

# The PHILLIPPIAN

VOLUME 97, NO. 27

PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS

MAY 31, 1973

## Exeter Principal R.W. Day Resigns For New Career

Richard W. Day, Principal of Phillips Exeter Academy, announced his intentions to retire last week for reasons of "career and age." His departure, effective at the end of the '73-'74 school year, comes after ten years as Exeter's Principal.

### Ready to Move On

In a recent PHILLIPPIAN interview, Mr. Day confessed that ten years "is quite enough for the head of any school" and that he had planned since his arrival to leave after ten years. He continued, "I think it's time for Exeter to have new leadership. I'm getting older, and I like to think I've done something for Exeter and will be able to accomplish even more somewhere else. The way to stay alive these days is to always keep looking ahead to where one's energy and skills may be used. You might say that the longer you stay in one place, the closer the blinders are fitted in respect to where you are going."

Mr. Day first came to Exeter in 1964. Since that time, he has raised over 25 million dollars for the construction of a new library, a new gymnasium, and several new dormitories. Under his guidance, Exeter has instituted coeducation, the School Year Abroad and Washington Intern programs, and a system of mid-year graduation for many seniors. The school has also experienced a remarkable growth in the arts and religion, and in participation by students in all levels of school government.

### Career

Mr. Day graduated from The Belmont Hill School in 1934 and from Yale in 1938. Before arriving at Exeter, he served as Headmaster of the Germantown Friends School in Cleveland and the Howkins School in Philadelphia. Andover Director of Admissions Robert Hulburd, PEA '38 and a close personal friend of Mr. Day, said of him, "He has been a fair, compassionate, and especially able Principal of Phillips Exeter Academy."

Commenting on his tenure at Exeter, Mr. Day remarked, "A man has many ideas—goals—he wishes to put into operation when he comes into any new situation. I hope that I've accomplished the ones I had. More importantly, though, I hope that I've created a climate where students, faculty, and alumni can work together in improving Exeter! I've always wanted a lively institution."



Exeter Principal Richard Day

## Ford Foundation Donates Grant For Complimentary School Project

A \$30,700 grant from the Ford Foundation will finance an eighteen month investigation by Phillips Academy into the "potential of a complementary relationship between residential schools and day schools," according to a disclosure by Headmaster Theodore Sizer this week. As a result Dr. Sizer appointed English instructor and Director of the Summer Session Jerry Foster as the Director of the Complementary School Project (CSP) and Director of Admissions Joshua Miner as Chairman of the twelve man faculty committee on the project.

### Boarding School Experiences

Ralph Bohrsen, program officer from the Ford Foundation stated, "The Foundation, after reading Dr. Sizer's report was willing to allow him to test his theory of offering short or long-term boarding school experiences for students in American public schools." Dr. Sizer outlined the program as an, "exploration of the possibility of relating Phillips Academy in a new and 'complementary' way to a number of other school systems." He continued, "I believe that Phillips Academy, and many boarding schools like it, have a special contribution to make to education at large that it is currently ignoring—that is, to provide intensive residential experience for many youngsters whose primary base may be in their local public high schools."

Continuing, Dr. Sizer noted, "I am not suggesting that Phillips Academy have only 'short-term' students any more than I am suggesting that we should only serve youngsters who stay here for two or three or even four years. I am suggesting that we consider varying our current mix by having a somewhat large number of short term students."

### Sizer Book

In his most recent book, *Places For Learning, Places For Joy*, Dr. Sizer suggests that there are strong educational and political arguments in favor of attendance at several schools. "The long-range implications of what I am suggesting here," said Dr. Sizer, "is that a youngster would go to several schools during his secondary education experience, not just one."

Mr. Foster, who will head the program said that the grant's money will be used to contact consultants and other people from outside the school. "The \$30,000 will be for staff time and travel," he added, "And ability to bring in needed financial and legal aids."

### Intensive Study

Outlining the future of the CSP, Mr. Foster pointed to the Summer Session as one alternative, "This type of program is both a supplement and a complement of the education of public school kids." Short Term programs for 'intensive study and special experiences' are another system of education that the CSP will be reviewing.

According to Dr. Sizer, none of the twelve faculty committee members will serve as either department chairmen or Cluster Deans next year. "The committee will mean a major time commitment away from the school," he said, "And we don't want it to take away from the workings of the Academy." The faculty members who will serve on the committee include art instructor Gordon Bensley, Director of College



CSP Director Jerry Foster

Placement Robin Crawford, history instructor Wayne Frederick, Spanish instructor Dorothy Judd, English instructor Paul Kalkstein, English instructor Christopher Kirkland, English instructor Hart Leavitt, Director of Admissions Joshua Miner who will chair the committee, Business Manager George Neilson, Director of Research and Evaluation Frederick Peterson, math instructor Richard Pieters and Physics instructor Edward Sarton.

### Church and State

Although the Ford Foundation grant covers only eighteen months of investigation, Dr. Sizer commented

(continued on page four)

## English Prize Winners

English department Chairman Thomas J. Regan presented the English department prizes at a Stimson House tea and coffee on Wednesday, May 23. The award winners were informed earlier that day.

### Kates Prize

The Sumner R. Kates Prize of \$125 for an essay on American Literature was awarded to Abbot senior Anne Allen. The prize was first awarded in 1950, and has since been funded by Sumner R. Kates, PA '38.

### Carr Prizes

The Carr Prizes of \$16 and \$12 awarded for skill in oral English were given to juniors Shipley Munson and Kenneth Hodder. Started in 1943, the award is sustained by Donald Eaton Carr, PA '22.

### Goodhue Prizes

The Goodhue Prize of \$75, for an examination of English literature and composition, including the more practical topics of rhetoric, was given to senior George O. Van Hazinga. The award has been sustained by the family of Francis A. Goodhue of Andover.

### Schweppe Prize

The Schweppe Prizes of \$30 and \$20 for an examination on a literary subject, which was first awarded in 1912 and have been funded by John S. Schweppe since 1941, were awarded to seniors Jeff Lilly and Edward Pease.

### Means Prizes

The Means Prize of \$50 and \$25 for declamation of original essays, first awarded in 1868 and funded by William G. Means of Andover since 1879 were awarded to senior Ned Johnston and Lower Roemer McPhee.

### Burns Award

The Charles Snow Burns Poetry Prize of \$35 for original poems, first awarded in 1945 and funded by Ms. John P. O'Rourke in memory of her son 1945, second lieutenant Charles Snow Burns, PA '41, were awarded to senior Edward Pease, Upper Brian Zeger, and lower Paul Berryman.

### Prizes Not Given

This year, the English department did not award the Arthur W. Leonard Prize for declamation of original essays, the Dudley Fitts Prize for translation of a foreign poem, the Charles C. Clough Prize for a senior essay, and the Draper Prizes for declamation.

## Phillips, Abbot Academies To Hold Commencement Ceremonies

Official ceremonies for Phillips Academy's 195th Commencement and Abbot Academy's 144th Commencement will take place Friday, June 8 and Saturday June 9, respectively. The day marks the last single-sex graduating classes before the PA-Abbot merger next September.

### Dinners

PA's scheduled pre-graduation activities will begin with the Senior-Faculty dinner of Wednesday evening, June 6. The parents of the graduating Seniors will be welcomed Thursday at individual cluster receptions, followed by a buffet dinner in Flagstaff court. After the dinner the Senior class will put on various forms of entertainment, including a variety of skits and satires.

The actual Commencement ceremonies will commence Friday, June 8 with the traditional procession on the Vista at 10:00 a.m. Mr. Charles Smith, Alumni Director, indicated that both Dr. Sizer and Assistant Headmaster Simeon Hyde will speak prior to the distribution of the diplomas, on the steps of Samuel Phillips Hall. This year there are 283 Seniors eligible for graduation (grades permitting). The Baccalaureate normally given by a graduating Senior, will be delivered by Reverend James Whyte at 11:00 A.M., since he was unable to find a willing senior. Although the Baccalaureate address has been in the past supported by the students, Rev. Whyte explained that no meetings had been held this year

and thus there was "no way of testing the waters."

