

# Abbot Academy Marks 150th B-Day

By JACK LIEBAU  
and HUNTER SLOAN

Concluding Phillips Academy's Bicentennial Celebration, some 160 Abbot alumnae and guests will participate this weekend in festivities to honor the 150th Anniversary of Abbot Academy.

The purpose of the celebration, according to Mary Nutting '40, Chairman of its Planning Committee, is "to celebrate part of the new school's (the merged Abbot and Phillips Academies) history, to honor people connected with Abbot, and to draw alumnae to examine the past, present, and future of Abbot."

Highlights of the two day commemoration include an address by Headmaster Theodore Sizer, entitled "A Singular Academy: Prospects for the Future," and the dedication of the Abbot Academy wing of the athletic complex.

"This celebration," commented Director of Abbot Alumnae Affairs, Constance Strohecker, "is more meaningful to its alumnae than the recent Phillips Bicentennial." The festivities, she adds, are "not trying to compete with the Phillips Bicentennial celebration."

A committee, consisting of 11 alumnae, 4 members of PA's faculty or administration, one faculty emerita, two trustees, and three current Andover students, used its student members,

Abigail Adams '81, Helen Link '79, and Daniel Wheeler '79 as liaisons between the committee and various involved student organizations.

The student activities include a debate by this year's presidents of the Philomathean Society, seniors Helen Link and Dewey Thompson, and next year's debating heads, uppers Rachael Stella and John Talcott, on "Do males possess minds as capable of improvement as females?" The topic is a reversal of the one debated by a more male chauvinist PA debate squad in 1827.

Seniors Elizabeth Lovejoy and H. Huntington Stehl will participate in tomorrow's seminar, "Why a Liberal Arts Education?" Nancy Richmond Hammer '48, Director of Public Relations at Chatham College will also take part in the discussion, moderated by Hilary Paterson Cleveland '45, Lecturer in Social and Behavioral Sciences at Colby-Sawyer College.

"The students on the panel," Stehl comments, "will be speaking from a more personal angle."

"The only problem I foresee for the discussion," he added, "is that most of the panelists and the audience will have had a liberal arts education, and I suspect that for the most part, the discussion will lack diversity of view

point."

When Abbot Academy opened its doors to students on May 6, 1829, it was one of the first American schools devoted entirely to the education of young women. The Academy was named after Sarah Abbot, whose promise of a thousand dollar bequest enabled Abbot's founders to borrow money to start the school.

At the time of its merger with Phillips Academy, in 1973, Abbot had outlasted its competitors and had become the oldest American female secondary school.

The participants in the celebration will arrive this afternoon and attend a cocktail party hosted by Mr. and Mrs. Carroll Bailey, Dean of the Abbot Cluster and his wife. After the debate, the Fidelio Society, headed by senior Jane Moncrieff and directed, by Susan Lloyd, will perform.

Following the seminar tomorrow, Nutting will host a luncheon in Commons. After Reverend Philip Zaeder's invocation, Carol Hardin Kimball '53 will speak on "As We Were and As We Are." Following Kimball, Music and History Instructor and Pine Knoll Cluster Dean Susan Lloyd will deliver her speech, entitled "A Singular School."



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Mary Minard, Chairman of the Committee on Residential Life photo/Harris

## Faculty Passes CRL Proposal Measure Gives More Power to Cluster Government

By NANCY GOODMAN  
and BEN SANDWEISS

The faculty voted Tuesday to allow clusters to regulate specific areas of residential life under general faculty guidelines.

The approved proposal states: "The faculty delegate to the clusters and their councils the responsibility for making and implementing decisions affecting the quality of residential life. These decisions should be consistent with general guidelines set by the faculty and may be

reviewed by the Cluster Deans, Cluster Presidents, and the faculty."

Under the new system, the faculty will revise Blue Book rules into general guidelines. Then each cluster will adapt the guidelines to suit its own needs.

The Committee on Residential Life is responsible for the proposal. Mary Minard, Chairman of the CRL, observed, "The structure of the student government is fine but it does not allow for decentralization or initiative." She also pointed out that the proposal will increase student responsibility.

Chairman of the Cluster Deans John Richards said the proposal represents the concerns of the Visiting Committee, which called for increased responsibility and activity on the part of the cluster councils.

Expressing concern about the new role of the cluster councils, Frank Eccles, WQS Cluster Dean commented, "Some decisions are appropriate for the faculty alone. I am afraid that the proposal raises expectations that will not be met."

Under the original proposal, cluster councils would have been accountable only to their respective cluster deans and

presidents. However, an amendment suggested by Meredith Price, Associate Head of Admissions, have the faculty the right to review the decisions of the clusters.

Taylor Gray, Pine Knoll Cluster President feels, "The Price Amendment watered down the proposal and restricted the clusters."

Rabbit Pond president Bill Miles remarked, "The proposal is exactly what we needed." "However, immediate responses are not going to become visible," Minard agreed. "It will take a while for clusters to learn how to operate."

David Daskal, student body president, noted, "The proposal will be as much as cluster councils make it. I would hope that the passage of the proposal would start the process of decentralization of school government. The cluster councils must take the initiative to tailor school-wide policies to their own clusters."

In presenting the proposal to the faculty, the CRL listed six possible areas of application for the proposal: smoking, the work program, sex education, academic advising, security and parietals.

## Andover Leads U.S. in Applications

By LAURA UNOBSKEY

Andover received three thousand applications for admission next year, more than any other secondary school in the country, Associate Head of Admissions, Meredith Price, announced earlier this week.

This figure is up from the two thousand five hundred of last year and is five hundred more applicants than Exeter, which received the second highest number of candidates.

Next year's new students scored higher on their Scholastic Achievement Tests, practice SAT's, and Secondary School Admissions Test than ever before. Some 63 per cent of next year's new students come from public schools as opposed to 61 per cent last year.

"These are the only figures that have changed," Price commented. "We lost about the same number of matriculants to other schools as last year." The geographic distribution of new students also has not changed significantly.

During the annual meeting of the Ten Schools Admissions Organization that was held at Andover last weekend, Price talked with admissions directors from Hotchkiss and Deerfield about "overlaps." It appears that substantially more



Associate Admissions Director Meredith Price photo/McDonald

of these students have chosen Andover over these two other schools.

Price feels that, of applicants accepted at both Andover and Exeter, Andover will lose about 58 per cent, approximately the same as last year. "Historically, we have always split matriculants about fifty-fifty," Price noted. "We'll

find out the definite number of overlaps on May 4, when we meet with the admissions staff at Exeter."

The Board of Trustees has approved an enrollment of 1154, including 951 boarders and 203 day students, maintaining a three to two ratio of boys to girls.

The admissions office has admitted 476 people, including 171 girls and 305 boys. "At the present time," Price explained, "it looks as if we may be slightly over enrolled in the number of boys and underenrolled in the number of girls, but we can only guess about the number of old students who will return and the number of admittees that will matriculate."

Final admissions statistics cannot be determined until the June 4 faculty meeting when the faculty will decide how many of those students who are on year-end review or who have academic problems will not be asked back for next year.

Last year, Andover overadmitted by six girls. Because the deadline for the tuition deposits of returning students is after the admissions office mails acceptances on March 10, it is impossible to admit an exact number of people.



## Will Decide on WPAA, Budget, Commons Trustees Convened Today

By KIM LILLY  
and MIT ALLENBY

The trustees this weekend will review the 1979-80 budget, plans for Commons and athletic facilities, and WPAA's proposal to raise its broadcasting power to 100 watts.

This is the first year in PA history that a budget exceeding \$10 million has come before the trustees for their approval. The figure is approaching \$11 million.

In addition, WPAA is seeking funds and approval to broadcast at 100 watts, a move that would insure the station's future. WPAA has three choices, General Manager Owen Fushpan said: it can remain a 10 watt station on the FM band, and would have to shut down at its next license renewal, about one and one half years from now; it could become a commercial 10-watt station, in which

case it would have to go off the air any time a larger station is assigned to its frequency; or it can become a 100 watt station.

The trustees plan to examine the most recently forwarded set of bids and plans for the renovation of Commons. When the plans were returned to the architect for cost reduction, to approximately \$3.5 million, the major obstacle over the Commons seemed to be financial.

Also, the Board of Trustees will investigate the future endowment of the Addison Gallery. This winter, a visiting committee on the Gallery recommended, among other things, that the Gallery's endowment be increased from \$1 million to \$2 million as a hedge against inflation.

## BOSTON Welcomes GEORGE BUSH

Presidential candidate George Bush '42 took a campaign swing through Boston Tuesday. photo/Witt





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Life or Death  
for WPAA???

This weekend will mark one of the few instances when the trustees make a decision that will dramatically and directly affect PA student life; they are to vote on WPAA's proposal to raise its broadcasting power to 100 watts. Because of recent FCC actions, WPAA would only be able to operate at its present 10 watt level for one and one-half years before it would be forced to leave the airwaves. Therefore, the Board of Trustees is deciding whether to keep, or, eventually, to shut down, the school's largest independent extracurricular organization.

For a school that looks with pride to its superb and diverse student organizations, we think that rejecting WPAA's proposal would be a tragic mistake. The station is currently one of the most entertaining, as well as one of the most educational, activities at PA, and the move to 100 watts would make it one of the most professional, as well. This increase in professionalism, spurred by the greater wattage and range—WPAA could almost reach Boston, at 100 watts—could, arguably, deter some students who might participate in the station if it were less serious. Sound logic supports such speculation. The facts, however, do not. This spring, when station management seemed to try its hardest to discourage and intimidate the more frivolous applicants for time slots, enthusiasm was hardly dampened: more than twice as many students applied as there were time slots available, one of the best showings in years.

The move to 100 watts would cost upwards of \$8,000, but already, an offer to match the trustees' allocation has come forth, and the donor could very well supply the entire sum, so money would hardly seem to be any problem. What is at issue here is the school's willingness to support worthy but troubled extracurricular organizations like WPAA. For a school that says it emphasizes "learning outside of the classroom," it's time to act.

Sesquicentennial  
Celebration

## FRIDAY, MAY 4

4:00 p.m. Registration—Morton House, 23 School Street  
5:30 p.m. Cocktails—Bertha Bailey House  
6:30 p.m. Buffet Dinner—Morton House  
8:00 p.m. Student Program—Abbot Chapel  
"Abbot Anniversary Prize Debate"  
Fidelio Society Program  
Sociability—Morton House

## 9:00 p.m.

## SATURDAY, MAY 5

9:00 a.m. Registration at Andover Inn  
9:30 a.m. "Here's Andover"—Kemper Auditorium  
10:15 a.m. Coffee and Abbot Exhibits—Underwood Room  
10:45 a.m. Seminar—Kemper Auditorium  
"Why a Liberal Arts Education?"  
12:15 p.m. 150th Anniversary Luncheon  
"As We Were and As We Are," Carol Hardin Kimball  
"A Singular School," Susan McIntosh Lloyd  
ADDRESS by Dr. Theodore R. Sizer, Headmaster, Phillips Academy  
2:30 p.m. Dedication of Abbot Academy Wing of Athletic Complex  
Dance Group Demonstration  
3:30 p.m. Reception with Dr. and Mrs. Theodore R. Sizer, Phelps House

## SUNDAY, MAY 6

9:30 a.m. School Religious Services, Abbot Chapel  
11:00 a.m.

SEE THE  
SESQUICENTENNIAL  
Supplement

## Minority Needs

By M.A. HUNTER, JR.

I've known people to turn up their noses or cross the street or gnash their teeth angrily when a soiled tramp sauntered in their way. People who haven't got the time to check that ragged, crawling heap to see if the heart still beats or if the soul is intact or if there's a glimmer of hope left in those sad eyes. Too busy to stop, or too ashamed, or too indifferent.

Those same people have probably flipped over to the latest article on Commons renovation or are immersing themselves in the blurb on schedule changes or alumni gifts. The problem at PA is, there are a lot of Phillippians rustling at this moment, that indeed there are those with the comfort and security of wealth who feel that they can afford not to care about the needy; those who are afraid to really take on the burden of compassion; those with the heightened cynicism of our age who say "I don't give a shit" on general principle. These people suffer from the most devastating emotional and spiritual poverty—and our society is hurting badly because of them.

Within the stately confines of the Andover campus and the unseen barriers of two hundred years of grand tradition, there are many of us who are paupers ourselves, begging for the sort of spiritual nourishment that places like PA are not providing. Children of light are becoming dim throughout this society, their spirits flickering, fading like dying flames. It is at PA that one begins to realize that their deep inner needs will never be met through institutions; yet life may very well become a series of movements through institutions exactly like PA, be they Harvard or Yale or I.B.M. or the seaside retreats of Connecticut.

Why so lofty? Why worry about the spirit at a place like PA? I could entertain my critics right now as they cry institutions can't and aren't supposed to care about the spiritual, that Andover does a good job comparatively, that Andover is an academic experience, indeed one that prepares its students for college and not spiritual voyages. But we have promised to be more than the

critics suggest we should be. In the humanities our texts concern themselves selves chiefly with the dimensions of the human mind and spirit, the social sciences with the struggles of the spirit towards its greatest freedom, and the sciences with the organization of the natural universe as a reflection of that spirit. Our entire purpose as educators and human beings is the nurturing of that spirit; we must now recognize where and why it is ailing in ourselves and in those around us.

I've hurt a great deal inside this year at Andover. I've begged to know why there are so few Black, Hispanic, and Asian instructors here and indeed why there are so few students of the same background. When the Afro-American-Latino American society met with the faculty I hurt again, the hurt in hearing Black students trying to explain how difficult it is to be Black in a society like ours and realizing how few of the faculty had any active, sensitive awareness of the Black experience. When we gather together at Peabody amidst the sterile blast of disco music, how many of us question the division that takes place in the most festive of our experiences here, black with black, white with white? How often have we wondered why Commons dining is for the most part a segregated affair?

The much touted phrase "youth from every quarter" implies a certain amount of sharing and understanding so that we might transcend our concern for a person's origin or color or upbringing. But does that transcendental fraternity exist here, that reverence of the dreams and minds and spirits of our classmates and colleagues? For those who are courageous enough to pursue it, yes; but for the most part, Andover harbors a divided spirit. Jocks, BPs, nerds, niggers, artsy-fartsy, townies, brains... Terms which in themselves are meaningless, but which reflect the stereotyping which we are already accustomed to and which will shape our view of those around us in the future. When students at PA encounter difficulties of an academic, social, personal and/or emotional nature, we presume that they are suffering from the

problems characteristic of the group in which we have placed them—she's a freak and is going through freak changes, searching for something to rebel against, refusal to learn within the system; or he's black and is suffering from black hangups, identity conflicts, ghetto withdrawal, a deep seeded sense of social impotence. The faculty does not escape the reach of these insidious labels—he's a 'straight', member of the 'old blue', suffering from Calvinist guilt and Puritan uptightness about sex and paretals; or she's a faculty wife, a tag along person with no future of her own who pretends to mother over her dorm while being deeply embittered by the meaninglessness of her own existence. We do treat each other differently, because of these stereotypic views. We are no better off in this school than we are in larger society, if we are seeking an environment and community which sees us as who we are and what we are without prejudice or preconceptions.

So, everybody, knock it off—be nice! I don't kid myself, I know that no single call to change can bring reform. Headmaster Sizer has put before us many of the very questions I raise today, but I don't think many of us have been very good soldiers in his campaign. I'm leaving Andover, and to a large extent I feel I am a victim of the very stereotyping I have been discussing, people's failure to see beyond the fact that I was 'shacking' and to discover the part of me that is truly me.

How many others will leave? How many others are hurting because of the lack of any true spiritual charity at Andover? We should not pretend among ourselves that all is well at our little bastion of erudition. We should stop promising to be more than we can be and begin talking to one another in our many moments of need without shame but with honesty, without emotional stinginess but with grace and compassion, and without bitterness and cynicism but with the realization that we are all sensitive spiritual beings trying to survive in an often hostile, soulless world. Either we mend our divided spirit as a whole, or we will fall to emptiness.

## Af-Lat-Am Speaks Out

I am the Black student at Phillips Academy. I am the black and minority student from urban and rural America. I have been launched unprepared into a totally unfamiliar environment. I was told that it would be tough adjusting but no one knows how tough it really was. No one knows the fear bred through difference. No one knows the terrible longing for my people, my home, my sense of identity. No one knows the outnumbered feeling that overcomes me each time I step into a classroom. No one knows, and maybe no one cares.

Does anyone really care enough about me to provide understanding black counselors to help me adjust? Does anyone really care enough to help me understand this environment which I find so alien, so intimidating? Must I conform

in order to really be educated? Must I, and indeed all students, neglect and forget my people's accomplishments, must I forget the Kings, the Langston Hughes, the Pablo Nerudas, the Charles Drews because your curriculum fails to offer them to me? Must I assimilate and compromise my identity and integrity as so many blacks are forced to do here so that I might fully receive the benefits of what is termed the "best education in America?"

Please listen to and understand me. It is in a spirit of hope and deep concern that I speak to you today. Phillips has taken a vow to educate "youth from every quarter"; please do not fail to meet that obligation and refuse to assume the burden of courage and empathy that accompanies it. We must create an

environment which is conducive to learning for everyone. In order to accomplish our goals we must increase the number of Black, Hispanic, Asian, and American Indian instructors, administrators, and counselors. We must initiate new curriculum choices which feature history courses which treat the experience of minorities with truth and respect; literature courses which invite all students to participate in the dreams and spirits and minds of the novelists and poets of the Third World. And most importantly we must bring in more students of varying ethnic backgrounds so that those minority students presently here no longer feel 'outnumbered' and that the student body and faculty comes to know and cherish diversity.

## Joining The Ranks

To the Editor:

We the students of Phillips Academy and our counterparts across the nation are presently traversing a crumbling bridge that has previously been supporting men and women above the bizarre waters of involuntary military service. It can most accurately be predicted that in a matter of a few years the draft shall be reinstated. I believe that every one of us should study what such a governmental action would entail; who will be drafted, and what will such things as college attendance or marital responsibilities matter. No more can the women stand back and leave "the dirty work" to the men of our country. Each individual across this nation must recognize that he or she is an integral part of the giant puzzle that is national security. Many of our fellow young Americans have been mildly touched by the 1960's waves of anti-militarism, and thus make themselves deaf to the needs of such an important country. A time has come for one and all to face the facts. We must realize that an all voluntary military is failing. Monthly our recruitments are dwindling below the needed quotas. Even now that women are being placed in more and more positions that were once only held by men, the attraction is not great enough to fill the empty slots. We are entering an era where the location of a possible major war can be almost

anywhere in the world. It is imperative that some of us look to our country and not ourselves and give whatever assistance is necessary to keep America at peace. It might seem bizarre to some, but each one of us should consider what we can do to help our fellow citizens continue to live in a peaceful world. War is the most disgusting solution of

difficulties that has ever been conceived, and we, those lying out on the steps of Sam Phil, or those playing frisbee on the Vista, almost all being citizens of the United States, must realize that the hour has come to look to military service for the continuation of peace in America.

