

The PHILLIPPIAN



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PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS

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Abbot Association Funds Merger Study

The Abbot Association, which supervises the income from the Abbot Academy endowment, has made three grants in order to further education beneficial to the community. The grants provide \$25,000 for psychology department research, \$6,000 for a study of coeducation at Andover, and \$2,000 for a Small Grants Fund.

The Small Grants Fund, directed by Dean of the Academy Carolyn Goodwin, will provide money for small projects. Ms. Goodwin commented that the projects would preferably involve groups of students in activities beneficial to the school or community. She explained, "\$2,000 is not a very great sum; we don't want to fraction it so it makes a dent. We also don't want to hand it out in a few large sums."

Frederick Peterson, director of Research and Development, will head a team preparing a study of the 1972 Abbot-PA merger and coeducation at Andover with funds from the second grant. Mr. Peterson explained that the study would investigate the effect of the merger in areas such as the classroom, athletics, extra-curricular activities, and other areas identified during the course of the investigation. According to Mr. Peterson, the purpose of the study is to "uncover areas of strength and weakness in PA's system of coeducation, and to make available to other schools a study of the process of merger."

The investigation will draw upon all available resources of information, including analyses of previous questionnaires such as QUESTA, and interviews with cluster deans, teachers, house counselors and students during the winter and spring terms. The study should be completed by September.

Advisory Committee Begins Reevaluation Of Cluster Deans' Probation Recommendation

In an emotional meeting on Tuesday, January 8, the Phillips Academy AdCom commenced discussion on the Cluster Deans' five point proposal to alter the procedure of probation. AdCom representative Jeff Bailey called the meeting the most "honest" to date.

The five points in question involve the following clauses:

1) Changing the current statement in the Blue Book "a student may be placed on Probation usually for a period of ten weeks" to run "usually no more than ten weeks."

2) altering the sentence "Probation is usually accompanied by two weeks of Restriction" to "Probation is usually accompanied by an initial period of restriction."

3) Adding the statement "During the period of restriction a student may not participate in extra-curricular activities or compete in interscholastic athletic contests, and must forfeit any position of leadership he

Anonymous Donor Starts Robert E. Maynard Fund



Robert Maynard

An anonymous donor has established the Robert E. Maynard fund in honor of the longtime Andover mathematics instructor. Mr. Maynard, who has taught at Phillips Academy for 43 years, plans to retire this June.

The amount of the fund remained undisclosed. According to Mr. Maynard, the donor is an old and faithful alumnus of Andover who wished to express his thanks for his instruction in mathematics. At present, Mr. Maynard has no specific plans for use of the money. He commented, "The amount is not really important—it is the kindness behind it that is."

MacNeish In Canada This Week To Deliver Lectures At University

Chairman of the Archaeology Department Dr. Richard Stockton MacNeish is at McMaster University in Hamilton, Ontario this week giving three lectures before a large audience which may include Pierre Trudeau, Prime Minister of Canada.



Richard MacNeish

Joining Nobel Prize Winners

As this year's sole speaker in the nineteen year-old Whidden Lecture series, Dr. MacNeish joins several Nobel Prize winners who have delivered addresses in the past, among them noted Physicist J. Robert Oppenheimer. His appearance is the first for an archaeologist and third for an American in the very prestigious series named for the former Chancellor of McMaster University.

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Foster Announces Courses For Short Term Institute

The director of the Complimentary School Project (CSP), Jerry Foster, recently released final proposals for the pilot program to commence in the fall of next year. This portion of CSP, the other being the Andover Summer Session, will be a model Short Term Institute (STI) which will enable up to 40 students and teachers from around the country to come to Phillips Academy and make an intensive study in one of the subjects offered.

The CSP is a foundation funded program which attempts to explore the feasibility of the "national high school" concept in which public high school students from across the country are offered the opportunities of a private residential education. Under the proposal, the STI would offer two courses, field geography and observational astronomy, in the fall of 1974. During the ten-week term, the STI instructor, a PA faculty member, would teach an intense course for six weeks, and having two weeks in the beginning and at the end of the term to allow evaluation and development of his or her own course. The enrolled students and teachers would come from six districts across the country (Atlanta, Memphis, Minneapolis, Denver, Dallas, and Arlington, Mass.). All of these districts have given approval for their students to come to Andover during the school year without loss of credit. These areas alone represent over 150,000 high school students.

Once at the school, the students and teachers participating in the program would be housed in Will Hall and Junior House, while attending three to four hours of class per day, six days a week. While at the school, the students would eat in Commons and participate in all school social activities. Up to six or eight individual courses will be offered over the course of the year, with two in the first term and three in each remaining term.

In a report issued to the faculty, Foster commented on the project, "an additional aspect of this concept and proposed model—which has become more apparent to the staff as we have met with the educators across the country—is the opportunity which Andover has to demonstrate the strengths of a residential academic program at a time when the historic movement is in the other direction."

The financing of the program is from varied sources that make it self-sufficient, with money coming in from foundation funds, public district money, family tuition, or a combination of all three.

State Senator, US Congressman Speak Out On National Issues

Saltonstall:

William H. Saltonstall, a Republican state senator from Manchester, recently spoke with members of Andover's "Radicalism in America" course, and commented on the topics below. Mr. Saltonstall is the son of former Massachusetts Senator Saltonstall. He graduated from PA in 1945.



William Saltonstall

Education: "I am one of those who believes education is too important to be left totally to the educators, but I certainly don't believe it belongs entirely in the hands of the politicians. I don't want what I was told is the situation in many European nations, where someone in the central educational bureaucracy can tell you exactly is being taught and with what textbook in every classroom in the country."

"I believe very strongly in the continuity of some form of private education as an alternative which is why I believe that we in Boston should not be telling every high school in Massachusetts what it should be selling."

Constituencies: What do you do when you think your constituency is wrong? "First of all, it doesn't happen all that much because if you express your philosophy reasonably often and honestly during an election and it differs from theirs while your op-

Cronin:

Paul Cronin, Republican Fifth District and Representative to Congress, gave a short talk last Friday evening, when he paid a brief visit to PA. Here are a few of his comments on a variety of subjects.

Vice President Ford: "I don't have any reservations about him. He is the type of guy we need right now to bring the executive and legislative branches of government back to the point of having respect for each other's prerogatives and abilities so that we can get the country moving and make things happen."

Nixon and the Republicans: "There are many of us who feel that Nixon's recent actions have had a great damage on the party as a whole. If there ever was a guy who did nothing for the Republican party from a structural point of view, it was Nixon. He had his own organization, a Re-election Committee, and we didn't get any support from him when we were running."

Operation Candor: "I think it was a failure because it wasn't very candid. It seemed that almost from the moment Nixon started it, it was doomed to failure. It didn't prove anything. It's a very hard to foresee a train of events which would return popular confidence to the President."

Impeachment: "The House will probably vote on Impeachment in late March or early April. We should get Impeachment over with, either impeaching him or not impeaching him—but moving. I have a constitutional and legal requirement not to say whether I'm in favor of Impeachment or not."

State of the National Government: "We see our government crumbling at the national level now, people losing confidence—and that's a much deeper issue, frankly, than Watergate and the Presidency. You wonder whether the government can survive this crisis of confidence, and what's

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The PHILLIPIAN

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Winter And Its Discontents

As ancient and outstanding as any Andover tradition is the axiom that with Winter come discontents, community discontents, and, more recently, an increase in student rule infractions. Last winter's discontents culminated in a rash of disciplinary cases and a much felt sermon by Headmaster Sizer on student-faculty "trust". This year's have yet to really begin, although there are rumblings, among them the current dissatisfaction of several faculty members over the alleged falling of student respect for some of the higher-level punitive measures, specifically probation. The solutions to the issue raised, sadly enough, may not be solely atmospheric.

The Cluster Deans have recommended to the Advisory Committee that all students placed on probation be forced to relinquish any position of leadership on extracurricular activities, so that they may concentrate more dutifully upon their behavior and their studies. The theory, evidently, behind such a system is that student leaders should serve as examples to the rest of the community, and that such measures would force them to think more seriously about the possible repercussions before breaking a rule.

While there is no doubt that student respect for the Andover disciplinary system is quite definitely lacking, it is ironic that the cluster deans, who formerly advocated personalized, constructive punishments, usually in the field of cluster work, should now turn to a system that categorizes in most firm tones. The transition is not altogether unreasonable; personalized punishments can only be taken so far; usually only to the level of restrictions. Yet it is restrictions that pack the clout in a probationary decision. The AdCom, which was sorely split over this subject, postponed a recommendation to the faculty until a later date. The PHILLIPIAN recommends that they postpone it for good.

As was aptly pointed out by one Advisory Committee member, the school would actually be reverting back to former practices should such a system be adopted. Why it was originally dropped stemmed from the fact that deterrents to rule-breaking lie beyond simply ensuring a period of time to contemplate one's sins and mend one's ways, and offering not so veiled threats against the leader's "status" in the community. Attitudes, even wintertime attitudes, must be dealt with before one can even merit the respect necessary for the proper functioning of any disciplinary system. And we have, in retrospect, seen all too little of such direct discussions in the past months; not on a schoolwide or even a clusterwide level, but rather on a dormitory or individual one. The dorm discussion of the parietals issue was a start; let us continue it with such worthy subjects as probation.

Young Teachers Adjusting To Classroom Experience
Social Dilemmas; Looking For Professional Growth

By Bob Winer
Young faculty members under the age of thirty have grown in numbers at PA over the last five years. They are sort of like the new kids on the block. The influence of Dr. Sizer (the youngest headmaster ever hired by the Board of Trustees), has increased the emphasis placed on finding new teachers in the vast pool of recent college graduates.

Softer Initiation
Like all the preps in the student body, a young faculty member has a much softer and happier orientation today than he might have received in "the old days of campus unrest."

Back then, the faculty looked like more of an in-bred little community. On the whole, the teachers seemed independently wealthy, certainly well-established and not too receptive to the ideas of newcomers, especially young newcomers. There was a feeling that a man had to be on the faculty a couple of years before speaking up in faculty meetings, that you had to fit a specific mold to keep the job, that you would fit into the entrenched seniority system in good time.

Tolerance
Apparently, the changing lifestyle of the students pressured the younger faculty members who could not sympathize with the traditional fabric of Andover life. Young teachers emerged as exponents of toleration—toleration of the students' need for responsibility in choosing how they would dress, what courses they would take, and when they wanted to go to chapel (if at all). They also needed toleration for themselves as a minority among teachers, often hoping to innovate in the classroom, at the same time being less concerned with enforcement of lesser rules.

Steve Marx, an instructor in English and Art and coach of the cross-country team, actually got a headache thinking and talking about his introduction to PA three years ago. He recalled, "The school was in a crisis state and the younger faculty were really separated from the older faculty. After about a month I realized that what the school wanted was not a film teacher, but a young faculty member who could talk to the students, and the faculty as well. I

made a conscious effort to become a sort of spokesman—my main role was a politician."

Responsibility And Growth
Like Mr. Marx, whom Andover recruited to develop a film program, Barry Crook was hired a year earlier as "a sort of outdoors expert." Young teachers value most highly the opportunity for personal growth and acquiring responsibility in their range of interest. Mr. Crook explained, "The first year was a very ap-

preceptive year. The danger in being at a place like this is that you get too set in your ways. They should allow for personal growth within the framework of the school. As long as people are willing to let me try things out and innovate, I'm quite happy to stay here."

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Teaching fellow Edward Teach talking with students.

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The wealth of the school has a singular attraction for many of the teachers who decide to come here. Andover is rich, and the teachers know it. They know that this wealth in dollars and cents spawns, not personal wealth, but a wealth of opportunity for academic and extracurricular activity. John Gail, an instructor in the Human Awareness seminar, admitted, "In terms of the excellence of the program that's offered here, it's even better than I had imagined."

Caliber And Variety
English instructor Elsa Nilsson put great emphasis on this diversity in explaining why she came to PA. "I liked Ted Sizer and I thought he'd be liberal. Also, you have so many different types of experiences here, and I like that." Math instructor Sally Fischbeck noted, "I really enjoy

the caliber of the students here. They're conscientious, self-motivated." Doug Hardin, a science instructor, said, "The variety that makes life livable is a fundamental part of the structure of this academy."
If PA's ability to offer excellence of program appears so attractive, the young faculty members quickly recognize wasted opportunity. They hate to see money thrown around needlessly, one man offered the pre-

graduation parent-faculty cocktail party as an example. They also hate to see the school over-administered, with too many meetings spent sitting around "gassing", as one teacher put it.

Slow Pace
Considering the unrealized potential of the students, Mr. Hardin added, "I think there is a wide range of abilities and interests among the students. I don't think the more gifted students really challenge themselves. The pace is a little slow." However, most of the young teachers feel the students measure up to the standards they were led to expect. Everyone regards the teaching experience, as an excellent chance to work with well-motivated kids. They would all love to improve the social atmosphere of the school. Mr. Gail suggested, "There seem to be not enough places for spontaneous mixing of people together. Not only students and faculty, but males and females too." The cry for a drop-in center, a good version of Benner House, grows louder and more universal all the time.

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Female Students Experience Misunderstanding, Lack Of Identity

By MARGARET DOWNS

Double standards exist at PA in subtle ways: notices appear on girls' dorm bulletin boards requesting volunteers for bakesales, or offering babysitting or house-cleaning jobs; one lower was requested by a male faculty member, via her house counselor, to wear a bra to class to avoid distracting its male members; one former Abbot student was advised by a male peer not to conduct a Blue Key tour because she "didn't know the school..." While many female



"Our culture and our schools are too full of easy male and female stereotypes."—students are able to recite a similar anecdote concerning discriminatory treatment, most will also agree that coeducation is running smoothly. But "running smoothly" does not encompass the conflicts resulting from conditioning according to gender and previous educational experience, adjustment problems, or any of the procedural and attitudinal factors which comprise the entire experience of female students at Phillips Academy.

