Investigators Find That Phillipian Is 96 Years Old

Discovery Shows Phillipian Is Oldest U. S. Prep Newspaper

by FRANK DECKER and AL KRASS

A search of the basement stacks of the library on Friday night last revealed the "Fifteenth Anniversary Issue" of The Phillipian, a magazine-like affair on glossy paper, sporting various historical notices.

One of these was a history of the paper up to date, in which the editors declared that although something of a precedent had been set by previous issues in calling the issue of October 19, 1878, the first edition of The Phillipian, it was true nevertheless that an earlier issue as appeared sometimes around 1868.

GOLD

Bearing a hatred for tradition and precedent two Phillipians decided to search out the issue to see if they could brand it the real first edition of The Phillipian. The two combed the stacks for more hours that night, but had no luck.

The next morning a visit to Miss Brown, the head cataloguer of the library and keeper of Andover Memorabilia, opened the editors' problem to the library staff. She immediately led the two to a file in the back room and instructed them to look through a stack of old student publications.

Here was found three copies of Volume I, Number I of The Phillipian during the last fall Friday night. Establishing The Phillipian as the oldest prep school newspaper in America.

Two of these copies are fully torn; one of these was sent to The Exonian with a notice claiming our seniority by some twenty years. (The Exonian was founded in 1878, and published its 75th Anniversary Issue last year.) The other copy is in remarkably good shape. A photocopy of this page appears in this issue.

PHILLIPIAN HISTORY

After the first Phillipian was published, there was a lapse of twenty years during which the academy was deprived of the services of a regular newspaper. Then, on October 19, 1878, because the Andover-Exeter rivalry had begun on the baseball diamond the previous spring, a small four-page issue of The Phillipian was published in Boston (The Exonian was published in the previous year.). In this issue The Phillipian announced its aims: to develop a medium for school news; to bring Andover to the notice of other schools; and to create a literary and journalistic spirit in the school.

CRUTCHES FOR SALE

This paper, which Abbot Academy said had "clear type and racy writing," spent most of its time discussing Abbots (called the "A-Sem") and the Andover Theological Seminary (the students of which were "Theologues").

Among the items in the paper was one saying that a boy "who had been on crutches" had been continued to be a leading league in baseball with forty-one wins and fifteen losses. Some of the others represented in the league were Provincetown and Indianapolis. As for entertainment, the play The Fey Lady was presented at the Howard Athenaeum in Boston.

UNRESTRAINED CRITICISM

In 1878, The Phillipian, under Editor-in-Chief Beach, was published bi-weekly and cost one dollar a year. When the newsprint finally came into use, volume appeared five minutes after the first using up its supply of high-gloss paper before carrying out the go-

HITS AT EXONIAN

In 1881 cartoons were discontinued. The editor admitted that they had only been kept in because they "hurt the soul of the Exon" so far. The anti-Exonian rivalry started again on January 13, 1888, when an editorial stated that "The Exonian continues to give forth the best, but the worst, of the Exonians." Criticism that year was unrestricted.

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Half Century Of Growth Sees P. A. Student Congress Mature

By STEVE CLARKSON

Early in the Fall term of 1965, Mr. Alfred Stearns, then principal of Phillips Academy, called a meeting of the old students of the school for the purpose of discussing plans for the organization of a Student Council. After explaining the benefits of having such a body, Mr. Stearns formally suggested that a committee be appointed to draw up a definite plan of organization and to report at the end of the Winter term. This committee had succeeded in forming a constitution for the proposed council, which was printed in the January 21 issue of The Phillipian and approved by the school a week later.

Thus was student government at Andover initiated. Although not a powerful organization for many years, this body was to become one of the most important on the Hill. The principal object of that first constitution: “To promote the interest of the school and to secure a better cooperation between the student body and faculty in the administration of school affairs,” is one which is basically the same as that of Andover’s present Student Congress. The membership of the original Council consisted of 15 students, seven Seniors, five Uppers, and three Lowers, who were elected for the entire school year. The group held only one regular meeting a term, besides any special meetings called at the call of the president.

In 1914 the membership of the Council was enlarged. The class of 1924, being asked to help form the new body, suggested that five Seniors, four Uppers, and two Lowers, but the following were added: one membe from the Philomathean Society, one from the Society of Inquiry, and one from the Philomathean Society and Dr. Fuess’s Society.

(Continued on Page 12)

Writer Recalls Some Of The Hill’s Most Fabulous Hoaxes

by TOM LAWRENCE

The history of P. A. like the history of any large institution, is full of its inevitable hoaxes, delightful little maneuvers which Mr. Webster defines as “deceptions for merriment or mischief.” Perhaps the best remembered hoax in the school’s history is the tale of Adam’s Hall, destination: Sai-ter administration. In 36 years no Fitzpatrick never called, snee- ing. Fitzpatrick, Fitzpatrick, it seems to re-

Hackett spoke to three of his closest friends, and after long a discussion the four decided to form an organization which would clude the proud seniors—The Philomathean Society.

During the fall of 1934 the foursome worked vigorously for their cause; and on January 5th of the following year, the first is- hing was held.

Imitating the Social Fraternity, the officers of the new society decided to have a library “to be procured by donation.” After they decided this, the first meeting was adjourned. By 1870 there was no trace of the library.

The preamble of the original constitution declared that the object of the newly formed society would be to accomplish “a sense of duty, through, with an earnest desire to discipline and expand our minds, (and) to prove our intellectual faculties.” The paragraph ended with an affiliation of a strong belief in the propriety of a preparatory school.

(Continued on Page 5)

Philomathean Society Organized in 1825; 129 Year History Includes Rise, Decline, And Rejuvenation

By JAN HARTMAN

“Seize the day before it passes you.” (Innocuous is the role.)