Sincerely,  
Charles E. Dean

## Rotating Schedule?

To the Editor:

I am writing this letter regarding the proposed Rotating Schedule. As I understand it, the new schedule allows each class to meet at a different time each day. This allows free 8:00 classes, or free afternoons on certain days of the week. However, suppose you always wanted a free 8:00 period or a free period in the afternoon? If the faculty allows the students to choose their own schedules, why would we now be forced to have classes at undesirable hours? Why is it necessary to have a class at 8:00?

I also think the topic of the new eating arrangements should be taken into consideration. Since we shall all be eating in Abbot next year, many students will want a particular schedule which will provide them with time to eat. Suppose a

student has a 12:10 class and sports at 1:30? How can they possibly eat lunch?

However, I find it very disturbing that there have been no consultations with the students on this matter. We are the ones the new schedule will affect the most, yet no one has asked for our opinions. There are petitions hanging in Commons against the new scheduling of classes. Many students have already signed with great enthusiasm. But will it help?

I think the new schedule should be discussed with the students to get their views on it. They are our schedules and I believe we have a right to express our views.

The faculty cannot possibly know our feelings so why not give US a chance to express them?

Susan Phillip '82

By BILL STEVENSON  
and MIT ALLENBY

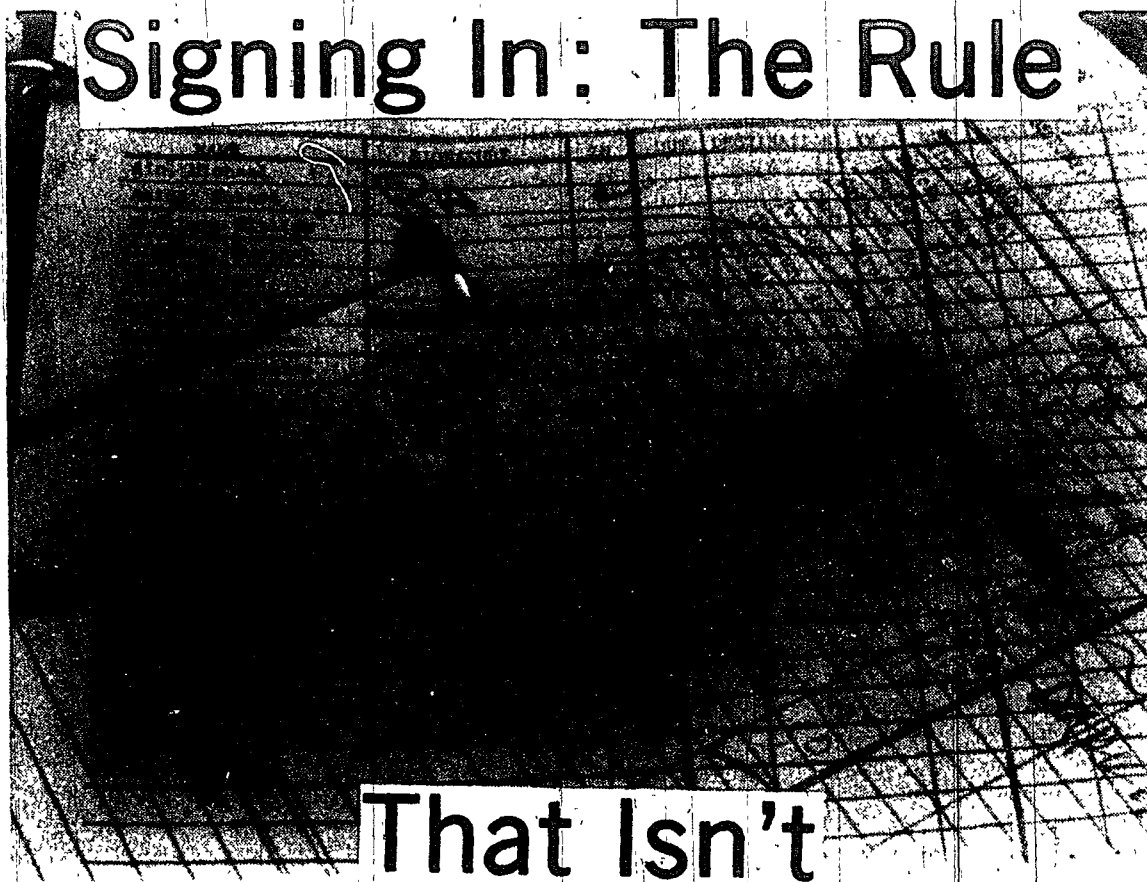
Formal study hours begin at 8 pm every evening except Saturday and those Fridays not followed by Saturday classes. As of that hour, underclass students should be in their dormitory — or, if permitted, in another dormitory within the Cluster. The only exceptions to this are for assigned work in the Library, the Language Laboratory, the Arts Studio, and Graves Hall. If they leave the dormitory after 8 pm, they must sign out upon departure and sign in upon return no later than 10 pm—seniors, 11 pm. Students are responsible for their own signatures; falsification of sign-in procedures is considered a matter of dishonesty.

On Friday evenings of a five-day week undergraduates may be out of their dorms until 10 pm or to the end of a cluster or schoolwide activity, whichever is later. Seniors may be out until 11 pm. On Saturdays only, all students must sign in by 11:30 pm.

Although there have been no recent attempts to change Andover's current dormitory sign-in procedure, faculty and students alike find faults in the system, saying that, in practice, sign-in differs sharply from its Blue Book description. These critics feel specifically that the sign-in time should be 10 pm instead of 8 pm, because house counselors generally do not require students to return to their dorms at 8 pm to sign out. As a result, some feel study hours disintegrate. Furthermore, Blue Book sign-in rules are interpreted differently by each house counselor, and punishment for dishonesty or neglect of sign-in varies among dorms and clusters.

David Cobb, house counselor of the junior dorm Rockwell North, calls the system "a little awkward and very sloppy." Besides not having to return from Commons to sign out to the library, language lab, or other study centers, he noted that when students do sign out, they often go to places other than where they sign out to. "It is unreasonable for us to expect students not to stop by somewhere else on their way back to their dorm," he said.

Bishop South House counselor David Penner thinks the problem with sign in lies in that a student could be literally anywhere between the hours of 8 and 10 pm. West Quad South Cluster Dean Frank Eccles explained, "At 8 every night no one checks too carefully to see whether a student is going to Graves or the language lab, or a dorm in another cluster. But, by 10 pm,



## That Isn't

photo/Harris

o'clock why can't you be in a dorm outside your cluster? Some students might say the library is the hardest place to study on campus.

Penner noted that at one time, a student could sign out only to the library or the language lab, and that students had to punch cards at the library to verify where they had been. Now, he thinks, "House counselors are dissatisfied with the wandering that goes on in the evening. It's very difficult to keep track of comings-and-goings."

The Blue Book describes study hours and sign-in procedures together and some house counselors also consider them related. Pease house counselor William Brown said, "In many ways (the issue) is minor. But it is symptomatic of more important things. The problem is just a deterioration of study hours. People don't get any work done until 10 o'clock, although by 8 pm they are supposed to be studying, somewhere."

Dean Phyllis Powell commented, "Dorm counselors tell me it's difficult to know where students are because so many activities are going on in the evening. The paramount thing is for

sign-in sheet that often, but if I go upstairs after 10 o'clock and someone is missing, he'll be in trouble with me." Eccles echoed him; "I believe that most students are in the dorm when they say they are after they've signed in. They can beat the system for a while, but the house counselor will eventually get down on them."

Eccles also mentioned a major inconsistency in the sign-in procedure; house counselors in WQS,

student who is consistently late or dishonest about sign-in. Punishments range, therefore, from "letting the matter go" to several weeks of restriction. Chairman of the Cluster Deans John Richards said, "Since failure to sign in violates a major school rule, offenders are subject to 25 hours. However, he remarked, "Although house counselors must stick to Blue Book rules, they may enforce them differently." Eccles said punishment "depends on how late (the student was out until) and what the student's past of record is."

Abbot Dean Carroll Bailey gave the more rigid outlines of his cluster: "If he is more than 20 minutes late, he receives censure with work hours. If just 20 minutes late, then he gets only restriction for a week." In contrast, Susan Lloyd, cluster dean of Pine Knoll, said if a Pine Knoll boarder is a few minutes late, then he is merely warned; if he is between a half-hour and an hour late one night, he helps with the sign-in sheet for a week; if he is repeatedly late, however, he is liable to receive from one to seven weeks of restriction.

As punishments vary, so do the reported numbers of punishments. Brown said punishments for late sign-ins are "uncommon" in WQN and that he has not sent a student to Cluster Dean Nat Smith this year. Brown commented, "There is a certain amount of laxity in the procedure. Students ignore signing in because it is inconvenient."

Students agree that sign-in is easy to avoid because it is simple to stay out of the dorm until 10 pm, even if not studying. Most also feel that sign-in should be extended to 11 pm on Fridays of five-day weeks. Ordinarily, house counselors permit students to stay to the end of Friday night activities; however, Brown thinks it would be a mistake to create a blanket rule for 11 pm sign-in

**"Everyone breaks the rule about being in other clusters. You're supposed to be in your dorm by 8 pm but no one ever is."**

he said, are required to meet students face-to-face between 11 and 12 pm Saturdays. "It is supposed to be a schoolwide policy," he said, "but it is not mentioned in the Blue Book. Presently, most, but not all, require visual check-in on Saturday nights."

The greatest responsibility and interpretation of sign-in rules lie with the house counselor. Most faculty seem to agree on this, but they disagree as to whether certain types of dorms—such as large and small or boys and girls—differ in adherence to the rules. Cobb considers larger dorms the sloppiest in handling the procedure and Eccles calls smaller dorms "more casual" about sign-in, since it is easier for their house counselors to keep track of students. Penner noticed that house counselors of girls dorms are more consistent in the use of the sign-in sheet.

In any case, there are extremes in the strictness or leniency of sign-in regulations. Brown said the differences depend on the house counselor's insistence, while Cobb thought the differences come from the amount of attention a counselor pays to his sign-in sheet.

House counselors usually allow individual cluster deans to determine the punishment for the

on Fridays.

Despite numerous complaints, few have proposed any alternatives to the present system. Earlier this year, Abbot CRL Representative Broughton Bishop proposed the Friday sign-in hour of 11 pm to the Cluster Deans, but they took no action. Said Richards, "Sign-in is not a big issue at the moment because house counselors aren't pushing for it."

Concerning problems with the procedure, long Range Planning Director Cobb noted, "The present system is very widely abused, and, though most people give an honest sign-in, there are many who do not. Frankly, I would do away with sign-in altogether except for the 10 or 11 o'clock sign-in to see whether they (boarders) are in the dorm. I know many others who would disagree with me vehemently."

"There must be a way to check on students if you intend to be responsible for them," Eccles commented, "and a sign-in system is the least inconvenient way." That a sign-in system is necessary may be true, but evidently PA's procedure needs improvement through consistency if it is to be an ideal system.

**"There is a certain amount of laxity in the procedure. Students ignore signing in because it is inconvenient."**

everybody expect seniors is in his dorm because the house counselor is checking them."

One lower remarked, "Everyone breaks the rule about being in other clusters. You're supposed to be in your own dorm by 8 pm but no one ever is; the rule should just be changed to a 10 o'clock sign-in on weeknights." A senior wondered, "If you can be in the library after 8

students to have time to study uninterrupted." She continued, "We should spend more time teaching students to set priorities."

House counselors seem generally confident that by 10 pm on weeknights, students are in their dorms. Penner said, "My assumption is that students are in the dorm, whether they are playing backgammon or are studying. I don't check the

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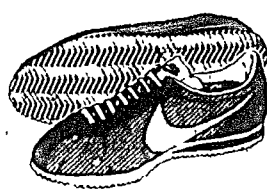
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# Boys' Varsity Track Surprises Harvard

By TAYLOR S. BODMAN

The Andover boy's varsity track team remained undefeated at 4-0, by beating Harvard 88-66. With its first serious competition, and the good weather, it was a good day for a show of Andover's depth and skill.

Jeff Hill marked the first of six personal bests with a 20' 11 1/4" long jump to win the event. In the triple jump, Hill took third, behind a second place effort by David Donahue. Two more underclassmen helped Donahue to sweep the high jump. Sean Rynne and David Fanning placed second and third. Still another Andover sweep followed this one by Paul Golitz, Dick Flaherty and John Proverbs, in the pole vault.

The weight men had less success; no one placed in the discus, Bruce Aylward and Paul Golitz managing seconds in the javelin and shotput, respectively. Greg Robbins sneaked into the Harvard weight line-up and took third in the hammer.

## Crimson Crushed

Harvard's running strength, though, was completely outclassed by PA's sprinters. Joey Sutherland, Eric Sheffield, Paul deBruyn and Federico Figus left the Harvard sprint relay team to drop their baton after having such a good view of the Sutherland-Sheffield pass.

Sutherland and deBruyn opened up individually, placing one-two in both the 100 and 220 yard dashes for the fourth time this season, with a personal best of 10.2 for Sutherland in the 100. Both ran their best times—22.4 and 22.5, respectively—in the 220.

The quarter milers swept their races. Taylor Bodman, Sheffield and Fanning cruised to victory, Bodman equalling his best time ever with a 52.8 win.

## Hurdles Humble

Both hurdles races were again won by the undefeated Jim Ventre. Ventre hosed out a Harvard competitor in one of the most exciting races of the day, winning the 120 highs in 14.9. Flaherty placed third to Ventre's 41.2 in the 330 intermediates.

## Pacers Outdistanced

PA distance team succumbed to a

strong Harvard squad, losing by a sweep in the 880 yard run, and Phil Krohn, bringing his time down to a 4:31, placed only third in the mile. Post-graduate John Burgess provided the spectators with the day's greatest race, the two mile. Using tail-gating tactics for the first mile, Burgess took the lead until he was passed by a runner in red at the beginning of the last lap. Staying right on his heels, Burgess kicked by him in the last hundred yards to win in 9:57, a personal record.

## Lamenting Over Lima Beans

Harvard, sufficiently embarrassed, left before the last event. PA's uncontested mile relay team of Sheffield, Sheehy, Bodman and Ventre remained undefeated. Next Wednesday, May 9, the team will clash with Dartmouth, here at 2:00.



IN TUNE: Sprinter Jim Ventre shows his outstanding muscle tone as he glides over a hurdle.

Photo/ Kummel

# Worcester Downs PA; Nashua Falls

By ELIZABETH DALEY

Although Saturday's game against Worcester Academy was a disappointment, ending in a close 5-4 loss for PA, Wednesday's game against Nashua High proved quite the opposite as our own Blue came back from an 8-5 deficit to win the ball game in a startling 9th and 10th inning attack by a score of 9-8.

## Few Scores

The first five innings of the Worcester game showed very little Blue scoring. Worcester scored 3 runs in the first few innings as a result of wild pitches, too many walks and cheap singles. PA's first run was scored in the third on two consecutive doubles by Dave Hartzell and Tim Reeder.

## On the Basepath

The top of the sixth inning brought in another Worcester run and gave them a 4-1 lead. But in the bottom of the sixth Andover illustrated their ability to run the bases and take advantage of possibilities to score as they tied it up 4-4. The inning began with a single rapped to left by Marty Solomon. Danny Janis then singled to short left field

moving Marty to second. Steve MacDonald sacrificed to advance the runner and Dave Crane rapped a shot to short where the alert Worcester shortstop threw to home cutting down Solomon when he tried to score. There were still two on, Jim Currid banged a shot up the middle scoring Janis and Crane. Garabedian was up next, and he showed his stuff, slamming a triple out to the hockey rink and scoring Currid.

## Offensive Action

Wednesday's game against Nashua High was a classic. It exemplified everything our team is made of: excellent pitching, solid fielding and, most importantly, the offensive attack which we are capable of producing, but have lacked in the past few games.

## Errors

PA began on a positive note by scoring their first run in the first inning. Reeder walked, stole second and scored on a double by third baseman Marty Solomon. The lead was short-lived. Nashua scored two runs in the top of the second as a result of wild pitches, a walk and a single to center. They scored two more in the top of the second again as a result of a walk, an error and a single rapped to short left field.

## Fighting Back

PA, now trailing by 3 runs, fought back in the bottom of the third, scoring two more runs. Tim Reeder began the inning with a single to center. Solomon reached first on an error by the Nashua shortstop, sending Reeder to second. Janis hit a fielder's choice knocking out Solomon at second but advancing Reeder to third. With runners on first and third Jim Currid rapped a stinging triple to right scoring Reeder and Janis.

In the fourth inning Nashua scored two more runs, but PA quickly gained one back on Chris O'Hara's double to left and Reeder's shot to center.

The score remained 6-4 for the next inning until the top of the sixth when Nashua again scored two more stemming from singles and an error. In the seventh Tim Reeder, 3 for 5 on the day, singled and was sent home on a passed ball and a right field single by Danny Janis.

The game continued fairly quietly through the top of the ninth inning as Frank Pelleier came in to relieve Texan ace Peter MacDonald who had pitched seven innings of good ball and racked up fine assists on put outs.

## An Inning to Remember

With one out, Solomon singled to short and took second on a passed ball. Janis then singled to left, scoring

Solomon. The score was now 8-6. There was another out and a walk given up to Steve MacDonald. With two outs and a man on first and third, Dave Crane, our hero, came to the plate. Anxious spectators sat holding their breath. Crane brought the count to 3 and 2. He guarded the plate well by fouling off the next two pitches. Finally, when all feared the worst, Crane belted a towering drive to deep left field. Had it not been obstructed by a tree that ball might still be sailing south. Cheers from the faithful fans could be heard all the way to Fenway. Crane had smashed a true major league shot, scoring Janis and MacDonald and sending the game into extra innings.

