



Phyllis Powell, Chairperson of the Calendar Committee which recently voted on the 1981 - 1982 Calendar.

Faculty Pass 1981-1982 Calendar

Includes 5 - Day Thanksgiving Break

By JAMIE COHAN
and JAMIE ANDERSON

Due to complaints from both students and faculty concerning the initial calendar for 1981-82, which provided for a one-day Thanksgiving break, the faculty voted Wednesday to extend the Thanksgiving break to five days.

The Calendar Committee brought forth two calendar proposals with such ideas as a longer school day schedule, extended time for College Counseling to meet with Seniors, and more time for Winter Term Athletics.

The first proposal (option two Variant one) had a fall term starting on September 17, Thanksgiving break beginning at 1 p.m. Wednesday, November 25, and ending at 8:00 Thanksgiving night.

The second proposal (option two, Variant two) had the same structure as Variant one except that Thanksgiving would run from Wednesday at 1 p.m. to Monday at 8 p.m.

At the end of the faculty meeting, when the teachers were asked to decide on a calendar, Variant one received 57 votes

while Variant two received 51. However after the meeting, both students and faculty responded negatively to the new calendar.

French Instructor and C.R.L. Chairman Henry Herbst talked about the faculty meeting. "The calendar (option two) was sent to the C.R.L., and at that time we felt it was a reasonable calendar. We felt it would save the school money; although it is not much the savings would begin to add up if we continue to save. Draft 2 Variant one is unreasonable; it will cause a feeling of frenzy. We will never alleviate the pressures here, but we can take away the overbearing feelings. With option two Variant one, teachers will be rushed to get grades and comments in. I understand the criticism of the athletic coaches concerning option two, but I don't think a 45-day vacation is too long for athletes to be without practice. The faculty should not be sitting around discussing the calendar; the advisory board should make that decision

because the faculty will never be satisfied with the calendar. Finally, I believe it would be interesting to try option two."

An anonymous teacher wrote, "I have spoken with several of the more liberal teachers, who say they did not come to the faculty meeting voting on the calendar, but, seeing the result, wish they had. It only seems fair that these people (many of whom have dorms and better contact with the students) should have a chance to revote. Being among other things a better representation of the student point of view in a topic which so involves the students, should be included in a re-vote."

Most student opinion was vehemently against option two Variant one. Several students expressed their plans to start a protest against a one-day Thanksgiving holiday and eight extra school days. Josh Steiner, lower-classman, said, "When I heard of the faculty's new plan to extend the number of school days, I was enraged! I can understand the premise that students' workloads will be spread out over the additional days, but I'm afraid I can't believe this will happen in actuality. The faculty is always complaining that they don't have enough time to teach their courses and I think they will seize this opportunity to enlarge the curriculum. Also, for many students, Thanksgiving is the main family holiday, and to deprive them of it will be a great hardship for them to endure."

Because of the opposition, an emergency Faculty Advisory Committee meeting was called Tuesday to construct a more favorable schedule. At the conclusion of the meeting, Headmaster Theodore Sizer decided to send a memorandum to the faculty. "The Committee," wrote Sizer, "noted that the vote on the calendar had been close...and that a substantial number of colleagues were legitimately absent from [Friday's] special, hastily-called meeting." Sizer felt "that a vote for

(Continued on Page Three)

PA Faculty Attend NAIS Conference

By CHRIS THOMPSON

Over thirty Phillips Academy faculty members attended the annual conference of The National Association of Independent Schools (NAIS) in Boston from Thursday through Saturday of last week to exchange ideas on independent secondary school education.

The four-day conference attracted over six thousand people from more than eight hundred schools and colleges throughout the country. The conference included ten special interest workshops and over one hundred and fifty panel discussions or seminars. Two-thirds of these seminars focused discussion on specific academic fields such as Math, Art, and English.

The remaining seminars, labeled "General Interest," covered broader topics concerning various aspects of Independent School Education. One such "General Interest" topic was an overview of an upcoming three-year study of high schools by Headmaster Sizer.

Chairman of the English Department K. Kelly Wise and English Instructors Paul Kalkstein and Thomas Regan, the three authors of *The English Competence Handbook*, presented a one-hour program entitled "The Andover English Competence Program, 1972-1980."

They discussed, with other secondary school English teachers, the substance of the Competence course and teaching techniques employed in the program. The dialogue among English teachers elicited feedback on the recent changes in the third edition of the *Competence Handbook*, which the English Department will release next fall.

"Approximately two hundred secondary

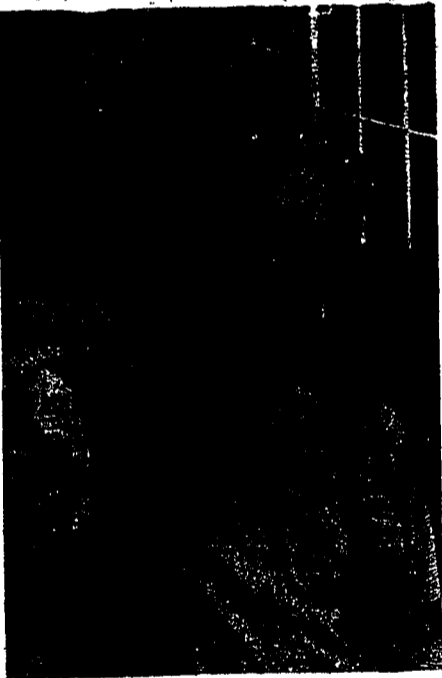
schools use the book, although not to the extent Andover does," commented Regan, "which explains the interest other schools have in the book."

Wise feels that the Competence program at the NAIS Conference generated the interest of a greater number of secondary schools. "We've had requests from other private schools to come and explain the Competence program to them," commented Wise. Most Academic Departments benefited from exposure to new ideas and teaching methods at the conference. Chairman of the Art Department Robert Lloyd, who participated in a

panel discussion on growth in the arts, commented, "For the arts in particular, I think it was a very enriching program."

"It is very helpful to be aware of each other's activities. Different schools emphasize different things."

Math Instructor Frank Hannah and George Best participated in a program at the conference on teaching statistics in secondary schools. Best commented that he "was impressed by the interest and enthusiasm of the participants. I think it was well worth the effort."



K. Kelly Wise, Chairman of the English department. photo/Miller



Chairman of the C.R.L. Henry Herbst. photo/The Phillipian

Berney, Strong To Head Paper

Phillipian Announces the 1981 - 82 Board

Highlighting the annual Phillipian Luncheon at Phelps House last Sunday, Phillipian Editors-In-Chief Vivian Toy and David Parker named Upper Thomas Strong and Philip Berney as Editors-in-Chief for the next year.

Strong will oversee the quality and efficiency of the paper's departments and Berney will hold overall responsibility for organizing the paper.

Heading departments are Elizabeth Hunter and Lyn Sue Khang at Features Editors, George Canellos and Faith Hawkins as News Editors, Richard Cody as Managing Editor, Andrew Ahn and Burke Doar as Sports Editors, Jean Keamy and Jennifer Scheer as Business Managers, and Kurt Timken as Graphics Editor.

Executive Editors include Elisabeth Biemann, Catherine Connor, Bree Ermen-

trout, and Michael Landrum in the News Department, Peter Cleveland and George LeMaitre in the Sports Department, Joseph Pellegrino and Susan Philipp in the Seven Page Department, Pamela Weiler in the Features Department, John Barton in the Composition Department, and Catherine Cotins in the Business Department. Executive Graphics Editors include Patty Doykos in Sports, Patrick McCormick in the Seventh Page, Dan Miller in Features, and Barron Snyder as cartoonist.

Gordon Goldstein, Jeff Weiss, Sarah Rosenfield, John Shaw, Bret Johnson, Kurt

Dolgoff, David Fairman, and Linda Danovitch will serve as Associate Editors.

"I am confident that next year's Board will be a strong one because of its size, talent, and enthusiasm," said outgoing Editor-in-Chief Vivian Toy. "Maybe I'm being too optimistic, but the new Board will be just as fantastic, if not better than our Board," added departing Editor-in-Chief of Production David Parker.

In addition to announcing the new board, Parker and Toy named News Editor Jack Liebau and Seventh Page Editor Michael Marrus recipients of the annual Phillipian Award.

Whitman Lectures On Auto Industry

By BETSY BIEMANN

Dr. Marina Whitman, Vice-President and Chief Economist of General Motors, delivered the annual Elizabeth Rogers Lecture last Friday night, examining the effect on the auto industry crisis of the 1970s, the conflicting goals of government policy, market globalization, and the current U.S. recession.

According to Whitman, abrupt oil shortages of 1973 and 1979 shocked consumers into buying smaller cars, the first major setback for traditionally large-car-oriented American auto companies.

Whitman explained that "well-meant government policies which proved to be large mistakes" compounded the declining economic trends of American auto companies.

The government imposed controls on the price of petroleum to "cushion the consumer while requiring an increase in the fuel economy of cars assembled in this country." Policy-making like this, with the intention of maintaining a stable national economy, actually damaged the economy on a long-term basis by "giving consumers a false impression of the fuel supply."

Whitman stated that current industrialization and the re-organization of the

competitive structure compose the second problem for the auto industry. America is no longer protected from foreign competition by its specialized domestic market of large luxury cars. Instead, she feels, the demand for small cars has grown so great that the U.S. auto industry must now compete with the European industries.

"As a result of this worldwide competition of quality and price," Whitman explained, "companies are exploring new relations between themselves, joint-ventures, for example, and are examining new technological and distribution mechanisms."

"The third setback," declared Whitman, "is the combination of the 1980 recession, runaway inflation, and high interest rates. Again, the demand changed, caused, however, by money rather than oil scarcities." Demand shifted from trucks and vans to smaller, less-expensive and more fuel-efficient models. "As before, during the '73 and '79 oil shocks, the European and Japanese industries filled that gap in demand."

The uncertain trends during the 70s trapped many companies into a Catch-22 situation. "If a company decided to downsize their line, they were putting

billions of dollars in jeopardy for a period of at least four years."

In conclusion of her lecture, Whitman presented a set of challenges for the automobile industry and the federal government. She said that the industry "must push on with design programs, and strive for top efficiency and safety." The United States, she said, should adapt to the environment of rising gas prices and deal with the chronic uncertainty of supply. Her short-term solution here was to focus on conservation while developing alternate-fuel sources for the long term.

Originally a professor of economic at the University of Pittsburgh, Whitman was the first woman appointed to the Presidential Council of Economic Advisors in 1972. She has served as a member of the Trilateral Commission and the Board of Overseers at Harvard. She took office as chief economist and Vice-President of General Motors in May, 1979.

The Toieg Rogers Lecture, sponsored by the History and Social Sciences Departments, is financed by the Elizabeth Rogers Fund. The purpose of this endowment is to support the Teaching Fellowship Program as well as to attract women, distinguished in their professions, to speak at Andover.



The 1981 - 82 Phillipian Board.

photo/The Phillipian

EDITORIALS, OPINIONS AND LETTERS

The Abused...

The PHILLIPPIAN

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Our Final Words

As the imminent abdication of our power looms ominously over our heads, we sit here in the dark bowels of Evans Hall and pause to reflect on our past editorials.

The subjects covered in this column certainly have been varied and it would be at best difficult to try and categorize them in any way. We have discussed the negative aspects of overly intense academic pressure, and humbly suggested to the administration the possibility of expanding our schedules to either include eight day weeks or 36 hour days to help alleviate the problem. On separate occasions, we have cited the different benefits of History 35 in a desperate attempt to comfort those poor souls presently struggling through the ordeal, and we have also supported the 'Library Tyrant' in his quest for 'Absolute Quiet' in the Garver Room.

One recurring theme, however, has provoked many thoughts and introspections, at least within ourselves, and that is the concept of 'The Big Blue Bubble.' The PA community is an extremely sheltered community. We benefit from this isolation as it creates an enormous sense of unity within the community, but the harm and danger brought on by our seclusion from the 'outside world' is frightening.

Too often we forget to look beyond ourselves and see the problems that other people in the world face, problems which quite conceivably could be more consequential than an overloaded class schedule. It is because we are so secure in our niches that we hold such unjustifiably flippant attitudes concerning drugs and security, issues which are regarded much more seriously in the 'real world.' We need to periodically detach ourselves from the hectic PA lifestyle, just long enough to regain our perspective and realize that the world beyond this campus does indeed exist and that we can do things to help others.

In conclusion we would like to make two final suggestions to the faculty and administration. We ask that they consider the possibility of making spring term exams optional for seniors, and also that they consider reinstating 11:00 pm sign-in for seniors. (Well, you can't blame us for trying!)

Do Well On Exams!!!

The Phillipian is an uncensored publication which operates independently of the school. We publish each week during which regular classes are in session. An on-campus subscription to The Phillipian costs \$10.00, while an off-campus subscription costs \$20.00. Phillipian offices are in the basement of Evans Hall, and our phone number is [617] 475-3400. Our address is:
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Phillips Academy
Andover, MA 01810

Inaccurate Reporting at the 'Pian

To the Editor:

I do not believe that the reporters or editors of The Phillipian are willfully malicious. Both, however, deliberately spice articles published with comments the paper claims have been made by persons central to the topic of the given article, whether the person in question ever said anything of the like or not. Much of this technique adds to the drama of the paper; it marks a severe irresponsibility on the part of the reporters and the editors alike. The newspaper is both morally and legally liable for the damage which it causes.

Many of the quotations, falsely attributed to me in the past have been harmless; the paragraph in the last issue of The Phillipian was not. While I was conversing with the reporter in question, a bystander chose to interject a story of old controversy. I consistently interrupted the tale-teller to correct various details of his story and to assert that the story had no bearing on the current situation and that I did not want it to be printed. The tale-teller continued nonetheless and the reporter continued to take notes. When the tale was finished, however, I reasserted that the incident of three years ago had no bearing on anything current and that I did not want it to be printed. Certainly the reporter had every right to overrule my wishes. In his final draft, he did record a fairly accurate summary of the story he had heard, and I would have had no right to complain had he merely printed it. He chose, however, to claim that I had been the story-teller and to include a statement that for me the recent victory over Exeter had been "sweet revenge." Unfortunately, the editor that night did not think that the article was spicy enough yet. She chose to insert more creativity into the article such as the sentence, "That really infuriated me." (The reporter showed me the marked draft last evening.)

What does infuriate me is that The Phillipian has transformed what was honest competition between two teams sharing mutual respect and Andover's well earned "sweet victory" (my words) which followed into nothing more than a grudge match. Instead of using the limited space in the paper to write on the details of the exciting meet, the editors chose to include a paragraph which is inflammatory, inaccurate and inappropriate. Any irregularity in the Andover-Exeter competition of three years ago had long been a dead issue for me. Over the past two and a half years, I have become good friends with the Exeter coaches and I have great respect for them and for the program which they run. The Phillipian could not have printed anything more hurtful to me personally or more damaging to a professional relationship which I value.

The Phillipian has acquired all sorts of skill in writing retractions during the four years I have been at Andover. Retractions do help, but they never erase the damage which the fallacious article has caused. Yes, I do wish to see a correction of some sort published in The Phillipian. It could be a preface from this letter, one which I write and edit to the space restrictions which you determine. It could be an official retraction, provided you are prepared to take great care not to include any new fallacies. Whatever is printed, however, will not be enough. I wish to see, for the first time in the four years I have read the paper, a new campaign on the

part of all Phillipian workers for accuracy in reporting. All quotations in the paper should be double-checked. When considering printing something as inflammatory as the paragraph attributed to me, the editors should query the reporter carefully instead of contributing pet phrases.

Accuracy requires more work, but until The Phillipian editors begin to pay some attention to it, they are merely children playing at adult games while, unfortunately causing adult damages. May it not require a lawsuit before The Phillipian staff members understand the seriousness of publishing a newspaper.

Diane L. Scovaine

More Ideas Concerning the 4-Day Week

To The Editors:

In a letter of February 20th, concerning our support of Robin Crawford's four-day week proposal, we neglected to qualify several stipulations included in the plan. During these four-day week Thursdays (or Tuesdays) there could be no "meetings of any kind, including rehearsals, athletic trips or contests, off-campus permissions, college visitors, or 'free-time' use of athletic fields or facilities." (Athletic practices would meet as usual). Also, throughout a four-day week, there could be no hour examinations or due dates for major papers. These guidelines have been

thoughtfully conceived.

However, there is a section in the proposal requiring a mandatory, educational, 8 a.m. all-school meeting. Although we agree that an all-school meeting is a sound idea, the premise of having the meeting at 8 a.m. is unreasonable. Yes, this proposal was created to enable students to catch up in their work, but it is surely as important to make up for lost sleep as it is to make up past assignments.

Scott Pierce III '82
Burke Doar '82
Peter D. Peduller '82

Phillipian Sports Coverage Is Sexist?

To the Editor:

Last fall (1979), the Accreditation Committee cited that this was not really a "coed" school. This, according to the report of that committee, was evidenced by the lack of females in student authority positions. This has not been so true this year; yet at times Andover is still, unfortunately, sexist. This has been evidenced in the sports pages of The Phillipian.

