



to Right: Professors Eller, Hsu, and Kurland, the Cornell University Trio.

Cornell University Trio Gives Chamber Music Concert Here

BY STEVEN DINGILIAN

Ninety persons, mostly faculty and students, attended the recital played by the Cornell University Trio last Friday night in the George Washington Hall auditorium. Although the trio made up of Professors Daniel Eller, piano; Sheldon Kurland, violin; and John Hsu, cello, ended a certain finish, with the ensemble's balance a little shaky at times, its playing was competent.

The group first performed a G minor trio in G minor. The opening Andante, a set of variations, played with niceties of phrase but within a very narrow dynamic range, lacked point. After a short Presto there ensued a lovely Adagio followed by a sportive finale, again Presto. The trio's rather fine, well-voiced approach was keener in the two movements and very pleasing. However, perhaps because of the size of the hall or a defect in the treble of the piano, that instrument sounded a bit thinner and weaker than the strings, with a striking discrepancy in overall volume despite the beautiful legato Professor Eller displayed.

Next performed were the "Eight Variations (on a Greek Folk Tune) for Piano Trio" by Nikos Skalkottas, a Greek composer who died in 1949. Praise and thanks are due the trio for performing a rarely heard piece. Skalkottas had studied with Schoenberg, and whereas the variations are neither in twelve-tone idiom, nor display the angularity so characteristic of the German's music, they are atonal or, at most, of a "hovering" tonality. The variations also employ the percussive stamping rhythms one finds in some of Bartok's music.

The variations began with the folk tune theme, dark-hued and lyrical, voiced by violin and then cello, with chromatic background of chords in the piano. The second variation is lively and tripping, the effect heightened by pizzicato and spiccato in the strings, and the 3rd variation march. The fourth opens

(Continued on Page Two)

Addison Gallery Features Works Of Patrick Morgan

BY NICK DANFORTH

An exhibition of paintings and pottery by Patrick Morgan, art teacher at Andover from 1940 - 1957, is being shown at the Addison Gallery through Nov. 8th.

Since leaving Andover he has lived in Vallauris, in the south of France, where Mr. Morgan devoted much of his time to art as a member of the *Atelier du Tapisserie*, along with many artists in the town—Picasso included.

The collection, which Mr. Morgan brought back with him this year, included a large, colorful variety of bowls and plates, both decorative and functional for anyone dares to cover such distinctive designs with food. The Morgan motif his pottery designs is a butterfly but his other glazed creations include caterpillars and grasshoppers. Striking color and an original style are combined in the excellent flower paintings also being

shown. Each work in the exhibit is for sale.

Patrick Morgan's background includes his graduation from Harvard in 1926, followed by several years of study at *Beaux Arts* in Paris, and at the Hans Hofmann School in Munich. His works have been shown in eight states and in Canada, in museums including the Metropolitan in New York and the Fogg Museum in Cambridge. Visitors to the Boston Arts Festival this summer saw several paintings by Mr. Morgan.

P.A. is proud both to have been taught by Mr. Morgan for many years, and to be able to show his most recent collection.

Communism Issue As Uppers Defeat Senior Philo Team

BY CHARLES CONSTANTINIDES

In Philo's third debate of the season, an Upper team defeated both a trio of Seniors and the resolution: "That the underdeveloped nations of the world should adopt a communistic form of government."

Combe

The first affirmative speaker, Andrew Combe, defined an underdeveloped nation as one with a low social status. He further stated that Communism could raise the standard of living in these countries more quickly than could a Capitalistic nation. He also said that under Communism the profits earned by the people would be included in the budget of the country and thus the standard of living could be raised.

Durfee

Alan Durfee opened for the negative. He gave four reasons why the adoption of Communism by an underdeveloped nation would be detrimental to the nation. First the country involved would have to accept the Communist doctrine of atheism. He claimed that an absence of religion would completely demoralize the country. Secondly Durfee stated that basically the Communist form of government is bad. Thirdly he asserted that the nation would lose her sovereignty and thus her freedom. Finally Durfee said that the Soviet could force an economic blockade on the Western Allies by merely halting all trade between the West and the newly acquired Communist countries.

Scharf

Michael Scharf then attempted to prove that the Communism can build up an underdeveloped nation faster than any other system. He cited two nations as examples: India, a supposedly neutral country, which has little progress in raising the living standard in the past eight years; Red China, on the other hand, which has great progress by means of her communal system.

Harris

King Harris of the negative argued that the underdeveloped nations of the world would receive more benefits if they sided with the West. They would have freedom, security, control of their respective governments, the right to private ownership of property, the chance to trade with the free world, and access to the superior farming methods of the United States.

