96th The PHILLIPIAN 96th

VOL. 78, NO. 20 PHILLIPS ACADEMY, ANDOVER, MASS. THURSDAY, MARCH 11, 1954 FIFTEEN CENTS

Investigators Find That Phillipian Is 96 Years Old

Discovery Shows Phillipian Is Oldest U. S. Prep Newspaper

by FRANK DECKER AND AL KRASS

A search of the basement stacks of the library one Friday night last November revealed the "Fifteenth Anniversary Issue" of *The Phillipian.* It was a magzine-like affair on glossy paper, sporting various historical features.

One of these was a history of the paper up to date, in which the editors declared that although something of a precedent had been set by the previous boards in calling the issue of October 19, 1878, the first edition of *The Phillipian,* it was true nevertheless that an earlier issue had appeared sometimes around 1858.

GOLD

Bearing a hatred for tradition and precedent two *Phillipian* editors decided to search out the issue to see if they could brand it the true real first edition of *The Phillipian.* The two combed the stacks for two more hours that night, but had no luck.

The next morning a visit to Miss Brown, the head cataloguer of the library and keeper of Andover Memorabilia, opened the editors' problem to the library staff. She immediately led the two to a file in the back room and instructed them to look through a stack of old student publications. There was found three copies of Volume I, Number I of *The Phillipian* bearing the date July 28, 1857, establishing *The Phillipian* as the oldest prep school newspaper in America.

Two of these copies are fully torn; one of these was sent to *The Exonian* with a notice claimed our seniority by some twenty years. (The Exonian was founded in 1878, and published its 75th Anniversary Issue last year). The other copy is in remarkably good shape. A photostat of its first page appears in this issue.

PHILLIPIAN HISTORY

After the first *Phillipian* was published, there was a lapse of twenty-years during which the academy was deprived of the services of a regular newspaper. Then, on Octobr 19, 1878, because the Andover-Exeter rivalry had begun on the baseball diamond the previous spring, a small four page issue of *The Phillipian* was published in Boston (The Exonian was published in the previous year.). In this issue *The Phillipian* announced its aims: to develop a medium for school news; to bring Andover to the notice of other schools; and to create a literary and journalistic spirit in the school.

CRUTCHES FOR SALE

This paper, which Abbot Academy said had "clear type and racy reading matter," spent most of its time discussing Abbot (called the "Fem-Sem") and the Andover Theological Seminary (the students of which were "Theologues").

Among the school item's was one saying that a boy "who had been on Bostons were leading the league in baseball with forty-one wins and nineteen lossess. Some of the others represntd in th league were Providence and Indianapolis. As for entertainment, the play *The Ivy Leaf* was presented at the Howard Athenaeum in Boston.

Among the school itmes was one saying that a boy "who had been on the honorable retired list, has a pair of crutches which he will sell cheap. They have only been used a few times, on the sidewalks in front of Abbot Academy."

UNRESTRAINED CRITICISM

In 1878, *The Phillipian,* under Editor-in-Chief Beach, was published fortnightly and made a profit of $76.52. Criticism that year was unrestrained. On November 16, an article read, "Dr. Drexter preacehd in chapel on the third instant. If the longevity (sic) and multiplicity of words are the principle elements of a sermon, he should receive the unlimited admiration of the students."

HITS AT EXONIAN

In 1881 cartoons were discountinued. The editor admitted that they had only been kept in because they "harrowed the soul" of the Exies "so fearfully." The anti-*Exonian* rivalry started again on January 13, 1883 when an editorial noted that "*The Exonian* continues to give forth the most lamentable whines; so does a whipped cur." For those who think that last fall's *Exonian* extra after the football game came out fast, it is to be noted that in 1892 *The Phillipian* appeared five minutes after the baseball game.

The Phillipian played a part in abolishing one fraternity with its description of an initiation ceremony. "The pledge made a fifteen dollar supper for the members, after which he was sent into the dark, siezed, blindfolded, ridden on a rail to Pomps Pond, buried up to his head in sand, and baptized with an abominable mixture of mucilage and ginger ale."

THE PHILLIPIAN.

Vol. I. "JUSTITIA FIAT RUAT CŒLUM." [No. I.

PHILLIPS ACADEMY, ANDOVER, MASS., JULY 28th, 1857.

"MUSINGS."

A SCENE

"The Two Gentlemen of Andover."

DRAMATIS PERSONÆ.

An Extempore, by Scops A. Bent.

Authentic reproduction of cut which establishes Phillipian's birth as July 28, 1857.

PRICES VARIES

The price of *The Phillipian* has fluctuated a great deal during its history. When it appeared in 1878, it came out bi-weekly and cost one dollar a year. In 1885 it became a weekly publication and cost $1.75. Production increased to twice a week in 1887 with eight pages in each issue. It sold for $2.50 a year.

This pace was impossible to keep up, though, and had to be dropped because of the small number of ads. One of these ads was for "The Improved BOSTON GARTER, the standard for gentlemen. Always easy. The name "BOSTON GARTER" is stamped on every clasp. The Velvet Grip Cushion Button Clasp lies flat against the leg, never slips, tears, nor unfastens." These words were accompanied by illustrations depicting the famed garter around an exceedingly plump leg.

THE GREAT WAR

When World War One came, no specific mention of it was made, but indications of it were everywhere. Before the United States became involved in it, an ad appeared for uniforms for foreign service. The Colonial Theatre in Andover featured the movie, *The Kaiser, the Beast of Berlin.* When the War Industries Board declared newsprint the only purchaseable paper for newspapers, *The Phillipan* rendered an added service to its readers by first using up its supply of high-gloss paper before carrying out the government order. The war had been over two weeks when the newsprint finally came into use.

On April 16, 1916, instructions and information were given about the military training camp at Plum Island.

After the war, the blueprints of the Memorial Bell Tower and auditorium (on building) on the site of Bulfinch Hall were featured, and the Andover dead were listed.

THE CRASH

ON the eve of the depression, racoon coats were advertised at $295 and up. News of the arrival of the armillary sphere from France and its placement in front of Samuel Phillips Hall was announced. In the library, a discussion was conducted by a veteran of a trip with Lindbergh. Billy Boyles' Syncopators provided the music for the winter promenade. The order of Dances included The Grand March ("The Royal Blue"), "Prisoner's Song", "I'm Going to Charleston Back to Charleston", "Sleepy Time Gal", "Five Foot Two" , and "Sunny". Sixty couples and twenty five stags attended.

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Half Century Of Growth Sees P. A. Student Congress Mature

By Steve Clarkson

Early in the Fall term of 1905, Mr. Alfred Stearns, then principal of Phillips Academy, called a meeting of the old students of the school for the purpose of discussing plans for the organization of a Student Council. After explaining the benefits of such a council, if it were truly represented, Mr. Stearns then suggested that a committee be appointed to draw up a definite plan of organization and to report later to the school. By the beginning of the Winter term, this committee had succeeded in forming a constitution for the proposed council, which was printed in the Jaunary 21 issue of *The Phillipian* and approved by the school a week later.

Thus was student government at Andover initiated. Although not a powerful organization for many years, this body was to become one of the most important on the Hill. The principal object of that first constitution: "To promote the best interests of the school and students and to secure a heartier cooperation between the student body and the faculty in the administration of school affairs," is one which is basically the same as that of Andover's present Student Congress. The membership of the orignal Council comprised the principal and 15 students, seven Seniors, five Uppers, and three Lowers, who were elected for the entire school year. The group held only one regular meeting a term, besides any special meetings at the call of the president.

In 1914 the membership of the Council was enlarged. The class representatives were reduced to five Seniors, four Uppers, and two Lowers, but the following were added: one member elected from *The Phillipian* board, one from the Society of Inquiry (now the Phillips Society), one from the Philomathe-

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Writer Recalls Some Of The Hill's Most Fabulous Hoaxes

by Tom Lawrence

The history of P. A., like the history of any large institution, is full of humorous incidents, and among these are the inevitable hoaxes, delightful little maneuvers which Mr. Webster defines as "deceptions for mockery or mischief."

Perhaps the best remembered hoax in the school's history is the tale involving the mysterious A. Montague Fitzpatrick.

One evening in the middle of September at the beginning of the school year in 1938, A. Montague Fitzpatrick checked into the library at 7:56 p. m. For one hour and twelve minutes he worked on his English History notes. At 9:18 he checked out of the library. On his way back to Adams Hall he happened to drop his assignment book. He checked into Adams Hall North at 9:23 p. m.

Next morning Mr. Eccles read off Fitzpatrick's name in assembly from a list of those who were to report to band practice that afternoon. In the evening Fitzpatrick discovered that he had lost his assignment book, and he conducted an extended tour of the upper and seniors dorms after eight o'clock. He signed in and out of Adams, Bancroft, Johnson, Taylor, Bartlett and the library. Having gathered his assignments, he returned to Adams Hall at 9:30. The next morning he was once more paged in assembly, this time to go to the lost and found and pick up his assignment book.

Now Miss Whitney, the recorder, was dealing with the whereabouts of about 750 Andover students. Perhaps half of these were familiar to her, the rest, just names on a check-in slip and teacher's reports. Fitzpatrick's first night's activities meant nothing more than the fact that he got to the library before eight, and spent the nominal time of five minutes in getting back to his dorm before ten. What more could she ask? Thus it was that A. Montague's first night was sanctioned and forgotten by Miss Whitney. The next day Miss Whitney once more traced the nocturnal wanderlings of Fitzpatrick through the dormitory system of P.A. All etiquette and protocol down to the last housemaster's slip had been observed. Perhaps Miss Whitney wondered how this Fitzpatrick fellow had accomplished such a complicated tour without making a serious mistake. Maybe she even mentally saluted his prowess in travelling after curfew.

On the third night Fitzpatrick went wild. He began to appear in two places at ance. He signed out of Adam's Hall, destination: Sailor's Rest. He began to take remarkably short periods of time to travel great distances and vice versa. As was her custom, Miss Whitney attempted to send A. Montague Fitzpatrick a note in class, but she was foiled her by the fact that his class schedule had been mislaid.

HE HUNG it on to ward off low-flying aircraft .Mr. James drank 65 cups of tea in the room off this fire escape in Taylor Hall.

Meantime, Fitzpatrick merrily reported to athletics, studio arts, handed in an English theme, and kept several other appointments. Yet no one seemed to be able to find his schedule. Miss Whitney tried to keep the scandal in her own department as long as possible, but finally she resorted to canvassing the entire administration. In 36 years nothing so humiliating as the misfiling of a student's entire record had ever befallen her. At last she took her woes to headmaster Dr. Fuess. He was sympathetic to her cause, and in consolation to her uttered the now famous profound words, "Fitzpatrick, Fitzpatrick, I seem to recall seeing him somewhere."

With the aid of the administration and Dr. Fuess, Miss Whitney uncovered some facts, A. Montague Fitzpatrick never enrolled, was never accepted, never arrived, never was registered, and never was given any assignments. Miss Whitney came to the conclusion that a hoax had been played on her and never spoke of it again.

A. Montague Fitzpatrick is a legend of the school His stay at Andover has been stretched from three days to an entire term, but it is still the collasal joke of P.A. history.

One individual was responsible for the creation of A. Montague Fitzpatrick. He was Roger C. Kiley who came to P.A. in 1937 as a lower. It was in his upper year that he embarked on becoming P.A.'s greatest joker.

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Philomathean Society Organized In 1825; 129 Year History Includes Rise, Decline, And Rejuvenation

By Jan Hartman

"Scire est Regere" (to know is to rule).

On January 5th, 1825, the first meeting of the Philomathean Society was held and its members adopted this maxim as their guiding principle.

In 1824 there was but one student organization on the campus, The Social Fraternity. Horatio B. Hackett, having been denied admittance into the Fraternity because of his youth, was disgruntled, angry, and grieved. The president of the Fraternity had said to him, "This is not a society for babies; we shall not allow such young creatures into our society."

Hackett spoke to three of his closest friends, and after long discussion the four decided to form an organization which would exclude the proud seniors—The Philomathean Society.

During the fall of 1824 the four students worked vigorously on a constitution; and on January 5th of the following year, the first meeting was held.

Imitating the Social Fraternity, the officers of the new society decided to have a library "to be procured by donation." After they had decided this, the first meeting was adjourned. By 1870 there was no trace of the library.

The preamble of the original constitution declared that the objects of the newly formed society were to accomplish "a sense of duty, together with an earnest desire to discipline and expand our minds, (and) improve our intellectual faculties." The paragraph ended with an affirmation of a strong belief in the wisdom of God. The preamble of 1825 has been incorporated into the revision of the constitution which was written last spring.

"Permanent"

The Constitution itself had no more than nine articles which outlined the functions of the three officers—president, vice-president, and librarian. The Society met once a week and debated or heard speeches by its members. According to the constitution the Society was considered "permanent".

But after two years the members of Philo decided "on account of the ...small number (of members) ...being no chance of increasing," to adjourn for a term. There were at that time seven members.

After this interruption the members of Philo met and performed more actively than ever before. There were two debates at each meeting and, following the debates, question and answer periods. Some of the topics debated were: "Do females possess minds as capable of improvement as males?" "Is the condition of the rich man happier than that of the poor man?" "Are females as worthy to be introduced into society as males?"

The early members conducted their elections in the same boisterous manner used by the candidates for the presidency of the country. The campaigns were complete with fiery speeches, banners, and even a little bit of violence. But the popularity of this type of campaign dwindled after some forty-five years.

In 1831 fines for absence were rendered and it was decided that the writing of criticisms, essays, and reviews be revived. This subsequently led to the development of the *Philomathean Mirror*, the grandfather of the present *Mirror*.

