

# The PHILLIPPIAN

VOL. 100, NO. 3

PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS

OCTOBER 17, 1975

## Trustees Consider New Commons Renovations

By MICHAEL NEUMANN

In their meeting here two weeks ago, the Trustees of Phillips Academy discussed and searched for new possibilities in reconstructing the Commons.

At the meeting, a new proposal, which involves extending Commons to both the east and west, was presented to the Board of Trustees. They responded unfavorably, and, although no plans have yet been rejected, the group decided to explore other possibilities for expansion.

### Spoil "Integrity Of Design"

Business Manager George Neilson explained, the Trustees felt that the original proposal "would spoil the integrity of the present design," adding that they "did not want to change Flagstaff Court aesthetically."

### New Suggestions

The Trustees also felt that changing the building's frontal structure was too drastic a move. To aid them in making this decision, they asked Pietro Belluschi, a well-known architect, to make suggestions. Belluschi, the former Chairman of the Department of Architecture at MIT, played a major part in designing Elbridge Stuart House. In an on-site inspection of Commons, Belluschi suggested extending the kitchens to the street and totally removing all parking facilities in the rear.

The creation of this scheme would place all facilities on one floor, but at the same time would not distract from the present design of Flagstaff Court. The proposal has now been handed over to the architectural firm Johnson-Hodvedt Associates, known for their recent work at the Shawsheen and Doherty Schools, to investigate its potential. If difficulties should arise, there will be a review with the firm to consider the feasibility of any further studies.

### Overcrowding

Although Commons is presently suffering from overcrowding, the construction of the new wing would not alter the seating capacity. Mr. Neilson stated that while "college criterion calls for seating of half the total student body," there "is a need for more seating for us." This is largely because of our tighter class schedule and shorter eating hours, but this could be alienated by class scheduling. Included in the possible construction would be a modernized dishwashing facility and a totally new kitchen. Another asset toward the completion of such a plan is the capability of creating a more open and efficient lay-out that could handle more students at a faster pace. In addition, Headmaster Sizer explained that special consideration will be concentrated on creating "a much more pleasant atmosphere and giving Commons the ability to have style." Sizer felt Commons should have the same warm appearance that the Abbot dining hall has.

Unfortunately, materialization of the plan would create one sticky problem. Extending the building to the street violates an Andover bylaw. This means that PA must make an application for a hearing with the Andover Board of Appeals, and request a violation of the

set-back bylaw. All of this involves a great deal of time, effort, and money and the nearest possible date for a hearing would be in December.

### "Bricks and Mortar"

The proposed addition, although as indefinite as earlier plans, will be presented by Johnson-Hodvedt before the Trustees and Real Estate Committee in late October. When a plan is accepted, not necessarily this one, it will be incorporated into the "bricks and mortar" proposals of the Bicentennial turnaround.

The Trustees have been considering the renovation of the Commons for the past two years.



PHILIP BLOCK, PA '54 Thorpe

## Andover Alumni Council Will Discuss Curriculum

Twenty-one Alumni Council members will arrive here this weekend for their annual fall meeting, and will discuss the Phillips Academy's curriculum. In addition to the Alumni Council, thirty PA and Abbot class agents will also meet on Friday.

The purpose of the discussion of the curriculum is to provide the Academy with an outsider's perspective of PA's academic offerings. Alumni Affairs Director Robert Hulburd explained that "the Alumni Council will act as a sounding board for the academy. They will discuss problems such as whether PA offers too many courses, too intensified courses, and the like.

Alumni President Philip Block, PA '54, and Associate Headmaster Peter McKee will open the meeting on Friday afternoon in Kemper Auditorium. Department chairmen will also attend in order to provide insights on the philosophy that determines the nature of the "A" course of study.

After dinner, which will be hosted by various faculty members, the council will have group discussions on the curriculum. Members of the Executive Committee will act as moderators.

### Faculty, Student Reports on Curriculum

On Saturday morning, Mr. McKee, Dean of the Academy Carolyn Goodwin, and Co-Director of College Counseling Robert Crawford, will present speeches on various aspects of the curriculum. Seniors John Barber, Susan Chira, Gifford Combs and Shipley Munson, as well as upper Derek Bloom, will speak briefly on various aspects of the present PA curriculum. Afterwards, Headmaster Sizer will summarize the discussion on the curriculum.

In early November, seniors Jennifer Parmelee and David Gilmour will travel to New York City to deliver speeches to the New York area alumni and parents.

Reports on the Alumni College, the bicentennial campaign and the Alumni fund will also be given. The Alumni College, which was cancelled last summer because of lack of interest, was to have been a short, intensive academic program offered to PA and Abbot alumni and their families. Attempts are being made, however, to generate interest in the college, which might be held during the winter.

On September 27, the Steering Committee revealed a plan designed to generate over \$50 million in funds. The exact amount of \$50,610,000 includes over \$41 million in additions to the general endowment funds, \$7.5 million in additions to the general funds for campus improvements, and over \$2 million in gifts to the alumni and parent funds.

The Trustees' emphasis on general endowment increases, rather than on campus improvement, affirms their belief that "people and programs" take precedent over physical endowments.

## CRL Debates Student Responsibility

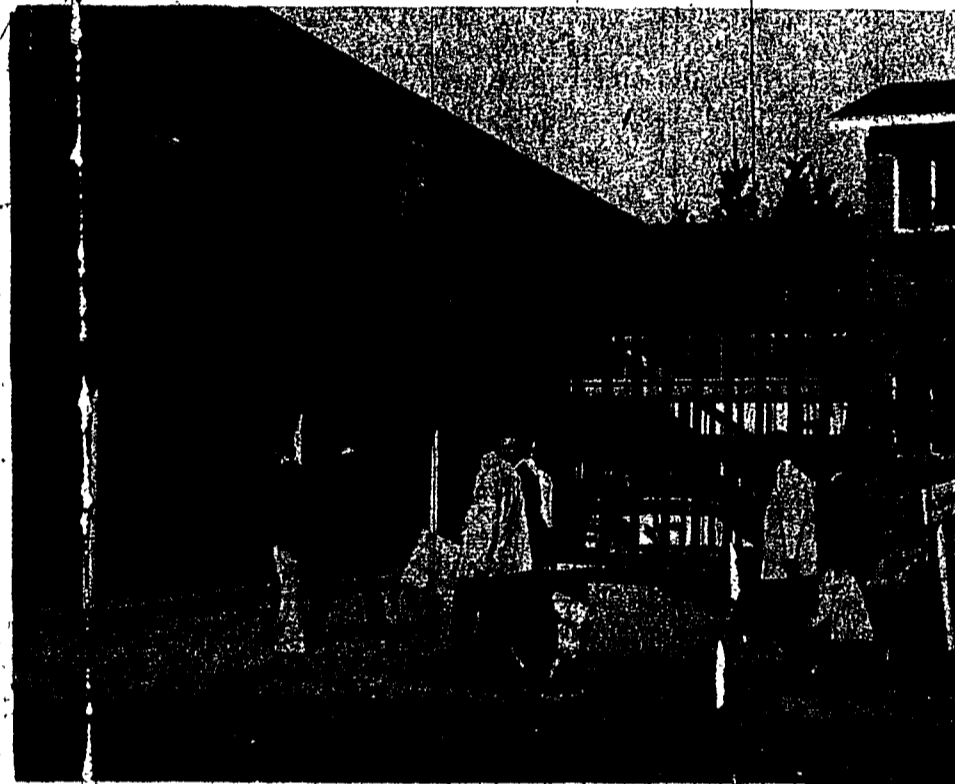
At their open meeting last Monday, members of the Committee on Residential Life (CRL) discussed student responsibility. Throughout the hour long meeting many different opinions were voiced concerning the meaning and bounds to the amount of responsibility the student at Andover should bear.

Problems arose early in the meeting when an attempt was made to affix a definition to the term "responsibility." Paul Kalkstein noted, "Increased responsibility is not synonymous with more freedom." Instead, Kalkstein asserted that responsibility increases the need for accountability.

Flagstaff representative Connie Ordway stated, "Increased responsibility will help draw the selfishness out of people." George Chadwick, representing West Quad North, felt that, "The school should make a student aware of his responsibility, and, if the student is negligent, then it is his own fault." Chairman of the Cluster Deans John Richards supported this view, noting, "It is absolutely vital that students are responsible for themselves and others."

However, not everyone attending the meeting supported this view. Mr. Richards presented a description of the average PA student and his accustomed responsibility. As he observed during the meeting, when a student comes to Andover, he is given, in most cases, more responsibilities and freedom than he had experienced while at home. However, when that same person goes on to college, he is given complete freedom and is responsible for all his actions. Mr. Richards sees PA as an intermediate phase in the gradual increase in responsibility which an adolescent experiences between the time he leaves home and the time he enters college.

Because of time limitations, the committee did not finalize a formal statement concerning student responsibility at PA. The next open CRL meeting will be held on Monday, October 28. No subject has been determined as yet, but all members of the community are urged by Chairman Kalkstein to attend.



Residential life at Andover changed radically in the early '60's when Stevens House was built. Now the CRL is faced with redefining residential life once again photo/Thorpe

## Buckley Amendment To Affect College Admissions, Minimize Future Injustices

By PAMELA SCOTT

With the passage of the Buckley Amendment to the Educational Family and Privacy Act by Congress, a new question appears on most college applications. A student now has the right unless he signs a waiver on the application form to see any information about himself sent from his secondary school, but only at the college at which he eventually matriculates. Furthermore, the

student may see his record only if the college retains it in his permanent file. Many colleges discard all comments after the admissions process is terminated.

According to Dean of the Academy Carolyn Goodwin, although the Buckley Amendment affects college applications, it was intended to eliminate unnecessary information from "ongoing files." Detrimental and extraneous information about a person's home environment was retained in a student's permanent record from kindergarten to college. In addition, a comment about a child's poor social behavior in second grade could be used against him through high school when kept in this permanent file. The amendment rectifies those situations while creating a stir over college admissions.

Colleges are not required to allow students to look at their files. However, if colleges do not comply, they will not receive Federal funding. Because of the present economic situation, most colleges cannot afford to disregard the stipulations, and are complying with the new law.

The waiver that appears on the applications is an attempt to appease those colleges which fear that the new law will prevent candid and accurate teacher recommendations or comments. Dean of the Academy Carolyn Goodwin commented, "A candid appraisal of a student is advantageous to him or her, because it will help insure that the student will matriculate to the best college for him or her." Co-Director of College Counseling Marion Finbury added that "if all college counselors or teachers write bland comments, making one student indistinguishable from the next, some colleges might be forced to accept students on a numerical basis - through SAT's, grades or achievements."

Miss Goodwin also pointed out that if unqualified students attend certain colleges because of inaccurate comments, the colleges might lose faith in certain secondary schools' quality, therefore adversely affecting future applicants to

that college. She believes, however, that this will not happen at PA. In a recent issue of the Faculty Gazette, the faculty were advised to "carefully make clear to students that you must be truthful and weigh weaknesses as well as assets." It also noted that by law neither a college nor a teacher may hold anything against a student that does not sign the waiver.

Although many students are still (continued on page eight)

## Students Name Ellis '75-'76 PA President

In a runoff election held last Thursday, Abbot Cluster President Albert Ellis was elected school president for the 1975-1976 year in a close victory over West Quad North Cluster President Ruben Alvero.

Piné Knoll Cluster Dean Clement Morell, who oversaw the election as Acting Chairman of the Cluster Deans last week during Mr. Richards' admissions trip to the west coast, revealed that the balloting for the election was "very close." He added that better than two-thirds of the student body voted, and stated that "it wasn't until the last cluster came in that the election was decided."

After the first election, members of the Committee on Residential Life (CRL) made arrangements for a runoff election between Ellis and Alvero because they felt that the results of the October 3 election were not representative of the student body. They determined that the low turnout of students (41 percent) and the lack of a definite majority on any one candidate's part were not sufficient to warrant a valid election or the declaration of a victor.

Both Mr. Morell and Ellis noted that (continued on page eight)

### Tick, Tick, Tick

## Bump Speaks on Z.P.G.

By ELIZABETH SIDERIDES

Morrison Bump, PA '65, President of Zero Population Growth (ZPG) Massachusetts, declared last Friday evening during a lecture that the present world population crisis is solvable. In his speech he advocated methods of birth control such as contraceptives, abortion, and sterilization.

