

Former Dean Alan Blackmer Dies of Cancer

Alan Rogers Blackmer, retired Dean of the Faculty, twice Acting Headmaster, and a consultant to the National Association of Independent Schools, died last Sunday of cancer at his home in New London, New Hampshire.

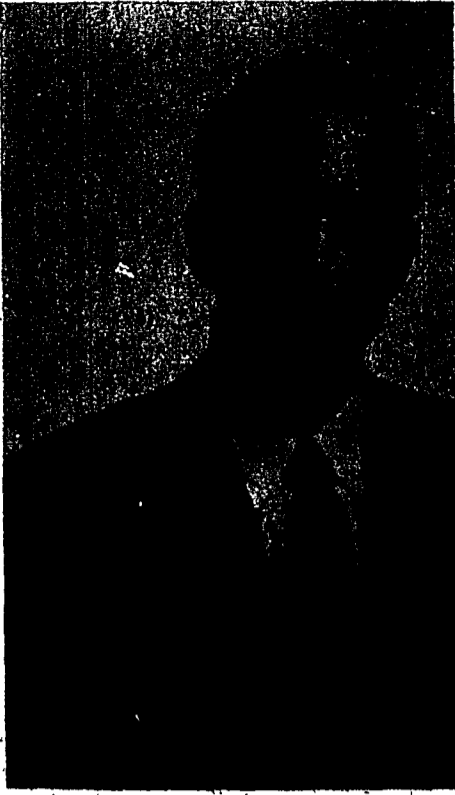
A leading figure in secondary education, Blackmer was a founder of the Advanced Placement Program in American schools and colleges. Born December 26, 1902, in Oak Park, Illinois, he was graduated from Williams College, Phi Beta Kappa, in 1924; the University of Chicago, M.A. 1925, and attended the University of Paris (Sorbonne) 1927-1928. Joining the Andover faculty in 1925, he was an English teacher and innovative administrator for 43 years until his retirement in 1968.

Career At PA

At PA he became Head of the English Department (1941-1944), Director of Studies (1952-1956), Dean of the Faculty from 1956 until his retirement, and served as Acting Headmaster in 1961 and 1966 during the Headmaster's leaves of absence. Known as a pioneering administrator, Blackmer initiated the Andover Evening Study Program, to which Andover teachers have donated their services since 1936. He helped found Andover's Summer Session in 1942, and in 1956 he established Andover's Teaching Fellowship Program.

On leaves of absence from Andover, Dean Blackmer was an exchange teacher at Crist's Hospital, one of England's oldest public schools; consultant to the Pittsburgh, Pa., school system in 1960-61; in 1965 a consultant in programs for disadvantaged high school students in several large universities; and advisor in 1966 to help implement Upward Bound programs in colleges and universities. He was called back to the Academy in 1971-1972 to act as Executive Secretary for the Trustee Committee to Select a New Headmaster.

Blackmer was principal author of *General Education in School and College* (continued on page eight)



Alan Rogers Blackmer, retired Dean of the Faculty at PA and a leading figure in secondary education, died of cancer last Sunday at the age of 73.

Discusses Academic Pressure

CRL Proposes Student Union Requests \$500 For Expenses

English Instructor and Committee on Residential Life (CRL) Chairman Paul Kalkstein has disclosed the committee's most recent actions, which include a plan for the creation of a student union at PA and a request for a \$500 grant from the Abbot Academy Association. According to Mr. Kalkstein, a sub-committee on the student union, consisting of House Counselor Priscilla Bellizia and seniors Peter Downs and Peter Van Cleve, is presently exploring the possibility of a temporary student union for this year, as well as a permanent one in the upcoming renovated Commons.

Union

Problems arose early in the formation of a student union. Business Manager George Neilson has rejected the Reilly

Cluster Presidents Announce Student Appointments To Six PA Committees

Student representatives to six school-wide committees were recently appointed by cluster presidents.

Coordinator of Social Activities Rebecca Sykes heads the All School Social Functions Committee, which arranges all films, dances and weekend events. Student members are John Burke, Pat Costin, Tim Dempsey, Kate Heller, Rick Neslo, Ruth Pease, Merry Raymond, Eulah Sheffield, Dick Shon, Lisa Spiegel, Sandy Stevens, and Craig Wagner.

Associate Dean Carolyn Johnston chairs the Work Program Committee which works to improve upper and lower work programs. Dave DeLucia, Ed Frechette, Curt Renner, Roger House, Quad Wheeler, and Emile Zen are student representatives.

Mrs. Johnston is also head of the Student Business Board, which includes Jean-Pierre Clejan, Beth Cogan, Bill Cohen, Chip Haslun, Barky Penick, and Mike Solovay. Students are required to

apply to the Board if they plan to operate a business on campus.

The Energy and Conservation Committee is responsible for informing the student body of the importance of conserving energy. Sebastian Conde, Nancy Diamond, Tim Draper, Barry Rolett, Jack Shoemaker and Elizabeth Siderides serve on the committee, whose chairman is English Instructor Frederick Peterson.

Dean of the Academy Carolyn Goodwin chairs the Confidentiality Committee which is reviewing the present PA policy on student files and records. Tad Baker, Jerome Buttrick, Whit Foster, Marc Gourevitch, Naomi Rush and Retsy Senior are members of this committee.

Business Manager George Neilson is chairman of the Commons Committee, which had to await action by the Trustees before beginning deliberations. Student members are Susanna Jones, Mike McCann, Anne Pettus, Pam Scott, Trina Wellman and Rich Wilburn.

Real Estate Committee Discusses Abbot Properties, Commons and Gymnasium

Last weekend, the Real Estate Subcommittee of the Trustees met to discuss principally the renovation of Commons, the construction of facilities for girls' athletics, the music department, and the problem of the remaining Abbot campus.

According to Headmaster Theodore Sizer, the subcommittee, consisting of Trustees Phillip Allen, William Boeschstein, Melville Chapin, R.I. Ireland, Donald McLean and Mary Nutting, "did all the hard, detailed work and came to recommendations for the full Board to discuss in January."

Johnson-Hodvedt, an architectural firm hired by PA to study the feasibility of various Commons changes, proposed four plans last year. Two of these options were rejected by architects, the Trustees, and the administration because, one of them, an expansion to the south towards Salem Street, would violate Andover's zoning regulations, and the other, an expansion to

the east and west on one floor, could potentially ruin the aesthetic quality of Flagstaff Court.

No Structural Changes

Instead, the committee decided to recommend the architectural firm's original suggestion: no exterior changes to the structure of Commons, but rather a renovation of the facilities with the existing framework. In accordance with a state ordinance for the handicapped, a ramp will be constructed on the steps of Commons. To help with the deliberations, several architects will be consulted.

The subcommittee accepted a concept for the construction of new athletic facilities, primarily for girls. Headmaster Sizer observed that the committee "was persuaded of a high priority need." Under the proposed plan, the gymnasium would be extended over most of the present parking lot and would include lockers on one level and basketball courts and dance floors on the second. Access to the pool and squash courts would be included. The new construction would be roughly a mirror image of the Memorial Gymnasium.

Music Center

The Subcommittee also decided to commission Johnson-Hodvedt to develop a concept for a new music center. Headmaster Sizer stated that three options exist: the relocation of facilities to the second floor of Commons, a thorough renovation of Graves Hall, or construction of a new facility adjacent to the arts center complex.

Each of these planned renovations is embodied in the "bricks and mortar" part of the Bicentennial Fund Drive, which hopes to raise \$50 million. Seven and a half million dollars are earmarked for physical improvements.

Abbot Dorms and Houses

Next year, the subcommittee recommended that all property north of Morton Street be relinquished next year, because the school will have an estimated enrollment of only 830 boarding students. Under this plan, Sunset, Sherman, Abbey, Hall, and Draper will be closed. However,

the subcommittee also suggested that Greene House, Blanchard House, and America House be opened as student residences next year.

A consultant will be hired because, as Headmaster Sizer explained, "We have gone as far as we can as amateurs, and because of the importance of the decision, we need a strong outside view."

Cage and GW Changes

The subcommittee also determined that the Cage (indoor track facility) be resurfaced with astroturf, that safety standards be investigated, and that the audience area of George Washington Hall be reconstructed to alleviate seating and acoustical problems.

The subcommittee reaffirmed that (continued on page eight)

Harmless Insects Contaminate Some Commons Cereals

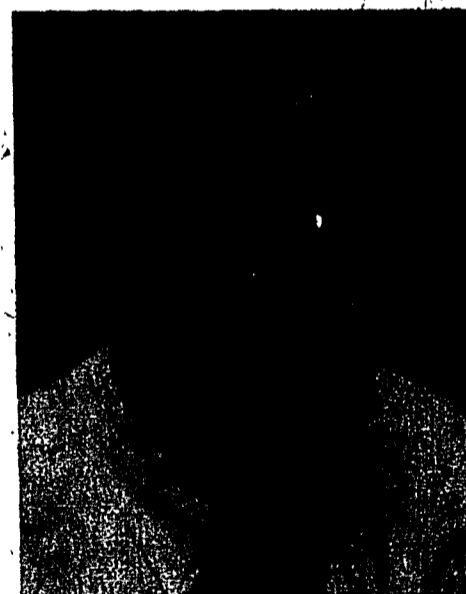
Manager of the Commons Thomas Pool disclosed last week that insect-contaminated cereals were discovered in Commons and returned to the supplier.