Girls' Sports at PA are generally considered (by the non-participants) as a 'hack.' One finds far fewer spectators at a Girls Lacrosse game, for instance, than at a Boy's - certainly spectators are not encouraged by the long walk to Siberia necessary to see this sport. Neither are they encouraged in any way to attend any girls sports competition by the Sports Section of The Phillipian.

As a member of the Girls' Squash Team,

I feel, rightly, that our accomplishments should receive equal attention as the boys' as in every sport. But, this does not usually occur. Last week, after a victory over Groton, and a loss to the tough Harvard JV squad, we were ignored. There was no article at all, which was especially maddening because two members of the team, Mary Hulbert and Annie Yates kept their undefeated records intact, even against Harvard.

Girls' Varsity Squash is not the only sport that is snubbed in this way. Many other girls sports are virtually ignored by the Sports pages. Is this a clear representation of the general attitude held by the school towards Girls' Sports? I hope not. But one way to achieve the necessary degree of co-education found lacking by the Accreditation Committee would be to give Girls' Sports equal coverage.

Faith Hawkins '82

DUNE ABOVE LIFE

As I sit here in thought on a dune above life

The salt spray moistens my hair,
The beach grass bends at a courteous bow
To the piper's return of my stare.

The surf teases the shells at the edge of its curl
Rubbing them into the sand,
Much like the child who plays on the beach
With a bucket and shovel in hand.

In the far I can see all the cottontipped waves
As the sun finds a hole that it fills,
Shows its light that shoots down the side of a cloud
And onto the ocean it spills.

Till the clouds merge to close leaving sky that remains
A shadowy white overcast,
Still the piper pays not a heed to the light
Pecking bugs in the crust with his mast.

In Memory of Isabel

Choate Rosemary Hall '81

His legs spinning quick as he races the foam
That blows in from the edge of the sea
Never leaving his feet, he begins his retreat
Once again he escapes by his fee.

The fingers of wash that reach out to the land
Turn to froth and fade into the shore
Leaving holes that reveal, emptiness or an eel
Living creatures of this marine draw.

As the sun dips below the crest of a wave
The wind tapers its force as it tires,
Mother gull face the wind with her silver tipped wing
Is subdued by the sunseting fire.

Now the twilight descends on this heavenly place
Like a spell of some peaceful desire,
It has reached me right here at the dune above life
But no doubt it has come from much higher.

The lap of the wave is a voice that is soft
To the likes I am sure I know well
'Tis a nymph from the shore who I truly adore
And her name is the fair Isabel.

And if calming the sea is of reality
Then her presence is proven I say,
She has done that right here for I know
That this dune
Is a mile below her on this day.

By James Kohn

Addison's 50th

By DREW QUINN

The Addison Gallery of American Art will commemorate its 50th Anniversary with a day-long gala celebration on Saturday, May 9.

The celebration will include special anniversary exhibits, musical presentations, art-making workshops, brief dramatic presentations, a parade led by the Bread and Puppet Theatre, and, finally, in the Cage that night, a costume ball with music by the New Rhythm and Blues Quartet.

The purpose of the celebration is "to celebrate the extraordinary presence of art

at PA...to celebrate the exceptional opportunity, energy, and extravagance to be found here," says Chairman of the Art Department Robert Lloyd. To that end, Lloyd and the Planning Committee of 30 student and 12 faculty members he chairs have planned events throughout the day that attempt to show and celebrate how the Addison serves as a creative force at PA, in the Merrimack Valley and metropolitan Boston, and in the worlds of American art and education. "It's not just a birthday celebration," said Senior Wendy Pulling, a member of the Planning Committee. "It reaffirms the vitality of art as a force in life." As Kool and the Gang

so astutely phrase it, "It's a celebration if everyone gets involved, it will be a good time."

Invitations are going out next week to students' boxes. By publicizing the event so early, the Planning Committee hopes to get serious during vacation, to "think about costumes as they sit at home between their musty attics and dingy cellars," says Lloyd. "We're hoping kids will think of costumes when they see their grandparents or when they visit particularly colorful natives; and bring back something to wear to the ball."

Coming from 1:30 in the afternoon to 11:30 that evening, the celebration promises to be a wild succession of sundry entertainments. As School President Howie Lebowitz said, "It's going to be the most festive occasion here since the school's bicentennial."

CRL Reaffirms Andover's Liberal Trends

By ANDREW BAB

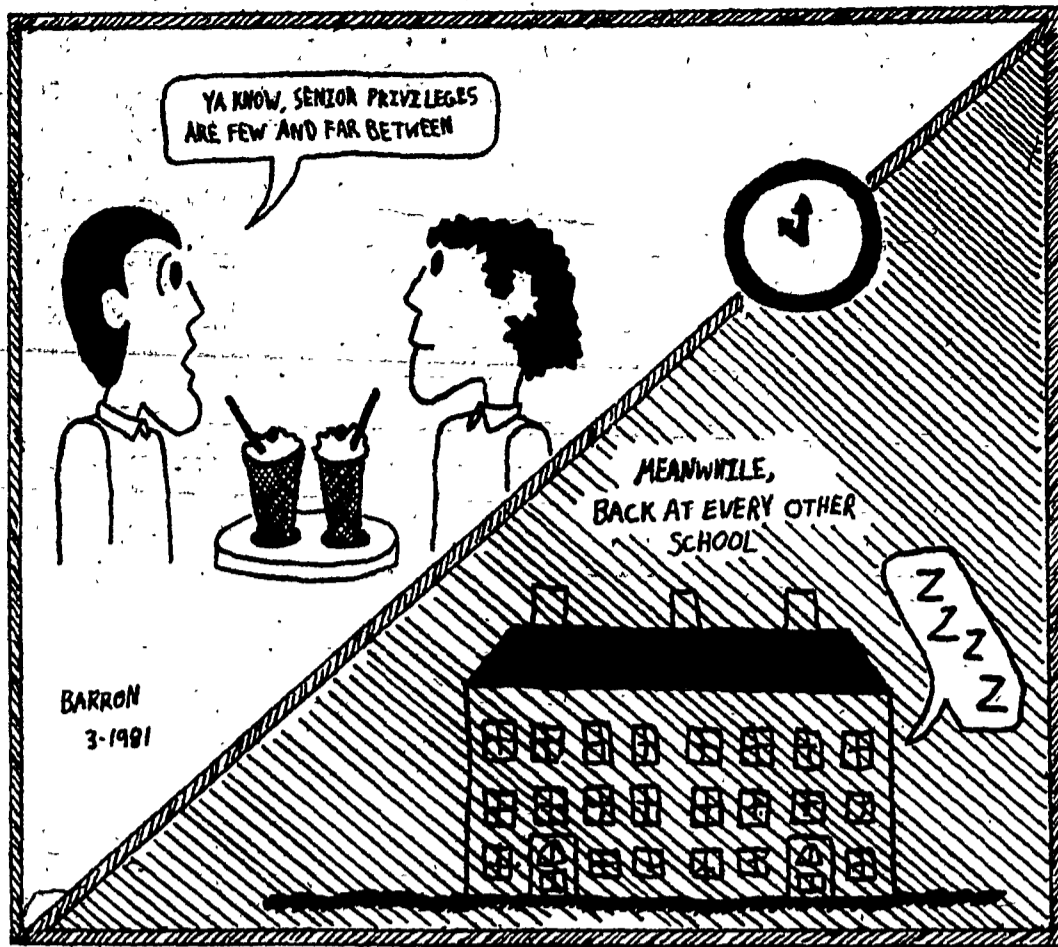
At any time of day or night, Andover students may hear shrieks of outrage and frustration over too-brief parietal hours and 10:00 sign-in echoing through stairwells and hallways. Yet, although it is customary in every school for the student body to complain about strictness regarding such issues as sign-in procedures, senior privileges, and student participation in the school's administration, we have much less right to complain than students from other schools.

Phillips Academy has long had a strong reputation for offering excellent academics and sports, for challenging each student to his fullest, and for extending to each member of the community an unusually large choice of activities and courses. While keeping this reputation, it has at the same time proven itself to be one of the most liberal of prep schools, one in which the students are not only more involved but given a relatively high amount of freedom and therefore increased responsibility. According to a study made by the Committee on Residential Life, the general trend among sixty-five other schools was towards conservatism. Although in most instances not curtailed to as great an extent as Exeter, student privileges and independence were not nearly as extensive as at PA.

The study took the form of a questionnaire which was sent out in October to sixty-five schools around the country. The CRL, in trying to find ways to improve residential life, struck upon this idea so that, according to Chairman Henry Herbst, "we can see how we stack up to other schools."

The CRL members chose nine questions which they felt cover a broad range of problems that most schools would encounter regarding, for example, nighttime policies and student governance. In addition to seeing how Andover compared to other schools, the CRL wanted to learn of novel ways of handling these issues, and, according to English Instructor Randall Peffer, Abbot CRL representative, perhaps initiate some sort of change essentially aimed at PA evening hours.

The schools were of every type: boarding and day, (with a little more emphasis on boarding), co-ed and single-sex schools, from Punahou in Hawaii to St. Stevens in Texas to Cate in California. The response was encouraging: nearly every school returned the questionnaire (St. Paul's was one which did not). Many schools also asked that PA send back information. History Instructor Mary Minard, Flagstaff CRL representative, commented that in general, "schools were gratified to participate in this exchange of information."



after eight sign-out is rarely enforced here, this particular sign-out is an important part of each student's life at other schools. Every Andover student is master of his own time, though many schools, such as Pomfret, have required study halls after seven.

The CRL is considering alterations in the present "fractionalized" schedule which would give students more time at night as opposed to several short blocks of free time. However, the proposed changes would be made in an effort to slow the frantic pace of PA life and designate more relaxed time to students and faculty alike. The general trend in other schools was that there were no evening classes or nightly extra-curricular activities, mainly so that the administration could control students' lives more effectively.

The next question pertained to senior privileges. At PA many seniors such as Lincoln Benet and Doug Wilbourne feel that "the only worthwhile senior privilege we have is senior tea." However, the problem is apparently not the lack of special senior prerogatives, but rather the great number of underclassmen's privileges, which still exceed the senior privileges at many other schools.

On the average, curfew for seniors at other schools was at 11:30 on Saturday night and they were granted more weekends off-campus

community." Last year the establishment of the 10:00 sign-in without even a consultation between faculty and students caused much student uproar. This lack of communication, which the CRL is trying to remove, cannot exist within a closed community, especially not to the extent of the other schools. "Students' voices are listened to, and should be listened to," Herbst concluded.

In most other schools, the judiciary committees were composed of students, yet were absolutely advisory. Disciplinary judge-

expressed a wish to observe the system at the Taft School, where it is especially well employed.

The survey results indicated several major differences. At PA the proctor system is not too rigorous, is employed almost exclusively in junior dorms, particularly male, and works towards making newcomers feel at home and helping them with problems related to the workload, for example. Elsewhere, proctors are very important; they deal with students of all ages, and are not only used for aid to a greater extent than PA proctors, but also retain discipline and order and "bust" other students if necessary. In response to this general reply, the CRL has decided that perhaps our proctor system should be redefined.

The conservative trends seen are no more than general, for some schools are definitely more liberal than PA. For example, Cambridge School has, in addition to unlimited parietals, a one o'clock sign-in. However, given such extensive freedom, many students might become irresponsible. Therefore, excessively liberal policies are seen as being no more practical than extremely conservative ones.

Though PA is not perfect, it seems to come the closest to a workable medium between conservatism and liberalism. Although no specific issues except for the proctor systems interested the CRL, there has been some talk of too much freedom, especially during evening hours. Students are gradually receiving more free time to do what they please at night. So that PA will not face problems like those possibly facing the Cambridge School, there may be a slight change in evening-hour policy.

However, a general consensus here is that since Andover expects more out of its students, privileges must be granted. Flagstaff CRL representative Liese Hendrie noted that "Andover rates above average in freedom for

"Andover rates above average in freedom for the student."

"Everyone here lives in a goldfish bowl;

we are all confined to a community."

However, with the exception of a possible revision of the proctor system, Herbst foresees no proposals based on the questionnaire results. He believes that the study was inconclusive because there was nearly nothing in the responses which could be used to improve Andover life. On the other hand, he adds, it was important for both the CRL and the school itself, for increased independence is giving PA students more opportunity and need to develop maturity and reliability.

The sixty-five institutions were first asked to explain their "after dark" policies: sign-in, nightly study hours, evening classes, and extra-curricular activities. Discontent over PA's 10:00 sign-in is in great part unwarranted, since it is no earlier than at any other school surveyed. In addition, while the

than the rest of the school. At PA there is no limit on the number of off-campus weekends allowed, even juniors, and sign-in is at 11:30 for everyone on Saturday nights. So, though seniors are justifiably irritated when they find but few special privileges given them by school policy, they may be assured that the few that they do have are much greater than those offered elsewhere.

Several questions dealt with student leadership and advisory committees. Though most schools had student councils, student discipline committees, and other such organizations, they did not "stack up" to Andover with regard to the administration's awareness of student opinion.

According to Herbst, "Everyone here lives in a goldfish bowl; we are all confined to a

ments lay solely in the hands of the headmaster and dean. The practice of having disciplinary committees at Andover composed of students as well as faculty is highly advantageous. Senior Randy Accetta noted, "It gives the students on the committee a chance to exercise their responsibilities both towards the school rules and to the student in question, as well as giving a different perspective to the situation."

Similarly, the primary difference between student councils, here and elsewhere, that at other schools the governing body of students has little more than advisory power. Andover, on the other hand, has an entire network of ways to make student opinion known. The system of having Cluster, D.C., Dorm and CRL student representatives is one used by only a few of the schools surveyed and is another instance of increased student responsibility at PA.

Regarding parietals, the CRL received two general answers, both surprising in view of Andover's policies. The first was that parietals were absolutely illegal. The other was that they were very carefully controlled, existed only during rigidly controlled hours while the house counselor was in the dorm, and even then required that the doors be open. With only a few exceptions - for instance, the Cambridge School of Weston has unlimited parietals - Andover students seemed to be trusted to a far greater extent than the students elsewhere.

The question of proctor systems was the one issue which seemed to arouse definite interest. Every school but one had a proctor/prefect system, and those in existence were much better defined than the one here. Herbst

the student. The demands put on the Andover student, however, validate these freedoms that we have. No PA student could survive with a 10:00 p.m. lights-out rule."

Herbst believes that it has been in the tradition of Phillips Academy to be broad-minded, particularly during Dr. Sizer's years as headmaster. Not only during this period, but prior to it as well, strong emphasis has been placed on making mature, responsible adults out of the student body. Students have thus been given uncommon freedoms and opportunities to take many responsibilities upon themselves and to talk about them. "Kids learn by discussing and doing," Herbst commented. He believes that they should be given these responsibilities and live up to them, or else should be "wiped across the map" - in other words, severely punished. When students' lives are regulated and few freedoms are given them, they may well grow up relying too heavily on others. "However," he concluded, "When they are required to think for themselves, in later life it will be these others who will rely on them."

The CRL questionnaire results indicate that PA and its policies, though liberal, are not excessively so. While Andover's workings are truly unique, it is still one of the most viable private school communities in existence. The CRL survey was admittedly unsuccessful in discovering new ideas to implement here. Yet it was far from a failure; indeed, the results obtained give strong support to the system at Andover which has produced so many capable individuals for such a long time.

WPAA Names Board

By PAULA MUTO

In a small room clustered around a broken-down table with messages carved all over its top, the WPAA board, without much pomp or spectacle, decided which privileged members of the student body would be their successors. No one waited for a puff of white smoke to emerge from the 10-watt antenna. There were not even any reporters from down the hall waiting for the news. The group of eight met for not more than an hour when the station manager announced, "We have a leader!"

Few institutions at this school have a more peaceful and subtle transfer of power than the Board of WPAA, that once again maintained its high level of responsible maturity and intellectuality. So, without much verbosity, the former board of WPAA humbly announces its successors.

Taking over Mark Canning's position as Station Manager will be Hank Glassman. Doug Kass and Paula Muto will be replaced by Art Small, Chris Gaty, and Tremaine Atkinson, and their positions will be redefined as Productions and Promotions.

Paula Lee will take Regina Fraser's place as Art Director. Eric Holmberg and

Steve Downes will serve as News Directors replacing Ellie Hirschhorn and Jim Cleary. Downes will also serve as Traffic Manager.

In charge of Programming, replacing Leon Collins, will be Scott Pierce and Walter Devine. Finally, Jane Simoni and Jimmy Mrose will take over Catherine Link's spot as Directors of Classical Weekend.

Faculty Pass 1981-1982 Calendar

(Continued from page 1)

reconsideration was reasonable and in order, to be decided on the basis of a paper ballot and by simple majority."

According to Sizer, "We needed a compromise of the calendar which would retain the starting and finishing dates approved on Friday for the fall trimester, but establish the same Thanksgiving break employed this year... This will make the fall term somewhat longer than that of this year's calendar, but will provide for a significant November break which is much desired, especially by housecounselors."

