

THE PHILLIPPIAN

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PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS, SATURDAY, OCTOBER 18, 1930

Ten Cents

STRONG YALE FRESHMEN TEAM TO PLAY ANDOVER HERE THIS AFTERNOON

Fawcett, Captain Last Year
And Butler Will Play
For Yale

GORDON WILL PLAY IN LINE

Yale In Their First Game Of The
Season, Beat Poly Prep
Eight To One

The Andover soccer team will hold its first home game today at 1.30 with the Yale Freshmen. Each team has only played one game as yet. Yale won against Poly Prep, 8 to 1, while Andover defeated Tabor 2 to 0. Although the freshmen had somewhat weak opposition, they showed fine team work and were very powerful in their attack. The lineup for today has not yet been decided upon. Fawcett, however, Andover's captain last year, and Butler, are assured of a position on the eleven.

A few changes have been made in the home team's lineup since the game with Tabor. Captain Wolcott will play center half-back, while Wheeler and Meighan will be the other backs. Gordon will take Holland's position at right-outside. The forward line was very powerful in the Tabor game and displayed good teamwork and fine passing ability.

The Andover lineup is as follows: Haas, g.; Wheeler, r.f.b.; Meighan, l.f.b.; Fawcett, r.h.b.; Wolcott (Capt.), c.h.b.; Fuess, l.h.b.; Gordon, r.o.; Dorman, r.i.; Upton, c.; Allis, l.i.; Darling, l.o.

HARVARD FRESHMEN TO OPPOSE EXETER

Red and Gray Will Have to Play Well in
Order to Defeat Strong
Opponents

Both the soccer and football teams will encounter their first real contests today at Exeter. The football eleven meets the strong Harvard Freshman team, which has already demonstrated its power, particularly in the games against the Brown Freshmen and the Harvard Varsity. The game ought to be hard and fast and should prove an excellent measure of Exeter's true strength. The Red and Gray team has been rapidly making headway with Captain Clark as the mainstay, but the talent does not equal that displayed by last year's players. Saturday's contest should prove interesting to both Andover and Exeter partisans.

On Saturday the soccer team will meet Worcester, the 1929 New

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Calendar of Events For the Coming Week

Saturday, October 18
1.30 p.m. Soccer game with
Yale Freshmen
2.00 p.m. Football game with
Dartmouth Freshmen
8.00 p.m. Movies in George
Washington Hall — Buster
Keaton in "The General".

NEW CHAPEL PROMISES TO BE FINE STRUCTURE

Steeple To Balance Memorial
Tower And Complete Campus
Uniformity

WOODWORK WILL BE IN OAK

Charles A. Platt, The Well Known
Architect, Is Designer Of
New Building

It will not be many months before our campus will bear another mark of Mr. Platt's architectural skill, — the new chapel. This building will be a beautiful structure of Georgian architecture with a steeple to balance the Memorial tower, thus establishing uniformity of the campus. The woodwork in the interior of the building will be finished in oak in the style of Sir Christopher Wren. The seating capacity will be one thousand, and except for a small balcony in the rear, there will be no gallery. The arrangements provided for the choir will be similar to those in the present chapel. A room for the minister and choir master is also provided on the first floor.

It is planned to have in the basement, eventually, a choir room and a room for piano practice. This arrangement will probably prove very helpful to musical members of the student body.

This splendid addition to the school will certainly enhance the beauty of our already magnificent campus.

HUGH MACKARNESS TO SPEAK NEXT FRIDAY

Will Talk On "Six Famous English
Public Schools"; Is Graduate
Of Exeter College

On the evening of Friday, October 24th, in the auditorium of George Washington Hall, the first lecture of the season's program will be given by Mr. Hugh J. C. Mackarness, who will speak on the subject, "Six Famous English Public Schools." — Eaton, Winchester, Rugby, Marlborough, Shrewsbury, and

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FERNANDO GERMANI WILL GIVE ORGAN RECITAL ON NOVEMBER FOURTH

Widely Known And Very Popular
Organist To Play In
George Washington Hall

HAS ACHIEVED FAME ABROAD

Started Career At Age Of Fourteen
As Official Organist Of
Augusteo Orchestra

The first of this year's schedule of concerts will be given Tuesday evening, November 4, when Fernando Germani, the famous Italian organist, will entertain the school.

Although only twenty-three years old, he is regarded as one of the best organists in the world. This young Roman began the study of music in the city of his birth at the age of three years. He attended the Saint Cecilia Academy of Music and the Pontifical School of Sacred Music where he excelled. He soon became very proficient and popular and at the age of fourteen he became the official organist of the Augusteo Orchestra in Rome. Besides playing with the orchestra, he became a soloist.