The bottom of the tenth showed the true "go, get 'em" spirit of the team starting with a walk to O'Hara. Mark Mulvaney placed a beautiful sacrifice bunt sending O'Hara to second and just missed being safe himself. Marty Solomon also walked. With two out and two on, captain Danny Janis came through with a fly to center field which was allowed to drop in, scoring O'Hara and the winning run for a 9-8 victory.

## SATURDAY, MAY 5

## \* AWAY

Baseball vs. NMH.....	*3:30
Baseball [JVIB] vs. Proctor.....	3:00
Crew [B] vs. St. Paul's [3 boats].....	3:00
Crew [G] vs. St. Paul's [2 boats].....	3:00
Lacrosse [B] vs. Pinkerton.....	*2:00
Lacrosse [JVIB] vs. Pinkerton.....	2:00
Lacrosse [JVIB] vs. Proctor.....	3:00
Lacrosse [G] vs. Lexington Christian.....	2:00
Softball vs. Cushington.....	2:00
Tennis [B] vs. Harvard "B".....	*2:00
Tennis [JVIB] vs. Proctor.....	3:00

## WEDNESDAY, MAY 9

Baseball vs. Dartmouth "B".....	2:00
Baseball [JVI] vs. Lowell High.....	*3:00
Baseball [JVIB] vs. Lowell High.....	3:00
Crew [B] vs. St. John's [3 boats].....	*3:15
Lacrosse [B] vs. Dartmouth "B".....	3:00
Lacrosse [JVIB] vs. GDA.....	*2:30
Lacrosse [G] vs. GDA.....	*2:30
Lacrosse [JVG] vs. GDA.....	2:30
Softball vs. BB&N.....	*2:45
Tennis [G] vs. N&G.....	*3:00
Tennis [JVG] vs. Fingert.....	*2:45
Track [B] vs. Dartmouth "B".....	2:00
Track [G] vs. GDA.....	*2:30

# Sports Slate



# On The High Seas

By JOSH GEAR

After a disappointing loss to Belmont Hill two weeks ago, the Phillips Academy sailing team won a decisive victory over Brewster Academy, 4-1. The races were held on Lake Winnepesaukee at Wolfeboro, N.H. under clear skies. An offshore breeze made for fluky winds of 8-10 knots with gusts of 15 knots.

The first race was Andover's only loss, and it was due to a disqualification of the sister and brother combo of Josh and Sally Gear who had ostensibly placed first. Instead, the team of Peter Hill and Mark Canning received first place and Carter Maser and Jan Esielonis took third. The disqualification gave the Gears 10 points and Andover finished with 13 1/2 to Brewster's 11.

## Runaway for Blue

Andover dominated from the second race on. The team of Kevin Erdman and Mary Witton lead the way, capturing

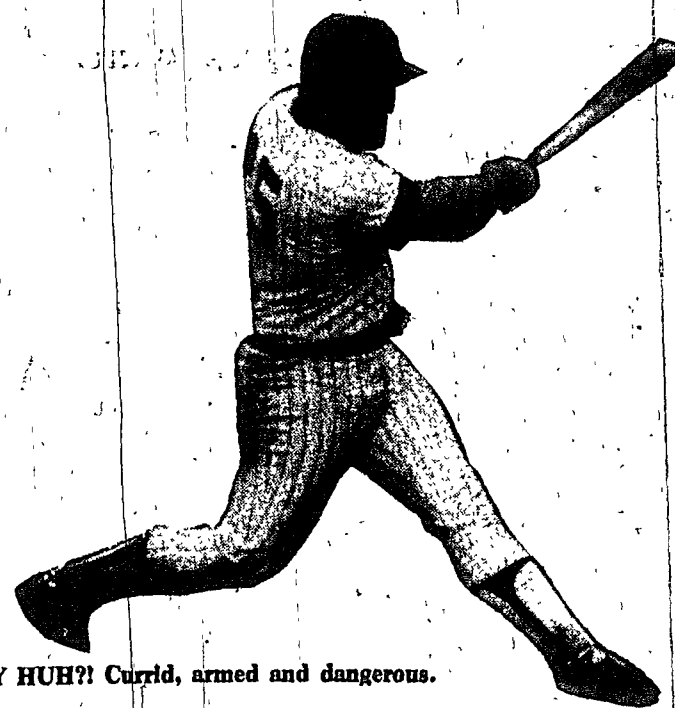
second place. The team of Maser and Esielonis finished third. The Gears finished fourth for a final score of 6 1/2 to 14. In the third race it was Withum and Erdman finishing first again with Maser and Esielonis taking fourth, Hill and Canning placing fifth. The final score of the third race was 9 1/2 to 11.

## Erdman & Withum take 4th Race

Erdman and Withum were again victorious, with G & G close behind. Hill and Canning rounded out the fleet in fifth place for a final score of 7 1/2 to 13. The fifth race was again a victory for Withum and Erdman. Gear and brother placed fourth with Hill and Canning in fifth, combining for a final score of 9 1/2 to 11.

## Upcoming Challenge

After last Saturday the team looks very promising. A real test will be Sunday at the University of Rhode Island at the New England championships for Associate member schools. All the schools there will be similar to Andover in that sailing is not a varsity sport. The team hopes for success and it looks quite promising.



HEY HUH? Currid, armed and dangerous.

# Crimson Stymies Softball

By DARNLEY STEWART

Saturday, the PA girls' softball team was subject to the Crimson Crush, as Harvard ran over the Blue, 10-3. Although stymied in the run department, PA almost matched Harvard's hitting with 7 hits. The team was hurt by a shaky defense that committed six errors. Steph Carlson provided much of the excitement in an otherwise uninspired team performance as she belted a long double and a booming home run.

PA jumped out to a 1-0 lead in the bottom of the first inning as Kate Thomes scored on an error following her lead-off double. Fitter Mary Williamson held the opposition scoreless until the fourth inning, when Harvard capitalized on three PA errors, collecting 2 runs on 2 hits.

## Harvard Breaks It Open

It remained a close game until the sixth inning, at which point the Crimson scored four runs on three hits, a walk, and an error. In the bottom of the same inning, Steph Carlson led off with a home run, but it proved futile as the rest of the team was retired one-two-three.

Harvard put the nails in the coffin in the top of the last inning, blasting two long home runs into the left centerfield gap and scored 4 more runs.

## Balanced Blue Hitting

Hitting well for the Blue were Steph Carlson and Chris Powers with 2 hits, and Kate Thomes, Alison Zaeder and Mary Williamson with one hit apiece.



The rise of the women in Phillips Academy's sports is overwhelming and this issue's Athletes of the Week are outstanding examples.

A lower, Katrinka Leschey (left) has turned PA's track into a veritable playground; she has already set and broken the Andover women's record in the mile on numerous occasions (now 5:30.9).

Tennis captain Robin Rosenberg, (above) had been undefeated in her last three years at PA—until the fateful day at St. Paul's when she lost. Wednesday, she was avenged, smashing her felling opponent to again reign as Queen of the Courts.

photos/Harris

# Athletes Of The Week



EAT THIS! Midfielder Steve Chernow stuffing the Deerfield goalie's mouth in PA's 6-4 victory. photo/Hoch

# Lacrosse Destroys Deerfield

By GEORGE PARKER

The PA boys' lacrosse team went through a complete up and down cycle last week, as they roared back from a 4-1 deficit, to defeat a powerhouse Deerfield team 6-4, and then lost to the Harvard JV, 12-5.

The Deerfield win was an exhilarating one, the first win of the season, and the first time since 1975 that PA has beaten Deerfield. To top it all off, the victory came on a "remarkable come back" in the second half.

In the first half, the Green was ahead 4-1, with the only Blue tally coming from an unassisted goal by Steve Chernow in the first quarter. However, six minutes into the second half, the Blue got rolling, as Andy Thomas and Chris Rokous whipped in two goals within twenty seconds, with assists from Garth Klim-

chuk and Steve Chernow, respectively.

## The Climax

In the fourth quarter PA scored 3 goals and, bolstered by strong goaltending from Tom Edmonds, held Deerfield to a shutout. The PA goals came from Roger Kass, who was assisted by Mason Day, Matt Belman, unassisted; captain Mason Day insured the victory with a tally midway in the quarter, with an assist from Roger Kass.

The game clearly was a team effort, for no one player scored more than one goal, or had more than one assist.

## Poor Play

The game against the Harvard JV could be called almost a complete opposite of the Deerfield victory. According to captain Mason Day, "They were a very good team, but we could have beaten them—we just weren't playing up to what we could play." The truth of this statement is evident in the lopsided score, 12-5.

## Brief Lead

Andover did lead, briefly, on Dom Mazzacco's unassisted goal; however, the

Crimson then went slightly wild. Harvard pumped in five consecutive goals before Roger Kass scoring off a pass from Chris Rokous ended the PA drought. The Crimson then went on to rack up five more consecutive goals, effectively putting the game on ice. However, the Blue did not crumple—Scott Chernow and Matt Belman pitched in goals in the third period with an assist for the latter score from Roger Kass. The final tally came late in the game when Tim Romer put in the fifth Blue goal on an assist from Mason Day.

Though the scoring was evenly split between halves, the shooting wasn't; Andover goalie Tom Edmonds stopped 18 of the twenty five shots rifled at him in the first half, but the PA goalies blocked only seven shots in the second half and let in six.

Basically, "We were a little high from the Deerfield game," said captain Day. It showed in the erratic performance by the Andover squad. However, Day also added, "We'll be looking for a big win against Pinkerton."

## Girls' Tennis Batters Dana Hall, SPS

### Two More Victims

By STEFANIE SCHEER

The girls' varsity tennis team continued its winning ways, by demolishing both Dana Hall and St. Paul's. The unusual 5-match format at Dana Hall didn't stop the PA girls from adding the 4-1 victory to its winning streak.

### Success in Singles

Captain Robin Rosenberg utilized her consistent groundstrokes to outplay her opponent 7-5, 6-1 in a match that spectators deemed "a pleasure to watch." Talented lower Annie Yates rendered few games in her sound win over her Dana Hall adversary. Yates' consistent and accurate play led to her 6-4, 6-3 victory.

### Dynamic Doubles

The remainder of the competition consisted of doubles matches. In the first position Mary Hulbert and Karen Hilton finally succumbed to their opponents after a hard-fought match. Their persistence was not enough to pull out the 3-6, 6-3, 2-6 match. Mary-Ann Somers and Laura Lau gave their fans a scare when they brought the first set of their match to 6-6 and tied the tiebreaker at 4-4. Winning the final and deciding point of the set seemed to calm them. Their

confidence carried over to the second set and they chocked up a 7-6, 6-2 victory.

Jana Walker and Sherry Aghoian played a strong match for a one-sided 6-1, 6-3 victory. Their important win wrapped up a triumphant day on the courts.

### St. Paul's Squeeze

The tennis match on Wednesday against St. Paul's provided a challenge for the Blue, but not much more.

### Robin Shows Her Stuff

Robin Rosenberg showed why she is number one with an outstanding display of skill and grace on the tennis court. She breezed through to an outstanding 8-1 triumph. Annie Yates was also victorious. Her smooth well-rounded game overwhelmed her struggling opponent. Yates wrapped up the match 8-3. Mary Hulbert contributed her share of points to the squad with a 8-5 victory.

### Singles Surge

Karen Hilton's opponent proved to be a solid player. Hilton was not able to break her and she went down 2-8. Mary-Ann Somers played a cool, calculating match resulting in a 8-2 win for the promising junior. Laura Lau found her

## Tabor, Harvard Sweep Crew

### Crew In Deep Water

By GEORGE PARKER

The PA crew suffered two setbacks over the past week, when they were defeated by both Tabor and the Harvard freshmen.

### Spastic Water

At Tabor, according to third man Hugh Silbaugh, "Someone put spastic pills in the water." In other words, the choppy water and the numerous other distractions knocked nearly every aspect of the first boat's performance just a little bit out of sync. The Tabor crew team ended up crossing the finish line a mere two seconds ahead of the Blue squad. The second and third boats were similarly affected, as both went down in defeat to the Tabor crews.

The general conclusion after the race was that the Andover crews had not quite rowed up to their potential; even the Tabor coach admitted that PA probably should have won the first two races.

### Crimson Conquers

Against the Harvard freshmen, though, it was a different story. The first boat

rowed a very good race, and finished with a 4:12 time, which is very near the course record. However, it wasn't enough, for the Crimson finished seven



seconds ahead of PA. The loss wasn't too upsetting, though. "All we wanted to do was scare them," commented captain Taylor Gray. They did just that; immediately after the start, the Blue made a surge, and gained on the Harvard crew—being the first crew to do so—and forcing Harvard to up their stroke by five notches. Thereupon they pulled away from the Blue. One of the Crimson oarsmen remarked after the race that PA had put up the "best competition for us so far" including Princeton, St. Paul's, and Tabor.

### The Big Blue Crew

photo/Caro

## Cluster A Softball Standings

	Wins	Losses
1. Rabbit Pond	8	1
2. Pine Knoll	6	3
3. Flagstaff	6	3
4. Abbot	4	5
5. West Quad South	3	6
6. West Quad North	0	9

## Sports To End All Sports

### Flying Saucer

By PENNER

"What are you doing with your shin bone sticking out of your leg?" I asked a friend of mine who was lying by the side of School Street with a silver bullet jammed between his upper and lower jaw. "Playin' frisbee," he groaned. "Well, goodness, gracious me!" thought I, "What in heck ever next?" Here we had a young man who for the three years I'd known him had never even had a nightmare about, let alone jumped shin bone first into a vicious, brutal, sweaty contact sport.

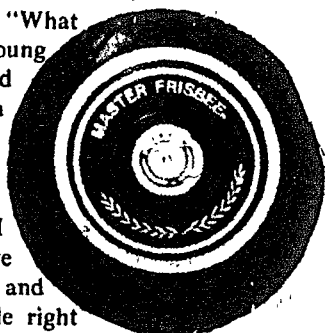
"How in Hades did it happen?" I asked, as the pool of blood rose above my ankles. "I was cleated by Francis and then Ventre did the Methuen Hustle right below my knee cap," he spat out, his eyeballs rolling. Had the impossible suddenly become possible? The unbelievable believable? The not quite so damned probable, probable? Had the Jocks taken over that 141 gram, solid gold, world class, super-pro, all-American sport; FRIS-BEE? Curdling Catfish!! What's a freak to do!!!! When was the last time a pair of knee pads was seen in upper left? When Garth got lost? No, you Exie!!

### Tough

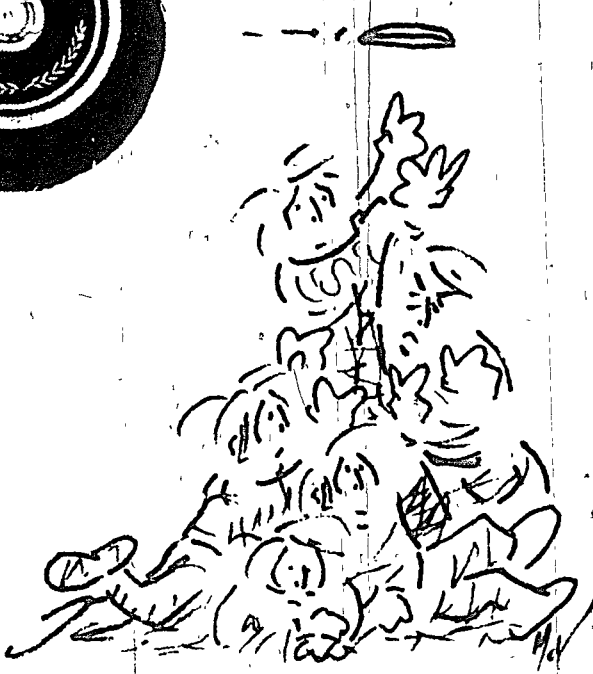
It was yesterday afternoon along with shoulder pads, chest protectors, helmets, mouth guards, right guards and all those other life sustaining lower righty things which have taken over the frisbee field. Bring back the mellow FRIZZ!!

Throw those 50 inch chested animals back to the gro. magnon days where they belong! Golly Gee!! Toss 'em a slab of meat and a pigskin and they're happy. But seriously folks, I love all those guys but then again I like jock itch...and psoriasis... Frisbee has gotten too violent!! COOL IT!! CUT THE CREPE!

O.K., enough, I've made my point. Let's give frisbee back to the people. Let's win one for the Gipper!!



### Death Ray



## Your Wiffleball Or Your Tan

By JIM HIGGINS

This could be the ultimate alternative to sports! This is Wiffleball '79. In an obvious attempt to bag all strenuous activity during the Spring Term, a group of young upstarts has successfully created a new league on campus, the USWF (United States Wiffleball Federation).

### USWF

At this time, there are only three teams competing in Newman Memorial Coliseum. Commissioner Blaine Austin (Yes, he has a last name) has tried to keep the league from expanding too rapidly, and therefore kept the talent concentrated. Current USWF champions are Jack Fowkes and Mark Bellissimo, who edged the defending champs Peter Carley and Jim Higgins in a hotly contested pitchers duel Wednesday, 2-1. Fowkes and Bellissimo had reached the finals by downing Scott Murphy and Danny "DB" Bliss in six innings (a regulation non-championship game consists of three, and two outs per team-innings).

### Rabbit Ball

This year's great home run production could be attributed to the hanging curve ball, but it is more likely that it is due to the short left field fence. Home runs have been the key to the league's success because they're what have drawn the crowds. (Newman Memorial Coliseum has been sold out only once, but most of the fans were waiting for a bus.) So, come on down to the Coliseum, where a good time is had by all.

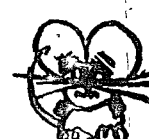
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# Will FINANCES MANIPULATE PA'S FUTURE?



**By CATHERINE MONK**

From June 24 to June 26, Andover will hold its second symposium of the Andover Bicentennial Inquiry into the Education of Youth. Susan Lloyd, History and Social Science teacher will direct this spring's seminar, which will analyze the projections of Andover, focusing on the school's financial problems. A faculty and guest committee will discuss this through examination of five extreme models of future Phillips Academies.

According to comptroller Donald Bade, Andover cannot use its endowment to supplement its yearly income, since depleting the 64 million dollar endowment would jeopardize the school's financial future. The endowment is invested in stocks and bonds, yielding about 5 per cent annually.