### Abbot Academy

Abbot's last Commencement Program has this year revived many past traditions to mark the graduation of its last Senior class. The Baccalaureate service will be held in Chapin House Garden at 5:00 P.M. and will be conducted by the students and faculty as a series of different readings and music. Graduation exercises will commence on Saturday, June 9 at 11:00 A.M. on the Abbot circle, with Abbot principal Donald Gordon and Senior class President Susan Consta speaking. The parting hymn, which in past years has been excluded, will be sung at the end of the exercises by the graduating class.



REVEREND JAMES WHYTE

## King To Produce Play In Drama Lab Friday

Senior Dave King will direct and produce Peter Handke's *Offending the Audience* on George Washington Stage this Friday evening at 8:00. The play is similar to *Self-Accusation—Speak-In*, performed earlier this month, and culminates the recent trend of experimental drama at PA.

The *Times Literary* noted of Handke, who was born in Austria, "... he is one of the most promising figures in German literature to emerge during our time." Handke's main dramatic objective involves breaking down the barrier which exists between the actors and the audience. He believes that the audience has always been pushed back in some corner of the theatre and allowed to pass judgement on what goes on before them. Therefore, in Handke's productions, the house lights remain on as well as the stage lights.

The cast has no specific role in which to "perform" except as the opposition of the audience in this genre of 'speak-in'. Four seniors will take part in this form of verbal chastisement: Bill Crawford, Dan Herwitz, Director Dave King, and Abbot's Libby Howes.

King, in an attempt to explain the nature of this 'attack', commented, "It (the play) will destroy the audiences illusions about the role of the theater, the role of the audiences, and the role of drama. Once it destroys these preconceptions it precedes to play upon this new found aloofness, and brutally offend the audience. As Susan Sonthe has written in an article on the theater of Antonine Artaud, 'Insulting art (like insulting the audience) is an attempt to head off the corruption of art, the banalization of suffering'."

# Girls' Schools Go Coed In Reaction To Ethical, Financial Forces

By Magritte Downs

Womens' education, at both the college and prep school level, has undergone a searching evaluation in the last decade, resulting in a redirection and reaffirmation of goals and purposes.

According to John Chandler, Vice President of the National Association of Independent Schools (NAIS), when private schools experienced a decline in enrollment and application rates beginning in 1968, "girls' schools" were the hardest hit; the percentage of girls' schools reporting that their enrollment was not filled at the beginning of the school year increased from 31% in 1968-69 to 68% in 1971-72." Mr. Chandler attributed this drop in interest to the purrussions of "the young generation's questioning of the old order and the traditional approach to education which hadn't changed much in fifty years."

This measureable decrease in the demand of applicants for single sex education, noted College Counselor Marion Finbury, was accompanied by a questioning of the validity of separate education for women "in view of the fact that society is a coed venture itself." Several prominent girls' schools, among them Abbot, Concord, Milton, Northfield, Northampton, and Rosemary Hall, resolved either to coordinate classes, to merge with a boys' school, or to accept their own male students.

Many girls' schools also confronted problems on the administrative level. An article in the February 29 issue of the New York Times reported a solution which several schools had used. "Certainly girls' schools wrestled with the same problems that affected all independent schools in the sixties. In that decade...an ever increasing number of men were hired to do the job that women were apparently found either unwilling or unable to tackle...men met the business and educational challenges with enthusiasm, imagination, and, in many, but not all, cases, success. They strengthened curricula, devised plans for coeducation or coordination with neighboring boys' schools and, not surprisingly, beefed up their faculty with many more men."

The most easily documented example of this trend is the installation of Donald Gordon as Principal of Abbot Academy in 1968. Assistant Dean James Lynch, one of the two male teachers at Abbot that year, noted "a general sense that things could be better—Mr. Gordon took up the lead, established a focus, and the rest picked up from there."

Director of Admissions Faith Kaiser, noting a 29% increase in applications since Mr. Gordon's arrival, commented, "We've been receiving interest from families who were looking for a less restrictive environment where boys are involved."

Generally purported to be one of Abbot's most meaningful accomplishments, the Town Meeting form of government was created by a student faculty "re-evaluation committee" established by Mr. Gordon in 1969, when the existing representative form of student government was being disputed. The Town Meeting, according to Mr. Lynch, established a basis for open discussion among faculty and students of topics not previously encountered.

## CSP Committee

The recent disclosure of a \$30,700 Ford Foundation grant to be used in a study of the feasibility of relating Andover to other school systems is indeed good news. If the result of the study is positive, and Andover subsequently helps to challenge a previous Supreme Court ruling which banned such coordination on the grounds of sectarianism, PA will not only have opened a whole new field of education for itself, but it will also have taken a significant role in an important national issue. In his first year at Andover, Headmaster Sizer has repeatedly shown himself to be well aware of Andover's special position in the nation, as well as with the problems peculiar to the institution itself.

Yet it is disappointing to find that there are no students on the Complementary School Project Committee, and only one woman. It becomes increasingly hard to take the Administration's plans to thoroughly incorporate incoming Abbot faculty next year seriously, when, in this case, eleven out of the twelve committee-members are presently male, Andover faculty.

As for student representation; student participation and knowledge is the principle here, rather than student representation. There can be no harm in having several student committee-members involved, and there doubtlessly will be times when a student opinion is helpful. The oversight is a small but important one, and should be rectified before the year is out.



Abbot Headmaster Donald Gordon addressing the Academy's last assembly.

Other less palpable, but equally significant, recent achievements of Abbot were cited by Mr. Gordon as being: "a conscious and vivid sense of community; benign plasticity, or a capacity for changing itself by openly confronting and exposing itself to changes from the outside, as well as exposing its weaknesses, and a literal equation between the importance of academic learning and personal growth."

English instructor Frances Ladd, Abbot '54, noted a significant change in Abbot's image. "Although still regarded as a prep school for college, Abbot today is considered a much freer, more open and congenial school than it was previously. It is known for encouraging independent thought, choice and responsibility, and offers an opportunity for individual growth. In academia there is more experimentation with a variety of modes and styles. This tends to dilute the outsider's view in regard to academic rigor, as this is a change which is hard to understand and accept."

Undoubtedly, the most outstanding development of this period was the initiation of coordinate classes and activities with PA in 1969 which led up to full coordination this year and to the final decision to incorporate the two schools this past fall. "This involved an alteration, not a change, of Abbot's traditional mission of providing 'the best possible education for girls,'" explained Mr. Gordon. "The new twist," he stated, "is that this has been redefined as necessarily taking place in a coeducational text, that is, a girl is not receiving the best possible education unless it is in the company of boys."

Another consideration in Abbot's decision to combine with PA was financial, although Mr. Gordon emphasized the point that "the educational decision runs far ahead of circumstances as a factor." Abbot Academy has never been a wealthy school; its tradition is that of a scholastic rather than social institution, contended Mr. Gordon. The Board of Trustees advised the dissolution of the school, rather than attempt to survive which would have changed its nature. In order to survive, Abbot, lacking a large endowment, would have been forced to raise the tuition substantially. In doing so, remarked Mr. Gordon, it would have become a "rich, elitist school—an undesirable environment."

These financial problems are not peculiar to Abbot; most girls' schools are faced with the same issues. Mr. Gordon attributed this, in

main, to the fact that "although women, in aggregate, hold a great deal of wealth, most of this is static, while male wealth is generally expandable. Such gifts that womens' colleges enjoy, therefore, are usually donated by alumnae who have produced their own income."

Senior Cecilia Blewer commented about the incorporation: "Although confident about the combined potentials of the Abbot-PA union, I think that as the potential for the school's success in the academic, social, and creative realms is increased by the merger, so is its potential for disaster. The success will lie in the stimulating diversity and novelty that this evolution can afford for everyone; the disaster could lie in the friction or insensitivity between the different parties involved. I think the fulcrum between success and failure will be how honestly and freely faculty and administrators can and will communicate with the students, and vice-versa."