His remarkable skill soon brought him into prominence, and he was chosen to play at the anniversary of the death of Bossi. This occasion was followed by a number of recital tours which finally led up to an American tour in the early part of 1928. He became very popular on this side of the water and he returned to Rome with the American critics singing his praises. His popularity in Italy led to his being invited to play at the marriage of Premier Mussolini's daughter. He also played at the wedding of Crown Prince Humbert of Italy to Princess Marie of Belgium. He was the guest artist at the recent celebration of the birthday of the Pope at the Vatican. He is now on his third tour of the United States and has been received with great acclamation by the press.

The student body is urged not to miss this chance. Admission will be one dollar downstairs and fifty cents in the balcony. Tickets may be obtained from Mr. Dye's office.

SEVEN NEW TEACHERS ARE HERE THIS YEAR

New Members Of Faculty Include
Men With Experience In Other
Prep Schools

There have been seven additions to the faculty this year, all of whom are men of some experience in other schools.

Mr. O. W. Allen, teacher of French, graduated from the University of Illinois in 1915 and obtained an A.M. degree in 1916. He was head of the department of Modern Languages at the United States Naval Academy for eight years after he graduated from college. He also taught five years at Culver Military Academy; so he comes to Andover with much experience.

Mr. G. G. Benedict has also taught in other schools. After he graduated from Harvard in 1923, he spent three years teaching at the Gilman Country School in Baltimore, Md. From 1926 to 1929 he did graduate work at Harvard. In 1929-30 he taught Freshman English at Harvard and was one of the assistant deans. For the last few

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Tea Dance Will Start At 4:30 This Afternoon

The Senior Council-Tea-Dance will start at 4.30 this afternoon on the main floor of Peabody House. The music will be furnished by Don Morey's Atlantic City Pier Orchestra and light refreshments will be served. Tickets may be purchased at the door.

GAULS AND ROMANS ARE AGAIN VICTORIOUS

Score Second Wins Of Season
In Race For Club Football
Honors

FORWARD PASSES DECIDE GAMES

Sophian Races For Touchdown After
Spectacular Catch Of Long
Forward Pass

GAULS—GREEKS

The Gauls defeated the Greeks 6-0 in a closely contested game yesterday, weather preventing all club contests from taking place at an earlier date. The Greeks kicked off and managed to hold the Gauls for three downs and force them to kick. They, too, were unable to make progress and punted. Neither team covered much ground until four successive Greek offside brought the Gauls to their 30 yard line at the end of the first quarter.

In the second period the Gauls were able to follow up their advantage and scored on a 20 yard pass from Clark to Sophian. The try for point failed.

Throughout the second half the Greeks outplayed the Gauls, but the green team was able to hold its own in the crisis after Smith intercepted a forward pass. Once the Greeks threatened. They advanced to the enemy 25-yard line but after several unsuccessful passes, they were held to downs and the game ended.

The lineup:

GREEKS	GAULS
Badman, L.	L., Sophian
Ward, L.	L., R. Walker
Robinson, L.	L., Alexander
Pratt, (Van Heusen), c.	c., Bump, (O'Reilly)
Goodrich, r.g.	r.g., Thom
Barr, r.t.	r.t., W. Wilson
Brightwell, (Smith), r.e.	r.e., Yost
Willard, Henry, (Capt.), backs	backs, P. Clark, Schultz, (Lewis)
Smith, (Malson), backs	backs, Cuthbertson, (Raynor)
Avery, back	back, Rose (Capt.)

ROMANS—SAXONS

The Romans triumphed over the Saxons yesterday by the score of 7 to 0. King Howard was outstanding for the Saxons and John Sumner for the Romans. Both of them tackled well and caught one or two passes. Captains Mitchell

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STRONG OPPOSITION EXPECTED TODAY FROM DARTMOUTH FRESHMEN

Green Team Won Two Games
Played So Far This
Season

SPAIN AND MORTON STAR

Kettle, Strauss, And Slay Still
Unable To Play
For Blue

A hard, interesting game with the Dartmouth freshmen is scheduled for today. The opposing team has already shown its strength by defeating Clark School, 19-0, and Tilton, 19-7, these being the only games it has played so far this season. The freshmen have quite a strong backfield, although not much can be determined so early in the season. Probably the flashiest back is Morton, whose brother is the Dartmouth quarterback. Frank

Spain, a former Exeter star, has already proved himself a good quarterback. McHugh, who starred at Worcester Academy, has been playing a consistently good game at center.

Each week-end the team has been scrimmaging with the varsity. While this has been excellent training for them, it has, nevertheless, caused a number of injuries. At present, about eight good men are out and will be out of action today.