Headmaster Theodore Sizer explained that "as the cost of living goes up more rapidly than the ability of the endowment to increase income, the burden of the expenses must be shifted to tuition. Headmaster Theodore Sizer explained that "as the cost of living goes up more rapidly than the ability of the endowment to increase income, the burden of the expenses must be shifted to tuition—and there are limits to the amount that the tuition can be raised."

An increase in tuition would interfere with PA's commitment to equal educational opportunity regardless of economic situation, and alter the diversity of the student body.

A possible solution to this financial problem would be for the state of Massachusetts to adopt an amendment for scholarship schools, such as the one suggested by John Coons and Steven Sugarman to the state of California. Excerpts from the Amendment are to read as follows: "Under this article the term 'public school' shall mean a school which is publicly owned and administered and which is not certified as a scholarship school under this section. The term 'scholarship school' shall mean a school certified to redeem scholarships provided to children of school age in accordance with this article..."

The Amendment specifies that "parents or guardians shall have the right to enroll their children in any scholarship school subject to the right of the school to set its total capacity and to limit applications to children of one sex...Every child is entitled to a basic scholarship from the state for use in a scholarship school in an amount fixed by law."

Coons and Sugarman propose that "using public school cost patterns for comparison, the Legislature shall set the amount of the scholarships so that the aggregate public cost for scholarship schools is approximately 10 per cent less than would be the cost of educating in public schools." However, this idea would eliminate Andover's ability to choose its student body and decide its own tuition costs.

Hopefully, other solutions to PA's financial problems will be formulated during the school's second symposium. Lloyd explains that "Symposium Two focuses narrowly on our own school, but in doing so opens some large and complex questions, such as 'Should PA ultimately decide on change or determine to do neither more nor less than sustain the status quo amid increasing economic stresses?' and 'How can a school committed to academic excellence and to educational opportunity for youth from every quarter keep and strengthen such commitments in the coming decades?'"

During the symposium, a guest committee, along with several PA faculty members, will examine the models of future Andovers and attempt to answer the questions and perhaps raise

some of their own.

There are five "future PA" models which the combined groups will explore. The first one, the status quo model, would require PA to remain the same, making slow and gradual changes throughout the decades. "This solution," Lloyd claims, "presupposes the will and energy to keep abreast of inflation. To do this, the Academy would have to make continual efforts to raise money, or seek public support," such as the California proposal.

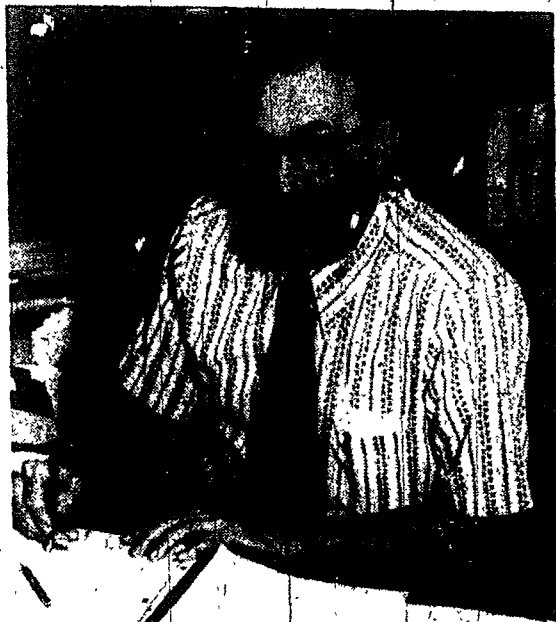
A second option is the "sufficiency" model, in which "all land use would be reviewed with an eye to making the most woodland and open land productive for food, lumber and fuel, retaining only lawns needed for recreational sports," according to Lloyd. "Although this model would retain our present curriculum, it would save money by producing its own essential products and would continue to be able to accept a diverse student body."

The third Phillips Academy is one dedicated to special interests and talents. "This school," Lloyd explained, "would offer students the opportunity to immerse themselves in a diploma program which concentrates on their special strengths and interests." This program could benefit PA financially by "being designed with an eye to the interests and needs of those school systems that might promise financial support for public school students taking a term's or a year's work at Phillips Academy." Again, the student body would remain diverse.

Another possibility for a future Andover is an old New England school, settling into the Merrimack Valley. Lloyd describes this school as having two thousand students, half of them day students from an unlimited radius, a school offering much the same curriculum as the present one. "With about twice the students we now have," Lloyd said, "we could raise the ratio of students to teachers without cutting back on the total number of course offerings. This school had many of the characteristics of a 'survival option': less luxurious use of classroom space, for example, two or three dining shifts at lunch." More positively, it saves money by raising the number of students without increasing the facilities and number of teacher salaries. Also, there would still be a diverse student body.

Finally, the fifth model, says Lloyd, is "a 'forward to basics' model, a school of modest objectives, fulfilling them impeccably. This Phillips Academy abandons our present luxurious array of electives and AP courses and offers training in mathematics, in scientific method, in a foreign language, in the skills of reading, writing, and seeing, through a minimal curriculum of perhaps no more than 16 courses altogether. A strong effort would be made to recruit high risk, high potential students; any surplus funds would go to supporting such students and creating a remedial program to integrate them into the diploma course within a few months of their arrival."

"Such a school," Lloyd continued, "might be little less expensive than our present operation,



photo/Kummel

but if it were proven a success for high risk students, the school could perhaps draw heavily on public funds to support these students and the remedial program." Thus, this school solves financial problems and involves diverse students.

Faculty committee members, Lyons, Sizer, and Eccles made a rough analysis of the New England school proposal and made several negative observations. This PA might lose its traditional clientele and bring "wear and tear" destruction to the campus with the larger number of students. They questioned whether the school would be too big, "faceless," and destroy the "one-student to one-faculty conferences." Furthermore, the relationships between day students and boarders might be strained. Finally, they observed the need for money and a student center in addition to the possible loss of support by conservative alumni.

More positively, the three committee members noted that serving the Merrimack Valley would be a service opportunity for Andover, and, with the new number of students, would bring maximum use to Andover's campus. They observed advantages to a big school, such as a varied faculty and student body. Moreover, the large student body would help adolescents learn to get along with different types of people. Financially, money could come from public funds, possibly without any restrictive conditions.

The guest committee will perform this type of evaluation during their visit in June. The committee consists of seven people: former Governor of Massachusetts, Michael Dukakis; Director of Public Information, Gordon Elliot, a teacher at Boston English school and 1978 winner of the Fyess Award; Chairman of the Massachusetts State Board of Education, Charles Grisby; Director of the Commission on Educational Issues, Joan Lipsitz; psychologist and author of "Intensive Education," Barbara Schieffelin Powell; and Director of the Public Education Association of the City of New York, David Seelye.

Involved PA faculty members are English instructor William Brown; Director of Long Range Planning, David Cobb; Associate Director of College Counselling, Robert Crawford; instructor in Music, History and Social Sciences, Susan Lloyd; instructor in History and Social Sciences, Thomas Lyons; Associate Headmaster Peter McKee; Dean of the Academy Phyllis Powell; Headmaster Theodore Sizer; instructor in Remedial Languages, Maria Van Dusen.

Before it became a serious examination of Andover's financial situation, the topic of the second symposium was to "concentrate on two potential structural models—the alternate school and the complementary school—and would analyze each from two separate perspectives, that of structure (political, financial, and managerial) and of pedagogy (purpose, effectiveness, and humaneness)."

However, Sizer and the faculty committee are enthusiastic about the new topic. They hope to delve into PA's financial future and its effects on the school before inflation diminishes their opportunity to make their own decisions.

## Current Operations: Income

	1977-78	% of Total	\$ Increase (Decrease) over previous year
Tuition and student fees	\$4,751,367	53.4	\$159,348
Endowment income available	3,041,306	34.2	369,442
Gifts to income available of (includes Alumni and Parents Funds and certain other gifts)	819,149	9.2	205,779
Other income (includes receipts from infirmary, athletics and various services)	289,596	3.2	(3,493)
Total resources available of	\$8,901,418	100.0	\$731,076

## Current Operations: Summary

	1974-75	1975-76	% Chg	1976-77	% Chg	1977-78	% Chg
Expenses	\$8,168,920	\$7,938,901	(2.8)	\$8,678,196	9.3	\$9,060,955*	4.4
Income	7,404,918	7,539,900	1.8	8,170,282	8.4	8,974,096	9.8
(Deficit)	(764,002)	(399,001)	(47.8)	(507,914)	(27.3)	(86,899)*	(82.9)

\*Excludes of Bicentennial Celebration expense

# Tennis Subdues Deerfield, St. Pauls'

**By PETER PALANDJIAN**

The varsity boys' tennis team found themselves quite content with a 7-3 win over a uniform Deerfield team last Saturday afternoon. Playing on the fast Rockwell courts, Andover picked up its fifth win of the season. Much spectacular tennis was displayed under a blistering sun to loud cheering in the gallery.

Wednesday, playing flawless tennis on the slow red-clay courts at St. Paul's, the varsity tennis team reminded St. Paul's of the one sided record that the two schools have witnessed annually, by whipping them on foreign territory.

**Tops**

Captain Bill Way "playing the best tennis of (his) life" shocked last year's interscholastic champion. Winning the first set 6-4, Way then continued with a crushing 6-0 massacre in the quick second set. Number two player John Niceforo had trouble adjusting to his opponent's chippy hard court game, falling to defeat 6-4, 7-5. Junior Peter Palandjian, at the number three spot, needed a little extra time, disposing of his weary adversary 6-3, 5-7, 6-4.

**Blue Frosting**

Andover frosted both the cake and Deerfield with a pair of strong two set victories, back to back. Lower racketman Mark Bamford swept past his green rival 7-5, 6-3. Water jugs scattered about the courts, and in devastating Texas heat, number five player John Leede rallied to just a steady opponent, 7-5, 6-2. Leede served particularly well aggressively following his low approach shots up to

the net and smashing penetrating winners. Andover's number six stroker, Bill Ullman, swung forcefully, seizing the first set 6-1, only to drop the second 6-2. Nevertheless, the nonchalant Ullman edged his opponent 7-5 in the third set.

No snow in sight, number seven player Geoff Proctor, was topped 8-3 in a match that scores meant little. Most every game was well earned, and ended only after several "adds."

**Double Strings**

The unbeatable senior team of Way and Leede topped their Deerfield foes 6-4, 7-6. Constantly taking the net and exchanging reflex volleys, Andover's number one doubles team received numerous ovations for their professional-like play.

The number two team of Palandjian and Bamford were not quite as lucky, dropping a 6-4, 6-1 decision. This was the first match that the pair have played together; at times they seemed hesitant. Rallying at the number three spot, Niceforo and Moses Grader outplayed their opponents, winning 6-4, 7-5.

**St. Paul's Varsity**

Andover dropped only two matches overall to St. Paul's, one being the first loss of the season for Andover's senior star Bill Way. Way was overwhelmed by a tall, New England ranked player, 6-0, 6-4; he seemed to have other things on his mind and failed to get into the match.

**Blue Storms**

Andover's depth proved its key to success after the next six players on the

squad rolled over their enemy with superior scores. Niceforo enjoyed the slow surface; he brilliantly disposed of his opponent 6-3, 6-2. Having saved one set point in the first set, Palandjian gutsily came back to edge his dismantled adversary 7-5, 6-4. At the number four spot, Bamford had the win of the day, destroying and humiliating his opponent 6-2, 6-0! The team's only undefeated player, Leede, kept his streak alive, with a solid 6-4, 6-4 victory.

**Blue Dominates**

In his usual three-settish manner, Ullman again put his opponent into grievance with an unusual 0-6, 6-4, 7-5 comeback. Ullman displayed superb tennis, displaying fantastic composure. Number seven sportsman, Proctor also crushed his adversary, proving too much in his hometown. Playing before familiar faces, Proctor defeated a distressed St. Paul's opponent.

**Way's Revenge**

Way and Leede strutted onto the court with something obviously in mind: The awesome pair meant to keep their undefeated credentials, and Way meant to beat his singles opponent in this rematch. They narrowly proved their point, defeating their opponents 10-8. At the number two doubles spot, the team of Niceforo and Proctor, in their debut, dropped a tense 10-7 decision to an experienced St. Paul's team. The young number three team of Bamford and Palandjian finally received their first taste of success in doubles, by destroying their opponents, 10-3.

# The PHILLIPPIAN Sports

MAY 4, 1979

## Girls' Lacrosse Edges SPS

**By JENNIFER ROSS**

The Andover girls' varsity lacrosse team went into their game against St. Paul's on Wednesday a bit uneasy. They were soon relieved, however, emerging from the game against one of their biggest rivals with a 5-2 win. Both defensively and offensively the team looked unbeatable.

**Shaky Start**

The first half, PA was plagued with poor shooting and inaccurate passes, due to much tension. St. Paul's kept the ball down in PA's half for the opening minutes, but Andover perked up and got the ball down to the other end of the field. After many unsuccessful shots by PA, Robin Aiello scored with a quick-wristed power shot assisted by Tori Abbott.

**Tally Back**

St. Paul's replied with a tally of its own, taking advantage of a kink in the PA defense. Andover bounced right back with a goal by Tori Abbott, tying the

score at two all, as the opening half came to a close.

**Even Play**

Blue held the St. Paul's stick chicks to only one goal in the second half. PA got their act together and played aggressively at both ends of the field. Robin Aiello and Tori Abbott both blasted their second goals of the game and Ellie Hirschhorn put another in the net with an accurate feed from Eliza Deery; only two minutes were left in the game. The final score: Andover 5, St. Paul's 3.

**Hogin Is Flawless**

Laurie Hogin had a spectacular game. Allowing only two goals, Hogin is credited with three-quarters of the team's victory. St. Paul's couldn't get anything past her. She had more than her share of hard shots and stopped all but two.

As far as the team's overall performance, coach Ritchie commented, "The girls are doing very nicely. They're starting to click as a team and they are really playing well."

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# THE SEVENTH PAGE



French Play Premiers

## THE BAD AND THE BEAUTIFUL

By JIMMY HALPERT

The Baroque age of honor, wooing, wit, snobbery, and men's wigs is back. On Friday, May 4th and Saturday, May 5th, at 8:00 pm, a cast of over 30 Francophiles, beautifully decked out in the clothes, hair styles and hats of the 17th century, will put Moliere's classic comedy, "Le Bourgeois Gentilhomme," on the G.W. stage. The play, considered by many to be the funniest of Moliere's brilliant comedies, was first performed in 1670 for Louis XIV at Versailles. It concerns the idiocy of a rich, middle class merchant, Monsieur Jourdain (played by Andy Gilmour, who is tricked and taken advantage of in his attempts to break into the society of the aristocrats.

Gilmour, who has worked for five months on his demanding role, stars as the foolish Jourdain. Anne Brownstein plays his nagging but sensible wife, Nanon Beaubien his daughter Lucille, and Brenda Lamb his smart maid Nicole. Paul Whittall is Cleonte, Lucille's lover, and Nick Shufro is Covielle, Cleonte's clever servant and Nicole's beau. Justus Paiewansky plays Dorante, a conniving count who takes advantage of Jourdain's respect for nobles and courts the beautiful Marquise Dorimene (Beth Nachman). Jimmy Halpert is the music teacher, Jacques Hugon the dance teacher, Jorge Arteta the fencing instructor, Mark Bedell a tutor, and Derek Stowe a tailor. Jim Edmonds, John Andrews, Greg Cleveland, Dave Crane and Moses Grader burst into the scene as the hilarious, mysterious Turks.

An enormous amount of work has gone into the production. The producer and director, Chairman of the French Department Catherine Kirkland, has been rehearsing since January. She even sewed the magnificent 17th century costumes herself.

The production has several dimensions. Aside from the acting, there is music (composed by Jean-Batiste Lully

expressly for the play) and ballet (choreographed by Christina Rubio). Rubio and music director Christopher Walter have gone to great lengths to supply these superb side features to the play.

Director Kirkland emphasizes that spectators need not have a strong grasp of French to enjoy the performance. The dialogue is simple and much of the humor is in sight gags, which demand no understanding of French at all. Everyone will enjoy the delightful ballet and music. Jim Edmonds, who adapted the Turks' lines into real Turkish, is the only person who understands the Turks' dialogue, and he's not telling anyone what it means.

The performances promise to be superb. Part of the cast travelled to Middlesex in mid-April to give a preview of the actual performance. Their efforts were very well received. Said the American Association of Teachers of French in their newsletter, "It is a splendidly costumed production including music (an orchestral) and dancing. The scenes performed at the Festival Dramatique (at Middlesex) were excellent." Both the cast and director are optimistic and raring to go. So, VENEZ!

## The Boys.....and The Beast

CHARLEY and TIM

Saturday night at 6:45, Kemper Auditorium will explode into a myriad of sound and light. Oh, sorry. We were just trying to write like the Phillipian sports staff. The talent show will be held this Saturday night at 6:45 and 9:00 and anyone who is anyone will be there. Idi Amin is reported to be coming out of seclusion for the show. Charles Manson will be there—should be a lot of laughs. We may even call him up on stage to slay a few people. Oh, sorry.

Some of the most incredible talent in the school...will not be featured, but we do have the Boys (Francis, Fusco, Callagy, Robbins, Golitz and Ventre) who shouldn't be missed. Ellen Coon and her brother — will do their rendition of "By the Light of the Silvery .... Forget it, it's too easy. Sue Tanner will be vocalizing and pounding the horsetooth to give the audience a taste of genuine talent before

the night is over.

Most of the faculty talent that promised to appear have, of course, fled like thieves in the night. After looking forward to this show for 364 days, Lou Bernieri returned his contract unsigned. Mr. Chivers also reneged, but that's O.K., because I think he'll be washing his herr. What do you want from us? Mr. Morell, who once danced in a flea circus, will not be there. It seems that while rehearsing, some of his partners discovered Loki and well, one thing led to another...

The Third Annual Talent is being put on for its unprecedented third consecutive year. The Master of Ceremonies for the first two shows was Joe Tatelbaum, and he left us with the legend and proceeded to flee to Northwestern. Well, knowing the Beast, maybe he didn't exactly flee. Maybe a lively jaunt. Anyway, there are various reports of



The Beast Returns

UBO's around campus. Any more Unidentified Beastular Objects should be brought to our attention no later than Saturday night.