Certain discrepancies concerning the treatment of women can be attributed to logistics, and have actually worked to their apparent advantage in some instances. For example, junior girls are located in three different clusters, and are not under the supervision of a senior proctor, in contrast with the concentrated junior boys' housing arrangement. Associate Dean of the Academy

Carolyn Johnston explained this grouping. "It was strictly a matter of numbers and architecture; there were no convenient accommodations for one or two groups of 24 girls. As for senior proctors, there were few enough senior girls so that it seemed unfair to separate them any further from their peers. Usually an informal agreement is reached between seniors and their house counselors, rather than delegating full-time official responsibility, that they will act as student counselors. There are two advantages to this situation: more than one cluster has the benefit of long-term female students without their being uprooted; and junior girls have more than one senior to relate to."

Certain distinctions exist in the field of Rules and Regulations. Two provisions are made for the specific protection of female students. Firstly, girls' dorms are locked nightly, while boys' are left open. Ms. Johnston euphemistically explained this procedure, "Girls have an attraction outside of material possessions. Boys may lock their individual doors to prevent theft, but this practice does not impede the intrusion of unwelcome characters who might catch a girl unaware." This discrepancy implies a greater freedom of movement for male students, however, and this distinction could be avoided without undue inconvenience if all dorms were locked without regard to sex. In addition to this measure, girls are not permitted to take late-night Saturday leaves to Boston unaccompanied. Ms. Johnston also noted that girls of the underclasses are at a disadvantage where visiting is not permitted between boys' and girls' dorms. As inter-cluster visiting is prohibited after 8:00, girls must stay in their dorms in the clusters where there is only one girls' dorm, while boys may visit another boys' dorm within the cluster.

Some problems pertaining to women stem from the adjusting to newly coeducational environment difficulties, particularly in the case of former Abbot students. One tangible division stemming from the incorporation process concerns the existence of Abbot Academy diploma candidates. According to

Ms. Johnston, the option was provided because girls came to Abbot under a certain set of assumptions about requirements, and they structured their courses according to these assumptions. As most are attending PA for a short period of time, they shouldn't be forced to make up the difference." Senior Pat Finn expressed the objection that PA could have agreed to award a Phillips Academy diploma to all presently attending students without fear of "lowering their standards or losing prestige," in order to avoid this distinction. Finn also cited discrepancies in the initial status of former Abbot students—they had to undergo the same entrance examinations as new students—swim tests and CAT—yet were not involved in the orientation process, except as Blue Key members, and certain discipline cases were judged on past Abbot discipline records.

Along with confusion about their standing, many former Abbot students felt they were the objects of disparagement and feelings of intrusion. Upper Louise Kramer stated, "I felt put down—like the dregs." This degradation promoted divisiveness between newly admitted

PA will rarely experience a challenge as stimulating and unique as the presence of former Abbot students.

girls and former Abbot students. Upper Peggy Stern commented, "I noticed the feeling that old Abbot girls were dumb, and boys would ask about new students, 'I wonder why she got into PA?' It was also difficult to penetrate Abbot cliques, and so new girls stuck together." Senior Barbara Goyer lay some of the blame on former Abbot students. "The line between new and old girls is partly our fault—we felt we were different somehow."

A certain restructuring of lifestyles was usually necessary to accommodate the additional pressure and increased workload at

PA. This was accomplished in a number of ways: Kramer explained, "I just don't sit around all day anymore," senior Sara Knowles commented, "I've found it much easier to concentrate on studying when everyone else is so involved in it; and senior Faith Barnes remarked, "I've almost found it easier this year—the courses are much more standardized, and you usually know what to expect—as I was led to believe it would be so rough this year, I've tried harder." Senior Cate Sprague has profited from the experience, "PA's more intense environment has provided me an opportunity to discover my capabilities."

Dean of the Academy Carolyn Goodwin commented about the adjustment of former Abbot students, "The good students—those who like to study and are able—find they are working hard but are stimulated because they enjoy intellectual pursuits. Some house counselors have complained to me that certain former Abbot students create the most problems in the dorm—it's difficult for them to feel a part of the school as they're here for such a short time, and they may resent losing certain privileges."

Criticisms of PA and its general policies have been cited by former Abbot students—"the teachers don't have time and don't want to make friends"—"I felt closer to people at Abbot"—"PA is afraid to let the students make decisions"—"if you're not entirely academically oriented, there's no place for you"—"PA doesn't believe in emotions"—"I feel ridiculous doing some of the things I used to enjoy at Abbot"—"the faculty and administration are afraid to experiment with the immediate present..." Many of these feelings are augmented by the fact that the "old Abbot girl" is a transitory phenomenon. Senior Harriet Richards noted, "If Abbot girls make a big stink, the school will just heave a big sigh of relief when we're gone, and life will continue as before." This state of transition also promotes apathy and a sense of impotence in some cases.

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Subtle Sexism

By MARY ITTLESON

What is the significance of the equal rights amendment? the women's liberation movement? coeducation at Phillips Academy? All three are representative of changes in America's social structure. The nation is moving towards an equalization of the sexes unparalleled in its history. In the process, traditional sex roles of occupation and family are being radically altered.

Female is much less synonymous with housewife as women enter business, politics and other professions in increasing numbers. Pregnancies need not affect their careers since women can choose when to have children or not to have children at all. Marriage is no longer an economic necessity. Males must deal with females in roles of colleague and boss instead of only wife, friend or lover. Frequently males are having to take a greater part in housekeeping and childrearing.

Predictably, the "futureshock", the anxiety and disorientation that accompany periods of rapid transition from the old and familiar to the new and different, are accompanying these changes. To achieve a perspective, for better understanding of what this means to Phillips Academy, look at the pains formerly all-male colleges experience in meeting society's demands for coeducation.

Females tried to adjust to the male-oriented, male-dominated colleges in a variety of ways. After the initial shock and open-armed welcome wore off, they felt frustration and uneasiness in their new environment. Some females tried to fit themselves into already existing male roles, because they were the only apparent roads to success. They endeavored to be "just like a man," and to suppress any differences. Most females, however, shied away from such a fiercely competitive and impossible proposition, choosing not to adapt to a male environment. Still other women allied themselves with the "women's movement." Initially they received ridicule and misunderstanding from all sides. The women that were "just like men" laughed at the clawing females with amused condescension. The passive females were shocked by the libbers' ambitions and so alienated their more aggressive counterparts. Males frequently felt threatened by this new breed of females who invaded their territory on unfamiliar terms. They reacted with confusion, sometimes



with fright and often with hostility. These reactions are human and understandable. With time, all but the most radical premises of the women's movement have come to be either accepted or understood on college campuses. Few can now say that they disagree with the ideas of equal opportunity and treatment of the sexes. Frustration, confusion and misunderstanding still exist, but hopefully the open recognition of their existence, coupled with positive action, will bring about further understanding.

Coeducation is causing Phillips Academy's social structure to undergo an equally vast reorganization, yet we do not seem to be suffering from any major repercussions. Unless our generation has miraculously outgrown prejudiced attitudes, the very calmness which exists at Andover suggests that these attitudes are being allowed to persist unchallenged. Coeducation is going very smoothly, perhaps because it has barely begun.

(Continued)

CSP: From Idea To Program

By JERRY FOSTER

Educational innovation comes in two parts: the concept and its application. These pages have already been filled with discussions of the complementary school concept as first expressed by the Headmaster in *Places for Learning, Places for Joy*. Now as an institution we seem to be moving into the application stage of this particular innovation. The Short Term Institute program which will bring some 120 public school students and teachers to Andover next year has passed into the pilot project stages. Now begins the tedious and less exciting work of organizing and detail planning. In no sense does this program fulfill the complete promise of the concept. Rather, the STI program is just the beginning and perhaps most limited step. The program is important because it is a good program in and of itself, but perhaps even more importantly, it is important because it is the first translation from concept to program. When we took the STI idea to Dr. Robert Blinswanger of the National Institute of Education, his response was a bit frightening but clear and applicable. In effect he told us, "Of course it's a good idea! Everyone has good ideas! Every teacher, administrator, educator in the country has great ideas on how to make education better, but that's just the problem. Ideas don't make schools get better until someone does the hard work of translating the ideas into programs. Don't bring me ideas and ask for federal funding, bring me programs; bring me a program that is going and that works!" And so the STI pilot program for next year is important not only because it is a good program that will provide a new dimension to the educational mission of Phillips Academy and will provide more young people with a chance to have an intensive academic residential experience of high quality, but because it is an example of educational innovation at Andover, innovation which has moved from the idea stage to the program stage.

Certainly, this is not the first or the only innovation to take place at Andover. Still, the complementary concept in all of its programs will reach out from Andover as a specific

institution and will attempt to change some basic concepts about education. That a residential experience should be a normal option for a public school student is a revolutionary idea in some quarters. We are not only proposing that such a concept be considered, we are offering a program that makes it possible.

Many of the critics of the STI program and the CSP claim that all of this is fine, but why should Andover worry about the public school student? There are many answers to such a question, but they must be based on how the educational mission of Andover is defined. One way to get at such a definition is to ask the



question: Who should be at Andover and for what purpose? This is precisely the question which the Headmaster has given as a charge to the CSP committee. Implicit in the STI program is the first part of a response: Phillips Academy can complement the education of many students who for various reasons normally attend day schools.

But, as stated above, the STI program is just the first step. Now we must continue to examine the complementary concept to see if there are other ways in which an institution such as Andover can affect needed changes in education in the larger sense.

Of course, that is the charge for the future of the CSP committee and staff and so it is difficult to write about where such a continued examination might take us. Still, one thing we have begun to do is to think, on both the theoretical and practical levels, in relatively unconventional ways. So far

such unconventional thinking has led us to an expansion of the traditional group of people we call students. In CSP terms, we have begun to think of students as people over the age of fourteen with sound minds and an interest in learning. As we have let such a definition carry us along, it has brought us to other "unconventional students" for a boarding such as ours. Consider, for example, the student who is over age 65, retired from his working career, but still eager to grow intellectually. Still mentally alert and with no particular financial need, he is virtually cast out of our society and house in ghettos for the elderly. Very often he longs to be challenged intellectually but colleges and universities are no longer congenial places for the non-professional general studies. Such a student might well join the Andover community. Presently, an unnatural situation exists in Andover as in most other communities in which people over 65 are absent. Because of this our "normal" students have little contact with the elderly and often develop strange stereotypic ideas about them. But what would they study at Andover? As a teacher, I am fascinated and challenged by this question. If we eliminate the courses we teach, which prepare students for college, and if we eliminate those which prepare students for careers, do we not get closer to the real issue of what is education and what is training? In any case, these special students might take some of our regular courses as well as some especially established for them, an idea worth following, but will it lead us to a program?

Another direction in which our minds have wandered is the establishment of special groups of students. Along this path, it is the grouping that is unconventional. For example, a group might include a nuclear family as a unit. Under conventional circumstances, we think of the formal learning process as one which breaks the continuity of family life. Perhaps in short intensive programs we can demonstrate that in a residential school formal learning can take place better within the support structure of the nuclear family.

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Strawberry Fields

By CHRIS AGEE

A few years ago, when we were all pubescent lowers and juniors, we looked at that inscrutable group of individuals, the senior class, with a certain attitude of disbelief. Who were these characters, we wondered, what had twisted them so? Was Bob Blattner for real? Could Joe Christy have ever been as high as he seemed? Did a nut named Peppin periodically roar into required assembly on a motorcycle, hand-cuff Dean Richards to the podium, and flaunt his obscenely greased hair in front of the entire student body? Were Walter Maroney and his dramatic persona one in the same thing, or was it Jewish Brooklyn expressing itself? Did Eno Beckert actually play spaced-man? It was all beyond comprehension, and so we were awed.

Yes, they were seniors, the titans of Andover, a race renowned for its arrogance, envied for its decadence. A mere reproach confirmed their hauteur, and sent us shaking in our boots. Their disdain was dreaded, because they had been through it all, they were "cool", they were SENIORS. The trifles of work, of responsibility, of grades gave way gradually as the year progressed to abject pleasure-seeking, climaxing in the crescendo of hedonism known as spring term. Being the egomaniacs they were, nothing could suppress them. Who gives a ----? they seemed to ask gleefully, who could possibly care? True, there was college—but that alone offered the challenge of senior year. It was the most titillating game of all, for the enterprising senior had to employ his ingenuity to the limit, put to use all the artful finesse so laboriously through the swill of countless religion papers, history exams, and English courses. So this, we thought, was "the great end and real business of living"—we would bide our time and wait for our turn! And so it is with this year's senior class. The center cannot hold—at least for not much longer. The last vestiges of real seriousness, the semblances of concentration, are fading quickly. Its not exactly that no one wishes to work, or even completely dislikes it, but it is simply that no one can. It is a sort of self-inflicted, self-indulgent paralysis—something no one is in a hurry to remedy.

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Reflections Of A Housemistress

By DIANNE FOSTER

What is different about having girls in the dorm instead of boys? This was a question put to me not long ago. Basically I can answer that there are no real differences for the girls. There are certain superficial differences—as one would expect. The girls are not as interested in talking about sports and the like, but they do tend to be more talkative than the boys. There is more giggling in the hallways and screams over spiders and bugs. The pranks played on each other are not as violent in nature, yet there seems to be more good-natured kidding going on. The girls do not seem to have



any "special" problems adjusting to living in a coed situation. For most them coed is a more familiar way of living. However, the girls are also concerned about what courses are good, which teachers are hard or easy, what college would be best for them. Just as the boys had trouble with certain courses, the girls also worry about passing certain courses. The girls are faced with the same rules and regulations as the boys are. There is still the problem of what to do on Saturday night or how do you get the classes you want on Arena Day. These problems will be with us whether there are boys or girls in the dorm. That part of life seems never to change. There are still students who need help at various times with various problems and the houseparents try to help out whenever they can. Whether boys or girls are in the dorm doesn't really matter. It is still a matter of com-

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Confessions

Of A Politico

By RICHARD HERSH

If being sixteen guarantees nothing else, it guarantees me a place in the younger generation. And my place in the younger generation guarantees me a short time-out to declare my disillusionment.