On January 5th, 1825, the first meeting of the Philomathean Society was held and its members adopted this maxim as their guiding principle.

In 1824 there was but one student organization on the campus— Social Fraternity. Haviott B. Hackett, having been denied admission to the Fraternity because of his youth, was disgruntled, angry, and no doubt a bit envious of the president of the Fraternity’s offer to the school “for the society for babies; we shall not allow such young children into our society.”

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(Continued on Page 5)

WOOLWORTH’S

serving Andover students for many years,

Congratulations

THE PHILLIPIAN

on their 96th Anniversary

MAIN STREET
ANDOVER

HE HUNG is on to ward off low-flying aircraft. Mr. James drank 65 cups of coffee in the room off this fire escape in Taylor Hall.

“Seize the day before it passes you.” (Innocuous is the role.)

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(Continued on Page 5)
Blackmer Summarizes Report of General Education Committee; Lists Its Results, Both Present & Pending

by ALAN R. BLACKMER

First a brief summary of the main purpose and conclusions of the committee report General Education in School and College, a study recently conducted under Andover's leadership by representatives of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale.

This project stemmed from a conviction that the transition from school to college involves a significant waste of the nation's resources of trained intelligence.

The proposals were aimed to give both the breadth essential to a liberal education and an opportunity to become members, the various activities and interests of Phillips Society; these are all indicative of an awakening of the values and ideals growing out of such an interest. The number of boys involved in these activities numbers far more than half of the school, and all these extra-curricular activities and interest are voluntary.

To meet this situation the committee proposed a four-point program:

1. An integrated program of study, including both college and secondary school in seven, rather than eight, years.
2. Full encouragement to the student to break out of the academic routine and push forward at his own pace in fields of special interest and competence.
3. A concerted attempt to increase a student's desire to educate himself.
4. A program designed to get the ablest and most mature students particularly interested in graduate work through secondary school and college in seven, rather than eight, years.

What are the results of the report to date? What effect is it likely to have on the Andover student in the next few years? The results are both general and specific.

First for the formal. The report seems to have awakened a lively interest in the problem which it presented. Committees and conferences in both school and college have been formed to study it; it has been used by such a recent study as that of the President's Committee at Yale on the Transition from Secondary School to College. Partly as a result of the inspiration to have appeared in magazines and in newspapers from coast to coast.

But as of the moment, it would appear that its main influence, if any, will be less unmediated than long-range. It may set in motion a series of situations adapting certain of its ideas to particular situations.

The report on the general nature has been made towards better integration of the curricula of school and college. Since the plan called for substantial changes in the Andover program of study, leadership must probably come now more slowly than ever. The new committee, on which the present one was inspired, has appeared in magazines and in newspapers from coast to coast.

Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale have been convicted of certain sequences; soon they number all the diversity of their student bodies are enormous. Also, for other educational changes that take place slowly.

On the other hand, there is much fresh new knowledge growing in other educational changes that take place slowly.

Next spring a group of twelve good colleges (though not including the Big Three) will offer special examinations to selected students from twenty seven schools. including...

(Continued on Page 14)
The observance on June 5 and 6, 1878, of the one hundredth anniversary of the founding of Phillips Academy was an exciting step in the evolution of the school. A young Princetonian, Dr. Cecil F. Banereds, was pressed for progress, and under the stimulus of his aggressive personality, funds were raised, the enrollment was increased, and new buildings were projected. It is not without significance that the first football game our ancestors abandoned their familiar European fire in which everywhere on earth is marching to the sea. But necessity funds were raised, the enrollment was increased, and new buildings were projected. It is not without significance that the first football game our ancestors abandoned their familiar European fire in which everywhere on earth is marching to the sea.

Photo by BACHRACH

The appearance of the Phillipian, then, coincided with the beginnings of a revolution in American education, and was one of the astonishing phenomena. That revolution had its vagaries and victories. Just as the Phillipian has sometimes been churlish, sometimes genial. But on the whole, the liberal transformation has been beneficial. Some signs indicate that Andover was suffering from a case of slow ossification. That it could survive and proceed toward new and greater achievements is due largely to President Eliot and Principal Bancroft, who administered the right hormones at the right time. The Phillipian came back into existence as a thrilling moment, at the beginning of an academic term. Its editors should remember their responsibility and keep their eyes open. Reform is still in the air!

The celebration gave the impetus to an educational movement and enlivened the curriculum by introducing laboratorywork in Biology and Chemistry, and enriched the curriculum by introducing laboratory work in Physical sciences, Chemistry, and Biology; which has developed tremendously from the classics and from our chronological perspective, Coney Island is overlapping Palm Beach and Tobacco Road has crossed Park Avenue. A comfortable home with a large audience and a small filling station. The tourist-station has brought a home to every American taxpayer; and according to the facts-finding tour dering Africa; everywhere colonial peoples in revolt and the tourist-station has brought a home to every American taxpayer; and according to the facts-finding tour dering Africa; everywhere colonial peoples in revolt.

For we, other hand, as an American writer living in Europe on and off for the past thirty years without seeing anything anybody who wanted to murder my children, steal my land, or turn me into a slave, subject, could add my collection of facts and statistics to the tourist-story.

But at this particular hour of human history facts do not count, and the best way of analyzing the situation is to ask a matter of fact how are the people reacting? To put it tactfully in the words of an American poet that Andover was suffering from a case of slow ossification. That it could survive and proceed toward new and greater achievements is due largely to President Eliot and Principal Bancroft, who administered the right hormones at the right time. The Phillipian came back into existence as a thrilling moment, at the beginning of an academic term. Its editors should remember their responsibility and keep their eyes open. Reform is still in the air!