We're beginning to bore ourselves as well as our readers. So, without a final pun on Tim Reeder or his immediate family, we will sign off with one final piece of advice.

## Gallery Hosts Jacobi Exhibit

By SALLY SCHWARZ

A retrospective exhibition of Lotte Jacobi's photography will open at the Addison Art Gallery on May 4th. The show is timed to coincide with the publication of "Lotte Jacobi," a book of her photography over the past 60 years, edited and introduced by English Department Chairman, K.Kelly Wise, and published by Addison House.

Mrs. Jacobi began her career in her native Germany, but had to flee in 1935, leaving behind a large part of her work. She has travelled widely, and presently lives in New Hampshire. She asked Wise,

who is a published photographer himself, to assist her in producing a book of her life's work. Wise sorted through over 10,000 pictures. Originally Jacobi produced portraits and her subjects include Einstein, Auden, Dulles, Sleiglitz, May Sarton, Thomas Mann, Peter Lorre, and Eleanor Roosevelt.

Wise, who wrote the book's foreword, remarked that "Partly because of her freedom from preconceptions and also because she has taken little from the work of other portraitists, Lotte's portraits have a fresh, less adhesive trademark."

## Exhibit



Lotte Jacobi at Work

More recently, Jacobi has produced photographs she calls "photogenics" by introducing artificial lighting, glass, cellophane, and odd-shaped paper into the photographic process. She feels this new technique was "a marvel. With the photogenics, I felt young again."

Mrs. Jacobi, who is now over eighty, has a vigorous and vibrant philosophy that Wise feels is demonstrated by the "alert integrity of her approach and her deep affection for life in every form." Jacobi says, "I was born with it. I never think about design. It comes automatically...I was to be a photographer and that was that. I love people. I needed the camera more than I ever would have believed."

The show will be open to the public, and Mrs. Jacobi will be present to discuss her work from 7:00 to 9:00 tonight.

## Band Attends Fest

JERI ORDWAY

Late Sunday afternoon 25 members of the Band piled on a school bus and headed north to Laconia, New Hampshire and accommodations at the Brickyard Mountain Inn, a ski resort and off-season hotel. We found the hotel's facilities, which included an indoor pool, sauna, and tennis courts, relaxing and the food pleasing. There was even a bar and disco for 18-year-olds, so when Mr. Wilson announced a 9:00 pm rehearsal, we were somewhat reluctant to attend.

But the object of the trip was The Brickyard Mountain High School Music Festival. PA was one of the 80 high

school bands who, in a 2 week period, would travel from New York and New England to perform at nearby Gilford Senior High.

Following a brief sleep in most cases, the band, rose again and after a relaxing morning of swimming and tennis (and, occasionally, study), the Band performed for a panel of 3 judges, one of whom was Tom Everett, director of the Harvard Band. It was, perhaps, not equal to the performances of some of the 90-member bands there, but we headed back to Andover satisfied—and how else can you get away for a day for only \$25?

By JUDITH OLIVER

Next Wednesday, Thursday and Saturday nights Peter Schaffer's Tony Award winning play, "Equus," will be presented in the Drama Lab. "Equus" essentially deals with a disturbed 17 year old boy, Alan Strang, played by senior David Herskovits, who has blinded six horses with a metal spike.

Hunt Stehli plays the part of the overworked, middle-aged psychiatrist, Martin Dysart, who must probe deeper and deeper into the boy's tortured mind. The greater part of the play deals with Dysart's interviews with Alan, his parents, Jane Moncreiff and Ted Lord, a magistrate, Sue Jenkins, and the local stable owner, Barrett Grey.

"As a person," Stehli commented, "Dysart really intrigues me, and although he may be middle-aged, I know that many of the questions which he asks during the play, I have asked myself."

"Equus" is 4 year senior Brian Linse's directorial debut. He is confident that his own interest and delight in the play can be shared by the audience, and as it is set in the present, he considers a major point to lie "in the discussion of what

normal is, how society defines what is normal, and the way in which abnormality is dealt with. In this, "Equus" takes a theme which is old in theater, but it urges the question upon us all, by treating it in a novel and exciting way."

Also featured in the cast are Sally Gear as a stablegirl, Ellen Condren and of course six horses; Dan Wheeler, Nathalie Valette, Murry Nelson, Anders Crofoot, Paul Mehlman and Roger Kass.

With this handsome and talented cast and such a superb, exciting script for them to work with, "Equus" promises to be one of the term's most enjoyable and satisfying theatrical experiences.



"Equus" will premier next Wednesday.



By ELLEN HARRINGTON  
ON CAMPUS

Friday, May 4  
6:00 pm Sesquicentennial Celebration: 150th Anniversary of the opening of Abbot Academy in 1829. For all Abbot Alumnae.

7:00 pm Senior Percussion Recital; Joshua Kaufman, John Mottel, Andrew Nhyhart, and Sean Wolfort. Kemper Auditorium.

7:00-9:00 pm Addison Gallery opening and reception. Photos by Lotte Jacobi, painting and drawings by Laura Allis, prints and photographs by Lee Brown. Exhibit open through June 10.

8:00 pm "Le Bourgeois Gentilhomme" by Moliere, in French. Directed by Catherine Kirkland. \$1.50, G.W. Hall.

Saturday, May 5  
9:30 am Abbot Alumnae reunion for 150th Anniversary.

6:45 pm 3rd Annual PA Talent Show. Your hosts Tim and Charlie will be there, with Joe T. back to MC. Last Year's was great, and this promises to be

Dickie's fast! Kemper Auditorium.

8:00 pm "Le Bourgeois Gentilhomme". G.W. Hall.

8:00 pm Talent Show. Kemper Auditorium.

8:30 pm AF-LAT-AM Disco, Peabody House.

Sunday, May 6  
3:00 pm Chamber Orchestra Concert, David Irwin, conductor. Addison Gallery.

LAWRENCE

Showcase Cinemas Rtes 114 & 495. "Love at First Bite"(PG), "Halloween"(R) "Star Crash"(PG), "Same Time Next Year"(PG).

BOSTON

Movies  
Charles 1,2,3; 185 Cambridge St. Tel. 227-1330. "The Deer Hunter"(R), "Real Life"(PG), "Wifemistress"(R), "Star Crash"(PG), "The Fifth Muskateer"(PG), Cinema 57; 200 Stuart St., Tel. 482-1222. "China Syndrome"(PG), "Buck Rogers in the 25th Century"(PG), "The Exorcist"(R).

Nickelodeon Cinemas, 600 Commonwealth Ave., Tel. 247-2160. "Remember

My Name"(R), "The Damned", "Death in Venice", "Conversation Piece".

Orson Welles Cinema, 1001 Mass Ave., Tel. 868-3600. "Picnic at Hanging Rock", "Get Out Your Handkerchiefs", "The Thief of Bagdad", "Desperate Living", "Night of the Living Dead", "The Harder They Come".

Concerts

Van Halen, Orpheum, Hamilton Place, Boston. Tel. 482-0650. May 13, 7:30 pm. Tickets \$10.50, 9.50 available at box office and major ticket outlets.

Cheap Trick, Music Hall, Tremont St., Boston. Tel. 423-3300. May 29, 7:30 pm. Tickets \$8.50, 7.50 available at box office and major ticket outlets.

Alice Cooper, Music Hall, Tremont St., Boston. Tel. 423-3300. May 21, 7:30 pm. Tickets \$10.50, 9.50 available at box office and major ticket outlets.

Supertramp, also at the Music Hall, May 23, 7:30 pm. Tickets \$8.50, 7.50 available at box office and major ticket outlets.

Dance

Dance/New England '79. Tel. 547-2541. Weekends through June 2. Mini series of "Dance Variations" featuring New Eng-

land choreographers. May 4 and 19, 8:30 pm. Hotel Bradford, Tremont St., Boston. Tickets \$4.50. Programs of modern dance and ballet.

On Stage

"The Maids", Boston Center for the Arts, 551 Tremont St., Tel. 445-1832. May 4 and 5, 8 pm. \$2.50. Drama by Jean Genet presented by the Star System Players.

Boston Shakespeare Company, 300 Mass. Ave., Boston. Tel. 267-5600. Performances at 8 pm. Tickets \$4-\$6. "Romeo and Juliet" May 5, 9, 10, 12. "Two Gentlemen of Verona" May 11.

"Murder at Howard Johnson's", Wilbur Theater, Tremont St., Boston. Tel. 423-4008. Through May 20. Performances Monday-Saturday, 8 pm. Matinees Wednesday and Saturday, 2 pm. Tickets \$9-\$16.50. New comedy by Sam Bobrick and Ron Clark, starring Tony Roberts and Bob Dishy.

"Peggy Hewett, Norman Rollings and the All-Girls Orchestra of Miss Faun", Fan Club, 77 Warrenton St., Boston. Tel. 357-5050. Performances Tuesday-Thursday, 7:30 pm. Sunday 3 and 7:30 pm. \$4,

\$3. 1930's style cabaret musical.

Ideas

Walking Tours of Boston, sponsored by Boston by Foot. Tel. 367-2345. Tuesdays, Thursdays and Saturdays, 10 am. Sundays 2 pm. \$2. Tour I meets at "Where's Boston?", does the "Heart of the Hub." Tour II "Beacon Hill" meets at the foot of the State House.

Whale Watch, Museum of Science, Boston. Tel. 723-2500, ext. 259 for reservations. May 14, \$8. Whale watching at Provincetown, Cape Cod.

Open House, Boston Sailing Center, 54 Lewis Wharf, Boston. Tel. 227-4198. May 5 and 6. Free sailboat rides and introduction to the center's sailing programs.

New Record Pick of the Week. "Ricky Lee Jones". New female vocalist of whom much is expected in the future. Contains the hit single "Chucky's in Love."

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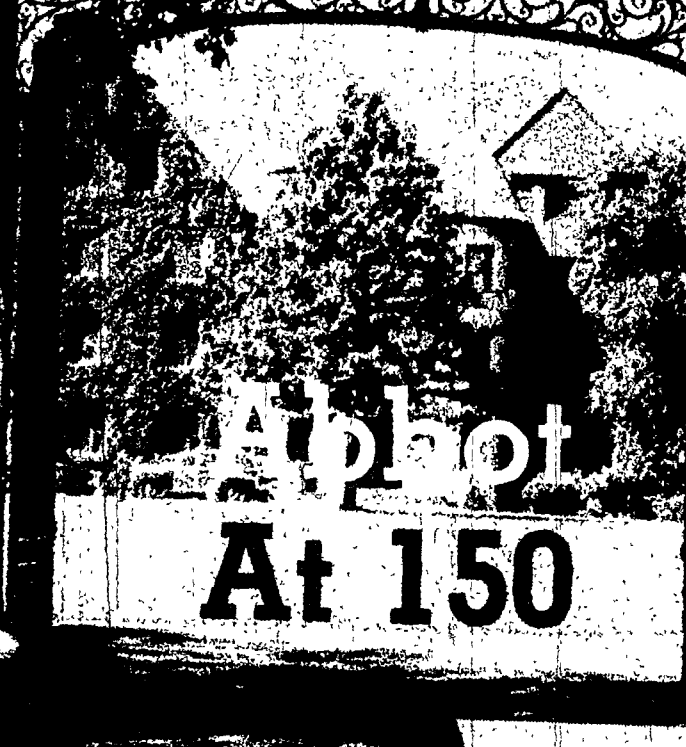
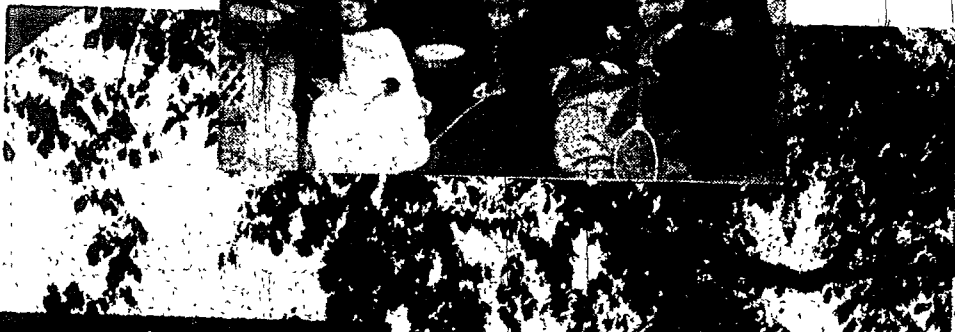
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Friday, May 4, 1979



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# Lost Forever?

Last year the school community celebrated Phillips Academy's bicentennial. This year we commemorate Abbot Academy's 150th anniversary. But the year after Phillips Academy's 250th birthday, will we remember Abbot's bicentennial? Will we remember Abbot?

Questions like these nag at the minds of people who recall the glories of the girls school that opened its doors a century and a half ago. Will the fun, the friendliness, the warmth and the spirit that was Abbot's go the way of bobbysox and bloomers?

These queries, however, make the false assumption that Abbot has died, while Phillips is 201 and going strong. The questioners miss the essential point that while the Academy down School street has vanished, so has the boys school on the hill. We may trace our roots to the days of Samuel Phillips and the signing of the charter in 1779, and many of the original values may remain, but the post-merger Andover is a different school. Co-education brought many "feminine" qualities to Andover. Perhaps Phillips already had the gentleness, the tenderness, the warmth, the compassion, the love that it now has, but many alumni will tell you that it took women to bring these emotions out into the open. New problems certainly arose to replace old ones—the debate over parietals and sex education may continue long into the future—but the new difficulties are healthier ones, natural to adolescence.

Phillips Academy, by sheer number, seemingly dominated the merger in more than name only. Abbot alumnae may bitterly complain that there is too much Sam and not enough Sarah in today's PA. Plans to sell or lease the Abbot campus may have intensified fears that Phillips just wanted Abbot's students, but not its soul. The Abbot spirit lives, not in the old hallowed walls of Draper Hall, but in such tangible forms as a more pleasant school atmosphere, an environment more conducive to learning and growing.

We are indeed lucky to be part of a school combining the beautiful heritages of Phillips and Abbot. With these two traditions, PA can be a unique, if not a singular school, and can rest assured that it is preparing "youth from every quarter," male and female, for the "greater end and real business of living" in a world of men and women.

This supplement is published

by The Phillipian in recognition

of Abbot Academy's sesquicentennial

celebration.

# Contents: History of Abbot

4

*Susan Lloyd, Phillips Academy history teacher, recaptures Abbot's history in four sections: the first quarter century as a day school, during its second phase from 1853 to 1892 as a boarding school, third, the next decade, progressing to meet new demands for college preparation, and finally, beginning in 1935, concentrating on college admissions.*

# Faculty Nostalgia

7

*Georges Krivobok, Shirley Ritchie, Marion Finbury, Richard Griggs, and Virginia Powell, currently members of Phillips Academy's faculty or administration, tell of their experiences as part of Abbot Academy, and reflect on the merger that brought them their new affiliation.*

# Forum on Women

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*History and Social Sciences teacher Nancy Sizer and French teacher Natalie Schorr describe different aspects of the female life at a co-educational Phillips Academy. Sizer traces the evolution of the female student at PA, while Schorr describes the problems faced by female faculty members, especially those of mothers like herself.*

# Photos from The Phillips Academy Historical Archives



The class of 1886 at their reunion in 1941.

# 'A Singular School': The History of Abbot Academy

At the request of The Phillipian, history teacher Susan Lloyd wrote this account of Abbot's past with Rona Shapiro '79. The italicised portions are from Lloyd's upcoming book, "A Singular School: Abbot Academy 1828-1973."



History Instructor Susan Lloyd.

Abbot Academy was one of the first American schools founded entirely for girls and young women; it's 144-year corporate life made it, in 1973, the oldest girls school in New England. Some PA folk who don't know Abbot imagine it as a doddering old spinster, as dull as a black hat. But have you met any doddering old spinsters lately? Sampled their independence or their durability? Enjoyed their magnificent refusals to do what the world expects them to do?

If anything, Abbot's life was more varied than any individual life could possibly be, overcame more challenges and hurts, went through more stages of growth and regression. This is partly a function of its age, but there is more to it than that. The school encompassed thousands of lives, and each life intertwined with that of the institution to create a unique human web, its configurations depending as much on the particular time in history across which it stretched as upon the students and teachers and budgets and trustees involved. Abbot's story falls into four major parts: the first quarter century, during which Abbot was essentially a day school for the local community, virtually the only place where an Andover girl or young woman could get an education. In the second phase, from 1853 to 1892, Abbot consolidated itself as a boarding school, an alternative to public high school rather than an early stand-in for it. The next decade was a transition period, during which Abbot geared itself up to meet new demands for college preparation, creating a double course of study which offered the choice between the advanced training given by so many of the 19th century seminaries before

colleges were available to women and a straight college preparatory course. The double course remained through the mid 40's, but by 1935 Abbot was well into its fourth stage, concentrating on college preparation, but with a sharp eye for the futures most women must live after formal education is done.

*The essentials were laid down: a double commitment to basic intellectual training and moral guidance, a commitment strengthened by a habit of resistance to passing fashions, and by—above all—a respect for the importance of women in American society.*

Who was the ideal woman of the 1820's and 30's, the woman Abbot founders had in mind when they gathered together in the winter of 1828 to begin a female high school in Andover? How should she be trained and educated? Men, primarily, would decide. Abbot's earliest trustees were all male, as were its earliest principals. Although many of the wives of Andover Theological Seminary professors doubtless joined the wives of farmers and bankers and merchants to talk over these questions of "higher education for young women," the men ran the show, just as they ran the churches and the banks and the new mills rising along the Shawsheen River. Indeed, it was daring enough in staid Andover for men even to contemplate teaching young women such dangerous subjects as botany, Latin and Greek, metaphysics, geology and mathematics. Concentration upon them would divert the flow of blood from the reproductive apparatus to the brain said the critics; the growing girl would be made unfit for motherhood! Yet the bumptious optimism of the 1920's had infected Andover

with egalitarian notions: many believed that women could both absorb and use men's subjects; a few on the radical fringes considered women equal to men.