I am disillusioned politically. I am a child of the sixties and was born and raised in an era of political excitement. Banners and buttons, conventions, televised funerals and student strikes. I was in the middle of a storm of media, absorbing the *New York Times*, *Look*, *Life*, *Newsweek*, *Time* and the TV almost daily. In lunchroom debates I was one of the biggest activists of all. Speaking out on major issues, staking positions on the gym requirement, standing up for seventh grade rights, I was "Joe Politics".

Nationally, I was a fierce Democrat. Searching through the *World Book Encyclopaedia* reading political biographies. The heroes of the century: F.D.R., Stevenson, Harry Truman and J.F.K.

The first campaign I remember was '64, when I was seven. While not really in the swing of things I understood basic theories, like if you were for Goldwater you were for rich people, bombs and dying children. And if you wanted L.B.J., you were for

"There just doesn't seem to be any room for people in my political fantasies."

Negroes and World Peace. I adored the stickers and the buttons, plastering an "All the Way with LBJ" sticker on my binder.

After that milestone the other elections followed. I doted on those *Life* magazine convention pictures. Fatigued delegates grabbing for cheese danish and coffee in far out lands like Los Angeles and Atlantic City. Southern chairmen yelling, "The State of Alabama casts its 33 votes for..."

In the next four years I blossomed. I knew that I had to stick with my convictions. I skipped school on the day of the Moratorium, argued with my parents about demonstrations ("Didn't you picket for Roosevelt in the olden days?") The late sixties were like an action-packed television show. Then came 1968—the year of the people. My God, I envied the kids in Chicago. Trailing Bobby Kennedy (we just called him "Bobby"), crying in candle ceremonies when he was shot. Moist-eyed suburban kids calling off school after Martin Luther King's death to "rap." The climax of a decade—1968. *Hair*, *Easy Rider*, *Woodstock*. And then I knew that one day I would be sitting there in the office of Columbia's president calling for student rights. I would take charge of massive rallies leading all the other "Clean for Gene" McCarthy kids through the snows of New Hampshire to beat the President in the primary shouting, "Hey, hey, LBJ! How many kids have you killed today?"

But now that's all over. I'm in the middle of my high school career, and politics don't seem to matter any more. No one is particularly excited about the 18-year-old vote, Vietnam has sort of faded into the woodwork, there aren't any more dazzling Kennedys, and a serenity has pervaded the campuses of New England. A Nixon button seemed sacrilegious in '68, but last year they were commonplace. My fantasies of leading "peaceful revolutions" are over. I slept through the parietals strike (it was Wednesday and raining) and I didn't even stay up to watch the '72 returns. Watergate has numbed me. It didn't come as a surprise, but rather crawled up slowly and gained speed making everyone a little nauseous, hoping it wasn't true but knowing that it was.

(Continued on page twelve)

—Letters to the Editor—

Alice's Boxers

Mr. Robert J. Fishburne
The Philliplian
Andover, Mass.

Dear Sir:

In your article in *The Philliplian* of December 13, 1973, you wonder what I look like in jockey shorts. I regret that I cannot satisfy your curiosity; I have never worn jockey shorts and have no intention of ever doing so. After a false start with BVD's ("combinations"), which I wore as a child, I discovered boxer shorts and have worn them happily ever since. You may be interested in knowing that I favor plain colors and eschew floral designs. If you would like to see me in my boxer shorts, I would be happy to arrange an appointment—or should I say assignation?

Sincerely yours,

Frederick S. Allis, Jr.

Kicks My Foot

To The Editor of *The Philliplian*,

I would like to tank you fer lettin' me write for da paper. Some people tink dat peoples in da futbol player click is dum. We ain't! We ain't a click either, we just like to hang out together.

Cliques my foot. The word "clique" is nothing more than a downgrading epitaph given by society to a group of people who have fun together. Obviously Fishburne picked me as a member of the P.G. football player "clique". But why call us a clique? We are just a group of people who get our kicks in similar ways. We are by no means an exclusive group where the initiation rights include gaining 1000 yards per season or averaging 14 tackles per game. The way "you" use the word clique indicates that if you're "freaky" you must stay with freaks, or if you're a brain you must stay with other brains. If you have

more fun with certain kinds of people why should you be put down for it? Furthermore, the group that Fishburne refers to as "P.G. football players" contains both members that are not football players and members that are not P.G.'s.

Instead of using "clique" in a pejorative manner to describe these groups, we should encourage the existence of the non-exclusive social groups. They serve the same function to the social life of the campus as the clusters do to the organization of the school.

At Andover the success of the student body not only depends how well the students get along in classes and dorms but also how well the social groups get along with each other. In conclusion, Mr. Fishburne, our locker room doors are open—even to the likes of you.

Dave Zelon
"Z"

Mirror Review Rebuttals

Cut The Cuts

To the Editor of *The Philliplian*:

I'd like to correct some impressions left by Chris Agee's bright but facile review of *The Mirror*.

In the last four years *The Mirror* has come out pretty regularly, once a term at least, with occasionally a bonus. We were late (and small) this term for two reasons: 1) I told the editors they couldn't spend more than a small sum on the fall issue, 2) I told the editors they couldn't go to the printer's until a goodly amount of money was in the bank.

Possibly the editors could be criticized for not being super hustlers, like last year's Ehrlich, who raised so much money that we published three issues that looked like January *New Yorkers*. The editors this year worked hard, but the harvest was thin. The school, now enlarged, has many publications, all claiming part of the student dollar. Can we support so many magazines? Can we continue to raise money for publications in the same way? Associate Dean Carolyn Johnson is working on these problems, and perhaps a unique, wonderful resolution can be found (perhaps not).

To be frank, Chris Agee ought to write reviews less hastily. He'll cut down a short story in one sentence. Yet that story took one of his fellow students five days to write, and then it went through several revisions. Doesn't it deserve at least a paragraph of analysis, possibly a few buts and however's? Shouldn't the poetic intensity of Fishelson's "Search" be mentioned? Jack Crawford gets no praise at all, yet his subtlety and canor are qualities difficult to achieve. Paul Kaiser's work is disparaged by mere name-calling. His finish and attention to nuance are not mentioned. Instead the critic calls upon an original and striking metaphor, the toilet bowl, to silence this poet for good.

Possibly *The Philliplian* didn't allow Agee room to develop his views adequately, but I doubt that. In fact, what bothers me most is that Agee joins in the usual insensitivity PA students display toward each other's feelings. We are so spoiled, have seen

so much of the merely good, that we will accept only the excellent, and then only when it comes tied in blue ribbons. That way we miss the modest beauties of our own young achievements. Chris Agee should read a few high school literary magazines, even from good suburban schools (add a few middling colleges) and then read the current *Mirror*. He'd discover some merits in the home product.



THE MIRROR

"O.K., people of 17 tend to be imitative, tend to change identities with the season, reach out for sophistication they can't achieve. But they are also fresh, enthusiastic, vulnerable, and interesting in ways their elders sometimes envy.

I should thank Agee for the compliments on my own poem, but I'd really rather have the kudos go to *The Mirror*. I should say, though, in defense of Food and The Lowen East Side, that a poet, unless he wants to be diffuse or vague, has to pick a short span of images, those he finds deep inside him (or deep outside him). They are his circus animals, to use Yeats' metaphor; he knows they began with "A mound of refuse or the sweepings of a street." Ultimately, the animals leave, the poet "must lie down where all the ladders start, / In the foul rag-and-bone shop of the heart."

Best,
Jack Zucker

Half Effort

To The Editor of *The PHILLIPIAN*:

The sort of tasteless, ill-supported

criticism most detrimental and, in any case, most frustrating to any student with literary interests emerged as depressingly obvious throughout Chris Agee's Fall *Mirror* review in the latest issue of *The PHILLIPIAN*. Agee's review proved shocking, insulting and evident to the tone of the uninterested, cynical critic which strikes me as atrocious, especially considering *The PHILLIPIAN*'s reputation as a well-meaning, unique, semi-professional product of student journalistic efforts.

Terms like "highflown stuff crammed between the covers" "I experience a similar sensation as I hover over the toilet" and "Cut the weed", cute as they may be, don't really lend themselves to serious literary review. Agee failed to comment on the sometimes sensuous, sometimes beautiful artwork except to say, humorously but in no sense constructively, "Its graphics possess some exotic weed-like countenance."

Furthermore, the *Mirror* review lacked any criticism whatsoever on the all-important layout design, as well as the underlying theme of the magazine as a whole. Finally, the reviewer offered much too personal, overtly general, unsupportable criticism on Fishelson's and Crawford's prose, pieces entitled "Search" and "The Changing Scene" respectively, also neglecting to mention the unique, appealing styles of both writers.

If one believes that serious art deserves artful criticism, and that effort from the artist demands effort on the critic's part, it certainly appears as if the reviewer either purposely insulted all those concerned with literary art on the Andover campus or considers himself exempt from the ubiquitous proverb, "If you can't do a thing right, don't make a half effort, please."

—The Critic—

A blind liar
[s]tumbled over my words
sliced my tongue and
shattered my shadows

Sincerely,
Gary Lee

The substance of Mr. Zucker's letter is essentially fair and well-taken. Admittedly, my review of the *Mirror* was written hurriedly and under specific space limitations. For this, and the misrepresentation it engendered, I wish to apologize. Yet I don't believe this error implies that I am insensitive to my fellow students, unaware of the nature of the adolescent psyche, or that I do not appreciate the arduous and intensity of the creative effort. I do think that both these letters, particularly Gary Lee's truculent attack, indicate how seriously we take ourselves at PA, and how little we can tolerate relatively harmless humor, mock-serious or whatever, if it happens to impinge on our egos.

I do wish to take exception, however, to the caustic and I believe exaggerated criticisms by Lee. Perhaps it was the tone that irked him most. The piece was written in a humorous, bantering vein—the three prefatory 'criticisms' were not meant as vicious 'insultary' jabs of cynicism. But this tone, I have discovered, does not rub well with those who are very serious with their work and understandably sensitive to its criticism. A more appropriate approach, in Lee's eyes, would have an in-depth and somewhat scholarly discussion of the entire issue. Regrettably, I had neither the time nor the space, and for this I again apologize. Yet Lee overlooks a journalistic problem. As he points out, *The Philliplian* is semi-professional; it is not a scholarly literary journal. The review Lee envisions would have probably resembled an exercise in the intellectual, tedious to most readers. However I was interested in a lively piece, which would impart humorously a general flavor of the *Mirror* as well as command the attention of the readers. That is a division in intent which no journalist can ignore.

The role of the critic is not easy. I have friendship of those whose work I criticize to consider; it is an insular community. Yet there are valid points to be made, if humorously. Significantly, Mr. Zucker did not contest the criticisms in his letter or in person—granted, I could have tempered a number of comments with some praise. And, moreover, if Lee had actually considered the full gist of the review, instead of reacting viscerally to the more critical comments, he would have seen that, overall, the review was decidedly positive. I could not obviously say everything, but what I did say, I tried to say interestingly and with a certain humor. Perhaps that was a mistake, but I do not think so. CA

Saltonstall

(Continued from page one)

ponent agrees with them, he is more apt to get elected.

"It does happen, however. There are three or four responses when you disagree with your constituency. The first is to say that I was elected to lead, vote what I think is right, and try to change my constituency's mind.

"The second response is to vote what I think is right and hope nobody notices. It might happen on a minor issue, or on an issue which is minor to my constituency although they are conscious of it.

"Third, sometimes you have to compromise, sometimes I'll vote along with my constituency in the essence of other things I'm trying to get done. So your response is always the same."

The Squeaky Wheel Concept: "This was what Nixon was talking about in terms of the silent majority. He was trying to appeal to the wheels which were not squeaking, but which he thought there were more of."

Abortion: "My personal belief is roughly that the federal supreme court's decision put the issue where it belongs. I believe there should be counseling connected with abortions, because sometimes the person returns as a mental health patient. The fact that someone needs an abortion may mean that there was a family or mental problem beforehand. You can't tell, but there ought to be some thought given the matter. To my mind abortion is a thing which impinges on religion extremely closely—when is a life not a life?"

Capital Punishment: "The only place I think we should have it is to back up the law officer in the performance of his or her duties. The criminal who is already a loser can lose no more in killing his way out of the hands of the law. I think they would think about it as a possibility.

"I think we also owe it to the law enforcement officer where we as society are asking them to go into a difficult or very dangerous situation and protect us. The immediate response from my colleagues is, 'What is the difference between me and the cop on the beat? We pay him to go into the dangerous situations.' I reply, 'Do we pay him enough to risk his life?' I don't think so."

Cronin

(Continued from page one)

going to come out of this.

Water Side Effects:—When Vietnam finally wound down, the federal legislative branch realized the war might not have occurred if they had been stronger on the front end of Vietnam. Watergate allowed Congress to realize its power and seize the initiative. I think that the legislative branch is going to be a lot more innovative over the next few years—not just reacting, but initiating.

Campaign Reform:—Watergate has made it obvious that we can't continue to have these tremendously expensive campaigns. We will have to have some sort of a scheme that will include public financing of one sort or another.

Energy Crisis:—There is no way to affect the price of oil. However, by the end of this month, I think we will see preliminary arrangements for a permanent peace in the Middle East and subsequently, an end to the Arab oil embargo. At that point, the problem will not be supply but price. We're considering an Emergency Energy Bill which will contain a clause taxing excess profits. We also have a \$20 billion Research and Development Bill, which we hope will be partially financed by the tax. Our goal is to be energy self-sufficient by 1980.

Solar Power:—Solar energy is here today. I think that within the next six months, we will see marketed a device to put on the roof, which looks like an egg, about three feet tall, that will provide all of the hot water for an average home, and if you have a forced hot water system or steam system, it will reduce your gas bill by 20%. By 1980, a majority of the cooling and heating of commercial buildings will be done by solar power. One company already sells solar-powered air conditioners.

Solar Satellite:—Around 1985, we will have a solar satellite that continuously beams down the energy it receives from the sun in the form of a microwave beam. It would be received by a dish approximately two and one-half miles in diameter and could supply enough electricity for all six New England states. It would be cheaper than building equivalent electrical generation plants.

