

Sizer Names Apgar, Thomas Department Chairmen For '75

Headmaster Sizer has announced the appointments of Physics Instructor Charles Apgar as Chairman of the Physics Department and Music Instructor William Thomas as Chairman of the Music Department effective next fall.

Rotation

Both have been appointed for five year terms under the Academy's rotation policy. Under this system, Cluster Deans and Department Chairmen serve limited terms in order to prevent stagnation in any one department.

Mr. Apgar replaces current Chairman Peter Q. McKee who has held the position for ten years. Mr. McKee commented, "Because of my increased duties as Associate



Charles Apgar Wyman

Headmaster, I have been unable to devote enough time to the Physics Department."

Mr. Thomas succeeds William B. Clift, who will go on sabbatical leave next year. Mr. Clift commented, "...an excellent appointment. He is a very well-qualified musician who has worked at both the college

CAP Passes Tuition Refunds, Sex Education For Next Year

In a meeting last Tuesday night, the Committee on Academic Policy (CAP) approved, in principle, a proposal to allow tuition refunds for students who are away from PA for more than a term, and permitting their places to be filled by incoming students.

In other action, the committee consisting of department chairman, approved a proposal allowing the Classics Department to offer their services to area schools, and scheduled a Sex Education course for next year's curriculum.

Filling of Beds, Refunds

According to a statement drawn up by Dean of the Academy Carolyn Goodwin, "When a bed space becomes available due to the departure of a student on an off-campus program, early graduation, or withdrawal, the school reserves the right to give that space to a new student. A student taking leave for a term or more may receive a pro-rata refund (less administrative surcharge of 15 percent of the full trimester charge) from monies collected from students admitted to fill vacant beds."

This measure was approved in principle by the CAP. Dean Goodwin stated, however, that she had some reservations and some details have yet to be worked out. This option, if fully approved,

and secondary school level. He has a great interest in both the school and the students."

Backgrounds

After graduating from Earlham College in 1958 and receiving his M.A. from Brown in 1964, Mr. Apgar did graduate work at Princeton and the world famous Lawrence Radiation Laboratory of the University of California at Berkeley. He taught in public high schools in western Massachusetts before joining the PA faculty in 1969.

Mr. Thomas, who joined the PA faculty only this year, grew up in Lexington, Kentucky. After studying at Oberlin College and at Penn State, he returned to study privately at the University of Lexington for two years. In addition, he worked under world famous cellist Pierre Fournier while in Switzerland.

Neither appointee offered much comment on changes in the departments for next year, although Mr. Apgar stated, "We will be raising our standards slightly by dropping our lowest level course and perhaps expanding our term contained advanced level courses. However, this has been in the works for some time now."

Drake, Lynch Plan Revision Of Academic Advising System

Registrar James Lynch and Math Instructor Sherman Drake have designed a proposal for radical change in the academic advising system. The plan is presently being discussed by the Committee of Academic Advisors and Cluster Deans. If approved, the overhaul could go into effect as early as next fall.

Under the system 45 to 50 students would be assigned to each advisor, thus drastically reducing

the present workload. One advisor would be placed in charge of students in one dorm or group of dorms.

This grouping would allow the advisors to work in conjunction with a student's house counselor in helping a student plan his course selection. "The academic advisor would be a non-dormitory faculty member that could become very close to the students," commented Mr. Lynch. "Many students complain that there are too few adults that they can turn to, and with the new system the academic advisor could help fill this need." A memorandum that Mr. Lynch sent out defining the suggestion noted that the academic advisors could substitute for a house counselor on a weekend, thus possibly increasing faculty morale. Mr. Drake noted, "If all the students that I advise were in the same area, the advising would be much more efficient. In my case, I live at the far end of the campus which makes it difficult to reach all my students near Rabbit Pond."

Probably the most important issue at stake here is the continuity

(continued on page eight)

Classics Dept. Program

In separate action, the CAP approved the Classics Department recommendation that PA's classics facilities be used to supplement the teaching of classics in the Merrimack Valley. This move would facilitate a more comprehensive classics offering in the Andover Evening Study Program, and would permit area students to attend PA classes.

Department Chairman Carl Krumpke observed that PA would "provide our services in the classroom, enabling Merrimack Valley schools who cannot economically afford classics in their curriculum, to make some offering." Participating students would pay a charge for PA's services.

The committee also approved a recommendation to include a Sex Education course in PA's curriculum next year.

All proposals will eventually be presented before the faculty for approval.

Trustees Reduce Scholarship Funds, Approve Budget With \$890,000 Deficit

By LOUISE KENNEDY

The Trustees of Phillips Academy, meeting here last weekend, approved the proposed budget with a projected deficit of \$890,000 for next year. This year's deficit totaled \$941,000; the Trustees hope to achieve the \$51,000 decrease by reducing the school's size and by closing several facilities.

Scholarships, Salaries Important

The Board of Trustees decided to reduce the scholarship fund by \$100,000, so that next year's fund will provide \$700,000 in financial aid. The Trustees did not want to make substantial cuts in this area, as they feel that the school should try to maintain its present level of financial aid. Since the size of the student body will decrease next year, however, the \$100,000 reduction will not cause a serious drop in the amount of aid per student.

The Trustees also agreed to set aside \$80,000 for scholarship loans, which students repay after graduating from Andover. Although some schools have had difficulties with collecting payments, PA has had an excellent rate of return on its loans in the past.

In addition to the scholarship



Headmaster Sizer summarized the Trustees' feelings: "They felt that we're headed into as serious an economic and political situation as we've seen since the 1930's ... but the other half of their opinion is a real optimism about the future of the school." Wyma.

discussions, the Trustees agreed to allocate \$200,000 for increases in faculty and staff salaries. These increases are necessary to compensate for inflation.

Headmaster Theodore Sizer stated that no decision has been made as to how income will be allocated among the teaching departments, but that the budgets of these departments "will be left the same as this year's. That means, though, that they'll be reduced, because everything costs more due to inflation."

Rising Fuel Costs

President Ford's proposed excise tax on imported oil, which could add \$132,000 to the school's

operating costs, also raised questions among the Trustees. Andover now pays \$13.50 for each barrel of oil it consumes and the President's plan calls for a tax of \$3 per barrel by next April.

Dr. Sizer commented that the proposal necessitates "strict reduction" of the school's oil consumption, and that the Energy Conservation Committee is presently studying ways to save energy. He admitted, however, that Andover's rate of consumption has risen since last year, because "people just don't care now that it's no longer a 'crisis' situation."

The Trustee also voted to close (continued on page eight)

Cluster Presidents Planning Day Of Fasting Next Month

Despite logistic problems, it appears as though the cluster presidents' proposal of a day of fasting in observance of the world food crisis will materialize. The program, in which two meals will be sacrificed, is planned for Friday, February 14th.

On the day preceding the fast, School President Don Rimsky will deliver a speech at an all-school meeting. Friday's activities will include seminars conducted by Director of Commons Robert Leete, and, finances permitting, a speaker from CROP, a hunger-aid organization. Since the entire program will last about two and a half hours, the presidents have asked that classes be ended at one o'clock.

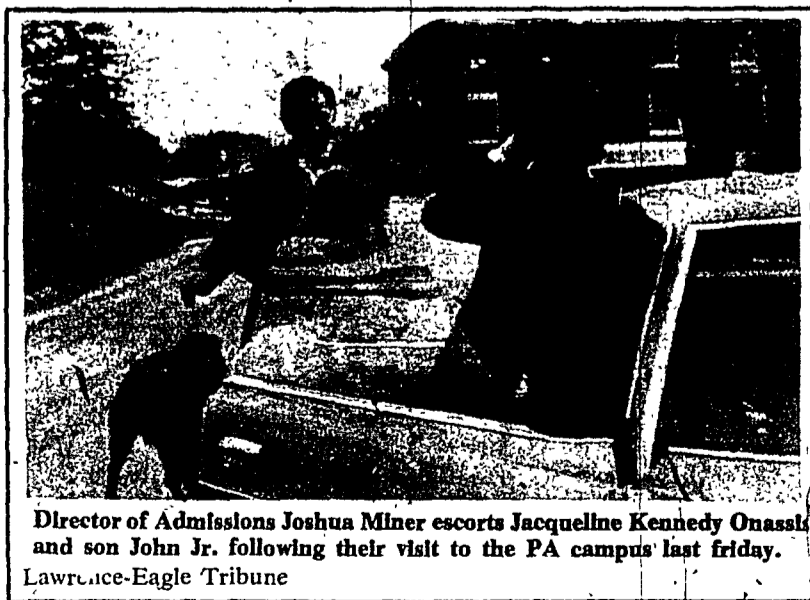
The menus will be comparable to what many hungry people eat every day. According to Rimsky, all that will be served will be rice broth and water. He also mentioned the closing of the Abbot dining room for the day. Choate, which held a similar fast several months ago, will be consulted.

Not Receptive

As originally envisioned by the cluster presidents, the program would have been a day-long affair with the cancellation of classes. The Cluster Deans, however, were not receptive to that suggestion. Chairman of the Cluster Deans John Richards explained, "The Headmaster felt that it might be wrong to take off time from classes - that it would make it too easy."

Another intention of the presidents was to give the money saved by the considerably reduced cost of the two meals to some appropriate charity. Mr. Richards noted that because PA is a non-profit, tax-exempt organization, we are not allowed to give money to charity. The money will probably go to a scholarship fund aiding some needy student from a poverty-stricken area. Another possibility is the donation of the funds to either the Headmaster or the cluster presidents to use at their own discretion.

Concluded Rimsky, "Though this program has been modified by certain difficulties foreseen by the administration, I still feel that it has definite merit. I agree that it is a token gesture, but it is a recognition of an important universal problem."



Director of Admissions Joshua Miner escorts Jacqueline Kennedy Onassis and son John Jr. following their visit to the PA campus last Friday. Lawrence-Eagle Tribune

The PHILLIPIAN

PHILLIPS ACADEMY
ANDOVER MASSACHUSETTSROBERT WINER
PresidentRICHARD HERSH
Editorial ChairmanTHORNTON DAVIDSON
Managing EditorDAVID COULTHARD
ROGER STRONG
Sports EditorsDANFORTH THOMAS
Advertising Manager

JOHN BUTTRICK Sports Photographer

The PHILLIPIAN is published weekly throughout the school year by the students of Phillips Academy, Andover, Massachusetts. Editorial and business correspondence should be addressed to THE PHILLIPIAN, George Washington Hall, Andover, Massachusetts, 01810. Offices are located in the basement of Evans Hall.

JONATHAN ALTER
EditorLAWRENCE KEMP
Business ManagerSAGAR PARIKH
JAMES RICE
Executive EditorsPETER WYMAN
Photography EditorAndover Salaries, Scholarship Funds
Top In Survey Of 35 Private Schools

By LOUISE KENNEDY

Business Manager George Neilson has released some illuminating figures comparing Andover's expenditures in various areas with those of 34 other northeastern preparatory schools. These figures indicate that PA pays its teachers a higher median salary than any of the other schools, and provides the most scholarship aid of the group; on the other hand, the school spends less money on athletics than most schools, and the overall cost of an education here is one of the highest within the surveyed group.

SALARIES - Last year, Andover teachers received a median salary of \$11,600, compared to a median of \$9,200 in other private schools. As a further comparison, the study noted that public-school teachers with a bachelor's degree receive a median \$7,800; those with a master's degree are paid a median salary of \$14,000.

Mr. Neilson commented on Andover's high salary rates, "The school is attempting to gain the best candidates, and hopefully our higher salaries will attract a higher caliber of applicants. Our general philosophy is that the faculty and staff are responsible for the quality of education, so that's where the money should be concentrated."

SCHOLARSHIPS - Andover had the highest rate of expenditure in this area as well. PA scholarship grants for 1974-75 totaled \$638,775; amounts given by other schools ranged from \$78,000 to \$634,000.

Again, Mr. Neilson explained that Andover's Trustees consider the scholarship fund one of the most important areas of the school, and so allocate a greater amount of money than do many prep schools. **EDUCATION COSTS** - PA also has one of the higher overall cost

estimates, although this may or may not be attributable to the high. The actual cost of attending Andover for one year - of which slightly over half is paid from the endowment - came to a total of \$6401 per student in 1973-74, when the tuition was still \$3050. In that same year, costs for other prep schools averaged \$5142 per student.

Higher instruction costs at

more of the work ourselves."

Until this year, Andover also had one of the highest-paid security forces. The administration decided to cut the budget last fall from \$93 per student to the present level of \$50, which is still above the average of \$37.

Mr. Neilson, in justifying the security cut, said, "We decided we could do things more efficiently with a smaller force. We do have fewer services - for example, we're not available at all hours if someone loses his room key - but we can still provide protection for the student body."

Athletics - The survey brought to light another interesting statistic: PA allocates only \$10 per student for the athletic programs, little more than half the \$202 average. Mr. Neilson claimed, however, that the amount of athletic funds per student often depends on the size of the student body, as a smaller school must pay more per student for its athletic facilities.

Mr. Neilson also pointed out that some of Andover's athletic rivals provide as little as \$48 per student, so that the amount of money a team receives does not necessarily determine its athletic ability.

Endowment Income - Another field affected by the size of the student body in the amount of endowment income allotted to paying a part of each student's educational costs. For example, the PA-Abbot merger lowered the income per student to \$2281, because it increased the size of the student body without adding significantly to the endowment.

Andover's \$2281 rate is still well above that of many schools, however; the 1973-74 median was (continued on page eight)



Business Manager George Neilson

Andover account for part of the difference. Classroom and other instruction cost each PA student \$1728 last year, compared with an average of \$1357 at other schools. In fact, only one school - with a cost of \$2251 - had a higher rate than the one at Andover.

Security & Maintenance - Another factor in the expense per student lies in the areas of security and maintenance of the school. Andover pays \$302 per student for custodial work, one of the highest amounts among the surveyed schools. As Mr. Neilson observed, however, "At the schools with the lowest custodial costs, the students pretty much take care of themselves. The average cost in this area is \$235; we could probably lower our costs by doing

Those Starving People

Hunger is a continuing crisis in the world. The Cluster Presidents have been wrestling with PA administrators since before vacation, hoping to have the school community recognize world hunger as our problem, not just a problem for starving people in far-off countries. The Presidents originally sought a full day of fasting which would feature guest speakers and educational discussion of the problem - it now appears that one afternoon in the coming weeks will be devoted to this purpose.

