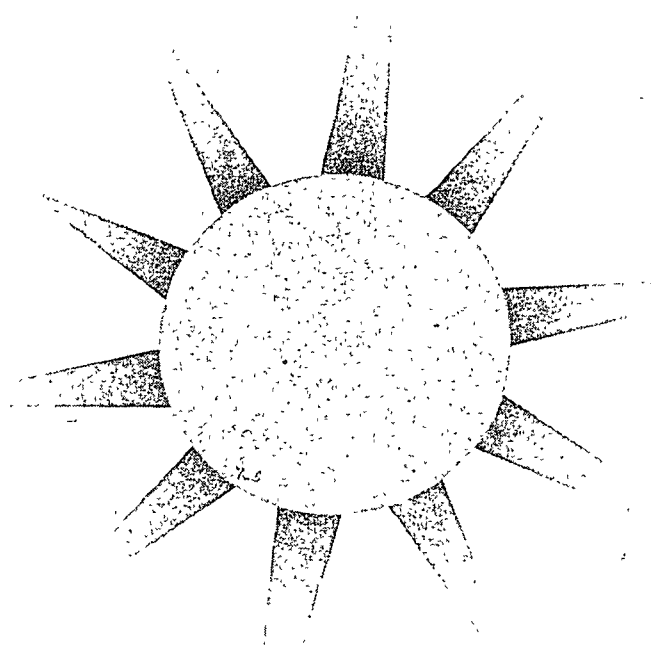
**We are proud of you**

**Mom, Dad, AD and Alex**



"Nothing can dim the light  
which shines from within"

*Maya Angelou*



**Congratulations to Jason  
And the Class of '98  
For Four Brilliant Years  
You're the Best**

**Dear Jason,**

**We are so proud of you**

**You are a very special young man**

**Go forward and fulfill your dreams**

**Good Luck With Love,**

**Mom, Dad, Courtney, Pudding and Heathrow**





Joshua,

With pride, with joy, and respect,  
we congratulate you on all your  
accomplishments at Andover.

May all the wonders of the  
world fall into your eager  
outstretched arms.

We look forward to seeing all  
of your goals and wishes  
realized in the wonderful times  
that lie ahead!

**Best Wishes!**  
**We love you!**

Mom, Dad, Jessica, Grandma & Grandpa

**B**ertucci's & Balance Bars

**R**ed Leather Couch & Chair

**E**verlasting Friends

**N**o Breakfast

**N**o Sleep

**E**ight o'clock Curfew

**R**egular at "The Log"

**T**errific Teachers

**H**omework Never-Ending

**O**ff to Boston

**M**usic Infatuation

**A** "Stuart" Man

**S**having for Swim Meets

**WONDERFUL MEMORIES.....**

**TO BE CONTINUED AT PENN**

**Congratulations from Mom, Dad, and Molly**



# A Century at Phillips Academy

Charles B. Finch III	1998
Charles B. Finch, Jr.	1970
Stephen B. Finch, Jr.	1965
Stephen B. Finch	1940
John R. Finch	1938
Charles B. Finch	1937
Henry L. Finch, Jr.	1936
Henry L. Finch	1898

**Congratulations, Charlie  
on an outstanding career**



# PETE,

Venisti, Vidisti, Vicisti

# READ BETWEEN

Axiopainos Eis !

# THE LINES

LOVE,  
MOM, DAD & THAYER

*May your life be  
all you reach for,  
all you dream of --  
all the best that it can be.*