During his lecture, Bump explained ZPG's major goal, that of simply stabilizing the present world population which is now increasing at a rate of 2 percent each year. If this rate continues, the world population of five billion will double in a mere thirty-two years.

In describing the optimum number of people to have on the earth, Bump proclaimed, "It is stupid to try to make calculations. We have passed the optimum population. That is the population where further increase doesn't improve the quality of life." According to Bump, the only way to reach a plateau is by better family planning programs, and more readily available information on contraceptives, abortions and sterilizations.

The increasing population, Bump noted, directly affects our rapidly depleting natural resources. He stated the earth will not be able to support its inhabitants much longer. The United

States, which Bump described as "the resource-consuming pig of the world," amount to five percent of the world's population, yet it consumes 35 percent of the natural resources consumed each year. "It is not impossible to achieve zero population," said Bump, recognizing that East Germany, West Germany, and Luxembourg are below the ZPG line. He accredited this figure to the fact that the Germans are "highly educated, wealthy, and influential people."

The major area of over-population is now in the underdeveloped countries like India, Pakistan, and East Asia. This is attributed to the fact that the death rate in these countries has decreased because of modern medicine, while the birth rate has remained just as high. It is customary for these people to have many children. They know nothing about contraceptives, or any other method of birth control.

There are many ZPG organizations, Planned Parenthood programs, and World Aid organizations all over the world trying to educate those people who know nothing about this universal problem of overpopulation. Bump was confident that with increasing awareness of the problem and more accessible methods of birth control the problem can begin to be solved.

# The PHILLIPIAN

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## Election

Last week's run-off election to determine the school president for the 1975-76 school year merely reinforced The PHILLIPIAN's view that these elections were ill-conceived and poorly managed.

Although last year's cluster presidents carefully considered their decision to open the election to the entire student body rather than their select group of six, the actual election suffered from inferior management. The three candidates were allotted two minutes of time at a school assembly, yet they were given no specific issue or topic to discuss. Instead, the candidates were reduced to speaking broadly of apathy or student unity.

This disorganization obliterated any hope for a stimulating campaign or discussion of pertinent issues, and students were given no basis for comparison of the candidate. Consequently, the election became just the sort of popularity contest which the cluster presidents hoped, last spring, to avoid.

The actual balloting was handled by harried students simply fulfilling their work duty obligations, rather than members of the Committee on Residential Life (CRL). Because the election was poorly publicized, many students knew nothing of balloting places or times. It was hardly surprising that only forty-one percent of the students voted.

No provisions for a run-off election were included in arrangements for the school presidential election. The CRL, it appears, indiscriminately determined not only that a second election would occur, but also that one of the candidates would be eliminated. Students were left with no knowledge of the actual vote.

This sort of secrecy has no place here, and is certainly not in the spirit of last year's decision to involve the entire student body, instead of only six students, in the electoral process.

There is no better way to foster apathy than to bore the student body. The second, run-off election came dangerously close to achieving this. In the future, The PHILLIPIAN hopes that the elections will be more professionally organized and that candidates will be permitted an actual chance to express themselves intellectually. Specific standards for electoral procedures should be devised, so that a repetition of last week's errors can be prevented. **JB**

## Forum

This week's Forum concentrates on Andover's curriculum: its strengths and weaknesses, its value as preparation for college and career, and changes in its content or structure which would increase this value.

Changes in the curricular structure - concentrating on the process of learning, not the material learned - are of particular importance at this time. Although a few areas receive too little attention here, Andover's course of study is, on the whole, diverse enough for most students. The real issue, then, lies in deciding among a variety of structural alternatives. One of the most significant of such alternatives is embodied in the Short Term Institutes (STI's). The STI's have challenged traditional teaching methods by studying a single subject intensively for a shorter period of time; this immersion technique could improve PA's regular-session instruction in languages, sciences and other subjects.

The great advantage of this method is the opportunity it provides for complete concentration, and thus for more efficient learning. In six weeks, STI students cover as much as a year's worth of material. More importantly, total immersion in a subject seems to improve students' comprehension of the material. Not only do they learn more rapidly, but they may also learn more thoroughly.

Certainly, the intensive-study concept can prove extremely valuable to PA's full-year students; the faculty's vote last week permitting present Andover students to participate in STI's affirms this. Although the school will probably never convert entirely to this system, we should continue to enrich our curriculum structure with intensive study programs.

# OLIPHANT



## Week In Review

### October 5

●The Central Intelligence Agency (CIA) attempted to kill Cuba's Premier Fidel Castro during the administrations of Presidents Eisenhower, Kennedy and Johnson, Senator Frank Church (D-Idaho) disclosed. This is the first public statement that the CIA may have tried to murder Castro.

●A mine blast killed three civilian guardsmen and critically wounded two others in a Basque guerrilla-style attack in northern Spain. A total of six Spanish officers have been slain since five revolutionaries were executed eight days ago.

### October 6

●President Ford proposed \$28 billion in permanent tax cuts to take effect in 1976 - election year - but only if Congress agrees to hold federal spending below a ceiling of \$395 billion.

●The US Supreme Court ruled that the federal government is entitled to all natural resources beyond the three-mile limit of twelve Atlantic Coastal states.

●A series of Democratic senators with presidential aspirations appeared before the AFL-CIO's 20th Annual Convention, each hoping to garner support from union president George Meany and the politically powerful labor federation.

●In Portugal, troops opened fire on leftist crowds in the northern city of Porto, in an attempt to stamp out the rising tide of demonstrations in support of mutinous soldiers.

### October 7

●President Ford's proposal to combine a federal spending ceiling with an enlarged tax cut ran into rough opposition from congressional Democrats, who are determined to write their own tax bill and to worry about next year's budget next year. Ford promised 100 vetoes if necessary to enact his call for a \$395 billion spending ceiling for next fiscal year.

●The Senate Foreign Relations Committee approved the administration's request that 200 American technicians be stationed in the Sinai ceasefire zone, and cleared the proposal for Senate debate.

●Default by New York City is an "absolute certainty and will spark civil disorder," Breton Harris, a municipal bonds expert, told the nation's bankers.

### October 8

●The House of representatives overwhelmingly approved the plan which commits 200 American technicians to monitoring the Sinai peace accord.

●Federal Reserve Chairman Arthur Burns said only extraordinary efforts can avert a default in New York City, which could cause a serious recession and jeopardize the finances of cities across the country. However, he ruled out a ban to the city from the Federal Reserve Board.

### October 9

●President Ford declared he would not block hesitate to veto an election-year tax cut bill if the Democratic Congress "plays politics by sending a tax-reduction bill to my desk" without agreeing to regulate federal spending. Ford said in a nationally broadcast news conference that the American people want a \$28-billion tax cut and an equivalent reduction in the growth of federal spending.

●The Senate voted 85-5 against an attempt to block passage of the administration's request for 200 American technicians to be stationed in the Sinai passes.

●The House of Representatives voted 208-101 to extend US fishing jurisdiction 200 miles out to sea from the present 12 miles, brushing aside warnings of grave international retributions. The measure will now be sent to the Senate, where last month the Commerce Committee approved a similar bill.

●Patricia Hearst's attorneys asked that their own psychiatrist examine her, in addition to the court-appointed specialists now assessing Hearst's mental state.

### October 10

●President Ford and leaders of other major Western nations will hold a three-day economic summit conference near Paris, from November 15-17. The conference, announced in Paris and Washington, is an attempt to increase economic coordination between the Western countries and Japan, to deal with the problems of inflation, recession, monetary disarray, and relations with the Third World.

●Israel signed the protocol agreement of the new accord with Egypt, and set in motion the process that will lead to her withdrawal from some 1900 square miles of occupied Egyptian territory, including some oil fields, over the next five months.

●Generalissimo Francisco Franco's government ordered a sweeping shakeup in its top military commands. Officials denied any unrest in the army.

●In Beirut, rival factions exchanged mortar and rocket fire as government officials and Palestinian commando leaders exerted fresh efforts to enforce a two-day-old truce between warring Christians and Moslems.

### October 11

●The Portuguese military endorsed Prime Minister Jose Pinheiro De Azevedo's campaign to restore law and order, but troops had to put down a fierce gun battle between rival political groups in the north.

●Beirut leftist gunmen killed a right-wing Phalangist party leader in the Moslem suburb of Chiah, thwarting a government attempt to restore life to normal after weeks of near-civil war.

●Mainland China's Premier Chou En-Lai, who has been ill for almost a year and a half, has apparently taken a turn for the worst and has received no foreign visitors in over a month. The Premier is 77 years old.

●Red Sox pitcher Louis Tiant led the team to a 6-0 victory over the Cincinnati Reds, with superb pitching and a clutch single that ignited a 6-run seventh inning.

### October 12

●The Cincinnati Reds rallied for two runs in the ninth inning to overcome the Boston Red Sox in the second game of the World Series.

●A convicted killer was captured in Salem, Illinois, as a stolen car carrying five federal prison escapees careened into a ditch in front of a church. A pursuing policeman opened fire with a shotgun, and said he wounded one of the convicts as the fled into thick woods. Tracking dogs were called in to follow a trail of blood, while nearly 200 FBI agents, state and local police combed the woods and farmland for the four convicts still at large.

### October 13

●President Ford signed a congressional resolution sending 200 Americans into the Sinai to monitor the disengagement agreement between Egypt and Israel.

●A House subcommittee opened an investigation into the FBI's relationship with Lee Harvey Oswald and Jack Ruby before President John F. Kennedy's assassination. This is the first official public inquiry by Congress into the possibility that evidence was withheld from the Warren Commission, since it was reported in 1964 that Oswald was the sole assassin.

### October 14

●President Ford's limousine was struck broadside by another vehicle as the Presidential motorcade left the Hartford Civic Auditorium for the return trip to Washington last night. The President was not hurt.

●A White House study recommended de-emphasis of marijuana laws, and urged President Ford to intervene personally to settle disputes between feuding narcotics agencies. Ford termed the study a "realistic" assessment of national drug abuse problems, and ordered his executive agencies to draft plans within 60 days for carrying out the report's recommendations.

The Week In Review appears in every issue of The PHILLIPIAN.

## The Real World Working With "Scoop": Henry Jackson

By NEAL MILCH

It is, of course, too early to predict who will be elected President in 1976; however, it is an opportune moment to examine those candidates who have established themselves as serious contenders for the nomination.

I would like, therefore, to examine the career and candidacy of Senator Henry M. Jackson, a Democrat from Washington. Jackson was elected to the House in 1940 where he served for eleven years until election to the Senate in 1952. In the last election, Jackson received an overwhelming 87 percent of the vote. In his campaign literature and public statements Jackson points to his record as his prime qualification for the Presidency.

Jackson voted for all the major Civil Rights Acts (1960, 1964, 1968), for desegregation, and for the Voting Rights Act of 1965. His vote against literacy tests helped enfranchise a million new voters in the South and lead to the election of over five-hundred black officials. He voted for the Equal Rights Amendment every time it reached the Senate and for a multitude of other bills affecting women such as abortion, Rape Prevention Act, Tax Benefits, and Family Planning. Jackson has always been in the forefront of those working on the energy problem. He predicted the oil shortage in 1971, and proposed a 20 billion dollar energy development program two years later. He believes in increasing domestic oil production rather than cutting down on imports, and helped to do this significantly by writing the bill authorizing construction of the Alaska pipeline. To counter charges that this proves he has no concern for the environment, Jackson can correctly indicate his authorship of the National Environment Policy Act. This is the law which mandates, environmental impact statements and other practices designed to protect the environment. Jackson is probably best known for his influence and effect on United States foreign policy. He was responsible for an amendment requiring that future arms agreements not provide the United States with less weapons than Russia, and for the amendment on immigration attached to an act meant to give the Soviet Union most-favored nation status. Liberals denounced this as interference in Soviet domestic affairs, but Jackson asserts he is striving for a "human detente" based on freer movement of people and ideas between East and West as the best assurance for long-term peaceful cooperation. In Vietnam, Jackson was a "hawk" but he did call for withdrawal when it became evident the US could not win.

To help the economy, he has proposed 2.6 million housing starts, a third of which would be government-subsidized for low and middle income families. He is also in favor of public employment programs and government intervention to help people and businesses during poor economic condition periods.