It is just as well that classes will not be cancelled for The Fast - students tend to treat any day without classes as a holiday, and world hunger should provoke discomfort and sacrifices instead. The concept of a single-day fast should not be overestimated either. It is all too easy to go hungry for one day and let it go at that. Despite the logistic problems involved, observance on a weekly basis, perhaps a vegetarian alternative, would be preferable to token efforts. School President Don Rimsky is looking into just such options at present. Whatever the form of the sacrifice, the Cluster Presidents must be commended for their initiative. Now if the rest of the school, including the Cluster Deans, could become similarly enthusiastic, the effort could truly be a success.

Choosing The Curriculum: A Perplexing Responsibility

By SUSAN LLOYD

What should be taught in school?

How should it be taught?

Who will decide?

Winter, 1970. I'm standing in the bedraggled kitchen of the Sudbury Valley Free School, Framingham, Mass. Like all visitors to the school, I'm being ignored, a distinct relief. Sounds of music and voices filter down from every corner of the house. A young man all hair and pleasant eyes is foraging in a cupboard for himself and three of his students, the four of them absorbed in conversation about a new rock group. A woman and two small boys are bent over the kitchen table, open science books piled round them. They're dissecting the eye of a pig. The boys ply scissors and a probe; they question, she explains, they search the diagrams in two of the books. Suddenly, the liveliest of the boys is bored; he races out to join some pals building snow forts outdoors. The woman doesn't even look up.

Winter, 1975. A history 35 class at PA. The clock says 9:42. 18 students sit in rows, rapt. Test tomorrow. The teacher's voice fills the room... "the Interstate Commerce Act and the Sherman Anti-Trust Act represent two different governmental responses to business combination. The first accepts monopoly and attempts..." Pencils scurry over notebooks till 9:45, then drop into pockets. The teacher has spoken.

PA has, for the moment, answered the questions of curriculum with History 35, Math 38, Human Awareness, Latin 30, etc. In Sudbury Valley, the questions are answered by the students. In his Free School Bible *How Children Fall*, John Holt writes, "We cannot have real learning in school if we think it is our duty and right to tell children what they must learn." If

that's the school you want, you have no curriculum decisions to make. You have no curriculum.

I'm a bit stuffer than Holt. Perhaps he would agree with my current sense of the purposes of schooling: to help young people become strong adults who are unafraid of freedom, and are able to contribute to, criticize and (where necessary) change society. Unlike Holt, however, I'm certain we as teachers can make curricular choices that will strengthen students' future ability to choose. To me, this is a crucial aspect of teachers' responsibility to students and to society.

And a perplexing responsibility it is. It seems more awesome now than ever before, because our choices are so many. Choosing would be easier if we were African Bushmen, whose "curriculum" for their children is guided by custom and directed towards physical survival. It would be easier if we had the confidence of educators at the turn of the century, when large numbers of people could agree on the "body of knowledge" required by the civilized man. The "learned man" had read Hamlet, had absorbed Plato, had learned Latin and perhaps Greek, had had economics, history and English literature. Take away one language, add a lab science, and the College Prep course Robert Frost took at Lawrence High School could serve the following three generations as a model secondary school education.

Now, who knows how to choose? The bodies of knowledge lie all about us, scattered by war, cold war, and the social confusion that is our reward for unplanned technological change. It's a bit scary, and it provokes retreats into certainty. Many schools hug their traditional course of study, adding the newer and more "relevant" courses to student schedules already full to

bursting. Even at PA, a typical upper takes Math, English, American History, and Creative Writing, and Animal Behavior and Driver Training, and Search and Rescue. In some schools, the pile-up becomes ridiculous. Educator Ole Sand calls this the "creeping curriculum." "Never have so many learned so little about so much," he says.

Teachers' retreats beg questions of curriculum. One's own voice is



Susan Lloyd Wyman

safe: we lecture, they listen. To completely control each class is comfortable, but is it educational? No matter how brilliant our lectures, our students are in danger of substituting information for thinking.

One school of reform: the Learning Process curriculum

A whole new generation of educational thinkers is moving beyond these comfortable retreats, discarding the static notion of the "learned" man, and asking instead what makes the learning person? What cultural circumstances and

personal skills predispose a child towards lifelong learning? asks Jerome Bruner, the Harvard psychologist who has stimulated much post-war thinking on curriculum reform. What "ways of knowing" generate the most powerful capacities for inquiry in a given person at a given age? What intellectual disciplines will help him learn how to learn throughout adulthood?

Bruner and his colleagues stay clear of conventional "bodies of knowledge." It's fine with them if a student never gets taught Hamlet; but they do want him to develop the curiosity about human affairs that will impel him at some time in his life to read Hamlet, the Book of Job, Saul Bellow's Herzog or any other complex literary work: they want him equipped with the imagination and conceptual skills that make such reading possible. Their focus is not on specific content or information. It is on the process of learning.

Does the Learning Process curriculum eliminate traditional subjects? Not at all, says Bruner. Mathematics offers one "way of knowing," scientific inquiry offers another, linguistics or foreign language study another skill. These and other ways of knowing can be practised at almost any age in some form. PA's Science 11, a course based on these ideas and developed by Harvard Project Physics, is one entry in a Brunerian "spiral curriculum:" periodically from first grade through grad school, a student can approach the infinitely complex concepts of matter, quantity, space, energy and force with an ever richer command of concepts and skills.

Bruner emphasizes the importance of cross-disciplinary thinking. Every scientist, for example, must develop the ability both to predict the consequences of those technological changes he is hurrying along, and to communicate his predictions

to other citizens. Every citizen needs the capacity to question the scientist's decision. Isolate science and civics from each other, and you invite narrow vision. The faculty now developing PA's experimental Synthesis course are also looking for the questions that cannot be contained by traditional subject-matter categories. Should Wyoming's federal land be closed to strip miners? Is nuclear power a wise and feasible solution to the energy crisis? Of what use is the musician?

Reforming a reform

The Learning Process curriculum has considerable prestige by now. But no educator worth his salt is ever satisfied. Bruner's critics charge that his reforms merely change the syllabus, leaving untouched the crucial relationship between the student, the teacher, and the future. It's not enough, they say, that Bruner has rejected dutiful assimilation of past and present culture. Their questioning of curriculum probes further. How do young people gain genuine power to choose when adults define most of their alternatives? How can they become problem-solvers for the future, when the Learning Process curriculum serves them their problems ready-made? Bruner's curriculum ideas are based on the ways of knowing scholars consider most useful today: the very academic disciplines that have brought the reformer-scholars themselves to the top of the heap. Are these the people to judge what kinds of knowledge adults will need 20, 40, 50 years from now? In spite of the emphasis on learning to learn, there is a sense that many reformers have defined learning itself too narrowly.

Neil Postman, an English

(continued on page six)

The Mystique Of Running

By DOUG HARDIN

Few of us ever have considered running 50 miles a week just to keep in shape. For most, exercise is walking to class, punishment is 30 laps in the cage. There are those among us, however, who put an hour a day, six days a week, into running, over hills, around circles, through woods, on streets. In the winter the hypnotic monotony of the track in the cage beckons them to run for miles.

Competitively, this devotion to constant running has paid off in the past with successful interscholastic seasons and, occasionally, championships. But the appeal of competition, the lust for victory, is usually the most overemphasized motivation to run; it can hardly explain the fanatical commitment of runners during a competitive season, and certainly offers no clue to the commitment at other times.

Distance runners don't really know why they run. They can, however, see their running partly as a character-building experience. Fulfillment of a desire to succeed, accomplishment of an arbitrary but established goal, and better acquaintance of mind with body are qualities that are tuned and sharpened by the discipline and rigors of training. Their work has communal qualities, as well, for runners do not train alone. Sharing what is for them a very vital experience, they run together, eat together, and often room together.

Runners are aware of one element that few laymen would ever encounter. This is the aesthetic value of running. Something which cannot really be described, it lies in the world of sensations. Runners see their effort as a form of expression with a very high emotional content. Roger Bannister, the first four-minute miler, describes the first



Doug Hardin Wyman

time he became aware of this sensation:

"I remember a moment when I stood barefoot on firm dry sand by the sea. The air had a special quality as if it had a life of its own. The sound of breakers on the shore shut out all others. I looked up at the clouds, like great white-sailed galleons, chasing proudly inland. I looked down at the regular ripples on the sand, and could not absorb so much beauty. I was taken aback - each of the myriad particles of sand was perfect in its way. I looked more closely, hoping perhaps that my eyes might detect some flaw. But for once there was nothing to detract from all this beauty.

"In this supreme moment I leapt in sheer joy. I was startled, and frightened, by the tremendous excitement that so few steps could create. I glanced round uneasily to see if anyone was watching. A few more steps - self-consciously now and firmly gripping the original excitement. The earth seemed almost to move with me. I was running now, and a fresh rhythm entered my body. No longer conscious of my movement I discovered a new unity with nature.

(continued on page eight)

You Want To Do Away With PA?

The following article was submitted by a Short Term Institute participant in the Organic Chemistry program.

By ROBERT KUEHN

I believe I can safely say that some of you here at PA are not too happy with the school. I can also safely say that this number is small (or am I misinformed?). But this is not the point. The point is that here there are some unhappy people who would like revenge or something. So you ask yourself and say, "Self, how might I wreak revenge on the school?" And you say back, "Well, I could do something trivial and very short-lived." But of course this is not what you want. You want something that will effectively pay you back for all those Commons meals, or long walks, or saucy Juniors (or Seniors - depending on who you are). You want something that will be remembered for a long time and will affect the school for - oh - say 100 years or more. What will that something be? Hmmmm...

Well now, here, for the first time in human history you have the means to wreak revenge. You, you can build an atomic bomb. Hey, Wow - this is the solution to my problem! Consider this, though; it will be crude and inefficient, but I'm sure you will get your message across. OK - now I can do it. Tell me how.

Go to a library and get a book having a section on nuclear fusion. More than likely it will explain the way in which a nuclear bomb works. Fine, now check it out and take it back to your incredibly uncomfortable room. Read and study this manual carefully. If you really get into it, check out some more books. You learn that all of it is feasible for you. Your only catch is a critical mass of radioactive isotope. I know you're bursting full of questions - how, what, and where. Let's go over it.

Where is easy. Go to Logan Airport and walk nonchalantly around until you see an unguarded radioactive cask of substance. Which is very probable. (Hopefully

Plutonium-239. Fact: Plutonium-239 is virtually unknown in nature. The entire present day inventory of



The Bomb

it is produced in our own sweet, clear, safe, economical nuclear reactor. It is highly toxic (perhaps the most toxic substance known), highly radioactive - thus its toxicity. It has a half life of 24,000 years. In other words, if one had a pencil-shaped, piece of it in the window, in 24,000 years there would still be half of it around. In another 24,000 years there would be half of a half (1/4) left. Still deadly, still as lethal. Yet you ponder - man is making tons of this stuff and wants to use it as the energy source of today and forever, but how can he base such a large industry as electrical production on such a lethal thing...

Back to the bomb. When you see a shipment of this stuff, grab it and load it in the back of a car - which is, by the way, your problem. Don't be afraid of getting caught. The shippers of radioactive substances are extremely careless and besides they lose radioactive materials all the time so it will probably be written off. But then you start thinking again. If it is so easy to steal, then why haven't terrorist groups stolen some and built a

bomb and used it for fun or blackmail. I guess we were just lucky - up to now.

Questions, again? With the bomb you could kill all the people in a one-mile radius around PA, contaminate the land for literally thousands of years and cause billions (yes, billions) of dollars of damage. Not to mention the people further out who would get exposed to massive doses of radioactivity. Fact: Scientists have not determined the amount of radioactive exposure that does not have an effect, either short term or long term, on an organism.

If it's so accessible, so lethal, to property destroying, then why is radioactive material being left unguarded? Why shipped in hijackable planes? Why so carelessly transported all over the country and world. I'm afraid I can't answer those questions.

If not satisfied with blowing the hell out of Andover, rest assured. The radioactive particles that escape into the air when your bomb is exploded will get carried all over the earth, building up in organisms that already have Strontium-90 and Iodine-131 in their systems. Oh, didn't I tell you? These are also radioactive by-products of atomic explosions, and for that matter of atomic generating plants. These substances are rapidly increasing the chances of an individual contracting cancer and having deformed children.

O.K., you've destroyed Andover, with little difficulty, but if you are a lazy person who has evil intent on your mind, there is an alternative. Fact: In the U.S. alone, there are 45 operating reactors, 60 being built and 105 on order. To date, there have been 850 abnormal and unforeseen events including any of 45 operating reactors. Now sit back and think, these 850 aren't spit-in-the-eye stuff. They all could lead to incredible accidents: releasing radioactive particles into the air. Why didn't they? Just lucky, I guess. Now stop and wonder, "If I sit on my duff long enough, a major reactor accident may happen - who

continued on page eight.

Survival Of The Fittest...

By ALAN CANTOR

Hmm, let's see. PHILLIPIAN article for tomorrow. Right. First off - standard muddled opening, the old golly-gee-I-don't-know-what-I'm-doing-here-but-you-see-I-was-asked-to-write-something-for-the-Op-Ed-page beginning. Let all you peeps out there know: I WAS ASKED TO WRITE SOMETHING FOR THE PHILLIPIAN. Whew, got that out of the way. O.K., now a nice mundane subject so that on Friday morning the masses won't be inspired to contradict what I say. But hold it right there. Why am I sitting in my room on a late Sunday night, juggling every word I write as though my S.A.T. scores depended on it? What's the big deal about this paper anyway?

The answer dawns on me that this piece is something for the big time, an article for that quintessence of bigness in a school filled with people impressed by volume. The PHILLIPIAN carries incredible weight at PA - there's no match for it. The legacy of Lerner; the present day moguls of Winer, Hersh, and Alter; the school-wide undercurrent of speculation on next year's successors to their thrones. Nothing quite compares to that Thursday



Alan Cantor Wyman

evening rush to the mailboxes and the weeklong rehash of these contents. Yet there seems to be little tolerance for (or interest in) any extra-curricular efforts which avoid being big, which don't quite achieve the status or exposure of The PHILLIPIAN.