Accompanying the memorandum was a ballot which contained two motions. The first state that the vote on the 1981-82 calendar be reconsidered. The second motion read, "The 1981-82 calendar, as voted on Friday, will stand, except that a Thanksgiving break be created, to start at noon on November 25 and to end at 8 p.m. on November 30." After Associate Headmaster Peter McKee had counted the votes, he announced that motion one had passed with an "overwhelming 144 to 17 vote." Motion two received 123 yes votes and 33 nay votes.

Dr. Robert Perrin, Instructor in Physics

and Math, was an opponent of Variant one who felt content with Wednesday's revote. "The quality of school depends upon the quality of teaching," he commented, explaining that the greater number of class days in Variant one would only leave both faculty and students more fatigued by the term's end.

Perrin felt that the calendar decision had been "rushed" at the faculty meetings, not allowing adequate consideration for various proposals. However,

Perrin was satisfied with the present and final calendar for 1981-82, as were other faculty members.

Director of Athletics Joseph Wennik was pleased with the faculty for the consideration they gave school athletics when voting on the new calendar. Wennik felt that sports are just a part of Andover's many interests and should be governed "by what the school community feels is right."

SUBSCRIBE!!

Girls Hockey Team Triumphs Twice: Hold Groton & Holderness Scoreless

By ANDREW AHN

Once again, a lethargic start followed by fine passing and forechecking characterized the Andover Girls Hockey team this week, as it slated two shutout victories, 3-0 at Holderness and 5-0 on home ice against Groton. In the latter game, ever dependable Sam Chivers tallied more than three goals for the second time this season.

As in its previous bout with Holderness, PA fought in a deadlock for the puck in the opening moments of play. With Cathy Best benched with an injury, neither PA nor Holderness could connect the positive passing skills to overcome one another's defense. Meanwhile Andover's net-minder Margaret Bravar held Holderness' shots at bay.

Andover began to accelerate by the Holderness line as passes came in the

second period. At 5:20, Susan Deeds broke the ice by stuffing the net with the rebound from a shot by Angela Lorenz. 2:50 later Captain Carol Lewis tucked an insurance goal into the Holderness net off a wide angle shot by Best, who by this time had returned to play. Later, another rough check to Best benched her for the game, but nonetheless new goal tender Laurie Hogln repelled any of Holderness' attempts at the Blue net in the third period.

PA held control of the third period, but the Holderness squad continued to fight for a comeback. Andover held back a little, trying to maintain a lead. With 1:20 left in the game, Lewis notched the clincher as she took the rebound off of a wide-angle shot by Swenja Nolting. Andover's margin of victory was 3-0.

On Wednesday, an Andover victory seemed uncertain in the first period. At the start, Groton and PA took an even share of the puck, as the Blue lagged on its skates and lacked good forechecking. The Andover Girls could not complete passes with their numb stickwork. At 4:24 into the game, a centering pass by Lewis allowed Chivers to post the winning goal.

As it took the lead, PA relaxed to a point where it was playing mostly defense. The Groton defense suppressed Andover's forwards while Groton's forwards pressured the net and confused the Blue defense. Bravar and her defense held fast, though, as Chivers broke up some close calls.

In the second period, the outlook was still uncertain, as Groton seemed to hold command with Andover only beginning to organize its plays. Forechecking attempts were futile as Groton forced PA to constantly hustle back to the defense. But with 4:09 left in the period, Andover established a feeding line up the sides at center ice; Lorenz lit the lamp as she passed by Groton's bewildered net-minder on an unassisted break from the Blue line to the net.

Superb Stickwork

Andover outclassed Groton in the final period with its best shows of stickwork and line-feeding of the day. Meanwhile, Groton covered in its own zone, all but stopping Andover's barrage of pucks at the Groton net. The three third period tallies were all Chivers, one each with 12:15, 9:30, and 6:17 left in the game. The first was a close-range backhand, centered by the passwork of Best and Suzanne Tanner. The next blew the game open at 4-0 as Chivers posted Best's hustle behind the net. The Groton squad turned in a wave of intensity in the final minutes of the contest, but failed to surmount an effective attack. Chivers finally notched Andover's fifth goal with an interception at mid-ice and a quick break for the net; from the right side she wristed the puck into the upper left corner from fifteen feet.

The Andover Girls still have one more game left in their season, that being against Exeter on Saturday.



First line defenseman Suzanne Tanner outmaneuvers an opponent.

photo/Block

ATHLETE OF THE WEEK

The Phillippian Sports Department recognizes defense/forward Sam Chivers as Athlete of the Week for her four-goal performance in the team's 5-0 victory over Groton on Wednesday. In addition to her fine offensive play, Chivers led the defense to a spotless record this week against both Holderness and Groton.

It is not only her fine stickwork and hustle that has won the admiration of Phillippian sports, but also her moral support on the ice which has proven inspirational to the Andover Girls.

photo/Henderson

PHILLIPPIAN Sports

Boys' Basketball Finishes Last Weeks' Play At 1-1

By PETER CLEVELAND
and BURKE DOAR

The Boys' Varsity Basketball team travelled to Harvard and Brooks last week and displayed two completely different brands of basketball. On Saturday, the team turned in an all-around dismal performance being defeated by the Harvard JV squad, 68-84, and then somehow managed to bounce back and thrash Brooks, 76-65.

The game versus Harvard was perhaps the weakest performance by PA this season. In the entire first half, Andover could only convert seven field goals from the floor. The offense was never able to get on track from the onset of the contest as they did not execute their plays well and committed numerous turnovers, as well as throwing misguided passes. One of the main reasons for PA's inability to score from the floor was the absence of Captain Kenny Cline and starting playmaker Chris Arnold who both ran into early foul trouble. With two of PA's most potent players sitting on the bench, the Blue was just simply not able to overcome Harvard's inside strength. Even though the team at this point was trailing by a sizeable margin, not all hope was lost. Forward Bob Ramsey took control of the Blue offense as he peppered the net for ten points. His encouraging offensive play and the team's pulling together on defense helped cut the Harvard lead to 24-36 at halftime.

A Short Glimpse

Although there were some bright moments in the second half, the good plays quickly vanished when Cline and Arnold fouled out. Guard Matt Dacey and Arnold before he fouled out, were the bulk of the

Andover offense as they pumped in twelve points each. Bill Marr also played well as he contributed six points and played his usual good consistent defensive game. PA did regain some of their pride in the second half, but still were losers in the score, 68-84.

In their Wednesday game, PA looked like a completely different basketball team. They took control of the game from the early moments of the first quarter as they had the fast break running well and executed their set offensive plays correctly. Unlike the game against Harvard, Captain Cline figured in thirteen points in the first half and completely dominated Brooks' center. Dacey also helped on offense as he came through with fourteen points in the half. PA continued to convert easy fast break baskets and took a commanding 17 point lead into the lockerroom.

Mental Mistakes

In the second half, PA once again lowered their intensity level and began to let Brooks back into the game. Mental mistakes and a slackening off in defense allowed Brooks to make a comeback and nearly make a serious run at the lead. After a PA timeout, Brooks' efforts were stilled by a sagging zone Andover defense. Paul Slattery and Ramsey were the keys to stopping Brooks as they shut down everything that came into their defensive zones. Although the team eventually gained a 76-65 victory, a serious regrouping effort will be needed if they are to once again crush Exeter's hopes of a successful basketball Bicentennial victory over Andover.

Boys' Hockey Has A Difficult Week

By T.J.STRONG

This past week, the Andover Hockey team played two hockey games, and lost two hockey games. On Saturday, NMH romped 6-0, outplaying PA in all respects of the contest. On Wednesday, Kimball Union beat the Blue 7-4. But, in truth, KU did not beat the Blue; the Blue beat themselves. Another team member described KU as a "----team, a team we shoulda beat." The painful 6-10 season is almost over. It was not a good season by past comparisons, however, the pain of a losing season could be alleviated on Saturday when Andover, both the hockey team and its school supporters, travel "en masse" to the Harvard Hockey Arena to face Exeter for the second time this season. PA lost the first meeting 7-2. PA will beat the Red. Then the season will be remembered, for PA triumphed over the Red during the Exie's Bicentennial year before the Exie's crowd.

On Saturday, Andover faced fellow prep school rival Northfield M. Vermon, a team which has already this season beaten Dartmouth JV and lost to Deerfield by only one goal. The first two periods saw the Blue take twenty-four shots to NMH's thirteen. But NMH nonetheless led 3-0. The first two periods saw the Blue get three power play opportunities and fail to capitalize on any. But nonetheless, NMH capitalized on both of its one-man advantages. The entire game saw a bigger, physically stronger Andover team outthit NMH in an awesome display of body contact. But nonetheless, a quick, small, feisty, NMH squad walked away with a convincing 6-0 victory, the first shutout Andover has suffered this season.

In the opening minutes of the contest, Steve Moreland had two scoring chances, one on a breakaway, another on a

two-on-one with Randy Wood, but the Blue was twice foiled by the remarkable goaltending reflexes of Denny Doyle. The defensive corps set the tone of the game, as Peter Coburn, Andy Young, Dave Flanagan, and John Lockwood buried NMH players in the corners and in front of goalie Rick DeSimone. At 10:19, Young was whistled for elbowing in the left corner, a blatantly poor call by the official. NMH scored a minute and ten seconds later when Brian Lussier shovelled a pass to Tony DeArmas, who fired a wrist shot from eighteen feet out that beat DeSimone. Two minutes later, Joseph P. Pelligrino, covering back on defense for Flanagan, made a poor cross ice pass to Lockwood. Steve Boyce intercepted the puck five feet in from the Blue line, and scored NMH's second goal.

Although outshooting NMH thirteen to five in period two, the Blue did not get on the scoreboard, instead NMH took a 3-0 advantage. The lone score of the period came at 8:14 when NMH tallied its second power play goal of the game with Moreland off the ice for slashing. Coburn and Hirsch leveled NMH players with checks, but Andover could not get control of the puck in front of the NMH goalie, as Woody and Hartmann just missed scoring opportunities. NMH effectively cleared their zone and became increasingly aggressive, even chippy.

By the third period, NMH had gained complete control of the game, increasing its lead to 6-0. A Flanagan giveaway in front of DeSimone at 4:23 upped NMH's lead to 4-0. Jeff Scubeath beat DeSimone thirty seconds later, and with one second remaining in the game, NMH made the final 6-0. Not a good Blue performance.

Kimball Union dominated the first period, scoring three goals on Cheesy

Richardson. KU opened the scoring at 4:06, putting a shot past Richardson. By 7:36, the score was 2-0. Down 2-0, PA still could not mount an effective offensive spurt, totalling only six first period shots. The key goal of the period came with only sixteen seconds left, as a KU player fired the puck by Richardson to give KU a commanding 3-0 going into the lockerroom.

At 2:56 of the second, KU upped their lead to 4-0. Hirsch countered with his first of three on the night, tallying at 4:04 on a feed from Randy Wood and Steve Morland. KU then scored the eventual game-winner at 5:43, making the score 5-1. Two minutes later, Kimball again scored.

The Blue scored three goals in the third as Hirsch added two more and Dave Flanagan scored once. K.U.'s lone goal made the final 7-4.

Wrestlers Finish Third at Interschols

By J.P.NAHILL

The Andover Grapplers have had a tough season; the loss of team Captain Tom Sylvester and injuries to seven other Starters have kept Coach Kip busy just trying to fill in the weight slots. Saturday's Interschols were not a total loss, however: The Blue, predicted to place 5th overall, nudged past Cushing Academy and Exeter to place third with 103 points. The Blue's top rival, Hyde, came in first, amassing 236 points.

KAMAL

Senior Phil Kamal has been the most pleasant surprise that the Blue has had in ten years. Kamal, who has shocked the league coaches with moves found usually in the lower weights, dazzled his opponents with many sophisticated moves. Kamal's first place finish this Saturday definitely classifies him as a class A terror.

Lower Donald Kim, who seeded 4th in his weight class, was haunted all season by a close win with Deerfield's Bob Savage. Saturday, Savage gained revenge on an early Season Kim victory, edging him by two points. Kim, now fighting for a place, was forced to wrestle the Savage again, this time in the semi-finals. Kim managed to down Savage this time, scoring an 8-6 victory. As a result of this victory, Kim managed to capture 3rd in his weight class.

New-Comer

PA's 115-lb entry, Jim O'Connel, still in his first full year of wrestling, beat his Deerfield opponent in the consolation,

placing a surprising 5th overall.

Senior Bob McCurrah had a tough time in the semifinals due to a tiring win in the preliminaries; however, McCurrah stood tough, though, and managed to place 4th overall.

127 lber Co-Captain Scott Smith and 133 lber Tony Bienstock, wrestling side by side throughout, both grappled their way to respectable 3rd place finishes. Andover has had a tough time all season in the 138 to 145 lb classes, primarily due to weight problems and injuries. Despite the overall

mediocrity of this division, there was one sparkling star. Upper Jeff Hunt slipped by his Tabor opponent at 8-7 to place 4th overall.

Heavy Weights Whale

The heavy weights, spearheaded by three seniors, added the bulk of the Blue points. John Biernie, weighing in at 160 lbs, overcame the pre-Interschol blues by topping his opponents. His two victories earned him a 4th place finish. Arthur Murphy, one of the top wrestlers for the Blue, had to settle for a 3rd place finish.

JV SUMMARY JV SUMMARY

Saturday, February 28

Basketball [JV G] vs. Governor Dummer.....35-18 W
Basketball [JV-I B] vs. Bradford College.....cancelled
Hockey [JV-I B] vs. New Haven Bantams.....11-1 L
Squash [JV-I B] vs. Brooks 2nds.....5-1 L

Wednesday, March 4

Hockey [JV-I B] vs. Brooks.....7-3 L
Squash [JV-I B] vs. Exeter.....6-1 L
Squash [JV-II B] vs. Exeter.....7-0 L
Swimming [JV B] vs. Exeter.....108-63 L
Wrestling [JV B] vs. Exeter.....42-6 L

SPORTS SLATE

Saturday, March 7

Basketball [G] at New England Tournament at Andover.....9:30 a.m.
Basketball [B] vs. Exeter.....*8:00
Basketball [JV-I B] vs. Exeter JV.....*6:30
Hockey [G] vs. Exeter.....2:00
Hockey [B] vs. Exeter [at Harvard].....*2:00
Squash [B] vs. Exeter.....*2:30
Swimming [B] at Interschols at Exeter.....*A.M.
Wrestling [B] vs. Exeter.....2:30

Sunday, March 8

Hockey [B] vs. Alumni.....2:00
Swimming [G] at Interschols at Exeter.....*A.M.

Girls' Basketball Gains Semis

By JOHN SHAW

Winning was a necessity for the Girls' Varsity Basketball team this week. It held the key to their season's finish. In two consecutive games against Governor Dummer, the girls found themselves in must-win situations. In Saturday's game, victory meant entrance to the elite New England Prep School Tournament. Andover passed this test. In Wednesday's game, victory meant continuation in the single-elimination tourney. Andover continued to succeed, advancing to the semifinals. The key in both these wins over Dummer was P.A.'s speed. This quickness paced the Blue by the G.D. squad, 42-31, on Saturday and 52-42 on Wednesday.

The First Battle

The first confrontation opened at a brisk pace with Andover controlling the floor. Guard Angie Dulin spearheaded the PA attack as she led an offense which thrived on the "run and gun" style of play. Complementing this type of play, center Fran Trafton and forward Barry Stout began a domination of the boards which would continue throughout the afternoon. The two girls pulled down many valuable defensive rebounds which were quickly cleared to Dulin at the outlet, blunting many Governor Dummer scoring threats. Dulin kept the GD defense off balance as she drove into the lane on numerous occasions. The results of these drives were similar and frequent; either a successful Dulin layup or a short Dulin-assisted bank shot by another PA player. Due to Co-Captain Dulin's backcourt heroics and fine overall team play by the Blue, Andover took a commanding 12-4 lead at the end of the opening period.

Sharpshooting

With period two came hot shooting and sound fundamental basketball by the Andover squad. Mary Byrne and Amy Stareisier each found their shooting touch and proceeded to hit consecutive jumpers from the baseline.

Defensively, Andover made use of a man to man which highlighted the team's

abundant quickness. Although the Blue had minor troubles in containing GD's explosive point guard, they managed to shut down the remainder of the GD attack. Stout and Trafton contained the taller forward and center of the Dummer squad, clogging the key and consistently thwarting the visitor's offensive attack. Led by Dulin and Byrne, who together added a total of fifteen first half points to the Andover cause, the Blue was atop GD 25-12 at the intermission.

For Andover, the second half marked a period of lacklustre play. The Blue failed to capitalize on turnovers and their transition game, which had been outstanding in the first half, was not present in the third and fourth quarters. The offense lacked the crisp and flowing form it had displayed in the opening moments. Nonetheless, Andover's ever-feisty defense prevailed, keeping the visitors under control. Several baskets by Byrne, and Captains Dulin and Trafton, helped the Blue maintain a comfortable lead at the end of the third quarter.

In the last period, Coach Timlin put in the second team whose lack of experience showed as they netted only four points on offense. Their defense, remarkably similar to the first team's, held the visitors to a minimum. As a result the final score read 42-31, in favor of Andover. Byrne and Dulin led PA scoring with thirteen and eleven points respectively.