The insects, identified as common weevils, infested Life, Raisin Bran, Captain Crunch, and Wheaties. This harmless type of weevil generally contaminates wheat.

Mr. Pool noted that this is not unusual and Commons has had instances of bug infestation in the past. When the bugs were first reported, they were so minute that they were not discernable when the contents of boxes were examined. However, when milk was added to the cereal the insects floated to the surface.

After the discovery the storage room was thoroughly searched and inspectors from the supplier arrived. When sufficient evidence was presented and the inspectors determined that the bugs were actually present in the cereal, the contaminated shipment was exchanged for a new (continued on page eight)

George Bush '42 Will Direct Central Intelligence Agency



George Bush, PA '42, was named last Tuesday as Director of the CIA.

President Ford named Andover Trustee George H.W. Bush, PA '42, to succeed William Colby as Director of the CIA last Tuesday, pending Senate confirmation.

Bush currently heads the United States liaison in Peking. As National Chairman of the Republican Party, Bush spoke at PA in October, 1973 on "The State of the Two Party System Today" upon the invitation of Dr. Sizer.

Bush And The CIA

At a news conference on Monday, President Ford expressed total confidence in Bush's abilities to continue to cooperate with the Congressional investigations of the CIA. Ford stated, "I can see no change in the relations of the Central Intelligence Agency with Congress different from what they have been under Mr. Colby." Finally, Ford emphasized that these appointments represented his personal choices, explaining that "any President has to have the opportunity to put together his own team. They (Schlesinger and Colby) were kept on when I assumed office because I wanted continuity."

Sources on Capitol Hill report that White House and State Department sentiments that Colby was not effectively containing the congressional investigation of the CIA. In his new position, if confirmed, Bush must attempt to restore the nation's trust in the CIA as well as build the CIA employees' morale.

Varied Career

A native of Milton, Massachusetts, Bush took up residence in Texas immediately after his graduation from Yale in 1948. He earned a fortune in oil before entering politics. From 1967 to 1971, Bush served as congressman from the seventh district of Texas. Twice without success in 1964 and 1970, he attempted to secure the Texas Senate seat held by liberal Democrat Ralph Yarborough, and in 1970 he was defeated by Democrat Lloyd Bensten in the race for Yarborough's seat.

Bush had served as US Ambassador to the United Nations before being chosen to fill the vacant post of Republican Party Chairman in December, 1972. While serving as GOP Chairman between 1972 and 1973, Bush faced the task of holding the party together during the Watergate crisis. He commented in an October, 1973 PHILLIPPIAN interview, "We've got to (continued on page eight)

Vegas Predicts Win; Hot Crew Takes 1975 'Tail'

By MYRON T. FABULOUS

Tuesday, November 4, Andover-In what has been described as the most ambitious regatta ever staged, the Tail of the Merrimack has to be the greatest race this reporter has ever witnessed. Scoop Combs called it a "race to remember" and I can only agree.

It was an athletic gemstone. It pitted contestants in a physical and psychological struggle, the likes of which has never been seen before on the banks of the Merrimack. A good crew race isn't just a sporting event, it's an experience. The air was thick with excitement, and there was plenty to see and feel at this masterpiece race today.

The air was crisp and the wind blowing off of the river was chilling. Yet the crowd was warm as dignitary after dignitary arrived, setting off new currents of energy. Yet, this classic had its tragic flaw--namely facilities for handling the overflow crowd,

estimated to number in the hundreds and the Bob Merrill Band of Renown. Certainly it is a tragedy when patrons travel six hot, dusty miles in a vehicle which has been recalled by GM and do not have the satisfaction of even rudimentary stadium facilities. Certainly, the dungeon which excuses itself for a boathouse is the worst this critic has seen in 19 years on the circuit.

Yet, if this was a tragedy, it was only one part of a much larger drama. Still, The Tail of the Merrimack was everything your mother said it would be and more.

It was a masterpiece of preparation, by that Master of Triviality Ed "the Acid" Quattlebaum. Even in the protection of the hermetically sealed press box, I could hear the waves of cheering as each dignitary arrived.

The arrival of the King and Queen was greeted with the loudest applause. The (continued on page eight)



Members of the victorious crew celebrate on the banks of the Merrimack. Moments later, other competitors managed to throw these three oarsmen into the frigid waters.

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FRIDAY, NOVEMBER 7, 1975

Addison

The Addison Gallery Television (AGTV) program for the emotionally disturbed is one of the most praiseworthy activities — and one of the least known to students — on the PA campus. Addison Director Chris Cook, with the help of other art therapists, supervises weekly sessions of artistic activities for psychiatric patients. The therapy program has received acclaim from the directors of hospitals and children's homes participating in it; in a letter to the governor of Massachusetts, one director commented that the therapy has resulted in "marked improvement in our children's self-esteem, socialization, and freedom of self-expression."

But how many PA students know of the effect this program is producing in the greater Lawrence community? We all talk about improving "town-gown" cooperation, but very few PA activities actually center around working outside of the school. This is part of the significance of AGTV. Instead of merely theorizing about the possibilities of using art as psychotherapy, and about the potential local applications of this concept, Cook and his associates have quietly proceeded to realize these potentials.

We need more people like this — people who are willing to spend time and effort on improving the community around Andover. Phillips Academy has many potentially valuable resources, in both physical facilities and human abilities. But the present use of these resources leaves much to be desired; most people are "too busy" or "too pressured" to experiment with new ideas.

Maybe we've been told so often to "get involved" that apathy has taken over. Maybe so. But we shouldn't let the repetition of the message blind us to its importance. If Andover hopes to increase its value to the surrounding community, then we must work together to make the fullest use of our great potential.

Student Union

Once again, the school is considering the possibility of creating a student union. The Committee on Residential Life (CRL) has formed a sub-committee to discuss this issue. They will consider proposals ranging from the construction of a completely new structure to the modification of a present facility, such as the Underwood Room.

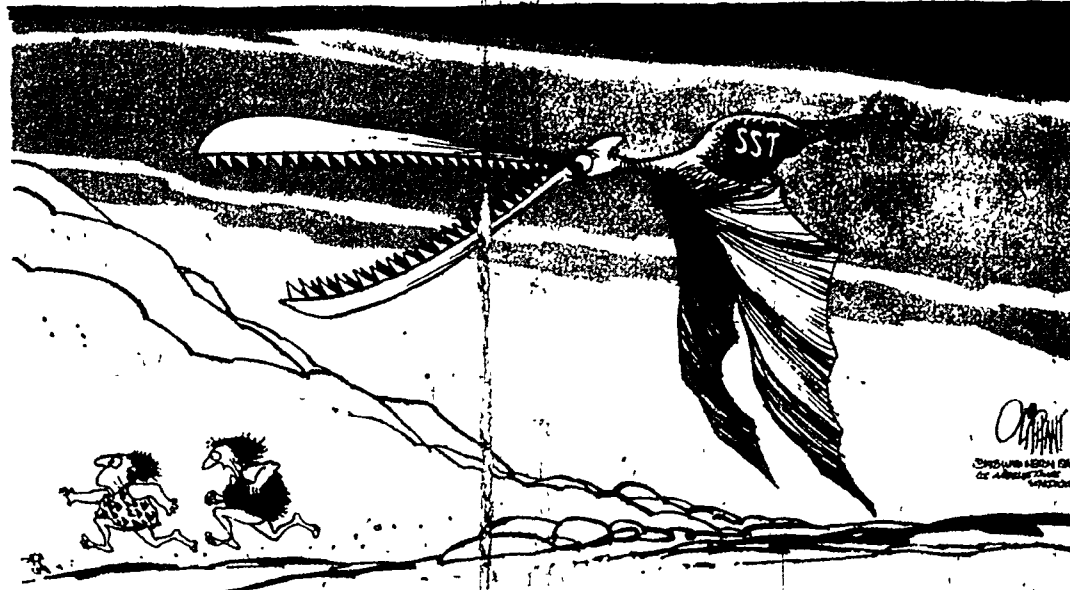
How long have we been discussing the student union idea? How long will we discuss it before we can reach a decision? Careful scrutiny of our options is important, but let's not use caution as an excuse for procrastination.

At the very least, we should set up some temporary kind of student center while continuing to discuss long-term proposals. Obviously, anything would be more than what we now have, since the only place for all students to meet informally is the library — and the library should be reserved for quiet study. So why not make greater use of the Underwood Room, or a similar location?

As for more permanent solutions to the problem, a completely new building seems unlikely; the Real Estate Sub-committee of the Board of Trustees did not discuss such a possibility in their meeting here last weekend. But, again, anything would be an improvement over the present situation. Surely the school's bicentennial planners could consider the need for a student union, and set aside a small part of the funds for its creation.

-LAK

OLIPHANT



"I THOUGHT THOSE THINGS WERE SUPPOSED TO BE EXTINCT!"

Week In Review

Saturday, November 1

●Representatives of 69 nations reached agreement yesterday in Rome to set up an investment fund to help grow food in the world's poorest countries, stating their intentions to meet an initial target of \$1.2 billion. UN sources said it was a major breakthrough between industrial countries and the oil-rich nations which have been prodded by the United States to do more to feed the world.

●Spain's organized left-wing opposition yesterday called on Prince Juan Carlos, the acting head of state, to free an estimated 2,000 political prisoners jailed by the regime of Generalissimo Francisco Franco and to hold a national referendum on the future of the Spanish government.