For example, no courses were offered in those days in American History or in the modern foreign languages, and the curriculum proposed no instruction in English literature or composition, except that supplied by translation from the classics was our own vernacular.

Boys who wanted to express themselves in the language of the two debating societies on the Hill. Those who were ambitious to succeed in business acquired of Henry Dana as newspaper editors had no medium in which their stuff could be seen.

We make a handsome Phillipian Chair. For Grads and Undergrads alike — Very comfortable and quite reasonable — Come In and See It or write for Information.

THE FURNITURE EXCHANGE
42 PARK STREET
ANDOVER, MASSACHUSETTS

Kahler Sees Birth of New World

By Woodland Kahler

They turn their back on the last century. They look at the sea all day.

It is not that there’s no love there’s no wisdom, then it is not an appreciative tourist but a tourist-station.

The observance on June 5 and 6, 1878, of the one hundredth anniversary of the founding of Phillips Academy was an exciting step in the evolution of the school. A young Princetonian, Dr. Cecil F. Bancroft, was pressed for progress, and under the stimulus of his aggressive personality, funds were raised, the enrollment was increased, and new buildings were projected. It is not without significance that the first football game our ancestors abandoned their familiar European fire in which everywhere on earth is marching to the sea. But necessity funds were raised, the enrollment was increased, and new buildings were projected. It is not without significance that the first football game our ancestors abandoned their familiar European fire in which everywhere on earth is marching to the sea.

Photo by BACHRACH

undisciplined and undisciplined. All these natural movements are inherent in the educational philosophy of President Eliot and in the spirit with which the one hundred anniversary of the founding of Phillips Academy was observed. It was a symbol, in a small and local way, of a change in American mood and reception, a change which, although at times manifested prematurely and with some exaggeration, has profoundly affected schools like Phillips Academy.

The appearance of the Phillipian, then, coincided with the beginnings of a revolution in American education, and was one of the astonishing phenomena. That revolution had its vagaries and victories. Just as the Phillipian has sometimes been churlish, sometimes genial. But on the whole, the liberal transformation has been beneficial. Some signs indicate that Andover was suffering from a case of slow ossification. That it could survive and proceed toward new and greater achievements is due largely to President Eliot and Principal Bancroft, who administered the right hormones at the right time. The Phillipian came back into existence as a thrilling moment, at the beginning of an academic term. Its editors should remember their responsibility and keep their eyes open. Reform is still in the air!

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BARTHIAGE'S PHARMAC Prescriptions

Chestnut and Main Street

PRESSESCRIPT
In Retrospect: An Alumnus Speaks

By James R. Ullman

(P.A. '28, novelist most notable con-
tribution, "The White Tower.")

The Phillipian

March 11, 1954

March 11, 1954

Only Yesterday

Congratulations...

- to the Phillipian on its 70th birthday. Back in the days when I was attending for it, it was exactly the school that I, and I hope the

other three hundred boys as well as it has the last. Thirty years — that's what the calendar says. But the calendar must be

wrong. It's still all too close for that; the memories too fresh...

The difference between those years and these might be... and I hope the

whether the next thirty years as well as it has the last.

Of the first cigarette of my life, in the old grill in the basement of

Peabody House. And nobody told me until it was too late that you didn't

care to replace me. A while later, derbrush of Virgil's

full-time through every game of the consequences weren't

gentlemen. As I recall, the Board of Trustees said no.

Of being goalie of the soccer had one cut left toward the end of all its soul has declared war. We false, and boring, banner of ma-

The two newspapers, "Pravda" and the "Phillipian," of course, completely comparable as newspaper business. I guess he didn't hear-

It was heeling for it, it was exactly the age that I am now, and I hope I

Of Georgie Hinman's fabled Latin classes. Georgie's rages. Georgie in the soviet capital, my main as-

The Phillipian in my day, did a better job than "Pravda;" it still does today; and, if it continues to stick to the pursuit of truth, the greatest of human endeavors, it always will.

Rounds Outlines Phillipian's Duty As Organ Of Truth

In Moscow, a few months ago, I was reading "Pravda." Today, in

Andover, I am writing for the Phillipian.

The differences between those newspapers (each of which has played quite a part in my life so far) reflect, in many ways, the major differences between the U.S.S.R. and the U.S.A., between the Communist way of life and the Western way of life.

During a recent tour of duty as an attaché of the American Embassy

in the Soviet capital, my main ac-

tivity was reading "Pravda" and

writing to my editor-in-chief. I

suggested that maybe it had been all a mistake. And tomorrow

...tomorrow morning — Himman.

Of life's brightest hour (well, pretty near) seeing your first short

story in the Harvard Advocate, it wasn't too good a story, but at least — this being in the pre-bite days — boasted capital and

publication marks.

Of the spring storm and a violent debate over whether a new dance

called the Charleston was a proper form of exercise for young Andover

gentlemen. As I recall, the Board of Trustees said: "Hold out for

until the Black Bottom.

Of being goalie of the soccer had one cut left toward the end of all its soul has declared war. We false, and boring, banner of ma-

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Of being goalie of the soccer had one cut left toward the end of all its soul has declared war. We false, and boring, banner of ma-

Of life's brightest hour (well, pretty near) seeing your first short

story in the Harvard Advocate, it wasn't too good a story, but at least — this being in the pre-bite days — boasted capital and

publication marks.