Tourney Bound

In their second meeting with Dummer in a week's time, the Blue continued to riddle its opponent's defense with speed and cohesive attack.

Getting off to a rapid start, Andover used a fastbreaking offense similar to the one used on Saturday. Guard Angie Dulin's precision passing was again the spark of Andover's effective play. Dulin teamed with Mary Byrne at the other backcourt spot to dazzle Governor Dummer with ballhandling and give-and-go maneuvers. The usual targets of their passes were center Fran Trafton and Byrne herself. Each frequently converted these

feeds into field goals throughout the first half.

Just as the offense remained unstoppable, the defense shone as well. P.A.'s 2-3 zone proved a hindrance to G.D. all afternoon. Up by 10 at the half, P.A. was in fine control.

Continuing to Shine

The girls did not experience a letdown in the second half. Byrne and Jenny Ellis paved the way for the offense as their fine outside shooting allowed the Blue to boost its leading margin to 19 at one point in the third quarter. The P.A. defense continued to cause problems for G.D. Time and time again, Dulin and Byrne nabbed Dummer passes, stopping G.D. thrusts on many occasions.

Following suit in the fourth quarter, Fran Trafton began to show her shooting prowess. Her turnaround jumpers fell consistently, adding to the P.A. effort.

The result of the Blue's play was a convincing 52-42 victory. Leading Andover's scoring were three players in double figures: Byrne with 19 points, Trafton with 14, and Ellis with 10.

In their next contest, this coming Saturday, the girls will face Berkshire School in the semifinal round of the New England Prep School Tournament.



Captain Angie Dulin drives the lane

photo/Miller

Boys' Squash Hosts The Interschols

Takes 8th of 23

By THOMAS ULLMAN and JOHN KIRK

The Boys' Varsity Squash team, with a recent upsurge in its victories, finished a respectable eighth in the Interscholastics and rolled by Brooks 4-1 Wednesday.

Saturday, the boys hosted the New England Interschols. The varsity's top-three players, Bill Ullman, Doug Benedict, and Do Woo Kim, combined their talents to bring Andover to its eighth-place finish. This year's interschols, the largest in history, boasted sixty-seven entries from twenty-three teams, including such teams as Exeter, Moses Brown, and Choate.

Seemingly unheralded and unseeded, Captain Bill Ullman faced a difficult draw with number one seed Will Carlin of Deerfield and the fourth seed, a longtime Exeter rival, Jim Faulkner. After a first round bye, Ullman faced Groton's number one player. Ullman demolished the opponent with a barrage of "heavy artillery." This show of firepower led to an easy 15-6, 15-7 victory. Then, Ullman faced Carlin. After a slow start, Bill brought the match to a two-all standoff. Suddenly, Carlin reeled off ten of the first fourteen points in the fifth and final game; Ullman found himself down 14-8, facing match point. Ullman saved, and saved

again. He faced match point six times, and each time responded appropriately; save.

Ullman managed to tie the score at 14-14 and disposed of his opponent in a five-point tiebreaker. Ullman then found himself facing Faulkner in the semifinal round. Ullman, having lost to Faulkner in five previous matches, received advice from his father: "Stay up for Faulkner." However, Ullman was beaten in four games.

Bad Luck for Doug

In the number two match, P.A.'s Doug Benedict thrashed his first round opponent of Amherst Regional High, 15-3, 15-4. Unfortunately, though, Doug drew the #2 seed, Bill Doyle, of Moses Brown for his second match. Doyle beat Doug 2-0 and went on to reach the finals of the #2 tourney.

GO DO...

The Blue's number three player, Do Kim, drew a bye in the first round and entered the second round facing Groton's number three. Sadly, however, Do didn't dazzle the Groton man and lost 2-0. Do then went on to win his first round consolation, and then lost in the second.

And the winners...

Exeter and Moses Brown tied for the overall victory with Choate coming in third. The Interscholastics Committee was delighted with the way the tournament was run, and they have decided to have the tournament here again in 1984, and every three years afterwards.

Brooks

Wednesday, the varsity hosted Brooks in a five-man contest. Having beaten Brooks 3-2 previously, the squad was confident coming into the match. After a fantastic come-from-behind victory at the 'Schols, Ullman wasted his opponent, Carp, 3-0, with dynamite delicate drops. Number two Benedict also rolled by his opponent 3-1 by employing his fierce power with his light touch. Do Kim also won his match, as well as Junior John McCarthy. Ming Tsai, however, lost in five, 3-2. The team looks forward to their away match at Exeter Saturday, in which they hope to avenge their tragic loss earlier.



Ullman warms up his powerful backhand.

photo/Henderson

Girls' Swimmers Take Fifth at Eastern Championships

By MARIA ELIAS

Last Saturday, eight members of the Girls' Swim team traveled to Hightstown, New Jersey, for the Girls' Eastern Interscholastic Championships. Prep schools from New York to Florida participated in this meet, with the Andover squad capturing fifth.

Returning from the Easterns at 3 a.m. Monday morning, the girls were all set for a usual early morning workout before eight o'clock classes. Although Coach Souvaine was kind enough to let them sleep late, they would gladly have swum before class. The team is looking forward to the Interschols on Sunday where they

hope to finish their winning season with a higher place than ever before.

For most teams, this was the "big" meet of the season. Two girls from Mercersburg Academy even shaved their heads in order to improve their times, yet one decided she didn't like the feel of it and wore a bathing cap anyway. The Andover swimmers did not taper for the meet, saving themselves for the Interschols on March 8.

The medley relay team of Patti Doykos, Liz Rippy, Leslie Boileau and Alison Beckwith placed fifth. Maria Elias captured 8th in the 50-yard freestyle, while Jennifer Sharp squeaked in at 9th and Beckwith took 12th. In the diving event, Beckwith, showing off her form, took third. Boileau placed tenth in the 100-yard fly with Sharp repeating this finish in the 100-yard free. Elias stroked to eighth in the 500-yard freestyle; Ellen Reynolds placed fifth in the 100-yard backstroke. Boileau and Rippy glided to fifth and ninth in the 100-yard breaststroke; and the 400-yard freestyle relay team of Sharp, captain Meghan Hanawalt, Elias, and Reynolds sped to fifth to close the meet.

ERRATUM

Last week, The Philliplian inadvertently misquoted the girls varsity swimming Coach, Ms. Diane Souvaine. We apologize for this mistake.

Exeter Shows No Respect To Favored Boys' Track

By ROSS SOLOMON

On Wednesday the Blue Track team arrived at Exeter backed by a strong 8-1 record, but were unable to improve on it. Everything seemed in Andover's favor, but injury and sickness plagued the team as they had their first bad day in two years, tasting bitter defeat in the form of a 50-45 loss. While the field events almost determined the Red as winner, their enthusiasm assured their victory. "The Exies were sky-high and performed extremely well," said Coach John Richards.

Field Event Blues

After the field events, Andover faced a 30-6 deficit. In the high jump, Exeter's Rich Heffel soared to lead an Exie sweep. In the long jump the Blue found their way onto the scoreboard with one point for Sean Rynne's third-place performance. The Blue managed only one other point in the pole vault, as Courtney Shriver, who was injured during warmups, obtained third. Exeter also managed to get first in the shot put with Brian Donahue's throw of 63'1". The P.A. power men, Bruno Mastrospasqua and Matt Leone, received second and third with throws of 51'10 1/2" and 50'11".

Try to Make a Long Run for It
The distance events proved to diminish

the lead. Andover received second and third in both the mile and two-mile, as Randy Accetta ran an exceptional race and got first in the two-mile. In the mile, Exeter's Keith Lauror outpaced co-captain Burgess and Upper Steve "Lurch" Donahue. Exie distance sensation also won the 1000-yard run though Brian Henson and Steve "Vimpe" Wemple, who ran magnificently all year, chased him all the way.

Captain Joe

The highlight of the day came in the 50-yard dash as Joe Sutherland, undefeated in two years of indoor track, tied the school record in the event. He ran the distance in 5.5 seconds, outdoing Jim Herberich and Exeter's G. Henry. No one outdistanced "Herbo" in the 50-yard high hurdles as he won with a time of 6.5 seconds. John Avery was held back by coaches and still won the 600-yard dash with a time of 1:19.6, only two-tenths of a second faster than Junior star Stefan Kalunzy, who broke 1:20 and added three points for the Blue. The relay team of Sutherland, Lochiatto, Obi, and Herberich blew away their adversaries to end a bad day on a good note. Thus ended another tremendous indoor track season at Andover.

Female Squash Squad Places Third In 'Schols

By STUART WESTBROOK

Travelling north to Exeter on Saturday, the Girls' Varsity Squash team made a spectacular third place showing in the New England Interscholastic Tournament. The depth of Andover's girls squash was highlighted by 19 points obtained by the team. Mary Hulbert, seeded second in Division A, dominated in both the first and second rounds, as did Annie Yates. Faith Hawkins, Jana Walker, and Wendy Pulling also triumphed with first-round wins, enabling the Blue to post this most impressive result. The tournament came to an end with Choate finishing with 35, followed by Exeter with 21 and the Blue with 19.

Exeter Again

Riding on the momentum of this showing, the squad practiced for their meet with Exeter. "The best girls squash team in the last five years" capped a 9-2 season with a sparkling performance at Exeter, dominating the match 4-3.

Top-seeded Mary Hulbert easily crushed her Exeter opponent in three games. Annie Yates executed a similarly decisive victory of three games to one, concluding her three-year varsity career by showing her experience in a flashing display of strokes.

Two Tiebreakers

Although beaten in her first three games, Faith Hawkins, the number three seed, exemplified her team's image by dragging her adversary through two tiebreakers. Laura Unobskey, the number six seed, contributed to the Andover effort with a convincing comeback. After being down 2-0, Unobskey was jarred into anger when the ball hit her on the arm during a point. Determined and concentrating, infuriated, she played her best three games of the year, winning going away. Number seven Jenny Greeley won her match 3-0 with powerful cross-courts and deep alley shots.

SPORTS SPOTLIGHT

Last Saturday, four members of the Boys' Swim team, having qualified for the Easterns, traveled to scenic Lawrenceville, New Jersey. After a restful night at the Trenton Motor Inn, coin-operated beds et al, the P.A. representatives were well fit for the meet, which included forty high school teams from the entire Eastern seaboard.

Indeed they were fit: the relay team of Arne Holm [backstroke], Rob Sherman [butterfly], Scott Malcolm [breaststroke], and Pete Kodzls [freestyle] captured an impressive eleventh place. The highlight of the day, however, was Scott Malcolm's individual effort in the 100-yard breaststroke. Racing to a fourth place finish, Malcolm turned in an incredible time of 1:01.5. This mark was nearly two seconds better than the previous Andover record and was one-tenth of a second off the New England record. [Malcolm already holds the New England record for the 100-meter breaststroke].

The commendable efforts of the four swimmers were most definitely a highlight to what has been a rather static season. Coach McClement was even heard to say that "the 600 miles of driving was worthwhile." McClement, in his final season as swim coach, is also anxiously awaiting the Interschols this Saturday. The relay team, Malcolm in the 100-yard breast for which he is first-seeded and the rest of the boys' swim team should put on a good show at Exeter.

P.S. Good luck from your fans.

NEWS BRIEFS

WQN Peer Counselors Ready

By FAITH HAWKINS

After training with Graham House Counselor Catherine Steiner-Adair, West Quad North Peer Counselors are ready to advise WQN students.

Senior Kris Bay, one of the counselors, feels that, for the majority of students, "it will be comforting to know that we're there, because we're not Graham House—but then we're not just the kid who lives down the hall either."

Although the counselors expect some cynicism, Upper Jane Simoni feels it's an advantage being a student counselor, because "it's easier to talk to someone your own age, especially where rule-breaking is involved."

"We're not going to be able to diagnose a student's problem," she continued. "We just hope to make them feel better about themselves and their problems. We're not professionals, although we have had some training."

A large part of the training, started at the beginning of last term, involved focusing "on our own feelings," said Bay, "figuring that once we understood our own

feelings about possible problems, we'd be better able to help people deal with theirs." Sex, drugs, suicide, general depression, and pressures from school-work were some of the topics they discussed.

Bay noted that "role-playing" was a major part of the training. One of the roles played, for example, was that of a student who was having an affair with a teacher.

Both Bay and Simoni noted that the faculty can help and be helped by the counselors. "We want to be used by the faculty," said Bay, "yet we don't feel we have to report to them. The policy of the group is complete confidence at all times, except where a student's safety is threatened."

The Peer Counselors are Seniors Jim Udalay, Justin Broderick, Jace Paley, Bill Stevenson, Marti Paschal, and Cathy Gihlsdorf, as well as Bay and Upper Simoni. Both Bay and Simoni hope to start training in the spring, primarily for Uppers and Loweres, for next year.

25 Students Attend Russian Olympiada

By CHARLES GRIMM

Twenty-five Russian Language students from PA competed at the Buckingham, Brown & Nichols school on Sunday, in the Massachusetts contest of the National Russian Olympiada, in which students are judged on the basis of language skills and knowledge of Russian history and culture.

Although PA students won no gold medals, they received over one third of the total number of medals in the competition, accumulating four silver and five bronze medals.

The Silver Medalists are Chris Curley, Nick Porter, Kathy Link, and John Crespi, and the Bronze Medalists are Bob Amrick, Sarah Horowitz, Scott Todd, Matt Lenoe, and Rich Wooley.

Russian professors from Boston area universities serve as judges for the contest, which is a segment of the National Russian Olympiada. The overall winner of the Massachusetts Olympiada is eligible to compete on a regional level in the New England contest. The winners of each regional contest travel to Washington to vie for spots on the National Russian Olympiada Team, which travels to Moscow for international competition.

The judges rate students in three categories: basic conversation, geography and history, and poetry and literature.

Within each of these categories are several sub-categories, which include overall fluency, pronunciation, and willingness to go beyond the limit of questions asked. The professor grades each competitor in these sub-categories on a scale of 1 to 10, and the sum of all the individual scores represents a student's

total score.

Last year, PA sent seven students to Buckingham, Brown & Nichols, each of whom won a medal, including Eden Quainton who placed first in the competition.

Russian Instructor Victor Svec, who accompanied students to Buckingham, Brown & Nichols, commented that "the competition was much stiffer this year than last year. Last year, about forty

Russian students attended the Olympiada, and this year, over one hundred attended."

He continued, "all seven people from PA who went to the Olympiada last year won medals because they were a preselected group of the best Russian students. The Russian Department decided this year, though, that it is worthwhile for a student to experience the Olympiada and meet fellow members of the Russian community even if that student does not win a medal."

Debators Place Third

By JEFF WEISS

Under the successful leadership of new presidents Sarah Anderson and Betsy Connell, the Philomathean, Andover's Debating Society, placed third at the Exeter Invitational Debating Tournament last Sunday.

Philo, which has attended numerous other prep school invitational debates throughout the year, sent four novice and four advanced debaters to Exeter to resolve the question "Should Bilingual Education be Guaranteed to Non-English-speaking Individuals?" Considering the ambiguity of the topic and the lack of time to prepare, the Andover competitors did well, placing third in the field of six behind winners Belmont Hill and Exeter.

The Invitational was a good experience for Philo as well. Not only did this tournament provide an opportunity for some novice debaters to compete

interscholastically, but Anderson and Connell were able to set up future debates with other teams at the Invitational.

The Exeter debate, the last debate of the term, was the first of the new board. In addition to Anderson and Connell, replacing former presidents Matt Lenoe and Tony Beanstock, the board is comprised of vice-presidents Jeff Weiss and Scott Wolfson, secretary Betsy Bieman and treasurer Hugo de la Rosa.

Commenting on the past success of Phil, Anderson and Connell hope that the society will "continue doing as well as we have done with Matt and Tony...and keep up the energetic atmosphere that they have left us with...but what we really need in order to accomplish this is some new debaters...especially with so many debates coming up this spring."



photo/Miller

If Only
YOU
Knew
What
You Were
Getting
Into
!!!!!!!!!!!!!!



photo/Kimmel

On Getting Out of The 'Pian

Things always become slightly distorted when viewed in retrospect, but as I look back on my experiences while working on the *Phillipian*, I can't help but smile complacently, content with the stack of old *Phillipians* piled indiscriminately next to my bed and with the memories stored within each and every issue.

There were times when all I could do was live and breathe *Phillipian* (we all know how unhealthy that can be), and there were times when I seriously questioned my sanity (as I'm sure my fellow editors also did). I've been approached many a time with the question, "Why do you do it--you don't get paid for it, do you?" The answer is not a simple one. My motivations varied from week to week, issue to issue. But one thing is certain, the *Phillipian* is addictive. For some reasons beyond my comprehension, those disordered, sometimes claustrophobic rooms to be found in the deep and dark recesses of Evans Hall, have the capacity to draw the unsuspecting student (willingly, mind you) into the intimidatingly viscous web known as the newspaper business.