The *Mirror* was printed under the authority of Philo until 18[illegible] when a second edition was begun, free of the Society. In the first issue of the "new" magazine was printed a letter from Abbot Academy expressing the desire of seeing a continuation of the "amusing stories" and

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Religion At Phillips Academy

Some years ago the School Minister received a penny post card from a graduate of Phillips Academy of the class of 1873. On it was written, *"Kindly let me know what kind of Religious dope you hand out to the boys since the Seminary went over to The Devil's camp when it sold out to Harvvard. We boys went to Church Sunday morning and heard old Dr. Park in the Seminary and he preached Hell Fire and plenty of Brimstone mixed in, that was good sound doctrine that gave us an appetite for Sunday dinner. I lived in English Commons and boarded out on the corner in a club costing $2.50 per week.*

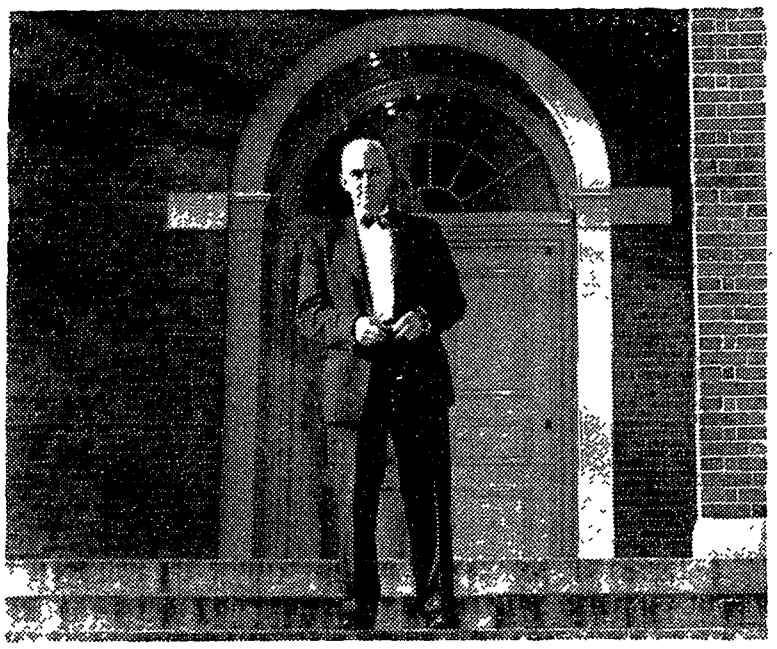
When the Congregational Churches of New England went Mordernistic, denying the Christ who suffered on the Cross for them, I expect Phillips went down with them. I don't believe any more that an educated man can be a Religious man. O yes, he can be a religious man but not Spiritual.

Some time you can let me know what Dope you give the boys.

The answer to this inquiry of 18 years ago can be briefly stated. It begins with the words of Mr. Kemper spoken at the beginning of the present school year. "We believe in freedom of religion but not freedom from religion."

To this should be added—We don't hand out any religious dope these days but we do try to open up to students what is in the Bible; we do encourage them to think honestly and independently about the significance of what is in the Bible. We offer opportunity to study and discuss the living religions of mankind. We join in the worship of God five times a week, and we encourage students to express in all areas of school life the ideals and aspirations they have arrived at through their earlier experience and present thinking.

To anyone reading the history of Phillips Academy it becomes clear that Andover's tradition and development has been greatly influenced by religion. To all who would understand the school today it would likewise be apparent that religion plays an important part in its life. The founders, and those who have guided the destiny of the school, throughout the years believed that a man's character and his conduct depend upon his deepest convictions. His convictions spring from his faith and his intrpretation of the meaning of life.



A. GRAHAM BALDWIN, author of "Religion at Phillips Academy"

The program of religion at Phillips Academy is many-sided. It includes the worship program of the Chapel both on week-days and on Sunday. It includes, also, the opportunity for boys of differing religious backgrounds to attend, as far as it is possible, churches of their own choice. The curriculum includes courses in the study of the Bible, the study of the world religions, and an opportunity to become thoroughly acquainted with the basic doctrines growing out of our Judeo-Christian tradition.

Important, also, are the activities and groups that encourage students to explore further religion in general, or the beliefs and traditions of special denominations. The Newman Club made up largely of Roman Catholics, an organization formed by Jewish students, a confirmation class for boys intending to join the Episcopal Church, an interdenominational Church for all students who wish to become members, the various activities and interests of Phillips Society; these are all indicative of an interest in religion and are expressions of the values and ideals growing out of such an interest. The number of boys involved in these activities numbers far more than half of the school, and all these extra-curricular activities and interest are voluntary.

Andover is a national school drawing its students from all parts of the United States and from all types of background. A study of the religious affiliations of our students indicates a mixture of Protestants, Catholics, Jews, and boys from a number of other faiths. All of them, Episcopalians, Presbytarians, Methodists, Baptists, Congregationalists, Christian Scientists, Quakers, Roman Catholics, and Jews meet in the same classrooms, play on the same teams, and worship in the same Chapel four days a week. Phillips Academy wants its total program to be valuable to each individual in strengthening and deepening his faith and his convictions. There is common ground upon which all of them meet, best expressed, perhaps in the Great Commandments "Thou shalt love the Lord thy God with all thy heart, with all thy mind and with all thy strength, and thy neighbor as thyself"

On the other hand, there are differences of creed and tradition and in a country that treasures freedom and the right to differ, it is important to deepen and strengthen one's own particular approach to religion and to God. It is for this reason that opportunities are provided for boys of different faiths to attend services in their own churches and to meet and explore religion under the leadership of men of their own choosing. In Andover where there is a sense of common ground, as well as a recognition and respect for difference, freedom of the individual to think for himself is encouraged. This is in keeping with the whole spirit and history of the school and all of the goals of a liberal education.

Freedom flourishes not where there is ignorance of our religious heritage and tradition, but where there is knowledge of the best that has been thought and believed in the past; this is freedom to move toward new discovery of truth. The courses of study at Phillips Academy have as their purpose a knowledge of our Judeo-Christian heritage. Students come to know the Bible, when it was written, why it was written, what the authors were trying to make clear, and how the

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Blackmer Summarizes Report Of General Education Committee; Lists Its Results, Both Present & Pending

by ALAN R. BLACKMER

First a brief summary of the main purpose and conclusions of the committee report *General Education in School and College*, a study recently conducted under Andover's leadership by representatives of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale

This project stemmed from from a conviction that the transition from school to college involves excessive waste motion, with resulting inefficiency, for good students from good schools. The hope was that this waste might be sharply reduced by planning the late years of school and the early years of college as a continuous, integrated process. Our investigations pointed to two major current weaknesses in addition to duplication of work between school and college: 1) important gaps in training and in intellectual experience now permitted by a variety of elective systems and 2) failure to vitalize for students the meaning, purpose, and value of a liberal education. These weaknesses seemed to bear with peculiar force on the superior or potentially superior student and hence to constitute a serious waste of the nation's resources of trained intelligence.

To meet this situation the committee proposed a four-point program:

1. An integrated program of study, embracing school and college, which would give the essentials of a liberal education and at the same time reduce waste and duplication of work.

2. Full encouragement to the student to break out of the acedemic lockstep and push forward at his own pace in fields of special interest and competence.

3. A concerted attempt to increase a student's desire to educate *himself*.

4. A program designed to get the ablest and most mature students particularly those heading for graduate work through secondary school and college in seven, rather than eight, years.

The proposals were aimed to give both the breadth essential to a liberal education and a certain depth in a field of special competence, to reduce loss of interest and momentum, and to provide for the able student a real challenge. The whole set of recommendations was designed to relieve the colleges of the elementary work they now must offer for a variety of students, many of them badly prepared, and to keep well-trained students from getting bogged down in introductory college programs necessarily designed for the average.

What are the results of the report to date? What effect is it likely to have on the Andover student in the next few years? The results are both general and specific.

First for the general. The report seems to have awakened a lively interest in the problem which it presented. Committees and conferences in both school and college have been formed to study it; it has been used by such a recent study as that of the President's Committee at Yale on the problems of Yale's first two years. Editorials which the report inspired have appeared in magazines and in newspapers from coast to coast. But as of the moment, it would appear that its main influence, if any, will be less imediate than long-range — with a variety of institutions adapting certain of its ideas to their particular situations.

Little progress of a concrete nature has been made towards better integration of the curricula of school and college. Since the plan called for no substantial changes in the Andover program of study, leadership must probably now come mainly from the colleges. They are in process of studying critically their first two years, but the problems they face by reason of their size and the diversity of their student bodies are enormous. Also, for other reasons educational change takes place slowly.

On the other hand, much fresh encouragement is now being given the able and potentially able student, of whom Andover has many, to get an enriched education in school and college. Partly as a result of ideas generated by *General Education in School and College*, Andover has recently instituted a variety of special opportunities in Math, French, and German to do four years work in three and even five years in four. At the present time, about 80 boys are enrolled in such sequences; soon they number may be closer to 100.

Next spring a group of twelve good colleges (though not including the Big Three) will offer special examinations to selected students from twenty seven schools, includ-

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Hayes Declares Aim Of Art Gallery Is Refining And Not Defining Of Art

The Addison Gallery was founded to save from falling those who might trip over a prejudice. Its simplest statement of purpose reads, in part, "to cultivate a love of the beautiful." Wisely, beauty is undefined. To define it is to plant a prejudice, and there are prettier notions in the garden of arts.

The academic plan for the Addison Gallery was the flow sheet of civilized learning which Phillips Academy has drafted for its students: the knowledge of man, his behavior - past and present, his utterances, his varied tongues, his calculations, his natural environment, his faith, all were studied with more or less diligence, but, until art and music become significant parts of the curriculum, beauty, except for the beauty of language and the incidental contact with music, was avoided as if it were a nettle.

The Addison Gallery was dedicated May 16, 1931. We trust it will stay dedicated. It was intended by its mute presence to offer the refuge of beauty However, this was too little for a busy campus. In 1935, the faculty voted to include art and music among the listed requirements of Phillips Academy. It was a brash decision for there was danger that by this means beauty might suffer definition. To this day, the danger remains; and will always remain.

Why is this reluctance to limit the concept of beauty so necessary? Because, like those other intangibles, freedom and individuality, the very attempt to classify is to restrict, ultimately to suffocate. Accordingly, classes have been established in which the Goddess of Beauty is scarcely mentioned. The mystic rite of arousing perceptions is performed by the routine study of all that is affected by her presence.

She is never degraded by direct exposure, but adored or merely acknowledged, from afar, each student in his own way. In exhibitions and in assignments, as well as in the classrooms, the sense of beauty is refined rather than defined. The experience may be slow, but in time, even in long time, those who submit to it may know that in all things there are not one but many ways and therby may feel the stature of their own personalities.

During the quarter century of the Addison Gallery's existence, people have come from distant places. To many of them, Phillips Academy had been previously unknown. Some of them brought treasured prejudices, abandoned them as silent offerings and went away.

Dr. Fuess Links Phillipian Rebirth, Academic Changes

By Dr. Claude M. Fuess

(Headmaster, EMERITUS, Phillips Academy; author of "An Independent Schoolmaster')

The observance on June 5 and 6, 1878, of the one hundredth anniversary of the founding of Phillips Academy was an exciting step in the evolution of the school. A young Principal, Dr. Cecil F.P. Bancroft, was pressing for progress, and under the stimulus of his aggressive personality funds were raised, the enrollment was increased, and new buildings were projected. It is not without significance that the first football game with Exeter was played on November 2, 1878, with a gratifying victory for the home team; and it is certainly equally important that the first issue of the modern *Phillipian* had come out just two weeks before, on October 19 of that same crucial year, after a lapse of over twenty years since the original *Phillipian* was issued. Obviously it was a period when things were happening, when bright hopes were shining in the academic air.

Today, three-quarters of a century afterward, we can look back and from our chronological perspective observe that most of the specific changes were part of a broad program, - modernization of a too traditional school, - which was displayed in most phases of campus life. The distinguished Charles W Eliot, who had become President of Harvard in 1869, was exercising a potent influence on secondary schools as well as on his own college, and Dr. Bancroft was one of his most ardent disciples. In general what Eliot adovcated was a breaking away from the incubus of the Dead Hand, from a curriculum which included only Greek, Latin, and mathematics, to one which deliberately prepared students for the world around them and tried to adjust them to the communities of which they were soon to become a part.

Photo by BACHRACH

For example, no courses were offered in those days in American History or in the modern foreign languages, and the curriculum provided no instruction in English literature or composition, except that supplied by translation from the classical tongues into our own vernacular. Boys who wanted to express themselves orally joined one of the two debating societies on the Hill. Those who were ambitious to succeed Horace Greeley or Charles Henry Dana as newspaper editors had no medium in which their stuff could be printed. That was hard on budding journalists!

The centennial celebration gave the impetus to an educational movement which has since enlarged and enriched the curriculum by introducing laboratory work in the physical sciences, Chemistry, Physics, and Biology; which has developed tests until they have become a useful means of "sorting out" candidates and students; which has endeavored to give the brighter boys an opportunity of moving more rapidly along the road to knowledge; which has attempted to make thought at least as important as memory and has substantiated interest for fear as a motive in education; and which has tried to make guidance serve in many ways the purpose of a strict and undiscriminating discipline. All these salutary movements are inherent in the educational philosophy of President Eliot and in the spirit with which the one hundreth anniversary was planned. It was a symbol, in a small and local way, of a change in American mood and direction, - a change which, although at times manifested prematurely and with some exaggeration, has profoundly affected schools like Phillips Academy.

The appearance of the *Phillipian,* then, coincided with the beginnings of a revolution in American education, and was one of the attendant phenomena. That revolution has had its vagaries and victories, just as the *Phillipian* has sometimes been childish, sometimes mature. But on the whole, the liberal transformation has been beneficial. Some signs indicated in 1878 that Andover was suffering from a a case of slow ossification. That it revived and proceeded happily towards new and greater achievements is due largely to President Eliot and Principal Bancroft, who administered the right hormones at the right time. The *Phillipian* came back into existence at a thrilling moment, at the beginning of an advance which has not yet ceased. Its editors should remember their responsibility and keep their ears and eyes open. Reform is still in the air!

Kahler Sees Birth Of New World

By Woodland Kahler

(P.A. graduate, novelist, representative to UNESCO)

They turn their back on the land.
They look at the sea all day.
Robert Frost

If it is true that where there's no love there's no wisdom, then it is not as an apprehensive tourist-statesman stopping at the best hotels that America will arrive at a wise settlement of her foreign affairs.

It was largely to escape the evrlasting quarrels, poverty, and hunger of Europe that the majority of our ancestors abadoned their familiar European firesides for the savage solitude of a New World. But their westward voyage across the sea toward a more primative society has proved to be a postponement rather than a solution of the problem, for at this very moment Europe with the same old quarrels, poverty, and hunger is again at our door. Not only Europe, but this time also Asia. And in the dark background Africa is looming up. The world has recently shrunk to such an extent that along our own Atlantic Coast Coney Island is overlapping Palm Beach and Tobacca Road has crossed Park Avenue. A comfortable home with a southern exposure anywhere in the U.S.A. is no longer a safe retreat from the trials and tribulations of the World Family to which we all belong. These are facts, substantiated by photographs, that the tourist-stateman has brought home to every American taxpayer; and according to the fact-finding tour lightly once over it won't be long now before the crowded doorstep caves in as a kind of supercolossal prelude to the collapse of the whole house.