The issue that remains is that if coeducation is the direction toward which higher education is inclined (NAIS statistics report 115 day and boarding schools have gone coed as of 1972), is there still a place for separate womens' prep schools and colleges? "The main reason for the survival of womens' schools is that without them the colleges would take on a kind of blandness. Womens' colleges have always been the place where the scholarship and leadership of females is recognized. With their traditions of excellence, it would be sad if this were to change," observed Ms. Finbury.

The womens' schools themselves, however, have gone far beyond the justification of their existence in terms of diversity. They are taking a strong stand based on the failure of coeducation to realize the goals of developing womens' potential and confidence to the fullest.

Barbara Newell, President of Wellesley College, supported her contentions in favor of separate womens' education in a recent press conference with the Wellesley News. "Let me begin with a paradox. Women constitute slightly more than half of the total population in the United States. But the educational system, certainly at the college level, has yet to investigate the ways and means of developing womens' talents fully."

"Coeducation has failed...The current trend toward coeducation has increased, rather than lessened, male domination of American higher education, I fear. In spite of affirmative

action guidelines, most educational institutions have but token women faculty members, along with their token black faculty...Research points to a proportionately fewer number of positions of responsibility held by women educated at coeducational or coordinate colleges."

Emma Willard, a girls' preparatory school in Troy, New York, recently reaffirmed its dedication to single-sex education, and has taken a particularly strong stand on the women's rights issue.

Principal Dennis Collins, explaining Emma Willard's position, stated, "In 1973, with the changing role of women in society, we feel there is still a need of institutions totally committed to the needs and aspirations of young women. Although our portion is not necessarily that women's education be 'separate but equal,' we feel that women's needs are sometimes swallowed up in a coed situation. We also feel that often women are in a second-class position. Although I lament the fact that so few schools remain devoted to womens' education, this has certainly helped us in terms of admissions and finance."

Also, according to Mr. Collins, Emma Willard has experienced an increase in interest on the part of parents and prospective students, and recently received a donation of \$4,000,000—the largest amount ever given to a girls' school.

Some programs which Emma Willard has instituted pertaining to womens' rights and studies are: active membership in the National Organization Toward Equity for Women; a student-faculty womens' rights group; incorporation of womens' studies into the curriculum; and career counseling.

While thoroughly committed to coeducation, Ms. Ladd, who will serve as Director of Coeducation at Middlesex next year, cited four areas of concern for a newly coed school: "Concerning the male-female ratio, care must be taken that the incoming sex does not feel unwanted, swamped, or any part of a form of tokenism."

The question of how a girl, for example, can develop a firm, secure sense of her own sexuality, in a predominantly male environment must be dealt with; faculty and student attitudes and biases must be re-educated; the incoming sex must receive equal treatment, equal rules; activities and programs must be expanded to meet the interests and needs of both sexes."

Mr. Gordon summarized the need of further redirection of coeducational efforts: "I am neither despairing of nor satisfied with existing coeducation. Most people believe we are close to a solution just because of the merger. If there is to be any net advance for either sex, we're going to have to learn about each other in a more understanding way. This cannot be accomplished simply by throwing things together and saying 'that's done'. Ideally, the combination is the first step toward a better definition of coeducation, the whole concept of which argues for something better and something equal in the way of growth for boys and girls together. This cannot be accomplished if the existing combinations are to remain male-dominated."

## Review

### Con Artists

Dear Peter Sellars and David Claris,

What a sneaky, underhanded trick you played on us last Saturday night in the Drama Lab. Within seconds you had us straining with each amazing acrobatic feat. You scared us to death when your man on the flying trapeze almost fell. After all, there was no net, and he might have been hurt. We knew, of course, that Gorgeous Giuseppe could press 500 pounds of gum drops—but that didn't keep us from grunting with him (and for him). There are rumors of three hernias as a direct result of the Saturday evening performance alone. And we cried a little when your young man injured and finally killed his butterfly.

Don't think you can get away with that sort of super hoodwink. Some of us are on to you. We know exactly how you work. Sellars starts the deception with the slickest, most professional pre-show pitch on record. Claris designs and builds puppets that are marvelous works of art. They are manipulated with such finesse that we begin to forget the presence of the puppeteers. You've designed a show that has escaped from the confines of the traditional smallish black box and spreads out on the stage. You use lighting for dramatic impact and you use music—well—you use music. What a pleasure to escape the "I've chosen the '1812 Overture' as incidental music for my production of 'A Midsummer's Nights Dream' because my room-mate's girl friend likes it," school. Everything musical was perfectly chosen and (to my delight) you knew the works so well that action and mood were synchronized for the greatest possible dramatic effect.

Well—that's off my chest. Having exposed you I can relax a bit—and think back to "Fantoccini." I guess if one just must be conned it's nice to be conned by a couple of real artists.

Bravissimo,  
W. L. Schneider

## The PHILLIPIAN

ADAM LERNER  
President

CHRIS AGEE  
Editor

EDMUND BACON  
Business Manager  
THOMAS LENAGH  
Executive Editor

Lawrence Kemp  
Brad Geier  
Advertising Managers

Margaret Downs  
Tom Sulcer  
Assistant Editors

BETSY GOOTRAD  
Managing Editor

MICHAEL SAVIT  
Sports Editor  
CHRIS GANNON  
Associate Sports Editor

William Canning  
William Bittenweiser  
Circulation Managers

Keith Kloza  
Mark Pellegrini  
Photography Editors

### EDITORIAL BOARD

T. Brush, T. Davidson, R. Hersh, R. Kimball, J. Stein,  
S. Stolz



## The Old Andover Ivy-League Syndrome

By Robert Hulburd

Phillips Academy is indeed a college preparatory school; it is not, however, an institution whose primary function is to prepare students for admission to college. Andover is an academic stepping stone to higher education; it is not a stepping stone to assured admissions to the so-called prestige institutions. If boys or girls come to Andover for the latter reason, then they have come here for the wrong reason. Some parents do send their sons to Andover because they have the mistaken notion that a career here (one year or more) will automatically lead to admission to a prestige college. I would hate to record here the number of phone calls I get from distraught parents who ask: "Why didn't Johnny get in to the Ivy League? Didn't you recommend him? After all, that's why we sent him to Andover."

The significance of P.A. as a college preparatory school can best be summed up in this way: the students here get the best education possible on this level. Or put another way, an Andover education is an end in itself. My teaching colleagues are not preparing their students for admission to college; rather they are trying to provide them with first rate instruction in their particular discipline. Andover students should understand that they can also get a first rate education at any number of colleges or universities which do not happen to be in the Ivy League or have prestigious names. In each of these less well-known colleges, classes are held, professors are available, the libraries have books, intercollegiate competition in athletics is in a healthy



ROBERT HULBURD

state, and a high percentage of the graduates do go on to graduate schools. What I am suggesting is that the whole college admission process could be less traumatic if each applicant (and his parents) realized that he or she can thrive and prosper just as well at college B or C as at college A. The name is not important; it's what one gets out of an institution that really counts. As Chris Agee suggested in his article entitled "College Curmudgeons", a boy's whole P.A. career seems to stand or fall on the results of that magic day ("Black Monday") in April when the college letters arrive. This is unfortunate, to put it mildly, but, I suppose, it is understandable when one realizes the amount of pressure exerted by parents and by the competitive nature of the Andover-Ivy League syndrome. No one likes being rejected, but as long as Andover seniors continue to apply in such large numbers to the highly selective colleges, the number of candidates turned down will continue to be larger than the number accepted. In no case should a student feel any real sense of personal failure, as there are many of us on the secondary school level who think that there is still a roulette and lottery aspect to the whole admission process.

It might well be asked why the competition for places in the Ivy League and other prestige institutions has become so severe in the past ten years or so. In the first place, the overall number of applicants has increased markedly, thanks to the World War II baby boom and general population explosion. Secondly, public high schools have gotten better and better; and thirdly our own applicant pool—and this applies to other independent schools as well—

(continued on page four)

## Housemastering: Two Approaches

By Barbara Wicks

I see house-parenting as a way of humanizing boarding school life for the students who live in our dorm. My husband and I function together, each contributing in our own way to the quality of life at French House. We are not surrogate parents, and contrary to popular opinion, the girls are not in a perpetual state of emotional crisis, needing shoulders to cry on. That does happen, but it's a very small part of our job.

