

# The PHILLIPPIAN

See ya

...Bobby

[page two]

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PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS

JUNE 7, 1974

## Faculty Elects Quattlebaum, Kalkstein To Serve On AdCom

Six students and two faculty members have been elected to the Advisory Committee (AdCom) for next year. The faculty members, History Instructor Edwin Quattlebaum and English Instructor Paul Kalkstein, were elected by the faculty at-large while the new student representatives each won elections in their own respective clusters. The new student AdCom members include: Sandy Smith—Abbot, Bill Whiteford—Flagstaff, Tim Hofer—Pine Knoll, Tom Baty—Rabbit Pond, Bill Kavanaugh—West Quad North, and Suzy Arnold—West Quad South. Because of the disbandment of Northwest Cluster students will lose one vote in the joint student-faculty committee that advises the faculty on important school legislation.

**Spring Elections**  
This is the first year student



Paul Kalkstein



Edwin Quattlebaum

AdCom members have been elected in the spring instead of the fall. Flagstaff's Whiteford noted, "It's sort of a ridiculous system because candidates outside the cluster who will be living there next year did not get the exposure they deserved. Many of them could have been just as good as us." (All of the newly elected members presently live in the cluster they will represent next year.) Baty commented on his election, "I hope something more can be done in the AdCom next year than in previous years. The best way to accomplish this is by better communications between students and faculty."

**Two Year Terms**  
Messrs. Quattlebaum and Kalkstein will each serve two year terms as part of the faculty contingent on the committee. Both refused to comment on their election.

## Candidates Selected For '74 Man And Society In Mexico

Chairman of the Spanish Department James Couch released Tuesday the acceptance list for the 1974-75 Mexico Man and Society Program. For the first time since the program's inception the group will include girls. Those chosen include: Uppers, Ruben Alvero, Cathy Chapman, Wayne Danner, Louis Laskey, Jonathan Otto, Tom Rogers, Carlos Sanchez, Kurt Schwartz and Sandra Smith.

Aside from the more obvious advantages of speaking a foreign language in its native land, the Mexican Man and Society program differs from its Boston counterpart in that it exposes the students to living in a land whose cultural habits are alien to their own. Next winter term the group will live with native families in the town of Leon which lies in the state of Guanajuato. They will be almost entirely on their own with the guidance and occasional direction of Mr. and Mrs. Robert Merrill. Mr. Merrill is the director of I.M.L.E.—Instituto Moderno de Lenguas Extranjeras (Modern Institute of Foreign Languages) and Mrs. Merrill was a former Spanish teacher at Abbot. The couple knows Mexico thoroughly and both have taught in American public and private schools as well as in

universities.

The students will pursue projects that are of individual interest and participate in morning question and answer discussions on topics that appeal to them. This past year's group studied such themes as "The class structure in Mexico," "The Make-up of the Mexican Male," "The Idea of Poverty in Mexico," "The Influence of the Catholic Church in Mexico," and "Superstition Among the Mexican People." The group included seniors Rick Kern, Roberto Miranda, Jorge Sanchez, Charles Torres and Kent Vogel all of whom found the program to be a great success. Kern felt that "The experience of living in Mexico with Mexican families was of the most value. It helped us to acquaint ourselves with a different lifestyle and compare it to our own." Miranda stated that the program "isn't just a study of Mexico. Mexico is just a guinea pig for studying man and his society." He continued, "We needed a place to study the effects of society on the behavior of the individual and also to compare what we had been taught to what we actually found. This was a way that we could come to a conclusion about the world and its people and become stronger individuals in the process."

## 378 Seniors To Graduate From PA At 196th Commencement

378 Phillips Academy seniors will graduate Friday at Andover's 196th and largest Commencement. Headmaster Theodore Sizer will deliver the Commencement Address from the steps of Samuel Phillips Hall, after which President of the Trustees Donald McLean will award diplomas in front of the Addison Gallery.

### Baccalaureate Service

The Commencement activities began last Sunday with the annual Baccalaureate service in the Cochran Chapel. School Minister James Rae Whyte delivered a stirring sermon to the departing senior class.

Rev. Whyte quoted from Shakespeare's "Hamlet" in his presentation. He impressed upon the seniors the importance of humility, and above all stressed the need for unselfishness.

### Senior-Faculty Dinner

Wednesday night, seniors and faculty attended a dinner held in the Borden Memorial Gymnasium. Syndicated columnist Max Lerner, father of Adam Lerner '74, addressed the group and Co-Chairman of College Counseling Robert Crawford served as toastmaster.

## Custodian Chief Roy Hodsdon Dies After Short Illness

Supervisor of Phillips Academy custodians Roy B. Hodsdon died last Friday, May 31, after a short illness. Mr. Hodsdon, who was 55, leaves a wife, daughter, and two grandchildren.

Mr. Hodsdon had supervised custodians for the past three years, and was responsible for the cleaning and upkeep of a large majority of the school's buildings. He was instrumental in changing the school's maintenance program from the inefficient system of having a different custodian for each building to the present plan of work crews which cooperate in cleaning the school.

"He did a tremendous job," commented Director of the Physical Plant John Tomlinson. "He pushed himself hard, and expected nothing more and nothing less than a hard day's work from everyone who worked under him. But what we're really going to miss, even more than his efficient work, is his cheery disposition. He was always the one to crack jokes, and he always did things like setting up the Christmas tree and bringing in birthday cakes for everyone who works here. That's the kind of man he was."

Mr. Hodsdon's funeral was held last Monday, June 3, at the Holy Rosary Church in Lawrence.

For the Senior Class Commencement prizes see page five. Keep in touch with your alma mater; buy a PHILLIPPIAN subscription for next year.



### Thursday

Thursday, each of the seven clusters hosted senior parent-faculty receptions. Later in the evening, seniors, parents and faculty dined in Flagstaff Court. English Instructor H.H. Owen presented the senior entertainment, this year featuring short skits, and the evening ended with Candlelight Communion Service in Cochran Chapel.

### Ceremony

Friday's formal ceremonies will begin at 9:30 am, with the formation

of the Commencement procession in Flagstaff Court. The Clan McPherson Pipe Band will lead the march to the Great Lawn and Samuel Phillips Hall, a long-time PA tradition. Following this, Dr. Sizer will deliver his address and seniors will be awarded their diplomas. After senior prizes have been announced, the group will proceed to the Gallery where seniors will receive their actual diplomas. Refreshments in Flagstaff Court will follow the graduation exercises.

## Director Of SYA Thomason Resigns; Bedford Replaces

Robert Thomason has resigned from his position as Director of the School Year Abroad program. Creighton Bedford, who has taught in the Rennes, France, SYA program for the last six years, will replace Mr. Thomason effective July 1.

### Business and Personal Reasons

Mr. Thomason cited business and personal reasons for his departure. "I took this job under the mistaken impression that I would be able to attend to my business interests on Martha's Vineyard, and also spend a good deal of time working with the SYA program. Unfortunately, that has proved to be impossible. My business is too important to me to give it up, and I also feel that SYA should be run by someone who is

able to devote a lot of time to it. I think Mr. Bedford will do a good job; he is competent, efficient, and very enthusiastic about the SYA program."

Mr. Thomason added that he enjoyed working with the people here, "especially Mr. Pasucci, Mr. Owen (who is chairman of Andover's SYA committee), and Dr. Sizer, who has been very supportive of the program."

### "Disappointed"

"I've been disappointed, though," he continued, "that so few Andover students have taken an interest in the program. There are quite a few Exeter students involved, but I'd like to see more Andover and St. Paul's students participating in SYA. And I wish I could be here to watch the program in Germany get underway, and also the second French program which is planned for 1975-76. In short, I'm very much interested in the program, and it's been frustrating to me that I haven't had more time for it. I'm impressed with School Year Abroad—it's a valid idea, and I think it has a lot of potential."



Old Students Return  
On Saturday  
September 7

# The PHILLIPPIAN

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**PHILLIPS ACADEMY**  
ANDOVER, MASSACHUSETTS

The PHILLIPPIAN is published weekly throughout the school year by the students of Phillips Academy, Andover, Massachusetts.

## AdCom Elections

The Advisory Committee (AdCom) decided last month to hold its elections this spring instead of when school begins again next fall. The rationale seems fairly logical; subjecting new students to the barrage of campaign literature and unfamiliar faces that solicit their votes makes for an election based on a superficial knowledge of the candidates. But the alternative, holding AdCom elections the preceding spring, is an even less successful option.