Wright

The negative rebuttalist, Langdon Wright, attacked Combe's arguments by stating that although Communism might raise the standard of living in the poverty-stricken nations, the countries would lose their freedoms. He also claimed that under a pro-Western government, all of the people would have a chance to be educated and that there would be more industry and consequently less famine. He also assaulted Red China's communal system. By charging that the communes deprive the people of their freedoms.

Newton

James Newton, rebutting for the affirmative, went over the opposite

(Continued on Page Two)

Topic: "Religion and Culture"

Students Take Part In Conference At Beaver

Very few phrases carry as much power of connotation as does that of "Religion and Culture." Could a group of one hundred high school students extract sense from this phrase, given the leisure reflect upon it during an all-afternoon conference, or was the problem of an enormity more befitting the attention of a cosmologist?

Phillips Academy for many years has been attending religious conferences throughout the New England area. Some of these conferences have been attended by as many as 200 participants representing twenty or so odd schools. Mr. Pease and six P.A. students (Dick Schulman, Dave Dumas, Shina Maclain, Nick Danforth, Craig Hesser, and Mike Burlingame) attended this year's first conference, held last Sunday October 18, at Beaver Country Day School, Chestnut Hill. Among some of the other schools also sending representatives were Deerfield, Dana Hall, Cushing, Winsor, and Abbot.

The topic under discussion was, of course, "Religion and Culture." The conference consisted of three parts: first, were two talks on the conference topic; second, was a discussion period in which representatives split into 6 discussion groups led by one or two teachers; and third, was an informal gathering for refreshments and the presentation of resumés of the topics covered by the several discussion groups.

The two preliminary talks were given by Dr. Howard Thurmon and Amya Chakravarty, both of Boston University and both frequent guests on the Andover campus. Dr. Thurmon in his brilliant talk emphasized three concepts which he considered central to every culture or religion, which are paraphrased as follows: 1) if we could know God, we would become Gods ourselves; 2) man has value just by being *Man*; 3) someday there will exist an ideal life.

Dr. Chakravarty's talk urged the unity of religion and culture, singling out in particular the community of Assisi in Italy, and the entire country of Japan, as examples of places where religion and culture are highly intergrated.

The remainder of the conference was perhaps an anticlimax to the two excellent talks given by Dr. Thurmon and Chakravarty, the discussion groups having been unweildly because of their size. Possibly it was a good sign though, that when the reports of the various discussion group had been read, the reports seemed to indicate few conclusions but many questions, all of which would provide good material for mental mulching until a future conference.

Reverend Call Gives Assembly Talk On Fire Peril, Prevention

BY DANIEL H. SAKS

Last Wednesday, the Reverend K. Thomas Call chaplain of the Swampscott, Massachusetts Auxiliary Fire Department, talked on fire prevention.

Reverend Call's talk, entitled "Play for Your Life", was presented by the Liberty Mutual Fire Insurance Company. Reverend Call, otherwise known as Tito, the magical clown, is an eminent magician who uses his tricks to emphasize the main points of his show and to make his message more palatable. He is a member of the Society of American Magicians and was General Secretary of the 1952 Boston National Convention of Magicians. He has won two prize cups in magical competitions. During World War II, Reverend Call was active in the U.S.O.

claimed fire damages to homes have exceeded the billion dollar mark for the fourth consecutive year.

He pointed out that three things were necessary for a fire; fuel, heat, and oxygen. If anyone of these is removed, the fire must go out.

The objects of the talk was to show the dangers of fire and then to demonstrate how to deal with fire under specific situations. Reverend Call began with an anecdote which may found on page 127 of Edmund Fuller's *Thesaurus of Anecdotes*.

His technique was to use magic tricks to lead up to and emphasize a point about fire. A typical example was a trick he did of making half dollars appear to materialize from the air. He reversed the more conventional practice of having the audience throw money at the performer by throwing money at the audience. This all illustrate the fact that fires caused a tremendous amount of danger which sometimes even money couldn't repair. He



Mr. Call squirts front row.

with fires caused by electricity, the He told of the procedure for dealing with types of fires. In dealing

(Continued on Page Two)



The PHILLIPPIAN

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Suggestions and criticisms from readers are appreciated.

Remarks By A College Admissions Officer

During the early weeks of the fall term, the question of what college to attend comes to a head among Andover Seniors. This editor found the following article, written by Henry Helgen of Dartmouth University for the September issue of the SECONDARY SCHOOL LETTER, to be a clear and

Most colleges these days have a genuine concern about the adjustment and success of their students—not only as members of the undergraduate body, but also as members of a responsible citizenry. They seek to aid and stimulate those individuals while they are enrolled for four years and also to prepare them for the total educative process, which is life. We could easily substitute the words "secondary schools" for "college" and the statements would be equally true. Both educational systems share the responsibility of preparing a young man or woman for his life's work and assisting him to develop attitudes and to establish values which will point to success and happiness.