Now that I've thinned out the reading audience to only those who are so unwilling to start their homework that they're still reading this article as a means of procrastination, I escape the gentle waters of generalities and dive, pen forward, into the rapids of specific examples. Firstly, I hereby unofficially announce the imminent demise of a local magazine called *Cynosure*. Half of my remaining readers are no doubt responding with a resounding "What?" and turning eagerly to the Sports Page (don't bother, folks, hockey lost), while the other half of you are saying "It's about time." I regret to admit that I myself fall into the latter category. The well-meant attempt to retain the former Abbot newspaper under the guise of a PA expository magazine has disintegrated into a half-hearted effort to keep the rag afloat until April 15. The reasons for this quiet disappearance: lack of interest by the school community and the consequent shortage of money by the magazine. After all, if someone wanted his views to be heard, he would print them in The PHILLIPIAN, where two thousand hungry eyes would devour every syllable, rather than in *Cynosure*, to be seen only by the several dozen affluent subscribers who still had money left after the subscription blitz by the "bigger" school enterprises. Even though I was/am

(continued on page eight)

Letters To The Editor

Longer Classes

To the Editor:

I viewed with some trepidation the tentative decision of the PA faculty to extend classes next year to 50 minutes. There are, I believe, several reasons why 45 minute classes should be retained.

1) For most Andover students, every weekday is an almost non-stop rush from the first class to whenever we should be lucky enough to get to sleep. Those who are complaining about the time wasted during the 15 minutes between classes are failing to see that that time is one of the few opportunities for relaxation during the day.

2) Teachers, who have the benefit of being able to move around during a class, may not realize that three-quarters of an hour is a long time to sit still. Sure, we're supposed to be mature enough to handle that long time, but all the maturity in the world won't help you when your foot falls asleep. That "just five more minutes" can easily seem like forever, especially, if you'll pardon my saying so, during a math class.

3) We won't necessarily accomplish more in a period five minutes longer. In fact, I expect the opposite will often be true. For example, I have one teacher now who lets the class out five minutes late every day, and it is in that class that students participate the least of all my courses. The reason is that it is very hard to produce energetic contributions to a class when there is such a long stretch ahead.

4) Although the number will be

small, a few art classes, will be taught at Abbot next year, and I must express my deepest sympathies for anyone having to make the long trek up the hill to Bullfinch or Evans in only ten minutes.

In short, I find the need for the extra time doubtful and I hope fervently that the faculty will reconsider its decision.

Sincerely,
Lundy Bancroft

Out Of Context

To the Editor of The PHILLIPIAN:

The article on page two of last week's paper ("Art Teachers Apprehensive..." etc.) modified my remarks somewhat and removed them from context just sufficiently to cause both misunderstanding and bad feeling.

The point I was making took into account more factors than it might seem. Essentially I was trying to say this: were it not for the financial aid program, an Andover education would only be available to the rich; to assign extra fees for art courses makes them less accessible to students with less money to spend, which really isn't fair. If the school continues to withhold (or further withdraws) support from the art program at the same time financial aid is becoming less available and parents are faced with hugely increased living costs on top of higher tuition, what we'll end up with is indeed "a rich kids' school where only the richest can afford art." I don't think anybody want

this but I can't see avoiding it unless the school is very careful about its priorities.

In my discussion with your reporter I tried to point out that I was neither unaware of pressures on the school nor was I proposing simplistic solutions to a very real problem. The way one set of remarks was taken from the context of a long discussion and given undue emphasis in a generally valuable and well-done article was unfortunate; I hope this letter will help clear up the misunderstanding.

Sincerely,
Don Snyder

Pot Pourri

To all, who purchased a 1974 Pot Pourri;

On behalf of the 1974 yearbook staff, we apologize for several errors, which, though they may appear to be slanderous, are merely typographical mistakes. John MacWilliams and his staff sought only to publish a pleasant record of 1974 at PA, not to take cheap shots at the individuals in question.

Names misspelled in Senior Directory:

Incorrect	Correct
Paul Barnette	Paul Barnett
Roetof Bertsch	Roelof Bertsch
DeWitt Burnam	DeWitt Burnham
Randy Carroll	Randy Carroll
Don Kil Cho	Dong-Kil Cho
William Degraw	William DeGraw
Patricia Marascott	Patrick Marasco

continued on page eight

1984... The Year The "Nurds" Took Over

By JIM RICE

September 1 - When school began today, I knew something was amiss. At registration, for example, my forehead was branded with my PSAT's. I noticed an unusually large number of flannel shirts and bell-bottoms. I fear the worst - a bloody Nurd coup d'etat.

September 2 - Something is wrong. The only choices for fall-term sports are riflery and chess. Sanscrit has emerged as a diploma requirement. Post Office Box Numbers now correspond to one's IQ. There is little verbal communication. Cold cuts were served for breakfast, lunch, and dinner.

September 3 - God help us! Last night - Saturday - I attempted to use a drug other than Vivarin, and I was mildly excrement-countenanced. I was assaulted in the hallway by four Nurds disguised as normal people. When I came to, I found myself in the infirmary, with that wretched feeling one has after being un-sympathetically de-intoxicated. I must resist...I will endure.

September 4 - Whew! They let me out, the Huns, but only because it's Monday and it's Arena Day. What a spectacle! Nurds had lined up since August to get AP Physics...worse than that, they hadn't even sat down. Arena Day was scary. Members of the English and Art Departments were shackled together and paraded around the cage. Through the rips in their jail-issued denim shirts I saw the unmistakable scars of floggings. I went to the History table and saw Mr. Sewall crying - the Nurds were forcing him to wear khaki bell-bottoms. The only religion course offered was "God, Gallileo, and Gators." Several Nurds were trampled to death trying to sign up for Astronomy.

September 5 - Tuesday. WPAA's been subverted by the Nurds and now blares out chemical equations 24 hours a day. Despite the relative freedom I had in Evans, I was not allowed to see the PHILLIPIAN Room. When the Nurds in my Bio class began clamoring for a human subject to dissect, I could see the "computer print-out on the wall," or so to speak.

September 6 - That does it. These anatomical mistakes called Nurds have confiscated my stereo to use its parts for repairing the observatory. They're melting my records to get the vinyl; they're planning on covering the library windows with the stuff to block distracting sunlight. They're cutting the electricity off at eleven every night.

September 7 - I am now really scared. The PHILLIPIAN came out today - a one-page mimeograph sheet revealing who didn't make the Honor Roll and Cum Laude last year. Also, the phone lines have been cut. It was announced that "cruising" - or walking without books - is now forbidden. Sacred icons of Newton will replace the portraits in Commons. "The Takeover" is official...The Nurds have occupied GW and burned Dickie as a witch.

September 8 - It's Friday, but you'd never know it. Many younger Nurds are crying because there are no classes tomorrow. All my friends left school today...but I can't get to the street without the Nurds knowing. This week's "social bulletin" announced that water will be served in the Copley Wing from 8 am Saturday through 11 pm. An inter-disciplinary service will be held in Cochran Chapel to hear a speaker discuss, "Absolute Zero - Fact or Fiction?" Are they serious? Also, it was announced the College Counseling Office is no longer authorized to recommend anyone to anywhere but M.I.T.

September 9 - Saturday. So what? My friends are gone...I'm trapped...my housemaster, who taught history, has been appropriated for use as a "model" for the Nurds' favorite elective, Elementary Embalming 10. It's their idea of a hack. I have a Nurd shadow. He reports on everything I do...if I so much as sneeze, and neglect to analyze the mucus under a microscope, I could be...dealt with...

Sam Phil To Be Renovated

PA's class of 1925 will donate a sum of money to cover the partial renovation of Samuel Phillips Hall. The gift, commemorating the class's 50th anniversary, is designed to accommodate the move of the History Department from McKeen Hall next year and will take the form of carpeting for the building's north end.

In addition, the gift will finance the decorating of a teacher's lounge similar to the one presently in McKeen. The estimated cost of the carpeting with installation of phones, drapes and a "class of '25" plaque is \$15,000.

Last year, the class of 1924 financed an annex to Dean Clement Morrell's house in Pine Knoll.



The Real Inspector Hound, directed by H. H. Owen, will be presented on the GW mainstage on the 6 & 7 of February. left to right: Vicki Christian, Lisa MacFarlane, Chris Randolph and Alan Cantor. face down, Chris Mullen.

SWIFT AND COMPANY

7 Medford Street

Somerville, Mass.

Phone

547-6900

TOWN PRINTING CO.

COMPLETE PRINTING SERVICE

Letterpress — Offset



475-0626

26 Essex Street

Andover, Massachusetts

Moor & Mountain

63 Park St. Andover, Mass. Tel. 475-3665
2 blocks East from Town Hall (Next to Purity)
Open Tues.-Sat. 10-5; Thurs. & Fri. Even. to 9 P.M.

... for backpacking
equipment,
and other
outdoors
supplies



KENNETH P.

Thompson

— SCHOOL SUPPLIES —

TYPEWRITER

SALES and SERVICE

77 MAIN STREET

ANDOVER, MASS.

Next to the Post Office

Moor & Mountain

63 Park St. Andover, Mass. Tel. 475-3665
2 blocks East from Town Hall (Next to Purity)
Open Tues.-Sat. 10-5; Thurs. & Fri. Even. to 9 P.M.

... for ski
touring
equipment,
and other
outdoors
supplies



Sundow
Silver Shop

Musgrove Building
Elm Square
Andover, Mass.
475-0942

ANDOVER BOOKSTORE

Olde Andover Village

Andover, Mass.

Sutton

TRAVEL SERVICE INC

21 LAWRENCE ST., LAWRENCE 686-9521
1 LG WELL ST., ANDOVER 475-4251

— **Calendar** —

 **MUSIC**

On The Screen

ENTERTAINMENT

Friday, January 31
 Andover Dramatic Review in Drama Lab
Saturday, February 1
 7:00 pm- Movie in GW: "Life and Times of Judge Roy Bean"
 8:00- Movies in Kemper: "Where the Sidewalk Ends"
 8:00-11:00- All School Dance in Davis Hall
 8:00-11:00- Jazz Band Concert in U Room

Sunday, February 2
 3:00 pm- Concert of American Music Part I
 6:45-8:00- Seminar on "Castro's Cuba"
 "Snow White and the Seven Dwarfs" at the Drama Lab

SPORTS

AV - After Varsity G - Girls
Saturday, February 1
 1:30- Jr. Hockey vs. Pittsfield Bantam
 2:00- Wrestling vs. Northfield-Mt. Hermon
 [AV]- JV Wrestling vs. Northfield-Mt. Hermon JV
 2:15- B. Squash vs. Brooks School
 2:30- Swimming vs. Deerfield Academy
 [AV]- JV Swimming vs. Deerfield Academy JV
 2:30- JV Basketball vs. Northfield-Mt. Hermon JV
 4:00- Basketball vs. Northfield-Mt. Hermon

Wednesday, February 5
 2:00- B. Squash vs. M.I.T. Freshmen
 3:00- JV Basketball vs. Exeter JV
 3:00- Hockey vs. Harvard JV
 3:00- Squash vs. Harvard JV
 3:00- Swimming vs. Dartmouth College Freshmen
 3:00- Gymnastics vs. Concord Academy (G)
 3:15- Basketball vs. Tufts Freshmen
 3:30- Wrestling vs. Tewksbury High School
 8:00- Swimming (G) vs. Andover-No. Andover

The Phillips Academy Jazz Band, under the direction of Music Instructor Jim Harwood, will perform in concert Saturday night from 8-11 in Kemper East. The concert will be taped in preparation for the Mass. all-state competition, and as a "final tune-up" for their Spring Tour.

The concert will feature various jazz and blues compositions, including: Maynard Ferguson's *Nice & Juley*, Thad Jones' *Us*, 1974 blues, and Quincy Jones' *Killer Jones*. Soloists for the evening's concert are musicians extraordinaires Tom Chapin, John Crichton, Tony Patera, Roger Kohn, Phil Hueber, and Arthur Kell.

Harwood, commenting on the upcoming performance, said, "We would hope that this concert not be considered a three hour commitment. Just stop in for as long as you want to hear quality jazz."

By CHARLES ELSON
"The Life and Times of Judge Roy Bean," Saturday, February 1, GW Hall, 7:00 pm- Released during Christmas, 1972, this film is certainly no masterpiece. The movie is set in the old west and is the story of a desparate who dabbles in rough and ready jurisprudence. His life long ambition is to meet famous stage star. Bean's home is plastered by pictures of the infamous star and he, known as a man who deals an odd type of justice, day by day hopes to meet the lady star. Ironically the "judge" is killed the day she (the star) was to arrive in town for a show. The movies received low marks from Jay Cocks, Time Magazine's movies critic, who stated that the best actor in the whole film was "Bruno the Bear," Bean's animal tag-along. Paul Newman stars in this flick and the rest of the cast includes Jacqueline Bisset, Tab Hunter, Stacy Keach, Roddy McDowall, Anthony Perkins and Ava Gardner, none of whom measure up to Bruno's ursine splendor and sheer animal magnitism. John Huston's picture will almost certainly not leave the viewer with a sense of having seen something entertaining. Do yourself a favor, stay home and watch the tube, for even there, you will find much better entertainment.



Paul Newman

unable to find anything interesting on television, try to come up to Kemper Auditorium and see "Where the Sidewalk Ends." Time Magazine thought this 1950 release, and Otto Preminger production, was well worth viewing. The movie is a tale of a Manhattan detective (Dana Andrews) with a record for "manhandling" criminals. When he accidentally kills one of the men, he covers up his awesome trail with false clues and the finger of guilt ends up pointing at another man.

"Where the Sidewalk Ends," Saturday, February 1, Kemper Auditorium, 7:00 pm- If you are

SPECIAL LECTURE- Photographer and photojournalist Lee Lockwood will speak at a West Quad South Seminar this Friday night at 6:45 pm in the Adams Hall Common Room. Lockwood will speak about Cuban Dictator Fidel Castro and show color photography. Lockwood has known Castro personally as well as American dissidents Daniel Berrigan and Eldridge Cleaver. His books include *Castro's Cuba: Cuba's Fidel* and *Conversations with Eldridge Cleaver*. This lecture is opened to the entire school and dessert and coffee will be served.