On he other hand, as an American writer iving in Europe on and off for the past thirty years without ever meeting anybody in any nation who wanted to murder my children, steal my land, or turn me into a subject slave, I could add my collection of facts and photographs to that of the tourist-statesman. But at this particular hour of human history facts do not count. What counts is reaction to the facts.

As a matter of fact how are the people reacting? To put it tactfully in the words of an American poet the people are turning their back on the land, which which is the source of their strength, and they are looking all day at the sea.

Since the first half of the 20th century glinting little teeth of the Desert have gnawed away the fruitfulness of an area three times as large as Europe, and tonight two-thirds of our revolving globe will go to bed hungry. Even in America the sharp-edged enemy is literally and figuratively on the march and millions of tons of productive soil are being washed away by our own rivers out into the ocean. While all this waste of potential life goes on, what are people doing? Instead of helping the Friends of the Land to create an ever-widening green-front against the advancing Desert, the people have turned their back on the source of their strength and are looking all day at the sea. *They cannot look out far, they cannot look in deep. But when was that ever a bar to watch they keep?*

It was foolish for you and me to expect the people to keep a different watch as long as we go on telling them things they already know and showing them pictures they have already seen. Although bound by strong ties of nostalgia to familiar facts and photographs, the people I have met in every nation are beginning to get tired of the old realistic routine. In life as in literature bos-office realism is coming to the end of the bus line. Humanity, hungry for spiritual as well as material food, demands something more satisfying than surface sensation, blind reflex action, and irresponsible brute violence romantically publicised. Governed by no supreme law, this simple realm of so-called realism differs completely fro mthe complex world of reality in which all of us live and move and have our being.

On the official seal at Phillips Academy are the words:*Finis origine pendit.* The ancient truth that we reap what we sow, is a clue to the solution of our problem. In order, however, to follow this hot tip from Andover the tourist-stateman should avoid beginning with a realistic program. Since the beginning and the end are one, if he begins with a program he will end it with a program. When you understand that something is essential, no program is necessary. Pacifism is a program for obtaining peace tomorrow, next year, perhaps in a thousand years. Militarism is a program for obtaining victories without peace. But if you really understand the necessity of having peace now, you do not become either a militarist or a pacifist—you become peace itself. You begin, not with a plan, but a man. And that man, of course, must be you. No other man sitting at a round-table under the umbrella of poison fumes that civilazation has opened over every city in the world can draw up a peace plan for you or me or another. The prophetic poet who wrote the *Book of Job* said, "To depart from evil is understanding," and the contemporary tourist-statesman will never understand until he gets out from under the umbrella which is cutting off his view of the truth.

On the account of the relentless link between seed-time and harvest, celebrated on the seal of Phillips Academy, the Friends of the Land, the Men of the Trees, the Anmerican Natural Hygiene Society, and many other groups of men and women, who understand the immediate advantage of living in accordance with the everlasting laws of Nature, have begun to plant a green front against the Desert which everywhere on earth is marcing to the sea. In our atomic age, we are faced with a force that cannot be apprehended by the five senses and therefore smart predictions based on material facts and photographs cannot be relied upon. Man has lately learned too much about matter to remain materialist, and from now on if he wants to survive he must begin anew by basing his foreign policy, as well as all other policies, upon inner principles instead of outer pressures. Practical realistic government everywhere would appear to need education regarding the one permanent principle ruling all human relationship and this tragic lack of understanding is costing you and me and another taxpayer the lion's share of our income, as well as perpetuating the kind of world-leadership that has given us Napalm and the A and H bombs; Germany and Japan on our payroll; a smouldering Africa; everywhere colonial peoples in revolt; a discredited United Nations; and a Sahara of fear, spying and persecution, spreading all over the world.

Many formidable facts have been selected as a result of the currently popular fact-finding tour. But, as we have seen, facts do not really matter. For in the long haul it is not fact and photograph but voluntary initiative that rules our American nation. Except as a useful fiction, there is no nation—only individuals like you and me and another. And between what we do and what happens to us there is an unbreakable connection. This connection is not transitory realism, here today and gone tomorrow. It is a part of eternal reality. Our habitual attitudes determine the kind of experiences that come into our lives and through us into the life of the nation. For this reason the practical everyday importance of our attitudes can hardly be exaggerated.

Except for a small self-centered circle of painstakingly absent-minded modern artists, almost everybody wants to see the world pleasant place to live in. And we Americanse, as far as resources and know-how are concerned, have what it takes to make the American Dream come true—if only foreign affairs did not threaten our freedom of action. Since World War I however , it has become clearer and clearer that an attitude of fear and conflict projects fear and conflict. Because the beginning and the end are everlastingly linked together. In reality there is no need of conflict between us and the world on our doorstep. The land has plenty of everything for all. But we must understand that peace, like freedom, health, and happiness, is strictly a home-made product. The tourist-statesman's repeated attempts to import peace from abroad has at length resulted in a new sort of super-isolationism, which is making it increasingly difficult for the United States of America to work in harmony with any other nation.

At the beginning there is always the Word. If we are to live at peace with others, obeying the law that governs life, we must consider the potential impact of speech. Although we may not always wish to sanction another's behavior, we can be sure in advance that we are not going to bring out any improvement by calling him a satellite, a puppet, or a stooge.

(Continued on Page 14)

Only Yesterday

In Retrospect: An Alumnus Speaks

By JAMES R. ULLMAN

(P.A. '25 novelist most notable contribution, "The White Tower.")

CONGRATULATIONS

- to the Phillipian on its 75th birthday. Back in the days when I was heeling for it, it was exactly the age that I am now, and I hope I weather the next thirty years as well as it has the last.

Thirty years—that's what the calendar says. But the calendar must be wrong. It's still all too close for that; the memories too fresh . . .

Of Georgie Hinman's fabled Latin classes. Georgie's rages. Georgie tearing off his necktie, stamping his wooden leg, biting pencils in two and throwing the ends across the classroom, while fullbacks blanched and shot-putters cringed. No one ever mistook Georgie for an apostle of progressive education, but when you'd been through his mill you were as tough a campaigner as any of Ceasar's legionnaires.

Of the first cigarette of my life, in the old grill in the basement of Peabody House. And nobody told me until it was too late that you didn't clamp them between your teeth like cigars.

Of various cigarettes thereafter, when my technique had improved—not only in smoking them but in getting them up the fireplace (a piece of used gum would hold them nicely), if there were ominous footsteps on the dorm stairs.

Of my father, during a fall visit, joining a touch football game and neglecting to take off his pearl tie-pin. Came a pass, a catch high on the chest, and goodbye pin. (Note to treasure hunters: the locale was the field that used to be behind Johnson Hall, and for all I know the pearl is still there. It's a good one, too.)

Of life's darkest hour (including war, death and taxes): coming up from North Station on the Boston & Maine at the end of Christmas vacation. Night, cold, sleet, soot, gaslight. The evening before, your girl had suggested that maybe it had been all a mistake. And tomorrow morning - Hinman.

Of life's brightest hour (well, pretty near): seeing your first short in the glory of print in the Mirror. Perhaps it wasn't too good a story, but at least - this being in the pre-*the* days - it boasted capitals and punctuation marks.

Of the spring prom and a violent debate over whether a new dance called the Charleston was a proper form of exercise for young Andover gentlemen. As I recall, the Board of Trustees said no - holding out for the Black Bottom.

ULLMAN, (right) and Yueng, on track team. Yueng startled Ullman by replacing him in soccer game.

Of being goalie on the soccer team and starting in the big game against Worcester. I had played full-time through every game of the season and was therefore pretty upset when, after ten minutes, a Chinese classmate called Yueng came out to replace me. A while later, sitting disconsolate on the bench, I see Coach Jim Riley staring at me. "What are you doing here?" he asked. "You took me out," I answered. "No, I didn't," says he . .Yueng's subsequent explanation: "I got tired of sitting."

Of senior year at last, and all the fine new buildings that were going up - just in time for us not to use them. There was even an incredible rumor that in a certain George Washington Hall there would be an auditorium where movies, no less, would be shown on Saturday nights.

Of the great question when you had one cut left toward the end of the term: should it be chapel or geometry? Once it was both, and the consequences weren't so good.

Of senior Latin in Pearson Hall, and Charlie Forbes (no Hinman, he) gently untangling the underbrush of Virgil's *Aenead*. What was it that Queen Dido said as Aeneas left her and took off for parts unknown? "*Forsitans et haec olim meminisse iuvabit.*" - "Someday perhaps, it will give you pleasure to remember things . . . "

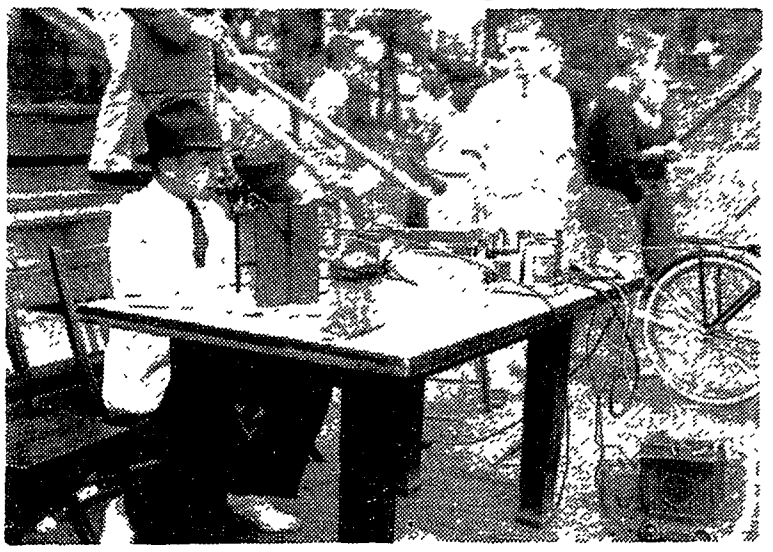
And it does.

Rounds Outlines Phillipian's Duty As Organ Of Truth

In Moscow, a few months ago, I was reading *Pravda*. Today, in Andover, I am writing for the *Phillipian*.

The differences between these two well known newspapers (each of which has played quite a part in my life so far) reflect, in many ways, the major differences between the U.S.S.R. and the U.S.A., between the Communist way oflife and the Western way of life.

During a recent tour of duty as an attache of the American Embassy in the soviet capital, my main assignment was to translate articles taken from the Moscow press, especially from *Pravda*, the most important daily newspaper in Russia. Every morning (unfortunately, *Pravda* is published every day of of the year) I carefully translated carefully written lies—as fast as I could, and as accurately as I could. *Pravda* hits the kiosks at 9 a.m., and from that hour until early afternoon I learned, word for word for word, exactly what lies are - big, deliberate, meaningful lies, and small, glib, petty lies. This assignment lasted for one year and a half—and so I ended up as quite an authority on untruths (the literal translation of the Russian word "Pravda", incidentally, is Truth").



ROUND'S, P.A. '34 (author of "A window on Red Square") phoning in results of A-E football game.

As Editor-in-Chief of the *Phillipian* some seventeen years before, I did not end up, I must admit, as an absolute authority on truth but I did receive my first real desire to pursue the truth.

The two newspapers, *Pravada* and the *Phillipian*, are not, of course, completely comparable as publications: one is the organ of a political party (the only party) in Russia, a party with the purpose of enslaving the world under the false, and boring, banner of materialism; the other is the organ of a private school (one of many) in America, a school with the purpose of educating boys to be the best of men. But these papers are essentially comparable, because each in its own way and in its own field, has the same, all-important function of telling its readers not only what is new but also what is true.

The *Phillipian* in my day, did a better job than *Pravda;* it still does today; and, if it continues to stick to the pursuit of truth, the greatest of human endeavors, it always will.

Phillipian History

(Continued from Page One)

WORLD WAR TWO-

On December 10, 1941, *The Phillipian* declared, "Phillips Academy with all its heart and with all its soul has declared war. We stand as a unit against the common foe." A picture appeared of the school assembled in George Washington Hall to hear President Roosevelt's war speech.

Air raid precautions were listed. Ads for defense bonds ("You buy 'em We'll fly 'em") appeared later War Secretary and trustee Henry L. Stimson awarded diplomas at the Commencement exercises in June, 1942.

Philo

(Continued from Page Two)

"clever grinds" which the former editors had included in the magazine. The authors of the second edition strove to meet the high standards of the orignal *Mirror*. In 1905 the *Mirror* took on its present form

PROMINENCE COMES

Philo became more promionent as the years went by. It incorporated into its various activities an exhibition. The town as well as the school was invited to see the presentation of plays in Greek or Latin, to listen to poems and speeches, and at one time to witness a production of *Macbeth*.

The Society developed into a sounding board for student opinion. At its meetings and in front of its members—both faculty and students—the Andover boy could express his opinions. He could argue against the president of the country or the headmaster's policy.

In the late 1940's Philo began to decline in size and prestige among the students. Its administration took an I-don't-care attitude and soon the organization had nothing save a few memories of campaigns, reviews, and faculty discussions.

Attempts were made in 1952 to help it regain its old prestige, but the efforts were weak.

Philo was finally given the boost

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Reporter Traces Journalistic Career From Early P. A. Start

By JOHN LARDNER

There is nothing a man likes better than describing his experiences in journalism, especially at the kind of price *The Phillipian* is paying, which is roughly the same as I get for a vocal treatment of the subject between 11:15 and 12:45 in Costello's drug store, Third Avenue, N. Y.C. Come to think of it, it's the same as *The Phillipian* paid me 25 years ago. Steady work, writing.

Taking the thing chronologically, then, the first publication I worked for was The Vagabond, which was, for want of a beter term, a literary magazine, located in Andover. They made me editor-in-chief. Three and a half hours later, the magazine folded, wiping out the savings of widows and orphans from Methuen to Ballardvale, and I switched to *The Phillipian*, which then had a special department for editors-in-chief whose vehicles have been shot out from under them. I was pretty unpopular on the campus for a long while after this, on the theory that an editor should go down with his ship. Believe me, friends, this theory means nothing in the outside world. Publications go down, but never editors. They merely join some other publication.

The Phillipian got waivers on me in the spring of 1929, and I wound up in Paris, France, in the Cotton States League, trying to recover the hop on my fast ball. For a few months, the N.Y. Herald (Paris edition) allowed me, for a wage 'way up in one figure, to read proof on the Saturday football scores from back home. The scores reached us in garbled form, like Stanford 72, Ursinus 70, and it was up to me to figure out whether Ursinus meant U.S.C. or U.C.L.A.. I usually made it U.S.C. No American tourist who was in Paris in the fall of 1930 has ever known exactly what his alma mater did that year. Most of them still walk with a slight limp, from wondering.