The *Phillipian*, however, is more than a newspaper. It is an organization, a group of people who care about one another, learn from one another, argue with one another...YUCK! this is really starting to sound corny, isn't it? The trouble is, it's all true. Sure, there are all those times I threatened to quit, vowed to do a minimum of work and not let it affect my life too profoundly, but I never did. How else could I have learned to survive on just three hours of sleep a night? (This is a skill

I have yet to master). How else could I have learned about deadlines, and how to miss them with grace, salvaging at least some thread of dignity? Where else could I have attained this frightening and odd feeling, sometimes identified as a sense of responsibility? (I didn't know I had it in me!) And where else could I have worked so closely with a group of people so individualistic, so special, and, in the words of one of our photo editors, "each of whom is a professional in his own field"? Well, maybe we never quite reached that level of proficiency, but we worked at it. The *Phillipian* lifestyle certainly can't be

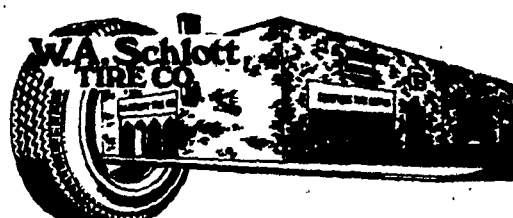
called all fun and games, nor can it be labeled strictly as a taxing physical and emotional strain without benefits.

Well, I've rambled on for long enough. I can see the scene so clearly; it's early spring term, the new board is enthusiastic, overflowing with new ideas and plans for the future--as the old editors wander the campus, helpless, lost without that familiar pastime which consumed so much of their lives while at P.A. I didn't think it could happen to us, but last year's board went through the same withdrawal--you wait, Tom and Phil, it'll happen to you in no time!
V.S.T. '81

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The SEVENTH PAGE

Good vs. Evil in the Lab

By NICK CARTER

"We need it," said one cast member of "J.B.," regarding another rehearsal. Although the dress rehearsal lacked perfection, as they always do, and, in fact, was colored with problems, the strength of the play itself and the acting form an enjoyable, thought-provoking evening.

Directed by English and Theatre Instructor H.H. Owen, the play features Scott Todd and Chad Rosenberger as two circus vendors. They act out a play in which they assume the roles of the Devil and God, respectively. Their play is a modern recreation of Job in which the Devil claims man's piety is fragile, easily shattered by suffering, while God denies man's weakness. Job, or J.B., in this production, is the man whose piety is tested: his happy life is destroyed and he becomes the victim in the ensuing competition between the Devil and God.

Scott Todd plays the Devil well, almost overpowering Chad Rosenberger's unimposing God. At times, God seems dependent on the Devil; the Devil, paradoxically, seems to run the show.

Jim Alex delivers a well-controlled performance as J.B., from the successful businessman to the shattered man groping to understand God. Grace Curley plays his wife, Sarah, who turns away from God as his unjust punishments build.

The supporting cast is composed of Tristin Batchelder, Robin Harutunian,

Steve Pimpare, Chris Ashley, Susanna Rinehart, Bayly Ledes, Scott Zigler, and Noelle Strong, who alternates with Grace Curley as Sarah. Laela Sayigh and Bayly Ledes provide the musical accompaniment, adding depth to the play. Andrew Mer assisted with stage managing, and Scott Zigler once again sacrificed a night's sleep as the technician setting up the lights.

Despite these strong performances, flaws marked the dress rehearsal and disrupted the play's fluidity. A skipped scene, missed lines, loss of character, and lighting mistakes marred the rehearsal. Also, the slow pace led to a production excessively dominated by dialogue. Although this dialogue is fascinating, sometimes questioning the relationship between man and God, less reliance upon it would lighten and enliven a sometimes lagging show.

However, that it was only the dress run-through must be emphasized. Despite the flaws mentioned, the essential strength of the play and acting mend its frayed edges, and praise must be given to the cast for an enjoyable production.

"J.B." premiered last night and will be performed again tonight and tomorrow night in the Drama Lab at 7:00. Free tickets are available at Dickie's desk.

This is the second time "J.B." has been performed at Andover in four years. After these three performances, the play will tour England over spring vacation.



Suzanne Tanner and William Storey performing in "Semele".

photo/McCormick

'Semele' in Chapel

By JENNIFER CRAY AND AMY KELLOGG

"Semele," an English opera in three acts, will make its New England premiere tonight and tomorrow night at 7:00 in the Cochran Chapel. The story, written by George Frederik Handel, concerns Semele, portrayed by Margaret Johnson, and her love of the Roman Jupiter, played by Michal Baranowski. Semele jilts her intended husband, leaving him at the altar. Jupiter's wife, Juno (Suzanne Tanner), upset with her husband's enchantment with this beautiful mortal, forms a series of plots for revenge and destruction.

Playing the two principal roles of Semele and Jupiter are two accomplished singers from the Boston vicinity. Margaret Johnson has performed many times at both Phillips Academy and in the New England area. Michal Baranowski is a graduate of the Eastman School of Music and has recently been awarded a Fulbright Fellowship for continued studies in Cologne, Germany.

Suzanne Tanner is performing her role in the opera as an independent project in music. She will be singing one of the most difficult parts in the Baroque repertoire. "It's rewarding to have an independent project that, after working on it for so long, has such a dramatic ending," she remarked.

The remainder of the principal roles are being played by Phillips Academy singers: Adriene Bailey as Iris, Douglas Wilbourne as Cadamus, William Shaughnessy as Athamus, Sophia Wheelwright as Ino, William Storey as Samnus, Jeffrey Orrell as Apollo, and Struan Robertson as the priest.

Ballet and modern dance students are also a part of this performance. Dance instructors Cristina Rubio and Carolyn Brecher began the choreography in January and the dancers have spent many hours in rehearsal for this event. Music Instructor William Thomas directs the orchestral

and choral parts, which will be performed by the Academy's Chamber Orchestra and Cantata Choir. They will also perform excerpts from "Semele" during their tour of England in March. Mr. Thomas commented, "It's very exciting for the students to be involved in live drama, particularly in reviving the work of a grand master whose work, for really no reason, has fallen into obscurity." He then added that "there have been perhaps three stage

performances of this in the country." "Semele" is Handel's only opera in English; all others were in Italian, probably because Italy was, as it still is, the center of opera culture in Europe. A late Baroque piece, the opera was composed in 1570, but there were never any staged performances of it during Handel's lifetime. A collection will be made to help cover the costs of this performance, and the public is invited to attend.



Jim Alex in "J.B."

photo/Henderson

Flicknews Predicts Oscar Winners

By REX FLICKNEWS

I'm back! Here I am, your own humble Rex Flicknews, to present the Second Annual Oscar (rah-rah) Preview. Unfortunately, this presentation might be less scintillating than usual. "Why?" you may ask, "has Rex's indefatigable prose style failed him?" Nay, nay, dear public. The sad problem is that Hollywood has got the doldrums—a bad case of the yawns. Hollywood's stars of yesteryear have dimmed, and they have been replaced by a bunch of near nobodies. Where are the Lizzie Taylors, the Joanie Crawford, the Clarkie Gables of today? I fear they do not exist, and I believe this year's Oscar race will support my contention. But...I need that paycheck, so onward:

Best Supporting Actor: A pretty lackluster crop. Judd Hirsch—well, who would believe a taxi driver as a psychiatrist? The next two are peas of the same unknown pod: Joe Pesci and Michael O'Keefe—who are they? And Jason Robards? So what else is new? Sorry, Jase, it's not your year. This year belongs to Timothy Hutton, who rose from nowhere to play the suicidal son in "Ordinary People." And Tim, you look great in a Speedo.

Best Supporting Actress: Frankly, folks, this one makes me want to throw up my hands in disgust. Five nominees, and I've never heard of four of them. See for yourself: Cathy Moriarty, Eva Le Gallienne, Mary Steenburgen, Diana Scarwid, and Eileen Brennan. We all remember Eileen from "Hello, Dolly" (and that was almost ten years ago, Eileen—what's happened? Your voice has finally changed!). But who the hell has ever heard of the others? I say give it to Diana Scarwid. With a name like that, the poor girl will need all the awards she can get. **Best Actor:**—These guys give my spirits a lift. John Hurt; well, he was good as the Elephant Man, but under all that makeup, can he really act? Peter O'Toole? He was in "Caligula"! Get serious. As for Jack

Lemmon—you let me down when you lost last year, Jack, and I don't want another scar on my record. No, I think this will boil down to a close battle between the two Bobbies—DeNiro and Duvall—with DeNiro going the distance to victory. And tell me, Bob, have you lost your love handles yet? **Best Actress:**—And now for the women (my favorite). I love these gals. I think Goldie Hawn, everybody's golden girl, will get passed over this year, but keep your eyes on her, people, 'cause her career is steaming hot. Gena Rowlands—I liked "Gloria." Gena, but you were a bit too butch for my taste. Ellen Burstyn—Oscar doesn't live here anymore. And Sissy Spacek—well, I couldn't stand that dreadful country music. So the award will go to the girl who can turn my world on with her smile any day. Yes, Mary Tyler Moore, who proved this year that she could bounce back from tragic death and divorce, will cop the award for her sterling portrayal of a woman no deeper than her cashmere sweaters.

Best Picture:—This is it. A drumroll, please. "Raging Bull"—what is it with these "Rocky" remakes? No way. "The Elephant Man" was good, but where were the elephants? As for "Coal Miner's Daughter," if I hear one more banjo, I'm just gonna stomp my little foot in disgust. And "Ordinary People" presents a problem: like most of his adoring fans, I'd rather see Bobby Redford in front of the camera than behind it. So that leaves us with "Tess." Roman Polanski's evocative epic will almost assuredly clasp the Oscar statuette within her clammy hands, leaving America with no choice but to wail, "Roman, come home."

Remember, you read it here first, folks. When that fateful night arrives, when Americans from Hudson to Honolulu wait, popcorn in hand, for the momentous decisions, think of me, your own humble Rex. I'll be thinking of you.

See you at the movies!

The CALENDAR

By JENNIFER CRAY ANDOVER

Social Functions
Friday, March 6
 7:00 p.m. - "Semele" an opera in three acts by George Frederich Handel in Cochran Chapel.
 7:00 p.m. - "J.B." the 1981 Andover Touring Co. Production in the Drama Lab. Tickets available at Dickie's Desk.

Saturday, March 7
 6:45 p.m. - Movie: "Dog Day Afternoon" in Kemper. Admission: ID's.
 7:00 p.m. - "Semele" an opera in three acts by George Frederich Handel in Cochran Chapel.
 7:00 p.m. - "J.B." the 1981 Andover Touring Co. Production in the Drama Lab. Tickets available at Dickie's Desk.
 8:30-11:15 p.m. - A.I.D. Dance in Underwood Room. Admission: \$.50

Weekend Religious Celebrations
Friday
 6:45 p.m. - 1924 House Shabbat Service led by Jana Paley and Elizabeth Steiner.
Sunday
 9:45 a.m. - Kemper Chapel, Eucharist celebrated by Father Thomas Hennigan.
 11:00 a.m. - Kemper Chapel, Protestant Worship Service led by the Rev. Philip Zaeder. Meditation: "Great Temptations."
 4:00 p.m. - Kemper Auditorium, Movie: "Murmur of the Heart." Louis Malle sensitively depicts the incestuous relationship between mother and son. Randall Peffer, English Instructor, calls it an "important film that should be seen by all." Donation of \$1.00 is requested.

BOSTON
 Movies: All tickets \$4.00
Sack Theaters
 Beacon Hill 1.2.3 - 1 Beacon at Tremont (723-8110). Caligula [X], Coal Miner's Daughter [PG], Dogs of War [R].
 Charles 1.2.3 - 195 Cambridge St. (227-1330). La Cage Aux Folles II [R], Stir Crazy [R], Sunday Lovers [R].
 Cheri 1.2.3 - 50 Dalton St. (536-2870). Tess [R], 9 to 5 [PG], Fort Apache, The Bronx [R].
 Cinema 57 1.2 - 200 Stuart St. (482-1222). My Bloody Valentine [R], Altered States [R].
 Pi Alley 1.2 - 237 Washington St. (227-6676). Ordinary People [R], The Incredible Shrinking Woman [PG].

On Stage
Woman of the Year starring Lauren Bacall, Colonial Theater, 106 Boylston St. (426-9366). Tickets \$12 - \$30.
Loose Ends The Next Move Theater, 1 Boylston Place (423-5522). Tickets \$9 - \$11.
Oklahoma Metropolitan Center (542-3600). Tickets \$12 - \$22.50.
The Curse of Kulyenchikov a comic fable by Neil Simon, Shubert Theater, 265 Tremont St. (426-8383). Tickets \$13.50 - \$22.50.

by John Sloan. One of the paintings in the photo/The Addison Gallery

'Revue Sketches'

By LAURA THOMPSON

On Sunday, March 8, and Monday, March 9, at 7:00 p.m., six of the eleven *Revue Sketches*, written by Harold Pinter, will be performed in the Drama Lab. The cast of four includes Chris Ashley, Grace Curley, C.C. Richards and Michael Streat, with Andrew Mer assisting as the stage manager. The actors had previously performed the sketches at Choate-Rosemary Hall; they travelled to Choate last weekend with the cast of *The Master's Oral*, a satire presented earlier this term, to perform the two plays.

The central theme of these realistic/surrealistic episodes is communication; Pinter is interested in showing how language works. He explores circumstances where words fail and silence is productive. Each scene is centered around the interaction between characters. Director Stephen Bowers, a Teaching Fellow in Chemistry, chose these scenes because they provide a fundamental exercise in "characterization, interpretation, rhythm, dialect, and pace" for both the actors and the director.

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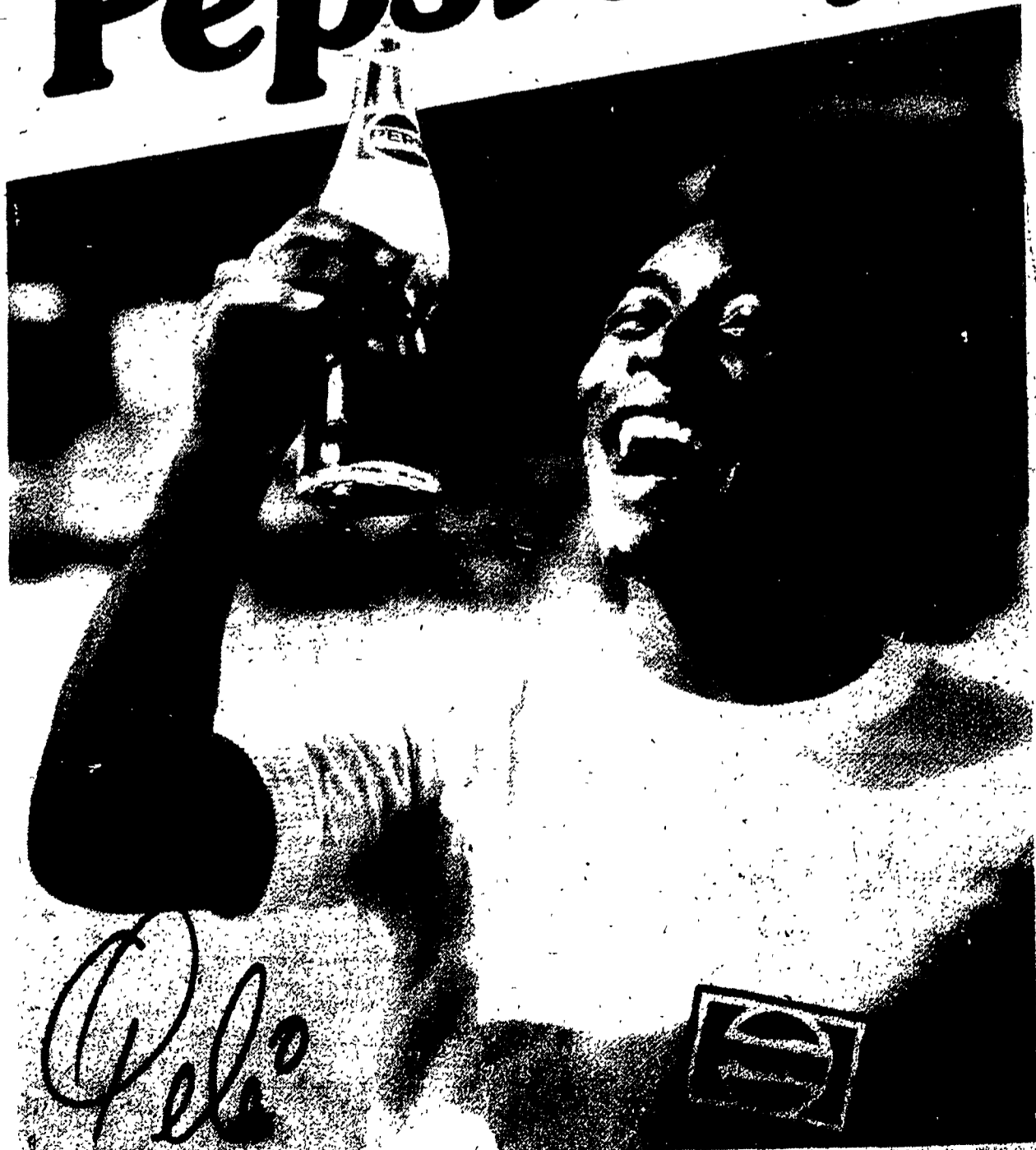
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The PHILLIPPIAN

VOL. CII, NO. 16

MARCH 6, 1981

The Sizer Era: 1972-1981



TRS

Introducing Ted Sizer

In the following pages, we hope to present a record of some of Ted Sizer's accomplishments as Andover's Headmaster.