Mostly we offer companionship. We're here to chat about what kind of day they've had, help them make decisions, play cards or just listen to music together.

Our other responsibility is to the school. Upholding the rules hasn't been difficult or interfered with our relationship with the girls, because we stated our position at the beginning of the year. The girls who live here know what the rules are. The reasoning behind each rule has been explained, and they know what to expect if they are caught. When I walk around the dorm, I don't consider patrolling and neither do they. But it's important for me to know what's going on upstairs. It's important because this is a household where twenty people are trying to exist

"...This is a household where twenty people are trying to exist in harmony and we need to know what each other is doing and why."

in harmony, and we need to know what each other is doing and why.

I've enjoyed this year tremendously. Working as a couple has been good for us as it is for the girls. They like having the choice of with whom they want to talk. Sharing the responsibility relieves some of the pressure. It's a good feeling to know someone can take over on a night you don't feel like seeing anyone. This is the first time we've included so many people in our life. I'm grateful for the opportunity to get to know so many so well. It's hard to imagine another living situation where this would be possible.

## Reflections On The Experiential

By Susan Lloyd

Experiential Education. I've been asking myself whether there is any other kind. The Book of Job and the life cycle of Spirogyra are experiences if they are present to student and teacher. It's too bad the uniform furniture, and pastel walls of a classroom so often make us dull, when words, gestures and thoughts can be full of idiosyncratic life. I know how it happens: I watched clocks myself once, morning after morning. Until a few years ago, I learned most by talking with people or working with them on shared tasks. "You mean you never read Alice in Wonderland?" asks my husband in disbelief, three or four years after our Wedding Day. Nope. While my brothers were through the looking glass, I was playing with the street kids or wandering around New York City. By age 13, I knew all the drunks in all the doorways on Third Avenue from 45th to 89th street.

That's not altogether a boast. Now I see what I missed by not reading more, and by assuming every classroom to be a bore until proven otherwise. But I still find teaching most interesting when written or spoken words are often lighting up quite personal images in my students' and my minds—when abstractions are connecting with private experience. Four years ago I asked Donald Gordon if I might try out a course centered around the experience of tutoring disadvantaged children in Lawrence's schools. The children's need was clear. I'd worked with such kids before; I knew how one can be changed by friendship with a child, and how responsive children are to people who themselves are just emerging from childhood. I wanted to see how much Abbot students could do for kids having great difficulty in school, and what the children and their schools could teach us.

So did Don. With much support from him and the helpful interest of my two colleagues, Mary Minard and Lise Witten, I planned the course. The field experience would be supplemented by readings in the child

development and urban studies literature. Each student would also keep a weekly journal of her tutoring experiences and plans. As it turned out, the journal has served as a private, considered conversation between each girl and myself.

The students can perhaps best describe how all this has worked for them. Teaching the course has certainly been exciting for me. You find your way into Erikson or Piaget far more quickly when you discover how some of their ideas can help you plan your next tutoring lesson. You want to read Landy and Lewis on the



SUSAN LLOYD

culture of poverty in rural Puerto Rico when doing so sheds light on the trouble a child is having adjusting to school. If anything, our problem has been that the field experience generates more questions than we have time to thoroughly research and discuss. Next year the course will be set up to provide more time for the day-to-day tying-together of field work and classwork which seems so important to the venture's success.

And the schoolchildren? If they don't benefit, the course is a failure. Yet the benefits they gain are hard to measure. Michael had been absent about three days a week before "Abbot Club" began. On our first day, he looked as cynical as an Abbot senior re-taking the SAT. The third

By David Penner

As a residential school, Phillips Academy has depended in the past upon a faculty whose members have taken on a variety of responsibilities. Although next year will see a greater degree of specialization with a few people being solely dormitory counsellors, the school will continue to rely on people who meet and deal with students in more than one area of student life.

One of the difficulties in being a "school master" in this broad sense is that it is hard to measure just where one's time and effort is going. We at least think about the various aspects of the role, the teaching, coaching, and housemastering, as well as the advising, the serving on committees, the report-writing, as being compartmentalized. But the housemastering especially happens at odd moments and unpredictable longer times. There are a multitude of conversations in passing about students every day that keep the housemaster informed of his students' progress.

The housemaster must have some sort of philosophy about running his dorm. As a school, Phillips Academy places a great deal of trust in its students. We don't have nightly "body counts" as they do at Exeter; we don't have an adult in the dorm every evening. Our assumption is that the students will run their lives reasonably smoothly.

In addition, I feel that parents do not want us to completely dominate their children's lives. In sending a son or daughter here, the parents must want the child to develop independence and an ability to act on his own. If the only reason for a student's being here is to take advantage of the academic program of the school he is missing out on a lot and probably shouldn't be here.

Finally, I must find a way to fit my life with my housemastering. Some people can live with an "open-door" policy. Students may walk in any time, I cannot live that way. I will answer the door any time someone knocks, and am happy to have a student in to talk, but I still preserve a certain distance. He is a visitor in my house.

The outcome of all this is that students and faculty must try to live together respecting each other's privacy, moods, and personal idiosyncrasies. Students can see that faculty members are people; they see wives and families around all the time.

The housemaster must also regard his students in the same way, giving them both room and a direction to grow. That means being available to the students. It means enforcing rules but also listening to points of view. It means at times limiting as well as affording options.

## Something To Bring Back To The Old Country

By Ueli Hepp

In 1969, when I first came to Abbot for an interview, I could not believe that it was a school. With all its space, its seas of lawn and its beautiful buildings full of friendly people with smiling faces, it looked more like a park. I had always loved school, and my own school years in a Swiss public school had been very happy, but the serious business of learning had always shown on the surface: in sober architecture and on hard-learning faces. Now suddenly, I was confronted with a really good school, but I could not find that seriousness reflected on stern brows or rectangular buildings. I did not hesitate a second to accept the job for 1970/71. I was planning to return to Switzerland after one year,



UELI HEPP

but I liked it here, and so I stayed. I soon found out that serious academic pursuit and human warmth and friendliness go very well together, that they in fact enhance each other. What is so extraordinary about this place is that nearly every adult in the school holds this belief and acts accordingly. I am very grateful for the strong education my school gave me, but Abbot has taught me that a good family feeling makes it even stronger. Much of this had to do with Abbot's being a girls' school. All that one-upping I had had to learn as a teacher at a Swiss boys' school became unnecessary, and we immediately concentrated on learning rather than winning. But as the year went on, I began to regret the absence of boys, because I think coeducation is better education. I was pleased when the language departments of Abbot and P.A. decided to coordinate in 1971. But with the boys, that pushiness I mentioned before moved in, and learning French (or refusing to learn it) became sometimes a way to prove something entirely different from the learnability of French. The presence of boys had another, rather shameful side-effect: I realized that perhaps I was not taking my girl students seriously enough. Some of my best students ever had been in an all-girl class in 1970/71, but I had never challenged them as much as I was suddenly challenging equally able boys. The fact that 1970/71 was my first year here may in part explain the difference, but there was definitely some sexist hair in my soup. I hope that I have since fished it out.

I have stayed at Abbot longer than originally planned because I like it, because it has encouraged me to grow in many ways, and because I have met a great bunch of people here, students, teachers, administrators and other people. One tremendous realization is that someone can be my student and my friend at the same time, and during my years at Abbot I have learned how much such multi-dimensional relationships can give us. They are definitely more demanding and more delicate to maintain than clear-cut student-teacher or colleague-colleague relationships, but they are one reason for the atmosphere that I have enjoyed so much since I first walked through the Circle Gate: I feel at home here.

I am going back to Switzerland because I want to finish my studies, because I want to teach in a public school, and because I have recently started to feel a bit homesick. I also feel that I have learned a number of things which are worth being exported from Abbot back to the Old Country. I will miss Abbot and I will remember my years here with joy and pride.

Ueli Hepp

(continued on page four)

## NEWS BRIEFS

## Chemistry Prize

Seniors Randy Tagg and Matthais Kurth received \$375 and \$20, for placing first and fourth respectively in the American Chemistry Society's annual contest. In addition, Upper Joseph Chiappa received honorable mention.