One day, the management of the Paris Herald said to me, "Kid, why don't you go home and look for a job on the parent paper?" The parent paper was the N.Y. Herald Tribune, and the beauty of the plan, from Paris's point of view, was that it was situated 3200 miles away.

On the Herald Tribune, my salary began at $25 a week. In less than a year it had rocketed to $22.50. This was a result of the first of a couple of general pay-cuts that were brought on by the depression. Everybody was busted. Still, a lot of writing got done. The young don't mind writing for nothing, and the old, such as publishers, are glad they're glad.

A lot of things have happened since then, including a war. One of the things I remember best about that is that my typewriter sank to the bottom of the Pacifc one day, off Iwo Jima, while I was trying to jump from one canoe to another. Joe Rosenthal, the cameraman who took the famous picture of the Marines planting the flag on Suribachi, was scheduled to go home to

the States soon after that, to give lectures. My need being desperate, I asked him if he would leave his typewriter with me when he left. Joe said sure, and cabled to his boss, the Associated Press, for official permission. The A.P. cabled back: 'Looking forward with great excitment to your return, with equipment intact." It turned out all right. The United Press lent me a pencil, for which I signed a receipt.

Once a young fellow asked me for my advice about going into the newspaper business. He happened to be standing in the path of a speeding bus as he spoke, so I yelled "Look out!" He later joined a newspaper. I guess he didn't hear me.

Hoaxes

(Continued from Page Two)

One of the funniest anecdotes about him concerns his studies, which unfortunately suffered somewhat while he created his "ghost student." Roger was getting absolutely nowhere in Mr. James' English History course. One day he had a difference of opinion in class with Mr. James and since matters seemed to be coming to a head, he lit upon a fine method of improving the situation. He invited Mr. James to tea in his room in Taylor. Also invited was Mrs. Hallowell, a great friend of Roger's When Mr. James and Mrs. Hallowell arrived they at first confronted by a full length cardboard skeleton hanging on Kiley's front door. Inside they found the walls to be papered with Roger's history tests, none of which was over thirty. Kiley served tea from a child's tea set. The cups were about the size of thimbles. Mrs. Hallowell remembers distinctly that Mr. James consumed 65 cups of tea and that she had 57. Roger entertained them by imitating an audience at a bicycle race and a bottle of champagne being opened and poured.

Kiley had a bicycle at Andover with which he had some difficulty. In 1938 bicycles were permitted, but it was rather difficult to store them. Left outside they rusted; kept in the hall they were a fire hazard, so Kiley decided to keep his in his room. But because he insisted upon

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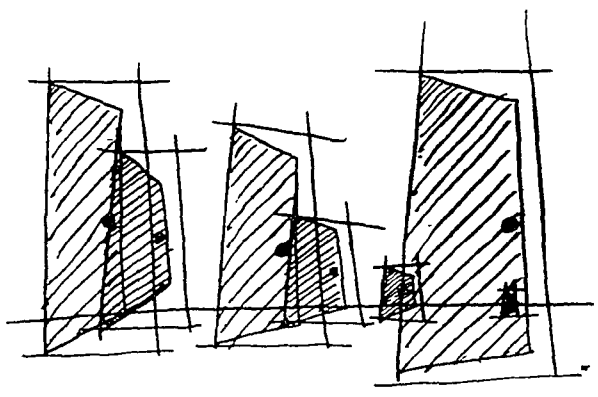
Gone.....*Is The Edwardian Era*

A Commentary On College Admission

By G. G. Benedict

With the Class of 1953 now safely tucked away in their collegiate trundle beds—or double-deckers—and with another crop of seniors starting out on Andover Hill, it is inevitable that one takes a look at the whole complicated problem of college admissions, fussing to reconcile statistics of past years, trying to get that crystal ball back in working order. The problem is both complicated and important; to one in my position infinitely fascinating, with its challenge to read correctly the signs of a boy's latent possibilities and to evaluate as accurately as possible the probabilities of his future, both immediate and longrange. To the boy himself it is all more than a bit bewildering in the many choices and decisions that must be made. To his parents it frequently appears as a matter of the gravest concern. It is a problem that carries with it its own abracadabra and mystic concepts—class rank, College Boards, IQ, first choice, leadership potential, emotional stability, and so on. It is, finally, a problem that impinges on every aspect of the school: Andover's own admissions policy (shall it be a school only for "top-flight college material?"); the curriculum (does it meet the needs of all boys bound for whatever college?); the teaching (is it good enough—or perhaps too good—to prepare boys in the best possible fashion for the next stage?); the scholarship program (can the Andover scholarship boy afford to go to the college of his choice?); housemasters, counselors, deans—those who comprise what in a public high school would be called the Guidance Department (have they the right combination of knowledge, pre-science, sympathy—and time?); the parents of the boys (are they understanding and helpful, or perhaps selfish in their own ambitions?); and finally the boys themselves (just what, in the light of his Andover experience, is Tommy going to expect or demand of the undergraduates who will be his associates for the next four years?)

Andover today is completely a college preparatory school, far more so than was the case fifty of even twenty years ago. Since World War II, so far as I can now remember, there has not been a senior who has not planned to continue his formal education at the college or university level, or who has not always had the chance to do so. So far as "placing" its graduates in college is concerned Andover has obviously been extremely successful. The Andover fathers of the present generation in their day moved on to college pretty much at will, often lacking the diploma, sometimes by a fairly wide margin. The picture was much the same as late as 1941. Then, after the hiatus of the war, came the G.I. deluge of 1946 and 1947 with some attendant difficulty for Phillips Academy seniors, who found it harder to win places in the colleges of their choice, yet, almost to a man, entered highly selective four-year institutions.



"...you don't shut any doors."

Today, however, the picture is different. No longer is an Andover diploma, or even a mere certificate of honorable dismissal, a ticket of automatic admission to a top-flight college. Admission to college is now a vastly more competetive business than before. Harvard this year had 3500 completed applications for 1100 freshman places; Yale about 4000 for 1000 ulaces; Princeton well over 3000 for 750 places. While Princeton's current admissions picture may not be precisely typical of the experience of all colleges in the east, it certainly reflects the present trend. C. William Edwards, its Director of Admissions, says: "In 1941...we had 1163 applications as opposed to 4300 last spring. The class of 1941 numbered 673, and only 122 were rejected . . . Even with the large over admission necessary today we regretfully sent letters of rejection to some 2000 boys." Typical of the situation in the small eastern men's colleges was Amherst's, with about 1200 candidates for a class of 250. The good New England small colleges, which once seemed happy to snuff up the crumbs from the table of the Big Three, now appear to be just as selective as their larger brethren. Because of the necessity of their counting noses more carefully. In some instances they come close to insisting on "first-choice applicants." This phrase is a bit of educational jargon which might be interpreted for the benefit of the layman.

A "first choice applicant" is a student who designates, formally or at least conclusively, that a certain institution is the college of his choice and who may consequently be regarded as certain to matriculate if admitted. For ten years prior to 1950 the College Entrance Examination Board required all candidates for its member colleges to register their preferences among colleges and report these listings to the colleges involved. This procedure was of great convenience to the most popular colleges but gradually aroused such opposition that it was abandoned. Since then some colleges have used various other devices to secure this information independently; others have merely applied "attrition formulas" and admitted qualified applicants in such numbers as to provide a freshman class of approximately the desired size. With the Board's demise as a preference—registration agency and, as a corollary, with no further widespread demand that schoolboys should commit themselves, there has followed an increase in "multiple applications." Again this is jargon, referring to the two or more applications filed by a single candidate, either because he is uncertain in his aim or because he wishes to hedge his bet.

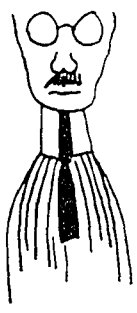
In respect to college scholarships the situation is even more drastic. Fifty per cent of all Harvard applicants for admission applied for financial aid, 95% of the trans-Mississippi candidates being scholarship candidates. Yale reported 1870 fully completed applications from which to pick 275 freshman scholarship-holders. Such ratios appear

"...All Roads Lead East..."

to have been typical of the eastern independent colleges in general. In respect to both admissions and collge scholarships it is today from the standpoint of the college admissions officer very definitely a "buyer's market."

The forces which have led to this state of affairs are commonly agreed upon by school and college people as being (1) the rise in national income and the spreading belief that an A.B. or S.B. degree is the indispensable minimum for any ambitious young man; (2) the aggressive tactics of constantly more effective university alumni recruiting organizations (even Harvard is now "on the ball!"); (3) the general feeling on the part of parents that it is well that a young man's military service be delayed as long as possible, and the clear evidence that a berth in in college, especially in an ROTC unit, is the best means to that end; (4) the increase in the number of multiple applications on the part of individual candidates. This last is the product of caution or fright or indecision, often the lack of discriminating college guidance in secondary schools which frequently counsel every senior to file four or five applications. Further, a variety of studies suggests that the national trend today is toward the privately endowed institutions in the northeast which have traditionally been the favorite targets of Andover boys.

It is, then, a harder business for an Andover senior to win admission or a scholarship at the college of his choice than it was even two or three years ago. In 1951 and the next year 94% of the seniors who received their diplomas on Commencement Day were admitted to their first-choice colleges while 91% of all senior college candidates won such admission. For the class of 1953, a good one, the corresponding percentages were 88.5 and 86. Already we are feeling the breath of the avalanche of "war babies" that will first overwhelm the secondary schools and next the colleges. Last year the total college population was estimated at about 2,300,000. "By 1957-58 college enrollment, if not affected by total mobilization will probably reach 3,000,000. It will continue to rise to a level of approximately 4,000,000 by 1965-66." Gone is what one might call the "Edwardian Era" in the college-school world, a period which shaped the thinking and expectations of the fathers and mothers of the present generation of Andoverians. By and large, the sons of today have got to be better men than their fathers if they are going to make the grade at Ivy League level, and if Andover is going to be able to "place" them as expected.

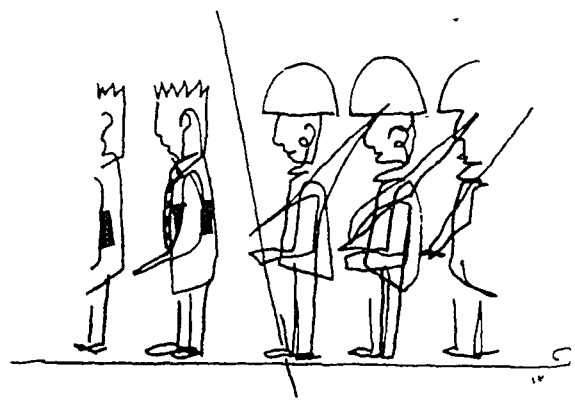


Just what are college admissions officers looking for in the young men they finally admit—not, to be sure, that they always get it. Certainly they are not looking for any one type, though it seems true that some more than others show a preference for the able student who at the same time that he is "a leader" is also socially pre-digested. The statement of one well known New England small college might be held to embody the criteria generally employed by the college offices which Andover knows best: "We can say that preference is given to students who, having satisfied the academic requirements, present these qualities and achievements:

1. An eagerness to learn.
2. A willingness to work hard and up to capacity.
3. Unusual achievement in some extra-curricular field; i.e., music, art, drama, writings, sports, organization leadership, etc.
4. Interesting and varied summertime experience.
5. Intellectual curiosity."

All of which is as much as to say that this college, like all others, aspires to take the cream of the crop no matter where found, in Andover or in high school. If there is one quality more than another which is prized by a director of admissions it is "drive" or "motivation," preferably intellectual, occasionally athletic, rarely "social" in the narrower sense.

It is, however, the sons of the well-heeled Edwardians who are most apt to lack that "drive," who must successfully resist the faculty's attempts to inculate it. All their lives they have known security, economic and social, and there is much that they—and their parents—seem to take for granted, perhaps including the idea that an Andover diploma is of itself the magic key. These boys have in the past entered Ivy League colleges in some number, not only from Andover but from many another independent schools. If Andover graduates, they have established noteworthy records for academic survival, but all too frequently they have not distinguished themselves in competition, academic or extra-curricular, with their classmates from the public schools. Red Buttons, apparently TV's newest comic sensation and a man who came up the hard way, is quoted in NEWSWEEK as saying, "When you come from a poor family, you don't shut any doors."



"...then came the G.I. deluge..."

On the other hand, these neo-Edwardians are precisely those whose socio-economic backgrounds least fit them for adaption to the second- or third-choice colleges where places may be found for them if turned down by the Ivy League. Disappointed by rejection, they move on somewhat sourly to a second-choice college where they are indeed fish out of water—not only because their classmates do not wear white bucks and regimental stripes but also because the academic standards are geared to a less highly selected college population.

Turning to another area of school-college relations, what is there to say of the problem that may face more than a few of the Academy's scholarship boys, who clearly must secure financial aid if they are to continue with their formal education in college? The cost of a college education has mounted steadily. This year at Harvard the minimum budget figure for a scholarship student's academic year, travel excluded, is $1975; Yale and Princeton are no less expensive. It is equally clear that competition for large awards at such colleges today is savage: the boys who get grants of $1000 or more plus board jobs of $500 are by anyone's standards very hot potatoes indeed, chosen in the case of Yale, for example, from close to 2000 candidates

Headmaster's Report:

Mr. Kemper.....

Enrollment

In my first report to the Trustees in the fall of 1948, I stated that we had not filled the school. Despite an unusually large number of applications, thanks to an article about Andover in the Saturday Evening Post, too few of the applicants were qualified to meet our scholastic standards. At that time enrollment in the independent schools was declining all over the country. Since Korea this trend has reversed itself. But Andover seemed to have its own peculiar difficulties in attracting able boys.

Principal among these difficulties was that some number of boys were not having a happy experience in the school. The reason was popularly thought to be that the school was so large and the requirements so difficult that these youngsters and their problems were being lost sight of. Parents of other able boys also believed this and were reluctant to enter them for fear they might fail.

Both the Faculty and Trustees were keenly aware of the situation. Significant and pioneering research was being done by the school physician into the nature and causes of maladjustment among adolescents. Right after the war a faculty committee had made a thorough statistical study of student "mortality" at Andover. I think that most of the faculty felt that the number of boys who were not successfully meeting the demands of the life and work of the school were unreasonably high. That this is no longer so is demonstrated by the figures in the taple given above.