Abbot's founders had motherhood in mind too. Abbot was born with young women's immortal souls as its first care, and the immortal souls of their future children as its second. Six out of Abbot's first seven principals were ministers; five of these had been trained at Andover Theological Seminary, then the apex of Protestant orthodoxy. Andover citizens saw their male brethren substituting business acumen for piety. Twice as many women as men belonged to Andover's churches. If the men could not

principals were far more learned than the ordinary school-master or mistress; two left Abbot to take important pulpits in other towns, one became an inventor and agronomist whose bee-keeping methods revolutionized the industry, and a fourth became the president of Hamilton College. Their assistants however, were paid only a dollar a day. At that rate, one cannot imagine that the curriculum which looked so much like Harvard's was taught like Harvard's. The wonder is that this pinchpenny enterprise could meet as many of its lofty aspirations as it did.

*Earlier, Mr. Lamson had begun the Abbot tradition of frequent walks or buggy rides to the ocean or other places.*

*"From alumnae recollections we get an image of Samuel Brown patiently lifting one sodden adventurer out of a ditch on a berry-picking expedition to which the whole school had traveled by train."*

keep a proper balance between the spiritual and the profane in the "mad, shifting world" that was Jacksonian America, well then, the women would have to do it. Was not woman far more sensitive and virtuous than man anyway? Did not her weakness dispose her to dependence on God and Jesus Christ? The problem was to keep young women tame while giving them the tools of independent inquiry. Luckily, Abbot never resolved it. Willy-nilly, the early school produced numbers of missionaries and teachers and plain strong souls who overcame extraordinary hardships in their efforts to be useful, rather than merely ornamental.

A trustees' examining committee of 1854 wrote admiringly of the Abbot students' capacity to "think for themselves." While Phillips Academy prepared boys for college, Abbot was educating young women up to the age of 22 or 23 with a curriculum that roughly matched the course of study offered by most men's colleges. Students climbed the Hill for their chemistry and Shakespeare lectures, courses shared with the Phillips Teachers' Seminary. The first seven

of interest [some of these started at 4:30 am]; from alumnae recollections we get an image of Samuel Brown patiently lifting one sodden adventurer out of a ditch on a berry-picking expedition to which the whole school had traveled by train. The engineer waited while her clothes were dried at a nearby farmhouse, then covered the seven miles from wilmington to Andover in only twelve minutes, a "Wonderful feat" in those days.

By the 1850's, in spite of a few pioneers, it was clear that an education equal to men's would not in itself lead to jobs like men's. Teaching had become a respectable job for a woman, so had mill work and book-binding; nevertheless, the men still grabbed the best jobs, and a reaction against the feisty women's suffrage movement actually seemed to be pushing many girls' schools away from the idea of equality. Victorian America's ideal woman was chaste, submissive, passionately domestic. Abbot joined the tide—but in a style that ushered in a new kind of strength and independence from men. It was in the 1850's that Andover's first public high

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school opened, and Abbot, fearing extinction, built a dormitory and became a boarding school. In so doing, the school began quite self-consciously to model itself on the ideal family, where all education, both in-class and out, could be pointed to the upbringing of good Christian women. All the day long, relationships between members of the "family" could be regulated by love and consideration. Another innovation: this family was a solid, self-sufficient matriarchy. In 1853, the Abbot trustees finally accepted the idea that women could run

(1913-1935) were the three principals who presided over Abbot's third stage. This was the period during which the school offered both a college preparatory course geared to the requirements of the seven women's colleges and a special five-year "academic course" which perpetuated the school's commitment to education for life. All you had to do to get into Wellesley in 1904 was to fill out a 3x5 card and enclose with it Abbot's certification that you had successfully completed its college preparatory course. Laboratory sciences and other subjects

*"Like many other schools, Abbot had its Saturday 'composition day' dreaded by some as 'the hobgoblin that stares us in the face' each week, welcomed by others as a chance to write their minds on subjects like 'Castles in the Air', 'Kissing,' or 'Is it Best for a Lady without Superior Musical Talents to Study Music?'"*

their own school. In 1859, the McKen sisters arrived, to make the school their home for 33 years. Phebe McKen was a "professional novelist, a scholar devoted to poetry," and a demanding teacher of Latin. Philena McKen, the principal, ended academic coordination with the Hilltop; she dispensed with the reverend men who had once taught the religion courses, and took them over herself, becoming a kind of minister to the school, the Abbess of Abbot. The two women collected under them a core of teachers devoted to scholarship and willing (like their principal) to accept low pay in return for the chance to do great work. The McKens had high ambitions for Abbot. Gradually the course offerings became more elaborate, the out-of-class supervision more intense, the tuition higher. Draper Hall was built in 1890 to try to hold Abbot's middle-income clientele, and keep them from choosing the new colleges over a solid education at Abbot Academy. Ironically, two years after its completion the Trustees decided that Abbot had not the money to compete with the richly endowed women's colleges, but should instead introduce a college preparatory course of its own. Thus the third phase of Abbot's history began.

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Laura Watson (1892-1898), Emily Means (1898-1912), and Bertha Bailey

required for college entrance were beefed up; the excellent offerings in French and German continued; Greek was restored, having languished in the 1830's. Abbot's definition of the ideal woman had expanded along with that of American society. It was fine now to be a college graduate: nurses, college professors, a few business women and physicians joined the ranks of admired Abbot women at this time. But above all, one had to be a Lady. Victorian certainties

had given way to turn-of-the-century confusions as to women's proper role in American life: it looked to Emily Means as though only the well trained lady could protect and sustain civilization amid the shoutings of suffrage advocates, the babble of immigrant tongues, the temptations of city life.

*The daily goofiness of younger Abbot students produced a document we can only hope Miss Means never saw:*

*We therefore agree to a bet that if Marion keeps on the underclothing she has on this day, November twelfth nineteen hundred and six until the first day of May nineteen hundred and seven. I will owe her a bag of Campions potato chips which will be bought at the price of ten cents.*

*Signed  
Helen Chaffee*

*I swear to keep this bet.*

*Marion Brown*

To Bertha Bailey, the dangers of the 1920's seemed greater still. "Big Bertha" had to contend with a society gone mad over the new music, the dangerous new dances, the automobile, the movies, and the novels of Fitzgerald and Joyce. Miss Bailey and her faculty erected a wall of rules to protect the vulnerable Abbot adolescent from these assaults on her morals. In spite of restiveness, many girls found that the wall enclosed a peaceful place for growing up. Behind it, they lived vigorous, varied lives; those who could not stand it found it easy to be dismissed for smoking one too many cigarettes or taking a midnight walk with a Phillips Academy boy. This was the period of greatest tension between the popular idea of the ideal woman and Abbot's traditional concepts of the same. Strangely the years of the Great Depression were easier. Abbot's ideals and those of the outside world coincided once again: everyone knew in the 30's

that life was a serious affair.

To Bertha Bailey, the dangers of the 1920's seemed worse. "Big Bertha" had in 1936 to complete the Academy's transformation to a college preparatory school. A college instructor and dean with a Ph.D. in Elizabethan Literature, she brought academic experience to bear on the effort to extend and deepen the school's commitment to scholarship in an age that demanded academic excellence. Miss Bailey's faculty had grown old in harness, but by 1938 the average teacher's age had dropped 25 years. Miss



Alice Sweeney, Abbot class of 1914, became Miss Hearsey's right hand, taking over the job of Director of Studies with humor, skill, and an entire lack of pretentiousness. Stimulated by the Army's success in language training during World War II, the two women revived the McKens' rich oral language program; they built up the chemistry and math departments, and encouraged English teachers to offer T.S. Eliot as well as Hawthorne and Longfellow. The ideal woman of this era was studious, serious, determined—all qualities that could win wars and create an international peace. Every school was a cell of patriotism for the Duration, but Abbot did beat all for earnestness. Largely because of the War, the decade from 1938 through 1948 was a tranquil one for the school. Teachers and students shared an acceptance of their duties and their distance one from another.

After 1948, however, one finds in student reminiscences large grains of discontent.

*But out of class? To Elizabeth and her circle of friends, there were no out-of-class relationships with teachers. Adults seemed miles away in their own world unless they were enforcing the rules—watching for lipstick and improper footwear, or on patrol through the Phillips campus; "chaperoning" telephone calls and checking mail for Andover postmarks and return addresses to make certain Phillips boys and Abbot girls stayed incommunicado except on occasions arranged from above.*

A little rebellion may be just what every school needs, but by the



Abbot Hall, Symbol of Abbott's heritage

## Lloyd cont'd

1960's, Abbot's ways and those of the outside world were in conflict on so many points that change seemed inevitable. Principal Mary Crane had laid the groundwork from 1955 through 1966, and a capable acting principal gave Abbot an extra boost in the next two years. But no one anticipated the force with which Abbot would be propelled into a new age when, in 1968, the radical discontents of the 1960's were picked up by Abbot's last principal, Donald A. Gordon, and shaped into a new institution. The materials for change were provided by teachers and students who had long been hoping for a less authoritarian, more open school. Gordon had been instructed by the trustees to build an Abbot that could readily combine with Phillips Academy in some form of coordinate or coeducational program. "No risks, no progress," says Gordon now. He took the ball and ran so far that some of the trustees began to wonder what they had wrought; but Abbot's successes were more powerful than its failures. The new Abbot earned its place as Phillips Academy's partner school.

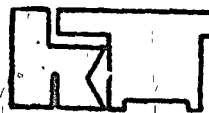
And who is the ideal woman now? How should she be educated? We are so close to this question that it's hard to know where to look for an answer. I tried it on my Women's History class the other day, and the ideal female qualities the students listed—energy, generosity, sensitivity to others' needs, intelligence,—were all ones that they felt the ideal man should possess as well. All through Abbot's history, there were Abbot people working to make sure the question would someday go out of date. Perhaps that time has finally arrived.



The original Abbot building built in 1828; [Inset] Mrs. Nehemiah Abbot, founder of the Academy.

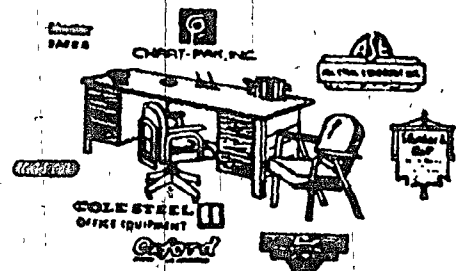
*"I loved Abbot so much as it was; I didn't see how it could possibly change so much. But it did—and so did Phillips," says Marie Baratte, who has known Abbot Academy—and now Phillips—for over thirty years. As an independent school Abbot Academy had been as free to change, however difficult the process, as it was to conserve all that seemed valuable in its long heritage, no matter what the tides of change outside the gates. "Abbot really hasn't disappeared," Mlle. Baratte finishes. Indeed not. An old school is made of thousands of people, and of the ideas and the works they engender. All these have shaped the present.*

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# Faculty Reminiscences on Abbot and the Merger



[Clockwise from left] Sledding on a wintry afternoon, circa 1929; balancing exercises in the gym; and evening by the fire

*The Phillipian invited former Abbot faculty presently teaching at Phillips Academy to submit essays on aspects of their Abbot experiences.*

## ...in the 'Bustling Female Anthill'

By **GEORGES KRIVOBOK**

Abbot Academy in 1970, the second year of Don Gordon's administration, seemed like a thriving institution, a bustling female anthill, a refuge, a graceful microcosm with a touch of old-world gentility, which may explain why it appealed so much to me. It also was a forward-looking institution which I thought combined a time-honored New England tradition with an effective approach to student participation in school affairs. Since I had just come from Exeter, Abbot's "town-meeting" type of school government felt terribly modern and democratic! Students actually spoke their minds in an open assembly, sitting right along with faculty members. Imagine that: even lowly preps dared speak up!

I was the second male instructor to be hired by Abbot under the Gordon regime, my official position being that of Chariman of Modern Languages. The first one had been Jim Gynch, a math teacher. I do think that some ladies of the faculty awaited the arrival of more male colleagues with mixed feelings and a good deal of curiosity. The curiosity was mutual of course, as for my part I had never taught in a "female academy" before. After our final interview, my wife and I went to the dining room for supper. We stood at the door of the long, graceful hall looking for an appropriate place to sit down before the meal started. We became aware of two large round tables at either side of the entrance, around each of which sat a dozen elderly

ladies, who were smiling at us and whispering among themselves. I exchanged distressed glances with my wife. We wanted to be brave, but both of us were visibly taken aback by the advanced ages of the prim but amiable ladies. "Should we try to sit with the Faculty?" I mumbled tentatively, hoping for a negative answer. At this moment, salvation appeared in the form of one of my future colleagues, who invited us to her table further inside the dining room, saying, "Our housemothers always sit at those two tables near the door..." As she spoke, I gratefully realized that she was considerably younger, and a little color came back to my face. As it turned out, we became good friends with many of those gracious and cheerful ladies whose entire life was spent looking after the welfare of the young persons in their dormitories.

My first introduction to most of my other colleagues had been somewhat unusual as it had taken place the previous spring from the stage of Davis Hall, where I appeared dressed in the costume of Moliere's "Malade Imaginaire." An Exeter colleague and I had arranged with Germaine Arose, then Head of the French Department, for the joint production of this play by Exeter boys and Abbot girls. At the last minute, the young man who had the lead in the play, that of the "Imaginary Invalid," was dismissed. After nearly a semester of hard work at both schools, the show was in jeopardy. I, hero of the hour, had to take over the part and learn it in a week.

Thus it was that my future colleagues caught their first glance of me in a wig and outlandish housecoat, gesticulating and moaning like a sick calf while "doctors" threatened me with zoo-sized syringes.

For those who firmly believe that there is no difference between teaching boys and girls, let me cite on event which at the time made me feel that this was not so. I came to Abbot after twelve years' work in boys' schools. In my "bad old days," when I felt that a student let himself and the class down, I would sometimes come up to his desk and say (occasionally even pounding the desktop in my effort to be forceful and manly persuasive!) something like: "Now come on, Jack, wake up and fly right. You haven't been working and you know it!" This usually had a salutary effect on the student; and his full attention and resolve were soon restored. Well, one day early in my first term at Abbot, provoked by one student's obvious, and oft-repeated slovenliness, I took her to task in my best boys' prep style... The it all happened in one horrifying flash! The blood-curdling sound of indignant sobs reached my ears, and before my very eyes, and the other students', the mortified young junior swept past me and sailed swiftly out the door, headed for the Dean's office. "You beastly brute!" I thought, "Now you've done it." Right after that class, I hurried to the office to confess and swear that I would amend my chauvinist ways. I was forgiven (Miss Goodwin was very generous with wayward new faculty members) and taught happily ever after...until the merger.

Four years later, before we parted company, some of us to go "up on the hill," others to go to other schools or fresh endeavors, we had one last glorious moment of togetherness in the form of a grand musical spoof of the marriage of Sarah Abbot and Sam Phillips, set to the rich tunes of "My Fair Lady." This whimsical, witty show, I will always remember as one of the most moving moments spent at Abbot Academy, when we all got together to say farewell to that caring institution with dignity, love, nostalgia, and especially humor. A videotape was made of that great occasion, which quite a few of Phillips Academy's present faculty witnessed. It would be fun to view that bit of electronic memorabilia again some day and perhaps even inspirational.



French teacher and Chairman of the Russian Department Georges Krivobok began teaching French at Abbot in 1968.

# Women Break Through the 'Dikes' of Coeducation

By NANCY SIZER

Nearly six years ago, during the very first term of co-education here, I wrote an article for the *Phillipian* on what I thought women were doing for Andover. It was mostly wishful thinking. In it, I wrote that although women had been at Andover for a long time, they had been limited to a few roles: conversationalists, sympathizers, facilitators. Now that women were contributing to the academy in new ways—as students, teachers, administrators—perhaps they would be able to show new talents and thus gain new respect. Furthermore, perhaps now men, starting to teach and learn alongside women, would also become more ready to engage in “women’s work” (conversation, sympathy, party-management) than before. They might even discover that they could openly enjoy it. “Men,” I asserted, in what I considered to be a grand rhetorical flourish, “as well as women, are capable of being good cookie pushers.” At last! The dike is broken!

Now I look back on the history of student women at PA and I see that those were issues that concerned adults far more than students. The issues of men and women, of rationality and abrasion, of emotion and support, are still with us. We still specialize; we still stereotype; and people like my old friend Rona Shapiro still criticize the adult women in the community for not being all things to all women (and, all at once!). But once the dikes were open, adult and student women at Andover settled into their new multifaceted postures and their triple threats (Mrs. Gendler suggests that we women refer to them as “triple threads” instead), and we follow so many different paths that they really defy description.

I’d like to let others write on adult women, therefore, and write here about what I perceive as the six year history of student women at Andover. I have, I admit, never been a student here, but I was an observer for the whole time. It isn’t a carefully researched article, for which I hope Mr. Allis, Mrs. Lloyd and my American history students will forgive me. The brief “history” which follows is

a series of hunches of what I think happened. It may, however, be useful to judge where we have been as a co-educational institution and where I think we must go next.

In September of 1973, when student women came to Andover, they came from two directions: Abbot and “outside.” This made four student groups at Phillips Academy: the boys who’d been here at an all-boys school, including a few “who-needs-girls-anyway?” types; the new boys, who’d decided to come to Andover on co-educational terms; the Abbot girls, who had originally elected a much smaller and closer community, one designed for girls alone; and the new girls, who had decided to come to the much larger Andover on co-educational terms. At first these divisions, especially those between the “old” and the “new” girls, seemed large indeed.

Members of the faculty, most of whom were dealing with girls and with a substantially larger school for the first time, were working like Trojans to try to ease the transition. Direct relationships between faculty members, even those who had not voted for co-education, and their new young feminine charges were on the whole amicable. The girls were smart; they worked hard; and they had an instinct for perceiving that even a gruff teacher was only human. It was the girls that nearly always arranged farewell



History Instructor Nancy Sizer

parties and presents for retiring teachers, at the same time winning a substantial share of the department prizes. For these reasons, the faculty, men and women, welcomed the student women with an enthusiasm which, by the end of the year, was nearly always sincere.