The three students were among five from PA invited to compete against a field of 350 from Massachusetts and New Hampshire. The prizes, awarded on the basis of an exam, were presented at a dinner at Emanuel College of Boston on May 10. The money for the prizes was contributed by several chemical industries from the greater Boston area.

## Blue Key Appointments

Seniors Ken Erlich and Alan Senior announced last week the appointments of uppers Carl Harig and Gary Lee and Abbot senior-mid Laurie Richards as Co-Chairmen of the 1973-74 Blue Key. In addition, Harig announced the selection of fifty boys and twenty girls to next year's Blue Key.

As Co-Chairmen, Harig, Lee and Richards will be responsible for organizing next year's Blue Key's functions. Erlich noted that at present these functions consist of the prep orientation program, acting as student guides the first few days of school, and generally helping out when needed.

According to Harig, "This year there was basically only the prep orientation program, but next year we will probably run other programs, which we are now just beginning to plan."

## Computer Club Appointments

The Math-Computer Club re-elected Upper Charlie Galbiati as President last Friday at its '73-'74 organization meeting. Also chosen were Earl Killian and Peter S. Cohen who will assume the responsibilities of Associate President and Secretary, respectively. John Sweeny and Dave Purta will become co-treasurers.

Galbiati feels that the club has not been "another ineffective PA organization," explaining, "With an active 50 members, a large number for any club on campus, we have managed to accomplish several special activities. By the number of participants we have instructors for computer courses in Basic, Fortran, Algol, and Lisp." He added that the first Math Olympiad was held successfully this year with faculty advisor Mr. Lux. Galbiati stated that most progress has been due to the hard work and interest of the students.

## Syndrome

(continued from page three)

has diminished so that we are now taking about one out of two applicants; whereas ten years ago we were accepting one of five. As a result, our students, when they got to be seniors, were not as strong as they had been prior to 1964. This factor also brought about a gradual decline in our overall college board scores. For example, the average SAT verbal score has dropped 60 points (from 640 to 580) in the last seven years and the average SAT math score has dropped 23 points (from 665 to 642). Other comparable secondary schools have also experienced a marked decrease in scores, most of them more severe than ours. Although the colleges do not refer to their private school percentages as "quotas", some of us have questioned this matter from time to time. Dartmouth, for example, has been admitting exactly twenty-five percent of their freshman class from private schools for years. A look at recent Andover statistics would indicate that our admission figures have remained reasonably constant. Harvard does not have an Andover quota, but we and Exeter are on the same "docket" so in effect we are limited to a certain number of places—generally around forty. Even though many of our candidates to Harvard may well be stronger than those from other parts of the country, they are not included in the admitted group because Harvard has to "take care of its clients in all kinds of school situations throughout the country." What this means is that some of our seniors are undoubtedly helped in their college admissions by virtue of the fact that they are at Andover. Conversely, many Andover seniors are denied admission because they are part of the Andover applicant group and do not measure up, for one reason or another, in this competition.

Admission to highly prestigious colleges should not be the one major concern of a senior at Andover. He or she should do the best possible job in all areas, contribute to the school to the best of his or her ability, enjoy the life and offerings of the school, and then let the old chips fall where they

may. As the seniors have heard me say so often, if not getting admitted to your first or second choice college is the worst thing that happens to you in your lifetime, then you're going to have a very happy life.

## Experiential

(continued from page three)

published book on Title I is a series of self-serving pamphlets put out by the Office of Education and a few evaluations written in the best federalese. We had to see for ourselves if we were to see at all. Here the students' work within the volunteer tutoring program for Title I children became a major source of data, as did interviews with principals, parents, state and local Title I directors and community leaders. Problem: after the third week of background study, we had so much to do that there was no time nor way for me to objectively measure how much individual students were learning. Essay tests and quizzes seemed irrelevant, even insulting. Or was it a problem? The group wrote a good report; individuals say they worked hard and learned a lot; we'll have an exam that draws heavily on the study. Still, I'll never really know. "Experiential education" can be as problematical as life itself.

## Hyde Assigns Faculty Housing For Next Year

Simeon Hyde recently announced faculty housing appointments for the 1973-'74 school year. While most of the assignments are final, several spaces have been left available until later in case of delayed appointments.

The following are assignments for the girls dorms: Abbot House—Mrs. Hamilton; Bancroft Hall—Mrs. Krivobok, Mrs. Carney; Bartlett Hall—Mrs. Irish; Clement House—Mrs. Lynch; Johnson Hall—Mrs. Bayard, Mrs. Edmunds; Hall House—Mrs. Wicks; Sherman House—Mrs. Whitehead; Elbridge Stuart House—Mrs. Foster, Mrs. Kelly.

Boys Dorms: Draper Hall—Mr. Kirkpatrick, Mr. Hepner and Mr. Wilmer; Taylor Hall—Mr. Sarton, Mr. Lincoln; Paul Revere—Mr. Quattlebaum, Mr. Warren; French House—Mr. Bailey; Chapin House—Mr. Gardner; Flagg House—Mr. Bremmermann; Draper Cottage—Mr. Tarch; Eaton Cottage—Mr. David Smith. Dorms unlisted are not changing Housemasters.

## Two Instructors To Join PA Faculty For 1973-'74

Associate Headmaster Simeon Hyde announced last week the appointment of Charles Eduardo Whitehead II to the Phillips Academy faculty and Edward B. Tasch to the Teaching Fellow staff. Mr. Whitehead will join the Spanish department, replacing instructor Carlos Hernandez who plans to return to South America at the end of this school year, while Mr. Tasch will teach in the English department.

## Portuguese

Mr. Whitehead, currently an instructor of foreign language at the Rivers School in Weston Massachusetts, will teach Spanish and Portuguese. He received his B.A. from Princeton University and earned his M.A. at Harvard University. He has done postgraduate work in Spanish as a Fulbright scholar at Universidade de Rio de Janeiro in Rio de Janeiro, Brazil and taught Spanish at Hackensack High School in Hackensack, New Jersey from 1969-1970.

Spanish department chairman, James Couch commented, "Mr. Whitehead's native facility in Spanish will be of great help to both students and instructors. In addition, his background and experience in South America make him well qualified to teach Portuguese next year to students who wish to take it." He noted that this will be the first year Andover has offered students a course in the Portuguese language.

## Attends Amherst

Tasch, presently a senior at Amherst College, is working towards his B.A. in English. He graduated from PA with the class of '69, and has previously worked as a teaching assistant for the Amherst Freshman Services.

## Ford Foundation Gives \$30,700 Grant For CSP

(continued from page one)

that if the report of the CSP is positive, "We might try, though not by ourselves, to separate the 'Church and State' legal distinction from the one governing secondary schools, in respect to public funding." He pointed out as an example the G.I. Bill of Rights, which, he noted "Funnelled countless millions of dollars into non-public universities by a government precedent." Dr. Sizer noted that the fact that this law has not been applied to secondary schools is a "profound inconsistency."

## MORRISSEY TAXI

Two-Way Radios - Instant Service

Telephone 475-3000

32 Park Street

Andover

## ANDOVER INN

BARBER SHOP

8:30 A.M. to 6 P.M.