The leftists' call appeared to be the opening move in a broader campaign by leftists and moderates to test the political intentions of Juan Carlos, who assumed temporary powers from Franco Thursday night.

Monday, November 3

●President Ford fired James Schlesinger as Secretary of Defense and William Colby as Director of the Central Intelligence Agency, the *Washington Post* disclosed. It was also learned that Kissinger is expected to give up his second administration job as Mr. Ford's national security advisor.

●A ship carrying Israeli cargo passed through the Suez Canal for the first time in at least fifteen years. The voyage, by a Greek freighter, was made possible by the new Egyptian-Israeli Sinai agreement.

●The US Embassy in Lebanon negotiated the

release of an American pilot kidnapped by leftists last week and evacuated the last staff dependants. Fewer than 1,000 Americans remain in Beirut. Fighting continued heavily in the hotel district and about 150 persons were killed over the weekend.

●Cambodia's communist government, which has remained largely isolated since the Khmer Rouge victory last April, agreed to exchange ambassadors with Thailand. Cambodian deputy premier for foreign affairs also confirmed that three leaders of the Lon Nol regime were executed after the communist victory.

●China has peaceful intentions toward the outside world at present but would be prepared to fight for two decades if attacked by the Soviet Union, seven members of Congress who visited Peking said. They added that the Chinese admire Nixon for changing US policy toward China and place a high value on Ford's scheduled visit later this year.

Tuesday, November 4

●President Ford disclosed that Elliot Richardson will be nominated to be Secretary of Commerce, boosting Richardson's name to a prominent spot on any list of possible successors to Vice President Rockefeller. Richardson, 55, has been ambassador to Britain since February.

●Treasury Secretary William Simon announced that the two-dollar bill would be re-issued, after a ten-year layoff, next April 13, the birthdate of Thomas Jefferson. Simon stressed the bill was not just for the Bicentennial, but would become a fixed part of the currency.

The Real World

"At the UN,
Zionism equals
racism."

By JONATHAN JAVITCH

On October 17 a United Nations committee might have voted on the future existence of the UN itself. The result didn't show any cause for optimism. The committee voted 70-29 in favor of an Arab-inspired draft resolution which states: "Zionism is a form of racism and racial discrimination." However, the vote affects more than one might imagine. This attempt at propagandizing and throwing more obstacles in the way of a Mideastern peace might very well spell the downfall of the United Nations. This possibility has been clearly stated by Daniel P. Moynihan, the United States ambassador to the UN:

"This obscene resolution must not pass the General Assembly. It is an attack not on Zionism but on Israel. As such it is a general assault by the majority of nations on the principles of liberal democracy which not are found only in a dwindling number of nations.

If it succeeds, the inevitable consequence will be that the United Nations cannot survive, cannot function. You can have one-party states. You cannot have a one-party United Nations."

Leonard Garment, a member of the United States delegation to the UN, added that the United Nations "is at the point of officially endorsing anti-Semitism, one of the oldest and most virulent forms of racism known in human history." There is no difference between anti-Semitism and the denial of Israel's right to exist. For while the former denies the equal rights of Jews as citizens within society, the latter denies the Jewish people the human right of existing as a nation among other nations. Both philosophies clearly reek of prejudice. As Abba Eban has said, "Zionism is nothing more — but also nothing less — than the Jewish people's sense of origin and destination in the land linked eternally in its name." Certainly this feeling has no connection with the charge of racism. In fact, those who make this charge are reversing the truth. For today, it is just as common for an Arab to be a citizen, or even an office holder in Israel, as it is unimaginable for a non-Moslem to be a citizen, much less an office holder in some Arab countries.

We have already seen UNESCO suffering because of its anti-Israel attitude, and it now seems that the entire United Nations may soon follow in this path. In their anger, some

(continued on page eight)

Letters To The Editor

A Third Issue:
Education

Gerry Shertzer's letter mentioned two issues with which PA can deal: confidentiality and fear. I'd like to add a third: education.

In my experience, students (and teachers) learn best when they can face the realities of their strengths and weaknesses. It's often tough to do this, but the sooner a growing person gets to work on it, the better. Hidden test scores, and reports or recommendations written in secret only delay realism. If severe criticism is grounded in one person's desire to help another, and is given with respect for the student and for his right to contest it, it does not wound. The same holds true for the evaluation of teachers, I believe.

There will occasionally be times when confidentiality is protective. I once had a student who told me that her father had been jailed for a felony, that she both hated him and was terrified for him at once, and that she was too upset to study. I told the one other teacher who (I thought) would best be able to help her. But such communications can be made by phone, in person, or in writing to the people who should know, and should be kept out of permanent records. Academic records should describe academic abilities, progress, and whatever characteristics are seriously inhibiting or furthering academic work, such as conceit, refusal to listen to others, family problems (which need not be specified) that are making concentration difficult, capacity for hard work, willingness to take intellectual risks, etc. They should also, if any student wishes, contain the student's response to his teacher's judgments, and his evaluation of himself.

If PA faculty make a policy of frank reporting, the word will soon get around to college admissions officers that recommenda-

this present confusing situation, in which seniors are perhaps being realistic to feel that their chances for acceptance at certain colleges are better with a waiver than without. Opinions coming from this school are to be trusted, whether students waive their rights to see them or not.

Sincerely,
Susan Lloyd

Parietals...

To the Editor:

It came as something of a surprise to me to find our recent decisions regarding common room visiting in Rabbit Pond Cluster the subject of a major headline in last week's PHILLIPIAN. While I guess I don't object to the notoriety, I do feel obliged to clarify some of the issues involved, so that our cluster's policy will be understood.

First of all, these various decisions have to be ratified within each dormitory. Each dorm in our cluster has its own characteristics as a matter of fact, for four of our dorms the entire discussion was virtually meaningless, since they don't have common rooms. Hence the need for individual interpretation.

Second, while seniors have been authorized to make common room visits for non-academic purposes, it is on the understanding that they will not interfere with others who may wish to use the common room for serious purposes, i.e., studying.

Third, inter-sex common room visiting on Saturday and alternate (5-day week) Friday evenings will only occur if someone (House Counselor or Dorm Rep.) is present in the dorm and prepared to keep a general eye on things.

Fourth, these regulations are to be reviewed by the Cluster Council during the Spring term.

Sincerely,
John Richards II
Dean, Rabbit Pond Cluster...And
An Example

To the Editor:

I read with interest your cover story and editorial on intersex common room visiting during study hours. While I agree that it would be nice if a common policy for all clusters could be established, this would be very unfair. Let me illustrate with the example of Bartlet Hall South, the dormitory for which I am responsible.

Bartlet is centrally located and is a girls' dormitory, two facts which make it popular to visit. Our common room is located on the first floor, right next to the rooms of five students. The door of the common room is across the hall from the only bathroom which these girls can use. If the girls (or the House Counselor) in Bartlet wish any privacy at all, or if quiet is to be maintained on the first floor for study purposes, we cannot have boys being entertained, or even present, in the common room after 8 pm.

Hence, there are two very good reasons why Bartlet could not operate successfully under the common room visiting rules established recently by Rabbit Pond Cluster: (1) it is impossible to study on the first floor if visiting is taking place at anything over a whisper and (2) the girls (and the House Counselor) living in the dorm would have to give up their rights to privacy after 8 pm. While some dorms may be able to function under these circumstances, for example, if students live only on upper floors, living in Bartlet would become very unpleasant if such guidelines were accepted school-wide.

Sincerely,
Marie Shaffer

School Year Abroad: The European Scene

A New World Of Perception

By Ted Lemon

School Year Abroad returnees are enthusiastic about the program. I believe that you owe it to yourself to wonder why. The SYA office, buried deep in the heart of Sam Phil beneath the books, the teachers, the pictures, add maps, the hysteria, the chalk and the homework, offers a chance. It offers a chance to research yourself and those very strange adults who direct your person here, there, and everywhere. Above all, the office offers a chance to grasp a conception of what you might be.

"Well, it sounds like a neat program but I really don't want to miss sports next year and bio 45 and then there's The PHILLIPPIAN... I got off the motor bike and looked at the canal and the city pressing in on it. I looked at the wide street and the sign post and the odd rectangular sheet that was suspended from it. It was shiny and metal and had big black country's scientific accomplishment. France is

a study in modernization. The contrast between the University center at Rennes which provides virtually everything students and faculty could desire, and the peasant who lives fifty miles away in a shack with no running water, no floor, no heat, and only the knowledge of his native Breton forces a pampered American to question the intentions of the world's rich.

To the student here on campus all of this talk seems remote and withdrawal deeper into the campus seems a cozier and more protective prospect. But living at home cannot teach you everything. Were you to have never strayed an arm's length from the comfort of your mother's touch, you would never have learned to think independently, to see the world through other's eyes. A year in France carries this clarity of perception further. Alone in a new world and soon at home in an exciting one, you will find a certain "joie de vivre," a certain spontaneity which is unique to France and its people. Senior Ted Citron Lemon is waffling through PA life.



symbols stamped across it: P A R I S. 120 Kilometers. An arrow pointed to the upper left-hand corner of the sign. I was that close. I could go and come back in a night. It was Europe, I was in France and I was a Frenchman's son.

And yet the experience is a great deal more than that. It is more than France and Paris and the slopes of the Alps and French schools and basketball on Sunday morning at 7:30. Each student must determine how he will approach the program, and each student returns with special memories of what it meant to him. In many ways SYA is a great responsibility and a test of the participant's will to use it to his full advantage. To treat SYA as an Andover transported to another continent is to abuse the program.