In fact, the student elections held last week in the school's six different clusters were mockeries. Flagstaff Cluster saw only about 60 people turn out to the polls while other clusters experienced similar such apathy. Seniors are naturally enough unconcerned about who represents the underclassmen on the AdCom next year, thus many of them obviously didn't vote. But why are they eligible to do so instead of next year's disenfranchised new students? The cluster shuffling caused in part by the liquidation of Northwest Cluster presented another disadvantage of spring term balloting. The election left many people voting in the cluster they will live in next year not the one they presently reside in. This made for an uninformed constituency.

But the spring elections proved unfair to the candidates too. Students changing clusters had little or no chance for victory as no Northwest Cluster students were elected and all those chosen live in the same cluster this year as they will in 1974-75.

Student elections were not the only poorly decided contests, the manner in which the faculty AdCom election was handled is regrettable as well. Member-elects Quattlebaum and Kalkstein were chosen without their knowledge or desire for office and both "questioned the wisdom of the procedure." The faculty's miscue is equally as damaging. How can they expect to have dedicated AdCom members when their representatives have no say in their own candidacy?

The Advisory Committee play a crucial role in the PA community. Its fusion of student and faculty ideas serves to stimulate better communications, and its recommendations to the full faculty constitute an important part of the formation of school policies. Without representative and eager members the AdCom's entire function is severely undermined. —J.A.

## Veteran "Schoolmaster" Reflects

Two PHILLIPPIAN Board members recently interviewed retiring Math Instructor Robert M. Maynard. Maynard has taught at PA for nearly half a century.

**Q. I think the first thing that people want to know is why do you spend a career at Phillips Academy?**

**A. I don't think it's a question of spending a career at Phillips Academy any more than spending a career in education. When I**



graduated from Bowdoin College in 1931, I was offered—even though it was the Depression—three positions. One was to teach mathematics at Phillips Academy, the second was to teach mathematics at Milton Academy, and the third was to prepare to be an actuary for Aetna Life Insurance in Hartford, Conn. I had always wanted to teach, and though I knew the mathematics of actuarial work, I decided to give teaching a fling, so I chose what I thought was the best of the three opportunities from my point of view, and I came to Andover. It's been a lot of fun, I've never regretted going into education. I never gave a thought to going into public school education. I felt, having gone through public school myself until college, that I would prefer to teach mathematics at the secondary school level because as an undergraduate at college I tutored a lot of boys and I felt that I would have a better temperament for secondary school than I might have in the political arena of the public school field. So I came here, under Dr. Stearns. I've been lucky to be here under four regular headmasters and three acting headmasters, so I've seen a lot of life-styles in the Headmaster's office.

**Q. But why Phillips Academy? Why not Milton?**

**A. At the time I left college, as I mentioned earlier, there was a depression. Jobs were scarce. Of my class of 150 there about 15 of us with jobs. I took the advice of the President of the College and the Dean, both of whom were instrumental in getting me an opportunity to come here. And at that time Andover was about 700, and I didn't come here with the idea of staying. I came here thinking that I was told the job had the possibility of being permanent in the sense that I wasn't filling in for someone who was on a leave of absence. And once I got here, the men who were here, and the type of boy I met here, and the interesting courses here, were such that only once did I consider leaving Andover. In some respects it could be considered a mistake to stay in one school your entire career. But, when I left College, Andover was considered to be one of the top prep schools, so where do you go from the top?**

**Q. Most people around their 40's start thinking, "Maybe I could move on to something else now." How did you come to spend 43 years here?**

**A. I think my career here will answer that somewhat. I came here as a young math teacher. My first dormitory had a senior who was two months older than I was. The boys**

were a little older then and it was a different discipline situation, a whole different shooting match. I was a coach, I was a teacher, I was a housemaster. This was expected of you, you didn't complain about it. If you didn't like it you quit. I think in those days we had a term for it: schoolmaster. We weren't hired as a coach or a teacher or a housemaster, we were hired as a schoolmaster. And this encompassed the whole field. I was here three years before I got married and at that time Dr. Fuess appointed me excusing officer. And for ten years I had an unusual opportunity to be related with the boys in respect to their out-of-town excuses. I think this gave me a whole new slant on things. In the mean time, I was officiating and at one time bought all the athletic equipment for the school. This was another sidelight. Then in 1949, I became ill, and was out of action for a year and one half. This, I think this changed my career because when I came back it was not known how well I was going to be. And so I was certainly not in any position to go looking for a new job. And yet when I did get back and got my feet on the ground, I was appointed, among other things, scheduling officer. So I did this for about 9 years. And by this time I had 25 years service here. The time had come by when it would have been to my advantage, unless I wanted to go into administration, to leave Andover. I never aspired to administration. It never interested me in the least. My main feeling for going into education was the work in the classroom. All other things had been secondary, they have been interesting, but secondary. With this in mind, I've had my finger in the pie administratively in these things I've told you of. Throughout it all there was only one thing really interesting to me, and that was the work that went on in the classroom door was closed. And I never had any real desire to go to look for any other type of work in education. Now where would I go from here as far as teaching was concerned? I might go into administration or into College work, which didn't interest me.

**Q. Isn't there a point where you think you're going through the same routines, you know all the tricks there are to know?**

**A. You say you're going through the same routines, you're really not. Because you're changing your routine all the time, changing your textbooks, changing your viewpoint. In mathematics in the early 50's, they changed the vocabulary. They came up with what is called "modern mathematics," which is nothing more than a new vocabulary on the old things, solving the old problems. There is always the challenge of a new group of people trying to learn the old things, to be sure. But, it's always a new game. The courses I'm teaching today in no way resemble the courses I taught in the 30's or in the 40's. The courses have changed, the contents within the courses have changed. What I'm doing in many of my classes would not even have been mentioned 15 years ago in a class. It might have been part of a particular graduate course where someone would delve down one alley.**

**Q. What throughout your years here have been the most memorable experience and the most memorable people?**

**A. This is a hard one to answer. Memorable is a funny word. Fame is a funny word. People have asked me for the most famous person I've taught. Famous from whose point of view? Obviously there are certain people who stand out in your mind more than others. But unless you have awfully careful consideration to it, to start naming any would cause more trouble than it would good. There have been boys who have made it good in Hollywood, there have been boys who have made good in Washington. You like to think you contributed a little bit to their success. But, who is to know? I think the satisfaction comes out of the job when you receive letters as people graduate. I think there's a great deal of satisfaction received at Commencement. When the classes come. This June there will be on campus eight classes with whom I've been affiliated, starting in 1934 up through 1969.**

I shall try to meet with each group for some time, but you can't spread yourself too thin. It's in times like this that you get your satisfaction. Obviously, it's great to see a George Bush go all the way, or a Jack Lemon who stands up and gets his Oscar, just to name two. But, there are all kinds, people who get promoted to be President of a bank, or somebody who has become President of the Board of a company. It's very satisfying. Some go far in education. There are a number of people who are Headmasters and things of that sort.

**Q. You've told many classes that the kids today don't have the same quality of character, the same "guts." Do you really believe this?**

**A. It's hard to compare the school of the 30's to the school today, and it's hard to compare the students. In the first place, when I came here the school was made up of older students than today. People just went to high school, took business courses, went out and tried business and then said, "I want to go to college." The public school was closed to them so they would come to Andover, some for 2 or 3 years. They might graduate at 22 or 23. So with the older boys the discipline was different. Their interests in the school were different. I think the boys of the 30's had no real interest in the life of the community, or anything like that. They came to Andover to go to college, they were interested in preparing for college, in their athletics, in their fraternities, which we had in those days. These were their interests. Obviously they had their good times, too, broke rules. But the discipline was quite different then. Rules were set, hard-fast rules with definite punishments. No second chance, you knew that when you did something and you were caught you could almost predict the outcome, the punishment. I think the boys then, though they were unhappy when caught, they felt that they had done it, they had taken their chances, and that was it. This is a different thing as you know from today. You have different kids, brought up under Dr. Spock, brought up in a community where "permissiveness" has been the key word. We see the results of it here, we see it not only among the students, but I think it's very evident from the young faculty, who have probably broken down our discipline system more than the students have. I still maintain that students of your age, as it was before, are happier when they have a structure life, to a certain extent. I don't agree with the discipline system of today at all. I think there are far too many second and third chances. I further think that the Cluster System has broken down the discipline of the school. It's high time that somebody started to put the whole show together again in a different way.**

The fraternities went out right before 1950. Now this left a void, the boys didn't know what to do, they had been running fraternities, and so they turned to try to run the school. Now this isn't bad within itself, don't misunderstand me. I don't train them having a say in the running of the school. But I didn't say I would buy the proposition that they would run the school. And this is where I differ from my associates. I'm perfectly willing to have committees where students have a say. But I think the areas that bother me most at Phillips Academy are now cropping up: I think there is an attempt by younger faculty and administration to a certain extent, to let the students have too much of a say. There's one word that's got to come back into the vocabulary of Phillips Academy's leaders very soon, and it's got to be used, not indiscriminately, but quite often, and that's the word "No." Just because the students want it doesn't mean it has to be that it should be.