Of the spring storm and a violent debate over whether a new dance

called the Charleston was a proper form of exercise for young Andover

gentlemen. As I recall, the Board of Trustees said: "Hold out for

until the Black Bottom.
With the Class of 1953 now safely tucked away in their college rooms, it is possible to take a somewhat detached view of the operations of other crop of seniors starting out on Andover Hill, it is inevitable that one takes a look at the whole complicated problem of college admissions, facing to reckon statistics of past years, trying to get that crystal ball back in working order. Every problem is both complicated and important to one in my position infinitely fascinating, with its challenge to read correctly the signs of a boy's latent possibilities and to evaluate as accurately as possible the probabilities of his future, both immediate and longrange. To the boy himself it is all more than a bit bewildering in the many choices and decisions that must be made. To his parents this occurs quite frequently as a matter of the gravest concern. It is a problem that has been on the academic brane and many colleges—class rank, College Board IQ, first-choice, leadership potential, emotional stability, and so on. It is, finally, a problem that impinges on every aspect of the school: Andover's own admissions policy (shall it be a school only for "top-flight college material"?); the curricula (does it meet the needs of all boys bound for whatever college?); the teaching (is it good enough—or perhaps too good—to prepare boys in the best possible fashion for the next stage?); the scholarship program (can the Andover scholarship boy afford to go to the college of his choice?); housemasters, counsellors, deans—those who are so often in a public high school would be the guidance Department (have they the right combination of knowledge, experience, sympathy, and a willing heart to help the boys themselves (just what, in the light of his Andover experience, is Tommy going to expect or demand of the undergraduates who will be his associates for the next four years)?

Andover today is completely a college preparatory school, far more than was the case fifty of even twenty years ago. Since World War II, so far as I can now remember, the main object of the college preparatory student has been to continue his formal education at the college or university level, or who has not always had the chance to do so. So far as the college is concerned, Andover has been very successful. The Andover scholarship boy, who had on the average, about 2,300 applications as opposed to 400 last year, has got to be better men than sourly to a second-choice college where they are called "second-string." You don't shut any doors. Today, however, the picture is different. No longer in Andover diploma, or even a mere certificate of honorable dismissal, a ticket of automatic admission to a top-flight college-preparatory school. By and large, the Andover competitive business than before. Harvard this year had about 1,600 applicants and accepted about 500 freshmen. Yale had about 4,000 for 1,000 places; Princeton well over 500 for 750 places. While Princeton's current admissions picture may not be precisely typical of the experiences of all colleges in the east, it certainly reflects the present trend. C. William Edwards, its Director of Admissions, says: "In 1952 the problem was that of selecting an excellent group of students. This year it is that of selecting an excellent group of students with an agreed basis of discriminating college guidance in secondary schools. Red Buttons, apparently TV's newest comic strip character, is giving them the hard way, is quoted in a Boston newspaper as saying, "When you come from a family, you don't shut any doors."

The forces which have led to this state of affairs are comparatively simple: (1) the increasing number of students applying for admission, each one of whom claims to be of the top-flight college material; (2) the increasing number of colleges expanding their facilities to accept this new class of students, which frequently counsel every senior to file four or five applications, and to expect that the men who have estabhished not only in the northeast which have traditionally been a school only for "top-flight college material?"; the curricula (does it meet the needs of all boys bound for whatever college?); the teaching (is it good enough—or perhaps too good—to prepare boys in the best possible fashion for the next stage?); the scholarship program (can the Andover scholarship boy afford to go to the college of his choice?); housemasters, counsellors, deans—those who are so often in a public high school would be the guidance Department (have they the right combination of knowledge, experience, sympathy, and a willing heart to help the boys themselves (just what, in the light of his Andover experience, is Tommy going to expect or demand of the undergraduates who will be his associates for the next four years)?

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...On Enrollment, Educational Practices, Student Activities

Few of us felt that sizes or standards were the cause of our mortality. Actually, the school is larger today by forty percent than it was a decade ago, and the student body has not been lowered.

Many of the faculty did feel that the boys were in a variety of emotional and academic pressures which could and should be alleviated. Little by little, changes have been made which have relieved these pressures. The secret societies helped insofar as they tended to set the boys who belonged to them against those who didn't, which was not the intention of the founders. The board of dormitories also learned that keeping boys in the same group is better than breaking them up into smaller ones. Finally, they realized that the eating of dinner had the unexpected result of making meals more leisurely. The revision of curricular requirements has also relieved some of the pressures. Athletics activities have been given increased emphasis in the hope that they will compete with athletics for recog- nition.

All these things have relieved undesirable stresses. On the other hand, an Andover boy is still pressed to achieve. The proportion of boys who are capable of doing his homework is still high, and he is capable of doing no homework, nor will he be happy.

Greater Understanding

We have also tried by various means to bring about a greater understanding of the school and its work. In 1945, at the fateful approach of the end of the war, we broke our habit of parents twice a year - often for boys having difficulties. These reports are comprehensive summaries of the boy's progress, adjustment, strengths and weaknesses, and are a means of communication between the school and the boy's family. These reports are sent to the parents four times a year, in February, April, June, and August. The results were most applications and few with- drawals after applying for admission.

As part of the revised structure, taking the school to the customs, we published, at some expense, an attractive viewbook of the school which was widely distributed.

From 1950-51, particularly the reduction in the foreign language requirement, has meant a reduction in the number of credits for entrance into the Andover class they wished to join.

Finally, we have tried hard to be more hospitable to parents and visitors. We wanted to become better acquaint- ed, to be sure, but we also wanted to be more available to them. The Pet and the Family Committee has worked
on the problem.