While comprising less than 5% of the school's total history, the years 1972-1981 have been marked by substantial changes: Co-education and the successful Bicentennial Campaign are two of the Academy's most historically significant events.

Other aspects of Sizer's leadership are more subtle. His goals have remained constant: Serving "Youth From Every Quarter" is still vitally important to him. His views on Long-Range Planning Reports, the Curriculum Committee Proposals, and the Composition of the Student Body Report are

Writing: Michael Landrum, Jack Liebau, Tom Strong.

Photography: cover, William Kummel; page 3, top, The Phillipian; bottom, Phil Balshi; 5, Richard Graber; 7, top, Richard Graber; bottom, Debbie Bedford; center, William Kummel; 10, Lawrence Eagle-Tribune; 11, The Phillipian; 12, William Kummel; 13, Lawrence Eagle-Tribune; 14, top, Richard Graber; bottom, The Pot Pourri; 15, left, C.W. Kirkland; right,

similar to those in his "Speculations on Andover" he wrote nine years ago.

We have tried [and, we hope, succeeded] to show that Ted Sizer is not just a man who sits by himself writing reports and stating ideals. He is also a person extremely interested in this community---one who has even won The Phillipian's "Athlete of the Week" award!

Accurate comments regarding Sizer's impact on the Academy are hard to make. The "Sizer Record" is here presented. Because a certain amount of historical perspective is necessary for an accurate interpretation, only time will tell the true effectiveness of Sizer's tenure as Headmaster.

F. Jack Liebau

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Sizer's Seven 'Speculations'

Acting Headmaster Simeon Hyde approached the chapel podium to announce the selection of Phillips Academy's twelfth Headmaster. He began:

"I am delighted that Andover will have a headmaster of such well earned reputation, importance and effectiveness in the world of education; and I am especially glad that his interests and responsibilities have never led him away from his central concern for the teaching of young people. Finally, I hope you will join me in appreciating our good fortune in having such a distinguished and much sought-after man choose Andover over other exciting opportunities. It makes me proud to realize that he saw in our school the best way for him to continue his distinguished contributions to education."

Certainly, Theodore Sizer has made many "distinguished contributions" to Andover in his nine years here. His challenges have ranged from instituting co-education, to raising funds for the Bicentennial Campaign. Diversity, in both the curriculum and student body, has always been a concern of his. By examining a record of the "Sizer Years: 1972-1981," one can appreciate his ideals, actions, and numerous contributions to Phillips Academy.

On Wednesday, February 23, 1972, the Board of Trustees announced the unanimous selection of Theodore Ryland Sizer as Phillips Academy's twelfth Headmaster.

He resigned from his position as Dean at Harvard in June, 1972, arriving on Andover Hill as Headmaster in July. He said that the secondary school was the most important level of education and it was most in need of careful

review and strengthening; for these reasons, he decided to come to Andover. He said before his arrival here:

"I think that the secondary schools are the most neglected piece of the American educational structure. All the secondary schools seem to drift on, pretty much as they've always been...I think there are far too few people who have fundamentally thought what these schools ought to be. I think a headmaster should take the lead and get a whole group of people interested in these schools, to constantly think what they're all about."

Sizer developed many strong ideals and beliefs concerning what secondary schools could and should be. Many of his actions during his first years at Andover were devoted to establishing a course to follow in making Andover a more ideal place for a secondary school education.

At his first Trustee Meeting, Sizer presented a memorandum entitled "Speculations on Andover." In it he expressed his feelings toward Andover as a secondary school, and presented seven propositions for helping Andover realize its potential as an ideal secondary school.

He opened the memorandum with his feelings towards Andover as an academic institution, commending it as a school with special strengths and qualities:

"Apart from its wealth and tradition, Andover has two special qualities that commend it to young students: the fact that it is a boarding school, and that it has a faculty skilled in providing a first-class academic education. Andover should lead from these



special strengths, within some conception of the role of an independent, but publicly responsible school, within formal education writ large."

In the memorandum, Sizer presented his seven propositions, which are rooted very deeply in his theories and beliefs of secondary school education. These propositions outlined the direction that Sizer felt Andover should follow to improve as a secondary school.

Sizer said, "Andover ought to stand for the ideal of a heterogeneous school. It ought to demonstrate the special power of such for learning, to demonstrate how a socially, racially and internationally mixed school can teach with exemplary power. As a boarding school, it can do this relatively easily..."

With this ideal, Sizer stated Proposition I:

"Andover should vigorously recruit an international student body, boys and girls, of social, racial, national, and religious diversity."

He felt that, "We must not confuse intellectual power with mere academic scholarship (important though that may be for some); the latter requires the former, but the former extends far beyond the confines of traditional learning. It is the broader conception of intellectualism that can be both Andover's basis for unity of an otherwise diverse student body..." This belief of the need for a deeper sense of intellectualism led Sizer to the second proposition:

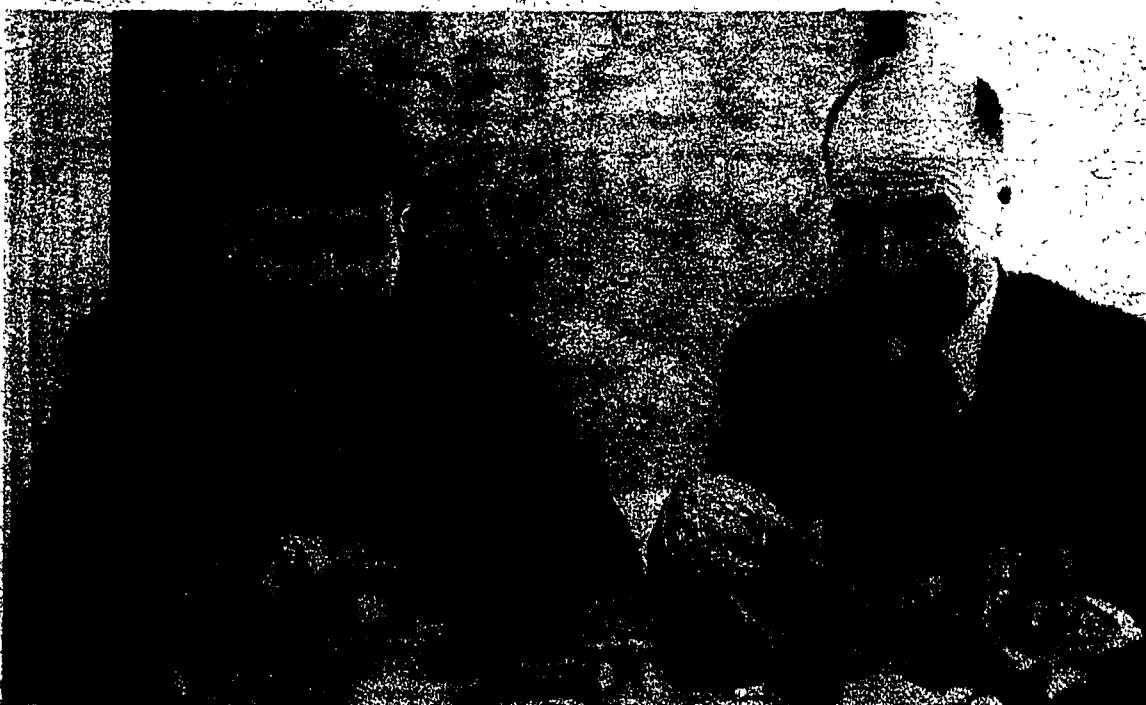
"Andover should focus its energies especially toward the intellectual development of its students [assuming a broad definition of "intellectual"] and should only admit applicants who show special promise of benefitting from an education with this particular bias."

Sizer pointed to the need for a stronger sense of morality at Andover, as well as intellectualism in Proposition III:

"Andover should focus on moral concerns, making moral education a core element in our school. Therefore, Proposition III:

Andover should, in the next period of years, put a special emphasis on moral education, developing approaches effective in its own community, and useful to other schools as well."

The new headmaster said that, "Youngsters develop socially, morally, and intellectually at



different rates and with different styles." He believed that Andover had to be flexible, to adapt to an individual student's needs: "Furthermore, while many youngsters would benefit from experience at a boarding school, the timing, length, and character of that experience should vary from student to student... Thus, Proposition IV:

Andover should be wisely flexible in the timing of a student's entrance, the pace of his progress, and the length of his enrollment at school. It should shape its program to a student's actual, rather than his chronological, development. While Andover should serve only the adolescent age range, it should offer diplomas and degrees representing two or more levels of academic achievement, not solely completion of traditional high school requirements."

In a later interview, Sizer presented a solution to the problem of judging a student's development, saying he was "in favor of a mastery test," that, in an extreme instance would enable "a junior to graduate in one year."

"Youngsters 'learn' in many settings: Andover's intense residential community is but one. Andover should not attempt to provide all the opportunities that might comprise a complete education..." With this belief that Andover could not completely educate a student, he developed the fifth proposition:

"Proposition V: While encouraging well-designed, timed, and supervised 'non-academic' experience for students, as appropriate for their development, and while providing counsel on the selection of these experiences, Andover should focus its resources on those limited ends best reached in the community at the Academy site."

Sizer said, "Andover should itself be a 'special', relatively short-term experience for youngsters whose primary secondary school education is based in a public high or country day school." From this idea that Andover have a special function in reinforcing non-residential educational experiences, Sizer proposed the following:

"Proposition VI: Andover should take the initiative in exploring with public schools, colleagues its complementary [rather than alternative] role to high school education, and its special responsibility to make available its unique strengths of heterogeneity and academic excellence to able students who are primarily enrolled in public secondary or country day schools."

Andover should play a "national" role, and should undertake "The acceptance of responsibility to be a force in American education." Sizer presented this ideal in the seventh proposition:

"Proposition VII: Andover should make a responsible, if modest, effort to really able

schoolmen around ideals for education appropriate to the '70's."

In his "Speculations" Sizer pointed out the direction he would like to take as headmaster. He concluded the memorandum saying, "Diversity and an emphasis on the intellect - broadly, freshly defined - should be the prime focuses for the Andover of the '70's... In an event, this message should be carefully debated within the Andover community, shaped accordingly, and made the focus of our energies - pedagogical and philanthropic..."

"It may cause us less trouble just to turn inward, to constantly make this a better and better place - and I think we should do that - but we should not look inward exclusively."

The diverse intellectually stimulating school that would result from his plan would provide a much more-valuable educational experience, he said.

"It follows that a superb intellectual and social education would be provided by such an imaginatively organized, sensitively led school made up of students drawn from all regions of this country and the world, from all economic, racial and religious backgrounds, from both sexes. Such a school would be harder to run well than a homogeneous school, but it is sure to be richer for all concerned."



Have a Coke
and a smile.

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TRS' First Days at PA

One of Sizer's first actions was the organization of a new administration that would minimize operational procedures under the school's decentralization policy. He created three "offices" that would handle all administrative functions other than those of the Headmaster, rather than the many positions which had existed.

The three offices were those of Business Manager, Associate Headmaster and Dean of the Academy. Frederick Stott was made Business Manager, with the function of overseeing the Academy's physical property and financial matters. Simeon Hyde became Associate Headmaster, in charge of the organization and administration of the Clusters. Carolyn Goodwin was brought in as a single Dean of the Academy, as opposed to the previous numerous deans, responsible for the "daily management of the school - the on-going business."

Two months after he wrote "Speculations on Andover," Sizer was officially installed as Headmaster, on September 24, 1972. In his address, he expressed his intentions to have Andover continue as a great academic institution, by adapting to changing social environments. He began his address saying, "We gather today less to welcome a new headmaster than to celebrate the continuity of this most ancient of American academies. Andover, created by revolutionaries in a time of optimism, has happily for one hundred and ninety-four years, survived. This survival, however, has not been by chance, but has resulted from Andover's ability to adapt to changing social needs."

That weekend, Sizer established himself as a top athlete at Andover, winning the honors of Athlete of the Week. In a thrilling touch-football game on the Vista, Sizer threw two touchdown passes in the final minutes of the game to engineer a last minute come-from-behind 18-12 victory.

While at Andover, Sizer published his book, *Places for Learning, Places for Joy*, which he called a series of "speculations" on American secondary schools. The book is more than an analysis and criticism of the U.S. educational system; in it, he sets forth possible answers to the problems facing modern secondary education.

The solution he presents includes a structural change in the system, combined with a change in attitudes. He says in the book, "Emerging problems, moreover, are not of a character that can be addressed primarily through structure. The traditional American liberal response to problems of changing institutions will succeed less and less, for the issues are not ones of arrangement but of attitudes, not ones of social organization, but



of social interaction. Changing the structure without changing the individuals who constitute that structure is every day more and more ineffective."

Although the book does not include Andover in its study, it is highly relevant to Phillips. The same ideal of adapting to society's needs exists in the book as in "Speculations." In an interview in February of 1973, Sizer expressed his belief that Andover was, in attitude, further advanced than its structure, and that Andover possessed an academic environment suitable for great development. He said of Andover, "I feel that public opinion...is ahead of the structure. There are a lot of people here who would like to try some new things. There are ideas floating around Andover's faculty which are very, very refreshing. There's a real chance to do something."



In subsequent years, Sizer's actions followed the direction he had set in "Speculations," and his other initial acts. His course of action was in the direction of fulfilling the goals and ideals he set forth in his first years.

In an interview, Sizer described his ideal Andover, metaphorically relating Phillips Academy to a house:

"The metaphor I use is of a house. I think Andover should have as many front doors as it responsibly can have, doors through which as many people as possible can come to the school...A boarding school, with its special advantage of being able to bring diverse people together, has a special role to play in American education."

Sizer presented to the faculty his report, "Andover's Formal Curriculum and Related Matters," in September of 1973. In it, he presented a series of proposals similar to those in "Speculations on Andover." This new report redefined and updated the proposals of "Speculations" and more strongly supported his ideals and theories. Sizer more clearly defined the process of implementing his theories and beliefs in Andover's curriculum; the report more sharply outlined the course of action necessary to the fulfillment of the school's goals.

Sizer displayed a new sense of purpose and direction to the school, bringing strong, purposeful leadership in the direction of making Andover a more complete educational facility.

By 1973, the Complementary School Project organization had been formed. Faculty members and administrators at Phillips Academy composed the organization to explore and develop the practical applications of Sizer's proposal to have Andover serve as a "complementary" school to day and public schools. Some of the CSP's undertakings were short term exchange programs with other schools, and educational seminars with many. This project served to allow students from outside of Andover share in the experience there, and also to allow Andover students to enjoy the benefits of outside facilities.

On February 24, 1973, Sizer signed the Merger papers with Abbot Headmaster

Donald Gordon, Philip Allen, President of the Board of Trustees of Abbot, and Donald McLean, Jr., President of the Andover Board of Trustees, to incorporate Abbot and Andover into a single coeducational institution. This signing marked the end of years of debate and controversy.

Sizer was instrumental in the agreement to merge with Abbot since his first association with the Academy. When accepting the position of Headmaster, he stated to the Trustees that he had no intention of heading a single-sex school. In his paper, "Speculations on Andover," Proposition I read, "Andover should vigorously recruit an international student body, boys and girls, of social, racial, national and religious diversity."

Sizer had as a goal in the combination of both Abbot's and Phillips' virtues to produce a school which is "more than the sum of both." Sizer also felt that, "There is no place in contemporary society for the single-sex school any longer."

Sizer believed that Phillips Academy had to become co-ed to serve society best as a secondary school. He said, "From our beginnings, we have lacked the diversity which follows from the full involvement in our Academy of that majority who are women. Any school dominated by maleness (or femaleness, for that matter) is a distortion of what is rational or just - or even human. We offer no incomplete learning community if it distorts either men or women."

"The combination of Phillips and Abbot Academies...brings us all closer to the riches, more significant school that is called for here on Andover Hill."

Sizer collaborated with Gordon in writing a report which discussed a coeducational arrangement between the two schools, "Speculations for a Possible Andover-Abbot Agreement." At the Trustee meeting on September 16, 1972, he presented a strong argument in support of coeducation on the whole, and specifically supporting the incorporation of Abbot into Phillips. In this twenty-two page report, he presented the social, legal and financial aspects of that merger. It was a revised form of this document that was signed as the Merger Papers on February 24, 1973.

In 1975, Sizer began his efforts in the Bicentennial Campaign. The Andover administration and the Bicentennial Planning Committee of the Board of Trustees prepared "Into Andover's Third Century," a report which outlined the Bicentennial Campaign's focus. The goal was "to secure the funds necessary to strengthen the Academy's capacity to serve effectively for the years to come; and, in the process of securing these funds, to enhance the reputation of the Academy and the good will towards it."