Although the Andover casualty list is not so great, nevertheless a few are unfit for playing. The line-ups are as follows:

ANDOVER	DARTMOUTH
Clifford (Kellogg, Brown), l.e.	L., Barrett
Foreman (Quarrier), l.t.	L., Baldwin
Gardner, l.g.	L., Lapidus
Barr (Hegeman), c.	c., McHugh
Davis, r.g.	r.g., Michelet
Shea, r.t.	r.t., Halsart
O'Neil (Northrup), r.e.	r.e., Ong
Barclay (Graham), l.h.b.	l.h.b., Bennett
Fitz (Cahners, Miller), r.h.b.	r.h.b., Morton

The other members of the Dartmouth squad are: Mansfield, Fogarty, Barret, ends; Carpenter, Glazer, Silverman, Evans, tackles; Nissen, Pierce, guards; Applin, Arnold, centers; Fishman, quarterback; Hicks, Hollingsworth, Claybaugh, Mahony, halfbacks; Suttin, Clough, fullbacks.

ANDOVER GRADUATES WIN SCHOLARSHIPS

Freshman Awards At Yale Given To
Bradford, Bailey, And
Savell

The winners of nineteen scholarships at Yale were announced on October 15. Of these awards, the most important given to the Freshman Class, three have been earned by Andover men.

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Allen V. Heely, 1915, of Andover, Writes on the House Plan and Tutorial System at Oxford

(The following article was written especially by Allan V. Heely, 1915. Mr. Heely, who is one of the most prominent masters at Andover and has been a contributor to the Atlantic Monthly, has just returned from studying at Oxford University.)

Oxford is no longer news, nor are its legends credible. Rhodes, Commonwealth, and Davison Scholars have done away with that. Two aspects of its method, however, of present importance have received in America rather more argument than analysis—the House Plan and the Tutorial System. These deserve examination.

Oxford's small-college units were probably accidental at first. Now they seem to be a settled policy. The growth of the undergraduate body has doubtless increased the numbers in each college, but not so greatly as to endanger the policy. On the contrary, recent years have seen the institution of new collegiate foundations. The university seems committed to this scheme. It believes that a small group of students, living, eating, reading (never "studying" at Oxford), talking together will produce more education than twice the number lodged here, eating there, study-

(Continued on Page 3)

School Band Now Being Organized By Mr. Young May Play At Exeter Contest

The long-needed school band is at last, under the direction of Mr. Young, well under organization. While it may not be ready in time for the Exeter football game this fall, the band will practice during the winter term so that it may perform at the first important games next spring. Since there will be practice every afternoon, all members will be excused from any athletics until after the Exeter football game.

There is, however, a great need of instruments. Sousaphones, baritone, altos, cymbals, and drums are all needed. What instruments the school did have were sold to Exeter several years ago. Mr. Young decided to take a collection in chapel, Saturday, towards some new instruments. If an insufficient amount was received, another request may be made. If possible, it is desired to purchase the instruments with cash in order to secure a 20 per cent discount.

A special director, who has had much experience in organizing bands during the war, has been engaged to help Mr. Young.

The following have been chosen to play: trombones—Lowe, Wilkes, Willsin, and Coffin; alto horns—Kleinhaus, Kitchell, and Towne; Bari-

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THE PHILLIPPIAN

Established 1878

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THE PHILLIPPIAN invites communications, but does not assume responsibility for the sentiments expressed therein. All communications must be signed, although the name of the author will be withheld from publication if he so desires.

NOTICE TO ADVERTISERS

To insure change of advertisement, copy must be received not later than noon of day preceding publication.

Terms: \$5.50 per year; \$1.50 per term. Entered at the Andover Post Office as second-class matter.

"A Straight Line Is . . ."

A short while ago, a piece by a British professor appeared in one of the college publications. In it he expressed amazement at the confession of the *Yale News* that "more than half of the student body at New Haven cheats in its examinations." He explained that under the English system such a thing would be impossible. There are no questions on their tests for which it would be advisable to either "crani" or "cheat." "Cramming" and "cheating" are admittedly the banes of the American educational system; thus any method which eliminates these two evils is worthy of more than trivial consideration. Theoretically, therefore, the older way would be an improvement, but unfortunately there are obstacles and very decided ones. Is it possible in the first place to institute a radically different plan of education for one which is already rather deeply entrenched; and further, are the two English speaking peoples enough alike in their outlook for the plan to succeed if once installed?

After seeing the Englishman's comments, we determined to secure as soon as possible, a copy of a British College Entrance test. Our quest was quite abbreviated; Mr. Dye still had in his possession the examination which, two years ago, was given to three Andover students who were interested (it never went further than that) in entering Oxford. This test is given in full (or rather as much of it as could be made out is given—the writing was rather peculiar) at the end of the Editorial. We challenge the reader to find any question included in it for which it would be useful to stay up all night studying, or any question for which it would be advisable to enter the examination room with cuffs well covered with numbers.