But during those first few months, even as I was writing my last article, the questions in the student body persisted. Were these young women enhancing an old school, or intruding into it? Had Abbot been married, after an honorable courtship, or only raped? Were the new girls smarter? prettier? friendlier? than the old girls? or the boys? During those difficult few weeks, a far longer settling down period than we usually need in a new school year, many students, girls especially, felt isolated and put down. Normally confident and successful, a few even began exhibiting signs of the dangerous “Why should I be able to do it? I’m only a girl!” syndrome. The faculty exhorted and fretted. Could we attempt to merge these four groups? And when? Institutions survive (the lucky ones, anyway), but these students’ high school careers were here and now, and we had promised them that they would be good ones. So we all—students, teachers, parents, well wishers, envious rivals, historians-in-place—held our collective breath. Would our particular form of co-education, merger with an old and proud girls’ school, work? Or would the talents, the energy, and the self-esteem of

those young women get lost in a larger and predominantly male school? Then another dike broke. I sensed success in a late fall football game, when a bunch of girls began to chant “We, we are, the mighty mighty blue...”, a cheer which has sounded sweet to me ever since. GIRLS!! MIGHTY!! and BLUE!!! Soon afterwards, a group of “old” girls, those who had come from Abbot, decided that this was the only Senior Year they were going to get, and that they had better make it good. There were things they’d lost in the transition, but there were other things they’d gained. Abbot had been a good school; but so would be the “new” Phillips Academy. These girls began to throw themselves into their work, their sports, their extracurricular activities and their new friendships with the enthusiasm and talent—but most exciting, the confidence—that the adult community had expected. Faced with such sheer feminine competence and exuberance, the community relaxed. The divisions between the “old” and the “new” student women receded. Dorms became more united. Boys stopped dwelling on

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the divisions and the stereotypes. Our teachers, parents, and well-wishers took heart. Our envious rivals bit their lips. It was fantastic. No sooner had the young women solved their first adjustment problem, however, than they faced another. A sense of history compelled some of them, far from being shrinking violets, to over-achieve. “Superwoman” became a word on everyone’s lips after an article in the *Phillipian* was published about it. There was pressure on women, they felt, to prove that they deserved to be here, that they were as good as the boys, perhaps even indistinguishable from them. Who would be the first girl in Math 65? The first female head of the *Phillipian*? The first Cluster President? What per cent



The ‘Receiving Line’ at the 1941 Abbot prom.

woman’s talents will inevitably be submerged in a large co-educational Senior Year they were going to get, and that they had better make it good. There were things they’d lost in the transition, but there were other things they’d gained. Abbot had been a good school; but so would be the “new” Phillips Academy. These girls began to throw themselves into their work, their sports, their extracurricular activities and their new friendships with the enthusiasm and talent—but most exciting, the confidence—that the adult community had expected. Faced with such sheer feminine competence and exuberance, the community relaxed. The divisions between the “old” and the “new” student women receded. Dorms became more united. Boys stopped dwelling on

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But as the pioneers graduated, the word “Superwoman” was retired from our vocabulary. Another dike was broken. Now, in our students’ third phase, it seems to me that they have calmed down. More girls are taking courses or jobs for which they feel well

skating, they don’t look like women any more. They are wonderful, and they are doing what they clearly love to do.

“...we still have problems...to solve here. We women are still newcomers.”

skating, they don’t look like women any more. They are wonderful, and they are doing what they clearly love to do. As for “Women’s issues,” at first the adults in the community, myself included, organized, in an anxious, even slightly shrill manner, teas and discussions on an all-school basis. Boy, were we going to “face the issue!” I can remember a girl in my dormitory telling me to “cool it.” She would be able to figure out how to be a woman in the “real world.” In her own good time. She called my anxiety “Fifties talk.” Now we have our own women’s student union, and they decide what they need to talk about. Inter-generational talks, usually on topics decided by students, are in smaller groups, most often the dormitories.

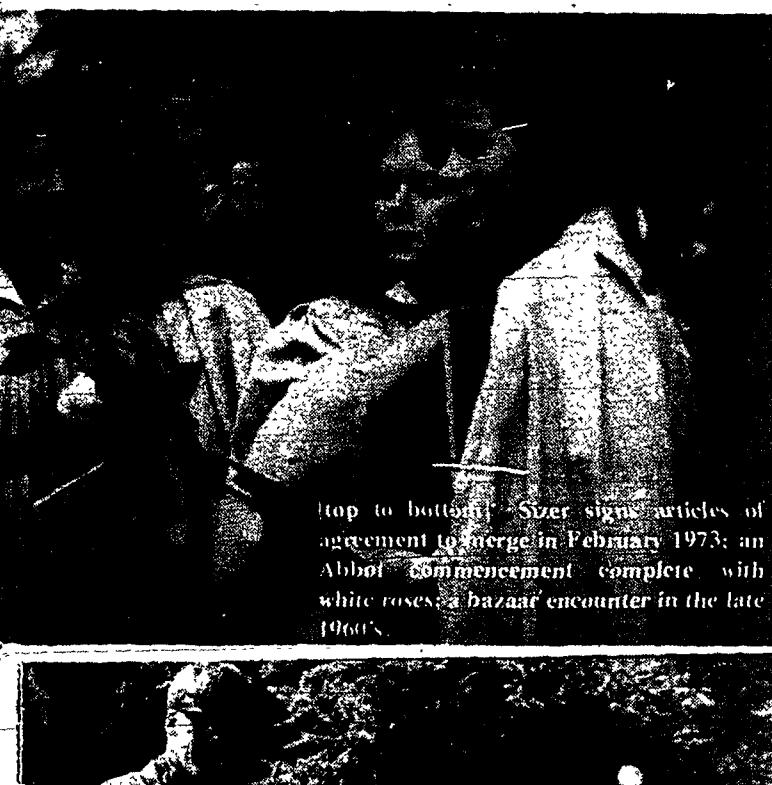
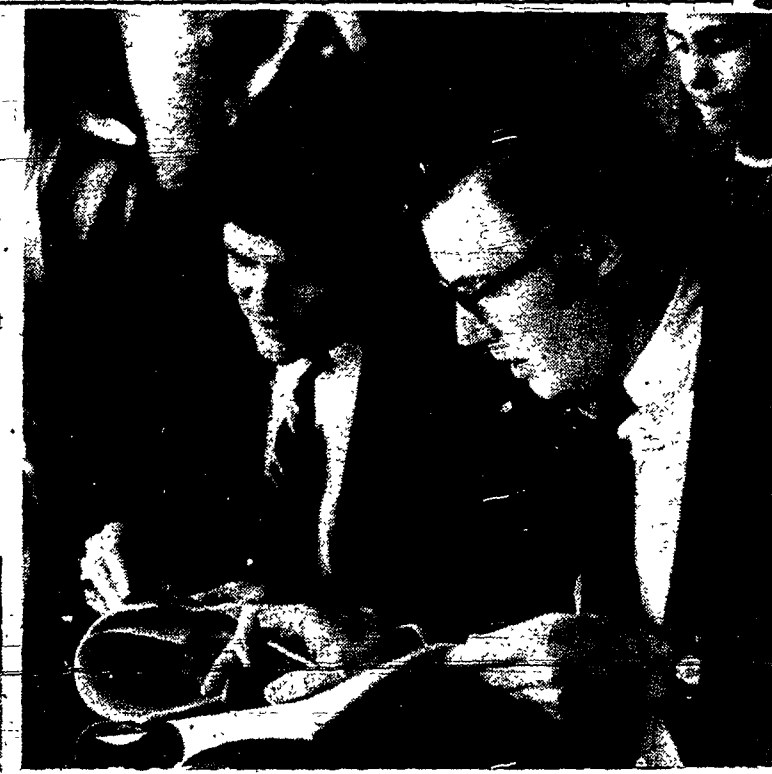
It’s a happy picture, but I don’t want to be upbeat to the point of blindness or defensiveness. I feel that we still have problems, among both adult and student women, to solve here. We women are still newcomers. I know some of our problems stem from that and from the culture we are part of: just as they did back in 1973, but I would still like to see small steps taken in our institution to solve our own and society’s problems.

First, I now worry that girls at Andover are cutting off their own options too early. Although we have excellent linguists, how many take Russian? Many, though consistently able in math and sciences, are not “bothering” to go beyond the requirements in them, thus essentially disqualifying themselves from many prestigious and important careers. Why does this still happen? Are we—or their families—somehow signalling that those careers are not manageable? Are they afraid to succeed? Girls will eventually make these decisions for themselves. But I would like us to do more talking together about this. And, where appropriate, I would like them to keep their own sights high.

Second, there are still unnecessary divisions among us. Instead of enjoying the many kinds of roles which women

understand it better and do a better job. I would also like us to appreciate, once again, that family-like places like PA depend for their existence on those people, men and women, who are willing to serve without pay, to talk to the lonely student whether or not they are a paid counselor, to raise special money for important projects, to take the time to do something right. These cherry trees that we have all enjoyed so much this week were given and planted by volunteers. The extra touches, often called feminine, sometimes demeaned for that reason, are what distinguish a great place from a merely good one.

Women, both students and adults, have done more for Andover than I could have even dreamed six years ago. Andover, after a few adjustments, has been, on the whole, a good place for them too. Now we are ready, I think, to address the problems which have arisen in our own particular time.



(top to bottom) Sizer signs articles of agreement to merge in February 1973; an Abbot commencement complete with white roses; a bazaar encounter in the late 1960's.





## Women's Forum cont'd

## Triple Threat After the Merger

By NATALIE SCHORR

When Andover became co-educational, it also made a commitment to the idea that students can learn from women as well as from men by hiring a significant number of women faculty members. The number of women is still only a small proportion of the faculty even in relation to the percentage of girls in the student body.

Although I cannot speak for or talk about all of the women at Andover, the process of co-education raises complex issues that are worth discussing. To say that students can learn from women seems, I hope, too obvious. However, among those of us fortunate enough not to have encountered blatant discrimination, a prevalent attitude is that discrimination is a theory and feminism an ideology. Scientific studies prove the contrary. Discrimination is a fact in our society, and feminism stems from a recognition of reality.

In his article, "Are Women Prejudiced Against Women?", psychologist Philip Goldberg writes, "Over the years, psychologists and psychiatrists have

shown that both sexes consistently value men more highly than women." In his experiment, Goldberg demonstrated that even when work is identical, women value the professional work of men more highly than that of women. He and his associates made up two sets of booklets, each of which contained three articles by "men" and three by "women." If in one set the first article bore the name John T. McKay, in the other set the article would appear as having been written by Joan T. McKay. The booklets of articles were then distributed among one hundred college women. No mention was made of the authors' sexes. The information was contained only in the authors' names.

Goldberg's study concluded that "although the articles themselves were exactly the same, the women felt that those written by the John T. McKays were definitely more impressive, and reflected more glory on their authors than did the mediocre offerings of the Joan T. McKays." Goldberg adds that "whatever lip service these women pay to modern ideas of equality, their beliefs were staunchly traditional."

Unacknowledged prejudice persists in spite of the findings of Piaget and other scientists who deny that there is any difference between the way a man's mind works and the way a woman's mind works.

As a sideline feminist, I am tempted to continue just quoting scientists, and then



French Instructor Natalie Schorr

to recommend Simone de Beauvoir's "The Second Sex," Mary Ellman's "Thinking About Women," Cynthia Ozick's "Woman and Creativity: The Demise of the Dancing Dog," and Virginia Woolf's "A Room of One's Own." However, the time has come to talk about Andover.

I am writing about women at Andover now only because when asked I remembered a conversation with Rona Shapiro that took place several months ago. After class one day I told Rona that I had considered writing to the *Phillipian* in support of her second article ("Women and the Triple Threat"), but had decided that a student publication was not the right place for a faculty member to discuss issues that concerned faculty and administration. She replied, "Well, the people who didn't like my articles didn't mind speaking out."

Like Rona, I understand the policy of triple threat (teaching, coaching, running a dormitory) and while I know that it saves money, I do not find this a compelling reason for excluding or under-representing certain groups.

I suspect that few faculty members of either sex can be successful as triple threats these days because the personal cost is so great. Is not a "Successful threat" a strange metaphor? In any case, it is unfair for a supposedly uniform hiring policy to apply, as it does, to some and not to others. Triple threat must be recognized as just one consideration among others, with what is gained weighed against what is lost.

If it is important for students to see the same threatening teacher in the classroom, on the playing field, and in the dormitory, it is more important for them to see a variety of women (as well as men) of all ages and with various family situations and occupations represented in the community. The way that men and women think about women in this community has already been changing as women have been seen teaching, coaching, working in the administration and in the arts.

Students and faculty learn also from the positive example of non-faculty women in the community that taking good care of small children is as important as anything else a woman will do in her life. Women who work part-time need the understanding that they do not care any less deeply about their work just because they work less. Women who work full-time do not want to be categorized as unfeminine or as inevitably negligent in other areas.

We need to give more than lip service to the "obvious." Although the rhetoric of the women's movement grows tiresome, its message of non-discrimination is anything but trivial. Its impact reminds me of C.S. Lewis's description of the impact of courtly love on our civilization: "Real changes in human sentiment are very rare—there are perhaps three or four on record—but I believe that they occur and that this is one of them...Compared with this revolution the Renaissance is a mere ripple on the surface of history."

Co-education at Andover involves a new way of interpreting education. Compared with this revolution, the triple threat policy of Andover's all-male past will seem a mere ripple on the surface of Rabbit Pond.



## Abbot Sports: The End of Gargoyles and Griffins

By SHIRLEY RITCHIE

Abbot Academy was an outstanding girls' school in New England. Many of our students came to Abbot because their fathers or brothers were PA men. Abbot was proud of Phillips Academy.

Since Abbot was a small school of three hundred and sixty girls, it was possible for every girl to get to know their fellow students. The girls had a great school spirit. In 1927, the school was divided into two teams, the Gargoyles and Griffins, and all new students and faculty were assigned to a team. We had athletic competition in all sports and every girl competed at her own level. It was an outstanding intramural program. In the late '60's, when many of our students came from schools that had interscholastic competi-

tion, they requested that we play outside schools. In 1967 we did this, and as a result, our intramural program started to fall apart. We found we could not do justice to both programs and be successful. We dropped the Gargoyle-Griffin competition in 1971, and in 1972 our program had only interscholastic competition. It was difficult for us to have outstanding teams because our classes were for only forty five minutes and the teams we were playing had one and one half to two hours practice time. Abbot's sports took place between 1:45 pm to 4 pm. It was necessary to hold three forty five minute classes to take care of all the students because we had only four teachers to exercise all the girls. Each student elected the sport they preferred but the choice was limited. We

could only offer four different sports such as: Fall Term; Field Hockey, Soccer, Tennis and Ballet. Winter Term; Basketball, Badminton, Fencing, Volleyball and Ballet. Spring Term; Lacrosse, Softball, Tennis and Ballet. The classes took place four days a week.

With the event of the Abbot-Phillips merger, the combined athletic departments of the two schools began to meet regularly and decide on program needs, equipment and personnel to fit the projected requirements of the new school. As a result, several PA offerings were made open to girls for the spring term and additional ones made available on a co-ed basis.

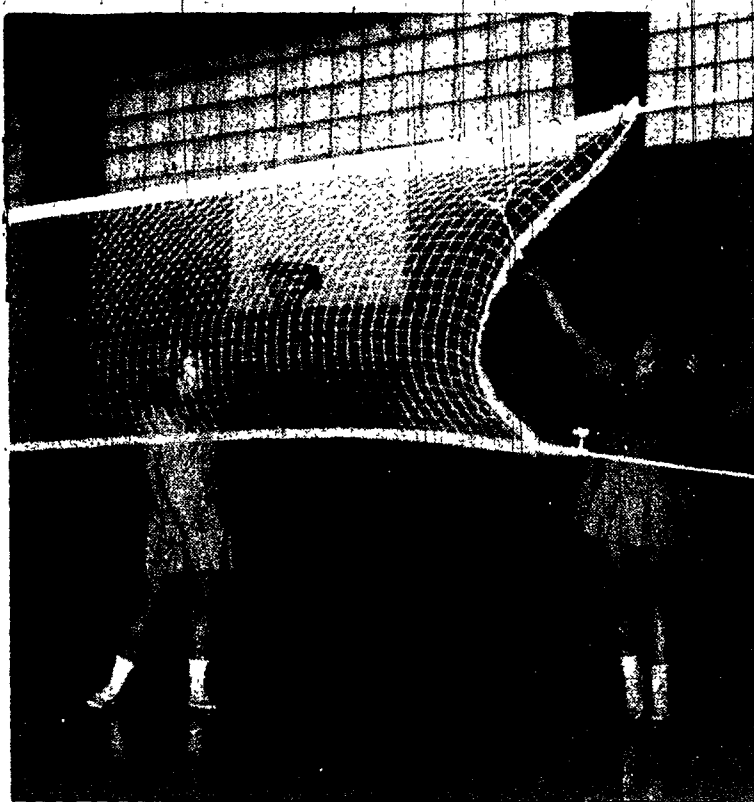
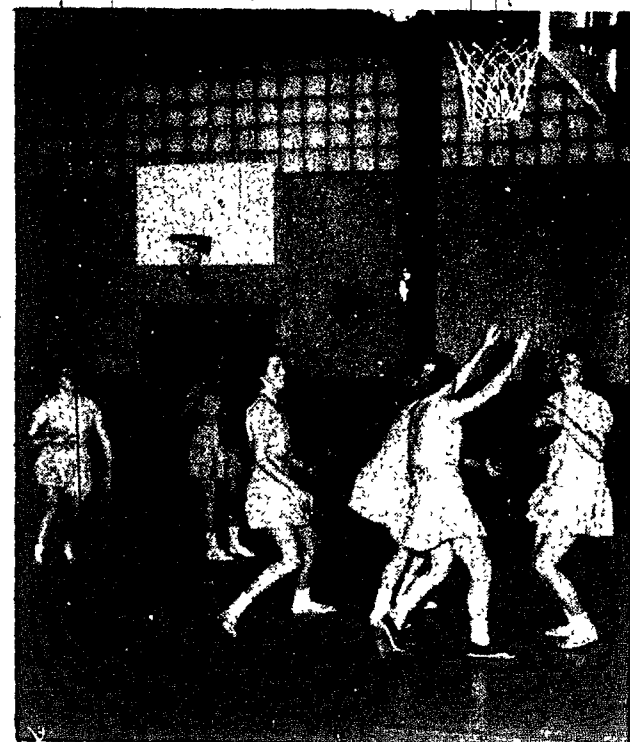
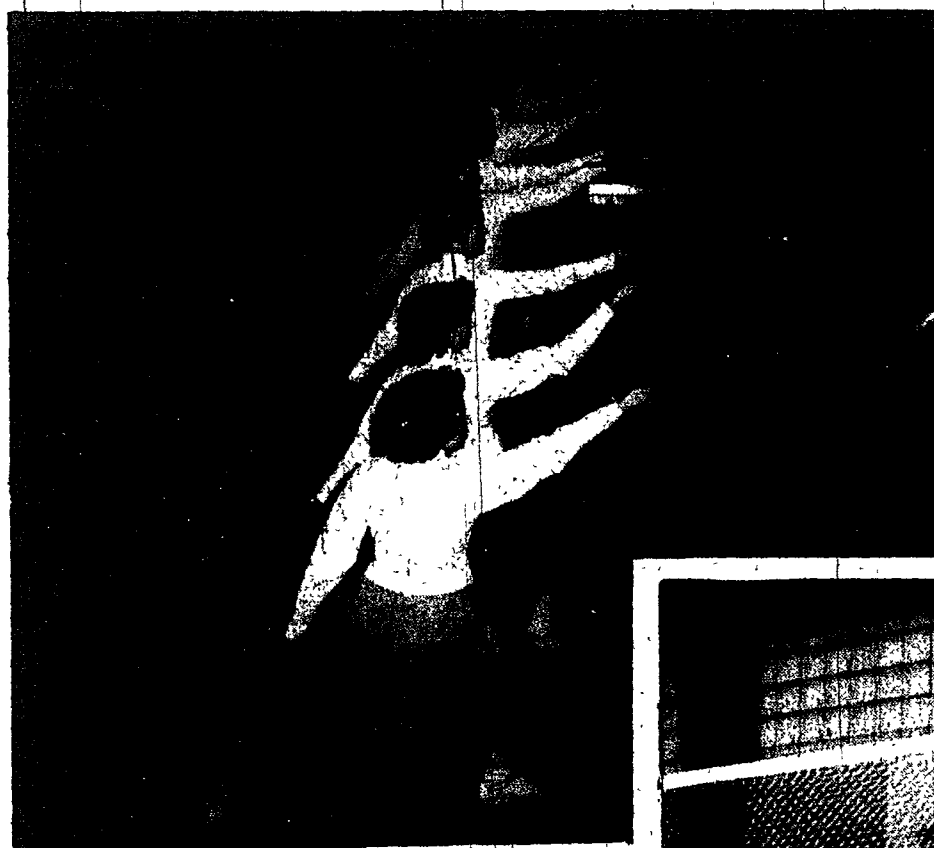
I feel the merger was necessary as the trend was moving toward coeducation and Phillips Academy had made the decision to go co-ed. I feel PA has been one of the most successful co-ed schools because of merging with Abbot, starting off with three hundred and sixty girls immediately. Many other schools that went co-ed started with few girls and tried to increase the number of girls accepted each year. Abbot and PA had the advantage that they had coordinated classes for three years prior to the merger, so it was a natural. In the spring of 1970, Abbot girls were allowed to participate in selected joint activities with Phillips Academy as an alternative to regular team athletics. Some of the offerings were ballet, cycling, karate, judo, conservation-ecology, folk dancing, and encounter (Abbot and PA's own approach to "Outward Bound"). With