Sizer agreed with the goal of the Campaign, saying that he hoped it would be possible "to continue and extend Andover's service in the education of youth...and become a national resource of secondary schools, both public and private." He stated the importance of improving the school with the resources, adding "Survival is not enough for Andover...We must seek not only to preserve

the academic intensity of the residential school, but to find new ways to make the experience available to a wide range of people."

A considerable amount of funding from the Campaign was to go to the "general extension and improvement of academic excellence at Andover." Part of this was special funding set aside for "ventures" to provide for innovative educational programs, such as CSP and Short Term Institute, to keep Andover a "leader in the new direction of secondary education." These were not only the goals of the entire

Campaign, but also of Sizer himself.

During the Bicentennial Celebration, Sizer said he experienced his most enjoyable moment, the production of Carl Orf's opera "Carmina Burana." The production was held inside the Cage, due to a thunderstorm, and as the opera reached its climax, the storm was at the peak of its fury. The experience, Sizer said, was "an electric tour de force, an emotional high." It was the "capstone of the celebration," and of his years at Phillips Academy.

1977-1981:

From 'Speculations' Into Reality

— Marked by Successful Fund Drive,
Establishment of Long-Range Planning —

While the early part of the Sizer reign was characterized by events such as coeducation, and the Bicentennial Celebration, the latter half was marked by the fulfillment of his goals of diversity for both the curriculum and student body. His efforts assured a maintenance of a first-rate faculty, and continuation of serving "youth from every quarter."

The major events of the years 1977-1981 include the formation of the Long Range Plan, Sizer's answer to the 1965 Steering Committee Report which was commissioned by Headmaster John Kemper, the completion of the Bicentennial Campaign which raised over \$50,610,000, and the development of the curriculum and of "critical thinking."

At the start of his sixth year as Headmaster in 1977, Sizer set forth in a letter to all students his view on disciplinary matters. The letter, in response to numerous rules offenses in the previous spring term, was "designed to eliminate the ambiguity and start governing the community on rules." The open letter appealed to students to state an unqualified agreement to live within the rules at Andover. Sizer reasoned that if a student is prepared to accept Andover's substantial offerings, then "I see absolutely no reasons why a student can not completely abide by the school's few rules and regulations." Although seemingly a mild warning, the letter shocked many students who felt that Sizer no longer held their trust and confidentiality; on the whole, however, the majority of the students thought his "demands" fairly reasonable, and agreed on the "unqualified agreement."

In the spring of 1978, Long Range Planning Director David Cobb released the first of three phases on the future of education and of life at Andover. Sizer had appointed Cobb as

Director on January 28, 1977, with the goal of formulating "a study which will analyze Andover to determine exactly what kind of school will be desired in the future. The question which defines the planning effort is what should we be doing for our students and how should it be done." The study would take into account "inflation, educational developments and the changing relationship between independent and public schools."

The report urged PA to discontinue the trimester system, in favor of reverting to semesters to slow down the pace of the school. Furthermore, the school must cut down the workload of the teachers, limiting them to a maximum of two courses while decreasing the number of electives offered, the report said. The report also advised that students take four courses and that courses be cut by one hour per week in order to afford students more time for other weekly activities.

The report urged that school committees be reduced, a tuition scale be established, a Dean of Faculty be appointed, a year-end evaluation of faculty be conducted, an Ad Hoc committee be formed to investigate ways to cut personnel by 20 per cent in 3 years, school policy be decided by administration not faculty, teachers' salaries be raised, students be assigned school-wide work duty, more women and minority faculty members be recruited, and the Teaching Fellow Program be made a one-year training program with teaching fellows comprising 10 per cent of the faculty.

Sizer said of the Long Range Plan's first phase: "Many parts of it are in rather abstract stages. I think that more controversy will arise when Mr. Cobb starts discussing specific ideas as how to accomplish the goals being presented in Phase One."

While the Bicentennial Campaign had

The Civil Rights Movement vs. Proposition 13: what a difference of priorities in a decade!"

Sizer stressed three dangers of the Bakke Case: "that we relax affirmative action; that we forget broader issues that lie under racism. The issue of class is a hard issue, more insidious and less visible than that of race. The truth is that we have lost ground on the race issue, and less and less have we been prepared to face the issues beyond it."

In relating these developments, these implications for schools like PA, Sizer pointed out three specific repercussions: "one, that independent schools get more public visibility and with it more criticism and attacks from a beleaguered public; two, that schools like our own will be more attractive to many parents who since sent their children to 'lighthouse' public schools...we will have increased applications and applicants as well as increased public interest; three, that we will have to work harder to remain true to our concept of an 'open school'...we have to work to take the tougher course...our kind of school must not be allowed to become just a reaction to something." He later added, "I am more frightened than some of my colleagues of the future. We can increase diversity by STI Program, MS2, Summer Session, Kemper Scholarships, and Bicentennial scholarships... A lower class person gets much out of PA because he has the motivation to invest time and study."

In early October, Cobb released a preliminary report on the goals of Phase II of the Long Range Plan. It suggested recommendations concerning PA's relationship with the town of Andover, alumni-relations, and student-faculty ties, while proposing evaluations of the cluster system, the discipline system, extra-curricular activities, town relations, relations with local schools, faculty benefits for families, working conditions, and recreation. Sizer commented, "PA is a 'protected island.' We patronize you by not

demanding enough of you academically. The school doesn't expect enough of the student."

When in late October the town residents, in the form of a town meeting, abandoned plans to establish apartment units in some Abbot Academy buildings, notably Draper and McKeen Halls, Sizer commented, "the proposal is not a dead issue...The need for life care service institutions, particularly in this state, is very real. I believe particularly that one connected with a school would hold great educational possibilities and we are greatly disappointed that it was not achieved."

After a series of pranks against Exeter in late November, Sizer prohibited any further

'PA is a 'protected island'

...the school doesn't

expect enough

of the student.'

incidents with the threat of disciplinary action for any student caught. He cited the question of a happy relationship between the two academies as the major reason for the policy change. "Some pranks are in good taste, but some go too far. It is too bad, usually a few people ruin it for us. When it goes this far, we have got to put an end to it."

Sizer offered his views on affirmative action, diversity among the students, and diversity among the faculty in an interview with *The Phillipian* in late January, 1979: "The trend is

cont. on page 10

insured PA's economic health, the Long Range Plan sought to insure its educational health. The first phase was a good deal broader than the later two -- it contained proposals on all aspects of school life. Indeed, many of the ideas needed so little discussion that they were implemented over the summer.

In the fall of 1978, Sizer discussed three developments over the summer which in some way or another affected the school and the community.

"The first is equalization of funding across public school districts, the practical result of Serrano Rodriguez and related court decisions. Nub of these is equal protection: the courts found that a child should not be deprived by reasons of geography of education resources inequitably available to other children. The remedies on which the courts will insist in reasonable time, involve state equalization formulas -- ones that assure equal financial support across each community. In California, 40 per cent of the financial support in 1977-1978 came from the state. Now it is 70 per cent. Therefore, it is a state, not local school system."

Sizer listed the implications of equalization: "the end of the expensive 'lighthouse' or pathbreaker public schools; less local initiative, because there will be fewer local options; less willingness to experiment because of the necessity to fit into budgetary situations; and more homogeneity."

Furthermore, Sizer described the effects of the implementation of the combination of both equalization and Proposition 13 as "less money, in real dollars, for education (for instance, California dropped summer schools this year); centralization, more state control and management; state collective bargaining; state curriculum and competency tests; increased bureaucracy; more homogeneity; a countervailing political reaction; voluntarism, tuition tax credits."

Lastly, Sizer felt that the third development, the Bakke Case, was "in effect, a waffly decision that perhaps reinforces today's public mood of wanting to forget social obligations.



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cont. from page 7

towards segregation. As far as at Andover, we are already ahead of governmental standards, and those of most schools around." He added that PA is still essentially "a white school" in terms of both students and faculty. "Smart blacks, and we need smart ones, usually won't go into teaching...We have a policy where every position open here is advertized (in such places as the New York Times) but it is illegal to advertize that we want more minorities and more women." Sizer commented in response to charges that PA is lacking in both of these two groups.

In early April, Sizer, in an address to the school community, pleaded for "a change in the attitudes among us, for greater sharing of responsibility for the community and for each pupil's own education between the faculty and the student." In responding to the faculty's recent vote of giving students more responsibility for themselves and for their actions, Sizer commented, "the recent faculty vote recommending 'greater student responsibility'...had only been greeted either with good-humored cynicism or self service...I felt in the time in which we find ourselves demand a more self-reliant and cooperative and less indulgent attitude than is prevalent now. I felt,

and feel, strongly about this, and I believe that it is essential for the health of Andover, even the survival of Andover."

"Perhaps there is quietly in this community among both students and faculty, enough idealism and awareness of the need for trust, initiative, self-restraint, and love to provoke (if sparked) altered attitudes, ones that replace the 'sophisticated selfishness' which is our worst characteristic and that surely of American culture as a whole...The age of affluence is over both here at school and in this country...unless we curb our wasteful ways by thousands of small, independent actions either our national decline will continue or a form of dictatorship will be inevitable...So perhaps we need our own Rosa Parks. I think we are ready. And nuts to the cynics," Sizer said of student responsibility, "I see no way of handling overload except giving students more responsibility."

In late April during the Alumni Council Meeting, Sizer related his cautious feeling by outlining seven specific school problems: inflated operating costs; higher Commons renovation bids; importance of Bicentennial Campaign deadline; cluster discipline policy; faculty members roles as academic advisor, teacher and publisher; campus rule offenses; and minority students' view of PA.

By the beginning of the 1979-1980 school year, a large number of the faculty had

'...diversity has changed.

Now PA has gone into

Brooks Brothers clothes...'

fashioned views on the diversity of the student body similar to Sizer's "Youth from Every Quarter." In a mid-November faculty meeting, certain faculty members vocalized their opinions on the need for diversity at PA.

Cluster Deans Chairman John Richards felt concern over the number of minority students at PA. Admissions Director Joshua Miner warned against equating diversity with minority. Thomas Lyons said the Admissions Office should continue to admit applicants who would make the student body as 'exciting' as possible, stressing traits such as courage and integrity. English Instructor Marc Hunter added that PA should be able to devise its own standardized test for minorities.

Sizer himself said, "PA was diverse from the beginning. But that diversity has changed. Now PA has gone into Brooks Brothers clothes...Diversity allows for students to meet people from different economic levels and ethnic groups." Sizer also added, "We used to have all types of people. That day is gone. It used to be no other condition other than the determination to work. Now it is income and that is too bad. It may always be the case. The biggest problem is the income diversity of the student body. It isn't fair. Some people don't apply to PA because of the costs. The lynch pin of a school is who are the students and where do they come from."

In an open letter to *The Phillipian*, Sizer expounded on his philosophy of "realism." "Realism is knowing that violence doesn't happen only to other people, but can happen to you. Realism is therefore being sure to avoid walking along, even on this (only superficially) sylvan campus at night. Realism is recognizing that the days at Andover are often overloaded, that everyone is trying to do too much. Spare time isn't waste time. Noisy, joyful time or (apparently) sitting around time isn't necessarily empty time. Realism is knowing that faculty families need spare, quiet, empty time too. It is realizing that you're accountable almost all of the time. Realism is knowing that you can't escape this. Realism is knowing that some decisions have to be made, even if you don't want to make them."

"Realism is for students to know that faculty are people too: vulnerable, helpful, needy, interesting, irascible, caring, crabby, joyful, individuals. It is for faculty to know precisely



the same of the students. Realism is knowing that no one is perfect, but that everyone has moments more perfect than others. Realism is recognizing the day...that a new order of priorities for life in America has arrived, albeit uninvited. It is knowing that however pleasant or rewarding many of the familiar routines have been, many will have to be changed. A realist looking at Andover can see that this Academy has the human and financial resources to control its future, second to no other school, and that this fact could become a burden as well as a boon. A realist knows that progress made 1st year in candor and shared responsibility can be stalled by apathy, or the failure of the faculty to take some risks or the failure of the student leaders to show restraint, consistency and courage."

"Realism is neither negativism nor cynicism. Realists can be idealists, albeit practical ones. I hope that Andover can have a year, which, among other things, stresses idealism."

On September 25, Long Range Planning Director David Cobb released Phase II of his Long Range Plan. Phase II of the report contains such controversial proposals as permitting single faculty members to live with adults of the opposite sex either in dormitories or non-dormitory environments and limiting major offenses to dishonesty and harmfulness to others. It proposed the following: to improve communication between faculty, students and administrators; to decentralize school government; to revise disciplinary rules; to recruit a more diverse faculty; to begin a "secondary curriculum."

Just a few weeks later, in early November, Cobb presented Phase III of the Long Range Planning Report. This report proposes to unify the curriculum to help students understand, evaluate, and develop ideas and ideals with an awareness of the processes involved, a program termed 'critical thinking.' The report also addresses the need for student and faculty consciousness of teaching methods and modes

**'Realists can be idealists,
albeit practical ones.'**

of learning to provide 'unity, richness, and serviceability' within the curriculum. It further stresses: increased student responsibility; a modular scheduling system; student competency in studies; student excellence in at least 2 fields; senior seminars to test critical thinking; advanced courses leading to college credit or Associate Arts degrees; establishment of STI program for Merrimack Valley public high school students.

In that same week, the Curriculum Committee chaired by Dean Phyllis Powell released its draft report, recommending the



development of 'critical thinking,' new diploma requirements, and a change in both students' academic workload and Andover's complementary programs. The draft proposed that Andover adopt 'critical thinking' as the unifying principle of the curriculum because no such clear statement existed. 'Critical thinking' is defined as the nature of thought, occurring whenever one understands ideas and ideals that are evaluated and developed. Sizer commented on 'critical thinking' suggesting that "one of the frustrating parts of considering a goal such as 'critical thinking' is its nebulosity. It doesn't clearly define a structurally new way for me to teach. In order to provide a flexible and high-quality education, the draft report suggested that to graduate, students must be able to:

Write clearly both expository and non-expository prose;

Have the ability to read literary and technical texts with understanding;

Understand and use scientific processes and methods;

Understand and use non-natural symbolic language of math;

Understand and use the language of plastic arts, music and drama;

Have a sense of history and have skill in investigating, ordering and evaluating historical questions and evidence;

Have an understanding of a culture not his own;

Have the ability to think critically.

Sizer said that each of these areas "begs for definition." The committee also recommended changing a normal academic load to four courses, with the total classroom and preparation time for each course increased by 20 per cent. The report further suggested that the schedule be made more flexible, using the entire day to schedule class/athletic/extracurricular times, thus creating 57 schedule hours per week, instead of the current 37 hours. In order to serve youth from America's

bottom two quarters, the report said that a briefer attendance stay may enhance the survival of complementary programs. The report added that by 1982, the Short Term Institute Program should have 60 students per term. The committee further recommended the development of a post-diploma Advanced Placement year by 1984. The report proposed that total complementary students comprise 10 per cent of the 1982 student body, 17 per cent by 1984 and 25 per cent by 1986. The report urged that a competency test be required of all graduating students, in order to test the ability of each student to 'think critically' in both oral and written forms. The committee suggested that because of the escalating tuition costs, diplomas be granted once a student reaches an expected level of achievement, regardless of time spent at the Academy.

In reaction to this Phase of the Long Range Planning Report and the Curriculum Committee's Report, Sizer wrote a paper detailing his feelings on the draft to the faculty. "To my eye there are five, necessarily interlocking themes or areas. None is yet fully fleshed out; all need elaboration.

First - and this has to be the Curriculum Committee's prime effort -- there is the question of our overarching objectives, put not only in general rhetoric, but also in practical terms...The weighing of priorities becomes more difficult, and inevitably haphazard... Each of us has his or her own disciplinary history; and the two words may exclude or at the least appear to exclude at least two other overarching qualities which many value, creativity and decency. Thinking involves the rational powers... 'Critical thinking' in one sense implies exactitude, accuracy, precision -- the qualities of systematic analysis... Another meaning implies decisiveness, the ability to close on an idea and act upon it... 'Critical thinking' is a process. It involves observation and the accurate reading of what is seen or heard or felt. It involves the imaginative ability

to arrange into hypotheses or other useful groupings the materials or data or feelings observed. It involves the creation of the fresh, perhaps even serendipitous hypotheses, and the ability to return to fair-minded and accurate observations to test them... 'Critical thinking,' as I see it, thus contains a heady dose of self-criticism."