Tell them
 you saw
 their ad
 in The
 P
 H
 I
 L
 L
 I
 P
 I
 A
 N

PA Dramatic Revue To Be Presented This Weekend

The "Andover Dramatic Revue," a short production of various songs, scenes, and monologues from American and English plays and directed by upper Jim Horowitz, will be presented in the Drama Lab, Thursday and Friday, January 30 and 31.

Members of the cast include Dana Horowitz, Tami Bodenrader, Curtis Cutter, Garret Randolph, Dave Briggs, Lundy Bancroft, Cheryl Ancrum, Ann White, Ann Dewey, Zareen Mirza, Mary Dowd, Roslyn Solomon, Lenn Stevens, Steve Greenapple, Emilie Davis, and Mike Murdoch. Vicki Nourse and Bruce Thompson will accompany the cast on piano and drums.

The show's songs are from

Pippin, and *The Me Nobody Knows*, scenes are excerpted from *Bus Stop*, *Richard III*, *Cat on a Hot Tin Roof*, and *The Visit*. Monologues are taken from *The Skin of Our Teeth*, *Much Ado About Nothing*, *Music Man*, *Look Back in Anger*, *Richard III*, and *Man in the Moon*.

Lighting will be handled by Ruth Pease, assisted by Quad Wheeler and Kathy Lajthe.

Director Horowitz commented, "The show's purpose is to expose the audience to a wider range of drama than is encountered in one play. Also, it allows an actor or actress to play different roles, and expose more of his or her abilities."

MANZI
Electrical
CORP.



• **ENGINEERS**
 • **CONTRACTORS**
 ENGINEERED ELECTRICAL CONSTRUCTION

INDUSTRIAL • RESIDENTIAL • COMMERCIAL

UTILITY CONSTRUCTORS • CABLE SPLICERS
 UNDERGROUND DISTRIBUTION SYSTEMS
 POWER HOUSES and ELECTRIC HEAT

683-7183
 CONNECTING ALL DEPTS.
 FROM BOSTON CALL 227-3794


217-221 ELM ST., LAWRENCE

ANDOVER INN

WELCOMES PARENTS, STUDENTS, ALUMNI

Chapel Ave. Off Rte. 28 Tel. 475-5903

Moor & Mountain
 63 Park St. Andover, Mass. Tel. 475-3665
 2 blocks East from Town Hall (Next to Purity)
 Open Tues.-Sat. 10-5;
 Thurs. & Fri. Eves. to 9 P.M.



... for canoes,
 kayaks and
 accessories,
 and other
 outdoors
 supplies

PROOF OF THE PUDDING

RESERVATIONS ARE ACCEPTED
 475-3350

Synthesis Course Would Foster Relations Between Disciplines

By HAMILTON MEHLMAN

The Andover student sits in the back of his "synthesis class" on Hunger and hears the following outline from his professor: "Your assignment for Wednesday is to write an in-depth analysis of Malthusian theories which we discussed. Tomorrow there will be a lecture in Kemper by the Philosophy Instructor Mr. X on the nutrition problems of Bangladesh. On Friday a math teacher will give a slide show and talk on the same subject.

Many Possibilities

Hunger, however, is not the only topic which a "synthesis" course could cover; poverty, politics, sex and other possibilities are presently under consideration by a committee attempting to establish a synthesis course for next year. The purpose of the synthesis course, as established by the committee in the words of Headmaster Sizer is "1) to provide students with elementary experience in relating material and evidence from two or more discrete disciplines to the illumination of a small number of currently important yet humanly timeless issues. 2) To provide students with experience in reaching and defending intellectually supportable but personal and romantic conclusions about these issues."

The idea of a synthesis course was mentioned to Dr. Sizer last June by several teachers who were concerned about the "lack of communication between disciplines and between the teachers of different disciplines. A committee created by Dr. Sizer is currently examining the possibility of integrating different disciplines in one course. The committee includes Dr. Sizer, Philosophy Instructor Owen Flanagan, History Instructor Wayne Frederick, Physics Instructor Doug Hardin, History Instructor Thomas Lyons, Instructor in Art and Psychology Stephanie Perrin, Social Science Instructor Nancy Sizer and English Instructor K. Kelly Wise.

Combines All Disciplines

A synthesis course combines a number of disciplines - math, history, english, etc. - to examine specific problems. Mr. Flanagan, chairman of the committee, comments "since about the 17th

century, man has not been able to know everything there is to know in every subject. Today there is something artificial about having courses divided up into discrete disciplines."

He continued, "It is probably not the most advantageous system to prepare people to cope intellectually and seriously with problems that confront us and continue to confront us; such as world starvation. To examine such prob-



Philosophy Instructor Owen Flanagan chairs the Synthesis Committee.

blems, we must look at them from a variety of disciplines, which is what the synthesis course would do."

The committee is examining two specific proposals from implementation of the synthesis course. One is to have 15 students in a class with one instructor. Another is to have 50 students attending lectures given by various teachers. After the lecture the group would divide into smaller discussion groups and discuss the problem in an effort to come to a satisfactory solution of the problem.

Student Involvement

Mr. Flanagan, although unsure of which classroom set-up is more advantageous to the envisioned synthesis course, hopes that the course will involve a large degree of student initiative. Mr. Lyons observed that "the basic contribution we could make is to individualize the teaching and force the student to be his own teacher." The course will

probably require a considerable degree of student initiative, with the teachers as a guide to concentrate the students' thoughts on the central problem.

The question of whether or not the course would be required for seniors is still undecided by the committee. Some faculty fear that another requirement would be too much of a burden upon the student. Both Mr. Frederick and Mr. Flanagan hope that the course will be required of seniors. Mr. Frederick offered one solution to the problem of too many requirements by submitting that "A synthesis course is important enough to warrant taking the place of another requirement."

The main objection to the proposed synthesis course is the taxing commitment required of teachers. Mr. Flanagan pointed out, "The preparation required for this course is tremendous. There is probably not a teacher in school who is capable of teaching such a course at the moment. The course will probably require 8-10 teachers. Trying to manipulate the schedule of teachers will put a premium on teacher time and will require a devotion to the course by the instructor which some teachers are not ready to give."

Mr. Wise contented, "Something could be lost that is important to the course if we try to wedge it inot the normal schedule."

Because of the premium which the course might put on a teacher's time, Mr. Lyons observed, "The course will require the best of PA's teachers. Not all teachers will be able to teach the course because of their inability to remove themselves from the discipline which they are regularly accustomed to teaching."

Pilot Run

Although the idea of a synthesis course is not new, the scope of the course which PA is attempting to pursue may be unique among secondary schools and colleges. The committee hopes a "pilot" course will be available next fall. The pilot program would come under the close supervision of the committee, which might develop the idea further in the first year of the course.

Current minimum diploma requirements at five schools

Andover English: Two years Foreign language: Three years Math: Eight trimesters Lab science: One year History: One year American history One trimester elective history Art: One trimester Music: One trimester Physical education: One trimester	Math: A third-year course Lab science: One year American history: Two years in the Girls' School One year in the Boys' School Creative arts: one year Ethics: one year (non-credit)
Concord English: 3½ years Foreign language: A third-year course Math: Two years Science: Two years American history: One year, at eleventh-grade level Social studies: One year Art: One year Music or media: One year, or an additional year of art	Exeter English: Four years Foreign language (ancient or modern): A third-year course Math: A third-year course Science: One year Art, dramatics, or music: One-half year Religion or philosophy: One-half year In addition, a student must fulfill "depth requirements," based on a complicated set of rules
Milton English: Four years Foreign language: A third-year course	Putney English: Four years Foreign language: Three years Math: Three years Lab science: One year History or social sciences: Three years Arts: One year

Increase In Requirements Proposed By Dep't. Heads

By JENNIFER PARMELEE

In the above study of five schools (Concord Academy, Exeter, Milton, Putney, and Andover) it is interesting to note that Andover has the lowest total number of requirements, despite the underlying similarity of the schools' requirements. The requirements at PA have stabilized at the moment and are generally well accepted. However, it appears that after several Academic Policy meetings (CAP) there will be an increase in the requirements and a decrease in the electives.

One of the proposals with a good deal of support is the addition of a year of lab science to the presently required year of biology, chemistry

ing the approval of new requirements. If students take another year of science, then they might have to give up taking some other course, so it is a natural thing for some other departments to object to the decision." Dr. Minne strongly advocates at least one year of science. "You have to know something about a wide area of subjects just to be an intelligent citizen today," he stated. "If you are ignorant in science, then you are forced to accept other peoples' arguments without challenging them. Unfortunately, this acceptance is a common syndrome today."

In the Art Department, the financial squeeze is being felt. Chairman of the Art Department Robert Lloyd commented, "Any desire to increase the art requirement is a direct reaction to the large art fee levied on art students. This is a destabilizing situation causing an enrollment drop in many electives," he continued. "I would like to see the conversion of the Art Department's recent increase in popularity into something solid - like another requirement."

Concerning the reasons behind the present art requirement, Mr. Lloyd felt simply that there will be no real art program without the mandatory taking of visual studies. Art Instructor Gerald Shertzer further explained: "If you don't bite them, they won't get infected."

This "infection by exposure" reasoning is the underlying theory beneath all the requirements. The "how do you know you don't like Chinese until you try it" philosophy is valid to a certain extent and will always be there. Most departments feel that the required amount of their subject is merely a "stepping stone" to other fields.

Chairman of the Math Department Edmond Hammond is satisfied with the present mathematical system although he feels that the department has been cheated on the amount of time to complete the requirement. Mr. Hammond asserted, "The level which our students are required to reach represents a plateau of honest accomplishment which will help in many other fields. Unlike many subjects, you can take this completed package to someone and they will respect it because they can determine just how much you know."

John Chivers, head of the

If you don't
bite them,
they won't get
infected

...On Choosing The Curriculum

(continued from page two)

teacher and subtle iconoclast, suggests that teachers move away from the "problem-solving" approach of the carefully mapped curriculum, toward a commitment to "problem-finding." For Postman, problem-finding is as much the task of the student as of the teacher. In the ideal elective course, students have chosen a problem area which they will study, such as "the evolution of spoken language," or "alternatives to hospitalization of the mentally ill," then work as partners with the teacher to define and research the problem. The teacher becomes an important source of information and organization, but if the problem is real, he can claim no firm answers before the study begins.

Back at the ranch PA can continue drawing on the work of learning theorists like Bruner without closing out more radical ideas. Instead of a single Synthesis course, we might well allow seniors to choose between an academic Synthesis offering and one of several interdisciplinary problem-finding courses. Students need not abandon all traditional disciplines while these adventures proceed; in fact, expertise in such skills as foreign language communication, computer use, writing and graphics will be

The present balance is about right.

crucial to the success of most projects.

With the addition of one Synthesis course, I feel the present balance of requirements and electives is about right. Area requirements should perhaps take the place of specific course requirements in some disciplines as a means to guide students toward a balanced program; but how can a student gain the knowledge to choose wisely between and use well either PA's electives or adult options without a solid Math or foreign language or Arts or History experience to inform his choice? Yet the electives too are invaluable, and should not be chipped away. As radical experiments like Sudbury Valley School remind us, people also learn to choose by choosing, then taking the natural consequences of their choices.

Two special difficulties lie in the way of curriculum as change in a private school of PA's awesome stature. To our great advantage,

students choose to come here. That first commitment made, it's too easy for the faculty to say, "Well (harumph), you wanted to come, this is what we offer: take it or leave it." Second, we have an honorable tradition of faculty participation in decision-making. Curriculum decision-making easily becomes a political free-for-all. Whose little empire will fall if requirements change? Where educational justification for change is hard to find, political and economic considerations readily take over. That's not deplorable. It's reality. We have to guard against its becoming the only reality.

We should work hard to come to broad agreement on an educationally sound curriculum for PA, but we should never become so well-satisfied that our academic program goes rigid. An institution in which teachers are persons, not functionaries, must also continue to nourish their independence and creativity. Even if the archangel came to Phelps House and presented Ted Sizer a curriculum written on golden tablets, spirited teachers and coerced teachers and coerced students could turn it to ashes in a single term. If the questions of curriculum are ever completely answered, it's time to quit.

Susan Lloyd is a History Instructor.

The Confessions Of A Reformed Radical

By THOMAS LYONS

When The PHILLIPIAN asked me to write something on curriculum, I bit my lip and said I would. One of the last items I wrote for publication in the Phillips Academy community was the draft for the "open curriculum" proposal for the curriculum committee in 1971. My more worthy colleagues and I shared these ideas, but they received a reception similar to that accorded the findings of the National Pornography Commission by the Nixon administration in 1971. Yesterday I reread the "open curriculum" proposal, and I realized that a generation had elapsed in those three years. Even I no longer subscribe to those proposals! When I write those words I wince and my heart gives a twinge, but I shouldn't let such pangs disturb me, for we all know that in 1964 "27,000,000 Americans knew in their hearts that Barry Goldwater was right." So I bow to the judgment of my more cerebral colleagues with the comfort that in 1972 "47,000,000 Americans knew in their heads that Richard M. Nixon should be president."

But I have returned to earth. One reason the "open curriculum" would not work now is the extraordinary proliferation of courses, year long, and especially term contained. There are advantages in these new offerings. The catalog offers many choices and a rich diversity. Teachers now have a chance to experiment and teach their favorite subject(s). Rigid departmental syllabi no longer blunt a teacher's spirit and strangle imaginations. And I'm sure teachers are more stimulating to themselves and their charges when they pursue their special enthusiasms and fields of competence. Students have something for every taste and season. But (oh such a word - beware what follows), I get a sense that we should take a look at some excesses of such abundance. I suspect that on both sides of the desk there is some dabbling, a little faddishness (Lyons not excepted), and a touch of intellectual dilettantism in some of this burst of creativity. And too many teachers are teaching too many courses (at times to too few students) with an unavoidable loss in quality (and expense?). You can only spread so much so far.

Departments might take a hard look at their offerings. An ongoing "curriculum committee" might serve as an evaluation group for course offerings (see Archives for Curriculum Committee proposal to this point - p. 15). I wish to make myself perfectly clear, at this point in time - at least in this time frame - the "open curriculum" seems inoperative. Given our course offerings a student could design a set of courses not worth \$370, let

alone \$3700.