A glance at it is sufficient to prove one point—that the great difference in our method and theirs is that they examine your *intelligence* while we inspect your *accumulation of facts*. The English lay stress on how and what you think. We lay stress on what you have been told, or what you know.

Yet is it not true that both ways have the same motive and the same

goal in view? It would be false to suppose that by their "intelligence" method, the English have produced a nation of thinkers, or that we by our "fact" method have produced a nation of mechanics. Agreeing then that the aim of all instruction is common, "to make thinking and intelligent men and women of the always dubious younger generation", does not our system lay the emphasis in the wrong direction, and is not the English way, in contrast, a short cut. Certainly it is acknowledged that nine-tenths of all that we are compelled to memorize at school is completely forgotten ten years later. To us the English somehow seem wiser in acknowledging but not requiring all these facts and putting all the weight on ability to think clearly. The American educator on the other hand has it as his set purpose that you shall learn to think, but, instead of proceeding directly to the business in hand, he feels that you will reason better in the end if you spend your preparatory hours not in thinking but in memorizing. It sort of resembles learning carefully the names of the chapters of a book before beginning to read.

Perhaps it is an error to term the following questionnaire an "Oxford Entrance Examination". They might resent the title to begin with, and it is more than barely possible that their regular tests are different in a few particulars. We merely claim that this is a specimen of a test given three prospective Oxfordians at Andover.

Oxford Entrance Examination

PART I—

Time: 3 hours

Write on one of the following subjects, or more shortly on two or three:

1. Convention, its uses and abuses.
2. Is there such a thing as an art of the film?
3. "The best form of history is the biographies of great men." Discuss this.
4. The position of the United States with regard to the League of Nations.
5. The future of prohibition.
6. Write a detailed review of any place you have recently seen.
7. Explain for the benefit of the intelligent but ignorant foreigner the machinery by which a President of the United States is elected (primaries, conventions, etc.)
8. The aim of education.

English Literature

PART II

(Choose no more than 6 questions; 4 or 5 will be enough.)

1. Do you consider "the Romantic Revival" a satisfactory title? What do you regard as the characteristics of the age?
2. Examine the salient differences between Elizabethan and modern drama.
3. Write a detailed criticism of any book you have read.
4. Discuss the character of Iago.
5. Account for the reaction against Tennyson. Do you think it was justified?
6. Illustrate Browning's power over the Dramatic monotone.
7. Discuss the merits and difficulties of the sonnet as a poetic form.
8. What are your views about "vers libre"?
9. Write on the work of any modern American poet.
10. What was the effect of the peculiarities of the Elizabethan stage on the technique of the Elizabethan Dramatists.

PART III

Any piece of Cicero or Virgil as unseen translation; and if possible a small bit of Latin Composition.



With the addition of a band and a "talkie" projection apparatus, Phillips Academy, aside from being already the best prep school, now joins the ranks of the most complete.

Speaking of bands, Thayer Academy has one of twenty-five pieces and is organizing a second.

We heard recently of a somewhat bewildered student who asked at the book store for a copy of "Classy Gaelic Myths".

A news item states that Latin signs are being adopted by shopkeepers in Rome. This will furnish the Latin department with another reason to give students for studying Latin, as well as being an added inspiration for the students.

From the distraught appearance of the "Go Slow" sign at the foot of Chapel Avenue we judge the open season on traffic lights is here again.

It was a pleasure for us to see that "Wa-Wa" Kimball of last year's football team is carrying on the good work at Yale. The way he took out the referee last Saturday should have been an inspiration to all of us who aspire to the game.

To some the new gridiron regalia was a welcome novelty, to others it was confusing. When the game had been going about five minutes, a prep was heard to inquire, "Well, which team is ours after all?"

The sleuths who have been investigating the numerous fires in this vicinity announce that their net is fast closing on Mr. Shields. At every blaze he is there before the owners of the property, the firemen, and the consistently early arrivals, and greets these dignitaries with a cheerful, "Come in—nice fire."

We are sure the person (if any) who set the fire last Sunday night would feel quite gratified could he have seen the excitement he caused on the P. A. campus.

We wonder if those who do their reading in chapel do their praying in the library.

Communications

To the Editor:

There has been much argument about the new football jerseys, the prevalent feeling being that they do not look well. They are, however, a decided improvement over the old ones, as far as their practical qualities are concerned. They are much lighter and cooler, being made out of aeroplane fabric. One of the objections to them is that they do not absorb perspiration; on the other hand they are not "scratchy" like their predecessors. They are especially helpful to the backfield men since they are smooth and cannot be stretched; hence it is impossible to stop a man or pull him down by merely getting a hold on his jersey.