SYA in France is vibrant and alive. The fact that only a very few Andover students participate is a reflection of the fact that most schools provide the program with at most one student. Yet this one student is the very one which the program is looking for. Rennes, the city in which the program operates, is a very real city, complete with buses, museums, prostitutes, muggers, dirt and excitement. Returning home after a day's classes or exploration involves the use of the city transportation system. You return to "parents" who may just wonder where you were - or then again they may not. The French program is simultaneously a very French experience and a very international one. Sitting on top of Andover hill is a very confining and stagnant existence when compared with the adoption of a new family, a new language and a new country.

Relative to the European political scene, France vies with Germany as the most powerful and influential western country. Its people are proud of their increasing influence. Where a young American would be likely to condemn any new war machinery, a young Frenchman would be most proud of his

Salt Mines And Gymnasiums

By David Paradis

My first thoughts about SYA were that the program would have me an unforgettable "experience" and totally different from anything I had ever encountered. But what I wasn't able to discern so easily was the intensity with which such a change would hit me. Before I left I had heard that the German program was fairly experimental in that unlike its French and Spanish counterparts, the student would go to a local gymnasium, i.e., high school.

At first this idea struck me as nothing extraordinary; in fact, I was fairly sure I wouldn't have too many problems listening to and speaking with any German on the street. I lost this confidence as soon as I arrived and realized that I had problems understanding German customs and I speak English. As time passed my ear grew more accustomed to the sound of German, but in school I would be isolated for days at a time, and could not come into contact with anyone who spoke or even acted like an American. For that I couldn't see someone in the program who could help me with any problems I might encounter or to assure me with some comfort in reading English, but I needed to change my attitude. I began to hear to German before I could read it. The greatest profits from the program, which I never really felt I could speak, were gained gradually after I had been in the program for a while where I had been able to see the



language. Speaking became more of a pleasure than a task. I also began to use my speaking to strengthen my relationships with other Germans. For example, in the beginning I was friends with my German mother partly because I took out the trash, worked in the yard, and didn't set too bad an example for my German brother and sister. But when I finally acquired the ability to express myself clearly, my mother and I developed a more solid friendship. I was also able to cultivate German friends and not have to rely on the Americans in the programs for partners-to-play, so to speak.

With the beginning of last summer came the closing of the program in Germany and after every other member of the program had left town, I stayed on through the summer on an invitation from my German family. In late June, I stumbled upon a job in a salt mine, and thus started a routine totally different from the one I had enjoyed in school. Unlike the gymnasium I had been attending, where most of the kids belonged to the upper class, the salt mine was manned by foreign laborers and the poorest class of Germans. The change was so immense that at first I was forced to learn a new language and a lot of different customs. Instead of grabbing a sandwich and a glass of milk for breakfast as the kids at school did, my companions at work sat down to a cold beer and sausage for nourishment.

Even though I would have been more than happy to have stayed in Germany much longer, in retrospect I feel that I left at the right time. Towards the end of my stay I had begun to feel comfortable with the language to the point where I had begun to actually neglect learning more; I began to feel more like a German than an American. My experience there taught me something I think everyone in this school often forgets: that the people here at PA aren't the only people in the world.

Upper Dave Paradis spent last spring term in Göttingen, Germany, living with a German family and attending a German gymnasium.

Rambles, Hot Paella, Dali and Squid

By Ted Exstein

Now that I'm back, there is a sensation of almost not having even left, and yet... Student: Hey Ted, how was your year in Spain? Me: Fantastic!

What can I say? It's the expected answer. After all, how do I know if the person wants to hear about Spanish politics, Spanish food or Barcelona? The real crux of the matter is School Year Abroad. But everyone knows about school, after all that's why we're in Andover. So why go all the way to Spain?

Small cars and buses whiz by me and the Plaza Cataluna, as pigeons dive-bomb overhead. Around me are modern department stores and Eighteenth Century office buildings. Off down the Rambles I can spy the beginning of the many book, pet and flower stands that are open every day of the year. This is Barcelona.

Pastry shops offering a wide selection of cakes, tarts, turnovers, puffs and eclairs. Cafes suggesting hot coffee, hot chocolate, croissants and rolls. Bars hinting at a multitude of delightful hors d'oeuvres and drinks. Restaurants whispering of hot Paella, rabbit or squid. This is Barcelona.

A tiny museum boasting of the best of Picasso's earliest works. A grand Palace haughtily displaying frescoes of the Medieval and Renaissance periods. A museum devoted entirely to Dali. Buildings displaying the flamboyant style of Art Nouveau. A real Gothic

Andover Through A Telescope

By Henry Wigglesworth

SYA. School Year Abroad. A funny little office in the bottom of Sam Phil A group of kids semi-removed from the rest of the school by virtue of having been through the soul-searching experience of living in another culture and speaking another language. On the other side of the coin: the frustration of trying to answer the daily question, "How was France?" and of trying to communicate a deeply personal experience in a rather impersonal environment. Coming back to a campus full of memories, some of them haunting and some of them joyful, but all of them now taking on a new light: a new perspective." A year and 4,000 miles later, the varied colors and hues of Phillips Academy are seen with new clarity and strength. The danger of becoming caught up and lost in the intense atmosphere and the game of success which dictates life at Andover has mellowed into a more level-headed assessment of the school's pros and cons in the mind of the student returning from School Year Abroad. Instead of looking at school through a narrow and constricting vision, which is often the case after spending three or four years here, a student returning from France, Spain or Germany is more likely to gaze at Andover as he might through a telescope: from an ocean's distance away. The peaks and valleys of life at Andover, the opportunities for an individual's growth, and, at times, his regression, are more clearly seen and put into proportion after a year away.

Such is the frame of mind a student may return with after a year abroad. Where does he go from there? Does the vision of foreign lands stay locked up in his head and provide him with strength to survive the re-entry into prep school life? Or does it manifest and express itself elsewhere? Does the enthusiasm and curiosity generated by having spent a year abroad successfully re-apply itself, attune itself with the PA environment?

The answer, of course, lies in the readjustment and reactions to school upon returning from abroad (besides, of course, the allergic reaction to Commons food). On the whole, the good at Andover seems better, and the bad seems not quite as terrible. True, the warmth and security of the campus verges on a feeling of confinement and isolation, but then against the independence offered through such



a wide variety of academic, athletic and social interests tends to counteract that unavoidable disadvantage. The translation of enthusiasm and inspiration from Europe to Andover is simply one of changing from an environment of active learning, learning through direct experience and exposure, to an environment where the initiative and drive to learn must come from within. The transition, though difficult, can be done. I think the direct involvement of returning SYA students in the academic, athletic and social circles which constitute PA life indicate a healthy participation in, and not retirement from, the "school which they left behind."

The vitality which surfaces in the Drama Lab, on the soccer field, and in the classroom indicates that School Year Abroad is not a dead end or a one-way street leading to alienation from Andover, but rather a wide avenue which rejoins the mainstream after an unforgettable and unregrettable detour abroad.

Senior Henry Wigglesworth is engaged in his seventh year of study at Phillips Academy and is a cross-country runner.

Psychology courses are rapidly becoming an integral part of a liberal education. The most popular undergraduate major in the US colleges today is psychology, and secondary schools are expanding their curriculums to reflect this widespread interest. Following the current trend, Andover now offers five courses in psychology: Human Development, Human Sexuality, Human Relations, Human Development and Decision-making.

Until this year, there were no graded courses in the department. Decision making is non-credit, and Human Awareness and Relations are pass/fall offerings. These courses fill on psychology demand," but there was a definite need for academic courses," Instructor Stephanie Perrin explained. A portion of the student body was looking for graded courses in basic psychology. In response to this demand, two new courses were developed by the psychology department.

New Courses

Human Development was approved by the Committee on Academic Policy in June, 1975, but due to its late approval, the course did not appear in the course catalogue. It is an introductory survey in psychology which deals with some of the broad theories of the subject. It covers the experimental aspect - mice in cages, for example, and also the theoretical - Freud and the many facets of social behavior. "Psychology is a very misunderstood term," Perrin observed. "This course is designed to teach the student what it means and involves." Each class usually begins as a lecture, raising new ideas and concepts, but changes into student-initiated discussion. The textbook, *Psychology Today, An Introduction*, is supplemented by educational reprints and readings from Freud and Erikson. Movies are also a regular part of the program, although the course is still fairly experimental. "I'm surprised, but I don't feel that we are guinea pigs," upper Connie Crawford commented. "The course is interesting and the films excellent, but were trying to cover too much. A term is just not enough." Senior Ileana Rivera concurred, saying that they "just can't cover everything in the textbook." Ms. Perrin joined her students' opinion on the unfortunate lack of time, but she went on to say that "she was pleased with the way the course is progressing."

As early as September, 1974, the psychology department began the formation of a formal course designed to discuss sexuality from a biological, social and psychological point of view. Zanda Kubler-Merrill and Dr. Karl Roehrig attended numerous conferences and gathered reading material from similar courses in the extensive preparation for the course. The textbook they use, *Fundamentals of Human Sexuality* is also used by a freshman class at Stanford University.

The class is a combination of reading, lecture discussions and writing. Dr. Roehrig noted, "We don't follow any set pattern,



Probing The Human Mind

By Carrie Cunningham

although like any other graded course there are tests, homework, and occasional essays including a final paper. Each night a reading assignment is given which is discussed the next day, but student interest generally dictates the direction of discussion."