A second obstacle for an "open curriculum" is that the 1971 committee's request that each academic advisor have only twelve advisees was found to be impossible to achieve. Now each advisor has 70 to 100 advisees and the process for most advisors and advisees can't go much beyond counting credits, reclassification, checking diploma requirements and other rather mechanistic procedures. (I am an advisor.) Oh, if a student manages to flunk a goodly portion of his/her



Thomas Lyons

program, then he/she is likely to get a lot of advice. But not so the rest. So the key to the open curriculum, the advising system, is not yet in being. And the process of course selection so boldly recommended in 1971 has not been tried. I think we have enough wise people to make the advisory proposal work, but wiser heads think not.

Now we have a swing in another direction. There is a suggestion before the house that we expand requirements - a year more of science, an extra term of history, another term of math (I can feel the student body tremble at that last threat. The Math Department's just finished squeezing 9 terms of math into 8 and now they'll get another term! That is damn good academic infighting. But we have the finest math department in secondary education), a possible synthesis course, and something in English, perhaps. I say wait, halt, stop, think. Please if we tilted the see-saw a little too far on the "open curriculum" proposal in 1971, don't stomp on the other end and fling those of us with a freer spirit skyward into limbo. So I stand before you naked in my torn and tattered "open curriculum;" I admit my errors, renounce my sins, and blame it all on others; but I ask - Don't Build Up The Requirements.

Thomas Lyons, a member of the PA Curriculum Study Committee, is a History Instructor.

The Curriculum

The 1971 Open Curriculum Proposal

Procedure:

Each student will be required to write a statement once a year in which he outlines his proposed course of study and gives the reasons for his choices. For new students, this process will begin with application to the schools. The faculty will have prepared recommended patterns of study for all students and their parents to consider. It is expected that parents will become more involved in a combined effort with faculty and students in course selection.

Each student's written proposal will serve as a basis for discussion between the student and his academic advisor. This process will, thus, engage the faculty and the students in a vigorous examination both of the objectives of education and of the particular choices available to each student. The student's proposal and the advisor's written response will be sent to the parents, and a copy will be kept in the Dean's office.

The student will make the final decision about his course of study.

The committee recommends this open curriculum for several reasons.

We have stated, in our introduction, our concern for the environment of our educational community and our desire to improve the interaction between the cognitive and affective realms. We have said that we seek to provide for each individual the maximum opportunity for intellectual, emotional, and spiritual growth. We believe that the open curriculum will contribute to the achievement of these ends. Such

a program will provide each student with the opportunity to design and to be responsible for his education to a much greater degree than at the present time. He will have the aid of his parents, the general recommendations of the faculty, and the counsel of his individual advisor. This advising process will bring students and teachers together on a common ground in a mutual undertaking. We have confidence in this student-faculty effort. The open curriculum represents a bold thrust which should lead all members of our community to a positive reexamination of their roles. We believe that such curricular change will generate a climate of excitement and vigor that will both revitalize those of us here and attract students and faculty who will welcome its challenges and its opportunities.

The open curriculum starts at the point where the educational process should begin - with the student. The student's interests and aptitudes, his feelings and concerns, are the basis. We expect that continued student responsibility for course selection will lead to increased intellectual motivation and commitment. Our students have broad interests, a responsible sense of the importance of education, and respect for the future. They have, at the same time, individual needs and strengths. This proposal provides more options in the ninth and tenth grades, a change which seems to be desired by all. It speaks to the growing number of our older students, frequently the most able, who now feel increasingly estranged from our existing patterns of instruction. It makes it possible

for foreign students or students with particular talents to design more individualized programs. The open curriculum, expanded off-campus programs and independent study, the experimental cluster, the thematic summer quarter, the human awareness programs, added to the strong base of existing courses, will provide a rich offering for all.

We expect that the vast majority of students will follow courses of study that vary little from those of the past. Parental expectations, institutional traditions, college plans, faculty recommendations, and the student's desire for a good education will lead most students to select programs which will offer a breadth of exposure, a mastery of certain skills and modes of inquiry, and a depth of knowledge in at least one area of study. The future for each of our graduates may hold multiple careers and certainly several periods of both formal and self-styled reeducation. Students need basic skills, and experience with a variety of modes of inquiry and models of creativity. They need the opportunity to develop decision-making skills. We expect that the student will grow in power and maturity as he makes significant decisions about his education. Although we anticipate that our students will select familiar academic guideposts, especially in their early years, we do not believe that we can successfully prescribe a set of minimum requirements that meet the needs of each individual student. We find emerging educational horizons so broad as to demand perspective beyond traditional syllabi.

Cultivating The Docile Student

By ROBERT L. CRAWFORD

It pays to be a student. Clearly, the brass ring can be grabbed by the "eager, attentive and amiable young person" - in the words of so many teacher reports I see in the course of my administrative duties. Reward is present for those "disposed to be taught," as one dictionary defines the docile ones. And who am I to offer the back of my hand to the many talented young people whose energies and efforts provide me with a locus for employment? Indeed. The pay of the student is now and in the future. The rewards now are modest, but the return in the long haul will be comfortable, if not Croesian. Every study, every government statistic, every foundation report - all the wisdom of the social scientists points to the monetary benefit awaiting those who have persevered through long years of education. Of course, in this kind of an economy one must choose a career field with care, but the reward is there, and will be there, no doubt.

Is that what is behind the quiescent trend of current students at Andover? Have students figured it all out for the long haul? Perhaps such a conspiratorial view is off the mark. But something is going on in all the quiet, achievement-oriented classrooms I hear about (I even teach in a few, and that experience also makes me raise the same questions). In any event, the issue is a dilemma for any teacher. Knock student effort and one is undercutting the whole reason for the Academy. Urge students on to rebelliousness and we all fall into the pit of the late sixties, when frenzy was fashionable and the anti-intellectual was the admired mind of the class (if not here, at least at the school and college in which I taught during that time).

The dilemma is solved if one shies away from such extremes, and posits the middle ground of intellectually respectable conten-

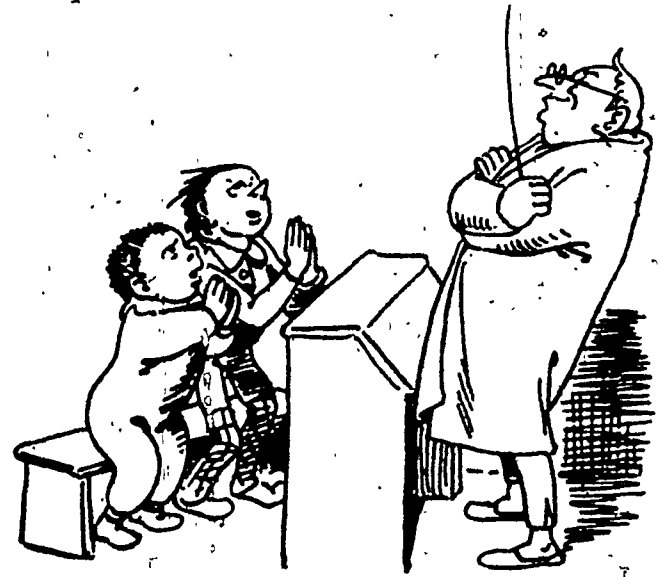
tiousness, if one conceives of a community of students bent on criticism in the best sense. But the middle ground, as so often is the case, is hard to stand on. Why does there appear to be none among Andover students? Why this retreat to the "high" ground of compliance, of docility?

I like to think that I share nothing in common with the Agnew-esque interpretation of newly quiet American students following the "peace" in Viet Nam and the general lessening of tension in the American academic scene. And yet the critical questioner in the classroom seems to be a rare bird. Students seem to be leaning back and taking "it" - anything we offer for them as their assignment. Work is performed on that task ("But sir, I have done my homework!") but little critical perspective is offered by the workers or desired by them, from the figure behind the desk. If the image which arises is not that of a treadmill, there is still the odor of a factory. And factories, by very definition, are not built on a reflective middle ground.

They certainly are not on the "high" ground either. Instead they are safe and predictable. For the most part, the pay in such a factory seems to be fine. In a situation where the brass ring may have the slightest green tinge of ivy, academic risk-taking is at a premium. (Social risk-taking, combat with the established extra-curricular rules? That's another topic for someone more knowledgeable than I.)

It is enough to wonder what will happen to students who act in such a fashion. My guess is not much - at least for the time being in the lives of such students. If one wants to be distantly analytical, a judgment of "tragic" can be offered. Far better simply to label it unacceptable.

All of this is not to say that Andover is devoid of aesthetic sensitivity or even moral outrage. But comparable attitudes seem not to percolate into the classrooms. If we can agree that this is a prevalent condition, then assessment of why and how it happens can proceed. Will students be able to cast all of their responses into arenas other than their own?



**VINCENT'S
POTATO CHIPS**

205 Highland Avenue

Salem, Mass.

...Trustees

(continued from page one)
the so-called "bond pool" consisting of John Watzek's \$5,000,000 bequest and several other gifts to the school. This pool, opened two years ago, provided up to 10 percent interest annually, but the recent drop in bond interest rates led the Trustees to conclude that they should return the money to the general investment capital.

The closing of the bond pool will lower PA's endowment income to \$2,840,000 next year, down \$60,000 from this year's \$2,900,000 level. Andover's economic advisors had predicted a sharper drop because general investment interest rates are lower than the 10 percent bond rate. Recently, however, the general investment rates have risen slightly, so that the loss of income will not be as great.

After concluding their discussion of the major financial issues facing the school, the Trustees completed several routine business matters. These included accepting gifts and bequests which brought the total amount of gifts received in 1974 to \$534,351.56, passing a proposed faculty benefit and long-term disability program, hearing reports on admissions and affirmative action, and approving the bylaws of the Isham Infirmary. The Board of Trustees also heard reports from Admissions Officer Joshua Miner, and Richard Griggs, and from the Complementary Schools Project and School Year Abroad

...Pot Pourri

(continued from page three)

Robert Street Robert Street
Next, we extend our apologies to Messieurs Cliff and Griggs, as well as to Barbara Hawkes, whose pictures and names were omitted from the faculty section.

Other errata:
page 24 moaying should be moeying
page 73 J. H. Buehler and E. B. Tasch should be E. B. Tasch and J. H. Buehler
page 97 K. R. Johnston should be C. R. Johnston
page 296 Memorabilia should be Memorabilia.

There are also several senior addresses, which are not listed. They will appear in next week's PHILLIPIAN; and once again, we're sorry, sincerely,

The 1975 Pot Pourri Staff

Requirements

Division of Modern Languages, finds ample time in which to fill the language requirement and foresees no changes. He remarked, "Although the three-year time period has been repeatedly questioned, I feel that the course has to be lengthy for the student to begin reaping the benefits of awareness in another, un-American culture." Mr. Chivers also noted that in languages, as in other departments, it is possible to complete the requirement within a shorter time period in an accelerated course.

In the event of increased requirements, there may be more people seriously considering that option. Although the reduction of electives and the corresponding rise in requirements may be financially wise, it must be done carefully. There are a few ramifications to consider, one of which is a possible heightened rigor in courses because more would be requirements. Another is the possibly detrimental effect on such valuable programs as Washington Intern and School Year Abroad because of the increased difficulty in fulfilling requirements. This change can be done successfully, but should not sacrifice those aspects of the school system which are unique to Andover.

Academic Advisors

(continued from page one)

of the student-academic advisor relationship. Nancy Sizer, also an advisor, commented that "while any new system will be welcomed by everyone, including myself, I think there will be a loss of continuity with this particular one. People do switch dorms very frequently, for reasons other than academic advisors. I know that I had good relationships with many of my students last year, and I was sorry to see them leave Abbot. It is detrimental to the student if he cannot talk to the same person that has had experience with his previous course selection and can continue his program of studies smoothly."

Mr. Lynch disputes this argument in his memo, noting that the house counselor usually plays a larger role in the student's life than the academic advisor. "The school does nothing to preserve this

relationship. Faculty move about campus from dorm to dorm; they leave for sabbaticals and other ventures," the memo continues. More stands to be lost by severing the house counselor-student relationship than the academic advisor-student relationship."

Mr. Drake added, "If the same academic advisor was attached to the dorm, he or she could help the students and incoming house counselor to get acquainted when the new house counselor takes over."

Mr. Lynch summarized the issue by commenting that "The new proposal will hopefully provide the impetus for discussion concerning this area of the school that definitely needs improvement. With this new system, we can turn the academic advisors from bookkeepers into real advisors and allow the house counselors to help the student academically as well as socially."

...Cantor

(continued from page three)

associated with Cynosure, I realize the great frustrations of having one's words fall into the ears of the handful of students and freeloading faculty members that ever get to see the magazine.

This striving for exposure appears in other parts of PA life as well. Heralded example number two: dramatics. When the topic of Andover drama arises, visions of spring musical chorus lines and other splashy mainstage productions pop into mind. But as student guides and lovers of obnoxious ad campaigns are aware, student-run plays come off every couple of weeks in that converted boiler room, the Drama Lab. For those of you who haven't set foot in the Dr'ab since you were on your own tour about campus as a weak-bladdered eighth grader, stop in sometime for a few minutes of decent entertainment. But, although the Drama Lab, under the taut reins of that funny

little guy and his effervescent cohort, is bursting with worthwhile activity, an actor can often feel a frustrating anonymity when performing before audiences of a hundred, rather than a thousand, as is the case upstairs. And though the Lab receives substantial publicity in The PHILLIPIAN, even the most dedicated of readers seldom examines a Richard Hersh review long enough to find out Who sensitively portrayed What.

Well, Mr. Editor, now that I've taken care of the muddled opening and the mundane middle, onto the awkward conclusion. The truth is, I don't really have one, other than a general plea from this small town boy for an appreciation of some of the not-so-big-time activities operating on campus. I guess that's long enough. Right now I have to run this over to that bastion of bigness, The PHILLIPIAN room, and then start memorizing lines for my mainstage debut. Well, if you can't lick 'em...

...Statistics

(continued from page two)

\$667, with statistics ranging from \$8 to \$4121.

All these figures, taken as a whole, point to one significant fact. With the rising costs and decreasing value of investments, what Andover needs most is a careful examination of its economic and theoretical priorities, so that diminishing funds may go where they will do the most good.

The
Andover
Cordial
Shop

**Boston
Commuter
Lines**

"Service is a part of
our Reputation"

...Distance Running

(continued from page three)

I had found a new source of power and beauty, a source I never dreamt existed.