I'm not opposed to clusters, despite what people say. I am opposed to clusters as they are. I think this school is going to suffer if it becomes six small schools or a federation of small schools. And that's the trend I note, and don't like. Little dynasties within the school. I like to see the clusters as social entities, working together because a large

[continued on page six]



## Eager Students And Good Teachers

By ALLAN GILLINGHAM

I have been asked to write for the PHILLIPIAN a few random notes by way of swan song.

First, let me say that I am happy at the happy, cheerful attitude which I have experienced throughout the school year now ending; for this I am very grateful to the Sizars for their inspiring and debonair leadership. I am relieved that it is not pure, unalloyed bliss; otherwise there would be something very wrong. But Nature tends to offer gifts in one hand, and take away with the other. I have an uneasy feeling that we may now have gone too far. To be specific: if we are serious about the value of study hours, evening hours from 8 p.m. on should be sacrosanct; and restriction should be made on the "panem et circenses" of the weekends, when Cluster tries to outdo Cluster with a surfeit of good things. This applies especially to Friday evenings.

Still looking at the present scene, I regret that so far we have not yet done all we should for the promising students who enter under a heavy handicap from their previous environment of school and social conditions, through no fault of

theirs. I believe that we should organize a remedial division or program of junior studies—some special program for a term, or for as long a time as may be needful, for these students to remedy their deficiencies under capable and devoted teachers and supervisors.

At the other end of the scale, we need to address ourselves to the problems inherent in the Senior year. Many seniors consider that they have "done time" in an institution and therefore are entitled to a year of relaxation, and they do relax. Some of these should be allowed to graduate in fall or winter term, for they feel that they are merely marking time, or being subjected to goose-stepping. For others we should perhaps introduce some sort of tutorial system, devised to pull together the scattered strands, to encourage clear thinking and painstaking research on a variety of carefully selected topics. For others, again, an attempt should be made, if they be willing, to discover whether they may be qualified on the basis of their achievement and ability to bypass the heretofore traditional 4-year Liberal Arts college and enter on a program of professional studies.

On the School Year Abroad



program: I find the results disappointing. Too few of our students take advantage of this marvellous opportunity, in particular the opportunity of spending a year in France, the civilized country par excellence (I speak as a confirmed Francophile) in the western hemisphere. Perhaps we should try a different tack, offering one term, and perhaps part of a vacation, of total immersion without

benefit of Math. or of English. Whenever a teacher of Math. or English is provided in the program, that teacher should be conversant with the language and traditions of the host country.

We have at present too much fragmentation, and, even without the fragments, too many water-tight

...too many  
water-tight  
compartments."

compartments, so that History, for example, rarely spills over into English, or French into Latin. At the moment we have some of the window dressing in the form of Division of Sciences and a Division of Foreign Languages, but little has been done by way of cross-fertilization. I should like to see History and English fly into each other's arms or be compelled to kiss; for much history is good literature, and much literature is good history. They should spend more time together. Incidentally, the burden imposed on (or more cheerfully—the joy reserved for) the English Department of setting and

correcting compositions, essays, or themes should be shared with all other departments.

Perhaps we are not making optimum use of the afternoon hours, particularly between two and four p.m. But I have already exceeded the space allotted for these notes, and I am confident that all this will be carefully considered in the coming months; for each new headmaster likes to decide whether a revision of curriculum is needed, and always decides that it is. This is a good thing, because it keeps headmasters happy. Were the choice mine, I would prefer to stay with the present curriculum for some time longer; my chief regret is that it does not make adequate provision for exposing students to the magnificence of portions of the Old Testament and to the teachings of the New, nor to a better awareness of the great civilizations of India, China, or Russia. But there is this consolation: whatever the defects of the curriculum may be, or however far we travel on the road of "liberalization", after the dust has settled and the tears are wiped away, so long as we have good teachers and eager students in a congenial atmosphere, things won't go too far wrong.

## Danvers: A Human Warehouse

Chris Agee, a senior, recently completed an independent project at Danvers State Mental Hospital, in which he was a volunteer in a group of artists working with 10-12 deeply disturbed patients in the area of art therapy. The group included Director of the Addison Gallery Christopher Cook, former Danvers Director of Art Therapy Sean McNiff, and various graduate students at Leslie School of Art. The program at Danvers, unique in the US, is run in conjunction with the Addison Gallery and is under the guidance of Mr. McNiff and Mr. Cook. The group has attempted to use conventional art and videotape in a positive, therapeutic fashion in the treatment of mental patients. The following are Agee's reflections on his term at Danvers:

Few outsiders can fully appreciate Danvers Hospital for what it is: a human warehouse. As with all human warehouses—with every jail, every sanatorium, every squalid and filthy institution in which the helpless of society find themselves—the final crime lies not with the institution and its cruelty, but with us, the well-supplied and secure, who would forget that such places exist and, worse, feign that there is nothing an "individual" can do. Danvers is a human warehouse of the most inhumane proportions: it survives with our indirect sanction, for the injustices of the society are equally our own.

Danvers abounds with irony, so it is not surprising that when the hospital was being built, during the 1890's, it was hailed as the "utopia of mental health." Perhaps that was even true in those balmy Victorian days; perhaps the potential for good did exist; perhaps if the humanitarian spirit had prevailed, Danvers would not be what it is today. But the vision soured, and Danvers today is a testament to bureaucratic inhumanity. Nobody is served except the Civil Service hacks and the myopic bureaucrats, who see Danvers as a means of income, not as a prison of human misery. The minority of staff who struggle against the status quo, who genuinely care, are dwarfed by the task. And the patients, little more than forgotten wards of the State, are left to live out their lives and

fantasies and, yes, their loves, with little concern from anyone and in an environment so sensitive and degrading as to be barely habitable. It is the same scenario of despair and neglect, of institutional failing, that you hear on the news and read in the papers, but which isn't quite real until you have seen it, until the language of words is translated to that of images, and until speculations become visions of horror.

A place like Danvers grows on you. The building itself is a gigantic

*"Danvers is a human warehouse of the most inhumane proportions:*

*it survives with our indirect sanction, for the injustices of the society are equally our own."*

Victorian structure of red brick and institutional grey, high-gabled with barred windows, done in the grotesque style of American gothic. The bleakness of the architecture is contrasted with the dramatic beauty of the setting: Danvers it atop a prominent hill, aflush with greenery and overlooking a wide belt of farmland. You are quietly beguiled upon approaching, for the place doesn't seem quite like a hospital. But the inside which awaits you is like a hidden beast—a silenced, violent thing.

I didn't know what to expect of Danvers at first. I hadn't thought much about the project, so I didn't really have a chance to manufacture many misconceptions. My first impression upon entering Danvers was surprise at the extent of my ignorance: this world of which I had no conception, this extremity of the human condition, it seemed so removed from the satisfied rigor of PA. I remember thinking, "It is really impossible for us, then, to conceive of places like

Danvers, these extremes of life—the elite of Andover, who experience such things only through books, and in words, and to whom real pain, real agony, and real horror are completely alien."

Our group sessions were held in a wing quite removed from Danvers proper and the main wards. It was not necessary to enter the main part of Danvers to reach the room in which we worked, and at first I had little sense of Danvers at large. My overwhelming impressions of Danvers are still of this particular room of seeking to accomplish certain things, and particularly of personalities. The patients ranged in type from the catatonic (emotionally regressive) to the disturbed genius to the simple "crazy."

Yet we are not really concerned with types, for it is impossible to describe the mentally disturbed. I learned, after much hesitation, to see the patients as the individuals that they are or, at least, were. For some I had great pity, for others great compassion. And from each I received a decided sense of person, as I might with any friend, and it is these impressions that I will carry away from Danvers and which I find impossible to express.