Senior Bobby Fowkes, one of the four members of the class, commented that "the smallness of the class allows us to discuss personal interests and go off on our own tangents. We discuss what is important to us and then pull it all together." Fowkes added that the small group made the atmosphere "very relaxed and informal." Senior Pam Richards agreed. "The smallness of the class allows for group discussion as opposed to constant lectures, and the instructors request and respect our feedback." Because the course is new this term, it is largely experimental. "We are constantly examining what we do," Kubler-Merrill explained. "We depend on student opinion and our own reactions to evaluate the course's success."

The psychology department eventually plans to offer higher level courses, perhaps dealing with adolescent or social psychology. Their eventual aim is to start a sequence of human and animal behavior courses with the biology department. It is hoped that these new

courses will eventually lead to the formation of a life science department at PA. Ms. Perrin concluded that "It is important for PA to realize the impact of psychology today, and look carefully into that discipline as an academic offering."

The two new course additions and the ambitious plans of the psychology department illustrate the rapid growth of Graham House in the past three years. When PA and Abbot merged, there was only one psychology course offering, Human Relations, and it was taught by two Harvard graduates. Dr. Roehrig, who then served as a student counselor, was joined by Zanda Kubler-Merrill, Stephanie Perrin and several part-time workers to form the psychology department. Human Relations was continued with coeducation, and a new course for 9th and 10th graders, Human Awareness, was developed.

The Human Relations course for uppers and seniors deal with social psychology. Ms. Perrin explained that "it is an experimental course with a relatively unstructured format." The class reads various article reprints from *Scientific American* to supplement the discussion. Human Awareness, also experience-oriented, teaches students to examine people's behavior in group situations. Through

discussion and readings it is hoped that a better personal insight is achieved. The course has grown more structured over the years, and each student is required to read three outside reading books during the term. *The Diary of Anne Frank*, *Lord of the Flies* and *The Learning Tree* are three examples from the long list of recommended titles dealing with individual and group experiences.

Decision-Making is offered as a sports alternative for upper middleers in the winter and spring term. The course is offered on the recommendation of the College Counselling Office. It is based on a curriculum plan formed by Educational Testing Service. The course is used to help students understand the difficulty of making a good decision. It is aimed to ease some of the agony involved in choosing the proper college. Although the course is well-structured, group meetings are flexible and primarily discussion-oriented.

Graham House

With the exception of the Human Development course which is taught in Evans Hall, all the psychology offerings are centrally located in Graham House, a small building located behind Cochran Chapel. Now in its second year of operation, Graham House has grown tremendously since it first opened its doors in September of 1974. Although it has not lost the negative stigma attached to it, Graham House's wide variety of services have improved student opinion markedly.

The Community Service Program, under the direction of Religion Instructor Frederick Pease, is located in Graham House. It offers the PA student the chance to assist at mental institutions, nursing homes, hospitals and elementary schools in the area. Although it can be selected as a sports alternative, many students choose to give up some spare time to work in Andover or Lawrence.

Counselling Service

Graham House offers a place for a student to come talk and receive counselling. Although there are no exact figures, nearly 150 students came last year for assistance from the Student Counselling Office of Student Support Services (SSS). The SSS has numerous branches that are equipped to advise foreign and scholarship students such as The Asian Cultural Society which provides language training and reading. The Student Counselling Office is run jointly by Psychology Instructors Roehrig, Perrin and Kubler-Merrill. "We are trying to respond to student and faculty needs in a low-key, 'non-shrink' operation," Stephanie Perrin observed. "We are not a trio of experts, but we are ready to listen and offer a different perspective."

The ultimate success of Graham House depends on how it is used by the students and faculty of the school. Like the psychology courses, it has come a long way, but it has an equally long road ahead before it gains acceptance into its rightful position in the school environment.

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Art as Therapy at the Addison Gallery

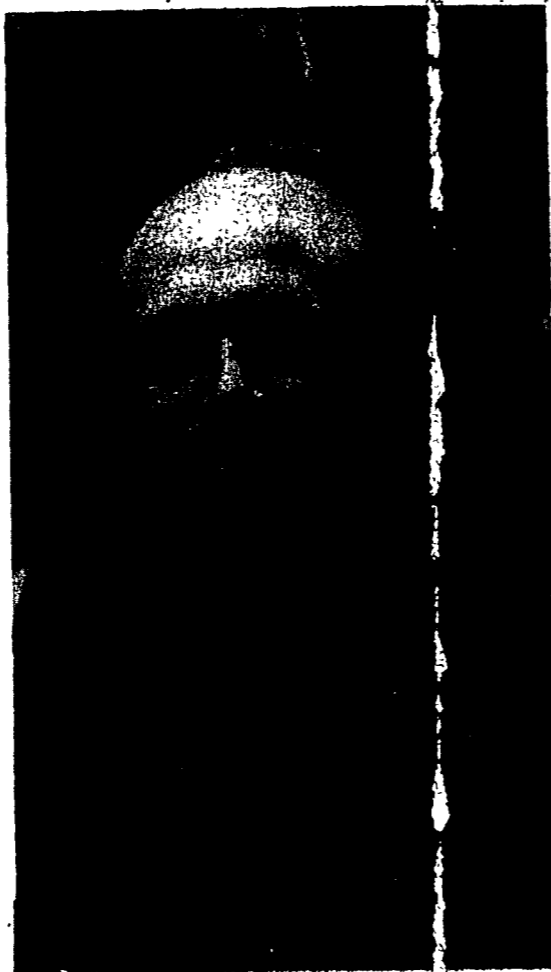
By Hamilton Mehlman

Several afternoons a week, while most PA students are bruising their shins on the soccer field or cycling around Andover, Addison Gallery Director Chris Cook conducts an experimental video art therapy program for emotionally disturbed people in the Gallery. During its two years of existence, Addison Gallery Television (AGTV), under the supervision of Mr. Cook, Harvard graduate student Julie Cook and Boston Children's Hospital Associate Fordie Sargent, has aided the development of a new concept of the relationship between psychiatry and art.

Historically, art began to assume an important role in the field of psychiatry during the early twentieth century. Both Sigmund Freud and Carl Jung recognized creative consciousness as a fundamental "psychological mystery," and as an important activity through which personality integration could be achieved.

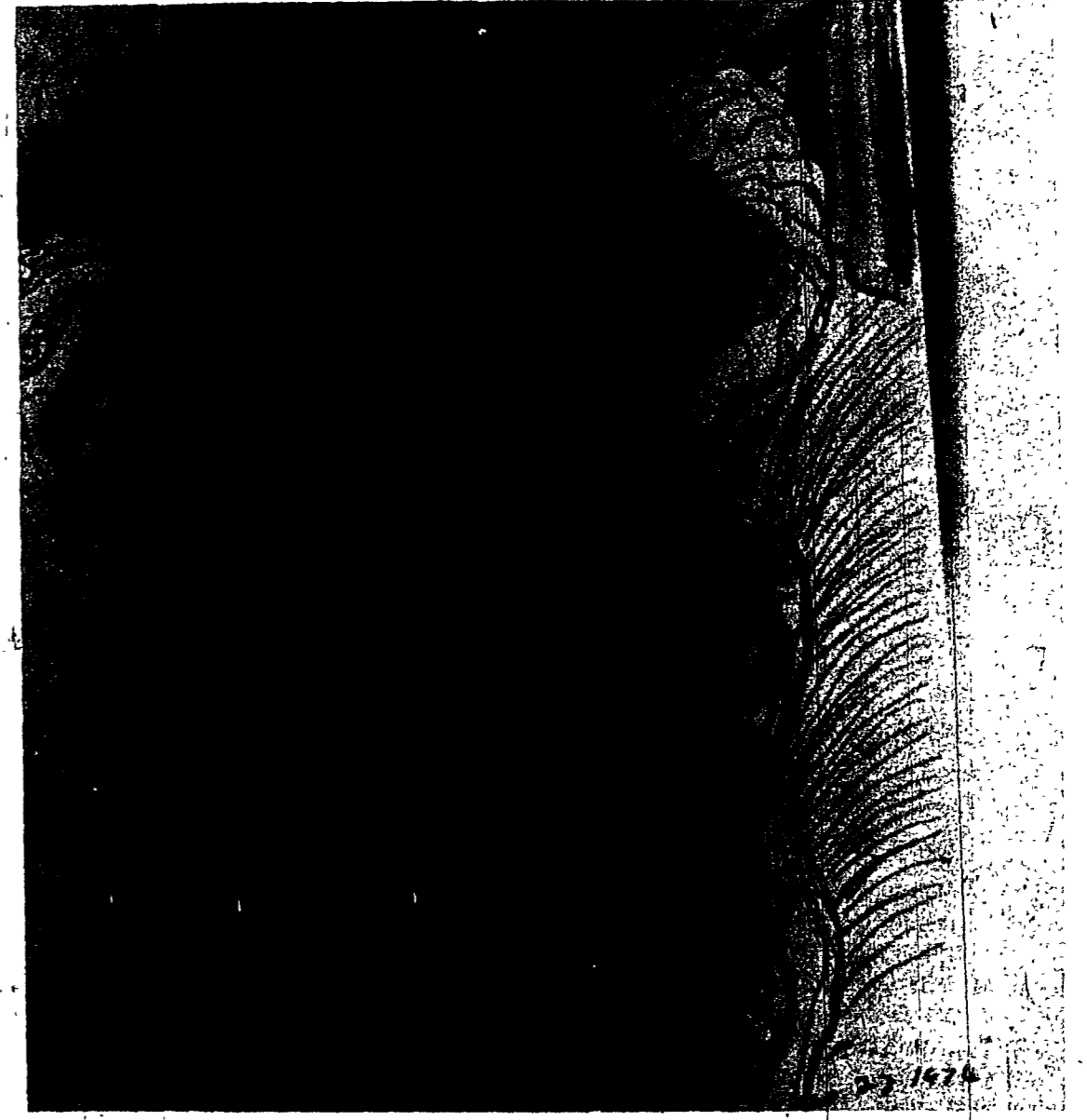
In 1922, Hans Prinzhorn published *Artistry of the Mentally Ill*, linking art and psychiatry. He attributed "the motivation of the artist to universal tendencies such as the passion for amusement, the biological tendency toward order and equilibrium, and man's need to express himself through meaningful symbols."