P. A. '33

To the Editor:

Once more the trustees have demonstrated their generosity, by presenting the school with a talking machine for the auditorium. Dr. Stearns has already pointed out that this move will put a rather large dent in the budget of the school. It will cost over nine thousand dollars to install the new machines, in addition to a royalty of thirty dollars per month. The cost of talking pic-

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new in
accessories



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tures, moreover, is somewhat higher than that of the pictures which have previously been shown. The next step must be taken by the fellows, for whom this generous deed has been carried through. The school cannot set a fixed rate for admission, for if such a thing is made necessary, a tax will have to be paid to the state, and this will force the price of admission even higher. The only logical thing to do, therefore, is to follow the suggestion of a member of the faculty and initiate a custom of an individual contribution of twenty-five cents each week. By thus cooperating with the school, we can be assured of the best in entertainment.

P. A. '31

ROMAN CLUB SOCCER TEAM IS NOW FIRST

Defeat Greeks 4-1, While The Saxon—Gaul Game In A Tie

ROMAN-GREEK

The Roman soccer players definitely placed themselves in first place Monday when they defeated the Greeks by a score of 4-1. The game was not at all one-sided, however, but the Greeks did not take advantage of their opportunities as well as the Romans.

The kicking of the Greek line-men was not sufficiently accurate. The beginning of the game was lifeless, but, after Fuller had kicked a goal for the Romans, the playing became more spirited. A few minutes later Gram kicked a goal from the side of the field, making the only tally for the Greeks. The next two goals were kicked by Captain Anderson of the Romans. Scoville, playing right wing, kicked the ball from the corner. The ball went over the heads of those in front of the goal. Fuller then

kicked it back to Scoville, who in turn headed it through the goal. The outstanding players for the Romans were Captain Anderson, Pearsall, Cates, and Fuller, and for the Greeks, Captain Hincks, Gram, and Gardner.

SAXON-GAUL

The Saxon-Gaul game was, as a whole, rather uninteresting, neither

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Gauls and Romans Are Again Victorious

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and L. Howard also played well and P. P. Johnston of the Romans was good.

The Romans kicked off to the Saxons who were unable to make progress. The first half consisted of two periods of only six minutes each. In the second half the periods were lengthened to eight minutes and, although perhaps not as a result of this, the play was more eventful. The combination of Phil Johnston to John Sumner made two successful forward passes, one resulting in a touchdown. Mitchell rushed the ball and made the extra point. An attempt by Johnston to make a field goal was unsuccessful and no further score was made. King Howard made a pretty run for the Saxons on a forward pass. Lindsay made several good runs for the Saxons, and Holdom played well in spite of a bad leg. On the whole the Romans considerably outplayed the Saxons, who, however, were handicapped by the injuries of Holdom and Lindenberg.

The lineup was:

ROMANS	SAXONS
J. Sumner, l.	l.e., K. Howard
Buckingham, l.t.	l.t., Sparks
Hallett, l.g.	l.g., Pinell
Stratton, c.	c., P. Fry
Walden, r.g.	r.g., L. Wing
Boswell, r.t.	r.t., L. Howard, (Capt.)
J. Cates, (Lewis), r.e.	r.e., Holland
P. P. Johnston, b.	b., Holdom
A. W. Johnston, (Platt), b.	b., Wolf
Mitchell, b.	b., Meade
Raymond, b.	b., Lindsay, (Lindenberg)



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(Continued from Page 1)

tone horn—G. B. Smith; trumpets—W. Kellogg, J. Kellogg, Bloombergh, Rudd, and Jensen; clarinets—F. Adams, Jacobson, R. G. Dorr, Emerson, J. Richardson, D. Knapp, R. Cory, DeWolf, and Kingman; saxophones—Cahners, Prichard, R. T. Breed, Hills, Blount, and Pear-sall; flutes—Jenney and Saunders; piccolos—Mook and Breed; sousa-phone—Bartholomew; bass drum—Gillie and Joseph; cymbals—Schoellkopf; drum major—Kimball, Goodale.

Allen V. Heely, 1915, of Andover Writes on the House Plan and Tutorial System at Oxford

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ing in a variety of different places, grouped in an incoherent, unmanageable, artificial unit whose members may never see each other. Details of arrangement and emphasis vary for each university and cannot helpfully be copied whole. But the Oxford system works. Oxford asks first what housing scheme will best promote the kind of education she wants to give. It is the fundamental question. Yale's efforts to answer it in the light of her peculiar problems are of vital importance to the future of American education. Oxford's insistence on safeguarding first not a traditional system but a type of education may be a helpful factor in the solution.