Nor were we really concerned with cures, for in most cases it was no longer a question of that. We used both art and videotape to help the patients gain a better sense of reality and its components, a perspective on themselves and others. Institutional life has a remarkable ability to reduce completely anything in an individual: his cleanliness, his discrimination, his creativity. And so our efforts took pethora of forms, and the task was infinitely more difficult than it sounds. And despite my relatively short association, I can sense the success of the program and the fundamental validity of art therapy.

The most revolting experience was my slow realization of the true Danvers: the hidden beast. As time went on and I began entering the worst wards, I became more and more acquainted with the insidiousness of the institution, and what I did not actually see I heard from others.

I can hardly express my horror,  
(continued on page 4)

## Washington Experience

By BROOKS KLIMLEY

As I look back on my experience in Washington as an intern in Congressman Lagomarsini's (R. Cal.) office I can only bring fond thoughts to mind. Rather than proceed with a rather long and undoubtedly melodramatic presentation of my own experience I will attempt to present an impression of the term's work that would be applicable to all my cohorts. In order to accurately discuss the Washington scene one must include the offices, the frequent seminars and the Mt. Vernon college campus, as these proved to be the most significant factors in the Washington experience.

It is my belief that the discussion of the "office" as one basic unit, if fundamentally unsound, I have come to believe that the "office" is not an innate object but a complex organism comprised of several individual and independent functioning parts. Each of these parts is essential to the well-being and functioning of the entire organism.

The actual work of the office is as varied as the actual interns themselves. The Congressman's correspondence from their respective constituents constituted the bulk of our work. This letter-writing often encompassed researching different programs and policies of the federal government, and proved to be a great source of information and knowledge-gathering. Some interns were able to move on, either because of their performances, an opportunity-oriented office, or a combination of the two. Those fortunate enough to make this jump into a higher echelon of research (one Exeter Intern was able to bring to light a plan that would in the end reduce the price of gasoline by some twenty cents a gallon), other activities included helping with the writing of press releases and speeches for the Congressman, a trip to New York for a research project, and in one instance the establishment of a paramedic program for one of the district communities. Also, note

should be taken as to the ease with which some of the interns were able to get out of the office and to various other activities on the hill, as one intern whose Member served on the House Judiciary Committee was able to attend all the House Watergate Hearing.

Far and away the best and most enjoyable part of my office work involved the staff in my office. This again is subject to various offices and personnel, but on the whole I would say that the interns were able to

*"...politicians seemed to hem and haw so much that they said little of consequence."*

make some very positive office acquaintances. This was certainly true for me as I met, associated, and spent a great deal of time with my office staff and came to know many of them quite well. I was also able to go out with members of other offices, and even occasionally people from different Committees and agencies on the hill. I felt that I learned a great deal from some of the relationships I shared with different people.

The seminars were indeed an added extra in the total Washington experience. The speakers were well chosen and provided a wide range of occupational and political insight, which helped increase one's total perception of the entire Washington scene.

The spectrum of speakers was varied and this proved to be enlightening in that it included different activities that the hill encompasses, and provided conflicting as well as consenting views on the different programs and politics in Washington. I felt that

(continued on page four)

# 80 Seniors Graduate Cum Laude

ABRAHAM, LISANNE HARLA  
AGEE, CHRISTOPHER ROBERT  
BAGNALL, ROBERT GLASE  
BAILEY, JEFFREY ROBERTS  
BARBER, THOMAS WARD  
BARLOW, ROBERT ALLAN, JR.  
BERKELEY, NORBORNE, III  
BOSTWICK, JOHN MICHAEL  
BRIGGS, JAMES EDWIN  
BRISSON, NANCY CAROL  
BUKA, STEPHEN LOUIS  
COREY, DAVID CHARLES  
CRAWFORD, JOHN WILLIAM ROY IV  
DANELLO, TIMOTHY FRANCIS  
DELANY, DANA WELLES  
DEMETRAKAKES, PAN JAMES  
DOWNS, MARGARET SINCLAIR  
DRISCOLL, ROBERT GAINLEY, III  
EASON, ROBIN THERESA  
EFFINGER, THOMAS MORVAY

FREDERICK, MARTHA BOOTH  
GASS, KATHERINE DEARBORN  
GOOTRAD, BETSY JANE  
GORDON, RICHARD KINTON, JR.  
HERWITZ, THOMAS ROBERT  
HILDER, DAVID BRUCE  
HUANG, WILLIAM YUMIN  
ITTELSON, MARY ELIZABETH  
JOHNSON, STEVEN ROBERT  
KAISER, PAUL ALLEN  
KERN, RICHARD GEYMAN  
KIMBALL, RICHARD HERRICK  
KIRCHWEY, KARL WENDELL  
LANDSMAN, LISA ANN  
LARGE, HILARY ANN  
LEAMON, MARTIN HARRIS  
LEE, WILLIAM BREWSTER, III  
LITTLE, JOHN NORRIS  
LOH, KARL I-HUA  
LOMBARDI, PETER ANTHONY, III

MCCLELLAND, JAMES HICKMAN  
MACDONALD, HEATHER LYNN  
MCISAAC, IAN SCOTT  
MCPHEE, HENRY ROEMER, III  
MACWILLIAMS, JOHN JOSEPH, VI  
MASIELLO, ANTHONY R.  
MILLER, ROBERT STEPHEN  
MIRANDA, ROBERT SANTIAGO  
MORGAN, JAMES ALEXANDER  
MORSE, RICHARD PETTIT  
NACE, THEODORE CHAPMAN  
NUTTALL, MICHAEL LEE  
OLDHAM, JOHN ROCHESTER  
PAWLOWSKI, JOHN BERNARD  
PETROS, DAVID PAUL  
PICKETT, PAUL JAMES  
POLEBAUM, BETH MERLE  
RASHTI, DANA ALEXANDER  
RYSAVY, PETER BLASEI  
SAVIT, MICHAEL KRIVOFF

SCOTT, PORTER LEDBETTER  
STEPHEN, JOHN FREDERICK  
STILLE, ALEXANDER B.  
STREETT, ROBERT STUART  
SWAN, JUDITH ANN  
SYMINGTON, BETTY WELSH  
TILLEY, ROYALE, JR.  
TOON, KEVIN FRANCIS  
TREUHOLD, ROBERT CHARLES  
TRUSLOW, JAMES LINKLATER  
WEISS, HARRY MOISSEIFF  
WILSON, TIMOTHY STEARNS  
WINN, GREGORY PETER  
ZECH, WILLIAM ROBERT  
ZEGER, BRIAN DAVID  
ZEITLER, PHILIP SCOTT  
CORNING, VALERIE ALDEN  
FRAZIER, JEANNE MARIE  
NAHILL, JEANNE MARIE  
NELSON, SARA

## Human Warehouse

[continued from page three]

my revulsion, my despair, my anger at what I experienced: filthy, decrepit wards; the shit and piss in the halls; the vacant stares; the absence of sunlight; the locked doors and barred windows; the sense of complete hopelessness; the drugs; the mongoloids; the callous attendants; the stale air and everywhere the sickness of twisted minds. There was a complete sense of institution—from the coarse, green scap to the endless grey of the monotonous wards of the vacant shuffle of bodies.

You walk into a ward and immediately see a great mass of drifting men or women, a few tables and chairs, and that is all. No amenities, no acceptance of life beyond its functional basis—at worst, just an endless, hideous ward. Men lying, sitting, staring into space, each without attendance, simply permitted to exist.

I'll never forget entering a particular ward amidst this flotsam of patients and seeing, on the otherwise barren wall, a black board on which an attendant had chalked the words:

TODAY IS:

Tuesday, May 1 1974

Most patients had probably taken no notice of it, yet it was their only thread to the outside world. I remember shuddering at the idea of being so imprisoned. I'm sure Camus and his bunch would have liked the episode.

Danvers is not a unique case. There are hundreds of such institutional injustices throughout the Mass. penal and hospital system. The national figures must be staggering. It is beyond any stretch of my imagination to conceive what mental institutions are like in Alabama and Arkansas—states notorious for the inhumanity of their correctional institutions—especially when you consider that Mass. is considered a leader in state mental health programs. But the point is this: it is fatuous to blind ourselves to such injustices by claiming we are removed, because in the end we are not. There always will be a Danvers nearby.

Sometimes it seems to me the students of today are more amoral than the elders they rebuke. We are more hedonistic, for sure, yet there is a disarming lack of moral underpinning in many quarters. We are more concerned with our lives, problems, relationships—in a word, self-fulfillment—and justly so. But you are either in the trenches, or you are not, when it comes to social injustice. If you force such questions out of consciousness now, then you run the risk of doing so always. Self-enrichment becomes an end; commitment to others is forgotten.