"The essence of creativity is to form something out of nothing. 'Critical' activity tends towards systematic effort; 'creative' activity is often less so, less rationally proceeding, more episodic...The best aren't always the brightest: the intellectually precise have been known to be morally obtuse. A goal of 'critical thinking' may appear to ignore our clear wish at Andover to produce decent -- 'moral' -- men and women. Nonetheless, for me moral action is rationally rooted, and decent behavior usually is the result of considered analysis, the weighing of options, the recognition of conflicting needs, perspectives, and values. It is usually self-conscious, at least in the early stages...To my eye, there is a close relationship between the goals of 'critical thinking' and of 'moral behavior'...Great teaching is a virtual necessity for the development of critical and creative qualities of the mind...It is always difficult to separate great teaching from profound learning... Our effort to find common ground -- 'critical thinking' or something even more apt -- and to use it wisely, may help our students see what liberal...learning is about...Too many suffocate learning, reducing it to rote work. Too few distort and oversimplify what realistically are complex problems. 'Facts' skewed merely to be vehicles for 'problem solving' narrow creative possibilities. Just as one cannot separate a goal such as 'critical thinking' from fine teaching, it cannot be separated from the substantive content of the curriculum...Even though we might be able to identify some common goals among us, the process will be difficult. But our students properly can expect us to face the issues. It is... their time and energy that we ultimately are proportioning, and they deserve a thoughtful, sensible division among areas of knowledge...Most of those involved with the long range plan find this school too frenetic, trying to do too much...Great teaching and clear creative thinking require time, space, repose. Our responsibilities are not only to seek to improve the Academy as we know on these acres; it also is to seek to serve, as well as this institution can, a broader set of needs. There may be compromise required here. The problem will always be how to get a fair hearing from the 'outside' imperatives. How do we hear the voices of students not here and colleagues in less favored schools who need our help?...My own view is that the democratic student body -- 'youth from every quarter' -- and a distinguished, properly compensated faculty and staff are sine qua non...For me, a shorter tour by each student at PA...is one sensible option. I final word on process. We could proceed in either of two ways. We could briefly discuss these and other themes, and then send a committee off for a year to come up with a detailed, intercommented plan for us to vote up or down. Or we could try a process of

testing propositions as they evolve, with committees and/or individuals reshaping them as we go along...Personally, I favor the latter route. It is frustrating as it is difficult to consider an idea without seeing all its ramifications...A big task, one requiring wisdom, patience, collegialship -- and good humor!"

On December 29, 1979, the Bicentennial Campaign surpassed its goal of \$50,610,000, earning \$5,000,000 from the Challenge Fund, just a scant forty-eight hours before the designated deadline. Furthermore, Andover decided to renovate the Commons, at an estimated cost of \$3,500,000 over a one year period. This action came after three years of debate and various unacceptable renovation plans.

Over the summer of 1980, Sizer announced his resignation, effective at the end of the 1980-1981 school year, as Andover's twelfth headmaster. "My reasons are both personal and institutional. For many like myself believe that tenure in a senior administrative post should last for about ten years. Beyond that, one risks losing imagination, spontaneity, and freshness. I never want to feel locked into a routine as Headmaster, a sense of 'going through the calendar,' and I am close to that now. Such is good neither for me nor the institution."

On October 9, Cooley House, the Student Social Center, was closed down permanently following an incident in which the milkshake of an unsuspecting student was laced with a powerful drug. Sizer said of the prank: "It was a cruel and exceedingly dangerous prank...Of course this act was the work of but one or two persons, a tiny percentage of this entire community -- and totally unrepresentative of it." Sizer holds a very open philosophy

concerning 'sensational' events, as seen by his comments during both the Cooley House and the rape crisis later in the year: "This entire incident (Cooley House) could have been kept quiet, swept under the rug but I chose to make an issue of it, at the risk of it becoming distorted, or turned into a media event...(Of the rape) I also feel that this community responds tremendously to a crisis and this is indeed a crisis that we must all deal with."

In early February of 1981, the Composition Committee, chaired by Frank Eccles, suggested numerous admissions changes: "Andover must significantly increase its Black/Hispanic enrollment...Andover should continue to operate the MS2 Program...Andover should make every effort to significantly increase the number of students from middle and low income non-professional families... The proportion of boarding girls admitted should be increased at a steady rate of no less than one percentage point per year until the girls comprise about one half of the student body...The size of the junior class should be significantly reduced...The number of post-graduate athletes should be reduced...A major effort should be made to increase the number of capstone-type students...The Short Term Institute component of the short term should be maintained...The number of Kemper Scholars in a one-year stay should be increased from 10 to 15... A faculty committee on admissions policy should be established.

It is impossible to analyze objectively the importance of each of Ted Sizer's major accomplishments. Changes for which he is responsible, however, are very visible, most notably, Co-education and a financially healthy school. Many of his other programs, though, will probably not become noticeable until a new headmaster takes office.



TRS — The Past, The Future

Yesterday

Theodore Ryland Sizer was born on June 23, 1932, in New Haven, Connecticut, the son of Caroline Joster Sizer and the late Theodore Sizer, a Professor of Art History at Yale.

Sizer attended the Pomfret School in Connecticut, graduating in the class of 1949. He matriculated at Yale College, where he studied English Literature as an Emerson Tuttle Fellow of Davenport College. He was graduated from Yale in 1953 with an A.B. in English Literature.

He spent the next two years as an Instructor and Officer in the Field Artillery, U.S. Army, before returning to his decided career. The next year he taught at Roxbury Latin School.

Sizer then studied at Harvard University, and, in 1957, received a Masters of Arts in Teaching degree.

In 1958 Sizer went to Victoria, Australia, and taught at the Melbourne Church of England Grammar School, where he also studied the educational system of the country.

Upon his return to the United States, Sizer resumed study at Harvard. He earned the degree of Doctor of Philosophy in American History and Education under colonial historian Bernard Bailyn, in 1961. At the completion of his graduate work, Sizer became an Assistant Professor of Education and the Director of the Master of Arts in Teaching Program at Harvard. In addition, he taught in the Faculties of Arts and Sciences and in the John F. Kennedy School of Government.

As Director, Sizer ran, and served as a master teacher, the highly successful Harvard-Newton summer project, in which apprentice teachers could gain actual classroom experience from master teachers.

In 1964, Sizer succeeded Francis Keppel as Dean of the Harvard Graduate School of Education, at the age of 31. He held the post

Sizer: calm administrator at Harvard during turbulent late 1960's

for eight years. Opposing the use of force to calm student unrest, he played an active role in dealing with the student troubles at Harvard in the late 1960's.

During this time he published several books and numerous articles. The best known books among his works are *The Age of the Academies and Secondary Schools at the Turn of the Century*. In addition, he and his wife, Nancy Faust Sizer, published five lectures on *Moral Education*.

In the spring of 1971, he was a John S.



Guggenheim Fellow and visiting Professor at the University of Bristol, where he studied British education at secondary school and graduate levels.

Sizer presented his resignation as a Harvard Dean when Harvard President Nathan Pusey retired in 1972, with the intention of coming to serve as Phillips Academy's twelfth Headmaster.

Tomorrow

"There are frequent claims today that American high schools are failing. The charges are familiar: Test scores are down. There is fear and violence in the high schools. Students are apathetic. Teachers are demoralized. Politics intrude. Truancy and absenteeism are rife. There is a migration away from the troubled public high schools, towards private schools, creating an increasingly segregated student body."

"A sense of purpose is lacking. Standards of conduct or academic performances are slipping. Thus is there perceived to be a 'crisis' of the high school."

On Thursday, June 11, Theodore Ryland Sizer, the twelfth Headmaster at Phillips Academy, will present the final Commencement address of his nine year tenure. After leaving Phillips Academy, Sizer will take part in a two-year study of American High Schools, exploring the causes of and formulating responses to the deteriorating quality of American education as well as the 'crisis' of the high school.

Sizer will chair the 7-man committee. Based in Cambridge, the study is sponsored by the National Association of Secondary School Principals and The Commission on Educational Issues of the National Association of Independent Schools.

A report by the study committee says that, while many people hold the view that there is a "crisis" in American high schools, there is "The conventional wisdom" view that states an alternative. "A contrary argument can be made, that the American high school has been increasingly successful over the last twenty years in achieving many of its widely accepted goals...At the least the high school is now a truly universal institution; virtually all American youth have access to a school now, and the overwhelming percentage of high school-aged young people enroll."

"This was not the case in 1950, when barely 80 per cent enrolled; fewer than three-fifths of all 17 year olds were high school graduates then, and over three-quarters are today...In sum, judgments and indictments of the high school today swirl about, unconstructively and replete with contradictions."

The outline of the study assesses its point to be "to address these contradictions and to focus in a balanced and constructive way on the institutions which Americans have established and maintain for the education of adolescent citizens."

The study has two objectives: "first, to understand better what high schools now actually do; second, to suggest practical ways to improve our efforts within them."



The study will select four areas of "preconceptions," explain how they relate to present-day adolescent education, explore the meanings of these "preconceptions," and finally propose appropriate responses to them.

First, the study "believes that the question of purpose is crucial. What are schools for? Training grounds in democracy for citizens? Nurseries of intellect? Ways to keep young people usefully occupied while out of the labor market? Is a school a place to learn marketable skills? Is it a means to correct social inequalities, or a community in which to learn wholesome values, or a place to have fun and to grow up with friends?"

The study will examine the purpose of schools by reviewing past and current purposes "as explicitly asserted in documents and implicitly expressed in the practical lives of the schools."

Secondly, the study "believes that effective



schooling in the first instance depends on the constructive confrontation of student, teacher, and the subject of their study. No school can be effective without groups of individual students willingly working, in conditions of order and trust, with sensitive teachers, and on subjects of demonstrable merit. Thus expressed, this seems the ideal...but reality falls short of this, of course."

The study intends to explore the causes behind this occurrence in the past, what sustained it and what measures now can be taken in order to insure the ideal relationships. "This teacher-student-subject triad represents a central thread of the study. School finance, bureaucratic arrangement, political organization, and governance structures all must follow from it. School reform must start from the primary unit -- the classroom -- with a clear sense of what is essential there in creating the order and commitment which are hallmarks of good schools."

Thirdly, the study believes "that the curriculum - the deliberately organized course of study and related programs - needs a fresh review. Academic and vocational offerings must keep pace with changes in scholarship and the crafts and the teachers assisted in maintaining their skills. The substantive knowledge identified as essential must be matched with appropriate pedagogies. The curriculum must mesh with a school's purpose."

The study will examine the evolution of the formal curriculum since the 1890's, and "what students appear actually to have learned from those offerings." According to the study, "the curriculum is not only what some authority or other might mandate from on high, but also (and perhaps more importantly) what actually transpires in the classroom, and ultimately, fixes or is played out in students' minds and hearts."

Lastly, the study believes "that while the

objectives of equality and excellence are hardly cliches of American education, they are freshly challenged by two concurrent trends that appear to be emerging in the '80's: the increasing segregation of the schools by income group and the shrinking of political support (and the finances that flow from it) for schooling."

Segregation, however, "is itself at the least poorly educative and at worst blatantly discriminatory against the poor." Not only will the study deal with this dilemma, but it will also "inform its work with the assumption that the 1980's and 1990's will be decades of little growth in Americans' support of their schools; the newly lean society will insist on lean schools."

These inquiries into preconceptions will have twin foci, one retrospective and one contemporary. The study will follow several "historical studies." One of these inquiries "concentrates on the 'claims of the state' -- the requirements imposed on young people to go to school and on communities to provide for those schools -- since the 1870's."

A second inquiry "focuses on the high school curriculum since the 1890's, in what was offered, what was in fact 'taken', and what was learned."

"A third inquiry is an overall study of American education since World War II, a study of growth and changes in the last thirty-five years. A fourth will be comprised of twelve local histories, 'biographies' of a dozen public and private schools included in 'our' field studies."

The study group plans to visit over fifty

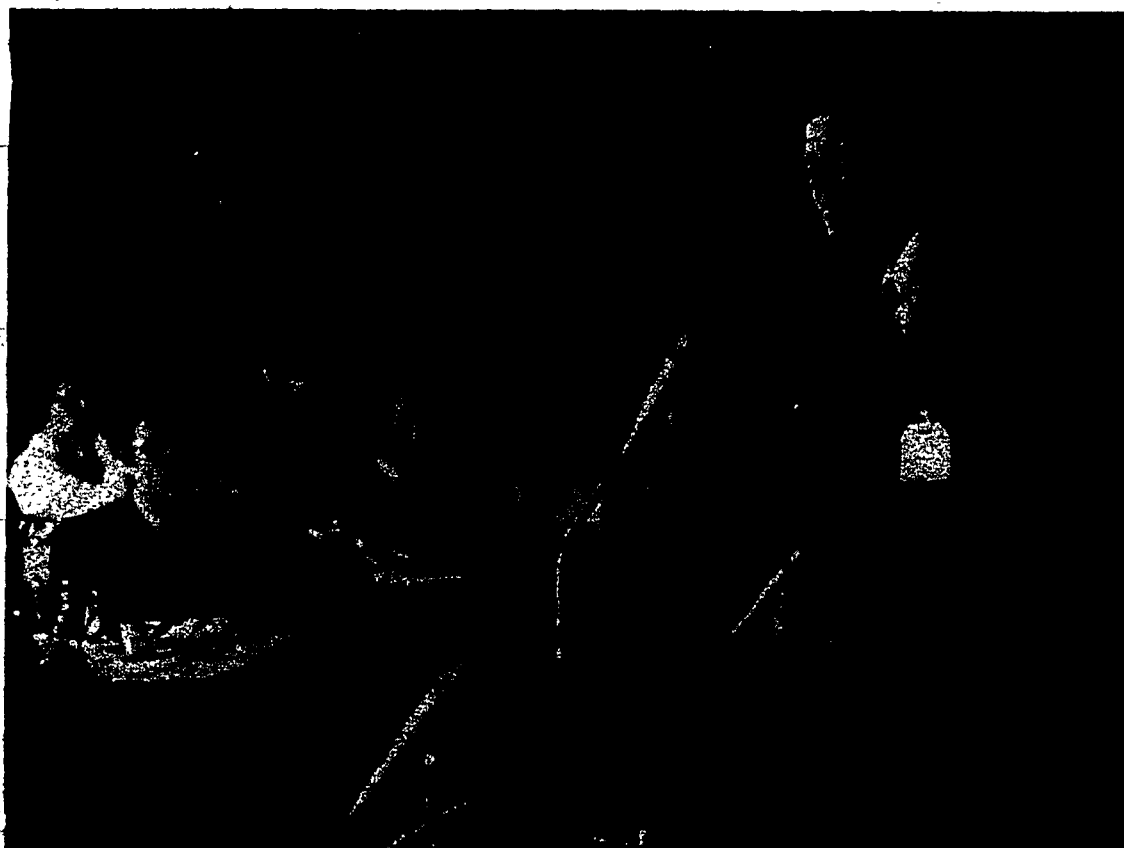
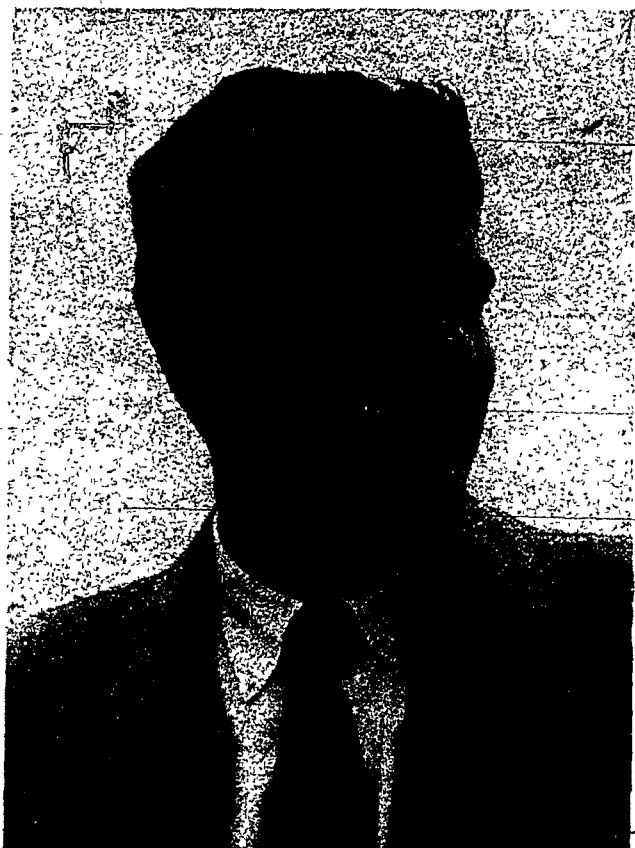
'I have a fantasy of starting a school...'

schools -- public, parochial, and private, in different parts of the country -- to gather impressions from students, parents, teachers, and principals on the "realities of high schools today."

The study "will undertake detailed and systematic study of twelve of these schools -- eight public, four non-public -- to gain as objective a picture of what is happening in typical high schools as possible."

By the fall of 1983, these inquiries "will lead to a report to educators and citizens on the conditions of American high schools and an agenda for steps which might be taken to strengthen them; a book on the purposes and premises of American high school education; a book arising from the description and analysis of the field studies of twelve schools; and a series of historical essays."

Sizer acknowledged that he has a dream for the study, commenting, "I have a fantasy of starting a school. But I also think that this will end up being a three-year study."



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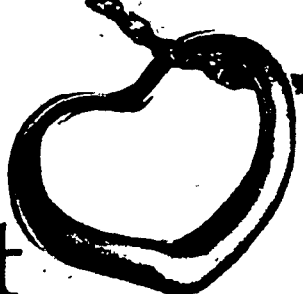
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