A large school has some real advantages. One of these is that there is a large and almost always sufficient number of boys of given qualifications to make up a special class for them without increasing the total number of classes and hence without increasing the number of teachers. We have the resources, generous resources, and we could and would increase the teach- ing staff if it were necessary for this purpose. Hence, with little change in the old system of small classes, we have groups of boys. Thanks also to the high caliber of our teachers, they find something worthwhile to turn themselves to a va- riety of different courses within their fields.

Just as, given a large number, boys can be grouped for- various purposes, so can they be grouped according to their own sense by their own interests and activities. No boy at And- over need feel left out or alone because of a lack of like spirits with whom to associate. A school as large as our own, of course, needs a department head for all kinds of activities. Can you find a way to help this tho- roughly worthwhile if rather undestined boy to ad- just his activities to the rest of the Andover community, or to the local city college? A difficult problem, especially if we consider his state of mind as a freshman in a college with a student body larger than a large city. But the aim is to break up into just two groups of "ins" and "outs." Each group would probably be too large and would break up further, just as we are doing here, and hence many opportunities for social expression. To be sure, adjustments were made, and many move from one out of if they are not part of what they consider to be socially and educationally respectable activity such as an athletic team, or, in times past, a debating society. A boy who feels that he is be- left out can indeed be disillusioned.

Part of the answer, I personally believe, is to teach the whole student to respect others' skills other than athletics, and equally, we are therefore trying to play the lumina- tiously on the mass media, artists, writers, dramatists, debaters, and eligible for college entrance. We have made a program in foreign language through a fourth year. It is easier for others to emphasize science and math. Hence, though all boys still get a basic training in the sciences, our main interest is in the humanities, in social sciences, and in languages. We find a third is elective.

At any rate, we have a great many and a great va- riety of boys. They do learn much from each other, for they are in such an environment. We have a very good duals and the constant counseling activity that goes on by others. And we have the programs of study and the different guidance and learning process. The Dean, School Minis- ters, School Physician, and the part-time Clinical Psycholo- gist are the basis of the counseling in the solution of special problems.

Educational Practices

Phillips Academy is one of the two or three largest schools in the country. It is a heavily endowed school. It is the country's oldest incorporated boarding school. There are boys in school today who are fifth and sixth generation grandchildren of the first graduates. Its great age and continuing success bespeak the wisdom and understanding of all schools. It is clear to the average Andover graduate that the school has survived and succeeded because the country needed such a school.

One is driven to the point that the school has an obligation to be for the boys it has. It is an obligation to the country that this school has an obligation to the country. We feel that the school has survived and succeeded because the country needed such a school.

The problem is, how can we meet the educational, social, and financial requirements? The answer is, America is blessed with a great and unique system of public schools of which the public high schools are a part. If the public high schools are able and well taught secondary school student which is the aim of the school and college as in that of the atom, though successfully the changes are not brought to the public schools. More changes lie ahead, a challenge to Andover's best thinking. They will call for still better counseling, including even more with the office staff and for increased flexibility both in the curricula of school and college, but in the thought-patterns of the Andover student and his parents.

Furthermore, the school must be what it is. A college is not a community but a national school. It is not public, it is independent. It selects its students ra- ther than accepts them like many other type of college insti- tution but not tax supported. Its income comes from its en- dowment and the tuition fees. It is a high school.

The average Andover boy has a high I.Q. Our boys are in the top ten percent intellectually of schoolboys the country over. There is some feeling that we serve not ex- clusively the intellectually gifted boy. This view holds Andover could also do much for many boys, who though har- dly a genius in an ordinary setting, are a perfect fit for colloge at all, is of small importance beside the experience of just attending Andover. It is not easy ta prove or dis- prove this assertion. But the spring from a conviction strongly and honestly held by thoughtful men devoted to the school. They are entitled to an answer and I hope we can come up with one in the near future.

Reexamination

Four years ago we started a reexamination of our cur- riculum. The study proceeded for over a year. We finally decided to recommend the new curriculum to the Se- rees. The purpose was twofold: to provide greater latitude and place him with boys from all over the country to make him less provincial. To bring a boy to Andover from the third world and somehow give him an opportunity of opportunity he could not otherwise have known.

There have been two main objections. One is that there are not enough of them to have a significant change; the other is that there are not enough of them to have a significant change.

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Andover Education for Some, An Understanding
by P. T. Taylor

Much has been written and said about Phillips Aca-
demy, or Andover, since its founding more than a cen-
tury ago. To this question one can only say this: today's
student has a spirit which is essentially less of whether they knew what they were
aiming at. He has had the qualities of leadership forced
on him by the necessities which emerge from war competition
and change and soon he will be able to use them.

The student today is more willing to take
the giant step forward toward the world of a super-
lor education, which is an education that includes
the ability to speak in the Glee Club or to go ona
year-leave. In such a state it is meant something to
them. They are willing to take the giant step forward
and continue to uphold the precedent in the spirit of life
that is right. They are willing to be educated
and to accept the responsibility for the future of the
world. They are willing to go beyond the material
aim (lovelv). In this sense, Andover gives its students
opportunity for self-expression and compo-

creative spirit which many insist is lacking in the student of today
and 1920’s which see in the present-day clan a capsule regime, a world
of the short-cut and the test tube. This is a silent generation because it is a
thinking generation. It is a group of young people who have, in general, been tempered
by experience in the present era. Andover has come to represent the superlative in every aspect
of secondary schooling.

The answer lies in the Andover students, individually and collec-
tively. As a group Andover lower classmen are some of the most
confused young men. Most of them do not know why they came to Andover
and neither do they know what they will do after they leave.
In such a state it is not surprising that all they
have is LEARN stark, bare facts, dates, formulas, sen-
tence structure, and the like. But Andover has power,
same with knowledge, sometimes forcibly. And this is all
that we should expect of them; in the primary grades where there are laying the foundation stones of their entire future
educational programs; in the secondary grades where there are macro-
were all able to gain more than the "gentleman's 70" would let them. The
truth is, there is a certain amount of self-edification. The fea-
ture of knowledge is important not as much for themselves
but as a source of knowledge is important for everyone. The
cause is immaterial, the result is not.