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Bedpans, Tutoring & Gratification Mark Community Services

By PETER VAN RAALTE

"Fighting is important, and we all do it. Of course there's good and bad fighting; scratching, kicking and biting is bad fighting, and clean punches are good fighting." A dialogue for a street gang movie? Two boxers discussing the rules? Not quite. These were the words of an eight-year-old girl talking to a PA student volunteer at the St. Anne's Home in Lawrence.

Working at St. Anne's is just a small part of the Phillips Academy Community Service Program. At present, some 90 students are working in schools, a home for troubled children, two hospitals and the Lawrence YWCA in the interest of contributing their services to the surrounding community. Two-thirds, or 60 students, have taken their own time to work at these locations, and 30 are working up to nine hours a week in lieu of athletics. Instead of PA students being lectured or taught, they are, many for the first time, finding rewards in watching younger kids learn and respond to their own attention and instruction.

The schools where Phillips Academy students are working are The Leahy School, an elementary school in Lawrence; Andover East Jr. High; and the Doherty elementary school in Andover. Students also work at St. Anne's in Lawrence, and two local hospitals, Lawrence General and Bon Secours Hospital.

Strong Start

The Community Service Program originated as an experiment in 1963-64, headed by two former teachers, Msrs. Callard and Baldwin, with a budget of about \$3,000 which was needed for transportation. For five years, the program was extremely popular; as many as 175 students participated in a single school year. The program was done entirely on the students' own time (Sunday volunteers could be excused from required chapel) and the program made no effort to be "educational" to the students.

Students did not have the same motivations as they do now, however, for an off-campus opportunity was

rare and welcome in age of hard-to-get excuses. The students worked mostly at Youth Centers, YMCA, the Boys Club, and the Danvers State Mental Hospital.

During the next three years, 1968-71, student participation decreased significantly and the major forms of the program became tutoring in Lowell and Lawrence. At this time, Mr. Callard, assisted by History Instructor Tom Lyons and Tony Hill, began to explore off-campus programs, carried out in place of something other than a student's free time (sometimes even in place of athletics). A broader scope of community service projects began to be discussed.

For the past two years, the program has been headed by Reverend Whyte, and continued to focus primarily on local tutoring. Early in the past fall term, however, religion instructor Frederick Pease assumed the responsibility for setting up the community service activities and programs. With the new rules for athletic requirements, and an initial bulletin describing the different opportunities available, there was a great interest in various community activities in lieu of athletics. In addition to the schools above, arrangements are being made for PA students to tutor at the Breen and Leonard Schools, both in Lawrence.

Student Spirit High

Since the project has gotten off the ground, nearly every student involved has become totally dedicated when he or she is helping the youngsters, and loves every minute of it.

Upper Carlos Sanchez, who works at Andover East Jr. High commented, "Maybe it's the way they say 'thanks,' 'all right,' or 'Oh, I see,' but there is personal gratification of bringing light into a dark world." He continued, "Getting into an atmosphere with younger kids is very different. They are not sophisticated or mature; as a result they have a very different view of the world, towards fun and their friends. They aren't as aware of certain things because they haven't encountered enough frustration to take away their optimism."

Not only have the students been enthusiastic, but Peter Anderson, an English instructor and liaison for Andover East Jr. High is excited. He noted, "We have a school with about 740 pupils, yet we don't have half the facilities we need. We couldn't hope to equal the Phillips level. When you have 25 students and one teacher in a classroom, it is hard for the teacher. Also the tutor has a chance to work one-on-one with the student, and even if he's not always helping academically, he will help to build up a student's confidence by merely talking."

Leahy School in Lawrence presents a different kind of challenge to the tutors. Leahy has a high percentage of minority and non-English-speaking

optimism.

Students are not the only ones who need help, however, Lower Sandra Lsham commented, "A teacher's life is very hard. They can use all the help they can get. The first day I worked I didn't know what to expect; this is a whole new thing for me. It was reassuring when the kids accepted me and started jumping all over me. Yet the teacher didn't like it, and told me that I should be at my own level, and not go down to theirs."

Lower David Gilmour works in a housing unit of the St. Anne's Home. The girls in his unit range in age from 7-13 years old, and come mostly from broken homes. The 11 girls and two counselors live and eat in their unit, a large room with partitions for

Bedpans and "Emergency"

There are many students who work at neighboring hospitals, Lawrence General and Bon Secours. The work varies from being an orderly, picking up towels, cleaning bedpans, to assisting in the emergency room. Senior Pete McCubbin works in the emergency room of Bon Secours Hospital. "You make what you want out of the job; sit around, or get involved with what is going on. The place has a supercharged atmosphere, everything is very tense and emotional. You can learn a great deal about medicine by following the doctors around and learning techniques they use in the operating room."

The only cost of the present community service project is the transportation cost, which is substantial, but worthwhile for all involved. The community is gaining a great service from our student body, and there is much room for enlarging the program. In a report recently prepared by Mr. Pease, he presents some interesting observations. One of them is the following: "There are different kinds of commitments, and different kinds of expectations and levels of involvement in Community Service volunteering. Some students volunteer gladly and follow through beautifully for a once-a-week stint at a hospital, or a couple of hours tutoring somewhere, and they enjoy it, or a couple of hours tutoring somewhere, and they enjoy it, don't put much thought or effort into it, expect no credit or schedule relief, etc. They should be looked after occasionally, but no particular supervision is called for."

Mr. Anderson of Andover East Jr. High observed, "We have not yet begun to tap the school's resources in many departments such as English and the foreign languages. We are primarily interested in academic areas, but would welcome people who would like to help out in almost any field, such as drama and music. Whatever a student feels he has to offer, I'm sure that we could fit him or her into our curriculum in some capacity."



Instructor Gillingham conducting a Greek class.

students, and the urban problems that afflict city schools.

Needed Miracle

Even though he is satisfied with what he is doing, lower Thorn Smith had these observations: "Leahy is the epitome of the overall schooling of the nation: When I see those kids in school I realize that because of their background and society at large, they are doomed. If they make it through high school it will be a miracle." "I suppose that for me it is good to get out of this little world, but to realize that this is what it's like in many cities across the country is depressing. While there is always a sense of accomplishment, I still have a lingering feeling that I am wasting my time." Most, however, are full of

sleeping and eating areas. "St. Anne's tries to pull kids together from battered homes," Gilmour commented. He continued, "I really enjoy it because they respond to love and attention very quickly. It is interesting that many things most people take for granted are completely ignored. Their sense of values is errant, and they need volunteers to set an example of values closer to those of society's so that they may absorb some of them. When you get through to a kid it really registers. Knowing that you have done a little something to improve their thinking. The commitment of working at a home like St. Anne's is very real, the kids really expect you to come, and if you don't, it can crush a kid."

Reflections Of A Housemistress

(Continued from page three)

communication between the student and his houseparents. One real difference I can see is the difference between a boy at PA having a triple-threat housemaster and a girl having a housemistress whose only commitment to the school is the dorm. Traditionally, the boy who goes to PA has more than one contact with his housemaster. He might have his housemaster for a coach or a teacher. Even if the housemaster does not have his dorm residents in class or on the field he is in constant communication with other teachers who do have them in class or athletics. In this way the housemaster is able to keep current on an informal basis on the development of a student's overall performance. In most of the girls' dorms this is not the situation. In several of the dorms the housemistress is a faculty wife who does not teach or coach.

The houseparent concept, in which one or both of the houseparents teach, seems to offer a working compromise. At least in the case of houseparents it does not matter as much if one partner does not teach. As long as they both take an interest in the students in the dorm they do get different pictures of the same students. In working together as partners, they can add insights to form a total picture of a student.

As far as the adjustment of the girls to a coed Andover, the only problem I can see so far is that the school has been too concerned about making the girls feel at ease and as a result have achieved just the opposite effect. There has been so much talk about how different it is to have girls on campus that instead of making the girls feel at ease they are setting them apart. Everyone is so worried about the "special" problems of the girls that they are making extra problems for the girls. Everyone has anticipated problems that just didn't exist and tried hard that the girls feel singled out. There are some areas where the differences between girls and boys cannot be considered equal, such as athletics.

The next few years are going to be years of change for all of us and I feel that instead of worrying about how the girls are adjusting to Andover we should be asking how is Andover adjusting to coeducation? How can we unify the student body and concern ourselves with the problems of all the students and not just a certain portion of the student body? There are many issues facing us in the future and to burden ourselves with distinctions between boys and girls will only complicate things. Let's get back to the basic problems of educating students and not worry so much about whether we're educating boys or girls but whether we're meeting the needs of the students as a whole.

Deaths



Charles Walker Heywood, PA '72, died in Rome, Italy, on December 17. He was 20.

Heywood, on his way home to Saudi Arabia from Stanford University, was killed when the Pan Am 707 in which he sat was fire-bombed by Palestinian guerillas. Twenty-eight other people were also killed in the blaze.

Years at PA

Heywood was a talented student. Besides being an Honor Roll student, Heywood was a very active and fine musician. He followed an active interest in Photography. Faculty members described him as very bright, original, and independent.

Heywood is remembered as always being pleasant and reliable, with a rolling enthusiasm for life. He had a genial, light spirited nature that eased the pressures of living. Heywood was well-known and liked by both faculty members and students. Mathematics instructor Frank Eccles said of Heywood, "He had a great capacity for friendship. His killing was a terrible, senseless waste of a fine human life."

The PHILLIPIAN extends its deepest condolences to Headmaster Theodore Sizer on the death of his sister Mary Ecklund.

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The Crumbs of a Kingdom: Fragments of Classics

By THORNTON DAVIDSON

The days of scholarly grandeur, days when the boys of Phillips Academy wore 'respectable' clothes, went to church on Sundays, and studied the language of the gods, are lost amid history. Although the respectability of today's clothes hasn't been completely altered, and student attendance at Religious Services

requirement hardly seems a threat to the Classics' survival.

Why Study Classics?

What value do the Classics hold in a society that stresses the 'career' education? For even those who desire to teach classics as their life occupation may find an easy road to unemployment. But these students of Plato and Catullus who have devoted

"It would be a poorly educated man who has disregarded the Classics. For the best education comes from those who see there are ways beyond America, to another civilization, to a completely different life."

C.E. Krumpe

Homo sum, humani mi a me alienum. Terence

remains above nil, the tongue of the learned, Classics, has suffered severely under the span the time. In 1933, after 155 years of intellectual domination as one of PA's most influential departments, The Classics experienced a serious downfall. This recession of departmental power came in the abolishment of the Latin requirement. It seems ironic that a department with what Classics Chairman C.E. Krumpe terms "the more experienced older teachers", should deteriorate so greatly in student enrollment as a result of this abrogation.

The student enrollment in course study of Greek or Latin after 1933 indicates that the majority of pupils studying Classics before that time were doing so only to complete PA's diploma requirements. By this token, was Classics then doomed by a progressive society with an even more progressive educational system? Since Aristotle and his astute cohorts languages managed to be preserved before the advent of PA's 'progressive education', the mere abolition of the

their studies to the Classics will in some way be beneficial to the preservation of the languages very much essential to modern civilization.

The study of Classics holds what Harvard Professor John Finley calls "The issues of today... but without the overtones and complications of current reality. It is easier to see. This is what the myth, what the classic, is. Expectations and change, reality and hope... They (the students) see the relevance of the myth to their own existence." Although Professor Finley's ideals as to the importance of modern study of Classics must certainly be commended, the PA student would most often reject this justification. Yet Finley's explanation remains too abstract for the PA student. We look for relevance and are blinded to the "immediate gain" that each course may offer.

A Latin student for five years, senior Robert Bagnall carries on his Classics studies to "come into direct contact with the forces that shaped the Western World." In this particular aspect of Greek and Latin

subject, the parallels with the present so often demanded are blatant. Bagnall continues in stating, "Some comparatively new literature, as recent as a T.S. Eliot, abounds in references to classical works and characters. By this, the importance of the classical pieces are directly related to today's education." Lower Shipley Munson agrees in the 'relevancy' the Classics hold for the modern world, but also intends to pursue the language "to observe how much human nature hasn't changed." Both of these reasons for the study of Classics exhibit many advantages, but again one observes a preference towards 'material progress'. Perhaps Classics Chairman C.E. Krumpe has best discovered the relevancy to existence, of which Finley spoke, by stating, "It would be a poorly educated man who has disregarded the Classics. For the best education comes from those who see there are ways beyond America, to another civilization, to a completely different life. In this there is something to be learned."

The Return of the Classics?

The January sixth edition of the Boston Globe featured an article entitled "New Outlook on campus—back to the classics." It was in this piece that Harvard Professor Finley was interviewed and some startling statistics came into the public view. As of this semester, "the course in Greek literature rivals introductory economics as Harvard's most popular course and far outstrips the basic science and mathematics courses which are required for the many headed toward medical careers." Professor Finley, commenting on the new partiality of the Harvard student body towards the Classics, stated, "Many of these youths are part of the new technological America. They won't concentrate in the Classics, yet

they are interested in the subject or perhaps just 'wandered in.' All this may indicate a major change in education or in that of society, but to predict of a national return to the Classics among students, without more information, is useless.

As of yet no thundering hoard of students have accosted PA's Classics Department with the flood of interest apparent in Cambridge. Harvard, however, is one step ahead of most other institutions in the moving trends of education. Krumpe's explanation of the drift towards the Classics is the "increased interest, on the part of the student, in a liberal education. To learn for the sake of living a free, happy life." Classics students at PA were very much surprised by the recent 'classics deluge' at Harvard. One PA senior noted, "The occurrence is unique. The events of history call for the gradual deterioration of the 'dead' languages. Yet, here a renaissance summons back the scholarly prose." Lower Shipley Munson shies away from the 'revival-miracle' concept and logically asserts, "People are dissatisfied with

the philosophies handed to them by the media and such. They want to search back to find the truth as the ancients found it, and compare." Harvard student Larry Hammond, who is presently enrolled in the Greek literature class, feels the course is a vehicle by which to explore his own life. "One of the things about life is the choices people have to make. In the Iliad, Achilles has to make choices about going to war or not, a struggle between his own values and the pressures of society. A person has to make choices about doing what society wants or following his own values."