By almost any standard, Jackson is the best prepared candidate going into the primaries. The "Jackson for President" headquarters in Washington, D.C. (where I worked during the summer), has been in operation about a year. It is the center of the Senator's direct mail fund-raising activities, which to date have banked more money than all other candidates combined. There is a crucial point to be made here: whereas George Wallace has raised more than Jackson's \$4 million he must spend a great deal more for a variety of reasons just to keep his campaign going. Thus, his net income for use during the primaries is low.

It is currently in fashion among Andover students to criticize this fund-raising as another example of "money politics" or "corruptness." This is both nonsense and naive. A campaign cannot be run on a handshake or sincerity. Under the new Campaign Reform Laws (which are being challenged in the Supreme Court by Jim Buckley and Eugene McCarthy) a candidate is limited to spending 10 million dollars in the primaries. The law also stipulates this be raised in amounts not in excess of 3000 dollars per person. The necessity for direct-mail fundraising becomes obvious. All monies collected are tabulated and sent to the Federal Election Commission for examination. There is virtually no possibility for corruption such as was endemic to Nixon's 1972 campaign.

An interesting aspect of Senator Jackson's campaign is its openness. Visitors are welcome at their headquarters and are free to come and go as they like. During the months I worked there I had daily contact with those running the campaign, including on occasion the Campaign Director, Robert Keefe, and Senator Jackson himself, with whom I discussed the campaign.

Jackson is fortunate to have widespread support among organized labor and a substantial network of local workers around the nation, especially in the big primary states such as New York and California. It is probably safe to say that as of this writing Jackson is the front runner among announced candidates for the Presidency.



## Eat Out Tonight!

By THE UNDERGROUND GOURMET

### Lunch and Snacks

**Benner House**- Salem St., Andover. What can you say about the campus snack bar? Not much. Benner House, because of today's unbelievable inflation, is one of those places that rips you off and then some. But for a post-game snack, it isn't a bad idea. Stick to the donuts and anything that's wrapped; their coffee isn't bad either.

**Ford's Coffee Shop**- 14 Main St., Andover. Your basic luncheonette, with good coffee and sandwiches, Ford's is located in the center of town. Service is good, prices are moderate, and it's never too crowded. Andover residents who want a good, light lunch know that this is the place to get it, so follow their example.

**Friendly's**- North Main St., Andover. Friendly's specializes in ice cream sundaes and extra thick milkshakes ("the Frabulous Fribble"); they also offer very good quick-lunch foods. Not as greasy as you might expect, and the service isn't bad at all. Suggested items include the big beef cheeseburg special and the Jim Dandy sundae. Take-out service is slightly slower than McDonald's.

**Lantern Brunch**- 89 Main St., Andover. Just across the sidewalk from the Andover Bookstore, the Lantern Brunch is essentially a high-priced luncheonette with booths and counters. Somewhat cramped when it's busy, which is often, this restaurant offers decent hamburgers in somewhat quiet surroundings.

**McDonald's**- 195 N. Main St., Andover. True to its corporate claims, the Andover branch of this famous chain sells

bad if you've got plenty of time and can't find any other restaurant that appeals to you.

**Bishop's**- 99 Hampshire St. (off Rte. 28, corner of Lowell St.), Lawrence, Tel. 683-7143. Bishop's is best known for its Arabian menu, but the steaks and seafood are also very good. Service is efficient, and a pleasant atmosphere adds to an enjoyable meal. And the prices are reasonable, so this is one of the best deals overall that you're likely to find around here.

**Butcher Boy Steak House**- 1250 Osgood St., North Andover. Tel. 686-6083. Although not as well-known as some other restaurants, this one provides good solid fare for a moderate price. Nothing spectacular, but it's a good "family restaurant," one you can depend on to keep up a reasonable level of quality all the time. So for an informal, "homestyle" meal, hit the Butcher Boy.

**China Blossom**- 946 Osgood St. (jct. Rtes. 125 and 133), North Andover. Tel. 682-2242. If you like Chinese food, this is the place to go. The China Blossom offers a sizable Oriental menu, as well as a few American dishes for the less adventurous diner. And we hear the cocktails are great...The prices are no higher than those of other area restaurants, so why not enjoy a more exotic meal?

**Emerson's Ltd.**- 75 Winthrop Ave. (Rte. 114), Lawrence. Tel. 687-1191. Probably the best steakhouse in the area, Emerson's offers a good meal at a reasonable price. Their best steak, the "Emerson's Pride," goes for \$5.95, and a pitcher of beer is

## FLICKS

**Live And Let Die**- Saturday, 7:00 in GW. Guy Hamilton has directed the latest James Bond movie, starring Roger Moore. filmed in Jamaica and New Orleans movie features such Bondian eccentricities as a wristwatch with a magnetic field to deflect bullets, Voodoo sacrifices, and a pool of 86 hungry crocodiles - each waiting for just one bite of our struggling hero. Several scenes are shot in Harlem, taking Agent 007 to the fictional island of San Monique. There, Bond played for the first time by Moore, star of TV's "The Saint" - confronts Mr. Big, the first black villain ever to appear in a Bond movie. With the help of a telepathic beauty named Solitaire, and a female double agent, America's favorite secret agent faces the usual assortment of outrageous villains and obstacles that would have sent even Superman running for his Valium. Director Hamilton boasts that "more action will be packed into these two hours than in any other 007 flick to date."



Roger Moore and companion in "Live and Let Die," which will be shown Saturday night in Gw at 7:00 pm.

## EVENTS IN BOSTON

### SELECTED MOVIES

Circle Theatre/"3 Days of the Condor" with Robert Redford and Faye Dunaway Orson Welles/"Monty Python and the Holy Grail" Cheri/"Nashville" Suburbs/"Once Is Not Enough," Woody Allen's "Love and Death," "The Happy Hooker," "Undercover Agent" with Peter Sellers Allston/"The Apprenticeship of Duddy Kravitz" with Richard Dreyfuss Charles/"Farewell, My Lovely," with Robert Mitchum Cinema 57/"The Jolson Story," "The Way We Were" with Streisand and Redford Gary/"The Master Gunfighter" with Tom Laughlin

### THEATRE

Rocket Mime Theatre/67 Newbury Street/ "Pieces and Quilt"/Saturday/7:00 and 9:30 pm Newbury Street Theatre/15 Newbury Street/Beckett's "Krapp's Last Tape"/ Saturday/11:00 pm/Tickets:\$2.00 Kresge Little Theatre/118 Mass. Ave., Cambridge/Ibsen's "Hedda Gabler" performed by the MIT Community Players/Saturday/8:00 pm/Tickets: \$2.75 Wilbur Theatre/67 Newbury Street/"Kennedy's Children"/Saturday/7:00 and 9:00 pm Charles Playhouse/76 Warrenton Street/"Sizwe Bansi, Is Dead"/Saturday/2:30 and 8:00 pm Boston Shakespeare Company/corner of Berkley and Marlboro/"The Tempest"/ Saturday/8:00 pm Lyric Stage/565 Boylston Street/"Oedipus Rex"/Saturday/8:00 pm The Proposition/241 Hampshire Street/ improvised theatre/Saturday/8:00 and 10:00 pm/Tickets:4.50

### DANCE

Indrani, classical dancer of India, in concert/Kresge Auditorium, MIT/ Saturday/8:00 pm Chinese Acrobats of Taiwan/Symphony Hall/Sunday/3:00 pm

### BICENTENNIAL

Victorian Boston/across from the Statler Hilton/10:00 am-8:00 pm/Tickets:1.00 The Revolution/second floor of the Quincy Market Building/9:00 am-6:00 pm/ Admission: \$1.50 Where's Boston?/Bicentennial Pavillion in the Prudential Center/Tickets: \$2.00 Faith and Freedom/Prudential Center Skywalk/\$1.00

### MISCELLANEOUS

Beer, Wine and Cheese Tasting Festival/ Commonwealth Exhibit Hall/Saturday/ 10:00 am-6:00 pm Boston Flea Market/Faneuil Hall/11:00 am-6:00 pm

### MUSIC

Women's Music Festival/Paine Hall, Harvard/Saturday/8:30 pm/Admission: \$4.00 Boston Symphony Orchestra/Symphony Hall/Saturday/8:30 pm Jefferson Starship and Fleetwood Mac/ Boston Garden/Saturday/7:30 pm/ Tickets: \$6.50 advance, \$7.50 at the door

### CLUBS

Paul's Mall/733 Boylston Street/Richie Havens Jazz Workshop/733 Boylston Street/ Rahassan Roland Kirk Passim. Coffeshop/47, Palmer Street, Harvard Square/Rachel Faro plus David Misch

## CALENDAR

**Friday, October 17** COLLEGE/RPI, Colby and Sawyer Colleges will hold interviews/Contact College Counselling office for details.

**Saturday, October 18** DANCE/"Whitzend" will perform/8:00-11:00/Gym MOVIE/"Live and Let Die" will be shown/7:00/GW

**Monday, October 20** COLLEGE/Menlo and Rice will interview prospective applicants/See College Counselling office for further information.

**Tuesday, October 21** COLLEGE/UVA, Hamilton, UNC, Princeton, and Union will visit/Information available at College Counselling Office.

**Wednesday, October 22** COLLEGE/Princeton, Denison, and Cornell will conduct interviews/See College Counselling office.

**Thursday, October 23** COLLEGE/Georgetown, Rice, Carleton, Williams and Wabash will be available for interviews/Sign up at College Counselling office.

**Friday, October 24** COLLEGE/Representatives from Georgetown, Lehigh, Caltech and Dickinson will visit/Further information at College Counselling office.

## DRAMA

**The Catcher in The Rye**, J.D. Salinger's prep-school classic, will be performed tonight at 6:45 pm in the Drama Lab. The play is directed by veteran Drama Lab co-head, senior Debbi Rosen.

Upper Garrett Randolph stars as Holden Caulfield, the adolescent antihero. Jennifer McCray, Wayne Robinson, Rachael Horowitz, Charlie Wiseman, Molly Burke, Rolf Lindburg, and Betty Killian complete the versatile cast.

The play concerns Holden's unhappiness at, and eventually escape from, a boarding school called Pencey Prep. As a rather realistic representation of prep-school life, "Catcher" is almost harrowing, and very relevant for Andover students. Holden himself is a colorful and fascinating person, a sensitive soul lost in a world of "phonies." Indeed, all of the characters are expertly, frighteningly, and accurately drawn - they could live down the hall in any dorm on campus.

The book's highly entertaining narrative style is preserved by director Rosen in her "story theatre-like" presentation. A narrator is used, and the audience is asked to imagine the scenery; this should be a tremendously effective way to convey the very real unreality of Holden's surroundings.



reasonably good food quicker than anyone. A notch lower in both food quality and price than Friendly's, McDonald's lives up to its promises of immaculate cleanliness and excellent service. Too bad they drench their hamburgers with all that glop.

**My Brother's Place**- 11 Post Office Ave., Andover. This Phillips Academy tradition has the reputation of serving the best pizza and Syrian subs around - or at least they're the best known. The steak and cheese subs satiate the hungriest appetites and most of the sandwiches are under a buck and a half - all in all a good deal. And don't miss the notorious MOGP: mushroom, onion and green pepper.

**Towne Deli**- 207 N. Main St., Andover. As a refuge from Friendly Fries, Shamrock shakes, and pepperoni pizzas, this "bite of New York" Andover-style is definitely the place to flee to: Their wide variety of sandwiches (we recommend a sane and hearty roast beef on rye), desserts (huge chocolate chip cookies and other calorie-choked pastries) and other deli de-lites make it easy to ignore the somewhat bland, cafeteria-style atmosphere. They even have lox and bagels, and that beats a "hot pastromi" sub any day.

**Dinner** The Andover Inn- Chapel Avenue, Andover. Tel. 475-5903. The Inn's greatest asset just might be its convenient location. The food is generally fairly good, but stick to the simple dishes. The biggest drawback to eating here is the unusually slow service, and some discouraging prices. But it's not

yours for 25 cents. The price of the meal includes French bread, potato, soup, and the famed salad bar - don't miss it. Reservations usually aren't needed, but it does get crowded on Saturday nights so try to get there early.