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Through The Years

P. A. Boasts 37-30 Record Over Reds In A-E Football Rivalry

Ever since the game of American football evolved from nineteenth-century English soccer and rugby, it has been growing in stature as the country's favorite amateur sport. At the same time that the nation's colleges added it to their athletic curricula, the secondary schools also picked it up on a lesser scale.

It was inevitable that Andover, as America's oldest prep school, would take up football, for better or for worse. The past played by football in Andover tradition has proven that the addition, uncertain as it was at the time, was for the better.

Andover's 98th year, 1877, a long forgotten individual with some attachment to PA brought us a secret weapon against John Harvard's boys, but the cunning's 35. It was a fake placement with Tony Haines at last. In 1919, after only a nine- year reign of terror by Andover, the game was restored in 1886, the Blue dumped the Red by 26-10. They were known all over the place on every football field, and the rub- bishly sailed into this cheery ac- cretion of an eight-year reign of terror by Andover. Their 59-0 win in 1913 started a Gridiron rolling which plowed under five more PA teams by gradually declining scores before 1920. Their 49-0 win in 1914 was a nightmare for the Blue, hard to forget. The Hampshires ran the count up to 79-7 when, before it was over, they followed defeated 17-0 and 8-0 in 1926, the last one spoiling an annual season for Andover, in which they scored only two touchdowns in that year.

The annual football game between the two Phillips Academies had not found a regular home until 1893, the year Exeter's stadium was opened. Before then the teams had met nine times, with Exeter never coming off the field with a victory.

The first football eleven returned from Andover in good spirits, sure of course that they had been defeated, yet with a high appreciation of the entertainment they had received from the Andover eleven. A return game is very much desired.

Rev. John Bronk's domain. Mr. Peck was a Upton Favorite. John, along with powerful fullback twentieth century, when the Exonians never heard of Exeter, but he Back in 1906 President Theodore Roosevelt, defeated to the tune of Andover Rah. "Kil's" athletic tween the two Phillips Academies

Karpati was one of Andover's key men that year, and starred in Andover's 98th victory over Exeter, which Pot Pouri described as "one of the most exciting games, as the Crimson went down to defeat to the tune of Andover Rah." "Kil's" athletic event was not the only one that year. A Class President, President of Phil, and President of the School (in the days when each class

The 1877 game seems disappointing, in retrospect, compared with the proportions of the tradition it founded. The teams battled to a 9-0 tie. The initial Andover-Exeter clash was unimportant except by word of mouth. A pleasant visit to Exeter followed.

The Philsipians printed no actual account of the game, but merely this bulletin from Exeter:

"The football eleven returned from Andover in good spirits, sure of course that they had been defeated, yet with a high appreciation of the entertainment they had received from the Andover eleven. A return game is very much desired."

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Kemper Continues...

that more might be done for the older boy. We were urged by the Alumni Educational Policy Committee to launch a pilot program for selected boys to test experimental courses and various college ideas. I am told we saw Kemper too tempted to waste too much to broach the colleges. Most colleges set fairly definite requirements which the school can meet for admission. We were limited to offering courses to meet these requirements until the colleges con- ceded to consider other types of training. Our training, for instance, is a part of our program, and we are trying to do the work in the way in which it is thought they should be done. We were limited to offering courses which the Phillips Society does an important job of extending the college requirements to new learners and visitors. Student Government provides us with a ready means to extend the work of the faculty. I would say this system of indirect election has brought to the top Student Council Presidents of excellent colleges. Direct election by a majority of the officers often singles out quite a different type and sometimes less in terms of real leadership.

Responsibility

Even so, student leaders chosen by their contemporaries are probably less likely to come up to the student body's standards for the officers. The converts of the society consist of representatives chosen by dormitory groups. They elect their officers, and they elect their society leaders. They do not govern nor share significantly in the process. The Faculty is understandably reluctant to delegate such respon- sibility as long as it is unsure that it will be conscientiously performed. The faculty, on the other hand, tends to feel responsible to the students and to consider them as members of the community. It is an approach to making the students feel valued and respected to do all we can for them. I have felt compelled to give much thought to it. The boys are the absolute center of the school's existence. Of the three elements of a properly conceived athletic program, the two other elements are the academic program and the extra-curricular activities. The third element of a properly conceived athletic program is physical education. This is a broad term which includes the physical skills and the promotion of physical development. The three elements are related, and the boys are expected to participate in all three. The three elements are related, and the boys are expected to participate in all three.

Student Activities

A great deal of time and thought of a boarding school faculty is expended on extra-curricular activities. Of these, the athletic program is perhaps the most demanding. Certainly I have felt compelled to give much thought to it. We are too typically a home team to take part in the spirit of competition. We are too satisfied with the results of our efforts to strive for excellence. However, the athletic program is not the only way in which the boys can develop their skills and abilities. The boys can also develop their intellectual abilities through the academic program.

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March 11, 1954

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from the Andover Book Store, owned by THE ANDOVER PRESS, Ltd.
The spiral pass era was still a couple of years off and Kilpatrick remembers that most squads still stuck to the old fashioned underhand lob.