I doubt I have anything more than one foot in the trench this past term at Danvers. But even if I had less, the fact that there is that one measure of awareness is, I think, a first step.

## Intern Program

[continued from page three]

the most interesting was the relationship that was achieved by the representation of the different media; each one who considered his medium to be the most influential and enlightening.

I think that the seminars were a success, and that the best seminars were the ones at which the speaker was not an active politician, or in other words politicians seemed to him and how so much that they said little of consequence and left with the feeling that I was the recipient of one very large pre-packaged letter, the only difference being that they were given orally.

The Mount Vernon aspect can be viewed as the least personal of the three topics, as I am sure the general consensus is that Mt. Vernon Junior College was the optimum place to live. It provided a comfortable living quarters, good food, and excellent extra activities.

The facilities were truly exceptional, as the tennis courts were available and were used to entertain everyone from the Congressman's wives to the minority counsel to the Merchant Marine and Fisheries Committee.

Mt. Vernon was also perfectly

located for other evening activities, as it was a short walk away from Georgetown where there is always action. The tennis courts and gymnasium were open, the college girls were available for those who wished to indulge, so to speak, these coupled with office activities: e.g., softball games, parties, etc., provided an incredible source of evening entertainment.

In conclusion, I would say that for everyone the entire Washington experience was nothing short of tremendous. It fulfilled all expectations in regard to the ambition of increasing my knowledge of the Federal Government and learning about the various branches and agencies of the government. By far the most meaningful part of the entire experience was the relationships I shared with the people I came into contact with. If there was one central thought I would hope to be able to take away with me, it would be that the individual people from the garbageman to the top aide that make the men of the world, who in turn work together, hopefully to produce that organism, and without all the parts of the organism in working order, the organism can't function.

## School-wide Prizes

Headmaster Theodore Sizer announced the winners of school-wide prizes in an all-school meeting Wednesday, May 29. Prizes were awarded to members of all four classes.

Senior John Stephen received the Van Duzer Prize, given annually to a senior who is preparing for Harvard and who has shown high scholarship. The prize income of \$350 is available to the winner during his freshman year at Harvard.

The Federation of Harvard Clubs Prize, a book, went to upper Margot Kent. The winner of this prize must be "an outstanding member of the Upper Middle class who combines excellence in scholarship with achievement in other fields."

Jon Stein, also an upper, won the Rensselaer Prize, awarded by the Rensselaer Institute of Technology for achievement in mathematics and science. The winner is selected on the basis of his combined math and science averages.

### Other Prizes

The Keyes Prize, an award of \$50, was given to lower Jason Fish, who was chosen for his outstanding "character, leadership, scholarship and athletic ability." Emile Zen received the \$50 Wells Prize, which

recognizes the junior who has shown "outstanding qualities of loyalty, perseverance, and sterling character."

Four Sullivan Prizes, given to the members of last year's junior, lower, upper and senior classes who show outstanding improvement, were awarded. Lower Jerry Christmas, Harvard and who has shown high scholarship. The prize income of \$350 is available to the winner during his freshman year at Harvard.

## Alumni Arrive

Andover alumni will begin to arrive on campus this Friday afternoon. The Class of 1914 is the oldest reunion class, and members of 11 other classes are expected to attend.

Faculty members will hold receptions for various classes in their homes, starting at 5:00 pm. At 6:30 pm, there will be an alumni and family-faculty barbecue, planned for Flagstaff Court (Commons in case of rain). Classes will hold informal reunions after the barbecue, and movies for alumni families will be shown during the evening.

### Saturday's Activities

School Minister James Rae Whyte will conduct a special alumni chapel service at 9:15 am in the Cochran Chapel. After the service, from 10:00 to 11:45 am, Headmaster Theodore Sizer will present his Report on The School to alumni. The report, to be given in Kemper Auditorium, will include a question and answer period.

At 12:00, alumni will parade from the Addison Gallery to the Memorial Gymnasium, where the alumni luncheon will be served. President of the Alumni Council Roger F. Murray 2nd will act as toastmaster. In addition, each reunion class agent will present the class gift to the school.

The "Class of 1924 House," which will become the Pine Knoll Cluster Dean's home, will be dedicated on the site at 2:30 pm. At the same time, there will be an alumni softball game and other informal activities.

Each reunion class will hold a semi-formal dinner at 6:00 pm, at locations to be scheduled by the various classes. Alumni children may eat in Commons, starting at 6:30 pm.

### Sunday

Alumni weekend will end on Sunday with class brunches and picnics. These will be held in various places from 10:00 am until noon.



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# Senior Class Commencement Prizes



## AURELIAN HONOR SOCIETY PRIZE

*William Lewis*

"To a member of the Senior Class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership."



## MADAME SARAH ABBOT AWARD

*Caitlin Cofer*

"To a young woman in the senior class, who in the opinion of the faculty and her fellow students, best exemplifies those qualities attributed to Madame Abbot: A strong mind, placid temper, an amiable disposition which has secured the esteem and attachment of all who know her."

## FACULTY PRIZE

*Robert Streett*

"To a member of the graduating class for excellence in scholarship during the Senior Year."

## YALE BOWL

*Jamie Morgan*

"To that member of the Senior Class who has attained highest proficiency in scholarship and athletics."

## STEARNS PRIZE

*Ted Maynard*

"To a student who through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live."

## ABBOT STEVENS PRIZE

*Jeanne Nahill*

"To a member of the Senior Class, who through his character and leadership has made a significant contribution to the Academy and his classmates."

## FULLER PRIZE

*Thomas Herwitz*

"To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school."

## AYARS PRIZE

*Lisa Hockmeyer*

"To a member of the Senior Class who, through work, perseverance and seeking after excellence, has created for himself a position of respect and admiration in the school community."

## IMPROVEMENT PRIZE

*Steven Trott*

"To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship."

## BIERER PRIZE

*Gregory Googer*

"To a student who is outstanding in character and personality."

## KINGSBURY PRIZE

*Luther Wells*

"To a student of outstanding character, who in the judgement of the headmaster, is especially distinguished for perseverance and resolution."

## SCHWEPPE PRIZE

*John Ham*

"To that member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness."

## LORD PRIZE

*Cate Sprague*

"To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character."

## WARREN PRIZE

*Philip Zeidler*

"To a member of the senior class preparing to enter Amherst College, who on the basis of character and scholarship is deemed most deserving of the award."

## ISABEL HANCOCK AWARD

*Margaret Downs*

"To a member of the senior class who has shown some of those qualities which has made Miss Hancock so admired by those who knew her. Students are chosen for their depth of understanding, sensitivity and response to the needs of others, and concern for the welfare of all."

# 1974 Scholastic Honors

## English Prizes

### Goodhue Prizes

1. Adam Lerner
2. Pan James Demetrakakes

### Carr Prizes (Oral)

1. Michael B. Murdoch
2. Brian W. Loughman
3. Thomas Grey Wicker
4. Pamela Susan Schwartz

### Schweppe Prizes (Exam)

1. Marion Casey Donahue

### Draper Prizes (Declamation)

1. Susan Gail Rodgin

### Sumner R. Kates Prize (essay)

1. Henry Roehmer McPhee

### Charles Snow Burns Poetry Prizes (Original Poem)

- Senior-Clifford Bernard Flamm

### Upper-Janie S. Barnett

- Lower-Laurie Michelle Zucker

### John Horne Burns Prize for Fiction (Short Story)

- Gary Lewayne Lee

### David Joseph Fishelson

## History Prizes

### Lauder Prizes (Exam-European)

1. David Bruce Hilder
2. Judith Ann Swan

### Grace Prizes (Essay-Human Liberty)

1. Jeanne Marie Nahill
2. Susan Keith Lambiris
3. Anthony R. Masiello
4. Mark Ryan List

### Marshall S. Kates Prizes (Essay-American)

1. Elliott Hunter Phillips
2. Faye M. Chotvacs
3. George William Cogan

### Dawes Prizes

1. Donald Joseph Hayden
2. Valerie Alden Corning

### Webster Prizes (Ancient, European, Modern)

1. John William M. Barber
2. Steven E. Clinkenbeard

## Arthur Burr Darling Prize

1. Kimberley Patton
2. Timothy P. Hofer
3. Dana Walter Nance

## Mathematics Prizes

### Convers Prize (Geometry)

1. Joseph Michael Goldstein
2. Alan Whitworth Lintel

### Jo Anne Cameron

4. Daniel Chadwick

### John Clinton Sweeney

5. John Clinton Sweeney

### Bailey Prize (Uppers)

1. Michael T. Hsieh
2. Edward C. Brainard

### Watt Prize (Seniors)

1. Earl Abraham Killian
2. Judith Ann Swan
3. Robert Stuart Streett

### Galbati Prize

1. Stephen Robert Zisk
2. Judith Ann Swan
3. Marc Jeffrey Sobil

### Eaton Prize (1st Year Algebra)

1. John Adolph Springer
2. Steven Hoadly Wilson

### Sides Prize (Mechanical Drawing)

1. Bruce Wilson Bacon

### Bernard Joseph Medal (Seniors)

1. Jeffrey Roberts Bailey

## Music Prizes

### Milton Collier Prize

- Brian David Zeger

### Bassett Watts Hough Prize

- John Michael Bostwick

### Charles Cutter Prize (Orchestra)

- August Roelof Bertsch

### Jones Prize (Orchestra)

- Gregory Ralph Kirmier

### Poynter Prize (Choir)

- Martha Booth Frederick

### William Henry Cunliffe

- Fuller Music Prize (Character)