A vast accumulation of problems is found among college students—those problems which they bring with them to the campus, and those created or intensified by the college experience. In most cases, they meet these problems with maturity and confidence; in some cases, they are unable to face or solve them and their college careers may end up disastrously. It is our hope that with a greater awareness of the situations they may be expected to meet and with more concerted efforts to unravel some of the knots at the secondary level, the student will move forward to a more productive and a happier college experience.

With this in mind, we are sharing our thoughts regarding three areas which the secondary school student might investigate prior to college. These are the choice of a vocation, the understanding of a liberal arts curriculum, and the preparation for the new experience on the college campus.

WHAT ABOUT VOCATIONAL PLANNING?

A high school or preparatory student is frequently concerned about establishing a vocational goal which is best suited to his interests, capabilities, and opportunities. Again, he may have a deep desire to enter some field for which he is not adequately fitted, or he may be extremely vague in his vocational plans. Students frequently shift their aims and goals in college after being exposed to a new area of knowledge. An open mind and initiative in seeking answers and exploring one's own potentialities are essential. Before coming to college, a student should

helpful discussion of vocational guidance, the meaning of liberal arts, and preparation for college. We hope the rest of the student body will agree to the article's helpfulness. The original article has been edited to include only those points pertinent to the Andover student, and is divided into two parts.

certainly make use of vocational information which will be available in the library. It would be desirable for him to explore with his counselor his interests and abilities as well as opportunities in fields he is considering. However, it might be reassuring of him to know that a large number of college freshmen are undecided about their means of livelihood five years hence.

All too often, a parent, minister, teacher, or some other person selects the college major, and the vocation for a student. Frequently, because of the prestige factor, the high salary, the "family tradition," a student is forced into a groove which is highly distasteful or unrealistic. Because he has no part in these choices, he has little motivation to succeed in their realization.

WHAT DOES "LIBERAL ARTS" IMPLY?

A second area of investigation might be the relationship between a student's aspirations and the offerings of a liberal arts college. It is not uncommon to find freshmen who have discovered that the college does not offer a major in the fields of their interests. Students at the secondary level should thoroughly understand the purposes of a liberal arts curriculum. It is not a short cut to a specific vocation; rather it aims at the meaning of life and a knowledge of the world in which we live. Colleges such as Dartmouth offer the opportunity to explore many fields of human endeavour and to gain a broad perspective which will in turn make possible a sound selection of one's life work.

The liberal arts should liberate. A study of comparative religions, for instance, can liberate one from religious bias; a study of foreign cultures and literatures liberates one from ethnocentric thinking. A study of sciences shows its possibilities and limitations, and hence can liberate one from illusions.

There is no impractical course of study, unless it is impractical to study intense human experience in its most manifold forms. This is preparation for living and doing. It is designed to train the good individual, the good citizen, and the good specialist in each man, and in that order. Such men are versatile and adaptable. They are well prepared for later competition.

continued next week

Wanderings by Bourne

Two years ago Dr. Allan G. Gillingham of the Classics Department suggested to some of his students a possible trip to Greece for the Spring Vacation of 1958-59, in order to find out how much interest there was in such a project. Dr. Gillingham had hoped to organize a plane-load of P.A. Greek and Latin students and to accompany them to Athens and the rest of Greece for a two week look at the remnants of the ancient Grecian civilizations.

Recently Mr. Norman Hatch of Exeter and Mr. Appeton Thayer of St. Paul's joined Dr. Gillingham in this hope for a tour of Greece, and these men have already drawn up general plans. They hope to take boys and girls from other Eastern prep schools into this project, since a large group of eighty to ninety students would lower transportation costs for the individual. As things stand, each participant might make the trip for something over \$500.

The group would travel a great deal in Greece, visiting most of the important landmarks there. Dr. Gillingham says that tourist rates in Greece are relatively low and accommodations good. Possibly the best feature of the trip is that Greece's small size

makes travel easy, and one could see almost all of the historical ruins of Athens, Corinth, Mycenae, and other centers, in a two week period. The guides there, many of whom are trained archaeologists, are among the best in the world. Greece is a country not often seen by Americans, who usually have little time for any places outside Western Europe; hence this trip would afford many a chance they might never have again.

This writer does not endorse the trip, now in its embryo stage, for everyone, because of the greatness of the expense in relation to the brevity of travel time. We do think it a worthy experiment deserving consideration from all P.A. students who feel they could afford it. What do we stand for are the ideas behind it: generally, that we should be able to learn about the cultures from experiences offered through our school; and specifically, that we should be exposed to Greek literature, history, and language, and thus have our curiosities excited by these bases of our Western civilizations. The broad principles are the same as those put forward in American educational though concerning overseas branches of private schools (e.g. "Andover Abroad").