**Kelly's Oyster House**- 42 Amesbury St. (between Essex and Commons Sts.), Lawrence. Tel. 682-2574. For some really fine seafood, try this friendly restaurant. The menu also features charcoal steaks for the landlubbers in the crowd, as well as other specialties. Kelly's is a busy place, with entertainment provided - a good place to go for a more lively evening. And there's another location in case this one's filled: 178 Main St., North Reading, at the junction of Rtes. 28 and 62.

**Kitty's Cafe**- 123 Main St., North Andover. Tel. 664-4541. With Italian specialties (including fantastic pizza), steaks, and seafood, Kitty's is in strong competition as the place to go with friends. It's a fun restaurant that everyone can enjoy, and the prices are right. It's also very cozy - if you're in need of a comforting atmosphere, this is the place to go.

**Proof of the Pudding**- 19 Essex St., Andover. Tel. 475-3350. The prices here are slightly above average, but the delicious food more than makes it all worthwhile. Especially recommended are the French cuisine and seafood; a few recipes, though, may be too rich for some tastes. At any rate, the intimate atmosphere will appeal to just about everyone - as will the efficient and friendly service.

tired of pizza and subs?

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| tuna → 1.35       | special m,o,g,p → 1.70 | onion → 1.30               |
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# PHILLIPPIAN FORUM

## Andover's Curriculum: Where Is It Now? Where Is It Headed?

### Learning To Look Beyond Oneself

By STEPHEN MARX

I've been asked to write about the curriculum, and especially about "its usefulness as a preparation for college and career." I wish you wouldn't fret so about your careers. Times seem to be getting harder, but even if there's a global famine or a nuclear war, it's as likely to be run by Andover graduates as anyone else.

Instead of considering your own careers first, how about starting with the most important problems you can think of, and seeing if there's something you could learn that would make you more likely to find the answers? Knowledge is not in

itself a solution to anything, but it is the one element of a solution that a good curriculum can provide. Our curriculum is badly lacking, and it won't be easy to make the needed improvements.

One of the important failings of our society, and one for which the schools can properly be held responsible, is our apparent inability to see and adjust to the strengths of other cultures. We're not terrific at understanding French or German culture, but we're terrible at understanding African or Asian culture. Even without changing the standard format of our courses, it should be possible

to teach about such subjects as Persian art, Indian music, North African history, or Japanese film, to name only a very few of the obvious examples.

Given the current mood of most students, I don't expect that there will be an immediate demand for such courses. But I do think that if they were well and conventionally taught, and had the earmarks of "rigorousness," students would take such courses. And it should also be possible for teachers to use material from outside the predominantly white people's world in present courses. Many of us who teach are having to learn about Third World cultures on our own, because we weren't taught anything about them when we were in school. But though our ignorance is a fact, it is not unchangeable, and it is not an excuse for continuing ignorance. I think we can learn enough about Third World cultures to introduce them to our students. I'm going to use several films by Kenji Mizoguchi in a course this spring. I should have done so years ago.

I think that it's especially important to include this somewhat new element in our existing courses, because new, "extra," courses are not much in vogue. We should make every effort to insure that the 'return to basics' does not become a euphemism for 'retreat from complexity.' Or perhaps, in order to study the things that are really basic to our lives, rather than to our educational system, we should structure a series of new courses on subjects like foods or tools, things we use all the time with almost no understanding, compared with "Romantic Literature," but there are prestigious scholars like Malthus and Levi-Strauss who might not agree. To how many people is Emily Bronte really 'basic' and food 'extra' or 'irrelevant'?

The foregoing suggestions seem to me to be pretty conservative educationally, because they involve no change in the method of study, only in the content of courses. Another kind of change would be to set aside periods of several weeks for study of a particular subject. The faculty has already been introduced to model for such a program as a method for the study of foreign languages and cultures, or for group projects like plays, dances, or movies.

It seems to me that the only real problem in bringing about such minor changes as I have suggested are the problems of time and energy, which are real enough. Most teachers have their hands full as is - more than full - and can't invest much energy in dreaming up new courses, and new ways of teaching. Just in writing this article, I have postponed grading a set of papers for my 8:00 class. I'd better wrap it up right now, before I become a hazard to my students', and my own, careers.

Stephen Marx teaches courses in English and film-making, and coaches the boys' varsity cross-country team.

four others that were not particularly demanding, one would suspect that the student had used this option simply to get out of work. If, on the other hand, one considered the transcript of a student who was taking four or five reasonably difficult and time-consuming courses, on one of which he exercised his pass/fail option, it would certainly be justifiable.

Rather than encouraging abuse in the form of "hacking," one could argue that the proposed system would, in fact, discourage it, and allow the student to feel far more freedom in choosing his courses. Quite often, someone would really like to take a course in which he is afraid of receiving a poor grade. Since he knows that a low mark in a subject that one claims to be interested in is hardly an asset on a transcript, he will take another class instead. If he had had and exercised a pass/fail option, he could have been studying what interests him most, as opposed to feeling forced to take a less demanding and less appealing second choice.

It would seem that once one is at a school like PA, and has satisfied the requirements, one should not be made to feel hesitant about taking full advantage of the school's tremendous offerings. As Yale's President Kingman Brewster said, the student should be able to "risk a few blind alleys" without suffering for it. The present combination of a tough grading system and strong pressure to excel seems not to allow the average student to get the most possible out of his years at PA. Senior Marc Gourevitch is the student director of the Chamber Music Society.

### Andover Science Programs

By RONN MINNE

The science courses at Andover are designed to meet the students' needs and to contribute to the total school curriculum in three ways. They provide a student an opportunity to explore various fields of science to determine possible vocational interests. For those students that have made at least a tentative choice of a scientific vocation, the course offerings, especially advanced courses, enable a student to start his professional education at Andover. For the student who does not have a vocational interest in science, some work in the area is necessary to make the student (hopefully) at least scientifically literate so there can be some appreciation of the impact science has had on our cultural development and to enable a concerned citizen to have an appreciation for political issues that are concerned with scientific and technical questions.

Ideally, student should do work in the areas of both life and physical science during their secondary school careers. Beginning courses in science at the college and university level are often designed for the professional major; they are therefore too challenging and forbidding to the casual student, who has a more relaxed cultural interest in the subject. However, the pinch in employment of candidates with doctors' degrees seeking college positions has generated considerable interest in college science courses for the non-science major. The college science offerings for the liberal arts student have become more diverse in recent years.

The present science requirement at Andover is simply a year of laboratory science at the "20" level or higher, and a student may choose both the field and level of difficulty he wishes to study to satisfy the requirement.

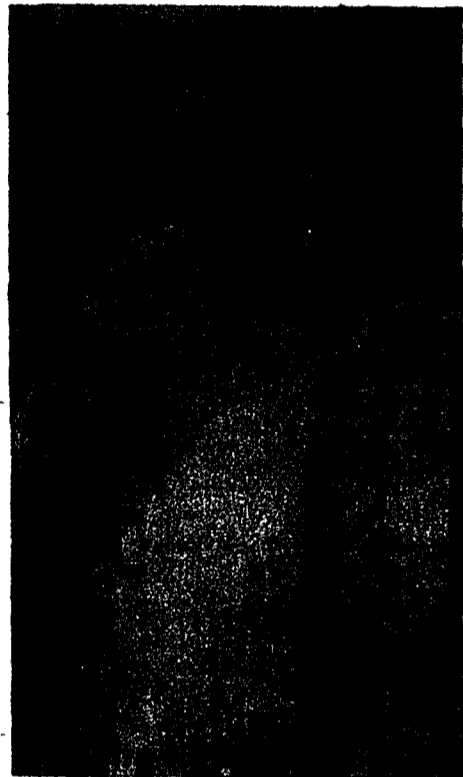
Courses at the 10 level are beginning courses for juniors and lowers. The 20-level courses are at the accepted secondary school level, while 30-level courses generally use college level texts. The 40-level courses are advanced courses involving honors work or continuing work in an area of science. Advanced placement may be obtained through certain 40-level courses. In addition, honors work in a 30-level course may sometimes lead to advanced placement through examination or consultation with departments at the beginning of the freshman year in college.

If a student elects to take more than one science course at Andover, is there any "best" sequence? In the case of physics and chemistry, whichever is taken first will make the second easier and more meaningful. For both physics and chemistry, the main requirement is facility in mathematics. The level of mathematics required is not high, but facility in algebraic manipulation is essential. The advent of the inexpensive calculator has made the arithmetic operations in physical science much less of a challenge.

Modern biology is biochemically oriented, so a chemistry course prior to the study of biology, while not essential, is certainly desirable. Either Science 10 or Chemistry 20 would be good preparation for Biology 30.

The present science curriculum offers a variety of courses at many levels of difficulty. In addition, a student may elect independent project work with a faculty member to do work in areas not covered by current courses or to continue on a more advanced level. What is missing from the current course offerings are one-semester introductory courses for uppers and seniors. The possibility of offering such courses will be considered by the various departments during the current academic year.

Chairman of the Science Division Ronn Minne teaches courses in chemistry.



photo/Thorpe

Science Division Chairman Ronn Minne

### Pass/Fail: Relieving the Load

By MARC GOUREVITCH

Most people would agree that the average student at PA is under considerable academic pressure. A large proportion of this appears to be created by the great importance attached to "doing well" - most specifically to grades. It would seem that pressure merely for pressure's sake is pointless, if not destructive, and that if some of this could be relieved at no overall loss to the student's learning, it would be a definite change for the better. A significant decrease in the tension created by the rigorous marking system at our school could be brought about by the initiation of a pass/fail option - open to members of all classes for any one course each term, excluding requirements.

At this point, it would be best to clarify what is meant by pass/fail. A student would fail a course only if he did basically unacceptable work, or none at all. It would be the equivalent of receiving a grade of 1 or 0. The reason for excluding required courses is that a student taking a course on a pass/fail basis could do less work, and therefore not learn quite as much about that subject. But if the school feels a course is essential, and therefore requires that it be taken, it is reasonable that the student be asked to do all the necessary work.

Why, if one might learn less in a course, should one be allowed to take it for pass/fail credit? There are several reasons. One, resulting directly from a decrease in pressure, would be a very likely increase in the overall quality of work. Whether due to a little more sleep or simply to having more time available for studying his other courses, the student would be better able to concentrate on them. He would thus learn more thoroughly the material they cover, and at the same time gain as much knowledge he wants (presumably quite a bit) about the topic of his pass/fail course.

Some might say that such a system would be abused. People would pick out their 'hardest' course each trimester and take it for pass/fail credit. The transcript, however, would keep this in check. If one were to look at the record of a student who had always taken his most difficult course on a pass/fail basis, along with three or



### Questions, Questions...

By THEODORE SIZER

In recent debates over Andover's curriculum, the questions raised have usually been about what subjects should or should not be offered at the school, and for what period of time. While these are good and useful questions, there are others of equal importance. Let me suggest several:

1. Does Andover's present curriculum help a student to think precisely, to reason logically, and to articulate clearly and with style - regardless of subject? If not, how might it?

2. How well does Andover lure a student to want to learn? How wisely does Andover allow a student to follow the paths which interest him or her - and by interesting him, allow him to learn well and fast? How well does Andover force one to learn matter which, while important, is uninteresting or painfully difficult? Which of these approaches is preferable and which need more attention and imagination from us all?

3. Assuming that one can define the elusive but important values of grace, beauty, and style, can these be taught and does Andover try to teach them? Should it? Or is aesthetics a peculiarly personal subject?

4. Does Andover indoctrinate its members, subtly or unsubtly, with any political or ethical doctrines? Should it? Some may argue that a school should be neutral in these domains, or in the business only of presenting all the relevant points of view on issues of value. But is this neutrality possible? If so, is it wise?

5. How well does Andover's formal curriculum (in contrast with extra-curricular or dormitory life) help a student with the process of 'finding one's self' and with preparing to cope with the wave of decisions (college, career, life style, et alia) about to break over him or her? Or should it take a role at all in these areas?

Answers to these questions and others like them, might lead us to a quite different formal course of study than if we viewed the curriculum only as areas of knowledge to be 'covered.' They are worth pursuing; we might be surprised by where they lead.

A final query: are students' views on the curriculum now effectively heard by the faculty? If not, what steps need to be taken to assure that this happens?