## **Congratulations and Best Wishes**

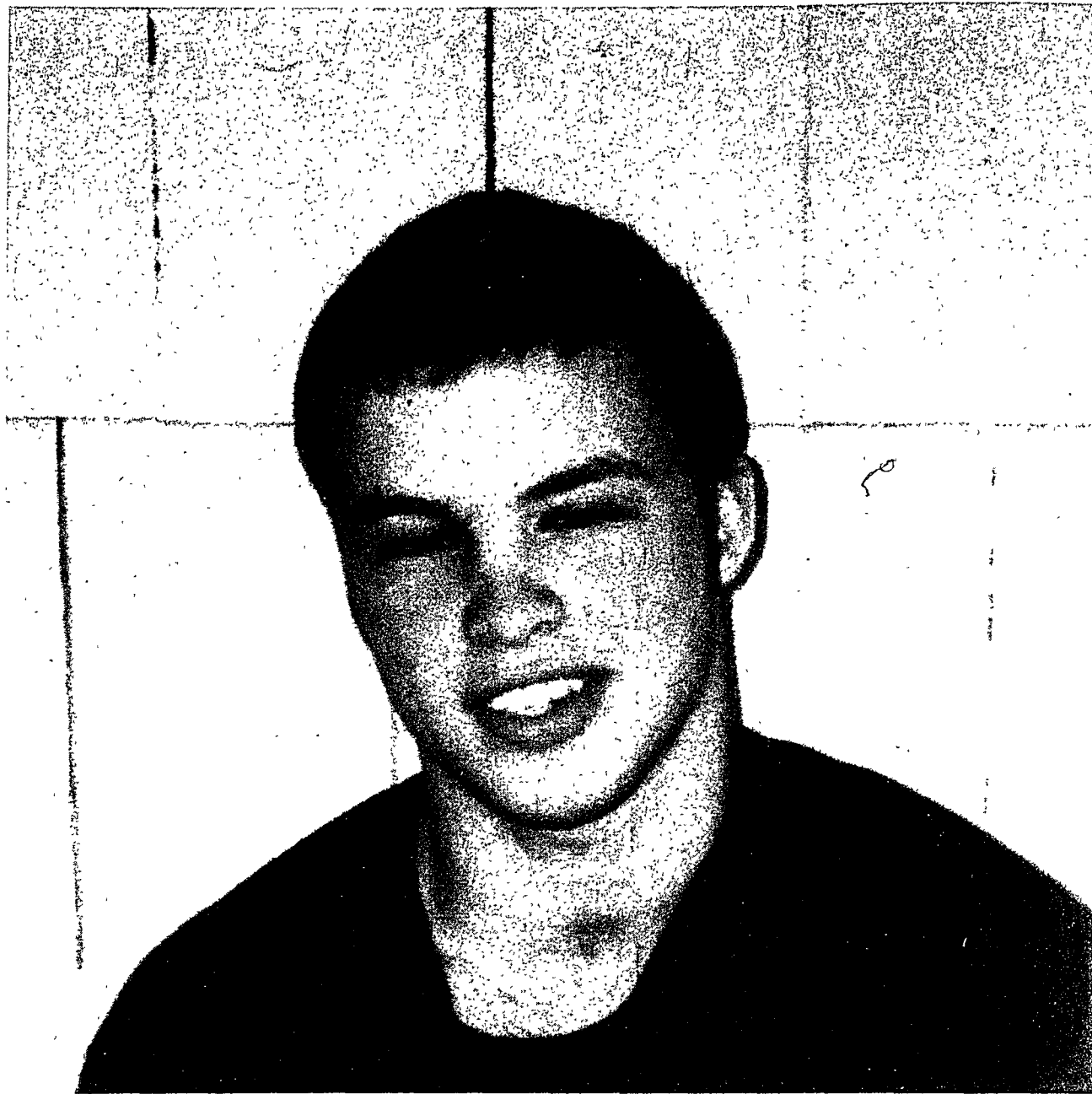
## **to Tony**

## **and the Class of 1998!**

## **Love,**

## **the Dents**





*Dear Peter,*

*The P.A. graduate ... a wonderful achievement!*

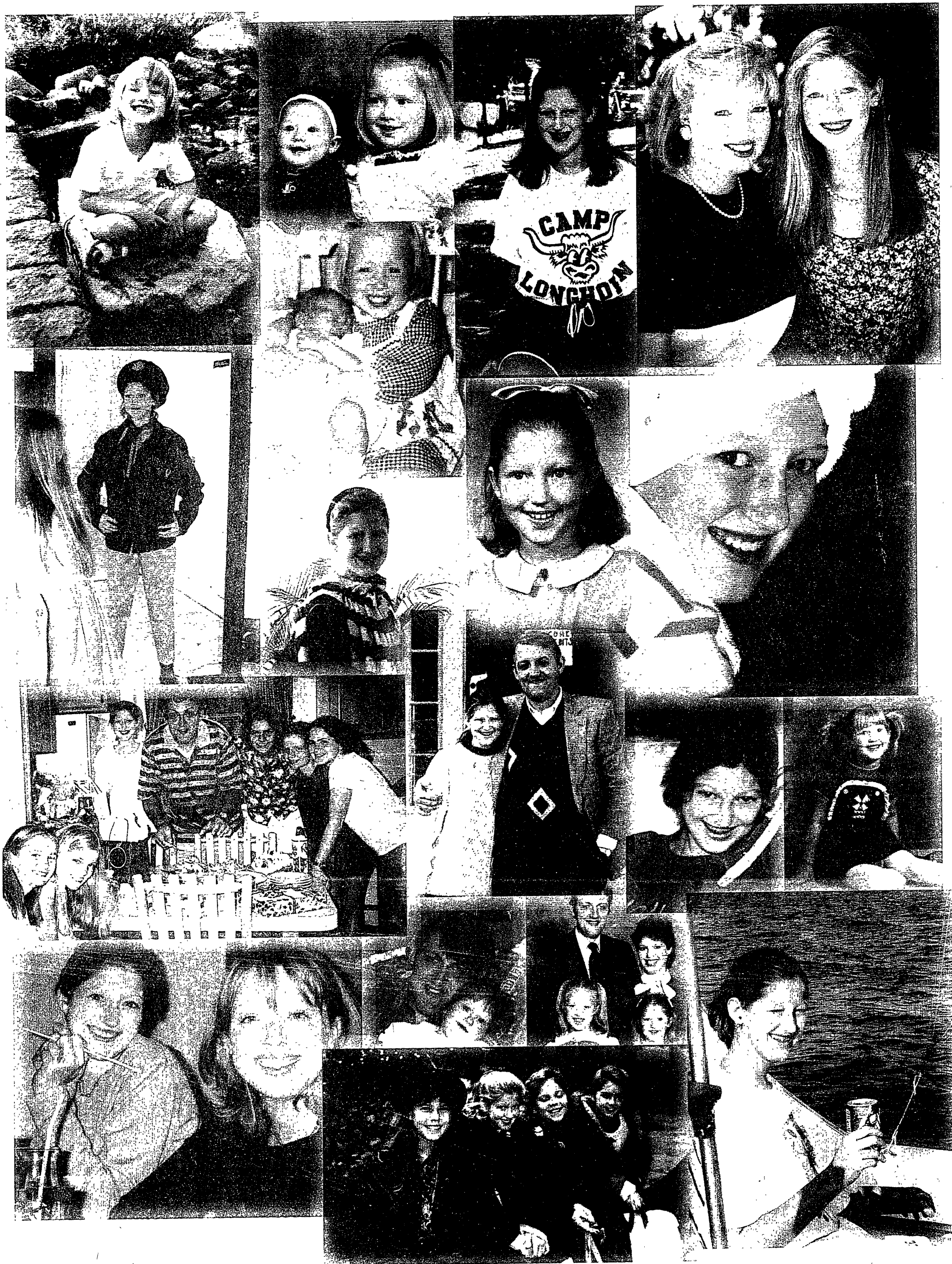
*And a truly special moment! Congratulations!*

*We're very proud of you!*

*Love, Dad & Jules, Meagan & Al, and Brooke  
and Mikey & Joey*

**Peter F. Weddle, PA '98**





**Congratulations Amy Mueller!**  
**We're so proud of you!**  
**Love, Mom, Dad, Melissa,**  
**Michael and the dogs.**