MARY ANN'S  
CARD & YARN SHOP

OLDE ANDOVER VILLAGE

Andover  
savings bank

3 convenient offices

ANDOVER  
51 MAIN STREET

NORTH ANDOVER  
100 MAIN STREET

METHUEN  
117 BROADWAY

## SCANLON HARDWARE

formerly W. R. Hill Hardware

"Everything practical -

Practically everything"

45 Main Street

Andover

Olde Andover Village

thru the archway

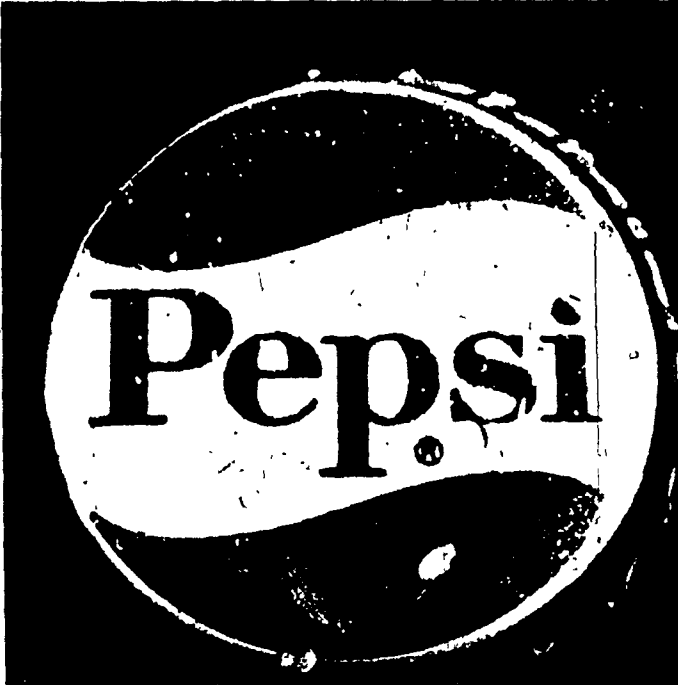
gifts & accessories

## ANDOVER INN

WELCOMES PARENTS, STUDENTS, ALUMNI

Chapel Ave. Off Rte. 28

Tel. 475-5903



**You've got a lot to live  
Pepsi's got a lot to give**

What we mean is this. Living isn't always easy. But it never has to be dull. There's a lot more to life than just getting by. Pepsi's got a lot to give. You've got a lot to live.

# Bauman Four-Hitter Leads PA Baseball Past Exeter, 5-2 Senior, Pellegrini Pace Lacrosse To Win Over Dartmouth

ATHLETE OF THE WEEK

## Corcoran Nets Three Goals In Andover Victory

**Saturday, May 26; Andover, Mass.**—Although hampered by 18 penalties, the Andover varsity lacrosse team downed a strong Dartmouth freshman team, 5-3. The PA squad held a psychological advantage over Dartmouth, as it was seeking to return to its winning ways after falling to St. Paul's.

### Opens Scoring

PA scored early in the first period when Scott Clemson called an isolation play, and ran right through the loose Dartmouth defense to fire a shot that hugged the left post and evaded the goalie. Mike Corcoran then scooped up a loose ball in front of the net and took a slapshot that dented the net. Ray Stecker increased PA's lead to 3-0, as Dave Victor threaded the needle on a pass to Scott Mead, who in turn found Stecker open in front of the Dartmouth goal. Dartmouth then pumped in two goals to cut PA's lead to a single goal at halftime.

The Blue's slim margin was increased to two goals with only seven seconds left in the third quarter. Mike Corcoran was responsible for the goal, as he again slapped a loose ball into the net. He then finished off the scoring for PA by completely faking out his defenseman and firing it over the shoulder of the Green goalie. The frosh scored in the middle of the last quarter, but the rest of its scoring attempts were subdued by the PA defense.

### Senior, Pellegrini Excel

Although the PA offense played excellently, the Andover defense deserves much credit. The play of tri-captains Al Senior and Dave Victor has been excellent throughout the entire season, while goalie Mark Pellegrini played his best game of the year against the Green.



Dave Bauman pitched PA to its second and third victories of the season.

## Third Baseman McNicol Excels; Takvorran Preserves Triumph

**Saturday, May 26; Andover**—Playing its best game of the season, the varsity baseball team downed Exeter Academy by a score of 5-2. The Red team watched a 1-0 lead vanish in the seventh inning, as Andover rallied to score four runs to put the game out of reach.

### Bauman Posts Victory

Hurling a four-hitter, upper Dave Bauman worked eight and one third innings, while reliever Mike Takvorran came on to save the win for Bauman by retiring the last two batters.

In the field, Andover played its best game of the season, as the team committed only one error. The defensive work of third baseman Paul McNicol was particularly instrumental in the Blue victory.

### Four-Run Seventh Instrumental

With his team trailing 1-0, upper Jorge Sanchez led off the top of the seventh inning with a base on balls. A single by centerfielder Bill Zech, followed by a walk to rightfielder Dan Dilorati, loaded the bases. Lower Paul McNicol and upper Dave Bauman, with a single and a sacrifice, respectively, drove in three runs. Second baseman Keith Weidenman's single sent across Andover's final run, giving the Blue a 4-1 lead. The rally ended, however, when Weidenman was thrown out trying to score on a base hit by Mike Takvorran.

### Carroll Scores Final Run

Leading off the eighth inning, senior Bob Carroll reached first on a base hit. Upper Jorge Sanchez then singled Carroll to third and stole second to place two runners in scoring position. After Bill Zech fanned, Dan Dilorati layed down a bunt that squeezed Carroll across home plate. Paul McNicol and Dave Bauman were then retired to end the inning.



Paul McNicol was a standout in the field in baseball's defeat of Exeter.

## Interschols Track Places Second To Oarsmen Capture Third A Powerful PEA Squad Behind Exeter, St. Paul's

**Saturday, May 26; Mt. Hermon**—The Andover varsity track team placed second in the eleven-school New England prep school championship meet, where Exeter won the overall team trophy with 108 points compared to Andover's 38 and third place Mt. Hermon's 28.

### Nadler Wins 880

Charlie Nadler captured Andover's only first place of the day by winning the 880 yard run. He set a fast pace from the start, with a 57 second first quarter-mile, and was not challenged in the final lap, as he recorded a time of 1:58.2 seconds.

Paul Cook leaped 6'3" to place second in the high jump, where Skip Gray of Exeter set a new meet record at 6'4 3/4". Jamie Morgan also placed second for Andover, in the two-mile, as he followed Mike Antonio of Mt. Hermon. Placing fourth in the two mile, Paul Suslovie recorded a time of 9:59.

With only a half-lap remaining in the mile run, four runners were tightly bunched, when Mike Antonio broke into the lead to stay. Steve Johnson placed third for Andover in 4:26, less than a second behind Antonio, while Matt Mangan finished fourth in 4:28.

### Grady, McCandless, Lindsay Score Thirds

Rob Grady barely made it into the final heat of the 180-yard low hurdles, but he managed to pick up a third place in the finals. Dave Lindsay pole vaulted 11'6", his career best, to capture third in an event which is usually dominated by Exeter. Peter McCandless took an early lead in the 440, but fell back to third in the home stretch.

### Murray Hindered By Injury

Lee Murray, who was hindered by a strained ankle, managed to place fourth in the 120 yard high hurdles.

**Saturday, May 26; Worcester, Mass.**—The Andover crew finished third, behind Exeter and St. Paul's, in a field of eleven schools at the 27th Annual New England Interscholastic Rowing Association Championships. PA defeated Kent, Mt. Hermon, and the Henley-bound Tabor crew in the final heat.

Andover broke the previous Interscholastic record, set in 1972 by Kent, of 4:39.6. Unfortunately, however, that record had been smashed four seconds earlier by Exeter and two seconds after that by St. Paul's.

In the morning qualifying heat, Andover placed a disappointing second, behind a strong Exeter crew. Even though the PA oarsmen had not gone all out, it was still a bad omen to give up the initial clash to the only team it had not yet raced during the season.

After lunch and three hours of anticipation, Andover waited in lane two, with Mt. Hermon on its starboard side and St. Paul's, Exeter, Kent, and Tabor to the port. Following a two-command start, Andover lurched from the starting dock and broke into a 42 stroke per minute cadence. There were no mistakes at the start and despite Andover's excellent outset, all six shells were within a half length of each other at the 500-meter mark. Exeter worked out a lead in the second 500 meters, followed by St. Paul's with Andover pressing from behind. Through the body of the race the Blue maintained a high racing cadence of 37 to 38 strokes per minute and was never able to settle as efficiently as it had in the morning. In the first 1000 meters the Blue compensated for its lack of rhythm with sheer power. Andover, however, could not sustain its pace and in the last 500 meters, with its reserves dwindled, PA started to fade.