Headmaster Theodore Sizer teaches two courses in the social sciences.

### Don't Be Too Choosy

By NAOMI RUSH

The PA community embraces a bunch of choosy people. The school, because of its status as a private institution, may choose its student body for competence and variety, and can demand a fairly high level of academic performance. Not only has the admissions office chosen us for Andover, but most of us have chosen independently to apply and attend. Once here, many of us feel insignificant and powerless under a confusing bureaucracy which seems to control our social and academic lives from afar. Indeed, the faculty, administration, and trustees do carry tremendous weight in fashioning policy to define the emphases and expectations of an Andover education. But our enrollment in courses, our participation in activities, and our use of free time and facilities represent the choices most influential on the character of PA life.

Because Andover is unusually large and well endowed financially, and because of the remarkably able and interested faculty and the physical facilities, the diversity of course offerings is superb. There is a lot of the raw material of exciting learning here; the language and science labs, the computer, the Arts complex - with substantial studio, classroom and photo-lab space - the Audio-Visual office, the Addison Gallery, the Archeology Museum, the established formal and informal music and drama groups, The PHILLIPPIAN, Mirror and other publications, the wealth of space and equipment for sports, the committees and clubs, and the library. All of these are potential improvements over the typical high-school education; some are unique.

Even within the substantial core of requirements, more and more unusual, advanced, topical, multimedia and interdisciplinary courses are introduced each term. Some examples, both familiar and obscure, are the Film Study course (which views movies often), the American Art History course (which uses the Addison collection extensively), Topics of History at Phillips and Albot, Perceptions & Expression, and the new Synthesis (which explores major issues by reading material

from many related fields.

In addition, PA has whole departments devoted to disciplines often completely ignored in high-school curricula, such as Archeology, Classics, Philosophy and Psychology. The faculty should be commended for their innovations; we all know that change is difficult.

Sad to say, it seems to be the choosy student body which now lacks the initiative for experimentation. True, we have stiff requirements to fulfill, (and their possible need of redefinition is another important issue); true, the grand academic tradition seems to have done pretty well for our parents; no, we don't want to look like uncommitted hacks when we apply to all those Ivies. But education should mean more than a number of credits leading to a diploma, leading to another school. Anything that excites you and interests you will mature you intellectually more than a random assortment of 40- and 50-level courses in arbitrary departments. So next term take that art course that has always intrigued you, and in the meantime write for the Mirror, stroll through the gallery sometime between openings, have a picnic in the sanctuary, try out for a Drama Lab production, go to the concerts, plays and lectures on campus, read a book from the library or talk with your roommate. There is a lot of potential for satisfaction and happiness at this place, if we make the right choices.

Naomi Rush is a two-year senior, living in West Quad North Cluster.

The PHILLIPPIAN  
publishes semi-weekly  
forums on selected  
issues. We invite  
suggestions for future  
topics, as well as  
commentary on  
these topics.

## Emphasizing the Individual's Needs

By THORNTON LEWIS

I have spent a large chunk of my time as a student at PA attending classes in Bulfinch Hall and am consistently amazed at the talents of the faculty of the English department. I am also amazed at the way they limit themselves and their students with late-starting requirements and required texts. A normal student could leave this school without ever having the chance to take more than one year of non-required English when he was capable of and perhaps desired two or three. In the case of new upper and seniors, a student might not even be allowed that one year.

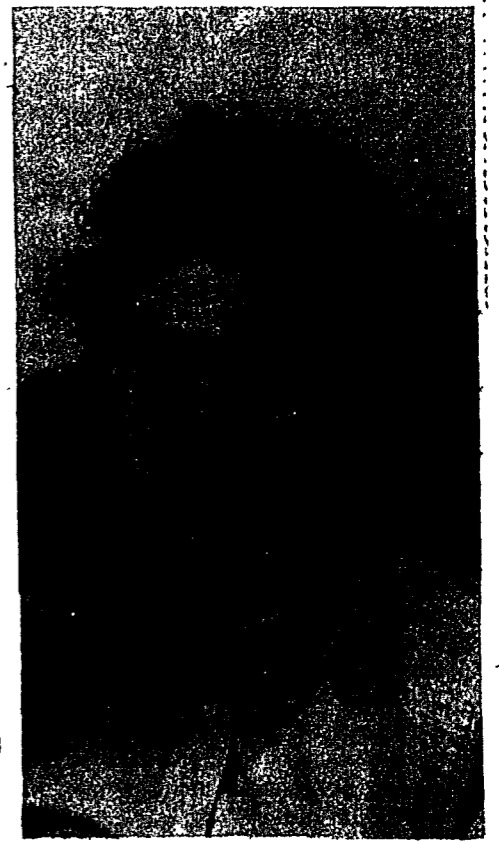
Why not open Competence to juniors? A ninth grader has written papers and studied grammar for at least five years, so why is he unfit to take a course in the basics of a discipline he is already practiced in? Well, perhaps many students could not handle such a course, strenuous even by PA standards. So give them the fall term to adjust to a PA workload and school life in general, and then offer the course to them in the winter and spring. The junior English courses now offered could be kept for those juniors who did not feel they were ready for Competence, but most students could enter the literature sequence at the beginning of lower year.

When I took the lit. sequence ("When I was in the war...") the instructor picked all

the texts for the course. Now there are required or "core" texts such as 50 Great Short Stories and Macbeth. I took a Lit A course called "The Jazz Age" with Mr. Leavitt. Since he came of age during that period, he could reach back into his life for stories and anecdotes to illustrate the attitudes of the characters in *The Great Gatsby* and *Arrowsmith*. With him the period, in all its complexity, seemed much closer and more logical. If we had been forced to analyze short stories and poetry for a large part of the term, I would have missed one of the most valuable and enjoyable courses I have taken at this school. When a teacher picks all his own texts, he can put together a more unified course and can better employ any special interest or knowledge he has. The class become more personal, more enjoyable, and more instructive for both teacher and students.

However, some way must be found to ensure exposure of the student to various types and periods of literature. This can be done by keeping the loose chronological framework now used, where Lit A explores the 20th century, Lit B the period between 1660 and 1900, and Lit C pre-1660 literature, and expanding it by requiring the student to take each one of the three courses in one of another three categories such as a literary form (say the novel), a writer in depth, or a literary school (such as satire). The student could choose when he wanted to take the course from each category. Thus he could take a twentieth-century writer in depth, eighteenth-century satire, and ancient Greek or Elizabethan theatre, or a course in the early twentieth century novel and Henry Fielding in depth, and so forth. This would guarantee that each student would meet with most types and periods of literature, and would also serve as a good introduction to the 50-level courses which usually take the form of one of the three categories. The disadvantage is that a student, by careful scheduling, could completely avoid a major force in Western literature, such as Shakespeare. However, by careful selection of texts, each instructor could be sure to include any "masterpiece" that fell within the scope of his course so that after four terms most students would have encountered the major themes and forces in our culture.

This proposal is far from radical. All it asks is that more responsibility be returned to the individuals comprising one of the most talented faculties in this school.



photo/Thorpe  
Thornton Lewis, an Abbot Cluster senior, has participated in numerous dramatic productions and has taken a wide variety of English courses at PA.

## Improving Selections for Lower & Juniors

By TANYA LUHRMANN

The curriculum at Phillips Academy contains a wide spectrum of interests and choices. Even so, there still remains the question of whether it provides the optimum learning experience for the average student.

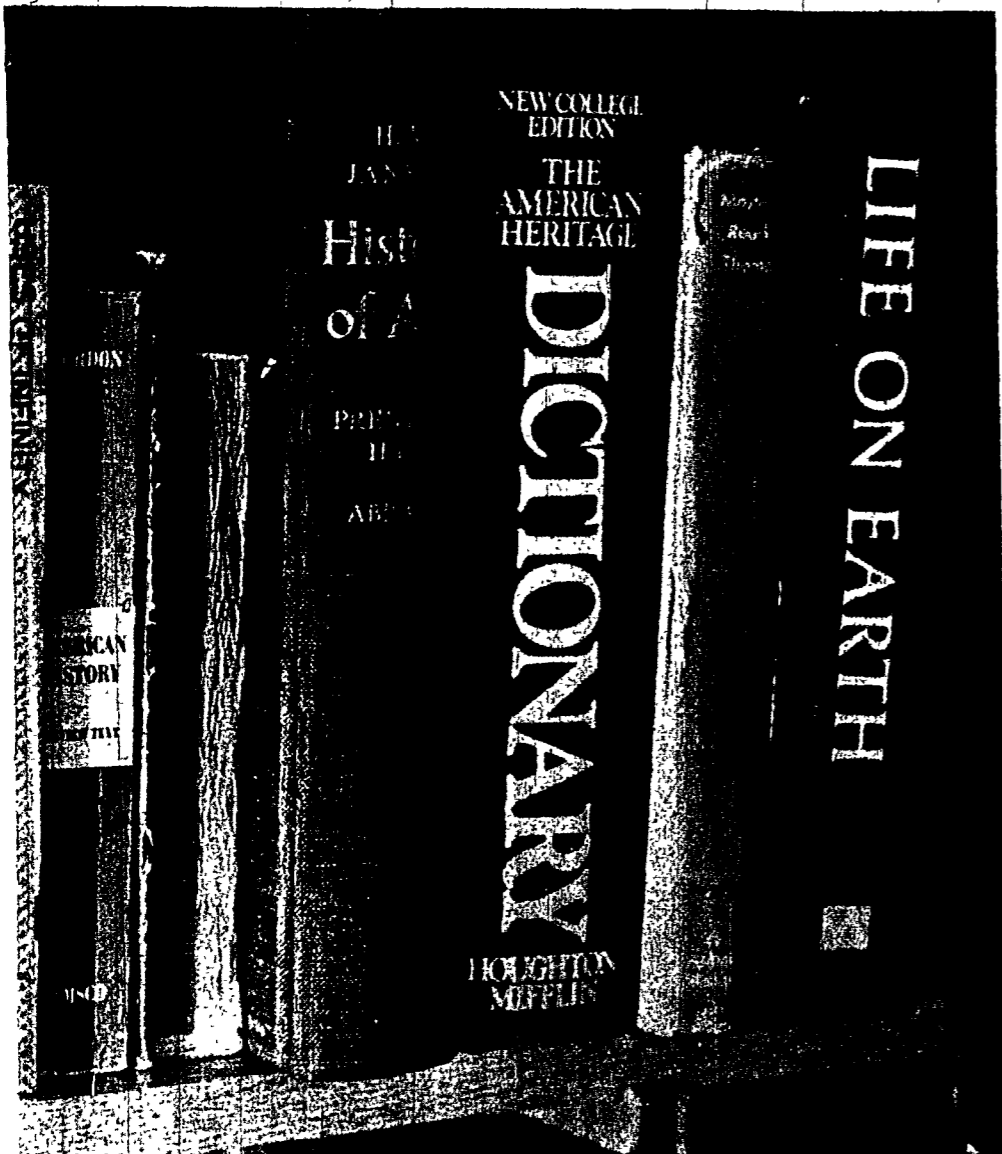
For the upperclassmen - upper and seniors - the curriculum appears to have few major flaws. A motivated student has the opportunity to take a tremendous variety of courses, differing in degrees of intensity and demand. The English concentrator could take almost all the specialized courses and not be bored; the scientist may obtain an excellent literary background from required and advanced selections. Within most departments it is not difficult to develop depth, and among all departments it is easy to achieve breadth.

The most obvious shortcoming is the education provided for juniors and lowers. Restricted from entering the high-powered courses open to upper and seniors, they make do with inadequate and often condescending substitutions. Although it is conceivable that lowers and juniors could be admitted to certain specialized courses, as a school wide procedure this is not necessarily advisable. On the contrary, there is a need for academically challenging and intellectually high-powered courses offered on the junior and lower level.