Whether Classics is a subject taken by few, or taken by many, it will always remain a gift. A gift from the days of Cicero, Homer, and Vergil. A gift to learn from, live with and pass along to another generation. And to all those who label the Classics 'irrelevant', we reply, as did retired Classics instructor Dr. A.H. Chase, with the words of Terence, "Homo sum, humani mi a me alienum." "I am a man; I hold no human interest irrelevant."



Fishburne, Robert J.

A Geography Lesson

Britain loves a crisis. In fact, something seems to be absent in the English Character during periods of relative prosperity in this century. When times become easy, Britain invariably pursues matters of a supercilious nature, such as affording an effluent effort to join the Common Market, or the fair ladystate will inflate her international importance to burdensome degrees and consequently unbalance the affairs of her intended beneficiaries—only Britain could have created that intolerable Middle Eastern Crisis (But, I guess that is reflective of British generosity; the British know how invigorating disaster can be and they simply enjoy disaster out to those less disastrously fortunate than themselves.) Such are the good times. However, bring out a paucity of prosperity—firebomb the British underground, let the pound melt to the value of a marshmallow, inject the cities with crippling strikes, have West Germany win the World Cup—and Anglican self righteousness thrives, almost becomes narcissistic as it embraces itself in the Metro, at the pub, or on the docks.

At present, Mother England is founding a bright, new baby gaudy: Energy Emergency. She has labored gloriously into a resolution known as Half-Time. For the less sophisticated among you, I imagine the phrase "Half-time"

conjures up visions of hundred-piece marching bands being led by sequestered ladies who handle a baton as if it were an extra appendage and arranging themselves to spell college initials and other obscenities. To the British, though, half-time signifies a period of doing without and contrary to the Daily Mail's headlines, the British have a fetish for doing without. Imagine an era without work, without eating, without comfort; oh, my brothers, it should be a glorious era. Although Parliament, which has no concept of anguish, only one of reelection, will undoubtedly resolve the situation by sending the Arabs any ornament short of wind-vanes to secure their favor and their oil, the prospects for a few years of misery are burning in wondrous flame. About the only thing in Britain that is presently giving off heat.

Now, as usual, good friends, you are probably experiencing a bit of a quandary in trying to extrapolate the course of this column in relation to the constellation Phillips Academy. Well—recently this campus was graced by a number of my countrymen. And I thought it only reasonable to exhibit an egalitarian sensibility and welcome the little perishers to the Academy. Welcome, and I hope you know what you're getting into.

Idea To Program

(Continued from page six)

Another grouping might be developed to allow students to provide support for each other when the on-campus aspect of their program is completed. Such an educational support group might come to Andover for an intensive program which would prepare them to view education as a life long process rather than something which occurs only while one is at school. After they leave campus they would continue to support and stimulate each other to grow intellectually. They might return every three years or so to reestablish their relationships and to share their intellectual growth. Within such a support group, a sense might develop which would help them to attack the

syndrome which causes people to think of education as something which happens at certain places (usually called 'school') rather than as a process which continues throughout one's life.

The concept and its application. The complementary schools concept is one which challenges many of the basic assumptions people have made in the past about schooling. It is a concept which teaches us to look at the rubrics of education more closely. It has lead us to look at students in more unconventional ways. But it only becomes innovation when the idea becomes reality when the concept becomes a program—and it is a long way from a great idea to a simple operating program.

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PA Hockey Overcomes BC Frosh In Overtime, 5-4; Varsity Basketball Conquers North Yarmouth, 115-111

Combined Score Of 226 Points School Record

Saturday, January 12; Andover, Mass.—Led by the impressive 48-point performance of forward Ted O'Grady, the Andover varsity basketball team overcame a strong North Yarmouth Academy squad, 115-111. This victory lifts the Blue record to 2-0.

North Yarmouth Takes Early Lead
Employing a tenacious full-court-zone-trap-press, North Yarmouth jumped to an early 12-2 lead. Andover fought back, however, managing to climb within one point at the end of the first quarter, as the score stood at 26-25.

While PA was able to capture the lead early in the second quarter, it was unable to pull away from the visitors. O'Grady repeatedly disgraced North Yarmouth's 6'7" center with numerous moves which left everyone amazed as he finished the half with 21 points. With leading scorer Steve Salisbury sitting out most of the quarter with three fouls, North Yarmouth trailed 54-52 at the half.

Klimley Excels
PA increased its lead to eight points by the end of the third quarter, 82-74. Coming off the bench for the second game in a row, upper forward Brooks Klimley turned in a stellar performance offensively, scoring eight points in the quarter before fouling out.

O'Grady once again ough the crowd to its feet in the fourth quarter, as he managed to score 15 final period points. North Yarmouth wittled the lead to just two points, 89-87, but Bill Lewis hit on a baseline jumper, and then O'Grady twisted around for a driving lay-up, drawing a foul on the play. O'Grady's completion of the three-point play made the score 94-87 with 7:09 remaining in the contest. O'Grady then took charge, assuming the role of team leader, as he kept Andover in the lead throughout the final minutes of the contest.

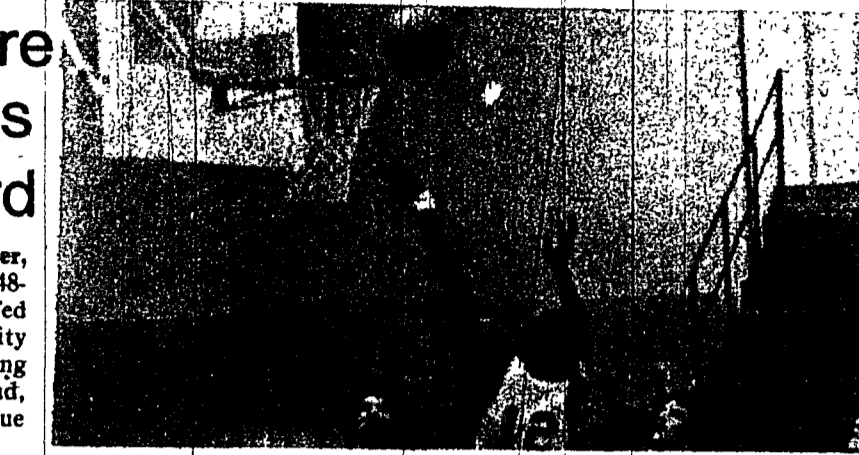
O'Grady's shooting statistics were nothing short of remarkable. The senior forward compiled an astonishing 19 for 25 on field goals and 10 for 10 from the free throw line, for percentages of .760 and 1.000, respectively. Captain Willie Robinson had a fine scoring night (23 points), as well as playing fine defense, while Luther Wells and Brooks Klimley contributed 12 points.

Blue Mermen Defeat Worcester; Swimmers Sweep Seven Events

Saturday, January 12; Worcester—The Andover varsity swimming team demolished a hapless Worcester squad, whose swimmers could not match the Blue in either stamina or speed. Andover captured the first two places in seven of the eleven events in the small four-lane pool that allowed only two competitors from each team to enter a race, and went on to win by the score of 79-26.

Kingery, List Pace Blue
After PA swept the Medley Relay to take a 12-0 lead, its two stars John Kingery and captain Mark List each captured firsts in two events. Kingery took the 200-yard freestyle with a time of 1:49.6 before winning the 100-yard freestyle in 50.1 seconds, while List won both the 200-yard individual medley in 2:05.7, and his specialty, the 100-yard backstroke, in 55.3 seconds.

Croll Wins Butterfly
Senior John Croll, a mainstay on the squad last year, swam a 55.9



A frustrated North Yarmouth defender looks on as captain Willie Robinson pours in two of his 23 points.

Track Opens Season With Victory Over Norwich

Saturday, January 12; Andover—The Andover varsity winter track team successfully opened the season with a 53-33 victory over Norwich Free Academy. With PA trailing 24-21 after the sprint and field events the Blue outscored Norwich 23-4 in the distance events as Matt Mangan won the mile in 4:32.6, Jamie Morgan the two mile in 9:52, and Charlie Nadler the 1000-yard run with a time of 2:22.4. Mangan also captured second in the 1000, while Paul Suslovic was second in the two mile, Chris Bickerton a disappointing third in the mile, and Mark Grange third in the 1000.

Team captain Lee Murray started from where he left off last year, as he again led the team in the scoring. Murray captured first place in the hurdles and high jump. He also ran the third leg of the mile relay, where Joe Salvo, Oystein Haugan, has recently joined the squad; after Murray, and Steve Johnson secured the victory for Andover. Dave Zelton Corcoran has finally been persuaded to moonlight in the mile relay.



Matt Mangan captured first place in the mile, as well as placing second in the 1000 yd. run, to lead the track team over Norwich Academy.

Skiers Cop Seventh In Relays; JV X-Country Topples St. Pauls

Saturday, January 12; Hanover, N.H.—The Andover varsity "A" cross-country ski team captured seventh place in a field of 17 high school teams at the Hanover Relays, an Eastern Ski Association sanctioned tournament. The PA "B" squad placed twelfth in the same race.

The Andover "A" skiers, Grant Donovan, Whit Johnson and Wally Corwin, covered the 15 kilometer course in a time of 59:47, more than three minutes behind first place Putney School, which recorded a winning time of 56:07. Each skier raced 5 kilometers in the junior relays. Donovan was the first skier for the Blue relay team, registering a time of 20:01 for the five kilometers. Johnson followed him with a time of 18:57, while Blue anchor man Corwin finished in 20:47.

"B's" Place Twelfth
The Blue "B" entry, which took twelfth place with a time of 1:05:18, consisted of Bob Parham, Tom Johnson, and John Trahan. Their

Andover's other first place. Relayman Salvo took second in the 50-yard dash, while Johnson was second in the 45-yard high hurdles, and split a point with Haugan in the high jump. The fans went wild when Doudou Jannah won the third heat of the 50, where he, Mike James, Mason Wilkenson, and Haugan, have been hovering around the 6.0 second mark, but they will need to crack the 6.0 barrier to place in the upcoming meets.

The meet this Saturday against the Dartmouth Frosh, originally scheduled for the Andover cage will be run at Dartmouth, as their facilities are far superior to PA's. Andover will be seeking revenge for the 97-16 shellacing it received at the hands of the Green last year.

Mike Corcoran, a returning letterman, who ran a 1:20 600 last year where Joe Salvo, Oystein Haugan, has recently joined the squad; after Murray, and Steve Johnson secured the victory for Andover. Dave Zelton Corcoran has finally been persuaded to moonlight in the mile relay.

Hockey Rallies From 4-3 Deficit; Burke Registers Winning Tally

Saturday, January 12; Andover, Mass.—The weather outside might have been below freezing, but the atmosphere inside the Sumner Smith Hockey Rink was red-hot, as the PA varsity hockey team put its 2-0 record on the line against the powerful Boston College sub-varsity. Andover won the game 5-4, as Brian Burke tallied the deciding goal after minutes of overtime play. The play of Blue goalie Len Moher was also instrumental in the victory, as Moher turned back 20 BC shots in the wide open third period, including half a dozen spectacular saves, to insure the victory.

Visitors Open Scoring
Playing inspired hockey in the opening few minutes, BC jumped to a 1-0 lead after almost five minutes of play, beating starter Moher with a blazing shot that entered the upper corner of the net before the startled goalie could even move his stick. BC held on to its slim lead for the rest of the period until right wing Murphy poked home a goal from linemates Burke and Dilorati with less than a minute remaining in the period.

Koch Dominates Second Period Play

Following a BC goal just two minutes after the start of the second period, center Randy Koch took over Andover's offensive duties, scoring two goals and breaking up numerous BC rushes. Koch's first goal came at 9:30, but BC retaliated with another score only two minutes later to take a brief 3-2 lead before Koch converted a pass from Dave Bonbright to deadlock the game, 3-3. The Eagles collected their final goal of the night, however, to go ahead 4-3 as the second period ended.

The excitement in the crowd was obvious as the final period began, as the partisan PA fans cheered their team onto the ice. The Blue responded three minutes later, as PA's revitalized third line, with the addition of Lou Miccile, scored to tie the game at four. Miccile, who traded places with Bonbright to balance PA's scoring power, tallied on a 25-footer right along the ice to the goalie's glove side.

The game remained tied for the duration of the final period to set the stage for Burke's dramatic game-winning goal. Left wing Dan Dilorati broke over the blue line, passed the puck to linemate Dennis Murphy, who was streaking from the right side toward the goal. Murphy cleverly drew the BC defensemen out of the play before giving the puck to the trailing Burke, who flipped the puck past the visiting netminder to keep the Blue among the ranks of the undefeated.



Left wing Lou Miccile's third period goal erased a 4-3 BC lead to send the game into overtime.

Racketmen Lose To Brooks, 3-2, Top Middlesex

Friday, January 11; North Andover, Mass.—Playing in its first contest of 1974, the Andover varsity squash team fell to the Brooks School, 3-2. Number three man Phil Mihalski and co-captain Dave Doyle registered the only PA victories.

Mihalski, Doyle Capture Victories
Mihalski downed his opponent in four close games, 11-15, 18-17, 18-16, 17-11, while Doyle, seeded fifth, triumphed in the minimum three games by the scores of 15-3, 15-8, 15-13.

The top two Blue racketmen, Alex Stille and Jason Fish, provided no competition for their Brooks counterparts. Stille lost to the Brooks top seed, 15-12, 15-11, 15-10, and Fish fell 15-6, 15-11, 15-9 to the second-ranked Brooks racketman.

The third Brooks victory came at the expense of Ned Bacon, the PA fourth man. Bacon rallied from a two game deficit to tie the contest before losing the decisive fifth game, 15-9, and the match, 16-14, 15-10, 10-15, 15-18, 15-9.

Saturday, January 12; Andover—The Andover varsity squash team rebounded from its loss the previous afternoon and totally overwhelmed Middlesex School en route to a 5-0 shutout victory. The triumph raises the Blue record to the .500 plateau at 2-2.