## JV SUMMARY

by Giles McNamee

### JV Track [0-2]

Losing for the second time this season, the JV track team fell to the Andover High School JV team, 77-63. The Blue took four firsts in running events and three in field events. Joe Salvo led the Blue sweep of the 100 yard dash with a time of 10.7 and later won the 220 yard dash with a time of 24.4. Mark Efinger placed first for PA in the one mile run with his 4:50.5 and Mason Wilkinson won the 440 yard run in 53.6.

The Blue did not do as well in the field events, though there were three first place finishes. Bill Brickley captured first in the high jump by jumping 5'6" and Rob Grady won the long jump with a jump of 19'9". Lower Bert Garry took PA's only first in the weight events with a throw of 107 feet in the hammer event.

### JV I Lacrosse [5-1]

Aided by an almost impregnable defense, the JV I lacrosse team downed St. Paul's, 6-1. St. Paul's scored first but then the Blue defense tightened up and held the opposition

scoreless for the rest of the game. Peter Castleman and Ted Maynard netted two goals apiece and Charles Clark and Bob Munro each scored once for PA.

### JV I Baseball [1-4]

Winning its first game of the season, the JV I baseball team downed Exeter, 10-6. Andover's hitting was exceptionally strong for the first time this season. Julio Sanchez led the team with two hits and three RBI's.

### JV II Baseball [0-2]

The JV II baseball team lost its second game of the season to the St. Paul's JV's, 8-6. Though PA led 4-1 in the fourth inning, the team fell behind 8-4 and was unable to make up the difference in the last two innings.

### JV I Tennis [7-1]

The JV I Tennis team finished its season with a victory over Exeter. Andover won all but the number one singles match and the numbers one and three doubles matches.

## Mailbag

### Tennis. Anyone?

To the Sports Editor:

This year's varsity tennis team has played consistently well, often outstandingly, and has shown a truly exceptional degree of spirit, courage, patience, and sportsmanship. Yet it has managed to win only four of its eight matches. While the players neither want nor need excuses to be offered for their losses, they have been distressingly hampered by the conditions under which they have had to function. Phillips Academy now has fewer and poorer clay courts than its rivals (even schools far smaller and less richly endowed than PA), it is the only school in the league with no indoor facilities, it is the slowest to get its clay courts ready each Spring (this year they were unusable until the fifth week of the term), and it is allowing the entire tennis program to be handicapped in a variety of ways that seem inexcusable for a school of this size, where tennis should be a far more appealing and extensive sport than it is. Exeter handles 240 players

## Tennis Falls To PEA Racketmen

**Saturday, May 26; Andover, Mass.**—The Andover varsity tennis team ended its season on a losing note, falling to a powerful Exeter squad, 7-2. Despite Exeter's dominance in the singles competition, the final score was not indicative of the play as all three doubles and one singles contest went to the maximum of three sets. For the second week in a row, seniors Mike Gomez and Steve Rockwell, numbers five and six respectively, provided the only firepower for the Blue as they downed

[continued on page six]

for outside matches. The morale of players and coaches suffers, the quality of tennis suffers, and the whole school ultimately suffers, since its members are not given a proper opportunity to develop a lasting individual talent that is gaining enormous popularity outside the grounds of Phillips Academy. After five years of carefully observing tennis here and elsewhere, I am finally voicing my feelings openly, because the situation is grave enough to deserve school-wide attention.

Kent Allen  
Head Coach

To the Sports Editor:

I wish to apologize for my display of temper in the tennis match against Exeter last Saturday. There is no excuse for it, as it was obviously both offensive to the spectators and distracting to the other players.

I thank all of you who supported us; I am only sorry that you could not have had a more pleasant view of PA tennis.

Sincerely,  
Steven A. Rockwell '73



# Blue Baseball Routs Boston English, 14-1

Wednesday, May 23; Andover—On the strength of an eight-run third inning, the varsity baseball team coasted to a 14-1 victory over a weak, Boston English team. In chalking up the triumph, the Blue posted a season high of fifteen hits.

## Brickley Records Four RBI's

Leftfielder Craig Brickley proved to be the offensive star for PA, as he drove in four runs and scored two himself. Brickley's fifth-inning triple drove in three runs, while his single in the third put another score across the plate.

Leading off the third, pitcher Dave Bauman struck out, only to reach first when the ball skidded by English's catcher. After Keith Weidenman reached on an error, Craig Brickley sent Bauman home with his first hit. English's third miscue of the inning enabled captain

Mike Takvorian to get on base. Singles by Jorge Sanchez and Bill Zech, followed by Larry Garnor's double, built up a 6-0 PA lead.

In the fifth inning, Paul McNicol's single plus walks to Gaynor, Mike Murphy and Weidenman forced in a run. Brickley then smashed his triple that knocked in the remaining three base runners. Mike Takvorian singled Brickley home and then stole second base. Catcher Bob Carroll then singled to send Takvorian home with the final run.

## Bauman, Murphy Pitch

Uppers Dave Bauman and Mike Murphy split the pitching duties for PA, as Bauman hurled the first five innings without allowing a run, while Murphy was tainted for a run in his two-inning stint.

# St. Paul's Shocks Lacrosse With Two Last Minute Goals

Wednesday, May 23; Concord, N.H.—The Andover lacrosse team fell to an inspired St. Paul's School, 6-5, as PA's hopes for the New England championship were somewhat darkened by the loss. This marks the first time since the series between the two schools originated, 17 years ago, that PA has succumbed to St. Paul's. SPS took advantage of the overconfident Andover squad, as it played its best game of the season.

## St. Paul's Opens Scoring

St. Paul opened the game with a strong offensive effort, while its unique zone defense, also confused the Blue attack, as PA had trouble moving the ball around the exterior of its offensive zone. With 2:02 gone in the game, the Red team scored on an extra-man play. Andover fell two

goals behind six minutes later when St. Paul's scored again.

The second period started with PA taking the face-off and scoring after only 13 seconds, as Ray Stecker quick-sticked in a feed from lower Gordon Nelson. St. Paul's rebounded instantly to restore its two-goal lead. Stecker then quick-sticked in a second goal on a feed from attackman Scott Mead, 3-3. He repeated his act to bring the halftime score to 3-3.

## Andover Takes Lead

After Frank Skokan scored to give PA the lead, St. Paul's managed to come back and tie the score at 4-4. Mike Corcoran then put the Blue ahead, only to see SPS roar back with two goals in the final minutes of play, which enabled the Paulies to upset Andover.

# Andover Tennis Golf Downs Worcester, 5½ - 1½

## Closes Season

## With 4-4 Record

(continued from page five)

their counterparts 6-1, 6-2, and 6-7, 6-2, and 6-1, respectively.

## Andover Loses Crucial Doubles

Trailing 4-2 after the singles, the Blue entered the doubles competition, knowing a sweep would give them the match. Bill Kaplan and Sandy Wood, PA's one and two racketmen, combined in the doubles and took the first set, 7-5; however, their Exeter opponents rallied and won the next two sets by identical 6-4 scores, clinching the Red triumph.

## Exeter Cops Singles, 4-2

Except for victories by Rockwell and Gomez in the singles' play, Exeter stifled the Blue's top four men, winning each match handily in two sets. Brooks Bloomfield, playing in the fourth position, fell, 4-6, 2-6, while Ned Bacon, number two seed, fell by scores of 3-6, 2-6. Still bothered by an ankle injury, number two man Sandy Wood lost, 2-6, 1-6, while captain Bill Kaplan managed to win only one game, falling 0-6, 1-6.

Including Wednesday's 8-1 rout of Choate, in which many team members played their best tennis all season, PA's final record stands at 4-

Wednesday, May 23; Sutton, Mitchell Moore downed his ad-Mass.—The Andover varsity golf versary, two and one, shooting a poor team crushed a weak Worcester 94.

squad, 5 1/2-1 1/2, in a match play. The Blue's number seven man, competition held on Worcester's lower Dan Katz, shot an 89; while home course, the Pleasant Valley downing his opponent three and two. Country Club. Senior prep Gus Tom Mitchell, the number six man, Burke, playing in the first position, fired an 87 to defeat his counterpart. carded an excellent 80 to win his match three and two.