### Phillip B. Hueber

## Classics Prizes

### Cook Prizes (Homer)

1. Michael Jay Student
2. Timothy Francis Danello

### Dove Prizes (Virgil)

1. Susan Keith Lambiris
2. Michael Jay Student

### Valpey Prizes (Greek Composition)

- Robert Glase Bagnall

### Johnson Prize (Composition)

- Shipley John Munson

### Department Prizes (Translation and Composition)

- Latin 2 Steven E. Clinkenbeard
- Latin 3 Timothy D. Dempsey

### Caitlin Prize (Outstanding Scholarship)

- Robert Glase Bagnall

## Spanish Prizes

### Merriam Prize (Interest)

- Roberto Santiago Miranda

### Hayden Prizes (Oral)

1. Philip Vangel Adams
2. Emile Saleh Zen

### American Association of Teachers of Spanish and Portuguese Prize

- Felix Jose Padial

## French Prizes

### First Year

1. Louise Avery Kennedy
2. Katherine F. Wellman

### Second Year

1. Laura Liberman
2. Ross Dickson Boylan

### Forbush Prize (Third Year)

- Henry C. Wigglesworth

### Taylor Prize (Conversation and Composition)

- Kimberly Patton

### Fifth Year

- Margaret Sinclair Downs

## Sixth Year

- John Frederick Stephen

### Grave Prize (Improvement)

- Richard Chee Shon

### James H. Grew Prize

1. Jerold S. Polansky
2. John Frederick Stephen

## German Prizes

### German 10

- German 10-20

### German 21

- German 30

### German 40

- German 50

### Stevenson Prize (Composition)

- Paul James Pickett

### Ying Dat Ho

- Martha Booth Frederick

### Steven John Sun

- Thorn McClellan Smith

### Theresa Sue Earle

- William Y. Huang

### Theodore Chapman Nace

## Physics Prizes

### Wadsworth Prize (Outstanding Scholarship)

- John Norris Little

### Graham Prize

- Robert Stuart Streett

### Paul James Pickett

## Chemistry Prizes

### Dalton Prize (Outstanding Scholarship)

- Jonathan Alan Stein

### Seaville Prize (Project)

- Oystein Haugen

## Congratulations

## Prizewinners



# The Veteran

[continued from page two]

group can do more than a small house. But I think the academic side of things and the major school rules should be outside the domain of the clusters. I would say that the violations of what we would call the ordinary rules around here, cutting, etc., are the clusters' business. I think the violation of the drinking rules, drug rules, out-of-school-bournd rules, and stealing, which I consider the most obnoxious thing we have, and it's grown terribly, should be handled outside of the cluster. For uniformity, and for the good of the group as a whole. It seems to me that boys want to know what happens to them if they're caught. And I read in the PHILLIPIAN once in a while that you don't get punished for breaking the rules, but for being caught. Well this is true, even in life. One thing has stood out in my mind through all these years of reunions, and that is this: my temperament hasn't changed much in 40 years. I run a tight ship now, I am a fairly tight ship right from the very start. I like to say in class that this is a democracy from now on you do as you're told. And pretty much, that's what I mean. And I think that most boys are happier with that. They are much happier than if I were to say, "Well, I'm not going to tell you how this is going to go, or what happens to you if you don't do it." This is it, they will grumble—that's youth, you have to find fault with something. But just because they grumble doesn't mean we have to listen to them. When Mr. Richards was Dean he instituted the second chance, and I'm not opposed to a second chance for a young boy, I mean a lower or junior, you know they have growing pains, but most of our seniors are beyond that. And when they break a major rule it's pretty well contemplated. If they're asking to be mature enough to have a pub and vote, things of this sort, then I think they're responsible enough to take the penalty for the violation of which they are well aware.

**Q. How do you think that curriculum has been changed? For better or worse?**

A. We are not an artsy-craftsy school, in spite of what some people think. We are fundamentally a college preparatory school.

I think there are several courses that are being taught as valid diploma requirements that would be better off done on one's own, with guidance, in one's free time. And this brings me to a point I'd like to get in somewhere, that of free time. I think one of the indictments I would have against the cluster system is the failure of the cluster deans to take into consideration the fact that with this proliferation of activities going on, they are encouraging boys and girls to be very busy. In time that might be used for makeup work, resting, reading a book. Now you can argue that the students don't have to go on these activities, but it's human nature that when trips are offered it becomes the thing to do or is encouraged for one to do them. I think one of the soundest things in education that we did here in the 30's and 40's was the fact that Mondays

were your best classes. Nobody on Sunday night could go out of his dorm except to the library, maybe this was extreme, but nevertheless, Mondays were ready. You took your weekend, you were in at eight o'clock, and from then on you were studying. Nowadays, to my thinking Mondays are of the poorest classes because the students come back from mountain climbing, or a day at the beach, inevitably they come back late, and because there's a faculty member with them it's excused, and they're half dead the next morning with the homework having been forgotten. I think the school has suffered somewhat from the fact that there isn't this time in which the youngster has the right to do some things on his own. I think we're over-organizing what might be called the leisure time.

**Q. Don't certain faculty members feel an obligation to see that the student is continually doing something?**

A. Yes, there are those people who feel that obligation, and they state it in Faculty meetings—"I went into his room and there he was sitting staring out the window." My answer to that is: what's wrong with it? For a short time, maybe it's a good thing for him to stare out the window. Might be good for him to read a book. He doesn't have to go mountain climbing every fleeting moment.

**Q. As for the classroom, what is the most challenging aspect of teaching? What is the exciting work?**

A. Some subjects were more exciting to me than others. I suppose in the mathematics, the most satisfaction has come from teaching geometry. This is a course in the subject of the deductive reasoning whereby you see more roadblocks for more people early in the game than you do in the other mathematics. Some students run into a real jam in Geometry and I guess there's no greater satisfaction in teaching than to plug along with a kid day after day on the deductive method, and trying to be logical, and all of a sudden see the light dawn. The eyes brighten up and he sees it. This is the fun. There's no fun in teaching factoring and radicals, that's routine. The analysis work is what's fun.

**Q. Have you employed a particular psychology in the classroom?**

A. I've had a couple of students who think I've been rough on them. And I can miss the boat once in a while, too. It's a person-to-person relationship. But most of the time I miss the boat, it's because I haven't been backed up—the housemaster who refuses to give you the little extra time you need. No, you know I stand up there in front of the class and seem brutal some days by the way I go after somebody. It's called Mr. Maynard's "personal attention." But the one thing I think I can say to you in answer to your question is this, when I'm teaching a class and standing in front, there's only one reason for that, I want to look at their eyes. And the eyes tell the whole story. As long as

I can see somebody's eyes, I don't have to worry. I know when the needle can be put in and when the needle better be stopped.

**Q. Do you think that the level of academic work is still high?**

A. I think it is lower than it used to be. And I think this is inevitable when you bring all the courses you've brought in. They brought in a lot of courses in which the content is difficult to grade and with the new grading system, people are able to hide behind 0 to 6. It's a very sad commentary that in many departments, take English for example, the numbers of 90's in English used to be very minimal. The number of 6's has grown tremendously. Now technically, a 6 is a 90, but there was a psychological phobia that they didn't want to give a 90 but they would a 6. It's sad. I think the grading system has made some people willing to give higher grades than the percentage system was willing to allow. We're not doing the depth of work in mathematics that we used to, although we do it to a little greater extent. For example, Calculus used to be for the student who was a year ahead of himself, now it's practically senior-level. That in itself is not bad, but you have to watch this trend. Certain subjects demand a maturity of a certain extent. And when you cram them down on the ladder too low, you are losing the effects that maturity would give that course.