Consider the typical junior class schedule - a first or second year in a language, first year algebra, Perception and Expression (the only junior level English course), an elective either from the history or science department, and gym or Visual Studies. In the only area he has the freedom to make much choice, he is offered low-key shadows of the upper/senior selections. Granted, the average junior has not had much experience academically, and might have considerable difficulty coping with International Relations. But there are many juniors and lowers who are quite intellectually mature, and should be given the opportunity to take such a course, or its equivalent. Lowers have more variety in their choices; Biology 30 and Competence appear on the scene, and the history department offers more stimulating selections. Yet, again, there are many lowers capable of reaching out beyond these courses, who need more challenging schedules. Moreover, the lack of intellectual demand of so many junior and lower schedules merely adds to the stigma of inferiority that clings to them and differentiates them - especially the juniors - from the other half of the school. If intellectually and academically challenging courses are offered to lowerclassmen, if their schedules no longer seem (to work-ridden uppers) what we so fondly call hacks, then there will be less of a sense of separation on the part of the upperclassmen from the lowerclassmen. This does not mean that each junior and lower would take such difficult courses. But for those who are more academically mature, difficult courses, with choice and variety in selection, would make their stay here at Andover more meaningful and useful to themselves and, ultimately, to the school itself.

Senior Tanya Luhrmann, a resident of Flagstaff Cluster, heads the Philomathean Society and the Natural History Club.

(continued on page eight)



photo/Thorpe

## Different Languages Of Learning

By ROBERT LLOYD

It is commonly assumed that the primary purpose of language is to communicate. Concepts and disciplines of communication have taken a firm hold on our culture not only by way of new media and innovative technology, but also by way of new areas of study: linguistics, sociology, information theory, perceptual psychology, learning theory, extensive developments in the arts, and others.

I suggest that the primary purpose of language is not to communicate, but to understand. I base this suggestion on the realization that language, as it shapes and predetermines our thought, shapes and predetermines our capacity to learn. Whether our attention is on someone's attempts to speak to us or on some facet of nature, our receptivity and capacity to learn are held in the structure - in the vocabulary, syntax, grammar, logic, "deep structure," or other indices of meaning - of our languages. We can learn only what we are ready to understand, and that readiness comes from language.

The curriculum of a school is designed to teach a student new, broader, more disciplined languages: verbal languages (spoken and written), computational languages, logical and scientific languages, visual and auditory languages of a non-verbal sort, languages of gesture and body motion, languages of social behavior, and others. If my emphasis is correct, the purpose of this learning is not primarily to enhance a student's ability to communicate (for example, to score more points on tests or in hockey games, to proceed more readily into a professional career, to be more prosperous, to impress more people with his articulateness), but to strengthen his understanding. If his attempts to communicate are not imbedded in his knowledge and thorough perceptions, his speech is shallow, incoherent, and of little

value. Discussions of curriculum within the faculty of a school are tense: the school has large responsibilities to its students; teachers have made lifetime commitments to areas of study (=languages of understanding); elective courses compete for enrollments; diploma requirements guarantee teachers jobs. Curricular change is inevitably political, but the politics are not therefore superficial or undignified. In the tension of such discussions, however, it can happen that the primary function of the curriculum is temporarily forgotten, and discussion focuses on communication rather than understanding, on the promotional value of various languages rather than on their intellectual value. The current trend among some Academic Advisors at Andover to steer students away from courses that "won't look good to colleges" is a perfect example of such intellectual short-sightedness. As well, it changes the

curriculum of the school de facto without discussion. In short, such "advice" plays on a student's fears to impoverish his education.

The Harvard Law School, the Harvard Medical School, and the Harvard Business School are extremely wealthy institutions. The Harvard Schools of Divinity, Education, and Design are comparatively poor. Shall we say, cynically, that "good guys finish last"? It would be stupid, because they are poor, to disparage or eliminate the latter; we would all be made poor. Likewise, it would be stupid for Andover to concentrate its teaching on the languages of successful college entrance. From a first-rate institution its students would have received a second-rate education.

Robert Lloyd, Chairman of the Art Department, teaches courses in architecture and visual studies, and is a member of the Performing Arts Department.

## PA Curriculum Flexible, Practical

By VICKI NOURSE

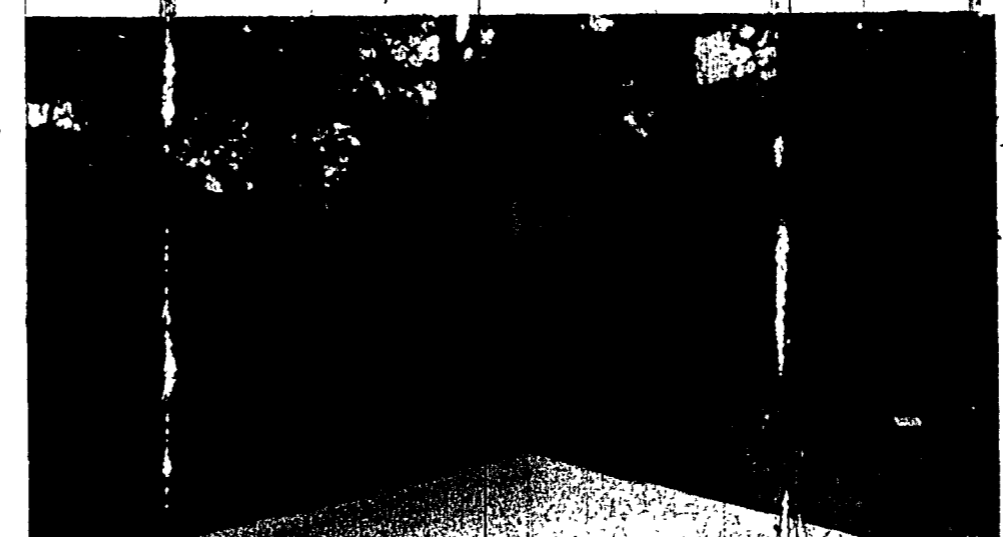
During one's academic career at PA, one tends to become cynical and critical of many different aspects of the school. I am, perhaps, as guilty as the rest of the student body in this respect, yet on taking a closer look at Andover's curriculum I found a course of study which seemed, amazingly, almost above reproach. Indeed, as the Course of Study book states, "Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student."

Certainly, no one can argue that there are a limited number of courses. Some colleges do not even offer the diversity of the Andover curriculum. Compared with Exeter, Andover offers its wide variety of courses in a wider. In fact, selected departments at Andover such as Art, English, and History provide more alternatives for electives than their counterparts at Exeter. Though the number of courses is by no means an indication of quality, it does reveal a certain degree of diversity.

From woodworking to Chaucer to calculus, Andover offers almost anything

Requiring three- and four-year students to take Art and Music as well as the traditional Math and English is not too much of a hardship to bear when one considers the overall advantages of even a forced exposure to a variety of subject matters.

If one is looking for flexibility of opportunity, one does not have to look far at Andover. From Man and Society to Washington Intern to various Complementary Schools Projects there are a multitude of ways to supplement the normal course of study. No matter how unique one's interests or goals may be, most



Senior VICKI NOURSE

photo/Thorpe

one could want. I say "almost" because, personally, I see a few areas which could be improved. In reference to the Psychology Department, for instance, I would like to see the creation of a more definitive and analytical course rather than the group discussions which are currently offered. Also, upper level economics and business courses would seem to me to be warranted additions to the current curriculum. These purely subjective criticisms are really very minor in taking an overall look at the course of study, however.

The depth of courses at PA is exceptional. One can go far beyond the normal high school level in almost every field of study. Then too, most departments offer courses which will prepare one for Advanced Placement Exams as well as introductory courses to create interest in that subject.

As far as the flexibility of the curriculum goes, Andover does have specific requirements but ones which I feel are necessary for a secondary school.

faculty members are willing to sponsor a well-thought-out program of independent study.

The trimester system as a format for the curriculum seems adequate. It creates the opportunity for one to take a variety of electives during the year. It also is designed to easily accommodate off campus projects and independent study. It seems to me that an interesting alternative to the present system would be one patterned after the Dartmouth Plan. Such a utilization of a year-round system would increase incentive and opportunity for off-campus study. Problems arise, however, when one considers Andover as a preparatory school whose objective is to teach basic skills to students in grades 9 through 12. Does the 14-year-old 9th-grader need or want outside alternatives? In the eyes of many parents and alumni, the answer would, probably be "no." Nevertheless, further study of a plan like Dartmouth's could prove enlightening.

(continued on page eight)

## Two Alternatives

### Off-Campus Programs

By JILL HARTWELL

The present emphasis on programs or individual projects which allow Andover students to live away from Phillips Academy in order to work and to study an area of personal interest is minor and insufficient to allow a substantial number of students to take advantage of an education which does not rely solely on the reading of books, the writing of compositions, the preparing of materials needed in order to pass tests.

There exists at Andover a common dilemma for the majority of three- and four-year seniors - apathy. After living at any college preparatory school for an extended period of time, one discovers that little changes except the status of one's class and the specific courses one is involved with. Although a student's courses and/or sections may vary from term to term and year to year, the average student remains within certain departments for the entire duration of his/her Andover experience. This seems to create a certain level of stagnation which could be eliminated by an opportunity to acquire knowledge through persons and experiences which would not involve formal "teachers," classrooms, and textbooks.

Despite the stimulation and excitement of one's courses, which may or may not exist, for those students who attend PA for either three or four years monotony often sets in. This certainly is not healthy for

(continued on page eight)

### Synthesis Course

By DAN LIEBERFELD

In June of 1974, the Committee on Academic Policy began the formation of a course designed to fuse various disciplines through an examination of current issues. The course was the result of concern among faculty that students were accustomed to seeing each discipline separately resulting in a narrow focus on their course of study.

The result was the Synthesis Course which a number of seniors are now taking. Taught simultaneously by Philosophy Instructor Owen Flanagan and Headmaster Sizer, the course is designed to develop the student's sensitivity to world problems. Two of the major problems examined are world hunger, requiring an insight into agriculture, political science, ecology, social science, economics, and moral philosophy, and social sexual differences, involving consideration of psychology, anthropology, biology, and moral customs.

Thus far teacher reaction to the course has been enthusiastic. Dr. Flanagan remarked that "preparation has been good, discussions sophisticated, and student involvement high. It makes for a very exciting atmosphere." Student reaction to the course has also proved considerable. Dan Algrant noted "The course is different because it deals with real problems. There have been strong reactions and a lot of controversy. It deserves more time and attention. It can

(continued on page eight)

## Blue Soccer Outsmarts MIT, Slips To Easy Worcester Win

# L'ville Snaps Andover Streak

## Larrie Ground Game Devastates Blue Defense, 34-20

By ANDY MCCARTHY

Saturday, October 11; Andover- Mike Ford and Ed Taylor put on a two man show and accounted for all the Lawrenceville scoring as the Andover varsity football team fell to the Larries, 34-20. PA center Buck Burnaman commented, "Lawrenceville was mentally ready and we were not. They came up from New Jersey knowing what they had to do and they went out on the field and did it."

Lawrenceville consistently ground out the rushing yardage up the middle as Ford ran for 17 yards and Taylor for 144 yards. The unorthodox shotgun/single wing formation gave the Blue defense fits all day long and a crucial 51 yard quick-kick out of that formation in the fourth quarter was the final nail in the Andover coffin. Statistics tell the story eloquently: Lawrenceville had 20 first downs and were 3 for 4 on third down attempts while PA had a mere 8 first downs and was a dismal 3 for 10 on third down attempts. This inability of the Andover offense to get the key first downs was especially costly in the third quarter. Unable to move the ball on its first two possessions, the Blue was forced to punt twice which set up the two quick Lawrenceville TD's that dashed the PA hopes for good.

In the first quarter, Lawrenceville scored twice and looked as if they might be off to a romp. Mike Ford ran in his first score of the day from the 44 yard line and Ed Taylor kicked the extra point. Then it was Taylor's turn to do some running and he went up the middle and into the end zone from the three.

PA came storming back as a 53 yard run by Gerry Harrington set up a two yard touchdown run by John Morrissey. The extra point was good and the hometown faithful had something to cheer about again. Bob Fowkes scored his first of two on a ten yard run, and Bill Best kicked the extra point to tie the score at 14. Lawrenceville jumped back into the lead as Taylor had the spot light this time scoring on a three yard run plunge.

The last play of the half was a 10 yard pass from Rich Wilburn to Fowkes on a broken play which brought the Blue to within one at halftime but the extra point attempt was blocked and that was as close as PA was to get all day.