The technique of the Tutorial System is well known in America, and more and more widely practiced. Its spirit is less fully grasped. When Leacock says that the Oxford tutor smokes at a student for three years, at the end of the term of fumigation delivering an educated young man, we smile. How true it is no American can know who has not been there. In the small affairs of restraint and discipline, Oxford is paternalistic to the point of absurdity. But in matters of study *laissez faire* is rampant. The old days when a student could starve here for three years without opening a book and graduate respectably are passing; though even now he doesn't have to open many books, or those very wide. Demand for entrance has so raised the standards in the better colleges that a student has to do some work or leave. But the burden is on the student, and if he is conscientious it is a burden. The study of history in the sources, for example, does away with the convenient text-book. You have to know your Latin and your medieval French. But nobody cares whether the student works or not. And it is just this point which is a revelation to an American. Our own colleges are still in the grip of the preparatory school attitude—which in England is confined to the preparatory schools—of making their students work. Our college teachers have a restless feeling that they must somehow force a certain amount of labor out of their students for the sake of their own reputations, the sanctity of scholarship, or the fear of sending out a delegation of social parasites. In consequence, when we borrow the Tutorial System we are apt to take over its machinery without its spirit. We cannot bear that college students should not work. We see to it that they do. Above all, we teach them relentlessly.

The Oxford don never teaches. He talks. Sometimes he even lectures, although nobody here pays much attention to lectures. But he never teaches. He starts with the magnificent assumption that his subject is an interesting one, and that you, being a sensible fellow, will appreciate its interests. If you do nothing, he may reprove you, although probably he will leave such disciplinary admonishment to the regular authorities. If you do well, he will enjoy it, will perhaps even tell you so, and will try to induce you to do still better. If you bring in a set of opinions grotesquely unorthodox, he will accept them if they are cogently arrived at, and ask you for further evidence if they are not. If they are hopelessly wrong, he will recommend further reading. Then he will give you a cigarette and a glass of sherry, and talk with you. The one thing he will not do is tell you what is right, or force his opinions upon you. After all, dogmatism is repellant and unpersuasive; opinions are only opinions; and the point is that you should use your own mind and think for your-

self. Where it leads you is your own business. The don is not a teacher. He is a stimulation.

And he generally knows his stuff. I have heard a don lecturing on English poetry quote, *verbatim* and in the original, from half a dozen Greek and Latin poets—not with the air of a pedant, but as if that were the sort of thing an educated man would naturally be able to do. Afternoons he referees rugby games. Another don, a student of medieval history, gave an informal talk on Dickens, alluding to his influence on the writers of France and Russia; to a certain hardness and lack of sympathy in medieval art; to the caricature element in the drawings of Leonardo; to the work of Ricasso. He also lectures on philosophy and Elizabethan drama. If you disagree with him, he admits it is only a matter of opinion, and thinks you are probably right; but are you familiar with the development of the Spanish novel? You aren't. He is.

The best type of Oxford don is learned, broad, humanistic—the deadly enemy of pedantry. It is he and not the system that sets the tone of Oxford life. If we transplant only the system we have captured only the framework. Somehow we must develop American dons, tell them to forget what 60 per cent means, and give them a free rein.

The result of all this on the student is that if he gets interested, he gets educated. The vaccination doesn't always take. Sometimes it brings out a crop of dilettantes and aesthetes. But the incoming student feels at once that here learning is respectable, and there is a high degree of interest in the things of the mind. Bookshops flourish—ten or twelve within a few minutes' walk of each other. The recent university dramatic society's production of *Macbeth* was directed by an undergraduate. Intelligent conversation is as natural as bathing and often takes place at the same time. Two obvious athletes approach you on the street, and, as they pass, you catch the name of the new book on Egyptian art, about which they evidently disagree. Such things are not universal. Neither are they exceptional.