Mr. Cook became involved in art therapy through the Danvers State Hospital. In October, 1972, the Director of Art Therapy at the hospital asked Mr. Cook to organize the works of Danvers patients into a small exhibition. Mr. Cook composed a show which was displayed at Hampshire College and Harvard University, and then travelled down to Lincoln Center in New York City.



Art Therapy at Danvers, a pamphlet written by Mr. Cook and Danvers Director of Art Therapy Shaun McNiff, points out that the Danvers art therapy program was based on "three primary principles: first, that a one-sided and excessive concern with the unconscious nature of artistic motivation tends to overlook the very conscious critical thinking of artistic problem-solving; second, that significant therapeutic and educational value can be derived from the sharpening of these cognitive and perceptual capacities; third, that the patient, student, young child and virtually all adults can greatly benefit from the discussion of art work in groups."

Mr. Cook noted that he was intrigued by two observations. "First, people seemed to get better. I would be the last one to say it was all because of the art therapy program, but obviously the program had something to do with it. Secondly, one of the biggest problems



The PHILLIPIAN/Christopher Thorpe

for people who are in these places is that for many of them, they've been turned off for so long that you have to evolve some safe route which permits them to come back out of their shells."

The discovery of the effects of videotape upon the patients occurred entirely by accident. Mr. Cook was documenting the program at the hospital, and the patients immediately became fascinated by the videotape.

In the spring of 1973, using video equipment from the Addison Gallery, Mr. Cook and Mr. McNiff conducted video-therapy sessions once a week at Danvers. The program revealed the potential of video-therapy. "One of the patients had written a poem," recalls Mr. Cook, "and wanted to make a videotape in which a voice read the poem and there was visual material on the screen. In one of the scenes he wanted what he referred to as a sundance. I thought that if we were to ask the patients to do a 'sun dance' they would either laugh or run off, but they said, 'Great. Let's do it.'"

"No one knew what a sun dance was," he continued, "and we were out there on the lawn at Danvers, so they all got in a circle and joined hands. Now, to help you understand how poignant the whole thing is, they don't hold hands; they don't touch each other; they rarely talk to each other."

Last fall, the program expanded, and moved from the state hospital to the Addison Gallery. Six days a week, emotionally disturbed people were brought to the museum for therapy. The long-term goals of the project were to establish a firm, active relationship between the museum and its surrounding community; it was directed toward Lawrence residents with special needs.

The therapy groups consisted of multi-racial patients ranging in age from 6 to 20. The sessions involved a half-hour to forty-five-minute activity period, divided into individual activities such as drawing and group activities such as dance. The sessions yielded many interesting works of art; as Mr. Cook observed, "Although these people are disturbed, they are quite bright."

Each week, the activities of the whole session were videotaped, producing tapes about ten minutes long after editing in the camera. After the session, the videotape was replayed and the patients commented on each other's activities. "The tapes are used to catalyze a discussion about anything that came up as a result of the activities. We don't want to steer the discussion in any certain way, so we let the patients set the rules for the discussion," observed Mr. Cook. "Without the video, the patients probably would not even participate in the activity."

Because of financial problems, the program has been reduced this year to three days each week. Julie Cook, formerly a kindergarten teacher at the Pike School, instructs children from St. Ann's home in Lawrence. St. Ann's is a day and boarding school for disturbed children.

According to Mr. Cook, the program had its greatest success in dealing with younger people. "Old people have been disturbed for so long that it is harder to get them involved in a project," Mr. Cook explained. One boy who had been in the program for a while now shoots some of the videotapes.

Fordie Sargent, who has worked with the program as an art therapist for two years, instructs adults from the Day Treatment Center in Lawrence. The Day Treatment Center is a halfway house for Lawrence residents who have recently been discharged from Danvers. Mr. McNiff also works with the patients from Danvers.

At the moment, the most challenging

problem is a lack of funds. The original grant from the Massachusetts Council of the Arts and Humanities expired after the circulation of the original exhibition. Applications for another grant have encountered a bureaucratic dispute over whose jurisdiction the grant falls under. The Board of Mental Health believes the grant should come from the Council of the Arts and Humanities, while the Council considers it the Board's responsibility.

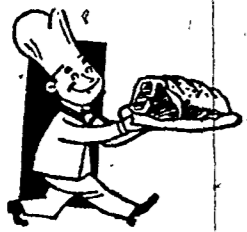
Last summer, a colloquium in the expressive therapies was held to raise \$10,000. Twelve artists, art therapists, and psychiatrists acted as faculty for a series of workshops. The colloquium raised \$10,000, but had to divide this with Lesley College in Cambridge, which conducted the colloquium in coordination with the Addison Gallery.

The Addison itself appropriates \$15,864 for AGTV expenses. Mr. Cook, however, believes that the real support for the program will come from the people in the community lending time to help, rather than from financial aid. He also hopes to enlist Andover students to help with the program. At the moment, senior Laura Kramer is the only PA student assisting with the program.

In a letter to Massachusetts Governor Michael Dukakis, Executive Director of St. Ann's Home Patrick Villani writes, "The effects of the Addison Program have been evident for us in marked improvements in our children's self-esteem, socialization, and freedom of self-expression."

The full potential of the program, however, has yet to be realized. Certainly, the videotape program has achieved a substantial improvement in the lives of the people participating in it, but with more support, AGTV could accomplish a good deal more.

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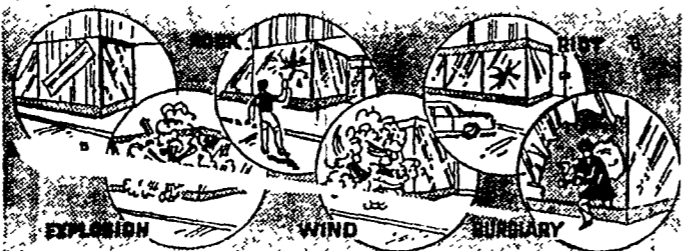
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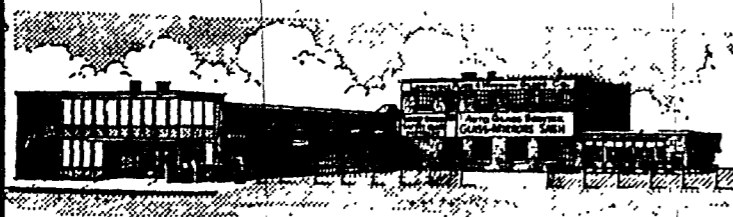
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Allis and Lloyd: Histories of PA and Abbot

By Pamela Scott

"Do females possess minds capable of improvement as males?" - Subject of Philomathean Society debate at Phillips Academy, 1827.

This quotation opens the first chapter of History Instructor Susan Lloyd's unfinished book on the history of Abbot Academy. Chairman of the History Department Frederick Allis is now completing the second year of research for his book on the history of Phillips Academy. Although no definite publishing date has been set for the books, both are scheduled to be completed for the school's bicentennial in 1978. Mr. Allis' book will study in greater depth a larger time period than Mrs. Lloyd's book; he will have spent three years on his book, whereas she will spend one and one half years on hers.

Mr. Allis' Research

Mr. Allis' book will revise past histories of PA, including that of former headmaster Claude Fuess. The new book will not be written in strict chronological order. Instead it will consist of a series of essays that focus on the important developments in Andover's history.

Mr. Allis relied heavily on the PA archives for the bulk of his research. Upon request, he received approximately 200 alumni reminiscences, many of which he described as "distinguished pieces of writing." The huge volume of material concerning the history of PA forced Mr. Allis to ignore or merely sample certain sources of information, such as correspondences with colleges or personal files. He commented, "I could spend an entire afternoon tracing one interesting detail."

Summary of PA History

The new book will place substantially more emphasis on Andover's second century, although it will cover topics from 1778 to the present. The school adhered to strictly classical educational philosophies, under the headmasters' virtual dictatorship, for most of its first century. Academically, the school stressed the classics and religious training to the exclusion of many other subjects during this period. The Andover Theological Seminary cemented these attitudes. It was founded in 1808, partially to combat the "radical" Unitarian influences of Harvard. The school (Phillips Academy) and the Seminary were governed by the same board of trustees, and PA was of secondary importance in those days. A rapid turnover of teachers existed, as no one wanted to spend his entire career at PA.