The Writing On The Wall Hugo, Grittengrinde, And The Bull

BY J.S. WOOD

Little Grittengrinde was walking along with his nose deep in a dictionary, when his forward progress was abruptly halted. Grittengrinde had just encountered the latest of many new developments springing up on campus. A fence not only blocked the way past Fort Peanut, but bisected the mighty outpost. Seeing an intelligent-looking man leaning upon a shovel nearby, the baffled Grittengrinde approached and asked the meaning of the barrier. The man, whose name was Hugo, replied that the structure was part of a plan to bring culture to the school. Americana was to grace the campus in the form of the great Buffalo Bill. The fence was corral for the Buff's menagerie.

The whole idea seemed a bit hairbrained to Grittengrinde, but, after all, what is good for Buffalo Bill is good enough for Andover. The plan was a bit incongruous, but Grittengrinde had seen things of this nature springing up for the past two years. Hugo continued to lean upon his shovel, and Grittengrinde turned to leave. Just then, Hugo called Grittengrinde back, and beckoned him to come near.

"Ssst, kid," he whispered. "Want to know a secret? You know that land in the Bird Sanctuary? If me and Buffalo can get support, we're going to set up a bull ring. Then we can seat thousand of people, and bring all this culture to me people. The more people we get, the better it will be."

In all the bigness of Hugo's plan Grittengrinde felt very small and lost, and crept off to his chrome and glass room to hide.

Assembly

(Continued From Page One)

current should first be turned off.

He warned that only cotton treated so it would not burn should be used for Christmas decorations. Clothes fires should be put out by covering the fire with a blanket or rug to deprive it of oxygen. Grease fires should be covered; water will only make grease burn faster.

Reverend Call emphasized that one should be acquainted with the fire extinguisher at his disposal so when a fire occurs he will know whether the extinguisher is suited for it. A fire extinguisher is first aid and will only function for approximately one minute; therefore, if the fire appears to be too big to control in one minute, that minute is better spent calling the fire department than fooling with the extinguisher.

He demonstrated the danger of gasoline fumes, mentioning that a quart of gasoline has the potential energy of fifteen sticks of dynamite; and thus gas fumes should be prevented from drifting through a house.

He finished by showing how a fire moves through a typical house. He used a model of a house to demonstrate. The fire starts with some oily rags and rubbish in the basement, near the furnace. Because the family of the house had no plan, the fire was tragic. Rev-

erend Call stated that one should feel the door before opening it if a fire is suspected. If the door is hot, should not be opened. Opening the door would give the fire more oxygen and allow poisonous fumes to overcome you. He stresses the necessity of giving the fire department full information on where the fire is.

Philo

(Continued from Page One)

tion's arguments piecemeal. He claimed that the Communist doctrine of low religions gatherings; that small nations would have a say in their governments; that forced Stalinistic liquidation measures S.R.; and finally that the Communists would increase production in the underdeveloped nations.

A close floor vote and a unanimous decision by the judges—Davis, Dr. Gillingham, and Hyde—awarded the decision to negative.

Trio

(Continued from Page One)

with solo piano; the violin entered playing harmonics to create a quill flowing texture that thinned to a dissonant conclusion. The music is a slight, quick dance with a persistent beat pattern; the sixteenth notes much like the fourth but on to an impassioned restatement of the original folk tune, alternating passages of calm and agitation, and then into a final dialogue between piano and double-stopped strings. After the seventh, a sprightly dance, the final variation treats the theme in a style with a repeated rhythmic motif leading to accelerando and conclusion. The performers set this difficult music with admirable coherence.

The E flat trio, Op. 70 No. 3 by Beethoven, followed the short performance. The first movement too small in scale and too well-nered. The next three movements however, were played excellently and polished, and the vibrant finale showed ample proof of the performer's virtuosity.

The small but enthusiastic audience clapped loudly and was led to an encore.

CALENDAR

SPORTS—

Friday 23rd
Soccer vs. Brown Frosh - 1:45
Saturday 24th
Football vs. Mt. Hermon - *2:00
X-Country vs. St. Paul's - 3:00
Jr. Soccer vs. Brooks Frosh - 2:30
Wednesday 28th
Soccer vs. St. Paul's - 3:00
X-Country vs. Tufts Frosh - 2:30
JV1 F'tball vs. Lowell JVs - 2:45
JV2 F'tball vs. Lowell Sophs - 2:45
JV3 F'tball vs. Central Catholic JVs - 2:45
JV4 F'tball vs. Reading Frosh - 3:00
JV5 F'tball vs. Central Catholic Frosh - 2:00
Club Soccer vs. St. Paul's JVs - 3:00

ASSEMBLY—

Wednesday 28th
Julien Bryan:
"The Story of Russia"
Film and Lecture
MOVIE—
Saturday 24th
"Ask Any Girl" - 8:00
*away

Blue Downs Bowdoin In Thriller, 20-14



Aggressive Capt. Kessler leads a line charge.