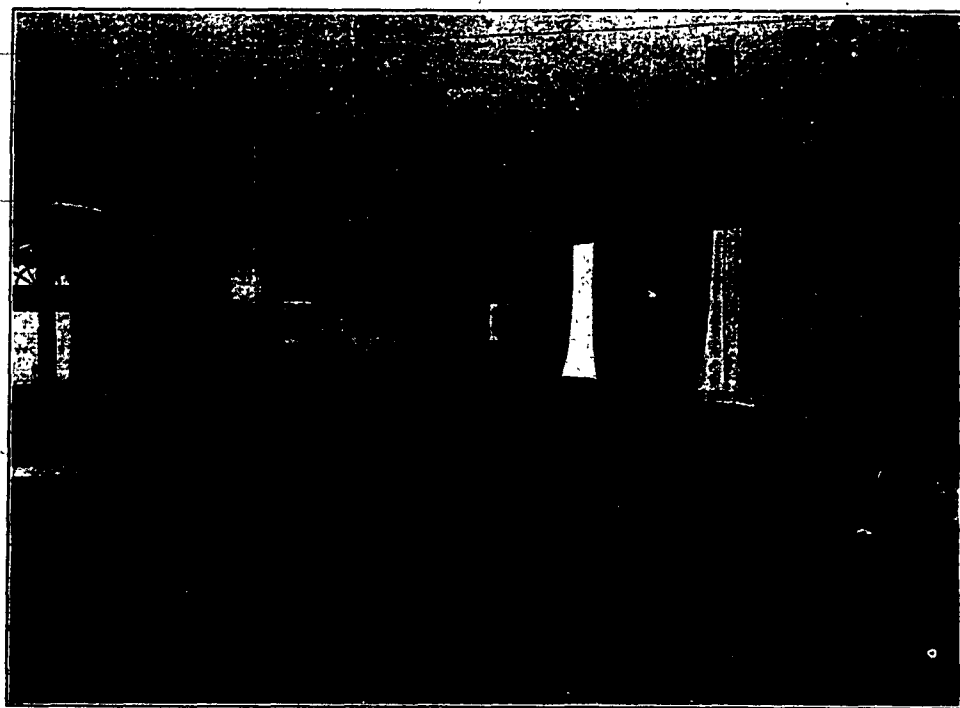
It is a serious question whether we in America can develop the Oxford spirit as well as its method. Judging by the quality of much of our educational discussion, it is a still graver question whether we really want it. What do we mean by education?

(Reprinted from Yale News)

Roman Club Soccer Team Is Now First

(Continued from Page 2)

team being outstanding in any way. The Saxons received many penalties for using hands, a fact which was the chief cause of their not winning the game. During the first part of the game the Saxon combination worked well, and after the team had forced the ball down the field, Breed, at left wing, put in the goal. This made the score 1-0 in favor of the Saxons. Neither side accomplished much more until the second period, when five penalties were called on the Saxons in succession for using hands. After four unsuccessful kicks, Cooper of the Gauls finally put the ball in to tie the score. From then on the score remained unchanged. Noone played the most outstanding game of any man on either team.