...On Enrollment, Educational Practices, Student Activities

Few of us felt that size or standards were the cause of our mortality. Actually, the school is larger today by forty boarding students than it was five years ago. Its standards have not been lowered.

Many of the faculty did feel that the boys were in a variety of ways under pressures which could and should be alleviated. Little by little changes have been made which have lessened the pressure on the boy. The abolition of the secret societies helped insofar as they tended to set the boys who belonged to them against those who didn't with resulting heartaches and poor performance by the latter group. The change from a four-period to a five-period morning gave most boys an extra study period. Establishing faculty supervision of the dining halls had the unexpected result of making meals more liesurely. The revision of curricular requirements made for less crowded programs. Non-athletic activities have been given increased emphasis in the hope that they will compete with athletics for recognition.

All these things have relieved undesirable stresses. On the other hand, an Andover boy is still pressed to achieve in proportion to his ability. To permit a boy to do less than he is capable of is to do him no kindness, nor will he himself be happy.

Greater Understanding

We have also tried by various means to bring about a greater understanding of the school and its work. In 1948-49 the faculty started the practice of making counsellor's reports to parents twice a year - oftener for boys having difficulties. These reports are comprehensive summaries of the boy's progress, adjustment, strengths and weaknesses, as his housemaster, who naturally knows him intimately, sees him.

In 1949 we reorganized the Admissions Office. A part-time assistant and an extra secretary took over the detail and paper work, thus freeing the Director of Admissions to travel. He interviewed parents and boys in their home cities, called upon elementary school heads, and enlisted the support of the alumni in locating good candidates. The result was more applications and fewer withdrawals after applying for admission.

As part of this program of taking the school to the customers, we published, at some expense, an attractive viewbook of the school which was widely distributed.

The revision of our curriculum requirements in 1950-51, particularly the reduction in the foreign language requirements, enabled more boys to establish the necessary credits for entrance into the Andover class they wished to join.

Finally, we have tried hard to be more hospitable to parents and visitors. We wanted to become better acquainted, to be sure, but we also wanted to be more available to answer questions.

A large school has some real advantages. One of these is that there are almost always a sufficient number of boys of given qualifications to make up a special class for them without increasing the total number of classes and hence the number of teachers. On the other hand, thanks to our generous resources, we could and would increase the teaching staff if it were necessary for this purpose. Hence, with little trouble we can set up special programs for small groups of boys. Thanks also to the high calibre of our teachers, they find it no trick to adapt themselves to a variety of different courses within their fields.

Just as, given a large number, boys can be grouped for varied instruction, so do they group themselves in a social sense by their own interests and activities. No boy at Andover need feel left out or alone because of a lack of like spirits with whom to associate. A school so large does not break up into just two groups of "ins" and "outs." Each such group would still be too large and would break up further into smaller groups. So there are many groups and hence many opportunities for social expression. To be sure, adolescents have insufficient individuality not to feel left out if they are not part of what they consider to be socially respectable activity such as an athletic team, or, in times past, a secret society. And if it is keen, this feeling of being left out can indeed be anguish.

Part of the answer, I personally believe, is to teach the whole school to respect skills other than athletic, and equally. We are therefore trying to play the limelight increasingly on the musicians, artists, writers, dramatists, debators, prize speakers, etc, with, I think, considerable success. Incidentally, the development of respect for such activity is in itself education. If boys learn to respect one another for what each has to offer regardless of what it is, if they learn to seek out the good, even if it be unusual, in each other, they are indeed being educated.

At any rate, we have a grat number and a great variety of boys. They do learn much from each other, for there is much to learn. Adault interest in them as individuals and the constant counseling activity that goes on by teachers, coaches, and housemasters, further both the adjustment and learning process. The Dean, School Ministers, School Physician, and the part-time Clinical Physocologist, reinforce the counsellors in the solution of special problems.

Educational Practices

Phillips Academy is one of the two or three largest schools in the country. It is a heavily endowed school. It is the country's oldest incorporated boarding school. There are boys in school today who are fifth and even sixth generation of their families to come to Andover. Its great age and continuing success bespeak the wisdom and understanding of boys which has developed on Andover Hill. I thing, too, that the school has survived and succeeded because the country needed such a school.

I foresee a continuing need for it. America is blessed with a great and unique system of public schools of which the public high schools are a vital component. So vital are they that this democracy will survive and prosper only as they continue to meet the extraordinary demands made upon them. More than ninety-five percent of our children attend public rather than private schools. Eighty per cent do not not go on from high school to college. For these each high school must, with a small faculty, offer a variety of curricula to complete their education. Yet with the same small faculty it must prepare the smaller group for college. It must, in other words, provide training for the whole range of abilities which it must serve. Small wonder then, if relatively little can be done to stimulate and extend the more gifted youngsters. The good independent school does provide this special attention for some of these. In the process, it can also set an example of what should be done for all them by all schools. Further, it should exploit its independence and its resources to find still better ways to meet their needs for the betterment of secondary education genarally.

James B. Conant makes a strong case for the comprehensive community public high schools. He feels that all boys and girls should go to these schools. The preservation of our classless society depends on their having this common experience.

Andover is not comprehensive, it is entirely college-preparatory. It is not a community but a national school. It is not public, it is indepedent. It selects its students rather than opening its doors to all. It is a tax exempt institution but not tax supported. Its income comes from its endowment and the tuition fees. It is a high school.

I agree with Mr. Conant that our classless society must be preserved and that our public high schools make a tremendous contribution to their aim. I don't believe, however, that Andover's influence is negative. To take a boy from his locality and place him with boys from all over the country is to make him less provincial. To bring a boy to Andover on a scholarship may open a whole new world with a broad range of opportunity he could not otherwise have known. To expose a boy of ability to the competition of many rather than few of like ability is to give him proper perspective. Surely thus broadening a boy's horizons will enhance to the nation's welfare.

The average Andover boy has a high I.Q. Our boys are in the top ten percent intellectually of schoolboys the country over. There is some feeling that we serve too exclusively the intellectually gifted boy. This view holds Andover could also do much for many boys, who though having a lower scholastic aptitude, show promise in terms of character and personality. Whether we place them in the more competetive colleges, even whether they go on to college at all, is of small importance beside the experience of just attending Andover. It is not easy to prove or disprove this contention. But it springs from a conviction strongly and honestly held by thoughtful men devoted to the school. They are entitled to an answer and I hope we can come up with one in the near future.

Reexamination

Four years ago we started a reexamination of our curricular requirements. The study proceded for over a year. We finally decided to reduce the number of required courses. The purpose was twofold: to provide greater latitude in selection of courses to make up a boy's program, and to reduce slightly the course load in the middle years. Required courses in a second foreign language and in the first three years of history were made optional. The second minor course prescibed for the Lower and Upper Middle years was eliminated. A four-year program now calls for 4 years of English, 3 of a foreign language, 3 of mathematics, 1 of a laboratory science, 1 of American History. A boy must take an additional half-time course in each of the last three years. Two of these minor courses must be in the Bible and in the appreciation of art and music. The third is elective.

The increased flexibility makes several things possible. New elective courses in Religion, Art and Music can be offered. More boys can now pursue their study of a foreign language through a fourth year. It is easier for others to emphasize science and math. Hence, though all boys still get a broad training in the liberal arts - the beginnings, as it were, of a general education - the indvidual boy of particular bent can also specialize to a greater extent in the field of his primary interest.

The Art Department has advocated the adoption of a course in the practical arts, as well as the fine arts. Such a course, or courses, would offer the opportunity for creative work in wood, metals, ceramics, or in stage design, or (etc.). Given the facilities, such course work could be an extension of the present courses. To do such work adequately would require the consolidation in one area of our printing, woodworking, and machine shops. We have long had plans drawn up for a practical arts wing to the Addison Gallery.

Another problem of the curriculum which I feel we have not fully solved is the proper designing of the program for juniors and lower middlers. Boys of 14 and 15 have not the capabilities of boys 16 and 17. For the teacher deeply steeped in his field, the older boys are more fun to teach. They are mature enough to handle abstract ideas, hence a much wider range of subject matter.

The younger boys, on the other hand, require great patience and attention to detail. We train them well, I think in a disciplinary sense, but intellectually they are not as interested and stimulated. The solution so far has seemed to me to be to find men who would be challenged by the work with this age group and to hope they would find ways to combine the mastery of fundamentals with the development of a real motivation to learn.

I have sometimes thought that the solution lies in the more drastic step of reorganizing our educational system. If there be a significant change in a boy's capabilities that takes place as he becomes sixteen and is finishing his tenth year of schooling, it might be sensible to recognize this natural dividing line by making one type of school responsible for his training before and another type after. The first might start with the seventh or eighth grade and run through the tenth. The second would encompass the type of work called "general education" and presently done, partially by the good high school and partially by the college in the eleventh through fourteenth years. I shall not elaborate here, rather my purpose is simply to suggest a solution, without defending it, that I think will be more frequently proposed in years to come. For the present, we are exploring the possibilities of better integration by joint effort with schools and colleges within our present organizational framework.

Modifying the curricular requirements as we did proved only a first step. I've pointed out that we might well devote further study to the younger boy. We did recognize

(Continued on Page Ten)

(Continued from Page Six)

from all over the country. What of the full scholarship boy who entered Andover as a Junior, who has spent four years in what might be called the "Big Three culture pattern," and who as a senior turns out to be only a rather tepid potato: with a class rank in the second quarter, a lukewarm personality, and no significant achievement on the playing field or in other activities? He will not find waiting for him at Harvard or Princeton or Yale the kind of money that he needs. Can we find a way to help this thoroughly worthwhile if rather undistinguished boy to adjust in all possible ways to acceptance of the state university or the local city college? A difficult business, especially if we consider his state of mind as a freshman in a college where the general approach in liberal arts is hardly above the Andover Upper Middle level. On the other hand, most of these institutions have courses of study, often specialized, of real value to a boy who means business and is not hamstrung by sociological prejudice.

Perhaps for him the most hopeful possibility lies in the general adoption of the proposals of the so-called "Twelve-College Plan", more formally known as "The School and College Study of Admission with Advanced Standing," now about to embark on its first year of experimental operation. This study was initiated by President Gordon K. Chalmers of Kenyon College and involves for the present the following institutions: Bowdoin College, Brown University, Careton College, Haverford College, Kenyon College, Massachusetts Instiute of Technology, Middlebury College, Oberlin College, Swathmore College, Wabash College, Wesleyan University, Williams College. Its purpose is "to stimulate and encourage more intensive, advanced teaching in strong secondary schools." Twenty-seven schools, public and private, Andover included, are associated with the study. Space does not here permit a detailed description of the plan. It does, however, embrace significant subject-content examinations to be taken by the able and well taught secondary school student which will afford him, if successful, the opportunity for degree credit and advanced placement as a freshman. It would appear that some colleges at present have little idea of what the latter is and what it means to the average Andover graduate. The plan has within it, moreover, the seed of growth which may extend to many more colleges and many more schools.

Finally, to round out the picture of today and to suggest the continuing trend in the future, we may look at the increased and already wide distribution of Andover graduates among the nation's colleges. During the five years 1929-33 the school's senior class averaged 183 in number; annually they matriculated, on the average, in 24.5 colleges. During the last five years, 1949-53, the class has averaged 218 in number and they have matriculated on the average at 40 colleges, with a range from 36-43.

For the years 1920 through 1942 eight colleges—Yale, Harvard, Princeton, M.I.T., Darthmouth, Amherst, Williams, Brown, in that order—accounted for 85% of Andover college matriculations. For the last five years the same group has accounted for only 73% of the total, but not all have maintained their places or the same ranks in "Andover's Top Eight," which over the last five years have, in order, been Yale (293), Harvard (212), Princeton (133), Cornell (47), Darthmouth (46), Brown (39), Williams (32), and M.I.T. (28).

This an era of changing patterns, quite as much in the world of school and college as in that of the atom, though mercifully the changes are not wrought so rapidly. More changes lie ahead, a challenge to Andover's best thinking. They will call for still better counseling, including even more vocational guidance, and for increased flexibility, not only in the curricula of school and college, but in the thought-patterns of the Andover student and his parents. More than anything else they will demand the greatest possible development of a boy's maturity and his sense of worthwhile purpose.

Editorial Comment:

In Defense Of Our "Silent Generation"

By Bob Semple

President Nathan Pusey of Harvard stated recently in *Time* magazine that "The American college must recognize . . . that . . .it is not our task to produce "safe" men, in whom our safety can never in any case lie, but to keep alive in young people the desire to seek the trúth".

With Pusey's statement almost everyone can agree, but the ultimate and necessary test question is whether or not present-day students, subjected now to the constant effort of secondary schools and colleges to improve their "learning environment," are in themselves better persons individually and a better generation, collectively.

Our generation has been accused of being the "silent" generation, evidently because we supposedly have nothing to offer, we are not creative, and we do not make any noise. We are attacked as living in a generation of time-saving gadgets and slogans. Stewart Hagerty has said that "his generation is . . . on the defensive . . . there is little sympathy for the original."

This is, quite clearly, a noticeably wide-spread trend of thought, most prominent among those intellectual, hard-thinking products of the 1910's and 1920's which see in the present-day clan a capsule regime, a world of the short-cut and the test tube. With this feeling we cannot agree. This *is* a silent generation because it is a thinking generation. It is a group of young people who have, in general, been tempered by (1) what remained of a Great Depression, and (2) the Second Great War. The creative spirit which many insist is lacking in the student of today is actually there. By this we do not mean that it is there in latent form, for too often to say that something is "latent" within someone is to say that you really don't know whether or not it is there. But creative spirit is imbedded within the student of 1954; it is not noticeable because (1) the student has little time in which to display whatever talent he might have; his life, which has been accurately described in part as "lurching from crisis to crisis", affords him small opportunity to turn out the essay or thesis on which much of his creative spirit will be based; and (2) the student himself does not choose to display his own work with a brashness and bravado which characterized the whole "creative" spirit of the generation before us. He is more content to quietly analyze and dissect his own peculiar merits and the plus and minuses of his own efforts and unpretentiously submit them for approval. Thus we are, by comparison, a silent generation, and as such we seem to suffer. But where as some think this silence to be a sullen stare at creativeness, in reality the silence is quiet consideration of what is good and what is bad; it is a formulation of a new spirit.

The new spirit infects, primarily, three directions and channels of undergraduate endeavor: (1) extra-curricular activities (2) studies (3) attitudes towards life and responsibility in general. It has altered considerably his viewpoint towards each of these phases of life at school.