## Gifford Ties

Bill Gifford, returning after a week of inactivity, reassumed his fourth position, and defeated his Worcester rival while shooting an 87. Dave Chase was Andover's only victim of defeat on the day, as his 81 was not good enough to win.

## Hines, Moore Win

Senior John Hines, who moved up one position to the fifth slot, fired an 82 in defeating his Worcester counterpart, six and four. Junior

## YESTERDAY'S RESULTS

PA Baseball 4 Lawrence High 3  
Exeter 5 PA Golf 4

## ANDOVER BOOKSTORE

Olde Andover Village  
Andover, Mass.



475-8543

30 Park St.

Andover

SERVING  
ANDOVER • LAWRENCE • METHUEN • N. ANDOVER • SALEM

**DALRYMPLE**

**OIL CO., INC.**

WE APPRECIATE YOUR PATRONAGE  
OF DORM WASHERS AND DRYERS.

FOR 24 HOUR SERVICE CALL **683-2455**  
244 BROADWAY LAWRENCE

Compliments Of

**OWENS — CORNING**

**FIBERGLAS**

# Brickley Wins Schoolwide Athlete Of The Year Voting



CRAIG BRICKLEY

## Senior Takes First Place In Athlete Of Term Balloting

In a recent poll of The PHILLIPPIAN sports board, lacrosse tri-captain Al Senior compiled 95 out of 100 possible points to capture the Athlete of the Term honors. Senior was followed in the top ten by six of his teammates, as the lacrosse squad dominated the election.

Throughout the season Senior has been assigned the role of covering the opposition's strongest attackmen. While his competition has included the likes of former PA captain Kevin McCall of the Harvard freshmen, Senior has given up only one goal. Through his superb play, Senior has been acclaimed as the best defenseman in New England, while he is also a strong All-American candidate.

### Pellegrini Places Second

Lacrosse goalie Mark Pellegrini placed second in the voting with a total of 72 points. Pellegrini has played well consistently this season, as he currently boasts a 2.6 goals against average. Rounding out the lacrosse team's near monopoly of the top five positions, mid-fielder Scott Clemson placed fourth, while defenseman Dave Victor finished fifth. Clemson has been the playmaker for the Blue, as he has scored nine goals while compiling six assists. Victor, renowned for his accurate clearing passes, has also managed to contain his adversaries throughout the season.

The lacrosse team also placed three of its attackmen in the top ten positions, as Scott Mead, Mike Corcoran, and Ray Stecker placed eighth, ninth, and tenth, respectively.

### Murray Captures Third

To prevent a monopoly by lacrosse, Lee Murray secured third place. Murray's best performances came in the first two meets of the season, in

which he totalled individual scores of 24 1/4 and 19 1/4 points. Murray also extended his own triple jump record to 43'11" in the Northeastern JV meet.

Another runner, Charlie Nadler,



AL SENIOR

placed sixth in the poll. Nadler, who has been a clutch performer all season, captured first in the 880 with a time of 1:58.2 at last Saturday's Interschols.

Baseball captain Mike Takvorian finished seventh in the voting, as his play has been one of the few bright spots on an otherwise bleak team. Normally an outstanding shortstop, Takvorian has been called upon this season to bolster a weak pitching staff, while he has also proven to be the squad's strongest batter.

## Senior, Whelan Trail Football; Hockey Standout; Lacrosse Team Takes Five Positions In Top Ten

The results of last week's schoolwide balloting have revealed that football and hockey standout Craig Brickley has been chosen as the Athlete of the Year. Collecting 216 first-place votes of the 434 ballots which were cast, Brickley finished ahead of Al Senior and Tim Whelan, the second and third-place finishers, by sixty-three and eighty-four points, respectively.

### Football, Hockey, Baseball

Brickley participated in three varsity sports this past year, as he was a member of the football, hockey, and baseball squads. His greatest accomplishments occurred on the ice, as he led the hockey team in total points and assists, while finishing as the second leading goal scorer on the team. Brickley was also selected to tour Russia with a New England All-Star team following the season.

The starting right halfback on the football team, Brickley capped his season by scoring two touchdowns and rushing for the staggering total of 177 yards in PA's upset win over Exeter. This spring he has been a spare outfielder on the baseball team.

### All-American

Senior's selection was derived mostly from his success with the lacrosse team, which he tri-captained. Considered by some to be the best defenseman in New England, Senior was selected just two days ago as an All-American candidate. Besides starting at offensive guard for the football team in the fall, Senior also played defense on the varsity hockey team.

Whelan, who finished in third place by twenty-one points, paired with Brickley as the remaining halfback on the football squad. A quick, versatile runner, Whelan led the Blue in



TIM WHELAN

touchdowns and in scoring, while posing a constant threat to enemy defenses. Whelan proved his versatility and speed the following two terms, as he was the winter and spring track teams' number one sprinter.

### Versatility Pays Off

The fourth-place finisher was Lee Murray, whose versatility has been mentioned time and time again the past two seasons. The leading point producer for both track teams, Murray did just about every field event that there was, with his specialties being the triple jump and the hurdle events.

Following Murray came Mark Pellegrini, the starting rover back and goaltender on the football and lacrosse teams, respectively. Pellegrini will co-captain the former squad next season, while his defensive ability has carried the latter to an excellent spring.

### Who Is This Andy Lester?

While the five athletes who have already been mentioned were the only ones on the ballot to receive first-place votes, numerous write-in candidates also proved quite popular. The most bewildering write-in campaign was that for Andy Lester, a relative unknown to the athletic fields, at least on the varsity level, who somehow managed to garner over thirty first-place votes.

### Bottom Five

In the sixth and seventh positions, respectively, were Scott Mead and Randy Koch, the former a three-sport performer while the latter a hockey standout and an excellent lacrosse midfielder.

Rounding out the top ten, in order, were Craig Reynolds, Mika Corcoran, and Ray Stecker, each of whom proved his versatility by participating in three varsity-level sports:

**LIONEL  
LAVALLEE  
CO., Inc.**

— POULTRY PRODUCTS —

374-6391

265 Winter Street Haverhill, Mass.



WHILE YOU'RE STUDYING  
IF YOU NEED FOOD FOR THOUGHT  
SHOP

**Andover Co-op**

**Queen City Printers Inc.**

UN 4-4566

Letterpress  
Q. quality  
C. creative  
P. printers

Offset

701 Pine/Burlington, Vermont

**TOWN  
PRINTING CO.**

COMPLETE PRINTING SERVICE

Letterpress — Offset

475-0626

26 Essex Street

Andover, Massachusetts

Visit and enjoy . . .

OUR GIFT SHOP

— COCKTAIL LOUNGE —

INDOOR - OUTDOOR SWIMMING POOL  
COFFEE SHOP - DINING ROOM  
SAUNA BATH - PAR 3 GOLF COURSE  
100 BEAUTIFUL GUEST ROOMS

Telephone 475-5400

**SHERATON-ROLLING GREEN  
MOTOR INN****W. H. Brine Co.**

Boston, Mass.

KENNETH P.

**Thompson**

— SCHOOL SUPPLIES —

TYPEWRITER

SALES and SERVICE

77 MAIN STREET

ANDOVER, MASS.

Next to the Post Office

**HERVE**

J.

**PARE**

PLUMBING

AND

HEATING

**CONTRACTORS**

402

Lowell  
StreetLawrence,  
Massachusetts

862-8774

Loeb, Rhoades  
offers a wide range of services  
in the area of corporate financing  
and securities investment.  
Such services include:

Security brokerage here and abroad for individual  
and institutional investors.

Investment research in depth.

Maintenance of markets in a wide variety  
of unlisted securities, both foreign and domestic.

Execution of large block transactions.

Making of markets in corporate  
and tax-exempt bonds.

Corporate financing through public distribution  
or private placement of securities

Initiation and negotiation of mergers  
and acquisitions.

Venture capital for young companies of promise.

**LOEB  
RHOADES**

Loeb, Rhoades & Co.  
Members New York Stock Exchange, Inc.  
Forty Two Wall Street, New York, N.Y. 10005  
Telephone 212 530-4000