Harrison's 83 Yard TD Punt Return Tense Goal-Line Stand Highlight Game

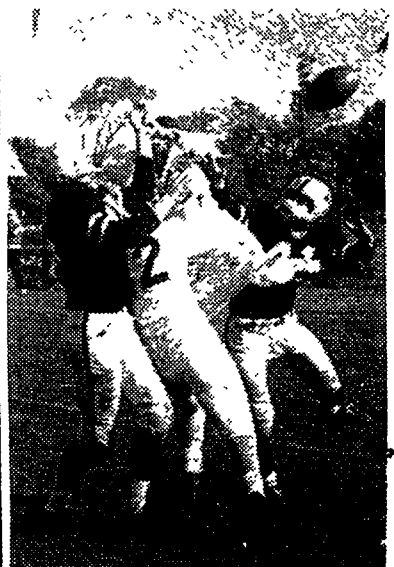
By DUKE COURTNELL

Stretching their winning streak to four victories all against college freshman teams, the Andover eleven crushed Bowdoin Freshmen, 20-14 last Saturday. A touchdown by Jim Turchik late in the fourth period decided the thrilling contest. Among the highlights were an 83 yard punt return by Webb Harrison, a goal-line stand on Andover's five yard line in which the Blue's ten man line stopped Bowdoin cold in four plays, the beautiful blocking and tackling by Mike Basset, and the fine passing of Woody Woods, who completed six of eight tosses.

Andover's opening kick-off was returned to the Bowdoin 34 yard line. With their large forward wall opening gaping holes in the Blue defensive line, the Frosh marched steadily down the field. This sustained drive was climaxed when John Ford drove over from the one. John Baihle blocked the extra point kick and Bowdoin led, 6-0. Andover took the kick-off and launched a drive into enemy territory. It stalled, however, and Bowdoin took possession. The Blue defense held, the Frosh punted Webb Harrison gathered the ball in, headed for the sidelines, and scooted 83 yards for a touchdown. Turchik took a roll-out pass from Basset for the conversion and Andover led, 8-6. The quarter ended with Bowdoin in possession of the football.

ensuing kick-off and moved steadily into Blue territory. When they got a first down on the five, Coach Meany sent in the huge Johns-Baihle and Ogden, to bolster the attempt at a goal-line stand. Using a ten man line with only Harrison back, the Blue held the Frosh to three yards in three plays. On the do-or-die fourth down Larry Lawrence shot the gap and burst into the Bowdoin backfield spilling the quarterback Parker for a five yard loss and giving Andover the

two yards to go, situation. Bowdoin took the ball, but was forced to punt after a short advance. Andover began their final drive with five minutes left to play. Woods hit Whit Foster with two passes and Andover had the ball on the enemy 30. A clipping penalty moved the pass was incomplete. Basset came in at quarterback and Harrison carried the ball back to the 30. Woods came back and a pass seemed imminent. Surprising, nobody Woods faded back and threw deep into the end zone. Turchik was there, and the Blue led 20-14. The conversion attempt failed. Andover kicked off with 2:52 left in the game. The was on its feet as Bowdoin began a drive which was squelched when Mike Basset intercepted a long pass. Andover had the ball on its own 15 left in the game. The crowd was on its feet as Bowdoin began a drive yard line with only 30 seconds left in the game. Woods, taking no chances, ran three straight keeps to run out the clock. He was calling signals for the next play when time ran out.



Turchik (41) receives as Moore battles unknown Bowdoin defender.

The Blue took over on downs early in the second period and drove from their own 30 to the Bowdoin ten where they stalled. Woody Woods completed three of four pass attempts for 41 yards on this drive. The Frosh, deep in their own territory, were forced to punt on third down. Andover took over on the Frosh 44, but punted after three plays. Bowdoin took the ball out to their own 38 and kicked. The half ended with Andover in possession and leading, 8-6.

Bowdoin kicked off to start the second half. The Blue launched a drive on their own 43 and marched 57 yards in 11 plays. Turchik climaxed the sustained drive with a six yard scamper around left end. Basset's attempt to pass the conversion failed. Bowdoin took the

football. The offense could not get rolling, however, and Bumstead Browne was forced to punt. Bowdoin took the ball on their own 45 and marched down the field to score. Milo scored both the Bowdoin touchdown and the conversion on passes from Parker. The period ended with the score tied, 14-14.