Though it was a rather discouraging Exeter Overwhelms Girls' Soccer With 3-0 Performance

Wednesday, October 8; Exeter, N.H.- Although the Andover girls' varsity soccer team displayed excellent defensive strategy, Exeter's month of practice enabled the Red to surpass PA, 3-0. Exeter's defense, also well primed, consistently foiled Andover's efforts to score. The lone standout for the Blue was a great performance in the net by goalie Joanne Cameron.

Strong Defense Despite Final Result  
Halfback captain Carolyn Appen, Marty Daniels and Sandra Isham were instrumental in keeping the pressure off Cameron. However, the first quarter saw Exeter controlling the action in its offensive zone, creating numerous opportunities to score. Faced by a chaotic skuffle in front of the goal, Cameron was unable to clear an Exeter kick, stuffed into the corner of the net. Despite the scrambling of fullback Liz Crowley, the opposition tallied a second time on an excellent pass from the wing, across the circle, picked up by the center forward, who slammed it behind Cameron for the score.

effort for the gridsmen, there were some interesting facets to the game. In the first quarter linebacker Steve Collella got a little too enthusiastic with the head slap and was kindly asked to leave by the man in the striped shirt. Fullback John Morrissey continued the superb blocking he has shown all year long. By the second half, Lawrenceville's aggressiveness had inflicted several key Andover injuries, and many starters were playing hurt or riding

the bench, forcing many starters to play both ways. In addition, the relatively inexperienced PA substitutes tried valiantly but were not up to the task of controlling the Lawrenceville attack.

The game was iced in the third quarter. Two quick touchdowns by the Larries put things well out of reach. Ford and Taylor each had their goodbye presents on three and five yard runs respectively to make the final score 34-20.



Fullback JOHN MORRISSEY, though used primarily as a blocking back, here exhibits his powerful, tackle-breaking style of running. photo/Freed

## Harvard Downs Cross-country; Frosh Sweeps Lopsided Meet

Wednesday, October 8; Andover- As expected, the powerful Harvard Freshmen squad triumphed over the Andover varsity cross-country team with a near shut-out of 15-49.

The winning time of 12:48, recorded by Boyer of Harvard, was followed by four more Crimson men before the first Blue runner finished. The best PA time was 13:14, run by the winner of last week's meet, Tom French. On the heels of French was Kjell Sobak, running a strong 13:15 in his first race of the season.

All PA Times Improved  
Six seconds behind Sobak, and taking 8th overall, Ed Suslovic improved his best time to 20 seconds. Running 10th was captain Buck Burnaman with a time that bettered his previous one by 11 seconds. In a span of only five seconds, Cam Douglas, Henry Wigglesworth and Bruce MacWilliams finished 11th, 12th, and 13th respectively. Both Wigglesworth and MacWilliams upped their times by more than an impressive 40 seconds.

The first seven PA runners ran times

merely 34 seconds apart, demonstrating excellent grouping. Following MacWilliams, and all within one minute of French, came Paul Mitchell, Dave Hostetter, Andy Brescia and Matt Salinger.

## Tabor Linksters Deadlock Golf

Saturday, October 11; Marlon, Mass.- In its third match of the fall season, the Andover varsity golf team battled to a 6½-6½ tie with Tabor. Poor weather conditions greatly increased the difficulty of the Tabor course, and prevented a playoff to decide a winner, which leaves the team's record a non-descript 1-1-1.

In an attempt to insure victories in the lower positions of his lineup, Tabor coach John Sweeney juggled his regular playing order. PA countered with a similar move, however, and the strategy had little effect in the final outcome of the match.

Blue captain Mitch Moore and newcomer Dave Lancaster played the number one and two positions respectively and together captured the low-ball point for that match. Under the Tabor system of scoring, playing partners compete not only for points in their individual matches, but also for a third point for the best ball of the foursome. Despite winning the low-ball point, Moore lost his individual match to Tabor captain Joel Gonsalves, and Lancaster came up with a tie.

Third and fourth players Mike Aitken and Tim Dempsey easily won the low ball, finishing five up with four holes to go. Aitken was also successful in his individual match, but Dempsey dropped a close decision to his opponent. Tabor turned it around in the next foursome. Number five man Brian Rivers and sixth man Hal Berry lost the low ball by the same 5-4 margin that Aitken and Dempsey had won with. Rivers then fell in his individual match, but Berry made up for it with a crushing win in his match.

Barry Bentley, playing in the seventh slot, defeated Tabor's former number one man in an extremely tight match. Bentley's playing partner John Burke lost to his Tabor opponent, but came back to team with Bentley in taking the low-ball part of the contest.



Upper TOM FRENCH, who has placed first for the Blue in the team's two races, led the harriers with a 13:14 vs. Harvard. photo/Freed

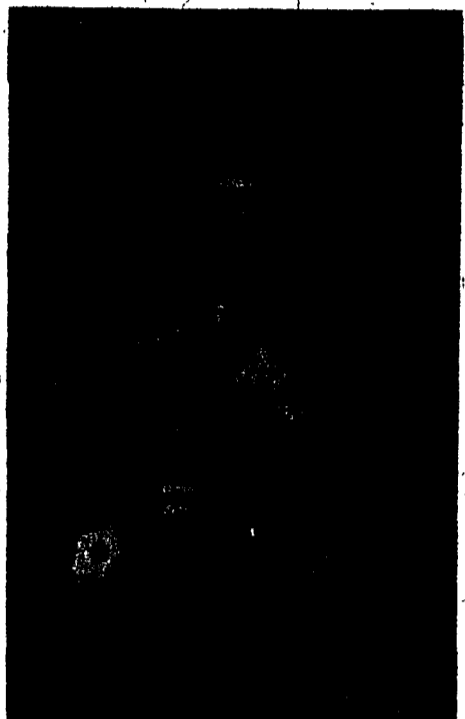
Byung-Cook Kim got the Andover attack rolling with his goal early in the first half. Ying-Dat Ho added another tally to the PA lead as he took a booming Peter Fleming pass which had stopped in the puddle in front of the goal and drove into the net.

In the second half, the Blue destroyed demoralized Worcester with five goals. Rich Ward proved to be the team's high scorer as he added two goals to the massacre. Chris Auguste donated his goal to the effort when he pushed in a goal with a slide. Not to be left out of the festivities were halfbacks Wally Row and Dan Lynch, both contributing a goal to the destruction of Worcester.

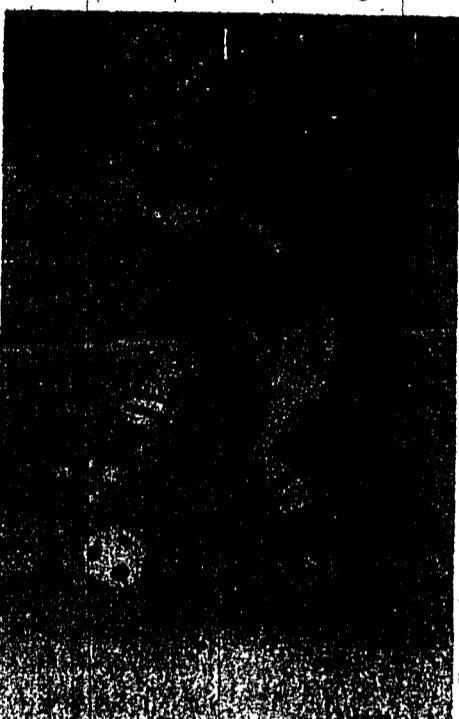
Even under the atrocious playing conditions, the Andover defense performed superbly, allowing only one goal to be scored. Fullbacks Peter Fleming and Bill Yun constantly sent long clears out of the muck-ridden penalty area and up to the

### Peter Fleming Heads Powerful Defense

The PA defense played well as it allowed only one goal in the first half and shut out the MIT offense in the second half, and the overtime period. Peter Fleming spearheaded the defensive effort as he broke up innumerable MIT offensive drives. Bill Yun also performed well playing on the left side and keeping the MIT wings from passing into the perilous



BYUNG-KOOK KIM spurred the Blue attack into action with his goal against Worcester. photo/Freed



Captain WALLY ROW directs both the Andover offense and defense from his center halfback position. photo/Toole

middle. The Blue's offensive attack showed excellent aggressiveness throughout the contest, but seemed to lose the ball close to the opposition's goal. The front line found the ball in front of the goal on countless occasions only to have it cleared or headed away by an MIT fullback. One spectator, a cross-country runner from Harvard commented, "The Andover offense is amazingly aggressive." Yet PA seemed to stall when faced with scoring opportunities close to the cage.

Andover was still hesitant in passing to the wings, something which accounted for congestion in the middle and hampered PA scoring attempts in the game. Dribbling in the middle resulted in many broken offensive drives, and helped set up MIT's only score.

Saturday, October 11; Worcester, Mass.- In a torrential downpour, the Andover varsity soccer team slipped, slid and skidded its way to a 7-1 rout over Worcester Academy. The field of play was in deplorable condition, as there were two very large puddles on the field, one of which was in front of the goal mouth, making goalie play very difficult for both teams. The grass of the field itself was thoroughly saturated making any dribbling or quick stops impossible and adding an almost humorous tone to the contest. Still, even under these conditions the Blue excelled, demonstrating fine passing during the game.

forward line. PA goalie, Lee Apgar, played a fine game in the Worcester "mud bowl" saving the slippery, mucky ball on countless occasions.

The only factors which marred the contest were the overzealous referees who threw three players out of the contest for misunderstandings. Likewise, the referees often made incorrect calls against both teams.

The game may be summarized by two statements. Coach Price's comment, "I was very pleased that everyone on the team played so well and that we didn't lose momentum from our win over MIT." and halfback Mark Caputo's quip at the end of the contest, "If I haven't caught pneumonia yet I never will!"

## Sports Slate

Saturday, October 18  
X-Country-Mt. Hermon..... 2:30  
Golf-Tabor Academy..... 1:00  
Soccer-Mt. Hermon..... 1:30  
Field Hockey (G)-Windsor School. 2:00

Wednesday, October 22  
X-Country-St. Paul's School..... 3:15  
Soccer-St. Paul's School..... 2:30  
Soccer (G)-St. Paul's School..... 2:30

## JV Summary

### Football, Holderness Draw

Saturday, October 11; Plymouth, N.H.- The Andover JV football team battled a Holderness varsity squad to a 6-6 draw. The rain-drenched contest was marked with frequent offensive threats from both teams. The lone Blue score came from fullback Al Pearsall, who fought his way for 35 yards, successfully eluding many would-be Holderness tacklers.

The PA defensive unit was again the team's strong point as it stopped the Holderness offensive attack from the Blue end zone on three different occasions. Highlighting the game was a spectacular interception picked off by cornerback George Jenkins. Other outstanding players for Andover were linebacker Chris Luhmann, defensive tackle Brad Attwood, and roverback Dave Sheridan.

### Girls' Soccer Falls To Red

Wednesday, October 8; Exeter, N.H.- Led by captain Luch Schulte, the JV girls' soccer team attacked Phillips Exeter Academy with high hopes, but were defeated 1-0 by a disheartening goal scored at the end of the fourth quarter.

Injury Forces Change in Roster  
Considering the number of injuries they had to cope with, the team is to be commended on their play. The defense played an excellent game, with outstanding performances by goalie Beth Knight, fullback Janice Moody and right halfback Nancy McCormack, who replaced star center half Judy McGann after she twisted her ankle. Moody played the entire game and most of the time the entire field because her regular colleagues were hurt. Center forward Linda Callahan and right inner Pam Hochschartner worked well together bringing the ball up the field, but the offense just could not put the ball in the net.

### Soccer Routs Bradford, 8-0

Wednesday, October 8; Andover- The still undefeated, unscored upon JV soccer team crushed the less experienced Bradford College team 8-0, giving PA a 3-0 record and an impressive total of 16 goals in three games. The first goal came four minutes into the first half as the explosive Dana Waterman chipped the ball over the goalie's head netting the first of his three well placed goals. Dave Dumais, minutes after Waterman's first tally, broke through the entire Bradford defense for his fourth of the JV season. Then Bob Benner to Rob Staley put a 3 on the scoreboard. Next, the brothers Lloyd combined to score the fourth and a later goal by Seth rewarded each with one. To complete the already devastating attack left wing Nick "Stony" Stoneman crossed to Ben England for his first of the season. But the overwhelming total could not have been possible without the fine center halfback Dave Clark, who assisted three of the game's eight goals.