"From intense moments like this, love of running can grow. This attempt at explanation is of course inadequate, just like any analysis of the things we enjoy - like the description of a rose to someone who has never seen one."

Those with a sense of the romantic may have felt something like this. Emotional expression through the expenditure of energy is a mystical quality of running. Runners have different words for it, but they all sense it. When they run, they are in a different world, a world of sensation, of mute expression. These mystical qualities of running are addictive, and few runners quit running after school or university. Though they may never compete again, running is a part of them and they cannot simply walk away from it.

One strange psychological aspect of cross country running is the effect of running with other runners. When a man is a few yards behind another runner, he can mentally attach himself to and be drawn on by the leader. This psychic contact makes it easier for the second man to run. For some reason, a pace setter in contact with the other runners can draw them on to faster than normal times. At some indefinite point 10 to 15 yards in front of a runner, contact is suddenly broken. In a mile or two mile runs, breaking contact is tantamount to winning the race. If a

runner can take a 15 yard lead, the others in the race are usually psychologically beaten and cannot recover even should the leader weaken. If the lead is any smaller, the other runners are drawn on by this psychic contact, feel the physical effort less, and may overtake the leader near the race's end. It is easier to follow than to lead, even though the physical energy requirements should be the same.

The distance man tries to find a pace, a measured tempo, while he is running. Methodic movements are executed in rhythmic fashion. The hypnotic monotony of the pace is part of the psychic concentration that makes a man mentally capable of running great distances. The mind has no room for pain; and for a distance runner, pain does not play a very great role. If it did, there wouldn't be any distance runners.

Some people talk about the loneliness of distance running. Most runners disagree in one way or another. For one thing, they rarely run alone. The psychological advantages of running with others is too great. For another, there is a sort of blankness in the mind penetrated only by scattered thoughts and dominated by psychic concentration. This state of mind is not necessarily loneliness; it can be thought of as part of another world, the world of sensation and expression, a loneliness to be enjoyed.

Doug Hardin coaches distance runners.

...Atomic Bombs

(continued from page three)

knows?"
The situation is such that the reactors are so unsafe that their technicians and constructors don't like them, as is true of various other scientific fields. So, where's the problem? The public. The number of citizens alarmed about the dangers of atomic power are still too few to represent a substantial interest group to offset the number of people who worry about electric power shortages.

The dangers are present and evident. All that's left is education. Can today's unstable society contain all the dangers of Atomics without changing itself? Can it protect something that might kill society itself?

I've said we were lucky in this article twice. I think we've run out of luck. It's time to change. It is not

too late. There are other cleaner energy technologies to be developed: Fusion, Geothermal and Solar power and the decreasing energy consumption. Can we remain a free and independent society when we are threatened, both from within and without, by the all-too-clear danger of nuclear power? Nuclear reactors are unsafe at any rate. The account here on PA destruction is not meant to be taken seriously. It's just an example of what a person could do if determined enough. The dangers of atomic power come from terrorists, acts of nature, human and mechanical error. Nuclear reactors are unsafe, unclear, and unreliable, and if safe, uneconomical. It is up to the concerned citizen whether or not to stop atomic power. And the only way to stop this is to become informed and act.

to order from
MY BROTHER'S PLACE
just pick up the phone —
dial 475-9698
Give your name and dorm
Place your order
— and within the hour
ye shall be fed!

Around & About

Leavitt Jazz Band Is The New Rave

By HERMAN KLINE

As everyone already knows, Jacqueline Kennedy Onassis arrived on the PA campus last Friday to look the place over for John Jr. Mrs. Onassis made quite a splash, especially with the Hardy House crew. Head guide Margo Kent gave Jackie O the grand tour, and Tom Landise took John under his wing. OK celebrity hunters - enough gritty, dirty gossip...

The Six Draper prize finalists should feel honored. Chris Kapetan, Debbie Rosen, Peter Sellars, David Briggs, Dana Horowitz and Al Cantor, who were selected by judges Frank Bellizia and Elwin Sykes, will fight their contest to the finish on Wednesday, and by the time we go to press you'll know who the lucky winner is...

Who is Bill Chambers? If you've seen his signs in Commons, you know that he can type papers, fix stereos, build pinball machines, and bug your common room; and that he is probably a human robot...

Everyone who was at jazz king Hart Leavitt's concert on Friday night has been bitten by a craze for a number entitled "You're so Ugly." Leavitt's delightful saxophony has caused several of these jazzophiles to bop around campus singing: "...I really hate you, you alligator bait, you"...

Copious uppers, armed with No. 2 pencils and enough antonyms to drive T. J. Regan crazy, will fight the battle of the SAT this Saturday, and the rest of the student population is furious at this breach of the 6 day week...

If you happen to be browsing in the emporiums of downtown Andover, look for the impressive face of Donald McClean, captain of PA's varsity trustees. Mr. McClean recently moved here from Brookline in order to be closer to the action...

Everyone's speculating about the spring musical, and the up and coming HH Owen, whose "The Real Inspector Hound" is slated for next month, will be the director. Among the top choices: "My Fair Lady," "Oklahoma" and "A Funny Thing Happened on the Way to the Forum"...

My personal apologies to Mr. Cerrone for the unfounded and thoughtless information concerning his activities in Sweden.

History instructor Gil Sewall will offer a "with permission of the instructor only" Economics course this spring term. Mr. Sewall's Art History classes have always been considered among PA's toughest and no doubt this economics class will feature a stellar cast...

Upper Charlie Suisman will hold tryouts for his "Broadway Revue" early next month. Suisman's "Wizard of Oz" was quite a big hit and this revue has a lot of hopefuls on edge...

Chris Finn and Laura Broaddus have begun hawking in the Commons lobby for the New School. The variety of courses range from politics to oragami taught by senior Tom Crawford...

Seniors Margot Kent and Jon Mudge seem to be having a few problems getting their Search and Rescue group off the ground, en Français, of course, as it's for French-speaking STI's only. However, they think it might just be tough at the beginning with all the newcomers to the PA campus, anyway how would you like to do the bell tower in another language. Au Revoir...

And finally, I bet you didn't know who that unbelievably tolerant man who keeps an eye on the Copley wing after 9:30 is. His name is Joe Colaneri, and he deserves an honorable mention for patience and understanding...

W. H. Brine Co.

BOSTON, MASS.

Students View Attitudes Toward Sex

Although the issue of parietais has died down at PA, the subject of sex can still stir controversy. The PHILLIPPIAN accordingly compiled a series of anonymous student quotes on the subject.

Sex is a bunch of one night stands, because everyone's just out to have a good time. It's superficial because none of the relationships last. The faculty doesn't think about it. They expect it, but they don't want to acknowledge it. Sex is a lot more strained on the whole at PA because you're always here, and at a public school you can just get the hell out because some people have cars and everyone lives in different places. Here, it's either your room or the woods.

Sex at Andover is a sort of 'black market.' The people who participate in it are somewhat ostracized, but slightly envied. It's like prohibition. What people are forbidden they try harder to attain. To

That's inflation for you.

Out of Hand?

I myself don't think that "sex" should be highlighted on the PA campus as being out of hand. I've been more aware of an uncomfortable situation that arises in a "closed atmosphere" campus such as ours; and that's the problem of creating a simple, open relationship with a member of the opposite sex. There's too much room at PA for rumors and gossip - just a few of the things which can ruin a potentially meaningful relationship. If everyone wasn't so concerned with another person's faults, it would make it much easier to be a real friend (in the most open sense of the word) towards someone on campus you really liked.

The impression I've gotten is that a lot of kids use sex to combat boredom. Some of the girls I know are sexually active, but not frequently, and they always seem to

comes around, it is one of the most discussed subjects. Students can get away with anything if they really want to; if they want to make love they may. Isham doesn't condone sex, instead they try to avoid bad consequences by prescribing birth control. Sex is a much more open subject than at other schools and that's the way it should be.

"Mature Hand Of Commitment"

In my opinion most of our Saturday night, sex lacks the mature hand of commitment that should accompany it. However, for whatever reason, be it peer pressure or just horniness, it seems that people keep on without thought.

People treat sex in many different ways. There is the knotted rope approach which entails "scoring" as many times, and with as many people as possible. Perhaps varsity letters should be given to the ten people with the most knots.

Then there's the "constant love" approach. Actually, it's more of a state of being, since both "lovers" find it hard to separate themselves for any period of time (when there's parietais or warm evenings). This is true love with all the benefits, except for that inevitable "Break-up," when they must refuse to recognize each other, although they are both acquainted with each other's features.

On a less serious scale, we have the "catch as catch can" theory which says that if the opportunity arises - GRAB IT! Otherwise, play it cool, and practice up on your slapshot.

The overall outlook at PA is unusual. Many people are relaxed, but I just don't do too much about it; while others look at sex as a bowl full of jello (There's always room for more, as long as you're hungry). What about me? Well, I like whipped cream...

Sex at PA is a very removed thing for me. Though I know it exists and I know people who have sex here, I really don't know when or where it takes place. As for birth control, I've heard that Isham hands out the pill, but they don't advertise it, and I don't know if they do or not. I think the whole attitude of PA about Saturday nights promotes one night sex. It seems as if people build the night up to where they feel they must have fun. People get pressured into doing alot of things they don't really want to do. I'm sure one of these things is sex.

Sex is bad, or rather as I imagine it is generally practiced at Andover, for it subverts the "moral fiber," not in a teutonic Christian sense, but in establishing a hedonistically material perspective on life, not the philosophical pursuits that bring a real satisfaction to life.

The rules and regulations at PA which prevent normal interactions between guys and girls will taint the individuals long after they have left PA. Sex will always be considered immoral and dirty, as opposed to being meaningful and enjoyable.



a few freedom-minded people, sex represents another way to shirk responsibility.

I think a lot of the faculty are aware of the situation. I know that in my case they try to ignore it. I have a relationship that has lasted. We got a lot closer because of sex, but there's sort of a hassle because I'd say every guy in the dorm knows about us. In the beginning I thought that changed their attitudes towards me, but I'm beginning to doubt that now. Being here you can be so much closer, and being so close it's bound to happen. I don't think there's anyone here who can have a close relationship and not have sex, and I don't think any of my friends look down on me because of it, but the school can really be a problem, like this six to eight shit. You know you have two hours, so you talk for about five minutes and well - then you utilize your time as best you can. Birth control is a hassle because by the time you get it, the whole medical department knows.

The meat market is more expensive here at PA. At public high school, fine cuts go for less than a movies and a six-pack, while the going rate at PA is a heart, and a thoroughly "meaningful relationship."

care a lot about the person they're doing it with. But guys I know seem to be occupied with sexual prowess and getting it on with different girls all the time. I think the faculty try to make judgments on how much affection is shown between two people. My feeling is that if a person is going to get pregnant, they'll do it between 6 to 8 or 10 to 12 and the parietal policy just shows how ignorant the faculty are. I went to a Catholic all-girls school where sex wasn't widespread at all. People had more inhibitions there.

Soap Opera Publicity

Having an active sex life at PA can sometimes be compared to running an obstacle course. For people involved in any type of relationship, it's often a "Beat-the-Clock" deal; not to mention the problems of privacy, rule-breaking, location, and other responsibilities. There is a lot of soap opera publicity here which is really annoying - you often don't even have to know someone to know the details of his sex-life.

Sex at PA. Is it a series of one night stands, or a meaningful relationship between two people? Unfortunately the couples are part of such a small minority that they are singled out and noticed. Sex at PA is hard to avoid. When the weekend

Sanborn Bros., Inc.

Reading, Mass.

"A tradition of service to Phillips Academy"

Yale Game Thrills Crowd

Hockey Overpowers Merrimack, Downs Yale Frosh In Overtime

Wednesday, January 22; Andover- Continuing to improve upon its play, the Andover varsity hockey team dumped a good Merrimack College B squad, 7-4. PA exploded with five goals in the final period to break open a close game and seal the victory.

Merrimack Falters

Only two minutes into the third period, second line center Wally Row scored to increase PA's lead to 3-1. Just moments later Leif Karlsson took a pass from Dan Dilorati and deposited the puck in the goal to give the Blue a three goal lead. Merrimack cut the lead to two, but Dennis Murphy returned the favor and scored what proved to be the winning goal with assists to Dilorati and Brian Burke. Another quick goal by Paul Wheeler built up the lead to 6-2 before Merrimack scored two in a row to close the gap. Dilorati finished the scoring with a minute and a half to go in the game.

First Period Close

Both teams played aggressive two-way hockey in the first period resulting in a tie score of 1-1. Burke, playing with the power-play unit in his first appearance since suffering a broken collar bone in the opening game, surprised everyone by scoring the first goal of the game, on a pass from Dennis Murphy. Both goalies turned away shot after shot until a Merrimack forward beat Andover's Greg Rosenthal to tie the count at one apiece.

The game remained exciting in the second period, which was again highlighted by excellent goaltending. Karlsson, however, was able to

find the netting as he took advantage of another Merrimack penalty and blasted a shot from the side for the score. Receiving assists on the play were Murphy and Dilorati.

Saturday, January 25; Andover- First line wing Dan Dilorati's hat trick goal at the 4:06 mark of sudden death overtime provided a dramatic finish to a wild game as the Andover varsity hockey team, now 10-5-1 on the season, upset the previously undefeated Yale Freshmen 6-5.

Murphy Ties Game

Dennis Murphy, who displayed some last second heroics himself late in regulation play, fed Dilorati inside the blue line and Dilorati, skating in on Bulldog goalie Rich Kozlak from the left side, fired a quick 15 foot wrist shot off the right post for the winning score. The game would not have gone into overtime if Murphy and Dilorati hadn't combined to electrify the crowd in the frenzied last minute of play.

PA trailed 5-4 entering the final minute of the game but was a man up as Eli player Greg Coyes, one of

six hard-hitting Canadians on the Yale squad, looked on from the penalty box. When Paul Wheeler replaced Blue netminder Greg Rosenthal, Andover had six skaters and a two man advantage and began to fire away at Kozlak from all angles. Murphy finally jammed his own rebound of a Dilorati shot inside the left post with 12 seconds showing on the game clock as the crowd went wild. Kozlak could only wish that he had been able to preserve Yale's victory skein by making his 43rd save of the game instead of allowing his fifth goal.