First, the student of today has shed the cloak of Dink Stover and has proceeded to formulate for himself a cold policy of self-discipline in regard to outside activities. Instead of spending half his time in unhurried conversation, the average college and prep-school student wants very much to do many things: to sing in the Glee Club, to edit the yearbook, to compete vigorously in school athletics. A personal interest in himself and his school has forced him to take repeated examinations of his own position of importance in school life, and it has instilled each student a sense of insecurity which distinguishes him from the student of the '20's and relentlessly drives him to bigger things.

Well then, the critics might admit, today's student *is* a little more realistic towards his extra-curricular endeavors. But they say that they deplore the fact that he has lost the bouyant spirit of the previous generation. How can we explain this?

To this question one can only say this: today's student has a spirit which is unquestionably deeper and far less superficial than the rah-rah, stunt-provoked enthusiasm of some thirty years before. Today's undergraduate does not lavish the same great enthusiasm upon athletics and childish pranks, because his spirit is essentially truer. There are many who by their actions, trend to refute this statement, especially at Andover. But in general one can see a change; not from a hysterically riotous generation to one of apathetic, dull fixtures, but an alteration in a sense of responsibility. The undergraduates purpose is not to spend his time conceiving stunts, but, with subtlety and restraint to contribute his share and even more to the school or college community.

The student today is more willing to take the giant step forward towards academic success. Gone is the era of the "gentleman's 70"; vanished are decades of "safe" men who were content to gain what was handed to them, who looked no further than their academic blinders permitted them to. "Spiritwise," the last generation was, granted, a riotously funny one. Academically, only the farsighted among them were able to gain more than the "gentleman's 70" would let them. The critic who calls this generation "silent" might defend himself by saying that the present group of students is "lost" creatively, in comparison with preceding graduates. More poets, authors, and musicians of higher stature emerged from the educational system of three decades ago, the critic tells us.

Perhaps. But where that last generation might have excelled in regard to individual flashes of creative brilliance, today's mass of undergraduates is, on the whole, brighter, sharper, and quicker to react in situations of adversity. A general acquiring of knowledge has taken the place of a situation in which many people got 70's, few acquired knowledge.

Towards life in general, today's student at college and preparatory school is more sure than unsure, more conservative than radical, and more capable of showing the way to a free world. His faith is not the dogma of starry-eyed optimism; it is, rather, a trust in the esentials of religion and realization of what these essentials mean to him and the world. He is more conservative in that he is quieter, and insofar as he will not jump to conclusions when presented merely with theories or lists of facts. Finally, he is more capable of helping this world back to universal freedom because he is essentially a leader. He has had the qualities of leadership forced on him by the necessities which emerge from war competition and change and soon he will be able to use them.

Does the Andover man get in here, or is this transition in spirit limited to the college student alone?

He does, simply because at Andover we begin to get the first effects of the change which has taken place. We are are inculcated in the habit of questioning and the habit of always growing intellectually and imaginatively; we are asked that when we have forgotten the "facts", certain values will remain with us which will influence us in one way or another in the future. All these things come to us here. Sometimes we flagrantly violate the freedom which is given us, sometimes we almost seem to destroy it. But nevertheless here we receive a start; here we learn that education and its vast world is wide open to us. From it we can pick and choose, and with our choices we can aid ourselves and continue to uphold the precedent in the spirit of life which has been set by our generation.

Andover Education

For Some, An Understanding

by P. T. Taylor

Much has been written and said about Phillips Academy, or Andover, since its founding more than a century and a half ago. Out of this mass of fact and rumor has emerged one dominant idea, which, to many minds, has become the very essence of the school. In simple terms, Andover has come to represent the superlative in every aspect of secondary schooling.

Whether the school is deserving of this reputation, or whether it is not, is a question with which many Andover educators and students have wrestled. Some claim there is no cut and dried answer. They are mistaken. For in denying an answer to this question they are denying that Andover has any tangible pualities whatsoever. We must answer this question. Then and only then will we understand what if any place an Andover education has in our lives.

* * *

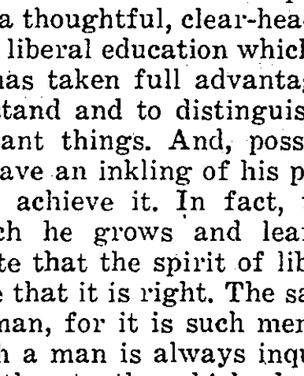
The answer lies in the Andover students, individually and collectively. As a group Andover lower classmen are

sadly confused young men. Most of them do not know why they came to Andover instead of a public school (beyond the material aim of getting into college), nor do these know what they will do after they leave. In such a state it is not surprising that all they do is Learn stark, bare facts, dates, formulas, sentence structure, and the like. They are crammed with knowledge, sometimes forcibly. And this is all that we should expect of them; for in these formative years they are laying the foundation stones of their entire future educational programs, both at Andover and later at college and graduate. Not more so much facts and dates, but more the introductions to literature, science, history, basic mathematics and the rudiments of self-expression and composition are important. Important not as much for themselves but as vital foundations on which to place one's liberal education. In this sense, Andover gives its students opportunities far greater than they could find elsewhere.

* * *

It is a shame, though, that many of them never *stop* laying the foundation. Throughout their stay in Andover they grow steadily sounder in fundementals. They learn; in the Andover environment they cannot help doing so. But it is a superficial education. Oftimes they are putting their trust in inconsequential trivialities and petty aims. Their lives are resting on superficial and outward

"The giant step forward"



Their lives are resting on superficial and outwar
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The cause is immaterial, the result is not.

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best achieve it. In fact, there are hundreds
which he grows and learns. Judge Learned
wrote that the spirit of liberty is the spirit th
sure that it is right. The same applies to a liber
ed man, for it is such men who will preserve
Such a man is always inquiring and questioni
of the truth which he
knows he may never find.

* * *

To those students at An-
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the path toward a liberal
education the school has
meant something. It has
meant something to them
far above merely teaching
them to make the almighty
education, the school has
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mation in every student it
would be nothing short of
a miracle. But it cannot. There will always b
lards who coast through the school on the "
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trust in consequentials which are so liable to
any moment.

For the others, however, who come to unde
lives at Andover the school has been an expe
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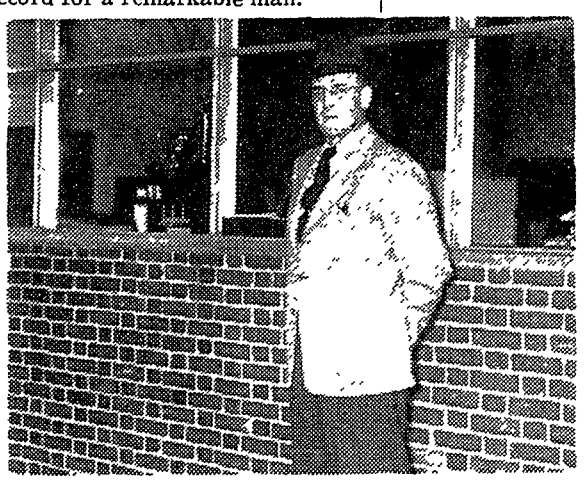
room has to offer. No school can do everything
But the fact that Andover does something for
it what it is.

A Personal Sketch Of

Montville E. Peck

By PETE MOHR

Anniversaries of any sort are usually highlighted by remembrances of one kind or another. Since the *Phillipian* has been very dependent upon athletic events for a major portion of its news, certainly a glance must be taken at P.A. athletics since the first publishing of Andover's student's weekly. Obviously a review of over seventy-five years of sports history is a virtual impossibility. What then is the next alternative? A single event? Hardly. Who then could tell you how things were "way back when"? The answer to the last query is fairly simple: Montville Ellsworth Peck, better known to thousands of P.A. students and grads as M. Peck. Forty-two years ago an era in Phillips Academy Athletics was ushered in when Monty Peck first came to Andover Hill. Forty-two years. That in itself is a remarkable record for a remarkable man.



Monty Peck first opened the door to the athletic world at Pittsfield, where he was both a half-miler and a miler on the school's cinder team. While in high school, Monty Peck became affiliated with the Pittsfield Y.M.C.A., and after graduation from high school, he became the Assistant Physical Director at the Y. Monty Peck left Pittsfield in the fall of 1912 to make his start in Andover athletics, a start which was to result in the athletic directorship of the nation's oldest Prep school. Using his previous experience in gym instruction, he entered Phillips Academy as a student instructor in gymnastics. Borden Gym had just finished its first decade of service . . . there was no basketball . . . the swimming pool had just been acquired . . . The winter track team consisted simply of a relay team which competed against Exeter in a special relay in the B.A.A. meet . . . and the wrestlers worked out in the spacious quarters of what is now Trainer John Bronk's domain. Mr. Peck had never heard of Exeter, but he was soon enlightened when, during his first fall at Andover, the football team vanquished the Exonians for the eighth consecutive time. With such low participation at varsity levels, the average P.A. student's athletic activity consisted of a daily gym class. Monty Peck was naturally a member of the gym team, and in 1914 he captained the group. Receiving his diploma in 1915, he elected to continue his Andover ties as a gym instructor.

World War I became a grim reality and athletics in general hit a new low. Almost every student participated in a program of military training, and Monty Peck was Captain Adjutant of the Andover regiment.

DIFFICULTY

A slight smile spread over his face when asked to recall any incidents which he especially remembered. "I've seen too many teams so many great athletes . . . Andover-Exeter games . . . and don't forget, forty-two years is a lot to remember." Dr. P.S. Page was athletic director when Mr. Peck first arrived, and Mr. Ray Sheppard replaced Dr. Page. Mr. Peck became an Associate in Physical Education, and following Mr. Sheppard's retirement, he was to take an even greater part in the actual administration of the athletic department. Mr. Ed. Shea was Ray Sheppard's successor, and when he stepped out to complete his doctor's degree, Monty Peck took over as acting athletic director in 1951.

"GREATEST EVENT"

Shortly before Mr. Peck assumed his new position, a new milestone was begun in Andover athletics. Construction was started upon the alumni-financed Memorial Gymnasium. Mr. Peck's proud Boast is that he personally supervised the laying of every brick and pipe in the mammoth construction operation. It must have been excellent supervision, because the results of two years work was a gymnasium complete with every modern facility available, a gym which undoubtedly stand with the best athletic plants in the country. On Fe-

Continued on page 11

Through The Years

P. A. Boasts 37-30 Record Over Reds In A-E Football Rivalry

Ever since the game of American football evolved from nineteenth-century English soccer and rugby, it has been growing in stature as the country's favorite amateur sport. At the same time that the nation's colleges added it to their athletic curricula, the secondary schools also picked it up on a lesser scale.

Thus it was inevitable that Andover, as America's oldest prep school, should annex the game, for better or for worse. The part played by football in Andover tradition has proven that the addition, uncertain as it was at the time, was for the better.

During Andover's 99th year, 1877, a long forgotten individual with some attachment to PA brought up the possibility of a football "match" between Andover and its little brother, Phillips Exeter. So it was that in the same year the two schools came to grips in a game which was to evolve into a perennial rivalry, and one day to have tagged on it the name "Grand-daddy of Prep School Football," in the inimitable sports-writers' slang of the period.

The 1877 game seems disappointing, in retrospect, compared with the proportions of the tradition it founded. The teams battled to a 0-0 tie. The initial Andover-Exeter clash went unpublicized except by word of mouth, due to the absence of a regular publication on the Hill. The next year, however, a six-page *Phillipian* was issued after a lapse of 21 years, thereby giving the second annual A-E game sports coverage, such as it was. The game, played in the era of five-point touchdowns, came out 22-0 for Andover. *The Phillipian* printed no actual account of the game, but merely this bulletin from Exeter:

"The foot-ball eleven returned from Andover in good spirits, sorry of course that they had been defeated, yet with a high appreciation of the entertainment they had received from the Andover eleven. A return game is very much desired."

The reporter went on to describe the celebration of Andover's victory, which consisted of various speeches at the homes of several teachers.

PA went on that year to an eleven-touchdown victory over Tufts' freshmen. Below the story the enthusiastic sports editor even ran this account:

"FOOT-BALL"

"Casualties: Brown, wounded in leg. Blodgett, back; Chickering, hip; Patton, collar-bone; Parrot, internal injuries; Parsens, heel; Vosburg, finger fractured; Crocker; back." Before the ink was even dry on this grisly list, the writer blithely sailed into this cheery account in the next paragraph:

"Every student in an academy like this should be interested in athletic sports."

The annual football game between the two Phillips Academies continued. After a few peaceful years, quarreling broke out concerning the amateur status of certain Exeter players. After Exeter won by 26-10 in 1893, the game was suspended indefinitely, due to, the *Phillipian* claimed, the "unamateur makeup of her (Exeter's) teams of the past few years." When the game was restored in 1896, the Blue dumped the Red by 28-0. They were to repeat this performance, score and all, with the advent of the six-point touchdown and one-point kick-after-touchdown in 1905. Prior to that time, the most memorable game had been the first of the twentieth century, when the Exonians spoiled a Blue record of 6-1-2 for the 1900 season by winning, 10-0. Andover boasted a tie with Holy Cross's varsity that year.

The 1905 win was the beginning of an eight-year reign of terror by Andover. They took the 1906 contest, 6-0, and went on to six more consecutive wins, by scores of 9-6, 12-0, 3-0, 23-5, and, finally, 7-0 in 1912. The following year, Exeter stopped the streak with a crash that could be heard all the way back to Massachusetts. Their 59-0 win in 1913 started a ball rolling which plowed under five more PA teams by gradually declining scores before being stopped. The 1914 game was a nightmare for the Blue, as the New Hampshireans ran the count up to 78-7, a record score, before it was over Then followed defeats by 37-7, 6-0, 3-0, and 26-7, the last one spoiling an unbeaten season for Andover, in which they had previously outscored opponents by 116-7.

By the end of that trying period, Exeter had run up a six-game composite score of 209-21, a performance as yet unequalled by any period like it.

But the fates smiled on the Blue at last. In 1919, after only a mediocre 3-3 season, PA blanked the Red, 19-0. Chirped the *Phillipian*: "The afternoon of Saturday, November the fifteenth, nineteen hundred and nineteen, will be long remembered by Andover's song as one of the finest annals of her history."