### Field Hockey Triumphs

Wednesday, October 8; Andover- Facing a team that previously had competed against PA varsity, the Andover girls' JV field hockey team downed the Shore Country Day varsity 2-1. The Blue dominated the entire first half, as fullbacks Susana Jones and Miranda Russell never allowed the ball behind the 25 yard line.

With the action predominately in Andover's shooting circle throughout the first half, the Blue attack had many shots on goal which were consistently turned away by the Shore goaltender. Right halfback Sally Kemp netted Andover's first goal on a long drive from the edge of the circle. Tallying her third goal of the season, right inner Leslie Swensrud took advantage of a rebound, firing a shot behind the Shore goalie, to put PA ahead 2-0 at the half.

## On The Sidelines

### Alas, The End

Curiously enough, while we are still in the early weeks of the year, this fall has already distinguished itself as a season of lasts.

The football team has taken the field against Lawrenceville for the final time because travel costs have forced the game off the athletic schedule. Lawrenceville is situated a distant 400 miles away in New Jersey. Every game between the two schools involves not only an overnight stay, but a six to seven hour bus ride each way. Accordingly, Andover has decided to search for an opponent closer to home, and has discontinued any competition, except swimming, with Lawrenceville.

Last number two is the surprise of the fall season. Though some may not realize it yet, Governor Dummer has upset varsity PA sports not once, or twice, but three times so far this fall. Both boys and girls soccer and field hockey have fallen to the Red, and GDA seems to have forgotten entirely that they should never beat us in anything, for so far, they have beaten us in everything.

Come to think of it, this is Fred Harrison's last year as the PA athletic director. Over the years, Harrison has molded the Andover sports program around philosophy to total schoolwide involvement and a proud tradition of winning. Though many have complained over the years of his inflexible stubbornness and occasional emotional outbursts, few can deny that his influence has inspired countless athletes during his tenure as director.

One wonders whether the last inklings of school spirit fell by the wayside along with Tee-shirts and bobby sox. A glance into yearbooks of past years has always depicted overflow crowds at PA athletic contests, whereas last Saturday, the PA Band and the cheerleaders (our spirit invokers, no less) failed to return from the comforts of Cooley House to cheer on our rain-soaked gridgers. No wonder the Larries destroyed us.

# Sports Profiles

## Kjell Sobak



Kjell Sobak, a fantastic runner and cross-country skier from Elverum, Norway, came to Andover through quite different channels than do most incoming senior prep sport stars. Kjell applied for an American Field Service scholarship, hoping to attend one of the many participating American secondary schools though not being able to express any preference for a certain school. In order to be accepted into the program, the candidate must be outstanding in many different areas and to be the representative attending Andover, Kjell must have exhibited superior qualities in many capacities with sports being just another factor and not the major element for his acceptance.

Kjell will compete on the cross-country team this fall and most assuredly will succeed despite two major factors: first, he has never run competitively before in his life, and second, Kjell will not be in top shape this fall as he doesn't want to reach top form long before ski season begins. Kjell's major sport is the biathlon which is a combination of cross-country skiing and shooting, and at the moment Kjell is the junior biathlon champion in Norway, thus making him perhaps the most prolific athlete ever to attend Phillips Academy. This fall, Kjell will run between five and twelve miles a day in order to prepare for the winter and also to train for the cross-country team.

Having a coach to encourage and train him is nothing new to Kjell, but a coach which he sees five or six times a week is. In Elverum, Kjell confers with a coach only

about once a week during the fall while he is jogging and no more often even after the ski season gets under way. Whether the American system will greatly affect him remains to be seen, but Kjell, using his own methods, has already demonstrated his abilities. In the first cross-country time trials, Kjell finished third but one of his teammates observed that Kjell was just taking it easy. Even when taking it easy though, Kjell can be a most outstanding athlete.

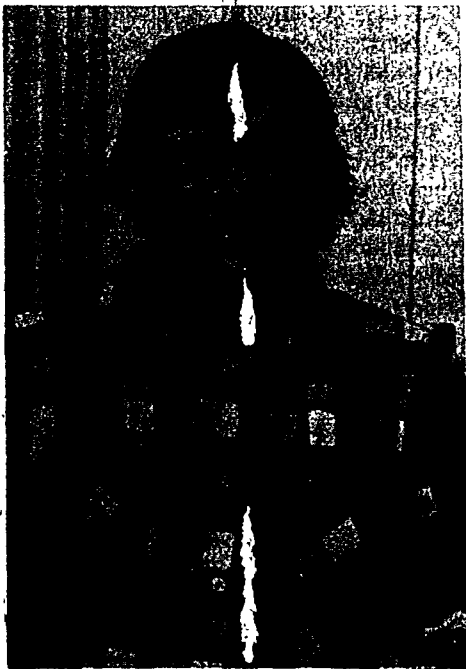
## Peter Fleming

Quarterbacking the varsity soccer's defense, Peter Fleming, a post grad from Deerfield, has done a fine job at his new center fullback position. Filling in for an injured Leif Karlsson at the center spot, Pete has shown exceptional versatility in games against MIT and Worcester Academy. As coach Price commented, "His flexibility in playing a new position has been most important in making the defense effective." Pete's dexterity, in clearing the ball in the defending half of the field and his ability in beating opponents to the ball has made him a tremendous asset to this year's team.

Pete's other interests include basketball and tennis. As a matter of fact, his father also played basketball when he came to PA as a post grad in 1947. The elder Fleming was coached by the renown Mr. DiClemente.

When asked about how he liked Andover compared to Deerfield, he heartily replied, "The girls here are better looking."

## Andy Harding



photos/Toole

Andy Harding, from Seabrook, Mass., is one of the many reasons for the success of the Andover football team this fall. Andy attended Moses Brown Academy and was all state in football his junior and senior years. His athletic endeavors are not restricted to football, however. He captured first place in the shotput competition in the New England prep school meet, and he made the all-New England team by virtue of his 53 foot throw. In the spring he will play lacrosse where his favorite position is center midfield.

Andy came to PA to "mature mentally and physically" and so far the school has been "everything he thought it would be." In fact, he is recommending it to friends back home especially because of the "good study atmosphere and friendly people."

He feels the football team is "excellent" and would have beaten Lawrenceville except for the fact that the Larries had two extra weeks of practice. About the future, he is looking for a big win over Northfield-Mt. Hermon and "if we can stop Exeter's passing game, we should win by 21 points," adding that he is "looking forward to killing them."

Andy did not apply to any colleges last year, opting for a PG year at Deerfield, Lawrenceville, or Andover. He refers to the people at Exeter as "a bunch of turkeys." The colleges he plans on applying to next year are Princeton, Columbia, and Brown, and he would like to go into medicine after that. For now, Andy just wants "to have good competition and to be challenged."

# Suitable For Framing



photo/Freed

## QB Rich Wilburn, '76- 'Run For Your Life'

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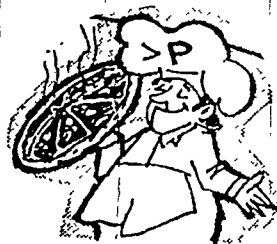
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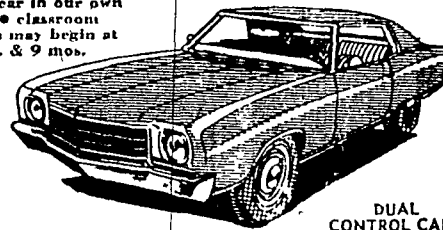
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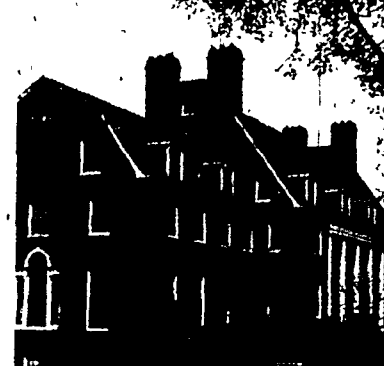


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## Confidential

(continued from page one)  
 unsure of the significance of the new law, many are planning to reserve the right to look at their records. Most cite their constitutional rights as their reason for doing so. As senior Martha Martin explained, "I think that teachers' comments can be more beneficial to a student than a grade. Comments can't be detrimental to a student if he or she learns from the criticism."

On the other hand, many students will waive their lawful right to see their comments, some because they believe that their teachers may feel inhibited if the student can read his comments.

In spite of the controversy surrounding the issue, only a very small percentage of today's college freshmen are actually using their right to look at their files, according to Mrs. Finbury. She continued, "For many years we have written broad and deep comments on every student. This is one reason why our college admission record is so good. Furthermore, we will continue to write the same kind of comments. The new waiver is essentially a tool to stem the potential tide of blandness that certain colleges may find in their admissions processes."

## Synthesis

(continued from page five)  
 be a phenomenal experience if it is taken seriously." Gavin Doyle observed, "The students make the course. Its excellence is largely due to the constant exchange of ideas and resulting conflicts among the students. Sizer and Flanagan are very helpful in assisting the discussions."

The Synthesis Course is far removed from the traditional curriculum. The course offers a totally different form of education which has been missing from

Andover for too long. Students gain a different kind of knowledge from the Synthesis Course. Traditional courses deal mainly with facts. Once learned these facts are only occasionally drawn upon. The Synthesis Course imparts a more fundamental and necessary knowledge: the ability to organize and cope with problems, an ability basic to almost every situation in that "real world" we speak of with such detachment.

Ideally, the Synthesis Course, and other interdisciplinary courses like it, will come to be regarded as part of Andover's "core curriculum," rather than a little known elective.

## Nourse

(continued from page five)  
 The final and most definitive question which should be answered when one looks at the Andover curriculum is inevitably, "Does the course of study prepare the student for the future?" The answer lies in the nature of the school. Phillips Academy has always been and will be for quite some time a college-preparatory school. Its curriculum, being oriented toward giving students the skills they need to handle college-level work, is therefore practically ideal to fulfill the student's needs. Senior Vicki Nourse lived off-campus in the Washington Intern program during last spring term.

## Off-Campus

(continued from page five)  
 either a student's personal well-being or for his/her educational well-being. PA students, faculty, and administration have never adequately recognized this problem and therefore have never stressed off-campus programs as an essential part of the Andover curriculum.

Presently, three off-campus programs exist: Washington Internships, Man and Society in Boston, and Man and Society in Mexico. In addition, independent projects are possible for those seniors who have fulfilled all of their PA diploma requirements. Each of these options is very worthwhile, but only a minority of students take advantage of them. Students should be strongly encouraged to consider these possibilities, their educational value, and their possibility of providing a chance for personal growth and stimulation.

If all three- or four-year students were required to spend one term of their upper or senior years in an off-campus project, Phillips Academy would find its students graduating not only with a better understanding of themselves, but also with a much greater sense of direction in terms of college and career. Senior Jill Hartwell, of Rabbit Pond Cluster, will participate in the Man and Society program in Boston during the winter term this year.

## Election

(continued from page one)  
 specific standards for future school elections should be set, including strict guidelines for run-off elections. Stressing the importance of this point, Mr. Morell said, "I think the electoral procedures should be settled before the cluster presidents are elected in the spring."


As his goal for the year, Ellis stated that he hopes to bring about "better student unity." He then explained that apathy is PA's biggest problem. "Students aren't getting involved in school activities. Andover shouldn't be considered by students as only a place of academic learning," Ellis said. "It should be a school where people learn to appreciate all facets of education not only those which are taught in the classroom, but also those which are learned through participation in various extra-curricular activities."

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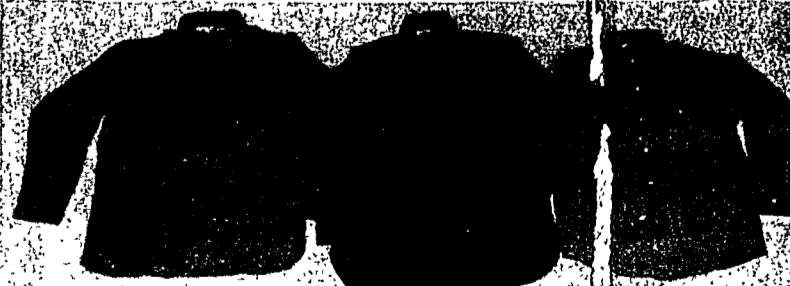


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