The Dilorati-Murphy combination had clicked to put Andover on top after three minutes of third stanza action as Dilorati flipped a backhand shot over the falling Kozlak's right shoulder. Six minutes later Yale center Wayne Feasby knotted the score at 4-4 and a scant 2:20 after that Coyes stunned Rosenthal from a sharp angle while Yale was a man short. It looked like Coyes' tally would stand up until his interference penalty which was Yale's fourteenth of the game.

(continued on page 11)



Buttrick - While Yale's Canadian defenseman Dan Maloney lies dejectedly on the ice, Andover's Don Bolduc, with his stick raised, embraces Dan Dilorati after the latter's sudden-death goal had given PA a stunning 6-5 upset win over the Bulldogs. Blue coach Fred Harrison joins the unbelieving fans in expressing his jubilation as the referee points at Dilorati to indicate that he registered the game-ending score.

Skiers Defeat KUA, St. Paul's, Dominate Vermont Competition

Saturday, January 18; Andover- Facing relatively inexperienced squads in Kimball Union and St. Paul's, the Andover varsity nordic ski team demolished its competition. With the lowest score winning, PA accumulated 30 points while KUA placed second with 71 points and St. Paul's took a close third with 72 points.

On the 30-meter jump at Holt Hill, Bob Burnham captured first place with a 73 ft. leap while Rich Pietrafesa, Tom French, and Todd Johnson finished third, seventh, and ninth respectively. In the jumping competition where only the top four finishers from each school count, PA totalled 20 points, KUA had 25 and SPS finished with 35 points.

Poor Course

The course of the four-kilometer cross-country race was very wet and slow, but PA again copped first place as the team recorded a perfect score of 10 points. St. Paul's finished second with 37 points and the KUA racers amounted a total of 46. In the race Andover took nine of the top 10 positions as John Trafton captured first place. Johnson finished second for the Blue while French and Burnham captured third and fourth places respectively.

Saturday, January 25; Brattleboro, Vt.- Four of Andover's nordic skiers placed in the top ten in the combined cross-country and jumping competition of the Vermont Junior Championships. Phil Hueber braved a wet, glazed cross-country course to finish 12th and then soared 94 feet off a perfect jump hill to cop fifth place and an overall second in the Eastern Ski Association sanctioned meet.

Bob Burnham's two event score ranked him just behind Hueber in the overall competition. He grabbed third place honors as a result of his 17th place X-country finish and his 100 ft. fourth place leap in the jump.

A fourth in the 16 year old and a tenth place overall finish in the racing action contributed to Tom French's overall sixth place finish. His 62 ft. jump was good enough for the ninth spot in the second part of the day's competition. Todd Johnson combined an 11th in the race with a 12th place jump of 62 feet to trail French in the seventh place overall.

John Trafton and Rob McCabe garnered 17th and 28th place finishes in the racing event but did not jump. Richard Bissell finished

12th in the 16 year age X-country event.

In a field of 12 girls Andover entries Sue Peters and Ann Pawlowski followed each other across the finish line in the fourth and fifth positions in the cross-country racing.

SPS Tops Girls' Squash, 5-2; Mleczeko Takes Match In Three

Mleczeko easily overpowered her opponent in three games, 15-10, 15-9, 15-8. Mason, winning the first and third games by 15-13, 18-16 scores, pulled out her match in five. The SPS player took the second and fourth games 15-10 and 17-15, before Mason came back, copping the tie-breaker to win 18-16. PA's number two player Sue Arnold dropped her match by a score of 15-9, 15-6, 15-6.

Lower Ladder Falls

The lower half of the ladder ran into difficulty as St. Paul's swept the last four positions. Blue number four player Anne Rollings took her first game 15-10 but then failed to get the edge on her opponent, dropping the last three in close 15-12, 15-13, 17-14 decisions. Competing in the sixth spot and taking only the third game, Lisa Doyle lost her match in four, 15-5, 15-3, 11-15, 15-7. Debbie Rogers Connie Ordway, overwhelmed by their hard-hitting opponents, fell by scores of 15-4, 15-7, 15-5 and 15-4, 15-4, 15-10.

Number one player Sarah Mleczeko destroyed her St. Paul's opponent in the minimum number of games.

Wednesday, January 22; Andover- Unable to put away many of St. Paul's driving serves and cross-court drop shots, the Andover girls' varsity squash team fell 7-2. Though PA outplayed SPS on the floor, only top seed Sarah Mleczeko and third seed Abby Mason won their matches.

Middleweights Spark Wrestling Win Over GDA

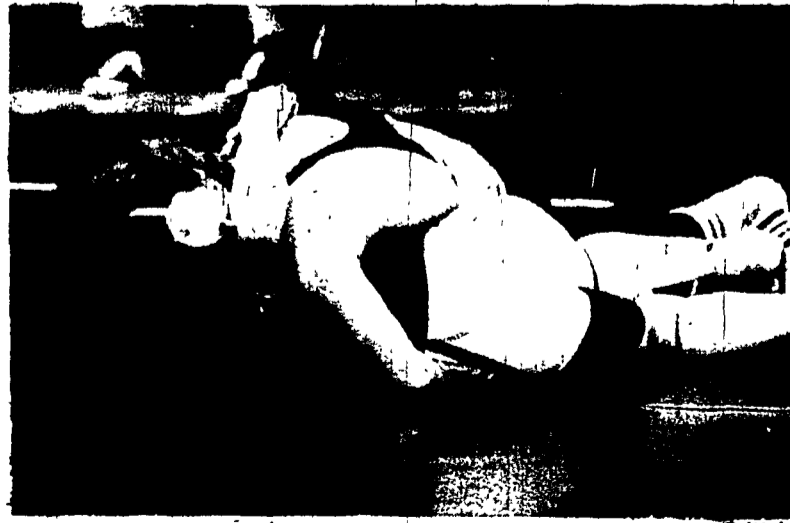
Wednesday, January 22; Andover- The Andover varsity wrestling team bounced back from its recent loss to Chelmsford High to trounce Governor Dummer Academy, 40-12. Dominating throughout the match, the Blue grapplers were victorious in nine of 12 weight classes.

Lightweights Superb

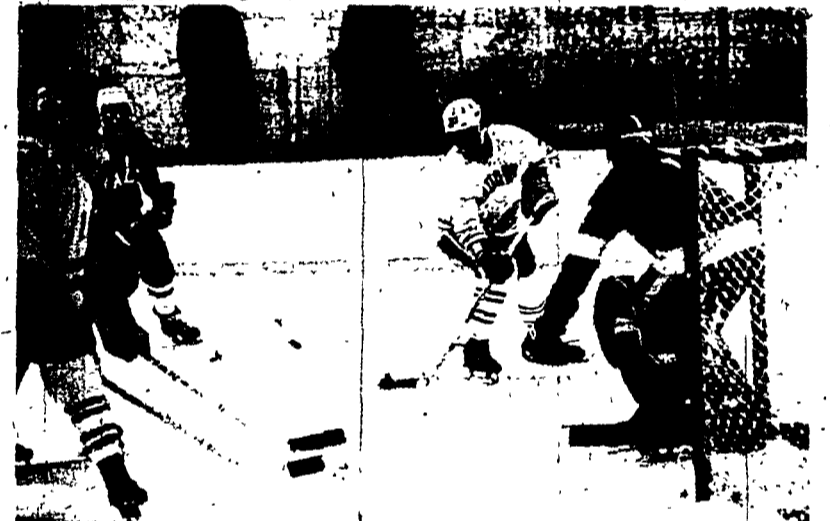
Three quick pins by lightweights Joe Sherman, Peter Kao, and Bill Palmer set the tone for the entire match. Sherman destroyed an inexperienced opponent who was making his varsity debut. Kao toyed with his man until the third period, while Palmer worked a beautiful pinning combination in the second.

Mulvihill Still Undefeated

Bill Mulvihill, who has lost only



It took Bill Mulvihill (on top) just over a minute to complete this pinning combination on his Governor Dummer opponent.



Defenseman Bob Fowkes is about to flip the puck past Yale netminder Rich Kozlak for his second goal of the game to cap off a spectacular individual effort.

Girls' B-ball Routs Tyngsboro; Exeter Slips Past Blue, 32-30

Wednesday, January 22; Andover- The Andover girls' varsity basketball team annihilated a weak Tyngsboro squad 48-6. Playing an outstanding game, Blue leading scorer Vicki Cartier amassed a total of 23 points. Led by the excellent defensive play of starting guards Becky Lockwood and Beth Sawyer, PA allowed Tyngsboro only two points in each of the last quarters.

First Quarter Shutout

PA compiled a strong 11 point lead in the first quarter while the Tyngsboro five failed to net a single basket. Forward Liz Crowley and center Ro Nicolosi led the scoring,

hitting four points each. Cartier rounded out the scoring with one basket and a foul shot.

Cartier Shines

The contest was essentially over after the first quarter; however, with a 28 point insurance lead, Cartier sunk a record-breaking 16 points in the last quarter. The Blue backup five exhibited stalwart play while tossing in eight points. Forward Jenny Peck netted four, while Gail Harris and Ann Strayer scored two each.

Saturday, January 25; Andover- Down by eight points in the last quarter, the Andover girls' varsity basketball team staged a spirited rally, but failed to close the gap as Exeter edged the Blue 32-30. Guard Becky Lockwood played an excellent defensive game and also bucketed eight points for the Blue.

Blue Dominates Second Half

Andover took control of the game in the second half, outscoring Exeter 22-11 but was unable to overcome the 19-8 Red margin built up in the first half. Exhibiting fine passing and outside shooting, captain Vicki Cartier and center Ro Nicolosi tallied 10 and six points respectively. Lockwood netted four points while forward Liz Crowley contributed two for the half.

First Half Slow

Completely dominating play, Exeter tallied 19 points in the first half, and PA didn't score until the Red had pulled ahead by eight points, a lead which it maintained until the last quarter.

Track Stops New Britain, 58-46; Racketmen Topple St. Paul's, Choate

Sprinters, Jumpers Outstanding



Lower Ying-Dat Ho performed impressively, winning the long jump with a leap of 20'2".

Wednesday, January 22; Andover- Relying on sweeps in the 50 yard dash and the high jump, the Andover varsity track team conquered New Britain High School 58-46. PA insured its victory by capturing firsts in the long jump, 600, two mile, and relay.

Salvo Wins Again

Leading PA's strong sprinting crew, upper Joe Salvo remained undefeated, winning the 50 yard dash with a time of 5.7. Finishing right behind Salvo in the sweep were Rob Howe and Mike Neborak. Salvo and Howe also ran the two fastest legs on the Blue's winning mile relay team. Rich Wilburn and Peter Roome filled the other two spots on the unit that won in a time of 3:44.4.

Lower Ying-dat Ho who is rapidly realizing his great potential soared 20' 2" to easily win the long jump. Dave Hostetler captured the

600 yardrun in a solid time of 1:09.7. Fred Wall led the sweep in the high jump, leaping 5' 8". Following Wall in second and third place were Paul Murray and Alan Lintel. Taking PA's final first was Cannon Labrie in the two mile with a time of 10:18.0.

Murray Scores 8 Points

In addition to his second place finish in the high jump, Murray took a second in the 45 yard high hurdles, and thirds in the 600 and long jump. Mark Grange copped two seconds, finishing as the runner-up in the mile and 100 yard runs. Charlie Miers and Jamie Young also placed second in their events, the two mile and pole vault, respectively. Other third place finishers for the Blue were Phillip Stokes in the 100, Arthur Housianitis in the shot put, and Bert Garry in the 28 lb. weight throw.

Wednesday, January 22; Concord, N.H.- The Andover varsity squash team demolished an extremely weak St. Paul's squad, 5-0. In the shellacking, PA lost only one game while winning fifteen others.

Jason Fish, playing number two for the Blue, had no trouble defeating his opponent, 15-6, 15-5, 15-2. The SPS player was never in the match as Fish had his usual deadly control working on all his shots. In the third spot, Hunt Richardson easily downed his opponent in the first two games, 15-6, 15-5, but a third game win proved to be a little harder for Richardson. His counterpart began to play with more strength and control but Richardson was up to it and managed to take the final game, 15-10.

Low Laddermen Strong

In fourth position Charlie Wilson dominated his match with forceful drives as is attested to by

the 15-8, 15-13, 15-8 score. Brad Rockwell, PA's fifth racketman, also overpowered his fumbling opponent by 15-9, 15-4, 15-8 scores. In the top spot, Tony Sanders managed to take the opening game, 15-10, but he slipped in the second, 10-15. Sanders, however, regained his usual form and captured the last two games, 15-12, 15-5.

Saturday, January 25; Wallingford, Conn.- Competing against a relatively inexperienced squad, the Andover varsity squash team stomped Choate, 6-1. PA failed to win the number one match, but the remaining six racketmen triumphed with relative ease in the minimum of three games.

Richardson Overpowering

Number two racketman Jason Fish had no trouble in downing his opponent 15-8, 15-9, 15-11. Fish played with near perfect accuracy and continually had his counterpart

on the run. Hunt Richardson, whose explosive shots were almost too fast to see, absolutely annihilated his opponent, 15-2, 15-4, 15-4. Charlie Wilson's potent, hard-hitting game proved to be effective once more as is shown by his 15-9, 15-9, 15-12 score.

In the fifth position, Stan Stolz continued his winning ways with a 15-9, 15-12, 15-11 victory. Instrumental in Stolz's win were his extremely accurate cross-court shots and his great anticipation. Brad Rockwell, sixth ladderman, continued to improve as his match progressed and the 15-7, 15-5, 15-2 score indicates the effectiveness with which Rockwell played. Sloane Boochever did away with Choate's number seven man, 15-12, 15-12, 15-4, while captain Tony Sanders sustained the only loss for the Blue as he was pitted against a post-grad. Sanders recorded a score of 15-11, 17-16, 15-5.

Ineffective Offense Spells PA Downfall As Dekemen Fall To Suffolk, Deerfield

Wednesday, January 22; Andover- Dropping its fourth game in five starts, the Andover varsity basketball team fell to the Suffolk sub-varsity squad, 100-97, in one of the Blue's poorest efforts of the season. Unable to effectively penetrate the Suffolk defense, PA was forced to rely on low percentage outside shooting for its points and consequently could not keep pace with the hot-handed Suffolk offense.