ALL AMERICAN

The backfield became old fashioned, too, for Kilpatrick, and he soon made the conversion to end. It must have been the right decision for in both 1909 and 1910, John Reed Kilpatrick was selected as a first team end on Walter Camp's All-America, which in those times was IT. During the 1910 campaign, which introduced the first major bombardment of forward passes, Kilpatrick snagged one for six points against Harvard; and it went without saying that the forward pass was certain to be developed into the game's newest and most powerful threat.

Accidents have provided some of the most important changes, not only in sports, but in history as well. And on a fall day in 1906 at Andover, John Kilpatrick and his "accident" may have made the game of football.

Monty Peck

(Continued from Page Nine)

Shawn and Monty Peck grinned and cracked, "I feel just like a young fellow. You know, working with boys keeps it all new. "May the next forty-two years be as successful as the last." This," says Mr. Peck, "was the greatest moment of my life; and looking back over the years, I don't see how we ever managed without the new gym."

DEAN OF THE HILL

"How does it feel to have been at Andover longer than anybody else?" Monty Peck grinned and cracked, "I feel just like a young fellow. You know, working with boys keeps a fellow young." Once again he cast a glance into the past and recalled the Exeter game of 1915 which ended a seven years' dominance by Red and Gray, the Jim Rykel soccer teams, and last year's memorable 50-0 smashing of the Exeterians. "It's all so much to remember," he remarked. And it was all we could do but nod in more than complete agreement.

RETIREMENT

Monty Peck has made innumerable contacts throughout his years at Andover, but he cites that this has its disadvantages. "Why I couldn't possibly get away with anything now!" he joked. In June of 1955 Monty Peck plans to retire, ending forty-three years of connection with Phillips Academy. Thoughtfully drawing on his habit of the Exeter game of 1915 which ended a seven years' dominance by Red and Gray, the Jim Rykel soccer teams, and last year's memorable 50-0 smashing of the Exeterians. "It's all so much to remember," he remarked. And it was all we could do but nod in more than complete agreement.

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THE PHILLIPIAN

PHILO

(Continued from Page Five)

A new constitution was written, and what now seems to be a successful attempt was still in use today to raise the Society to its previous importance in school affairs.

THE CONSTITUTION

The first constitution of Philo was introduced by an impressive preamble which stated the purpose of the Society. The body of the paper was a simple statement concerning itself with administrative affairs. As the years passed, the preamble became a more summary of the original, and the body of the constitution grew. The constitution of 1866, opening with the abbreviated preamble, is an example of the detailed constitutions which formed the basis of Philo in its name. The document explains the duties of the officers, procedure at meetings, and general policy. The body of the paper is followed by detailed by-laws.

The last constitution, in 1901, served the Society for 53 years and as the latter part of this period was rather ignored or unvisited. It was evident near the end of 1951 that Philo needed an overhaul. The officers of last year's organization made some improvements, but did not make sufficient headway to effect a complete rejuvenation of the Society.

A group from the class of '53 raised the extreme seriousness of the situation, effective "revival," they elected the present officers. The newly elected officers and the leaders of a group of prestige for-Phil., crusaders met and drew up a constitution.

The constitution is introduced by both the original preamble and its abbreviated successor. The present document is essentially the same as the old except for one radical change—a nominations committee. The committee meets in order to nominate candidates for office. The clause was put into the constitution in order to avoid the riotous elections of past years.

There have been a few minor amendments against the committee and new suggestions have been presented to the president for approval. But the majority of the present members feel that the new system is necessary, at least until the time comes when Philo is again a strong organization.

The rules for attendance have been stiffened in order that the members be more sincerely interested in debating.

The "New" Philo

The 1953-54 Philomathean Society resembles the society of old. The primary reason for its present popularity is its "new" appearance.

The realization that Philo is an organization that can gain concrete benefits for its members and is not playground for talkative students has helped the society back on its feet probably more than any other thing.

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ANDOVER, MASS.
EXETER, N. H.
Congress Grows in Importance and Value

(Continued from Page Two)

membership was not altered in any way, the Council then began to serve in the capacity in which we now recognize the Student Congress. The students began to bring their individual difficulties before the Council, which in turn presented the issues before the faculty if they thought them sufficiently important.

Then, in 1949, came a complete change in the form of the student government system at P.A. The government was then divided into two groups, the Student Council and the Student Congress. The first organization, composed of seven Seniors, four Uppers, two Lowers, the president of the Student Congress, and the editor-in-chief of The Phillipian, retained its former purpose and duties. The latter was to be a body composed of representatives from the individual dormitories or groups of dormitories. The Congress could carry out such functions as were approved by the Council, it could make recommendations to the Council, and had the right to veto any act of discipline by the Student Council.

At the time when this new constitution was instituted, the Student Council was the dominating body. The Council was to integrate the affairs of the school. The Congress was to be a subordinate body, whose powers were granted at the Council's discretion, and whose measures were subject to Council vote. As the situation developed, however, more and more powers and privileges passed to the Congress, which soon showed it could legislate and administrate student government affairs more efficiently than the Council, and with more student participation and support. The Student Council became in effect, unnecessary. Accordingly, in 1951, due largely to the efforts of one Ronald Ansin, and the demands of the student body, the Student Council was eliminated; and a new constitution, the one in effect, was drawn up for the Student Congress.

The present Congress is assisted by an Advisory Board which meets with the headmaster to discuss certain issues which are being considered by the Congress. Congress proposals are passed to the Advisory Board and to Mr. Kemper, subsequently arriving for faculty consideration. Insofar as each class, the Congress itself, and the principal student organizations are represented, the present Congress is almost a perfect reproduction of form of that Council of 1914, formed nine years after the 1905 meeting of Headmaster Stearns. In its expansion of power, prestige, and worth, it is radically different.