Blue Dominates Match

Only three of the individual matches went for more than the minimum three games. Top seed, co-captain Alex Stille triumphed in four games, 15-5, 13-15, 15-11, 15-10, while fourth-ranked Ned Bacon was also extended to four before crushing his opponent in the final game to win 15-11, 13-15, 15-6, 15-4. Number three man Phil Mihalski dropped the first game before winning the next three and the match, 13-15, 15-12, 15-10, 15-3.

Both Jason Fish, playing in the number two slot, and co-captain Dave Doyle, the Blue fifth man, won easily against their Middlesex opponents. Fish triumphed by the scores of 15-7, 15-8, 15-9, while Doyle downed his opponent by the scores of 15-3, 15-8, 15-5.

JV SUMMARY

JV Hockey
Playing in its opening game of the season, the Andover JV hockey team

downed the Brooks School varsity, 5-3. Defenseman Steve Collela scored two goals, while Chris Bensley, Sammy Smith, and Kevin Connolly all added single tallies.

Athlete Of The Week

TED O'GRADY



Forward Ted O'Grady enjoyed the finest game of his brilliant two-year Andover career, scoring 48 points while hitting on 19 out of 25 shots from the field and ten for ten from the free throw line.

Jr. Basketball

Plagued by a porous defense and some dismal shooting, the PA junior basketball team fell to the Haverhill freshmen, 50-20. Chris Poole and Roy Hamilton played well in the losing cause, scoring seven and four points respectively.

Jr. Hockey

Despite the fine play of its first line, the Andover junior hockey team fell to the Belmont Hill freshmen, 6-4. First line center Harry Jewett scored twice, while linemates Paul Wheeler and Rich Wheeler tallied one goal each.

Chelmsford Crushes Andover Wrestling

Saturday, January 12; Chelmsford, Mass.—Handicapped by injuries to key members of the team, the Andover varsity wrestling squad received a sound drubbing in its season opener, falling 39-17 to a powerful Chelmsford team. Chelmsford, coming into the match with six meets already under its belt, proved to be too much for PA, as it never relinquished an early 6-0 advantage.

With injuries to George Letson, Jay Finney, and Jeff McAnallen severely weakening the lower weight classes, the Blue managed to salvage only one victory, by decision, and a tie, out of the first five weight classes. Howard Carter gave Andover its first victory, as he completely outclassed his opponent throughout the bout. Mark Efinger allowed a five-point lead to slip away and thus obtained a hard-fought tie.

With the score now standing at 17-5, PA was hoping for a pin in its next match. Chelmsford, however, quickly shattered these hopes by pinning Andover's Martin Godly, thus making the score 23-5. The Blue bounced right back with Tony Pucillo chalking up his first victory as a varsity wrestler, drawing Andover three points closer. The determined Chelmsford team was not to be denied of victory, however, as it clinched the match with

a pin and a decision in the following two bouts.

McGarry Wins Thriller

With the match already out of reach, the Blue received fine efforts from Jay Cystas and captain Paul McGarry, as each defeated his adversary, McGarry by means of a thrilling pin. McGarry, entering his match as a heavy favorite, was being beaten thoroughly by his aggressive Chelmsford rival. With only 45 seconds remaining in his match and trailing by a six-point margin, McGarry showed the partisan crowd the reason why he was last year's Interschol champion, as he pinned his startled opponent.

JV Wrestling [0-1]

Saturday, January 12; Chelmsford, Mass.—The Andover JV wrestling squad opened its season with a crushing 38-18 defeat at the hands of a powerful Chelmsford JV team. The Chelmsford squad dominated the entire contest, as it leaped off three successive pins in the opening minutes of the match to take a commanding 18-0 lead. The Blue obtained only three victories in the entire contest; however, they were all pins, which came from Ed Mayer, Mike Cameron, and Scott McKusick.



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The Proverbial

PG Singer

By MARTHA FREDERICK

"Whenever I tell anybody that I attend Phillips Andover as a post-grad, I can usually depend on being asked the following questions: (With increasing incredulity) 'It's co-ed?' 'You're a post-grad?' 'Why?'"

Well, my height, which is negligible, squelched all my fond hopes of a career in football. But my lung power and the ability of my feet to reach the pedals of a harp remained unimpaired.

Having already been accepted into colleges last year, I was preparing, with stalwart determination, to decide where I was going to spend the next four years. I was not aware that Andover existed. Then, by some stroke of fortune (or was it Nemesis?), there I was, licking the final stamp on my PA application. Probably a friend had told me that it had "a good music department."

September saw me entering PA feeling like the proverbial kid in the candy shop. Through the clouds floating around my neck, I perceived a world of opportunities open to me. There were so many things to do—musicals, plays, Chorus, Orchestra, Fidelio, Gallery Consort, Madrigal Society—not to speak of about 50 courses I wanted to take. Frenidly, I joined practically everything. January sees me feeling more like the proverbial newly-decapitated chicken. But the chicken's head is still in the clouds. I have no doubt that by graduation, the strain of trying to cram four years of activities into one, coupled with guilt feelings incurred from taking only the courses I want, will have me prostrated and under psychiatric care. What do I mind? It will have been worth it.

The quality of music at PA is not always tops. I've heard some very bad music here, and some that was so good that I wondered if the students producing it weren't professionals in disguise. There really is ample opportunity for performing here, no matter what sort of music you do. Unfortunately, if you are a fanatic



musician, school takes such a lot of time that to do all you want becomes impossible. My sole reason for survival is my biased course load. Three out of my five courses are music courses. I don't recommend anyone with a normal PA course load to try to be in several productions, assorted activities, all the while studying a few instruments. Try taking a p.g. year to go hog-wild in music, because even with no academic worries, it can be difficult getting what you want out of PA. Occasionally, I have felt rather like some mindless monster doggedly chewing its way through wads of gummy, antediluvian red tape. But if you chew enough, and maybe cry some, you can get what you want out of school, and what you get is generally good. Boston is readily accessible (if expensive), if the personal instruction here isn't what you want.

What impresses me most about the music here is its vigour and energy. Of course, not all of it is constructive energy. I've seen students seemingly hell-bent on driving conductors to insanity, and vice-versa. But coming from a school as musically limited and apathetic as I did, it is a revelation for me to see that people do care about what music they play.

[Continued on page ten]

What Are Movies . . . ?

Paul Newman, Robert Redford, Humphrey Bogart, Gary Cooper, Jimmy Stewart, Cary Grant, James Cagney, Frank Sinatra, Bing Crosby, Steve McQueen...

Dana Delaney '74
It is the movies, and only the movies, that do justice to that materialistic interpretation of the universe which, whether we like it or not, pervades contemporary civilization.

Edwin Panofsky
(In film)...we approach ideas no longer on highways leading through the void, but on paths that wind through the thicket of things.

Siegfried Kracauer
Did you see Russell. What a pair. she'll fill the theaters.

Howard Hughes
What do you want me to do? Count to three like in the movies? Canino in The Big Sleep



Yáhoó the weekend's here Gonna go to the flick Gonna get me a chick.

T. Barber as quoted by Jon Meath (Note: 'Montage' is the sequence of shots in a finished film.) So, montage is conflict.

As the basis of every art is conflict (an imagist transformation of the dialectical principle). The shot appears as the cell of montage. Therefore it also must be considered from the viewpoint of conflict.

Conflict within the shot is potential montage, in the development of its intensity shattering the quadrilateral cage of the shot and exploding its conflict into montage impulses between the montage pieces.

Sergei Eisenstein
I enjoy movies because when the lights go out I'm hard to handle.

anonymous student '74
I like being in the dark.

John Bateman
Maybe non-objective paintings are so many portraits of the void in its fluid and static moods. But such a "portrait art" would seem, in comparison with the whole of human experience, both narrow, and tending to barrenness. I suggest that the lowly movies are, after all, a positive antidote to this extreme convention of

thinking that it was popular entertainment, just as American social mobility and affluence had us thinking our government was a pure popular democracy.

Stephen Marx
Although the question has nothing to do with bodily functions, I propose that cinema at its finest is more like defecation than like victory gardens, in that it is not only nice but a necessary, a necessary expenditure of cultural impulse. Big deal.

Robert J. Fishburne
For my purposes, film is trying to catch my subject in the right place at the right time so that the picture I have formed in my head, previous to filming, matches the ultimate creation. It is very difficult to create on film what I feel and would like to convey to the viewer; that is why the average film creator, like myself, must shoot about 20 minutes of film to come up with a 3-minute, edited masterpiece that meets his expectations.

Stan Brakhage put it this way: "there's very little that's understandable to me about life or even bearable, except the seeing of it." I watch a lamp which flickers like a candle. My eye, overloading, changes exposures. I watch television, a squirming gunfight. My father has been speaking. I glance at him and his face turns grey. I watch the electrical interference, the static that rises in my throat is a chemical's action. My perception of a star is a separate chemical process. It is first the exposure and next the development. What image is "real"?

Paul Kaiser '74
But to convey images, to make the mind see. To project onto that inner screen of the brain the picture of objects and events, events and objects moving towards a balance and reconciliation of a more than usual state of emotion with more than usual order. That is a definition of good literature. It is also a definition of the ideal film.

Herbert Read
Film has nothing to do with literature...The written word is read

[Continued on page ten]

Photographic Passion

By STEVE MILLER

As a photographer, it may seem strange that I feel a small indebtedness to mass production. Although the technocratic society has erased every mark of individual effort and personal involvement from practically everything that it has produced, it has succeeded in making photography and the other visual art forms publically accessible on a mass level. It has also succeeded in manufacturing a machine that is so simple and accessible that millions of people who possess no special talent for articulating themselves are now able to participate in a gratifying creative process.

The role of photography is so vast that the medium, depending upon how and by whom it is used, is simultaneously interpretive, objectively revealing, emotionally scientific, universal and esoteric.

The medium is invaluable as an instrument by which to explore both art and science.

In the hands of most of the masses, the camera has become a means of establishing a personal record of an environment which tends to instill a feeling of "anonymity" into the individual. For these people, the camera has become a means by which they can produce a tangible product to prove that their own existence experiences a unique way of feeling and perceiving, asserting their individuality.

In the hands of the artist, the camera becomes a means of transmitting a feeling of creative energy into an image, enabling others to understand how he sees and what he feels.

Because of the mechanical nature of the photographic process, the potential output of the artist is increased to a point unparalleled in the history of art.

Photography is one particular alphabet of a universal visual language that serves to illuminate those things that are common to all mankind, as well as that which can only be felt by a particular individual.

One can only go so far, though, in attempting to define photography through sweeping generalizations. To understand the message of the photographer, one must think in terms of people, feelings, and emotions, not of cameras, machines, or chemicals. In pursuit of that understanding, I will continue with my personal involvement with the medium.

I began photographing less than three years ago. At that time I had no specific reason for wanting to photograph, or no defined ideas about what I should be shooting. I have always loved to look. It sounds too simple to be true, but the reason I began photographing was that I love to just look at people, scenes, situations and objects. I find there are times when the only way to understand an environment and the happenings within it are by withdrawing from any attempt to influence it, and simply observing it. This does not necessarily mean that I step back to think about what is transpiring. Usually when I photograph, the only conscious thinking that I do is to make sure that the light setting and focus are correct. The whole process is more of an intuitive feeling. I sometimes feel that my most valuable aid, except for my eyes, is not my equipment, but my stomach. That's what usually serves as my best guide as to what and when to shoot. The one essential feeling, though, that must be present if a photograph is to be good is energy. Somewhere in the body, energy must be stimulated by what the eyes are perceiving.

Although the photography department at this school is excellent, it is almost impossible to pursue photography seriously here. A commitment to practically any of the arts inevitably leads to a conflict with other daily requirements, such as academics. A time crisis then takes place, and I often end up feeling that

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Academy DaVincis

BY GAR WATERMAN

Something that has always surprised me since I've attended PA is that only some 14 students out of over 1000 take the sculpture class offered. I can think of a number of times when I've been talking to one friend or another about making sculpture, and they remark that they wish they had the talent to produce a good piece. I feel that it is not really a question of talent being required, but of imagination. Although an eye for interesting forms, or any type of artistic talent, is to some extent helpful, anyone with a fertile imagination has the ability within themselves to create good sculpture. The skills involved, such as arc and acetylen welding of woodworking, are mastered without much difficulty, and once learned all you need is an inspiration.

I find it very satisfying to transfer something from my imagination into a solid, palpable form which is aesthetically pleasing to those who will see it as well as to myself. I prefer to sculpt a simple form of nature which the viewer can recognize, abstracting it in movement, size or shape. Perhaps some of you remember the Dandelion. I made last year which stood in the courtyard. The steel dandelion was a perfect example of a really very simple, but beautiful, form abstracted to huge dimensions, with blowing seeds instilling movement. I relate much better to a piece of sculpture in which I can discern a familiar form rather than one that is totally abstract. Not that I don't regard totally abstract sculpture as a viable form of the arts, it's just that I don't agree with its extremes.

Under the guiding hand of Mr. Shertzer, the class this year has turned out some fine work; despite the loss of three of last year's DaVincis, Seymour House, Gabe Warren and Max Steinhart. If you attended the student art show this December you will have seen some excellent stuff by Jamie Morgan, experimenting in grand steel cones, Brewster Lee, working with abstract wooden forms, and a number of other students using various mediums. The class itself is very open-ended; students are able to make pretty much anything in any and every possible medium including steel, plexiglass, wood, clay, plaster, and lead-casting, to name a few.

Sculpture, like the myriad of other art forms, is essentially a method of expression, and I think that with a little time, effort and imagination even those who feel they have little or no artistic inclinations would be surprised at what they could do if they gave sculpture a try.

Andover Drama

by TOM HERWITZ

The lights dim in the auditorium, you walk out in the darkness to your assigned place, assume the character of someone who you are not, yawn as the dawn breaks at 6:45 at night, stand on a windy hilltop inside a big room, and meet someone who you have never seen before, yet have seen at least once a day for the past six weeks. You have brilliant new ideas which were written years ago by someone whom you have never met. Is it a wonder that actors were deemed either gods or blasphemous heretics? Is it extraordinary that actors have a reputation for being the dregs of society, and drunkards? At what point are you a man out doing a job, instead of the gallant Count of Monte Cristo?