Andover began a drive early in the fourth quarter, but lost the ball when they failed to get the necessary yardage on a fourth down,

Score by Periods

	1	2	3	4	Tot.
Andover	8	0	6	6	20
Bowdoin	6	0	0	8	14

Scoring

ANDOVER: TD's Harrison (83 yd. punt return), Turchik, 2(6 yd. run), (30 yd. pass from Woods)
CONV's: Turchik (Pass from Basset)

BOWDOIN: TD's Ford (1 yd. plunge), Milo (11yd. pass from Parker)
CONV's: Milo (Pass from Parker)

Statistics:

	AND.	BOW.
Yards rushing	154	173
Yards passing	93	64
Passes attempted	12	18
Passes completed	7	8
Punts, average	2-43	2-34
First downs	12	20
Yards penalized	20	20

Soccer Trips M.I.T., 3-1; Tufts Weak Tufts; 4-0

A. Never Trails Engineer Frosh

Fourth Period Sees 3 Goals

BY ERIE MULLER

The Varsity soccer squad won their fourth game of the season by defeating the M.I.T. Freshman 3-1, Wednesday. "Moose" Hackett and Stevens stood out on defense. Dave Gibson and Tino Heredia led the offense.

The Blue dominated play in the first period, the ball remaining in the Frosh half of the field throughout the period, although only a few passes were made. An early penalty was missed by the Blue, but soon scored as fullback Joby Stevens, after repulsing a fast Red kick, lofted a kick deep into Bowdoin territory, which was accidentally headed into the nets by a Bowdoin defender. Following this freak play the Blue continued to control the ball for the rest of the period, but further scoring attempts were fruitless.

Following the second period, M.I.T. attack was halted by Hackett and Stevens. The Blue once again found themselves in possession of the ball and attacking the goal. Minutes later however, Stevens began a drive deep into Bowdoin territory. The scoring was soon halted, as Hackett blocked a free kick, which had eluded goalie Denny Gallaudet from the goal. Although the Blue again began to press the offensive goal, all shots were saved and the score remained 1-0 at the end of the half.

The third period saw Andover take full command, and continuing to press the opposition, although they were unable to score. In the final period, the pace of the game sped up. After a quick pass, George Peterson booted in Andover's second goal. Soon after Stevens drove the Frosh began to press the goal and scored as a shot reflected out of danger by the goalie Denny Gallaudet, but was headed into the nets by Conrad Stevens. After several attacks by the Blue teams, Frank MacMurray scored the final goal, as he nudged the ball past a huddle of Frosh defenders into the goal, for the Blue's victory.

(Continued on Page Five)

Tufts Win Gives Team 5-1 Record

Defense Helps Score Twice

BY RED SMITH

The Varsity soccer team scored its first goal after half a minute of play and went on to crush the Tufts Freshmen 4-0, Saturday. The Blue defense, led by fullback Joby Stevens and halfback-captain "Moose" Hackett, played airtight ball and aided in scoring the second and third goals. Pete Svastich, substituting for the injured Denny Gallaudet, played a fine game in the goal.

The opening period was 30 seconds old when left-wing Frank MacMurray took a long pass and crossed to center-forward C.D. Smith, who scored easily. A charging penalty was called against Tufts a few seconds later, but the goalie caught John Hartnett's hard kick. Soon afterwards Svastich left the cage to pick up a roller and got off a booming kick covering better than half the field.

The Blue missed several scoring chances before the end of the period. A kick from the sidelines deep in Tufts territory was headed several times in front of the cage before the goalie could grab it. Mac Rodgers lofted a penalty kick to the mouth of the goal, but the line could not get a head on it.

Play was more even in the second quarter, neither team coming very close to a score. Tufts used three different goalies, and one was always in position to gather in shots by Hackett and wing Joe Parhl.

The P.A. offense began to click after the half as Budge Upton fired a screen shot toward the Tufts nets. The ball hit the goalpost and bounced in front of the cage for a narrow miss. A few seconds later, however, Hackett got off a long pass to center-forward Ken Garni, who dribbled around the fullback and scored at 4:45 of the period. Soon afterwards Steven trapped the ball deep in Andover territory, dribbled the entire length of the field past several defenders, and slammed a long shot which the goalie fumbled but fell on before the line could score.

Less than a minute after the start of the fourth period, Stevens scored the final goal.

(Continued on Page Five)

Blue X-Country Tops Harvard In Upset; Hobson Sets Record

BY RED SMITH

The Andover varsity cross-country team confident Harvard freshman squad by a near-perfect 18-43 score, Wednesday. The Blue had not defeated Harvard since 1956.

Steven Hobson of Andover set a new school record of 13:41.1 for the 2.4 mile course and bettered his best previous time by 14 seconds as he finished first. P.A.'s Dudley Carroll came in second with a time of 13:47. Rodgers of Harvard captured third place; he was followed by Alan Watson, Bill Kingston, and Pete Huvelle of the Blue. Next came Harvard's Bonnar, Wayne Matson and Ed Cox of Andover, and Turchi of Harvard to round out the first ten.

As the runners entered the Cochran Sanctuary after about 1/2 mile, the Crimson held six of the first seven places; when they came out of the Sanctuary a mile and a half later, Hobson and Carroll were battling with Rodgers; the other Harvard runners had dropped out of sight. Neck-and-neck as the finish came in sight, Hobson and Carroll

accelerated to leave Rodgers behind. The Andover team later attributed the failure of Harvard's runners to the 200-yard-long "Heartbreak" Hill, which has taken its toll of opposing runners throughout the year.