At the start of Andover's second century, the school was drastically modernized under former headmaster Cecil Bancroft. Mr. Allis commented, "To my money, Mr. Bancroft was PA's greatest headmaster." Bancroft's revolutionary changes included strengthening the faculty's power and qualifications, revising dormitory policy and the curriculum, and creating an alumni organization. Later

headmasters continued to uphold his policies until recent years.

According to Mr. Allis, Andover has changed more in the past ten years than in any comparable period. Coeducation, the trimester system, off-campus projects, general revision of rules and requirements, and administrative decentralization through the cluster system all reflect recent headmasters' innovative reforms.

The development of an adequate health care program is another relatively recent improvement. Mr. Allis said that before Thomas Cochran donated the money to build Isham in the 1920's, I don't know how they kept the boys healthy."

Surprisingly, the strong rivalry between Andover and Exeter is also a recent development. Although both schools followed essentially the same philosophy of education through the years, little written communication existed between them for a long period of time. Mr. Allis pointed out that neither school would be as great today without the competition that exists between them.

Mrs. Lloyd's Research on Abbot Academy

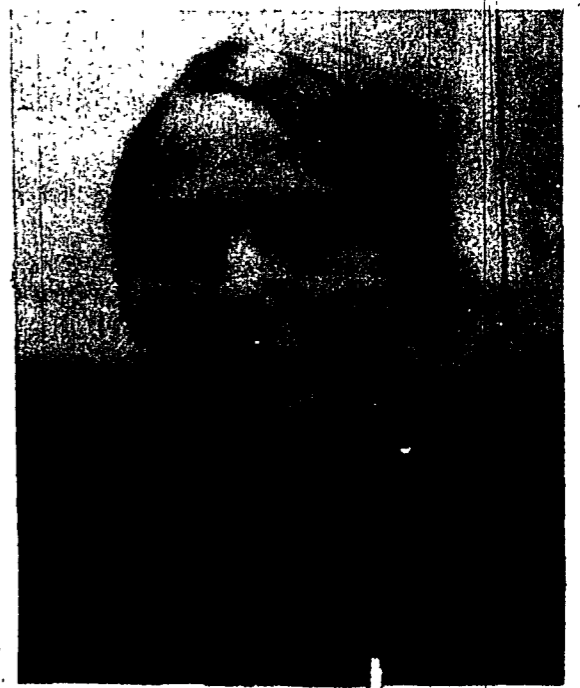
Mrs. Lloyd spent nine weeks this summer researching the book, interviewing Abbot alumnae with the help of Trustee Beverly Floe, and tracing old textbooks. "Contacting alumnae who disliked Abbot is a difficult task," noted Mrs. Lloyd, "but they sometimes offer the most interesting comments about Abbot life." She continued, "Other important sources of information that I am using include the research of other scholars in the history of education, of families, of women. These scholars include both faculty colleagues at PA (Mr. Allis most importantly) and historians like Kathryn Sklar (Professor of American Studies, University of California at San Diego). Ms. Sklar is writing a history of 19th century girls' boarding schools, and we will be exchanging first drafts and meeting to discuss our research." Grace Baruch and Ros Barnett of Radcliffe Institute have all been a great help to Ms. Lloyd.

Ms. Lloyd will present a different picture of Abbot than that of previous histories. She explained, "Other books don't tell about Abbot's relationship to changes in education, history, or religion of the period, although they are excellent 'house histories' and contain valuable source material."

Abbot History

Two completed chapters of Ms. Lloyd's book concern the early years of Abbot and the circumstances that led to its founding. In 1828, Samuel Farrar, the major force behind Abbot's founding, persuaded Mrs. Sarah Abbot to promise the \$1000 necessary to build the academy building, now Abbot Hall. Mrs. Abbot continued to donate small amounts - a total of about \$10,000 - to the school throughout her life.

"Even more than PA or the Theological Seminary, Abbot was a product of the community," noted Ms. Lloyd. In the first



three decades of the 19th century, the town of Andover had begun a transition from an agrarian to a mercantile economy. This was a time of increasing leisure for young women, since fewer were involved with farm work each year, while men were beginning to dominate all the better paying industrial jobs. Simply put, many people in Andover didn't know what to do with their daughters except educate them.

Abbot was not created exclusively for the rich; tuition was low. Differences in wealth and social class were not nearly so pronounced as they would later become in the Merrimack Valley.

"Saving Souls"

This school also served to educate the daughters of the Seminary faculty. These girls set the intellectual tone of Abbot, as their parents did for the entire Hill. Thus the Seminary played an important role in the early years of Abbot. Three of the first five Principals of Abbot were seminary students. The school was consciously founded to "save souls" as a conservative intellectual community directed it.

Abbot was primarily concerned with academics. Many excellent men and women taught there, including men who later went on to teach at colleges like Hamilton or Brown. Girls attended lectures and laboratory demonstrations at PA's Teachers Seminary and English Department, although students in PA's Classical Department (then separate from the rest of the school) were discouraged from doing the same. The girls also took many field trips. Abbot was ahead of its time in its educational ideas and opportunities for women. Because no women's colleges existed then, many students attended Abbot through their early twenties.

With the opening of Andover's first public high school in the 1850's, Abbot became more exclusive and decided to build its own dormitory. (Previously, most students had lived with families in town or attended as day students.) Over a period of 60 years, most social and intellectual interaction with PA

ceased as Abbot was presided over by a series of powerful maiden ladies. Many extracurricular, coed activities were dropped. The strict policies culminated under Miss Bertha Bailey, who was the Principal from 1913 to 1935. In those times, an Abbot girl was not even allowed to speak to her brother on the street if he attended PA. Abbot changed slowly over the years; some of these strict attitudes prevailed right into the 1950's. The school was still very committed to single sex education, a small, closed, but happy environment. Donald Gordon, principal from 1968 to 1973, drastically modernized Abbot's academic, social and disciplinary standards, culminating in the 1973 merger.

Ms. Lloyd commented, "There is a great deal to discover about the history of women's institutions of all kinds, and of the American family, and about the social pressures and cultural assumptions which shape and often limit girls' and women's growth. My interest in these is not ideological or women's liberationist. In fact, I've concluded from reading about Abbot's early history that there are times when men's refusal to take women seriously actually frees women to approach a task like schooling with realism and creativity. These social pressures and assumptions are not changing so fast that recent women's history has become a particularly volatile field. But I have to deal with them as the PA environment expresses them in order to write about the merger."

Despite the merger, Ms. Lloyd does not feel that Abbot is "dead." She commented, "To me, Abbot is people and educational ideas. PA has really become a new school since the merger. The tensions created by the merger have stimulated healthy discussions of educational issues. Although the Abbot happiness may not be explicit at PA, many people think that the schools have made a successful response to the confusing social developments of the late sixties and early seventies. People have worked to combine Abbot's special strengths with those of PA."

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CALENDAR

Friday, November 7
COLLEGE/ Johns Hopkins and University of Rochester will give interviews/Hobart-William Smith group meeting/Information available at College Counseling Office.
PEP RALLY/ Steps of Sam/Phil/ 6:45 pm.
ENTERTAINMENT/ The Triangle Club of Princeton will perform/ GW/ 7:45 pm.
DANCE/ All-school dance/ New Gym/ 8:30 pm.

Saturday, November 8
SPORTS/ Football vs. Exeter, at Exeter/ GO BLUE/ 1:45 pm.
SPORTS/ N.E.P.S. Cross Country meet.
MOVIE/ "Red River," with John Wayne and Montgomery Clift/ 7:00 pm/ Kemper.
CONCERT/ The Mahavishnu Orchestra, featuring John MacLaughlin, in concert/ GW/ 8:30 pm/ Tickets \$4.00.

Sunday, November 9
RELIGIOUS SERVICES/ Mass/ Kemper Chapel/ 10:00 am.
RELIGIOUS SERVICES/ Protestant services/ Cochran Chapel/ 11:00 am.
CONCERT/ The Phillips Academy Chorus and Orchestra will present a program of classical music/ 3:30 pm/ Cochran Chapel.

Monday, November 11
COLLEGE/ Wheaton and Boston University group meetings/ Information at College Counseling Office.
CRL/ Open meeting to discuss academic pressure/ Morse Faculty Room/ 10:00 am.

Tuesday, November 11
COLLEGE/ Whitman, Duke, Carnegie-Mellon, Goucher and Dartmouth will hold group meetings/ Contact College Counseling Office for information.

Wednesday, November 12
COLLEGE/ Dartmouth interviews/ Sign up at College Counseling Office.

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FLICKS

RED RIVER/7:00/Saturday/GW/ **Red River** (1948) is an utterly glorious western. And what western can be utterly glorious without big John Wayne? It's high time we have a John Wayne movie. It is, after all, a next-to-Bicentennial year. But one does not go to this John Wayne movie to snicker eruditely, for it is more than a vehicle for his corn flaky brand of blood and guts Americana.

Red River is what the "good" in John Wayne's Americana is all about. It is all good and clean and simple and basic and right out there on the prairie, where there is not even a tree to hide behind. Set soon after the Civil War, the film dramatizes the first cattle drive over the Chisholm Trail. There are, naturally, obstacles, for no cattle drive is peaches and cream, especially if John Wayne is involved. Indians attack, cows stampede and the cook is irascible, but by far the most interesting conflict is a personal one. Wayne, as the hard-driving boss of the group, mortally offends his foster son, Montgomery Clift, with his brutal insensitivity. It is the battle of the old order against the new, and their fistfight is one of the most famous in western history.