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from

Mary, Kay, and Bill
“Rajah” Ramchandrah Succeeds Fitzpatrick

(Continued from Page Five)

In assembling it nightly and making the room look like a mechanics' pit, he was told that he would have to find another place. This he did.

The next evening Mr. Hallowell coming by Taylor, saw a red light flashing high on the end of the building. More careful scrutiny revealed a bicycle suspended from the fifth escape outside Kiley's window. When pressed for an explanation, Roger explained that the red light was in compliance with a state ordinance to ward off low flying aircraft.

At the fall rating, Roger did very poorly on his exams, and it became evident that his connection with the school would have to be severed for one reason or another. This happened, but not before Roger had had his last night's fun. The only noise in the incident that aroused the three years were Roger, Kiley and Mr. Whitley, those who had arrived on the scene. The examination was over.

Roger explained that the looking automobile arrived on the scene, and that he had been conducted through the building. More careful scrutiny of the building, however, showed that the automobile was not what it seemed.

Suddenly around the corner from Main St., an official automobile appeared on the scene. The looking automobile was a solitary figure pushing a car across the quad at one in the morning. Needless to say, there was a lot of explaining to be done.

Even after the detection of A. Montague Fitzpatrick, Roger kept on. Mooty became the author of sizzling telegrams to faculty members with whom Kiley had disagreements. He was also the source of rocks which came whistling through the windows during Mr. Whitney's French class. Daily classes were ignored when they would hit someone or something and each time there would be a note, "Greetings from A. Montague Fitzpatrick."

Probably the next best planned hoax P.A. has served was the brainchild of one Michael Thompson. Right after the first of the year, he and some Indian roves,Donning these, he assumed a regal gait and entered the Addison Gallery. He was greeted heartily and introduced himself as Raja Ramchandrah from India. He said he was touring the U.S., inspecting the country's educational institutions.

"I imagine that it is rather good for American art, but by no means extraordinary," From there the "oriental" went to the Oliver Wendell Holmes Library where he was warmly received. Like a true celebrity, he was conducted through the entire building. His only comment was, "Rather handsome building I guess, but the libraries in India are much better."

Next, Raja Ramchandrah strung up the steps to the home of headmaster, Dr. Pues. The headmaster, thinking that he was being visited by a renowned figure in the field of education, had the Raja stay for tea and spend the afternoon. When the afternoon was over, the Indian potentate politely excused himself and left, and it is generally believed that Dr. Pues never found out that he had entertained Mike Thompson of Phillips Academy, class of '45 to tea that afternoon.

One of the more short-lived P.A. hoaxes was the one involving the marriage of George Nelson Meeks, P.A. Senior and Will Hall proctor. During Spring Vacation in the year 1948, the rumor started that George and another student, Edward Crichton, who both returned to school, were married, which caused a minor furor on campus. Some of the faculty members had received engraved wedding announcements saying that a Miss Anna Lee Porter was now Mrs. George N. Meeks. When George returned to school, he readily admitted that he was married, which caused a minor furor on the campus. Some of the faculty were amused; some not so amused. One of the latter was Mr. Dunbar, who was the master at Williams Hall. He went to Dr. Pues and asked him what he knew about this. A little stunned, Dr. Pues was only able to say, "Why this is unprecedented in secondary education!"

However, the next day it was revealed that this had all been a plot conceived by George and another senior, Edward Crichton, who both admitted that it was all an April Fool's joke.

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<th>CORD or DENIM JACKETS</th>
<th>SPORT SHIRTS</th>
<th>SUMMER TIES</th>
<th>COTTON ARGYLES</th>
<th>BELTS</th>
<th>LOAFERS</th>
<th>CASUAL DRESSING ROBES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKIING PANTS</td>
<td>HEAVY SOCKS</td>
<td>JACKETS &amp; WINDBREAKERS</td>
<td>CAPS</td>
<td>SCARFS</td>
<td>GLOVES</td>
<td>HEAVY FLANNELS</td>
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Kahler
(Continued from Page Four)
To estimate the effect of our words upon another, we need only observe the effect of his words on us. But the Word alone is not the complete answer. Almost everywhere in the world today there is a gap between the Word and the Deed; and out of this dark abyss come the horrible nightmares of our fear-ridden century. So long as the most dangerous enemy lies hidden at the bottom of a deep division in his own being, the tourist-statesman cannot hope to formulate a plan of defense against an exterior foe. Explosion can destroy people and property; it can never turn an enemiy into a friend. Only love and consideration for others can perform such magic in our shrinking little world of vanity, illusion, and self-satisfied obsolescence. Not self-love, but love of all life, human and sub-human. Love of all life is the lesson the tourist-statesman has yet to learn.

At this point some one is certain to bring up the question of Hitler or his latest model. The answer is that Hitler was a result, not a cause. To get rid of him we cannot use the method that produced him.

To be able to play effective role in our destiny tomorrow, we must first all be aware of what is going on around us today. Nothing is more difficult. All over the world in order to exploit national anxieties for political profit, the realism of radio and press is dipping reality into a daily rinse of subtle propaganda, using terms like do-gooder and global-thinker to tint the truth of universal brotherhood. Nevertheless a new world—which must be lived in—is actually being born and an era of enlightenment and peace confronts us as an inviting possibility. But we must learn to manage our economies for human welfare rather than political profit or the hungry members of the World Family will move and more reject the tourist-statesman who fails to understand finis origine pendit. A solution is education of the tourist-statesman. He is sure to be you or me or another. So it is up to us to educate him. If we do not, who will?

Blackmer
(Continued from Page Three)
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— THE PHILLIPIAN —
Football History
(Continued from Page Nine)

The Phillipian Page 15

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