Coaches N.P. Hallowell and J.W. Kimball commented on the team's impressive depth, but said that the relatively slow start, while effective on the hilly P.A. course, may prove to be disadvantageous on a flat course such as Deerfield's, where the Interscholastics will be held this year. The coaches were pleased with the close grouping of the first ten Andover runners—the difference between first and tenth was only one minute and four seconds—because in the Interscholastics, where runners finish on the average of one per second, such grouping is extremely important.

Captain John Bissell called the victory "The biggest Andover upset in four or five years," and added "Harvard seemed pretty surprised."

ANDOVER TIMES

Hobson	13:41
Carroll	13:47
Watson	14:01
Kingston	14:04
Huvelle	14:11
Matson	14:21
Cox	14:27
Wilkinson	14:42
Bissell	14:45
Winship	14:45
Iarrobino	15:13
Ferguson	15:16
Dolben	15:24
MacKenzie	15:25
Burlingame	15:27
Quattlebaum	15:31
Holt	15:32
Caldwell	15:32
Goldin	15:35
Wessner	15:37



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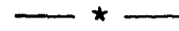


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V. 1 Eleven Wins Opener Against Holderness, 20-12

V. 3's Down Dummer, 16-14; Governor's Victors Over Reading 10-6

BY TOM LEBACH

BY N. COOK

Their first game of the season Andover J.V. 3 football team had a hard fought victory over Governor Dummer J.V.'s, 16-14. Trailing by six points at the half but came back gamely in the third period to score a touchdown and the winning extra points.

Blue scored first in the second quarter. After stopping an over drive inside their twenty line, Governor Dummer was to punt. Andover then drove to the Governor Dummer a run through the line by halfback John Baum for the down on the ten. On the next quarterback Jim Durston fumbled fired a pass to Baum, who fumbled the ball in the end zone juggling it with two defenders on his back. Steve Kehas plunked through the line for the extra points.

Governor Dummer quickly tied the game. On the first play from scrimmage after the kickoff their halfback ran sixty yards and right end on a reverse for a touchdown. Governor Dummer got the extra points this time were unsuccessful in gaining extra points after their next touchdown which soon followed.

Andover scored the winning touchdown in the third quarter after Governor Dummer failed to gain necessary yardage on a fourth down pass play from Durston to Baum which covered fifteen yards, a first down on the Governor Dummer twenty yard line. Durston then hit King with a pass in the end zone. Kehas raced around and with the winning points.

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Have you seen the **SUNDAY NIGHT BUFFETS** at **The Inn**

The J.V. 5 football squad, though suffering from a bad case of fumbleitis, handed a 10-6 loss to the Reading Eighth Graders in their opener last Wednesday. Right halfback Norm Hyle scored the Blue's only touchdown on an intercepted pass in the third quarter, running 5's then held off the Reading attack. Left halfback Phil Halis picked up the ball on a fumble. Then the Red fumbled and Andover imback 20 yards.

Reading kicked off in the first quarter and the Blue returned the ball to the 35. Sparked by the running of quarterback Jerry Lyle, and right halfback Ty Shinn, P.A. gained fifty yards before losing a fumble, on the Reading fifteen.

Reading punted with fourth down and seven to go. The Blue fumbled, and the ball was recovered on the Andover thirty-five. The 5's then held off the Reading attack. Left halfback Phil Halis picked up seventeen yards before the Red gained the ball on a fumble. Then the Red fumbled and Andover immediately fumbled the ball again. But this time the Red held onto the ball and marched to the Blue's three yard line and passed for the touchdown. Blocked on the conversion, Reading led 6-0 at halftime.

Reading received but were unable to move the ball, and they punted. The Mandarins started down the field when they lost the ball with their fourth fumble. The Red held the ball on their 11 yard line when Norm Hyle intercepted a wild pass and charge twenty yards for the score. Shinn made the conversion and the score stood at 8-6 for Andover at the end of the third quarter.

After the kickoff, the Blue recovered a fumble on Reading's first play. Then Halis broke lose for thirty yards before he was stopped. The Blue then lost the ball on down at Reading's four yard line. Then Drake Scott broke through the Red's line and tackled the Red quarterback in his end zone for a safety. The 5's now led 10-6. After regaining another fumble, The Blue were unable to score again before the game ended.

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Tufts Soccer

(Continued from Page Three)

blasted the ball from his fullback position over the heads of the Tufts defense to a spot well down the field where center-forward Jim Perry picked it up. Outdistancing the defense, Perry drew the goalie from the nets and fired in the third P.A. goal. Four minutes later Perry headed a high bouncer in front of the cage and George Peterson and Gibson bodied it in for the last Blue tally.