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Two P. A. Athletes Credited With Invention Of Forward Pass In 1906; Accident During Workout Revolutionizes Offensive Football

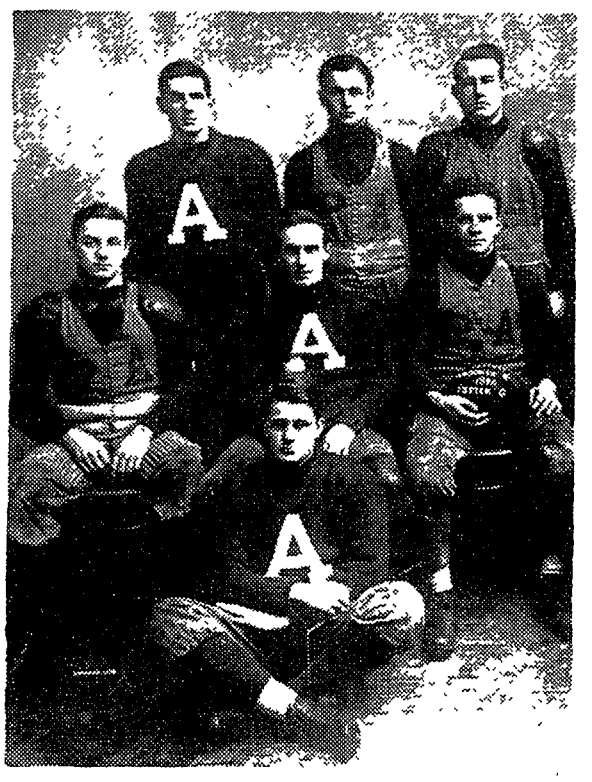
Back in 1906 President Theodore Roosevelt, a pretty rough individual in his own right, took time out for warfare against corporations to pass judgement on a collegiate sport which was rapidly taking hold of the sportsworld. "Football," advised "Teddy", with an eye cast on the swiftly mounting tolls of injuries from it, "Must be made safer." However, Andover headmaster Dr. Alfred Stearns had not followed the actions of several institutions in banning the sport, and the 1906 squad, under the tutelage of Dr. J.C. O'Connor, was in the midst of compiling a 6-2-2 record for that fall. Perenially there are "hackers" on any squad, and two of O'Connor's young men were destined, even though accidently, perhaps not to make the game "safer", but to provide relief from the mauling "flying wedge" type offense.

The ambitious athletes were John Kilpatrick and Upton Favorite. John, along with powerful fullback and captain Fred Daly, was the Senior representative in the P.A. backfield, while Favorite and the Andover signal-caller were both Uppers. Since his days on the Hill, "Kil", as he was known to his classmates, has climbed up the sports ladder considerably, and now is General John Kilpatrick, President of Madison Square Garden. Recently, following the death of Gus Dorais, the story that Gus and the immortal Knute Rockne had given the forward pass its birth during "The Rock's" hayday at Notre Dame made the rounds; and, of course, many a lively debate was touched off on the subject. Associated Press sportswriter Bob Hoobing dug up still another claim as to the origin of what is now considered the most dangerous offensive threat in modern football; and that claim was put in by General John Kilpatrick.

AN ACCIDENT

Halfbacks Kilpatrick and Favorite Were going through the routine drill of etching punts, when they made the great discovery. "In throwing back punts," related the general, "we had always flipped the ball end over end or sailed it underhand, but one day Favorite threw overhand. We noticed the spiral motion of the ball and decided to learn how to throw that way. But we never thought of using it in a game." Other schools had given room to such an earth shaking thought, and St. Louis is credited to have thrown a 50-yard scoring pass against Kansas. Frank Menke's Encyclopedia of Sports reports Wesleyan as having heaved the first aerial against Yale and the Elis-and almost every other team—have been plagued by it ever since. Yale tried the secret weapon against John Harvard's boys, but the New England version was an underhand lob directed toward a mass of would-be receivers who gave the impression that they were on a basketball floor instead of a gridiron.

Kilpatrick became one of O'Connor's key men that year, and starred in Andover's 6-0 victory over Exeter, which *Pot Pourri* described as "one of the most exciting games, as the Crimson went down to defeat to the tune of Andover Rah." "Kil's" athletic career didn't end in the fall. A member of the track team for three years, he captained the team the following spring, and his twenty-one points in the Harvard Interscholastics still stands as one of the most outstanding performances established by an Andover trackman. A Class President, President of Philo, and President of the School (in the days when each class



KILPATRICK *(front)*, FAVORITE *(seated l.)*

was divided into sections determined by the course of study a student selected), John Kilpatrick was "expected to do much at Yale" by the *Pot Pourri*.

The Andover grad moved on down to New Haven in September, and promptly became a member of the freshman backfield. Against Princeton he finally put his moth-balled idea into operation. A pass out of bounds had the same effect as today's "coffin corner" kick, and when in Tiger country, Kilpatrick had done just that. "Late in the game we worked out a play on the field on a fourth down situation on Princeton's 35. It was a fake placement with Tony Haines going downfield. "The ball went to Hopkins", recalled General Kilpatrick, "who held for kicks, and he flipped it back to me. I threw our spiral pass to Haines who was all alone. No one covered him because they didn't dream of what was coming—they hadn't seen the pass before." Thus Kilpatrick had converted a year old idea into a victory for the Bullpups; but

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Kemper Continues. . .

"Student leaders - less apt to assume responsibility"

that more might be done for the older boy. We were urged by the Alumni Educational Policy Committee to launch a pilot program for selected boys to test experimentally various curricular ideas. However, we saw that if we attempted too much we would encroach on the colleges. Most colleges set fairly definite requirements which the schoolboy must meet for admission. We were limited to offering courses to meet these requirements until the colleges consented to considering applicants with other training. Or, if after meeting the minimum college admissions requirements, a boy had done advanced work of college calibre, we must persuade the colleges to give credit for such work. Actually we were sending many boys to college so well trained that they found many of their Freshman and some of their Sophomore courses repetitious of work they had already done in school. Finally, we knew that we had the capacity to teach - and the boys to absorb - some of the new General Education type courses being increasingly deveoped and required for Freshman and Sophomores in many colleges.

For Transition

These considerations prompted me to seek the collaboration of Harvard, Yale, Princeton, Exeter, and Lawrenceville and financial assistance from the Ford Fund for the Advancement of Education. Generous help from both institutions and fund was immediately forthcoming and in due course. *The School and College Study of General Education* was published. The report has been warmly received and I feel now that we are well on the way to a solution of a vexing educational problem: a smoother transition of the able boy from school to college. Of even greater long range significance is the real possibility that solving this problem will tend to raise the standards of secondary education throughout the country. It is one approach to the better motivating of good students to get the most out of their school and college years.

The school and College Study has had an immediate effect at Andover. We have inaugurated in the mordern languages and in Mathematics special courses which cover either two year's work in one, or three year's work in two. Boys selected or permitted to take these courses have so far had little difficulty maintaining the faster pace. Boys accelerating by this means in mathematics are enabled to complete the Calculus before going to college and are thus one course ahead on the usual engineering or scientific program. Boys proceeding at the more rapid pace in languages are likely to gain a real facility in their use by the end of their school years.

We have always offered advanced or honor courses in History and English and several colleges have long recognized this work by advanced placement in these fields in college of the students concerned. Our science departments are studying the posibilities of offering more advanced work and of getting such work recognized by the colleges.

Student Activities

A great deal of time and thought of a boarding school faculty is expended on extra-curricular activities. Of these, the athletic program is perhaps the most demanding. Certainly I have felt compelled to give much thought to it.

Andover has long had a splendid tradition of athletics and a remarkable record in competition. Our varsity athletes and teams are well-coached and perform well. I am too typically a home team rooter to take other than pride and satisfaction in this, but I believe, too, that participation in sports has real value for the boy. Teamwork, sportsmanship, physical development, learning how to win or how to lose are all of a sound disciplinary nature in the broad sense. Psychologically the sense of accomplishment either of athlete or spectator is wholesome. I do not think we over-emphasize varsity athletics. Our coaches are too intellegent and too much concerned for the physical and moral welfare of their boys for that.

I do think we must expend greater effort on our intramural teams. Now that we approach a sufficiency of coaches and facilities this becomes essentially a problem of proper organization, and I think we will soon have it licked.

The third element of a properly conceived athletic program is physical education. This is a broad term covering many activities. My concern is with the teaching of physical skills and the promotion of physical development for those boys who lack them. Every boy ought to know how to swim, to throw a baseball, or to grasp the right end of a tennis racket. It is surprising how many don't. Here again the problem of organization is the primary one, but we have not made as much progress as I have wished.

The new gymnasium is a wonderful asset. So is the hockey rink. I wonder how we ever got through the Winter Term without them.

A proper athletic equipment policy is being developed. In due course we hope to provide all boys with minimum protective equipment. Heretofore non-varsity players have had to buy their own. But athletic equipment is expensive and the care and issue of it it is an administrative headache. We are feeling our way slowly.

I have mentioned in the preceding section the importance of non-athletic activity. The departments are taking an increasing interest in developing participation in those activities which further their classroom purposes. The annual Shakespeare Play, foreign language clubs, the science club, debating and musical organizations are illustrations.

I've been much interested in our publications, the Phillips Society, and Student Government in their role as service organizations. They do render useful service to the community and their members learn something of every citizen's obligation to serve unselfishly. In their publications the boys record much that might otherwise be lost. The Phillips Society does an important job of extending the school's hospitality to newcomers and visitors. Student Government makes use of orderly parliamentary means to channel student opinion effectively. This group of activities, of course, does other things, too. Sometimes they fail in what they are trying to do. Their leadership is sometimes weak. Yet they accomplish a lot each year, and I feel they can do still more of benefit both to the school and to themselves.

I'd like to comment a bit further on student government for it is not yet a well understood institution. The details of its organization are unimportant except to say that it consists of representatives chosen by dormitories. They in turn elect officers, and I would say this system of indirect election has brought to the top Student Congress Presidents of excellent calibre. Direct election by a class of its officers often singles out quite a different type and sometimes less in terms of real leadership.

Responsibility

Even so, student leaders chosen by their contemporaries are probably less apt to assume unpleasant responsibility at the risk of unpopularity than prefects appointed by a headmaster.Hence student government at Andover does not govern nor share significantly in the process. The Faculty is understandably reluctant to delegate such responsibility so long as it is unsure that it will be conscientiously assumed by the boys. This keeps the boys in a constant dilemma, but a healthy one that teaches them a good deal about the difficulties of democratic government. They can not win privileges for their constituents and hence popularity unless they will also undertake the unpopular duty of policing to maintain certain standards of conduct upon which the Faculty rightfully insists. The trick is to devise a method of control by boys over boys that does not involve one reporting infractions of another. This isn't easy, but we are slowly learning. Meanwhile the system is inefficient and both faculty and student body on occasion burst with impatience. On the other hand, the organization does provide for communication between the two groups as groups. The boys have the machinery to discover quickly, organize and present student opinion. I have the opportunity to explain Faculty points of view to a representative group so that it can relay them to the whole school. Often this is a better way than to lecture from the platform. It provides an opportunity for give and take which always reduces friction.

All extra-curricular activity, including the many hobby activities which I have not mentioned, provides for the relaxation of the boys. In addition, we have Saturday night movies, the grill, and the Commons rooms. The grill has been a financial liability, due largely to management difficulties, but the situation is improving.

Commons rooms, i.e., lounge rooms with card tables, pool and billiard tables, and ping pong, are provided. The Riley Room for Uppers and Peabody Hall's second floor for Lowers are adequate, as are the rooms for the Juniors in their dormitories. Senior House, a former Society house, is neither well designed nor large enough for the Seniors. Its principal attraction is its television set. What to provide instead for the Seniors is a problem.

In their day the Societies provided for the relaxation time of their members. Unfortunately, they also tended to set their members apart from the rest of the boys. Today, there is marked unity within the Upper and Senior Classes which veteran faculty observers feel came with the abolition of the societies. The conversion of the society houses to other purposes has been successful in varied degree. Graham House has been most useful as the headquarters of the Phillips Society. Benner House lends itself well to its function as grill and snack bar. Cooley House is being used increasingly by Philo and for parent and alumni teas. It is not needed for visiting teams as we once thought, but it is better located for entertaining other guests than is Alumni House. The latter is, however, used, though not at all fully, to entertain. Senior House I have commented upon, but I might add my hope that it become eventually a Faculty residence, if we can find other space for a Senior Commons Room. Anderson, Davidson and Tilton Houses are already faculty homes.

I should be remiss if I did not add here one more comment; indeed, it might well have been mentioned first. One of the opportunities of the independent school is the inculcation fo spiritual values - in the words of Samuel Phillips, "the promotion of true piety and virtue." We have not been remiss in effort to direct the minds and hearts of the boys toward the development of conviction and faith. The Andover graduate, as I see him, is doing a good job of service to his God and to his fellow man. Mine is a fervant hope that as the boys of my time at Andover become men, they will merit, the same comment.

Philo

(Continued from Page Five)

it needed in last year's Spring Term. A new constitution was written, and what now seems to be a successful attempt was and still is being made to raise the Society to its previous importance in school affairs.

THE CONSTITUTION

The first constitution of Philo was introduced by an impressive preamble which stated the purpose of the Society. The body of the paper was a simple statement concerning itself with administrative affairs. As the years passed, the preamble became a mere summary of the original, and the body of the constitution grew. The constitution of 1856, opening with the abbreviated preamble, is an example of the detailed constiutions which formed the basis of Philo in its prime. The document explains the duties of the officers, procedure at meetings, and general policy. The body of the paper is followed by detailed by-laws.

The last constitution, in 1901, served the Society for 51 years and in the latter part of this period was either ignored or overlooked.

It was evident near the end of 1951 that Philo needed an overhauling. The officers of last year's organization made some improvement, but did not make sufficient headway to effect a complete rejuvanation of the Society.

A group from the class of '53 realized the extreme seriousness of the situation, effective "revolution," they elected the present officers. The newly elected officers and the leaders of a group of prestige-for-Philo crusaders met and drew up a constitution.

The constiution is introduced by both the original preamble and its abbreviated successor. The present document is essentially the same as the old except for one radical change—a nominations committee. This committee meets in order to nominate candidates for officership. The clause was put into the constitution in order to avoid the riotous elections of past years.

There have been a few minor arguments against the committee and new suggestions have been presented to the president for approval. But the majority of the present members feels that the new system is necessary, at least until the time comes when Philo is again a strong organization.

The rules for attendance have been stiffened in order that the members be boys who are sincerely interested in debating.

THE "NEW" PHILO

The 1953-54 Philomathean Society resembles the society of old. The primary reason for its present popularity is its "new" appearance. The realization that Philo is an organization that can gain concrete benefits for its members and is not a playground for talkative students has helped the society back on its feet probably more than any one thing.