Offense Unbalanced

As has been true in several games, the Blue failed to put together a well-balanced scoring attack. Tim Fitzgerald was once again called upon to lead the offense as he scored 24 points, while Russ Campion, who tallied 17, emerged as the only other player to reach double figures. With the offense relying on these two players for more than half of its total scoring, PA gave Suffolk the opportunity to stack its defense and take control of the boards.

Numerous Turnovers

The Blue offense was also plagued by numerous turnovers and poor passing which ruined several fast-breaks and limited PA to considerably fewer shots than Suffolk. Combined with a poor rebounding performance, the turnovers cost the Blue any chance at a comeback effort.

Other scorers for the Blue were Mac DeCamp with nine points, and Tom Francis with six. Larry Kemp and Julio Sanchez added five points a piece, while Mark Schiewetz and Tom McGreevy tallied four and two respectively.

Saturday, January 25; Andover- Trailing by two points at the half, Deerfield rallied to hand the Andover varsity basketball team its fifth defeat, 78-61. After a strong first half, the Blue fell apart in the

third and fourth quarters as numerous turnovers and an inept 36 percent foul shooting average curbed the offense.

Third Quarter Disaster

Outscoring the Blue 22-10, Deerfield shocked PA in the third quarter with a full-court press which continually forced poor passes and led to numerous steals. The fourth quarter was little different as the Green built up a 20 point bulge and controlled all aspects of the game. Despite the return of captain Brooks Klimley, the offense remained stagnant and unbalanced, and was completely ineffective in the second half.

Despite the final score, Andover played well in the first two quarters, and held a 32-30 lead at the half. Playing its finest ball since the New Hampton game, the Blue demonstrated staunch defense and good passing which enabled it to keep pace until Deerfield's third quarter burst.

Fitzgerald Leads Blue

Tim Fitzgerald led all scorers with 23 points and played a fine all-around game as he did not commit a single foul. Russ Campion tallied 17, but went a poor 3 for-12 from the foul line, while Mac DeCamp added six points. Brooks Klimley could only manage two points in his first game back, and along with Campion, fouled out late in the contest.

JV SUMMARY

Basketball Conquers Triton, Trips Deerfield Cagers, 46-44

Wednesday, January 22; Andover- In its fifth win in as many starts, the Andover JV basketball team trounced the Triton Regional varsity, 69-42. Leading by five at the half, PA proved once again that it is a second half ball club as it ran up a 23 point margin in the final two quarters of play. Mark Shionis led the Blue scorers with 13 points, while Labeeb Abboud added 12. Steve Panagiotakos, B.J. Daniels, and Rich Smith tallied 10, nine and eight points respectively as PA again displayed well-balanced scoring attack.

Saturday, January 25; Andover- In its toughest game so far this season, the Andover JV basketball team slipped past Deerfield, 46-44, and extended its undefeated record to 6-0. The Blue defense excelled throughout, and despite a slight size disadvantage, the boards belonged to PA. Scrib Fauver paced the Blue with 17 points and played a fine all-around game as well. Mark Shionis and Labeeb Abboud tossed in six points each, while Jerome Buttrick and Rich Smith netted four apiece.

Grapplers Annihilate Dummer

Wednesday, January 22; Andover- The Andover JV wrestling squad crushed Governor Dummer in an informal meet by the score of 60-6 as nine of the 11 PA victories came on pins. John Sylvester, Winston Wyckoff, John Foulke, Shady Hartshorne, Garret Randolph, Steve Vincze, Steve Arnold, Brian Durette, and Bob Bradley each won by fall and Brian Martin and Steve Bernard easily decided their opponents.

B Squash Downs St. Paul's

Wednesday, January 22; Concord, N.H.- The Andover B squash team showed near perfect form as it recorded a 5-0 victory over St. Paul's without losing a single game. Number one and two players Stan Stolz and Sloane Boochever emerged victorious by respective 15-10, 15-5, 18-17 and 15-10, 15-7, 15-6 scores while third racketman Pete Castleman won easily, 15-9, 15-5, 15-11. Scott Pascucci, (16-13, 15-6, 15-11), and Russell Hill, (15-5, 15-8, 15-11), each downed their opponents.

Squash Humbles Choate

Saturday, January 25; Wallingford, Conn.- The Andover JV squash team notched its second win of the season with a 6-1 drubbing of Choate. Pete Castleman led the Blue with a 15-13, 15-5, 15-0 triumph while number two man Scott Pascucci also won 15-11, 18-16, 16-15. In the seventh position, Andy Brescia recorded a decisive 15-5, 15-9, 15-11 victory and other PA winners were number three racketman Steve Wilson, Bart Partington at number four, and Fritz Thompson, the sixth ladderman.

Hockey Tops New Prep, 5-2

Wednesday, January 22; Cambridge, Mass.- The Andover JV hockey team downed a New Prep JV squad, 5-2, as the Blue controlled play throughout the contest. Ed Toole, Steve Colella, Harry Jewett, Charlie Clark, and Chris Polson each tallied for PA in the rout. Andover displayed a fine offensive attack, and played a tough defensive game.

Girls' Basketball Splits Two

Wednesday, January 22; Andover- In a low-scoring contest, the Andover girls' JV basketball team edged Tyngsboro 14-10. Tight defensive play by starting guards Connie Cummings and Susan Jameson led to PA's victory. Ellen Jewett tallied four of Andover's eight first quarter points, before Tyngsboro chipped away at PA's lead to come within two points before the Blue managed to pull away.

Saturday, January 25; Andover- Unable to mount a strong offensive attack, the Andover girls' JV basketball team bowed to Exeter, 27-11.

Captain Haliday Grant scored PA's first points after Exeter had compiled an 8-0 lead, an advantage it increased to 15 at the half. In the second half the Blue played as a more cohesive unit and Nancy Grant and Ellen Jewett combined to score nine points.

Jr. Basketball Wins, 61-36

Wednesday, January 22; Andover- In its finest performance of the year, the Andover junior basketball team trounced a weak Lawrence Vocational freshman squad, 61-36. Stan Monroe led PA in scoring with 16 points, while Jim Day and captain Dave Brigham tallied 15 and 14 points apiece. Andover started quickly and held a 21 point lead at the half.

Jr. Pucksters Fall Twice

Saturday, January 25; Andover- The Brown Cubs handed the Andover junior hockey team its third loss of the season, 5-3, in a game that saw high-strung emotions on both sides which almost led to fights in several situations. Kevin Sirois and Doug Batt each scored for PA in first period action. Lee Appgar scored later in the game to bring the Blue to within one at the time.

Wednesday, January 22; Andover- The Andover junior hockey team fell to a small but good skating Winchester Jr. High squad, 4-3. PA staged an exciting last minute rally but couldn't come up with the tying goal. Center Lee Appgar registered the first Blue score, and wings Rick O'Hara and Mark Upton also tallied.

Athlete Of The Week

Dan Dilorati



First line left wing Dan Dilorati was instrumental in hockey's wins over Merrimack and Yale, scoring four goals and adding four assists. (continued from page 10)

Yale Scores First

Yale had wasted no time in showing that its players were here to skate and hit, although not necessarily in that order, as wing Jim Macdonald converted Yale's face-off win into a quick goal after only 15 minutes of play. Three and a half minutes after the score Yale had its first of seven penalties of the period, but it took PA until midway through the stanza to record a power play score. Bob Fowkes

blasted his patented 30-footer from the right point past Kozlak and later Dilorati turned a Burke pass into the first of his three goals.

Yale tied the game at 2-2 after a quarter of the second period had elapsed but Fowkes made Andover's power play work again as he swooped in from the right point around the defense and flipped the puck into the net from the left shot. Late in the period Coyes got the first of his two to make it a 3-3 affair going into the third period while Murphy sat in the penalty box.

Middleweights Excel, Wrestling Beats GDA

(continued from page 10)

one match in over two years, continued his mat artistry and annihilated his Dummer opponent with a pin at 1:15 of the first period. Middleweights Tim Linn, Dan Sandweiss, and Martin Godly easily decided their respective foes.

Heavies Split

Wrestling at 160 lbs., captain Tony Pucillo gained a superior decision over his opponent, 10-0. Lower Buck Burnaman soundly defeated Governor Dummer's captain, 7-0, but PA lost the last two bouts. John French was pinned by his 177 lb. adversary while heavyweight Drew Gainsmiller was shut out, 4-0.

Jay Finney suffered the other Blue loss. After jumping out to a quick 6-4 lead, he could not stave off his powerful counterpart's comeback drive and lost 11-8.

Marksmen Lose Three Straight

Wednesday, January 8; Andover. In its first match of the season, the Andover varsity rifle team fell to a polished Gloucester High Jr. ROTC squad, 1129-999. Senior Dave Purta improved upon his preseason scores by posting 222 out of a possible 300 points and led the scoring for the Blue. Seniors Joe Nicolosi, John Alexander, Tony Maranto, and lower Everett Hill also qualified.

Wednesday, January 22; Andover. Andover's riflemen dropped a close match against Malden High School 851-816. Senior John Alexander placed second overall with a score of 179 out of a possible 200 points and came within five points of Malden's top scorer. Captain Joe Nicolosi followed with a 177. Anita Thomas, Stuart Shaw, and David King rounded out the Blue qualifiers.

Saturday, January 25; Andover. In clearly its toughest match of the season, the Andover varsity marksmen made a fine showing against nationally ranked Tabor Academy but lost 1367-1249. 1976 Olympic hopeful Gary Swain took overall match honors with an incredible score of 289. Captain Joe Nicolosi, coming within four points of Tabor's second man, took third place with an excellent 270. Tony Maranto followed Nicolosi for Andover, scoring 252 points. Lower Everett Hill and junior Stuart Shaw posted fine scores of 249 and 245, respectively. David Gilmour, recovering from a shoulder injury, completed the scoring list with a 234.

L'ville, Hotchkiss Stomp Mermen As Kingery Lowers N. E. Record

Saturday, January 25; Lawrenceville, N. J. In a tri-meet scored as two dual meets, the Andover varsity swimming team succumbed to both Hotchkiss and Lawrenceville by scores of 49-32 and 60-21. Both Hotchkiss and Lawrenceville, sporting much-improved teams, overwhelmed the Blue in strength and depth.

Kingery Notches Record

The only bright spot for PA was the performance of captain Jofin Kingery who remained undefeated on the season, capturing firsts in both the 200-yard individual medley and the 500-yard freestyle. In the

latter event, Kingery eclipsed his old New England record with an outstanding 4:56.4 in the fast Lawrenceville pool. Kingery stayed behind Hotchkiss' number one man until the gun lap and then sprinted to the finish.

Andover failed to take any seconds and had its best two man performance in the 100-yard breaststroke as Tom Briggs and John Javich took third and fourth. Dan Lynch, Kevin Konieczny, and Jay Metcalf also grabbed fourths against their strong opponents while Steve Szczepanik placed fourth in the diving competition.

Girls' Swimming Crushes MH; Andover High Edges PA, 83-82

Saturday, January 25; Northfield, Mass. Avenging last year's humiliating 120-48 loss to Northfield-Mt. Hermon, the Andover girls' varsity swim team demolished a considerably weaker Northfield squad, 106-65. Andover won every event except two, and swept both the 200-yard individual medley and the 100-yard backstroke.

Washburn, Goodwin Outstanding

Co-captain Mary Washburn and Ann Goodwin against proved to be the backbone of the Andover team, each picking up two firsts in their individual events. Washburn won both the 50-yard freestyle and the backstroke. Goodwin led the sweep of the 200-yard IM and won the 100-yard freestyle. Other individual winners for Andover were Sandy Cleveland in the 200-yard freestyle, Kelly Ronan in the breaststroke, and Beth Brisson in the 500-yard freestyle. Junior Judy Morton took second place in the butterfly and third place in the 50-yard freestyle, establishing herself as a valuable member of the team.

Four Records Broken

Ann Goodwin improved on two more of Andover's school records, bettering the 100-yard freestyle mark of 1:03.4 with a time of 1:03.3 and lowering the individual medley time to 2:42.5, down from a 2:48.0. Washburn brought her own backstroke record down from a 1:15 to a 1:13. In the 50-yard freestyle she broke last year's record by three-tenths of a second, establishing a new mark of 27.7 seconds. Brisson lowered last year's mark of 2:14.0 to a new time of 2:13.5.

Wednesday, January 22; Andover. In an extremely close meet that came down to the last relay, the Andover girls varsity swim team lost to a strong Andover High team 83-82. The Blue squad made the best showing of its existence, not allowing the Andover High girls crucial second, third, and fourth place points.

Washburn Leads Squad

With her two first place finishes in the 50-yard freestyle and the 100-yard backstroke, co-captain Mary Washburn was the leading swimmer for the team. The only other first place finish came from co-captain Beth Brisson in the diving competition. Brisson also picked up a second in the 500-yard freestyle. Senior Ann Goodwin was also outstanding, swimming to a second place finish in the 200-yard freestyle and third place in the 100-yard freestyle. Kelly Ronan managed a second place in the butterfly as well as a third place in the breaststroke.

Ann Goodwin lowered two records set by last year's team. Her 200-yard freestyle time of 2:20.6 considerably bettered the old mark of 2:37.0. She also broke last year's record of 1:05.3 for the 100-yard freestyle by swimming it in 1:03.4. Washburn brought her own backstroke record down from a 1:15 to a 1:13. In the 50-yard freestyle she broke last year's record by three-tenths of a second, establishing a new mark of 27.7 seconds. Brisson broke the 500-yard freestyle record of 7:07 with a time of 7:06.6.

BENNER HOUSE

CANDY SALE

PANTRY PACK®



15 Wrapped bars
\$2.25 VALUE
ONLY \$1.89

BILLINGS JEWELRY

Watchmaker - Free Estimates

Watches - By Seiko

Jewelry - Pewter

Gifts

36 Main St. 475-0742

BISHOPS RESTAURANT

Finest Steaks In Town

ARABIC FOODS

96 HAMPSHIRE STREET

LAWRENCE, MASSACHUSETTS



Pepsi People, feelin' free. You see 'em everywhere. And everywhere you see 'em, they're livin' a little more than anyone else around. Pepsi-Cola didn't make 'em what they are—they made Pepsi what it is. The official drink of people who make the most of everyday livin'... every day.

Join the Pepsi People feelin' free!