Instructor in Athletics Shirley Ritchie came to Abbot in 1950, heading the Athletic Department from 1957 until the merger.

the cluster system and an equal number of girls in each cluster, it helped retain the smallness of Abbot in a much larger school with many, many opportunities for everyone that a large school can offer.

The sports program for girls at PA is tremendous. We now have varsity and junior varsity competition in fourteen different teams, plus many co-ed activities that Abbot or PA did not have previously. The boys' and girls' varsity and JV teams have equal practice time and the girls schedule of games is getting just about equal with the boys schedule. The girls have come a long way since the merger of Abbot and PA.



Abbot's varied sports activities involved fencing, badminton, and basketball.

John Douglas



Sportswear

Chestnut Hill

Weston

Wellesley



## College Admissions: The Aspirations Are Sex Blind

By MARION FINBURY

The transition from College Counseling at Abbot Academy to Phillips Academy was not as traumatic nor as difficult as one might suspect. It took no time at all to realize that the aspirations, dreams, fears, concerns and pressures on students are sex blind. What was, of course, so different was the pace, the sheer volume of paper and the numbers of students.

Perhaps the most difficult time for all the Abbot family was our last year as an independent institution. While we all recognized and enjoyed the intimacy and support so freely given and received at that remarkable place, many of us looked forward to the challenge and the inherent naturalness of co-education. It

was a year of turmoil and mixed emotions; not only our own but those of our students as well. Perhaps the most difficult loss was the loss of the separate identity, the proud name that was held so dear for so long. We had struggled through the major issues of coordination versus combination and single sex versus co-ed, but still, somehow, we had never entertained the idea that the Abbot name would not remain intact.

Given that there were no options on this matter, the Abbot people tried, I think, to put the long discussions and frazzled emotions behind us. I, for one, found the "new school" energizing, exciting, and fun. There were transitional problems, of course. The "old Abbot"



Director of College Counseling Marion Finbury began advising Abbot students in 1969.

seniors were very wary of the male college counselors in our office, and the "old Andover" boys were equally wary of a female counselor. However, the office was determined to make it work, and the reasons that we were successful were due to our work.

It is rather interesting to look back over the years since the merger. "Did you

the years since the merger. "Did you bring an 'Abbot style' of counseling to Andover?" is a question I am often asked. There is no simple answer to that question, although I am inclined to say that I act like me no matter where I am. I counseled Abbot students in my own style and was never informed of an institutional stance on procedures. True enough, a spirit of support and concern for each student permeated the entire school, and those of us in the office surely absorbed that in the natural course of events. If there was an Abbot "style," it had much to do not only with the particular educational philosophy of the school but with the style, small size, and femaleness of the place. It was an extraordinary place where extraordinary growth could occur, and I am forever grateful and proud that I was associated with Abbot Academy.

This school, too, is a remarkable place, for it has proved itself to be flexible enough to be open to the changes that have occurred since the amalgamation and yet keep all that is best and has always been best at Andover.

## Versatile Staff Helped Academy

By RICHARD GRIGGS

Among the many fine memories I cherish from the short time I was privileged to be a part of Abbot Academy is the spirit and dedication displayed by the non-faculty staff. I don't believe there has ever been another group of people who performed their daily tasks with such devotion to the institution they were serving.



Director of Financial Aid Richard Griggs was Business Manager of Abbot Academy from 1964 to 1973.

One of the secrets of the success which this group enjoyed was the fact that we had no "specialists" among this staff. On any given day, we could find the kitchen crew helping with custodial or grounds work, the custodial crew engaged in snow removal or lawn mowing, the housekeeping staff assisting in the kitchen or dining room, and secretaries from one office working in another office because of a momentary heavy work load. Many of these people would be a painter one day, move to a plumbing problem the following day, try their hand at carpentry the next day, and, in between these other tasks, fill in as a security guard as needed.

Much of the success we enjoyed was due to the efforts of Jim Butler, Sally Proctor, and Marie and Jess Bonde. They were the ones primarily responsible for orchestrating the smooth and efficient way in which daily tasks were accomplished. I am afraid that Jim, Sally, Marie and Jess never got the recognition they truly deserved and I welcome this opportunity to sing their praises. I feel truly blessed to have had the opportunity to work side by side with them and the other loyal members of our staff at Abbot.



through all the changes of the outside world, the Abbot girls persevered.

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# Five Minute Parietals and Other 'Jolly Traditions'

By VIRGINIA POWEL

Abbot Academy as I remember the school of twenty years ago, now seems as though it had existed one hundred years in the past. The old Abbot with its flavor of the traditional female seminary and with its remnants of Victorian demeanor could never have gracefully merged with any Phillips Academy. In the same way, the Phillips Academy of the early '60's with its very masculine pride in its strong past history and its powerful present would have had no part of Abbot or for that matter, of women as partners in education. At that time, men still had not learned to take women seriously in the field of education and the girls, themselves, did not help. They were a bit awed by the boys. Except for the odd suffragette, the word "liberated" and what it denotes were beyond the imagination. It was the time in our social history when boys and girls met at dances and football games, gently laced with chaperones and the safety of numbers. An indiscreet conversation of more than five minutes with one of those Phillips men could land a gentle maiden a week strictly on campus down the hill on School Street.

To go on about the merger, culturally something sort of unisex had to happen to bring about the merger, which now that I pause to reflect about it seems a downright miracle. Actually the Vietnam situation and the flower culture coexisted with the upheaval of almost volcanic proportions of our status quo standards of behavior; rejections as well as acceptances, all were under question. The world began to change in all kinds of value measures. Inevitably some young gentlemen at PA grew long hair and some had pony tail hair-dos, and the young ladies at Abbot went to classes in long wrinkled gowns. The fashion was back to nature and rough dry. By the time the extremism of these weird days moderated itself into a comfortable mid-stream course, the two schools were able to become one, and it seemed the only truly right way for them to exist in our present civilization. Abbot as a separate and unique fact was no longer. What I remember about Abbot that we

girls have left behind forever is, first of all, our girlishness along with some jolly traditions particularly suited to the now extinct female institutions of education. In a kaleidoscopic field of examples of just what life was like in a girls' boarding school, I will start with competition. One wore bloomers and long socks and played on the teams of either the Griffins or the Gargoyles and cheered and giggled and squealed and enjoyed every minute of it.

A second memory is of the singing at Chapel and in the dining room. The Fidelio Society was a popular activity and formed a background for many occasions. I can think back to Abbot graduations at the South Church, to closing my eyes and feeling that I was in Heaven, hearing those soft choir voices from the loft above. There was a sweetness and a gentleness then that like the carrying of a single rose, by each member of the graduating class just isn't that way anymore. Nor do our graduates go forth into the sea of life, actually the arms of their loving family, clutching their hard earned diplomas and weeping floods of tears. Those precious four

recess with its milk and cookies or of the seating arrangements in the smaller dining room at Draper Hall. It was impossible to transplant the Christmas dinner with candles, carols, and flaming plum puddings to the Commons at PA.

In the old days before the generations gapped so openly, behavior, that is manners, of the young were seemingly as important as Math or English or even Art in academic development. Abbot administrators appointed instructors to head each round table in the dining room. An appointed and dressed for dinner group of girls sat with the faculty member for two weeks. Before beginning to eat, a grace was recited. There was comparative order since only two girls were involved in serving the food and clearing each table. No one left the table without being excused and when the teacher rose she was escorted to the door. General conversation was encouraged. The advantage of all this decorum was certain ceremonial dignity and quiet at meals. The disadvantage was when general conversation failed to come about and silence ensued with the



Beginning in 1960, Virginia Powel taught art at Abbot and then at PA.

rigidity. Too bad that today's meals at PA cannot have more quiet, less expression of spirit through vociferousness, since the dining halls now have greater fun and friendliness. I very much miss having students offer me a chair or open the door for me rather than compete with me for space and treat me as one of them. Some say that good manners may be hypercritical or merely automatic gestures, but to me they are a sign of consideration and thoughtfulness. Among the things one regrets in nostalgic reflection of the past, is that manners were in many cases left behind that many of us at Phillips consider the issue of no importance—a dead horse.

In the matters that are considered important at Phillips, mainly those dealing with education of young people, there are only halleluiahs. The whole concept of the segregated school of yesterday certainly seems an unnatural way to educate students in the ways of life today. It is hard to evaluate

the student experiences at Phillips today because it is right up close and all around one.

But the walls are down, and the light comes in more easily. Boys and girls compete on equal bases. They share ideas. They help each other. They accept roles of leadership, and they know real laughter in their fun together. And they are making new traditions all the time that suit this time today.



years are gone forever!

Sooner or later, when one reminisces, food and the customs surrounding food become a prominent factor. Abbot did not bring with her arrival at Phillips the gifts of Mr. and Mrs. Bonde or of the Tiffin morning

pent up frustration of those students who have little in common interests or affections. This could become quite lonely.

When the ritual of the evening meal gradually changed at Abbot, an informality and camaraderie supplanted the



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# The Abbot Academy Charter

## Constitution of Abbot Academy

Pursuant to the authority vested in us by the foregoing subscription, and in execution of the trust thereby committed to us, We, Mark Newman, Milton Badger, Samuel C. Jackson, Samuel Farrar, Amos Blanchard, Hobart Clark, and Amos Abbot, all of Andover, in the County of Essex, and Commonwealth of Massachusetts, have proceeded to frame a Constitution for the perpetual government of the Female School or Academy endowed and intended to be established by the said subscription, which Constitution is in the following words, which we hereby adopt and establish as the basis of said Academy, and as containing the fundamental rules for its regulation in all future time.

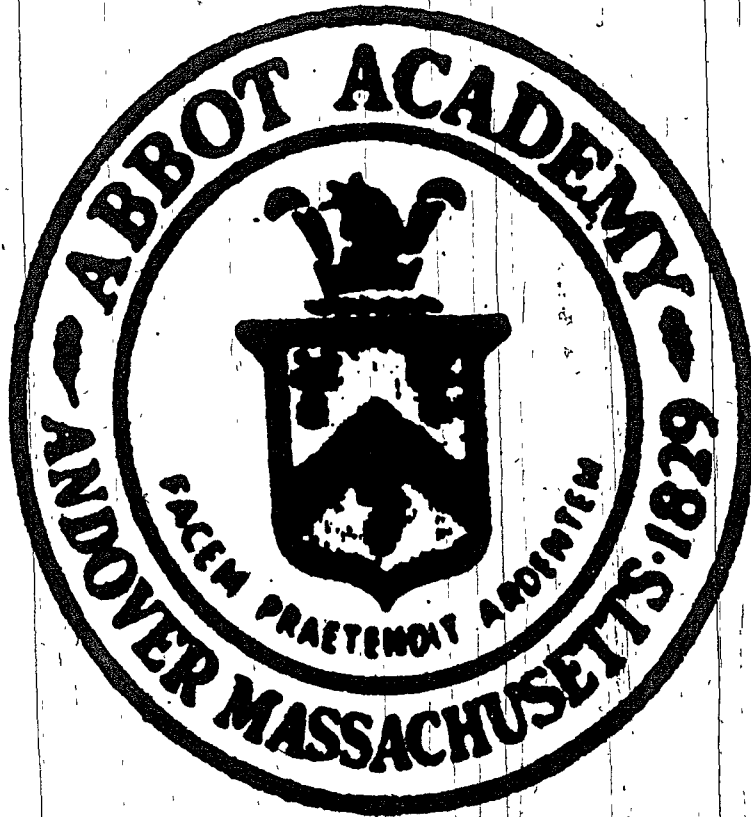
The Board of Trustees shall consist of not more than nine nor less than five members, all of whom shall be professors of religion of the Congregational or Presbyterian denomination. They shall meet once in every year, on such a day as they shall appoint, also upon special occasions when called thereto as hereafter directed; and a major part of the Trustees shall, when regularly convened, be a quorum, of which quorum a major part shall have power to transact the business of their trust. The said Board shall perpetuate its own body by filling all vacancies.

There shall be chosen annually, by ballot, a President, Clerk and Treasurer, as officers of the trust, out of their own number, who shall continue in their respective offices till their places are supplied by a new election; and upon the decease of either of them another shall be chosen in his room at the next meeting.

The President shall give voice and vote in common with any other member; and whenever there shall be an equal division of the members on any question it shall determine on that side whereon the President shall have given his vote; and in his absence at any meeting of the Trustees another shall be appointed, who



Marguerite Hearsey, Principal during WWII



"The primary objects to be aimed at...to discipline and enlarge the minds, and form the morals of the youth..."

shall be vested with the same power during such absence. He shall call special meetings upon the written application of any two of the Trustees for that purpose.

The Clerk shall record all votes of the Trustees, inserting the names of those present at every meeting. He shall keep a fair record of every donation, with the name of each benefactor, and the purpose to which it is to be appropriated, if expressed. If he shall be absent at any meeting of the Trustees, another shall be appointed to serve in his room during such absence.

The Treasurer shall keep fair and regular accounts of all monies received and paid by him, and his accounts shall be annually audited by a committee of the Trustees appointed for that purpose. He shall also, if required, give bond for the faithful discharge of the duties of his office, in such sum as the Trustees shall direct, and with sufficient sureties.

The Trustees shall appoint such Principal Instructor, whether male or female, and such assistants, in and for the service of the Academy, as they shall judge will best promote its usefulness, and as its funds may permit. They shall also have power to remove any instructor

or assistant when, in their judgment, the good of the school requires it.

The Principal Instructor, whether male or female, shall be a professor of the Christian religion, of exemplary piety, of well-bred manners, of a cultivated taste, of a natural aptitude for government and instruction, and of good natural and acquired abilities.

It shall be the duty of the Trustees, at least as often as once a term, either as a Board or by a Committee, to visit the Academy, and inquire into the state of the school, the conduct of the instructors, the proficiency of the students, and to suggest such means as they think proper for improving the system of female education. The Trustees shall also determine the qualifications requisite to entitle youth to an admission into this Seminary.

As the manners and improvement of the scholars are liable to be much affected by intercourse with the families in which they board, and as it is important that they should be conversant with persons of good character only, no members of the School shall be permitted to board in any family which the Trustees disapprove.

The Principal Instructor, whether male or female, shall, in the management of the School, conform to the regulations established by the Trustees, and shall have power from time to time to make such other consistent rules as shall be found necessary for the internal management of the School, which rules shall always be subject to the revision and approbation of the Trustees.

The primary objects to be aimed at in the School shall be to regulate the tempers, to improve the taste, to discipline and enlarge the minds, and form the morals of the youth who may be members of it. To form the immortal mind to habits suited to an immortal being, and to instil principles of conduct and form the character for an immortal destiny, shall be subordinate to no other care. Solid acquirements shall always have precedence of those which are merely showy, and the useful of those which are merely ornamental.

There shall be taught in this Seminary Reading, Spelling, Chirography, Arithmetic, Geography, Composition, History, Geometry, Algebra, Natural Philosophy, Grammar, Rhetoric, Chemistry, Intellectual Philosophy, Astronomy, Sacred Music, and such other Sciences and Arts, and such of the languages, ancient or modern, as opportunity and ability may permit, and as the Trustees shall direct.

Trusting to the All-wise and Beneficent Disposer of events to favor this our humble attempt to advance the cause of human happiness, we humbly commit it to his patronage and blessing.

In witness whereof we have hereunto set our hands, this Fourth day of July, in the year of our Lord, One thousand eight hundred and twenty-eight.

Mark Newman  
Milton Badger  
Samuel C. Jackson  
Sam'l Farrar

Amos Blanchard  
Hobart Clark  
Amos Abbot



Philena McKeen, Headmistress 1859-1892

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