Theater is illusion, and illusion on illusion. It is reality which was formulated in a person's mind. Theater is the only live conveyance of a person's ideas, and everything which conveys man's ideas live is theater. Yet drama is different.

Drama is a preconceived, carefully worked out attempted reality. Drama is a form of theater, but its major concern is a separation of players and audience, in order to create this false reality. This is the easy type of theater, the parlor-room, box-set theater.

But theater is now moving away from this type. And drama is moving into other medias, especially film and television. As John Lahr, one of the most distinguished of the modern drama essayists, puts it—theater is up against the fourth wall.

Theater is, of course, all around, but as with everything else, there are people who are especially good at creating theater, both on the page, and on the stage. The pagors, or playwrights as they are usually called, tend, in the modern theatrical movements, to write theater which has a twofold purpose—to amuse (here not in the sense of provoking laughter, but in the sense of creating genuine and thorough interest) the audience, while at the same time to provoke thoughts and ideas, and to leave the viewer in a state of greater knowledge of some sort.

Now the real question, especially at the Phillips Academy level—is what is the actor, what is his "role", how does he cope with his responsibility?

An actor's main purpose is to create the part for which he was chosen. He most likely will have to be different from what he is in reality. It is believed that total sub-

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Female Students Experience Misunderstanding, Lack Of Identity

[Continued from page two]

Senior Lucy Whittemore stated, "I have no real interest in getting involved or voicing my concerns—it seems like no one cares." Social activity seems also to have disintegrated—as she continued, "I feel like I've grown out of the school; my main social contacts now consist of the girls—sometimes the boys seem so young."

Although feelings of alienation, nostalgia and dissatisfaction are certainly a reality among former Abbot students, Ms. Johnston expressed the convictions that most have become acclimated, familiarity has done away with old stereotypes, and that they have discovered boys experience their same general concerns. She also noted that many have recognized that they were emphasizing only the positive aspects of their experiences at Abbot, and forgetting that they voiced much of the same criticism at Abbot. Senior Dianne Aigler observed "Girls didn't help the situation any—many entered with bad attitudes. It was a rough fall term, but there is no time to hold grudges." Finn also indicated brighter prospects, "When we entered, all we had were memories of Abbot to reflect on—now that we have PA memories, it's easier to feel a part of the school."

Senior Sara Wedeman stressed the positive aspects and prospects of the coeducational environment. "The absence of boys at Abbot made it easier to do a lot of thinking about women's role in society. PA-Abbot relations were abnormal, however, and a lot of equalizing has taken place between the schools."

Male-female relations can be much more honest and are more likely to be now that their lives are no longer separate. People were never going to confront the issue when there was an escape from it. PA will rarely experience a challenge as stimulating and unique as the presence of former Abbot students. They represent a cohesive group of students who underwent a different educational experience specifically dedicated to the education of women, and witnessed the process of coordination and incorporation. Rather than allowing dissatisfaction to fester by writing it

off to betterness or nostalgia, PA could benefit from valuable insights into the individual needs of female students from a comparative viewpoint, as well as into the quality of student life in general.

Isolation

The dispersion of females across the campus, due to the cluster system, is a factor which affects new and old girls alike. Senior Faith Barnes commented, "The girls are so spread out, particularly with the emphasis on vertical housing, that old friends go down the drain. Females really need other female friends for support, and this makes it difficult." The effects of this circumstance are observable during cluster events: Senior Nancy Brisson, a member of West Quad South, remarked, "I often feel isolated—it is particularly at cluster evenings—with only 26 girls, friendships are greatly restricted." Lower Amy Gleason, a member of Flagstaff cluster, felt similarly restricted. "Sometimes it seems like there are so many boys, and with the girls so separated it's hard to meet new friends." Attempts at alleviating this problem have been generally unsuccessful. The PA Women's Center is decentral and only open a few hours weekly, and the Ms. Tea was an isolated event which offered nothing more substantial than food to convene over. The issue of female isolation points to the large male-female ratio. A lasting resolution might involve dropping restrictions on female admissions to allow the ratio to float.

Misunderstanding and Stereotypes

A certain lack of understanding of female students in general exists along with lingering stereotypes. Often these attitudes operate in reverse—many male teachers appear to bend over backwards to make girls feel equal and exhibit an overabundance of concern for their welfare. Barnes noted, "I often feel I'm being patted on the back for doing or saying things which are taken for granted coming from a male." Many girls also expressed annoyance at becoming the center of attention in classes with large male-female ratios, or at being avoided when "touchy" subjects are broached. Senior Sara Nelson attributed much of this reaction to PA's generally tense environment. "The whole

thing has been out of proportion; people are not acting naturally or just accepting the fact of girls at PA."

Discriminatory attitudes are also apparent at the peer level. Barnes perceived that in groups boys will often make chauvanistic remarks to uphold the status quo, but on a one-to-one basis or in classroom discussions they appear more sensitive and aware. "To be taken seriously at PA, a girl must be entirely serious—almost saintly—in contrast with many well-established male students," observed one senior. One lower noted that whereas her male friends could indulge in ethnic or vulgar remarks, they considered her 'cheap' when she did the same. Concerning future goals, Dianna Thiering noted a lack of encouragement. "I get the impression that if you're not extremely intellectually oriented, the attitude is 'go get married.'"

Parietals

The parietals issue has dredged up some misconceived and prejudiced notions of women's—and men's—needs and motivations. Lower Susan Chira observed, "The parietals issue is full of double standards. People seem concerned only about its effect on girls. They don't think about boys being exploited." Ms. Johnston noted that there is just as much pressure on boys to 'perform' as there is on girls to 'consent', and that its effect on egos, beliefs and values is equally damaging. Hall House counselor Barbara Wicks indicated the root of the parietals issue—whether or not PA chooses to recognize and deal with adolescent sexuality—and observed, "It's absurd to even discuss parietals before PA offers a human sexuality program, which would have to deal with sex, ethics and values." Evidently, what is called for is not the protection of females, but some vehicle by which students may learn to explore and cope with their feelings and relationships without losing self or peer respect.

Feminine Value

Ms. Wicks also expressed concern over the way in which females value themselves. "It has become more noticeable this year that girls are so concerned with having boyfriends that it results in less strong, more transient female

relations. Boys have become more important; although it's probably more normal, I'm not sure it's good." Ms. Wicks also observed that girls are often as guilty of sexist predetermination as boys. "Many girls would be as quick to ridicule a boy who is gentle or tender as would other boys—we are all guilty of categorizing individuals according to gender."

Many of the problems peculiar to women at PA stem from its competitive and male-oriented nature. Goyer commented, "There's no time to think of yourself as a girl when you have to worry about establishing yourself in so many other ways." "PA has been a boys' school for so long—something more is needed for girls—possibly a women's organization of some kind," remarked Richards.

Many of the problems peculiar to women at PA stem from its competitive and male-oriented nature. Goyer commented, "There's no time to think about establishing yourself as a girl when you have to worry about establishing yourself in so many other ways." "PA has been a boys' school for so long—something more is needed for girls—possibly a women's organization of some kind," remarked Richards. Wedeman described PA's nature in allegorical terms. "PA is following the Spartan tradition of concentrating on developing man's body and mind, along with the prohibition of sex. This is a uniquely male tradition, in which women have little place. Unfortunately, PA has exhibited little willingness to experiment with modifying this tradition so far."

Place For Women

Wedeman also expressed her conception of the predicament of females at Andover. "Females have a hard time asserting themselves; they are afraid of expressing dissatisfaction because they are so dominated. They don't want a real women's movement, which might mean rejecting the males, all they want is a 'place.'" Phillips Academy's recently conceived dedication to coeducation includes a responsibility to explore all of the possibilities of this "place," as well as its present drawbacks, and to begin to carefully examine the dynamics and sensitivities of human relations on all levels.

PG Singer

[Continued from page nine]

and how it is performed. This seems the most crucial thing of all, that in spite of its imperfections, the atmosphere here leads you to care about the music you're performing enough to improve it or change it.

I get the idea I sound like Pollyanna. Please put it down to the cumulative, side-effects of harp-playing. But for me, at least, music here at PA has been good. (And had better continue to be!) Come June, though, I shall gladly retire to a long-awaited rest. I shall wad myself up into a cocoon of harp strings and sheet music, and await the coming fall with customary trepidation.

Movies

[Continued from page nine]

and assimilated by a conscious act of the will in alliance with the intellect; little by little it affects the imagination and the emotions. When we experience a film, we consciously prime ourselves for illusion...The sequence of pictures plays directly on our feelings.

Ingmar Bergman

We did the best we could with what we had.

We made funny pictures as fast as we could for money. We knew we were experimenting with something new, but has there ever been a performer, or a creative person of any kind, from a talented potato peeler to Picasso, who didn't think he was original? But we didn't rear back and publish manifestos, like the modern poets and painters nobody can understand.

Mack Sennet

They're going to put me in the movies. They're going to make a big star outta me.

Gotta be a guy who's sad and lonely, All I gotta do is act naturally.

Ringo Starr quoted by Trigger Cook '74

I try to position the camera in a way that gives a simple view of the subject: shows it in the way it is seen with the eye. Shooting in this way the camera captures and conveys exactly what I am seeing and feeling.

Ted Diamond '74

Andover Drama

[Continued from page nine]

merion into a character is the goal of a puristic actor. This theory, termed "methodology," was made famous by Marlon Brando.

Such a goal is usually unobtainable, but during a career, an actor can feel himself move from step to step on the staircase to this goal. He wants to be responsible to the playwright to whom he is in eternal debt. He wants to be responsible to his audience who have come to be amused (as above, and not to be confused with entertained as in movies and TV) and who have come to learn. And he wants to be responsible to the institution of theater.

He wants to be interesting, he wants to be real, believable. But most of all he wants to draw emotion from his viewers, any emotion is an indication that an actor is succeeding in his efforts (except of course negative reactions due to poor acting, which can be excluded because they are reactions to the actor, and not to the character which he is portraying.) An actor should feel physically and mentally drained after a performance, as if the devil had just entered and taken his soul.

How does PA tie into the theater? Very well indeed. Because of the lack of any real pressures, theater at PA can experiment, and churn out plays with total regard for the artistic aspects, and no regard necessary for the other restricting aspects so often prevalent in other situations. We can do Shakespeare with puppets, presentations, readings, happenings, experimental theater, straight theater with experimental renditions. Anyone can do theater at PA is he wants to, the facilities are quite adequate, especially in the Drama Lab, which was created as a "black box" theater in accordance with the movements in modern theater.

But on the negative side, theater is treated, as are all of the arts at PA, on a second-rate standing, following way behind athletics. There is a fraudulent belief, which has been disproved many times (especially by Andy Russem and Tad Spurgeon in their 1971 production of *Under Milkwood*, that faculty can direct better than students. This tends to de-emphasize student productions, and emphasize faculty productions—resulting in many good shows being missed, and some bad shows being taken in, and regarded as the theater on campus.

One of the most reassuring signs to the theater buff at PA is the theater exchange initiated last year with Manchester Grammar School. Such an exchange is a wonderful experience for both the actors and the audiences.

Theater is a spirit, acting is a spirit. It is a lifestyle which can be adapted to the PA atmosphere. It is a lot of fun, and a lot of work, a happy time and a sad, but it is always meaningful. I've been engulfed by theater, and I can't see myself getting loose from it, but I don't want to.

Theater is a total experience. I am just about as satisfied while viewing or reading a play as when I am acting in one. Anything connected with the theater is uplifting and exciting.

All I can say is that whatever you do in life, go and see theater; it's there just for you, and for me, and it's happening everywhere.

'Feast Your Ears'

Phillips Academy's literary magazine, *The Mirror*, will present the "Feast Your Ears Concert" at 8:00 p.m. Saturday, January 19 on the GW stage. The music featured at the concert will be representative of both the "folk-rock" and "hard-rock" eras.

The performers will be PA students, with the exception of one faculty member. Senior Trigger Cook, playing the pedal steel, acoustic and folk guitars, will present a program of Dylan-type folk music. A group entitled *Stetson Brothers* will provide the "mystery" entertainment of the evening. Featuring the songs "Land of the Profits" and original compositions "Ralph II" and "You're Just So." Ned and the Nummies will also perform on stage. Senior Jon Freidenberg will play piano pieces by Elton John and himself. Others performing in the night's music include Senior Neil Migdol and administrator John Gail, Upper Harry Weiss and Senior Mason Wilkenson.

Passion

[Continued from page nine]

I have shortchanged my photography work. To devote what I feel is hardly a minimal amount of time to accomplish something with photography, it practically becomes impossible not to fall behind in other areas. At that point, I just have to hope that my calculations as to how far I can fall behind and still, at some time or another, be able to make it up, is not inaccurate, and at the expense of certain minor daily activities, such as sleep, a balanced schedule can somehow be worked out.

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Blacks To Raise Funds For Sickle-Cell Anemia

Aiming at "some positive non-rhetorical action," the Afro-Latino-American Society (ALAS) will sponsor a fund-raising dinner for the benefit of the Sickle-Cell Anemia Foundation, to be held at PA in the middle of May. They hope to feature the Foundation's president and a well-known entertainer as the key-note speakers. Sickle-cell anemia, a hereditary blood disease, primarily inflicts black people. ALAS President Irvin Henderson indicated that "the majority of tickets will be sold to concerned people in the Boston area."

Other Activities

In addition, the blacks plan to present a series of activities during the winter term which will focus on black culture. Explaining Black Artist In Perspective, Henderson stated, "We'll take black poets, musicians, and playwrights, and create programs around their work. We'll probably do about three." The first program will offer a mixed-media presentation of the work of Nikki Giovanni, a contemporary black poet, in late January.

WPAA has arranged to broadcast "a black rap show", *Ebony Eyes*, on Monday nights at 9:15. Irvin Henderson will act as moderator of the show, which will focus on various issues relevant to the black experience.