**Q. How do you feel about your retirement? Can we expect you at the football games?**

A. Without a doubt. I debated a great deal what I was going to do in retirement. Of course it would have been the wise thing to move out of "Taxachusetts" here. But my daughter teaches in town, and lives with us. Having two thirds of my life in Andover, many of my friends are here, we bought a house in town, and we're going to live here. I'm certainly not going to be wandering all over campus, but I do plan to attend more contests than I do now. I hope to keep an interest in the school and the alumni. After all the school is not the bricks and mortar, and it isn't the books and courses, the school is people. And there are three bodies of people that you associate with the school: the student body, ever changing, ever challenging. There's the faculty, ever changing, both are important, you might even be able to make a case of importance for the administration. The big group is the group that someday you will join, that's the alumni. That's the strength of Phillips Academy. Without them where are we, where is the 80 or 90 million dollars? There's no need to be mercenary, but there's no need to be foolish either. These people are the backbone of the school, and you're going to join them.

Anyway, I'll keep in touch with you people. You know, this week has been a pretty emotional one for me, with all the parties, two cakes and such. I think I'll make a profession out of retiring. It's a pretty good life.

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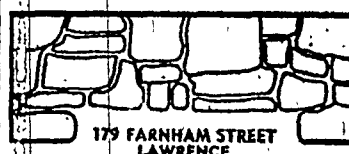
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# Lax Dumps Exeter, 16-4, Ends Season With 11-2 Mark

Saturday, June 1; Andover—In a display of superb ball control and passing, the Andover varsity lacrosse team humiliated Exeter, 16-4, to win the New England Prep School championship for the sixth time in the last seven years. The total domination by the PA midfielders who were led by Tim Cameron's four goal performance, proved to be too much for Exeter as its attack seldom saw the ball.

## PA Jumps To Early Lead

Inspired by a large crowd, the Blue broke open with six goals in the first quarter despite having a very high total of six penalties called in the 12 minute period. Pete Castleman opened the scoring just 17 seconds into the game as he dodged two men in front of the goal and fired a hard bounce shot past the Red goalie. About a minute later Frank Skokan zipped a shot inside the right post for Andover's second score.

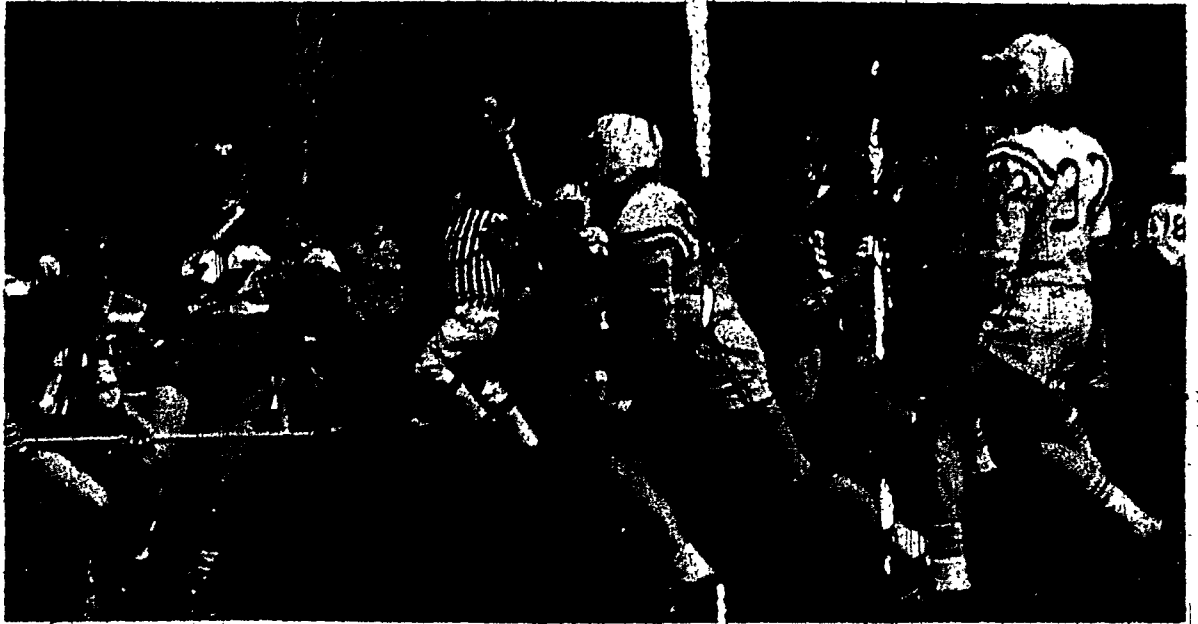
Four penalties called on PA in the next five minutes hampered the Blue attack, but Exeter, showing some atrocious ball handling, failed to capitalize on any of the man-up situations. Mike Corcoran then scored the third goal at 7:33 on a pass from Cameron. Turning the tables, PA scored while an Exie was serving a penalty that was called at 7:50, PEA's first. As the PA offense moved the ball around the zone defense with speed and accuracy Cameron was left uncovered on the left flat, and Skokan hit him with a perfect pass which Cameron converted into a score.

Midfielder Kevin Connolly scored the first of his three goals just 25 seconds later at 8:28 to increase the lead to 5-0. Exeter finally got on the board at 8:55 after Bill Lewis was sent off the field for an illegal check, Lewis retaliated with a goal of his own a minute later. After receiving a pass, Lewis was tripped by a defenseman, but still managed to get off a shot while he was falling down to make the score 6-1 at the end of one quarter.

## Cameron Nets Three

The Skokan-Cameron combination clicked again as Cameron took another pass from Skokan for a score at 2:28 of the second quarter. Andover then went into a short drought, going over seven minutes without a goal while Exeter managed one. It appeared possible that Exeter had a chance to get back in the game, but the powerful PA offense tallied three goals in just 28 seconds to stifle any Red threats. At 9:30 Steve Colella received a pass from Randy Koch and scored. Fourteen seconds later, on a fast break, Tom Flanagan hit Cameron with a pass for a goal. Not satisfied with a hat trick, Cameron scored 12 seconds after his previous goal for his fourth tally of the first half. Following his third goal, he won the face off, got the ball to the attack, and made a nice move to get open in front of the goal where Gordy Nelson found him for the quick stick.

Leading 10-2 and with a victory apparent, PA started substituting freely late in the second quarter.



Senior attackmen Steve Gleason [85] and Mike Corcoran [32] spearheaded the offense of PA's 11-2 lacrosse team this spring. Gleason, the leading goal scorer on the team, had 31 goals and 6 assists.

Fourth midfielder Steve Pearson forced a fast break situation with solid defensive work and passed off to Steve Gleason who was all alone in front of the net for a score.

## Blue Attack Dominates

In the third quarter the Exeter offense had the ball for a total of about one minute as the PA attack, in an impressive display of ball control, totally dominated play. An important factor in its control of the ball was that PA eliminated its sloppy play and did not have a single penalty called. In addition, the Blue midfielders asserted themselves and made some timely vicious checks on

the outclasses Exeter middies.

Increasing its lead to 14-2, PA scored three times in the third quarter. Connolly tallied his second goal at 5:44. With PA a man-up, Corcoran took a pass from Nelson and scored at the six minute mark, his second goal of the afternoon. Nelson added an unassisted tally of his own two minutes later.

## Connolly Secures Hat Trick

Exeter scored a goal as a Red attackman scooped a loose ball into an empty net at 2:34 of the fourth quarter, but Connolly recorded his hat trick in just 14 seconds, blasting a bounce shot by the Exeter goalie.

Exeter tallied its last score of the game at 3:53, ten seconds after another Blue penalty. Colella scored the final goal of the game off a pass from Sam Smith.

## New Midfields

With time running out, coach Frank Eccles employed two new midfielders. The first consisted of PA's defensemen, who played a great game, Paul McGarry, Walter Granruth, and Karl Harig. The second group was made up of attackmen Gleason and Corcoran, and goalie Pellegrini, who brought the crowd alive as he almost scored in the waning moments of the game.

## Pellegrini Stars In Goal

# Corcoran, Koch Guide East All-Stars To 14-9 Win Over West

Sunday, June 2; Chestnut Hill, Mass.—Trailing 5-3 in the first quarter, the East All Stars came from behind to defeat the West All Stars 14-9 in the annual New England secondary schools lacrosse all star game. Three players from Andover, attackman Mike Corcoran, midfielder Randy Koch, and goalie Mark Pellegrini, par-

with a pass which resulted in another score.