Red River marked 28-year-old Montgomery Clift's cinematic debut. No novice

to acting, he had been on Broadway for 14 years, but this most sensitive and thoughtful of 50' rebels was never to return to the stage once he was lured to Hollywood. He gives an inspired, beautiful performance, full of blood and soul, despite the fact that he had to learn to ride a horse for the role. In the tortured, trembling intensity of his voice and eyes, there is evidenced the neurotic young man, gently racked by inner torment, that Clift was to portray so perfectly in future films like **A Place in the Sun** and **Miss Lonelyhearts**. However, the Clift of **Red River** is somewhat soothed by nature: never again will he have an opportunity to return to a less complicated existence.

Red River does not leave the viewer with rolled eyes, chuckling at quaint cliches, for there is an essential, unavoidable truth in it: it's the real thing, as much as a movie can be, from start to finish. There is a vivid vigor, a rare vitality that must be seen to be appreciated. This is the sort of film that makes the viewer nostalgic for the tumbleweeds he never knew but only dreamt about, and it leaves him somehow very satisfied and breathless. **Red River** is a wonderful movie to curl up and get lost in on a Saturday night.

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DRAMA WPAA

By LESLEY SWENSRUD
 Polishing off the fall-dramatic season in grand style, English Instructor Harold Owen's production of **The Man Who Came to Dinner** has gone into rehearsals. It is projected for a December 5 and 6 George Washington Hall performance, "as a Christmas motif," according to Mr. Owen.

The comedy is a period piece, and will be handled as such. Originally produced by Sam Harris at the Music Box Theatre in 1939, it contains many wry references to well-known personalities of the time such as Alexander Wolcott, Groucho Marx, and Noel Coward. "Many of the references to the entertainment world of 1939 run the risk of being lost on a contemporary audience," noted Mr. Owen, "but part of the fun is trying to recognize allusions to the greats of Hollywood."

The central figure, a rather substantial one at that, bears the impressive name of Sheridan Whiteside (Chris Clemenson). He is, by his own confession, a writer, critic, lecturer, wit, radio orator and "an intimate friend of the great and near-great." While making a lecture tour through a small town in Ohio, Whiteside slips on a piece of ice on the doorstep of Mr. and Mrs. Ernest W. Stanley (Peter Marvit and Tami Bodenrader, respectively), fracturing his hip. He is sentenced to a six week confinement in a wheelchair in the Stanley home. His lectures cancelled, Whiteside nevertheless insists upon carrying on his "business." With his insufferable, egocentric wit, he proves to be a real burden to the Stanleys, consistently disrupting their domestic routine and meddling in their personal lives.

On the other hand, all of the great and near-great either come to visit Whiteside, call him, or sent presents. The result is a most chaotic situation; and this, coupled with the interplay between the staid middle class morality of the Stanleys and the comparatively zany, irrational, glamorous world of Sheridan's parole, helps to create a typical example of classic American comedy.

The cast includes some experienced actors and a considerable amount of new talent. Besides Messrs. Clemenson and Marvit, and Ms. Bodenrader, the ensemble consists of Jenny McCray, Mike Cohen, Julia Roe, Len Stevens, Grace Huang, Sue Chira, Mollie Burke, Nealla Spano, Tony de la Rosa, Pam Schwartz, Dave Dumais, Jim Spader, Debbi Rosen, Andy McKinley, Joe Sweaney, Chris Mullen, and Shipley Mchson.

EXETER/FULL COVERAGE OF THE ANDOVER-EXETER GAME LIVE FROM EXETER* NEW HAMPSHIRE/ Saturday/1:30 pm

CLASSICAL WEEKEND/"Saturday Night at the Opera" will continue its them of operas based on major works of literature. Beginning this week is part one of a two part series concerning the Faust legend. The program is comprised of Hector Berlioz's "Damnation of Faust" and Boito's "Mephistopheles"/Saturday/ 7:00

CLASSICAL WEEKEND/This week, "Quodlibet" will feature some works of the early twentieth century Finnish composer Jean Sibelius (1865-1957). The show's major work, his "Four legends," from "The Kalerada," are actually tone poems, based on the Finnish epic of the same name. This will be accompanied by two lesser efforts, "In Memorium" and another tone poem, "The Bard."/Sunday/ 3:00

MONDAY NIGHT MUSIC SPECIAL/Contemporary French Music, an examination of the popular music of France and how it parallels American rock, is this week's special. Hosts Leslie Swensrud and Polly Hoppin will treat you to an hour of such continental superstars as Dassin, Moustaki, and Madame le Forestier, and all in authentic French/ Monday/9:00

OPTIONS/The much misused title of "government inspected" and all its implications will be examined in this provocative program/Wednesday/10:00

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Blackmer

(continued from page one)
 (Harvard University Press, 1953), the influential work of a university-school committee he chaired to study the transition of strong students from high school to college. The result was the Advanced Placement Program now in effect in many American schools, and colleges. He was awarded an L.H.D. degree by Williams College in 1956 and was cited at a National Education Conference in 1965 for outstanding service to secondary education in the United States.

Mr. Blackmer was closely associated with the National Association of Independent Schools after his retirement, and was director of a study of off-campus education in secondary schools at the time of his demise.

Mr. Blackmer is survived by his wife, Josephine Bedford Blackmer, four children, Donald, Noelle, Alan and Frederick, a sister, Ruth Blackmer Kimball, and seven grandchildren.

Bugs

(continued from page one)

Mr. Pool theorized that the cereal was produced in a plant in the midwest, trucked to a central storage area, then to a distributing outlet, then to a supplier, and finally to Commons. He emphasized that he has "no control over the cereal: how it's made, how it's stored, how long it's stored, but I don't want kids to be afraid to eat cereal. I don't expect to have an outbreak like this again." He observed that cereal is virtually the only product Commons serves for which no control over freshness or contents exists. He explained, "I don't want weevils in my cereal any more than you'd want weevils; I don't want to eat weevils any more than you'd want to eat weevils."

CRL

(continued from page one)

reimburse members who have to remain at Andover during vacations because of meetings. Surplus funds will be used toward the purchase of "other educational materials," according to Mr. Kalkstein.

At their first closed meeting last week, the Committee discussed pressure at Andover, especially academic, and how to cope with it. This will be the topic of next Monday's open meeting of the Committee. Furthermore, the Committee considered house counselors' dissatisfaction with the definition of their jobs. Specifically, some house counselors felt that a better description of their responsibility, as well as more organized delegation of power would alleviate the dissatisfaction of some house counselors.

Bush

(continued from page one)

preserve the diversity in the party. My job as National Chairman is not to position every Republican on every issue. There's room for deep conviction on various sides of various issues." His speech at PA discussed the strength of the Republican party and the viability of the two party system in general.

During his year-long diplomatic mission in China, Bush helped to reform China's view of the United States and capitalism.

Tail

(continued from page one)

King, dressed in full royal regalia, while the full length coat when Queen Minnie I wore appealed to some of the baser fans prurient fantasies.

The arrival of Chris "Marilyn"

Kirkland was greeted by angry catcalls and shouts of "sexist." Certainly, this sort of behavior by those so-called fans is bound to be detrimental to the crew game. The appearance of Craig "the Fig" Richter went virtually unnoticed. The renowned Boca Raton socialite is bound to turn up wherever there is a crowd or a cooler.

For what seemed to be an eternity, the crowd waited as Quattlebaum pranced along the banks shouting orders right and left. One particularly erudite spectator made the erudite comment: "There certainly is a lot of standing around at one of these, isn't there?"

The race itself belongs to history. Toby and his boys came through, while a flashily dressed 172 pound coxswain courageously steered his boat to second place. "Marilyn" proved that he still has some spunk, and the five other crews turned in respectable efforts. Bill Brown jovially smiled when all was safe and sound. The King aimlessly commandeered the press launch, while FRS and FHH themselves watched from the security of their private barge.

Yes, a race to remember...

Real Estate

(continued from page one)

Route 28 (Main Street) will remain in its present position, but urged the town of Andover to install floodlights and new warning lights in an effort to assure greater safety and reduce the speed of vehicles. They also resolved to engage an architectural historian, who will make recommendations concerning the preservation of Bulfinch and Pearson Halls.

Exstein

(continued from page three)

Cathedral. This is Barcelona.

Students and factory workers demonstrating in protest of a regime or policy, only to disappear within seconds of the arrival of police. Or seeing how workers distribute their ideas by scattering pamphlets on the street, and seeing police watch and see who picks up the pamphlets. Or simply walking around at one o'clock in the morning in perfect safety. This is Barcelona.

Watching racing cars burn up the track. Riding a horse or taking a stroll in the mountains. Playing basketball, baseball or soccer. Swimming in the Mediterranean, or sailing its blue waters. This, too, is Barcelona.

Javitch

(continued from page two)

members of Congress have become doubtful about the continuing value of the United Nations, and a formal condemnation of the draft resolution is expected to come from Congress. Our government is already withholding some funds from the United Nations, and there have been threats to cut off all aid should the resolution pass the General Assembly.

The members of the UN should ponder the situation carefully before they vote on the resolution later this month. For what they think to be a simple, useful resolution may shock the American public and government into the realization that we should not finance a disproportionate part of the total budget of an organization the majority of whose members continue to commit outrages against the very ideals on which the United Nations was once founded.

Jonathan Javitch is the co-president of the Jewish Student Union.

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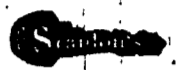
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