MacNeish

(Continued from page one)

Upon completion of the Whidden Lecture, Dr. MacNeish's remarks will be published in their entirety, as were his predecessors'. The book, published by Oxford University Press, will be the famed archaeologist's 25th; he has also written approximately 150 magazine articles. The fifth volume of another book he has helped to write, *The Pre-History of the Tehuacan Valley*, is on its way to the printers.

Lectures

Dr. MacNeish's Tuesday lecture entitled "The Hopes of American Archaeology?" dealt with, among other subjects, the redefining of the word archaeology, how that science relates to the ecosystem, and how new hypotheses can be formulated. Yesterday, he spoke on the topic of "Being an Archaeologist" and mentioned his agricultural findings in the Tehuacan and Ayacucho Valleys of Mexico and Peru. The development of village architecture and pristine civilizations was also discussed. Today, Dr. MacNeish will present the lecture, "On Trying to be a Scientist" and how this pertains to his agricultural studies. "Most people don't know when a discipline becomes a science," Dr. MacNeish asserts.

Pure Theory

In a PHILLIPIAN interview last Wednesday, the Director of the Peabody Foundation for Archaeology at PA stated that his lecture would be, "somewhat different from what most archaeologist talk about." He added that most of the material covered in the lectures are, "pure theory".

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New ESU Student



Richard Stokes

Richard Stokes, the son of a steelworker from Stamford, Lincolnshire, England, has come to Andover for the winter and spring terms on a full scholarship from the English-Speaking Union (ESU) student exchange program.

A group of American and British businessmen formed the ESU to foster Anglo-American relations through an exchange of postgraduate high school students. Elaborating on the difference between Phillips Academy and the all-male private school he attended in England, he says, "Phillips Academy has a university atmosphere. It's richer and it's also more progressive—you have a wide variety of courses. You only have time to cover them superficially, whereas in England you're more specialized in one subject. By coming here, I'm trying to get the best of both worlds." He also noted that we are more permissive regarding drugs and sexual relations.

Stokes also commented that the British generally feel Americans are "loud-mouthed...vulgar...brash...nouveau riche...materialistic, etc." He will, he quipped, reserve judgment on this for the time being. Stokes concluded, "I've been raised on American accents, in a sense, from listening to Bob Dylan's LPs. But as a newcomer I do feel pressured to say something profound every time I speak." He will be attending Oxford next year.

Strawberry Fields

Continued from page three

For many this subversive attitude is taking root for the first time, as a result of the general indifference which pervades the senior year. For others though, this attitude rooted a long, long while ago and has been growing vine-like ever since. These are the real pros, our de facto examples, who have spent the last three or four years practising up for the winter/spring terms of senior year. In any case, by the beginning of May, a remarkable disintegration will have the senior class in its grips, carrying with it a driftage of academics and discipline. It will be true theatre. Already the word "degenerate" is murmured in hushed tones by the more perceptive underclassmen. "But how do they get away with it?" they ask. And so, like us before, they are awed.

Simply put, we are in a different sphere. The world of the underclassman is alien, completely unreal. Is it conceivable that these people have two hours of history every night? Did I do that?

Yet it is different, somehow, this year. Where have the titans gone, those seniors who were game for anything? This year's average senior, not wholly degenerate yet, can be found crashed-out in senior tea on a usual morning, skulking in his coffee. He is a sedate individual; his decadence is very much an inverted phenomenon. But where are the seniors who would go out and express their decadence, real sick-os like Bill Robinson? What of posterity? What kind of senior class will there be in the future, if we do not set an example? A damned dead bunch, for sure!

But it will come. By graduation the senior class will be completely, irretrievably, and hopelessly gone. Yes, after April 15, our last challenge will have receded into the past. Done, done, done. We will kiss it all good-bye, and lie in the sun. Yes, drift and dream, file a few acceptances, forget that you are not going to Harvard... We will have set the example.

So, remember, April may be the cruellest month, but strawberry fields lie ahead.

Births

The Phillipian wishes to congratulate Mr. and Mrs. Elwin Sykes upon the birth of their first child, a boy, Emmett Ernest. Ernest was born on New Year's Day in Lawrence, Mass.

In addition, The Phillipian wishes to congratulate Mr. and Mrs. Jay Sarton upon the birth of Christopher John on January 2. Young Christopher is the Sartons' first child.

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NEWS BRIEFS

Exeter Schedule

In response to the growing fuel shortage, Exeter Dean Donald C. Dunbar has released an "extremely tentative" schedule for the 1974-75 school year which includes a fifty-two day winter break.

According to the Exeter paper, *The EXONIAN*, final decision will be reserved until this spring depending upon the state of the energy crisis. The new calendar would open school on September 1 and continue until November 21 with only one day for Thanksgiving vacation. School would reconvene almost two months later on February 9, and graduation exercises would be held on the 31 of May.

Both Exeter and Andover have increased the length of their Christmas recess this year by about one week. One Exeter instructor commented, "If this goes into effect we will all be climbing the walls before Christmas."

Human Relations Lecture

Frank Maria, an internationally recognized expert in Human Relations and Communications, will hold a lecture, *The Middle East Crisis—A Failure in Human Relations and Communications*, on Friday, Jan. 25 at 8:00 in Kemper Auditorium. Termed as "...a contribution of unprecedented and outstanding value..." by Former Pres. Eisenhower, Maria is best known as a member of the President's "People-To-People" program and as a member of the U.S. Delegation to the Eleventh General Session of UNESCO.

Maria received his education at Boston University Liberal Arts and Graduate Schools, obtaining highest honors with Phi Beta Kappa. After gaining reputation as a teacher and educational administrator, Maria became an industrial executive, and more recently a consultant to administrators in education, hospitals, and government. He is the Originator and proponent of "Common Denominator Diplomacy" whose basic concepts were later adopted by America's People-To-People and Peace Corps programs.

Harwood Clarinet Recital

Phillips Academy's Music Department will present James Harwood, instructor in woodwinds, in a clarinet recital on Sunday, January 20th at 4:00 pm in Davis Hall.

Harwood received his Bachelor of Music Degree from the University of Michigan, where he studied clarinet under Dr. William Stubbins and performed as a member of the concert band with Dr. William D. Revelli. Harwood later received a Master of Music Education Degree from the New England Conservatory of Music playing in the wind Ensemble and Orchestra and serving as a graduate assistant to Frank Battisti, chairman of the Music Education Department. At the Conservatory, Harwood also studied with Peter Hadcock and Felix Viscuglia, both members of the Boston Symphony Orchestra.

Harwood has taught in East Longmeadow High School in Massachusetts and was Director of Instrumental Music at Sherwood Secondary School in Hamilton, Ontario. His professional experience includes tenure with Springfield Symphony, Portland Symphony, Hamilton Philharmonic and the United States Air Force Band.

The program will consist of *Premiere Rhapsodie* by Debussy, *Dir Hirt auf dem Felsen* by F. Schubert, *Willson Osborne's Rhapsody*, and *Trio 5, Op. 114* by Johannes Brahms. Harwood will be assisted by Carolyn Skelton, pianist, Beda Lorence, soprano and Douglas Hardin, cellist.

Drama Stage

Contrary to previous announcements, the Drama Lab this week offers a twenty-minute David Claris production of *The Nightingale* on January 17, 18 and 19 at 7:00 pm. Claris, Peter Sellar's partner in puppetry for such famous past shows as *Fantocinni*, has already professionally produced this adaptation of the classic story by Hans Christian Andersen during late December.

Photo Exhibit

Photographs from *The Family Album*, compiled by Mark Silber, are on display at the Addison Gallery of American Art through January 27th.

A native of Russia, Silber came to the United States in 1959. He received his B.A. from Harvard in 1970 and has worked as a free lance photographer since 1968. Silber taught photography at Garland Junior College in Boston and has had one-man exhibitions at Harvard, the Polaroid Gallery, and Colby College. Among the many group exhibitions he participated in are "Photovision '72" at the Boston Center for the Arts and "The New England Experience" at the DeCordova Museum.

Silber's photography work is concerned primarily with social documentary and has been exhibited both in the United States and abroad. This exhibit is the result of his discovery and compilation of photographs taken in Buckfield, Maine, by Gilbert Tilton and Fred Record. The photographs were taken at the turn of the century; the two photographers were friends and business partners. They were not artists or photographers, but, rather, were representative of the many amateurs of the period who were delving for the first time into the hobby of photography.

Oil Crisis

Encouraging statistics reveal the success of various measures to conserve energy.

For the month of December, there was a 36% reduction in the consumption of number six oil as compared to December 1972. This amazing reduction is partly due to the fact that last December was 13.1% warmer than the previous December. In addition, for the first two weeks in January, there was a 29.7% oil savings over the first two weeks in January 1972. Underscoring these savings is a significant reduction in the consumption of electricity.

Business Manager George Neilson Jr. jubilantly noted, "With continued cooperation, more measures might not be needed." The new situation allows some flexibility in maintaining certain fuel saving measures.

A heartening fact is that the supply situation is far better than in the critical period just before Christmas vacation. Deliveries are on time now, and the supplier does not foresee any imminent shortage.

Politico Confessions

[Continued from page three]

I thought of PA, in 1969, as a vast jungle teeming with other politicos. I have dreamt of political clubs; young Democratic Clubs, The Ripon Society, overflowing club memberships, rallies, mock conventions and hard-fought elections for class president.

There just doesn't seem to be any room for the people in my political fantasies. There isn't anything that terribly wrong to get excited about and a lot of the problems I thought I could solve weren't solved by those before me. But then again I wasn't really that dedicated. What I mean to say is that my fascination for politics was a great deal of tinsel. I still have my beliefs and I'll still vote Democratic when I'm eighteen. But getting a haircut, putting on a shirt and tie and ringing doorbells in places like Nashua, Concord and Exeter now seem a little far-fetched.

Subtle Sexism

[Continued from page three]

Females have been nicely assimilated here, but they are not yet established. Soul searching and role analysis is probably too much to ask during this first year, yet we ought to become more aware of problems that exist and will undoubtedly surface in the near future.

There are already signs of growing discontent and subtle sexism at PA. Girls are beginning to organize female discussion groups and trips to hear feminist speakers. This growing interest in the "women's movement" cannot be without cause. Indeed, we have made minimal progress if some boys feel that females are mentally and physically inferior. Even the most reasonable male students register shock upon discovering that female grades and SAT scores are on par with their own, and grimace at the mention of women's liberation. It is inexcusable for a school to foster discontent and to allow ignorance to breed discrimination.

Headmaster Sizer recognized this in his installation speech:

This decade promises to be a critical time of redefining women's and men's roles. Our

culture and our schools are too full of easy male and female stereotypes. There must be no room for the simplistic and insensitive chauvinism of any kind at our academy."

Phillips Academy, as an institution irrevocably committed to coeducation, has a responsibility to erase prejudice and ease the shock of transition.

Coeducation was the first step, but now is not the time to rest on our laurels and praise the peace. We need room visiting to establish private communication between the sexes on a more natural and informal basis. We need more female lecturers, more open discussions, (both single sex and mixed) of traditional male/female roles versus new ones, of culturally imposed differences between the sexes versus inherent differences, and of the movement towards equilization. Open acknowledgement of these issues will allow each individual to candidly appraise his own attitudes, or to effectively handle personal identity crises. The task for Phillips Academy is social education. The result will be students better able to cope in a changing world.

Young Faculty

[Continued from page two]

Social Worries

Just coming out of college, young faculty members sense the social isolation of individuals at PA rather acutely. They want to meet kids, and even have trouble overcoming the massive size of the faculty. Of course they see more people in their own age bracket now than they would have several years ago, but the time-consuming nature of "triple-threat" work (teacher, coach and housemaster) restricts the private life of marriageable young faculty more than others.

Teaching fellows find themselves in similar dilemmas. According to Edward Tasch (PA '69), a Teaching Fellow in the English Department, "Teaching Fellows have not been able to work out adequately their private lives and what they consider to be their lives here. There is a sense among them that they would like to contribute more to the school in a way, yet there is also the feeling that the lack of experience would not allow them to do so."

Teaching Fellows

PA initiated the Teaching Fellow program in 1954 to offer potential young teachers a year of experience (with the opportunity to reapply for a regular position several years later). Among those who were promoted to full faculty membership right afterward include Chairman of the Cluster Deans John Richards and religion instructor Jesse Vaughan. Most of the Teaching Fellows now tend to be less committed to the school than other teachers, unsure of the teaching profession and leery, perhaps, of spending too much of their lives in school.

Young people on the faculty fear the in-breeding nature of the PA community. They don't want to go to cocktail parties and talk about Phillips Academy; like the old theory that the world was flat, they fear that too many people on the faculty talk as if the academy is the center of the

universe. Miss Nilsson commented, "I think we all take ourselves too seriously—we need to maintain a sense of humor."

Developed Human Beings

Nevertheless, Mr. Hardin illustrated the respect for the present faculty which prevails: "If I were to teach, say, at a college or a less prestigious high school, I think I would find the faculty substantially less developed as human beings. I'm not sure the students are as committed to both academic and extracurricular activities."

Mr. Tasch said, "I'm amazed at how the faculty is able to tolerate the difference in values of students. I think the faculty is a lot more open than I perceived it to be when I was here. There's definitely no friction between young and old faculty members." Maybe as school government became more democratic in recent years, the faculty unconsciously endorsed the democratic principle of "toleration of opposition."

Diverse Experiences

One has to emphasize the diversity of ideas and reactions to the school which characterizes the young faculty members here: generalizations are dangerous. One man said, "I know a lot more about institutions now, and I'm not too fond of institutions," while another related, "Teachers are not overworked. In principle, a lot of things are shoved on the teachers, but I'm criticizing the practice that teachers and dorm masters put into something only what they want." Within the broad category of teachers under thirty, many would dispute these remarks. They serve to illustrate that each personal experience is different.

What can be fairly stated was aptly put by Mr. Crook: "There has to be something more, for young people than to say that you can work here for thirty years and then have a house on Hidden Field Road."



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