Score by periods:

	1	2	3	4
P.A.	1	0	1	2
Tufts	0	0	0	0

Scoring:
P.A.: C.D. Smith (0:30 1st Period)
Garni (4:35 3rd Period)
Perry (0:45 4th Period)
Peterson (4:30 4th Period)

M. I. T.

(Continued from Page Three)

Scoring by Periods:

	1	2	3	4	Tot.
MIT	0	0	0	1	1
And.	1	0	0	3	3

Scoring:
Andover
Joby Stevens 3:25 1
George Peterson 1:30 4
Frank MacMurray 7:32 4
M.I.T.
Conrad 3:25 4

On The Sidelines

Whew!

by WALLY WINTER

What is an anticlimax? An anticlimax is a tie game in football. Last Saturday P.A.'s unbeaten head-knockers were three minutes away from ending the game in a 14-14 deadlock with Bowdoin freshmen. But who's satisfied with a tie game?—certainly not Woody Woods and Jim Tudchik, or so it would seem after Woods faded back, hesitated, and unwound a 30 yard pass to Turchik, who played Willie Mays and caught the well aimed spiral, looking over his shoulders and sprinting into the end zone.

Saturday's game—Mr. Sorota's 100th win as a coach at Andover—had all the elements of exciting football. A punt return four fifths the length of the field, a goal-line stand, a long completion, many jarring tackles, a blocked kick, and a come-from-behind victory all combined to make the game one of the best seen at Brothers field in quite a while.

The P.A. football squad will not this year. It must be a comforting face another college freshmen team feeling for the football players to know that in the next four games they will be pitted against contemporaries instead of the taller and wider 18 and 19 year-old freshmen. Next week the football team travels to Mt. Herman. So far 16 have signed up for the spectator bus.

Cook, Fuller, Accetta Lead Powerful Andover Offense

BY JOHN ATKINSON

The Andover J.V. 1 football team, although plagued by fumbles, showed a strong offense, beating the Holderness varsity by a score of 20 to 12 last Saturday. Except for the two long passes which accounted for the Holderness touchdowns, an improving Andover defense held the sweeping Holderness offensive. The Blue attack was led by Carey Cook, Pete Fuller, and Tony Accetta, while end Dave Olivetti was outstanding on defense. Holderness used a spread formation, setting one halfback in motion. The lofty passes of one halfback combined with the sticky finger of the other was the key to Holderness attack.

Holderness won the toss and elected to receive. After getting a first down on a series of off-tackle plays, the visitors from New Hampshire were forced to punt. On their second play, the Blue line opened up a hole big enough for Carey Cook to scamper 55 yards for Andover's first score. The attempt for the extra points failed. The ball exchanged hands throughout the remainder of the first period, neither team scoring.

The Blue continued to control the play at the outset of the second

period. Then, after a series of plays which started in Holderness territory, Tony Accetta shot off tackle for five yards and a touchdown. Pete Fuller made the conversion. Holderness received the kick-off, but, on the third play of the series, they fumbled, and the Blue was once more on the attack. Running for two successive first downs, Andover was within the 20 yard line when Pete Fuller fumbled. Holderness took immediate advantage of the fumble, and, on a 50-yard pass to the flanked half-back, they scored. The conversion failed, and the score stood—14-6.

Andover again drove deep into Holderness territory, but another fumble foiled the chance for a score. Andover led at the half, 14-6.

Andover received the kick-off at the beginning of the second half. But still suffering from an inability to hold on to the ball, they again fumbled. Holderness tried to move out from deep in their own territory. but the Blue defense held. Holderness punted, and Andover took over, determined not to lose the ball. Andover held on, and, after a series of plays starting at the 20 yard line, Pete Fuller pranced up the middle for Andover's third touchdown. The point after touchdown failed.

But Holderness had not given up. Again, executing a 55 yard pass, they scored, pulling to within one touchdown of Andover. The Blue ran the clock out to hold their lead. The final score: 20-12.

Approaching mid-term exams, the two and a half hour bus ride back and forth, last period of classes on Saturday and other athletic commitments all could be possible explanations for such a slim sign-up. However, another reason and one of the most justifiable is the atrocious charge per head of \$2.75 to cover the transportation expense. Cheaper buses should be chartered or the athletic budget should be stretched to make the transportation fee reasonable for all those who are interested in giving the Blue much-needed support at away games.

SO FAR SO GOOD
The combined records of all the varsities so far this fall is an impressive 12 wins and one loss. The success of both the soccer and cross-country teams can be attributed largely to the fine job done by members of the lower and upper classes. The J.V. 5's, who were written up in the *New York Times* last week, also has joined the winning trend Saturday by edging the Reading eighth graders, 10-6. Keep your eye out for those 5's.

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