Foward Pass

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the spiral pass era was still a couple of years off and Kilpatrick remembers that most squads still stuck to the old fashioned underhand lob.

ALL AMERICAN

The backfield became old fashioned, too, for Kilpatrick, and he soon made the conversion to end. It must have been the right decision for in both 1909 and 1910, John Reed Kilpatrick was selected as a first team end on Walter Camp's All-America, which in those times was IT. During the 1910 campaign, which introduced the first major bombardment of forward passes, Kilpatrick snagged one for six points against Harvard; and it went without saying that the forward pass was certain to be developed into the games newest and most powerful threat.

Accidents have provided some of the most important changes, not only in sports, but in history as well. And on a fall day in 1906 at Andover, John Kilpatrick and his "accident" may have made the game of football.

"Monty" Peck

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bruary 6 of last year before a packed house awaiting the tip-off of the Andover-Yale '56 basketball game, Mr. Abbot Stevens presented Mr. Peck with a silver key to the new gym. "This," says Mr. Peck, "was the greatest moment of my life; and looking back over the years, I don't see how we ever managed without the new gym."

DEAN OF THE HILL

"How does it feel to have been at Andover longer than anybody else?" Monty Peck grinned and cracked, "I feel just like a young fellow. You know, working with boys keeps a fellow young." Once again he cast a glance into the past and recalled the Exeter game of 1919 which ended a seven years dominance by the Red and Gray, the Jim Ryley soccer teams, and last year's memorable 59-0 smashing of the Exonians. "Its all so much to remember," he remarked. And it was all we could do but nod in more than complete agreement

RETIREMENT

Monty Peck has made innumerable contacts throughout his years at Andover, but he cites that this has its disadvantages. "Why I couldn't possibly get away with anything now!" he joked.

In June of 1955 Monty Peck plans to retire, ending forty-three years of connection with Phillips Academy. Thoughtfully drawing on his pipe, Mr. Peck leaned back and mused, "It all seems just like a dream. Rememberances are just like a dream. All the years sure pile up." May the next forty-tree years pile up just as successfully as the last.

Congress Grows In Importance And Value

(Continued from Page Two)

onand Forum Debating Societies, one from each of the musical clubs, and the captains of the football, baseball, and track teams.

During both of these periods, however, the objects of the council were far from being fulfilled, due in a great measure to the lack of interest on the part of its members. As a result of this fact, Dr. Stearns, in 1923, chose a committee to look into the matter. This group proceeded to draw up a new constitution, which altered the size of the Council and placed the power of student government in the hands of the Senior class. The membership included seven Seniors and the principal of the Academy. This setup was to remain unchanged until 1942. One of the chief functions of this body was to supervise the various school organizations, such as the Advisory Board, school publications, Open Door, and the Society of Inquiry. It did not control these organizations, but merely acted in an advisory capacity.

The duties of these early student councils, however, were not sharply defined. The principal purpose, as set down in those documents, seems to imply that the council was to serve as a spreader of good will and justice among the boys. The constitutions lacked any punch, and there was no implication of an aggressive organization which might serve as a voice of the student body before the faculty in order to express its various needs and desires. It was not until 1942 until something was done to remedy the situation.

The members of the class of 1943 felt that something should be done. Accordingly they appointed a committee which drew up a revised constitution which stated, "It shall be the duty of the Student Council to set a high example to the student body, to be vitally interested in the welfare of the school, to act on behalf of the students in school affairs, and to create a more intimate relationship between the faculty and students." Although the membership was not altered in any way, the Council then began to serve in the capacity in which we now recognize the Student Congress. The students began to bring their individual difficulties before the Council, which in turn presented the issues before the faculty if they thought them sufficiently important.

Then, in 1949, came a complete change in the form of the student government system at P.A. The government was then divided into two groups, the Student Council and the Student Congress. The first organization, composed of seven Seniors, four Uppers, two Lowers, the president of the Student Congress, and the editor-in-chief of *The Phillipian*, retained its former purpose and duties. The latter was to be a body composed of representatives from the individual dormitories or groups of dormitories. The Congress could carry out such functions as were approved by the Council, it could make recommendations to the Council, and had the right to veto any act of discipline by the Student Council.

At the time when this new constitution was instituted, the Student Council was the dominating body. The Council was to integrate the Student Congress into the affairs of the school. The Congress was to be a subordinate body, whose powers were granted at the Council's discretion, and whose measures were subject to Council veto. As the situation developed, however, more and more powers and privileges passed to the Congress, which soon showed it could legslate and administrate student government affairs more efficiently than the Council, and with more student participation and support. The Student Council became in effect, unnecessary. Accordingly, in 1951, due largely to the efforts of one Ronald Ansin, and the demands of the student body, the Student Council was eliminated; and a new constitution, the one in effect, was drawn up for the Student Congress.

The present Congress is assisted by an Advisory Board which meets with the headmaster to discuss certain issues which are being considered by the Congress. Congress proposals are passed to the Advisory Board and to Mr. Kemper, subsequently arriving for faculty consideration.

Insofar that each class, the Congress itself, and the principal student organizations are represented, the present Congress is almost a perfect reproduction of form of that Council of 1914, formed nine years after the 1905 meeting of Headmaster Stearns. In its expansion of power, prestige, and worth, it is radically different.

"Rajah" Ramchandrah Succeeds Fitzpatrick

(Continued from Page Five)

dissassembling it nightly and making the room look like a mechanics grease pit, he was told that he would have to find another place. This he did.

The next evening Mr. Hallowell passing by Taylor, saw a red light hanging high on the end of the building. More careful scrutiny revealed a bicycle suspended from the top fire escape outside Kiley's window. When pressed for an explanation, Roger explained that the red light was in compliance with a state ordinance to ward off low flying aircraft.

At the fall rating, Roger did very poorly on his exams, and it became evident that his connection with the school would have to be severed for one reason or another. This happened, but not before Roger had had his last night's fun. The only two names in the incident that survived the three years were Roger Kiley and Mr. N. Penrose Hallowell, so the other two characters involved will have to be identified only as X and Y.

It was Roger's last night, and he decided this called for something special. With two friends he sneaked out of Taylor Hall late at night. Their object was to move, under the cover of darkness, the rather antiquated automobile of faculty member X residing on the west quad. They planned to move his jalopy into the geographical center of the quad and disable it, so as to make sure that everyone on the campus would see the next morning where faculty member X parked his car when he came back from Lawrence the night before.

Kiley and company had good luck in getting the car to the ordained spot, when suddenly a light went on in faculty member Y's quarters. In desperation he sought his old friend, Mr. Hallowell. Mr. Hallowell, who had Roger's interests at heart, agreed to help them get X's buggy back on the road. Roger and his cronies were on the front and sides of the car, pushing while Mr. Hallowell did most of the work in the rear. Suddenly around the corner from Main St. an official looking auto arrived on the scene at the summons of faculty member Y who had reported an attempted theft. In no time Roger and his pals disappeared into the darkness. Mr. Hallowell, engrossed in his work, was a solitary figure pushing a car across the quad at one in the morning. Needless to say, there was a lot of explaining to be done.

Even after the detection of A. Montague Fitzpatrick, Roger kept him in action. Monty became the author of sizzling telegrams to faculty members with whom Kiley had disagreements. He was also the source of rocks which came whizzing through the windows during Mr. Whitney's french classes. Daily they would hit someone or something and each time there would be a note, "Greetings from A. Montague Fitzpatrick."

Probably the next best planned hoax P.A. has seen was a brainchild of one Michael Thompson of the class of 1945. One fine spring day of his Senior year, Mike suddenly produced from his belongings a turban and some Indian robes. Donning these, he assumed a regal gait and entered the Addison Gallery. He was greeted heartly and introduced himself as Raja Ramchandrah from India. He said he was touring the U.S., inspecting the country's educational institutions. He was taken on a guided tour of the gallery and appeared to be unimpressed.

"I imagine that it is rather good for American art, but by no means extraordinary." From there the "oriental' went to the Oliver Wendell Holmes Library where he was warmly received. Like a true celebrity, he was conducted through the entire building. His only comment was.

"Rather handsome building I guess, but the libraries in India are much better."

Next, Raja Ramchandrah strutted up the steps to the home of headmaster, Dr. Fuess. The headmaster, thinking that he was being visited by a renowned figure in the field of education, had the Raja stay for tea and spend the afternoon. When the afternoon was over, the Indian potentate politely excused himself and left, and it is generally believed that Dr. Fuess never found out that he had entertained Mike Thompson of Phillips Academy, class of '45 to tea that afternoon.

One of the more short-lived P.A. hoaxes was the one involving the marriage of George Nelson Meeks, P.A. Senior and Will Hall proctor. During Spring Vacation in the year 1946, the rumor started that George had gone to Bermuda for the vacation and had become involved in a slight case of holy matrimony in the meantime. And sure enough, several faculty members had received engraved wedding announcements saying that a Miss Anna Lee Porter was now Mrs. George N. Meeks. When George returned to school, he readily admitted that he was married, which caused a minor furor on the campus. Some of the faculty were amused; some not so amused. One of the latter was Mr. Dunbar, who was the master at Williams Hall. He went to Dr. Fuess and asked him what he knew about this. A little stunned, Dr. Fuess was only able to say, "Why this is unprecedented in secondary education!"

However, the next day it was revealed that this had all been a plot conceived by George and another senior, Edward Crichton, who both admitted that it was all an April Fool's joke.

Kahler

(Continued from Page Four)

To estimate the effect of our words upon another, we need only observe the effect of his words on us. But the Word alone is not the complete answer. Almost everywhere in the world today there is a gap between the Word and the Deed; and out of this dark abyss come the horrible nightmares of our fear-ridden century. So long as the most dangerous enemy lies hidden at the bottom of a deep division in his own being, the tourist-statesman cannot hope to formulate a plan of defense against an exterior foe. Explosion can destroy people and property; it can never turn an enefy into a friend. Only love and consideration for others can perform such magic in our shrinking little world of vanity, illusion, and self-satisfied obsolescence. Not self-love, but love of all life, human and sub-human. Love of all life is the lesson the tourist-statsman has yet to learn.

At this point some one is certain to bring up the question of Hitler or his latest model. The answer is that Hitler was a result, not a cause. To get rid of Hitler we cannot use the method that produces him.

To be able to play effective role in our destiny tomorrow, we must first all be aware of what is going on around us today. Nothing is more difficult. All over the world in order to exploit national anxieties for political profit, the realism of radio and press is dipping reality in a daily rinse of subtle propoganda, using terms like *do-gooder* and *global-thinker* to tint the truth of universal brotherhood. Nevertheless a new world—which must be lived in—is actually being born and an era of enlightment and peace confronts us as an inviting possibility. But we must learn to manage our economies for human welfare rather than political profit or the hungry members of the World Family will more and more reject the tourist-statesman who fails to understand *finis origine pendit.* A solution is education of the tourist-statesman. He is sure to be you or me or another. So it is up to us to educate him. If we do not, who will?

Blackmer

(Continued from Page Three)

ing Andover, for credit towards a college degree. Within a year or two, such examinations, either for advanced placement or for college credit, may be given on a national basis by the College Board. Even now, without such special examinations, all colleges are more sensitive than formerly to the necessity of placing students in college work where, instead of meeting deadening repetition, they will be interested and stretched. Each year, by one means or another, we may expect more and more P. A. students to secure some form of advanced placement at all the major colleges. Through such an approach, if not through formal changes in the curriculum, much of the desired integration may be achieved.

Football History

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The paper also blasted back sharply at an Exonian editorial which advised heavy celebration, because, as it claimed, Andover would probably not win the A-E game for years to come.

The games were usually won more or less evenly during the Roaring Twenties. In 1928, PA won by 18-0, but PEA retaliated by taking the fiftieth anniversary game, 14-7. A Blue back named Potter almost rewrote history, however, when he broke into the clear in the final quarter with Exeter holding a 14-7 lead. The referee blew his whistle by mistake, and Potter stopped and was tackled. Consequently, Andover lost.

The high scores of the early 1900's slacked off in the 1930's. Between 1932-35, inclusive, only 39 points were scored in four games, three of which Exeter won. In 1940, Wendell Willkie swept the Andover election poll, and Exeter ushered in the decade with a 20-2 win. In 1941, an unbeaten Blue team spearheaded by Ken Keuffel squeezed by the Red, 14-18. Lou and Jim Hudner starred on 1942 and '43 teams which won, 12-0, and lost, 12-6, respectively. In '44, Dewey took the election poll at PA, and PA took the A-E game, 20-0. Dickie Clyton took the opening kickoff 90 yards for the score which gave the 1946 game to Andover, 7-6. The next year, Bob Blaik, son of Army coach Earl Blaik, passed Exeter to a 12-6 win at Plimpton Stadium. The Blue then began winning by some big scores — 28-7 in 1948, 34-21 in 1949, 59-0 in 1952. Some names more familiar to this generation at PA pop up in these games: Bo Polk, who scored twice in 1948, Dick Collins, and Pete Gardere, salted for All-American at Texas until a broken neck stopped his career; In '52 and last year (who could forget last year?) the starring names are too familiar to mention — John Scranton; Hort Smith; George Bixby; Bob Sigal, Phil, the third in a line of Hudners; "Woody" Harris; Dick Starratt; all will be remembered in future histories of the Andover-Exeter game.

Many men have made their marks of glory in the annals of the Exeter games, and will score more in the future. Although the tendency is to look forward to the next game, and the next, at every game some middle-aged or older grad will watch a Hort Smith run or a Les Blank throw a block, and invariably start to reminisce to the nearest bystander:

"I remember back when . . . . "

Exeter holds a slim 835-811 point spread in the 75-game composite scoring. Andover has won 37 of the games, Exeter 30, and eight have been deadlocked. The Blue's 80-14 scoring advantage in the past three games has been creeping Andover's total closer to the Red's. Exeter's point suread was as high as 604-488 in 1930, 728 to 594 in 1941.

Baldwin

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ideals and insight of men developed as they searched for God and for the meaning of life. Such knowledge is not the province of courses in religion alone; and this is made clear to students. Truth and knowledge can not be held in small compartments The courses in science, history, literature, art, and music, and all other fields of study express and enrich the aspirations and outlook on life of the individual. Real religion then becomes the response of the individual to what is deepest and best in his total environment, and the desire to express in everyday life the implications of that response. It is expressed in the words of an ancient prophet "For what doth the Lord require of thee but to do justly, to love mercy, and to walk humbly with thy God."