Pellegrini was not selected as a regular member of the squad but was allowed to play because one of the two goalies was hurt. He entered the game after the starting goalie gave up five goals in the first period. Pellegrini proceeded to play the last three quarters and distinguished



New-England All-Star selection Randy Koch scored twice and picked up one assist in the East-West All-Star Game.

## Corcoran Leading Scorer

Even though none of the PA players started the game, they all stood out. Corcoran led all scorers in the contest with two goals and three assists. Twice he worked beautiful give and go's with Koch for goals. In addition to the two goals on passes from Corcoran, Koch hit Corcoran

himself as the best goalie on the field. He made some great saves, allowing only four goals, and was very effective on clearing plays.

After the game Pellegrini and Koch were chosen by a selection committee as New England District All Stars, while Corcoran the game's leading scorer, was left off the All New England squad.

Wednesday, May 22; Andover—The Andover girls' varsity lacrosse team lost an extremely close game to Exeter, 9-7 as the control of the ball saw-sawed back and forth throughout the contest making for a very exciting contest. The defeat gives PA a respectable 5-3 record for the season.

The outcome of the game was not decided until the closing minutes. Exeter held a one goal lead at half time and staved off the PA attack for the remainder of the game. Andover managed to stay within one goal of PEA on goals by Sara Mieczko, Stephanie Curtis, and Sara Knowles, but in the last three minutes the Red went ahead by two and ran out the clock.

## Exeter Holds Lead At Half

In the opening quarter neither team could gain control of the ball for any appreciable length of time. Mieczko netted the first goal of the contest early in the first period and then both teams traded goals with Exeter leading by one at the half. Mieczko paced the Blue attack in the first half, scoring all four Andover goals and exhibiting fine all-around play.

The PA defense played an excellent game as it broke down numerous Exeter offenses and aided the midfield by clearing the ball to the attack. Becky Lockwood, Laura Broadus, and Faith Barnes did an outstanding job on the defense which kept PA in the game.

Wednesday, May 22; Andover—The Andover girls' varsity tennis team lost to a tough Exeter team, 6 matches to 3. Senior Hope Woodhouse tallied one of the two PA singles victories by crushing her first singles opponent 6-2, 6-3.

## Pascale Wins

Ann Rollings, number two singles, lost in a close match, 3-6, 4-6. Third singles player Sandy Smith lost a disappointing match. After winning the first set 6-4, her Exeter opponent overwhelmed her, causing Smith to lose the next two sets 6-2,

6-1. Captain Cate Sprague, playing fourth singles, and Senior Val Corning, fifth singles, lost their matches 6-3, 6-3 and 6-1, 6-1, respectively. Sixth singles player, Lia Pascale gave Andover its second singles victory by out-playing her opponent 7-5, 6-3.

Exeter secured its victory by winning 2 out of 3 matches in the

# Girls' Crew Outrows Exeter

Saturday, June 1; Exeter, N.H.—The Andover girls' varsity crew recovered from a mediocre start to overpower Exeter by five seconds. The Blue boat crossed the finish line of the three-quarter mile course about a length and a quarter ahead of the PEA eight.

PA was faced with a problem before the start of the race as the sixth girl in the boat, Karen Rainville, aggravated a previous knee injury and was forced to with-

draw from Andover's boat. Lisa Bennet came up from the JV boat and ably filled the gap caused by Rainville's absence.

Andover also had trouble getting off to a good start as the salt water in the tidal river caused the PA boat to sit higher. The PA boat, not accustomed to racing on such water, fell behind but caught up with PEA after the first 14 high strokes. PA showed more power as it raced down the course, leaving the Exeter boat behind with a good finishing sprint.

# Red Oarsmen Top PA Crew

Saturday, June 1; Exeter, N.H.—A restructured Andover varsity crew dropped its season finale to a powerful Exeter boat as a sprint over the final quarter mile of the course fell short by 1.2 seconds. Exeter won the race, which an observer termed "a classic duel," with a time of 4 minutes 47 seconds.

Andover was intimidated by the tough S-curved course which featured an unusual staggered start. Andover started on the outside and went into the first turn with a small lead, but PEA quickly closed on the Blue boat. The two crews raced almost even for the remainder of the contest before the Red oarsmen outspurred PA to win.

The Blue oarsmen rowed a tremendous race, keeping pace with a boat which had defeated PA a week before in a qualifying heat in the Interschols held on Lake Quinsigamond. Andover did not

qualify for the Interschols finals while Exeter finished in the top five.

Coach William Brown made a major shift, and moved four members of PA's second boat up to the top eight and sent four varsity members down to the second and third boats. John Ralston, Tom Boyle, Hans Tobason and Duke Burnham came up from the JV boat which has placed second in the Interschols and joined Livy Johnston, Kurt Schwarz, Tom Francis and Martin Godly to form the most powerful eight that Andover could assemble all season.

The shake-up gave the crew a new life and almost enabled it to pull out an upset win over the seemingly stronger PEA boat.

With the defeat PA ends a disappointing 2-7 season that included its poor Interschols performance.

Lacrosse Season Statistics				Top Five Scorers	
	Goals	Assists	Points	Penalty Minutes	
Corcoran	29	10	39	6:00	Average Score
Gleason	30	6	36	5:00	Andover 10.8
Cameron	13	12	25	9:30	Opponents 5.7
Nelson	9	12	21	4:30	
Koch	9	9	18	18:30	

## Weekend Calendar

### Thursday, June 6

5:00 pm—Each cluster will hold a parent-faculty reception.

7:00 pm—There will be a barbecue for seniors, parents and faculty members in the Flagstaff Court, or Commons if it rains.

8:30 pm—English Instructor Harold Owen and selected seniors will present the senior entertainment, probably a series of short skits.

9:45 pm—Reverend James Rae Whyte will lead the Candlelight Communion service in Cochran Chapel.

### Friday, June 7

9:30 am—The Commencement procession forms in Flagstaff Court and is then led by Scottish bagpipers to the steps of Samuel Phillips Hall and the Great Lawn. After senior prizes have been awarded, seniors will proceed to the steps of the Addison Gallery to receive their diplomas from President of the Trustees Donald McLean. (In case of rain, graduation will be held in Cochran Chapel and diplomas will be distributed in the Cage.)

11:00 am—Refreshments will be served in Flagstaff Court (Commons in case of rain.)

5:00 pm—Faculty members will hold Reunion Class receptions in their homes.

8:00 pm—A science film will be presented in White Auditorium.

8:15 pm—Children's movies will be shown in Kemper Auditorium.

### Saturday, June 8

9:15 am—Reverend Whyte will conduct an Alumni Chapel Service in Cochran Chapel.

10:00 am—Headmaster Theodore Sizer will present the Report on the School to the alumni, with a question and answer period.

12:00 noon—The alumni will parade from the Addison Gallery to the gym.

12:15 pm—The Alumni Luncheon, in the Memorial Gymnasium, will feature President of the Alumni Council Roger Murray as toastmaster. In addition, the class agents for the classes of '24 and '49 will present their gifts to the school, followed by the other classes. Also at 12:15, a children's lunch will be served in Commons.

2:30 pm—The "Class of '24 House," which will serve as the Pine Knoll Cluster Dean's home, will be dedicated.

2:30 pm—Interested alumni will play softball on Brothers Field.

6:00 pm—Each Reunion Class will hold its own dinner.

6:30 pm—Alumni children may eat in Commons.

8:15 pm—Children's movies will be shown in Kemper Auditorium.

### Sunday, June 9

8:30 am—Breakfast will be served in Commons until 10:00 am.

10:00-12:00 noon—Each class will hold a brunch or picnic.

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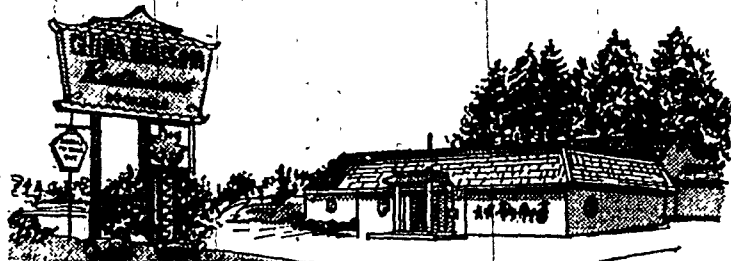
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