A View of the Lounge of the Phillips Inn



There's a Silver Lining

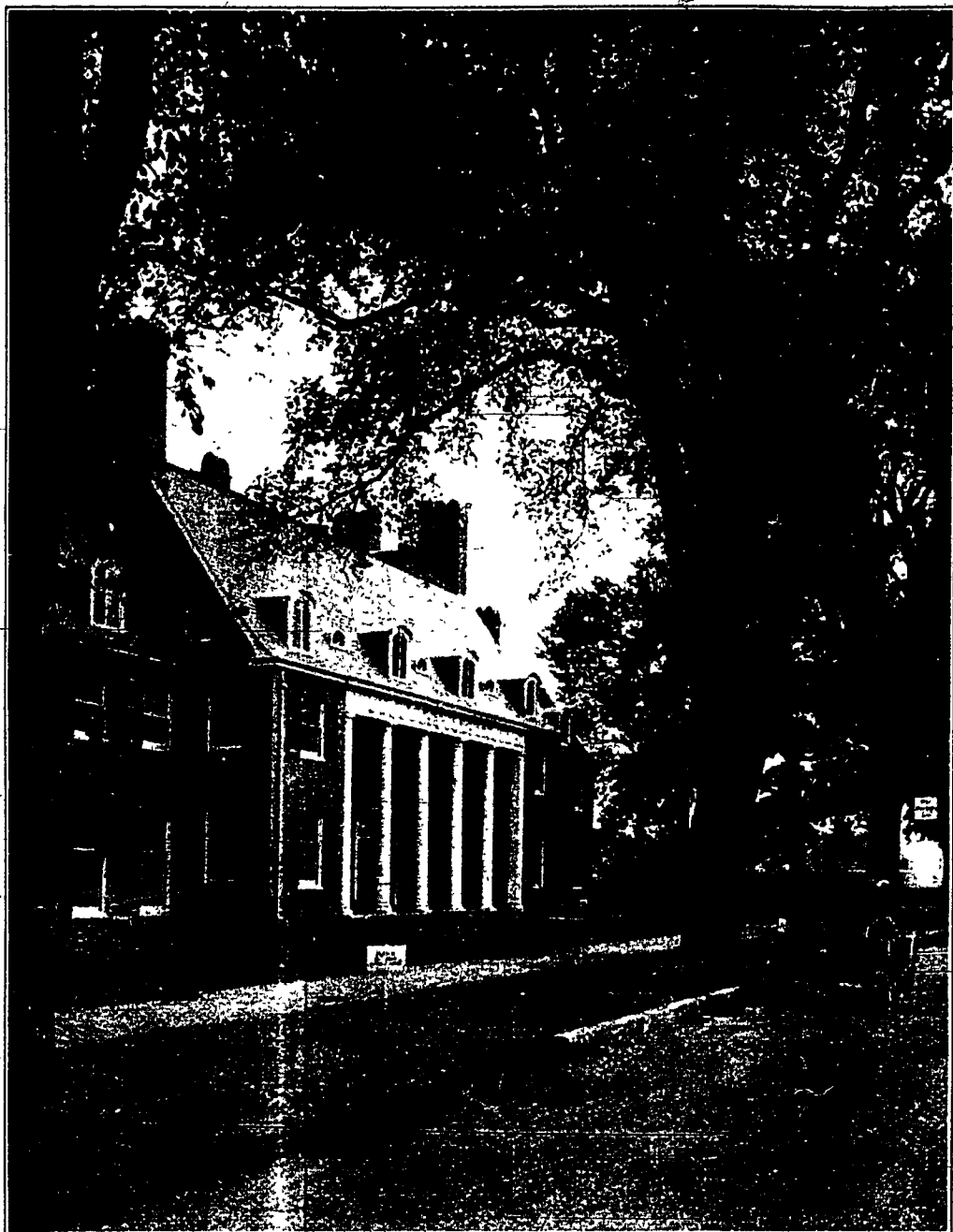


in the Pause that refreshes

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**Seven New Teachers
Are Here This Year**

(Continued from Page 1)

years he has been the Senior Social
Counselor at Camp Wallula, a
position requiring much executive
ability.

Mr. A. G. Baldwin, an instructor
in Religion and Modern Life, grad-
uated from Williams College in
1925 and for the next three years
studied at the Yale Divinity School,
from which he graduated in 1928.
During this time he was chaplain
of the New Haven County Jail, and
from 1927-1930 he was a minister
in a Congregational church in
Bridgeport.

There is a new instructor in
mathematics, Dr. W. L. Eccles; he
has played football and baseball at
college and now is a club football
coach. He went to Columbia Uni-
versity in 1916; he left, however,
and went overseas to join the Navy
in 1917 and 1918. He returned to
college in 1919 and received the
degrees of A.B. in 1922, A.M. in
1926, and Ph.D. in 1927. From
then until now he worked in the
Chemistry Department in the office
of Admissions at Columbia and was
assistant to the Dean. He was also
on the staff of the University for
some time.

Mr. M. M. Merrick, a teacher of
history, graduated from Amherst in
1927, and since then he has been
teaching Ancient and Medieval
History in Robert College at Con-
stantinople.

Mr. F. H. Young has come to
take Dr. Pfatteicher's place as
teacher of Music. He graduated
from Bates College in 1927, where,
as an undergraduate, he was the
Chapel Organist and also a member
of the debating team which met Ox-
ford and Cambridge. He graduated
from the Harvard Divinity School
in 1930 with a degree in Theology
and attended the Harvard Summer
School during the past summer.
Outside of his studies in college he
was assistant minister at the Con-
gregational Church in Beverly and
studied with Carl Lamson, accom-
panist to F. Kreisler.

Mr. T. F. Smith, an instructor
in Latin, is taking the place of Mr.
Jacob. He has had several ex-
periences at different schools since
he graduated from Brown in 1926.
He taught Latin one year at St.
Andrew's School and one year at
the Adirondack-Florida School. He
was track coach while teaching
Latin for a year at St. Paul's
School in Garden City.

**Andover Graduates
Win Scholarships**

(Continued from Page 1)

Amory Howe Bradford of Provi-
dence, R. I., obtained the Charles
McCormick Reeves scholarship, one
of five established by the Phelps
Association.

Ralph W. Bailey of Hudson,
Ohio, and Walter L. Savell, Jr., of
Forest Hills, L. I., were awarded
the DuPuy Memorial scholarships
established by Herbert and Amy
DuPuy in memory of their sons.

**The Reverend Mr. Thomas To
Speak At Morning Chapel**

The preacher for next Sunday
will be the Reverend Percy E.
Thomas, who will speak at the
morning service. Dr. Stearns will
preach at the Vesper service.

**Hugh Mackarness
To Speak Next Friday**

(Continued from Page 1)

Westminster". Mr. Mackarness is
himself a graduate of Marlborough
College, Wiltshire, and of Exeter
College, Oxford, and belongs to a
family well known in England for
many generations as scholars and
statesmen. His lecture should be
of peculiar interest to Phillips
Academy students, for it will tell
them something of the conditions
under which boys of their own age
in Great Britain study and play at
the Public Schools. No admission
fee will be charged.

**Harvard Freshmen
To Oppose Exeter**

(Continued from Page 1)

England Champions. This is the
first difficult game of the season, and
the team will have to put up a hard
fight. Worcester, trounced Exeter
3-0 last year, and the Exeter eleven
is determined to turn the tables this
time.

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