

The PHILLIPPIAN

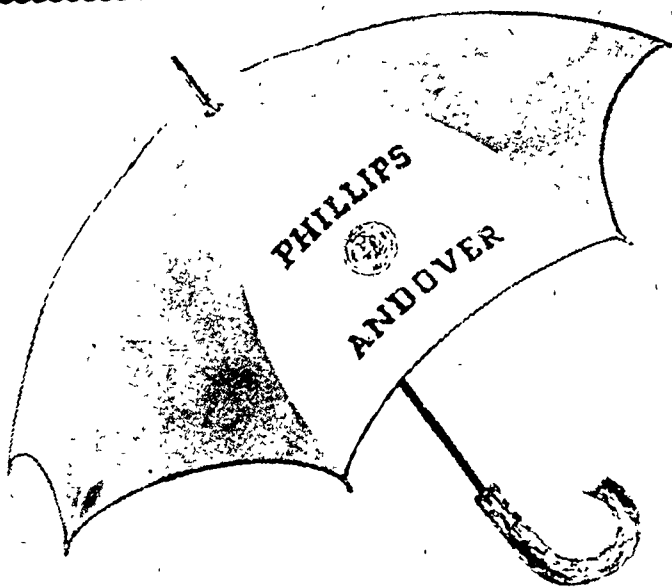
VOL. CII, NO. 24

PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS

JUNE 11, 1981

Graduation Advertising Supplement





Phillips Andover

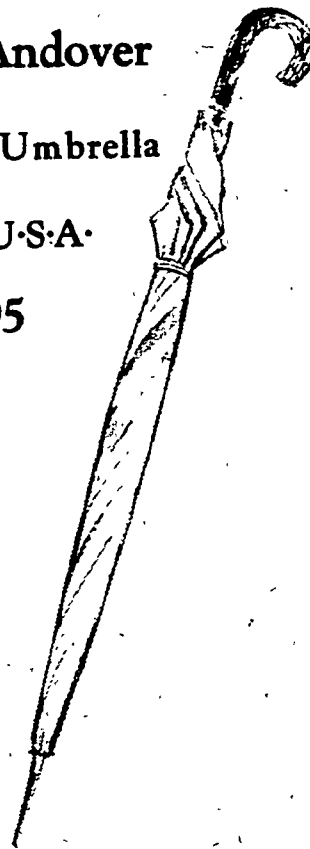
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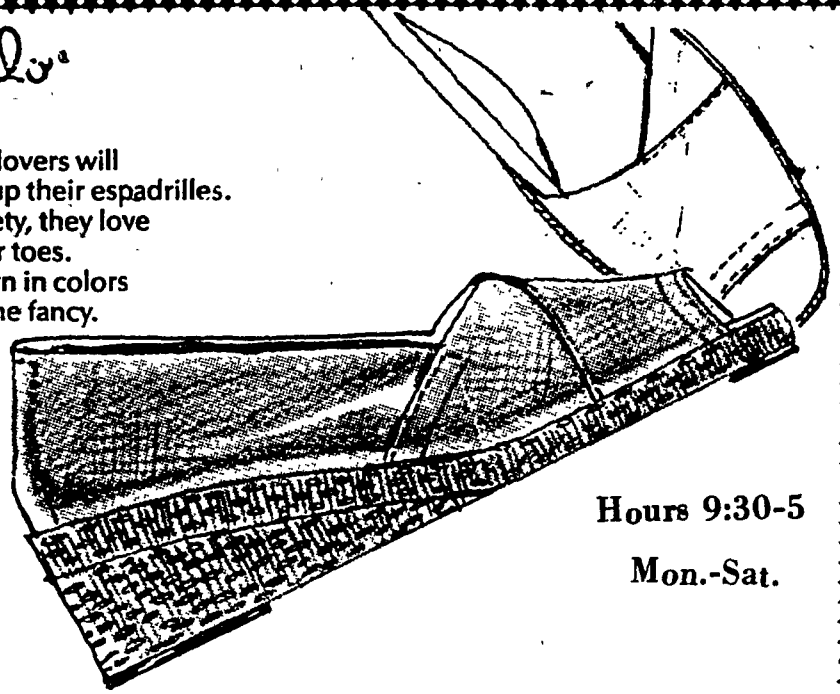
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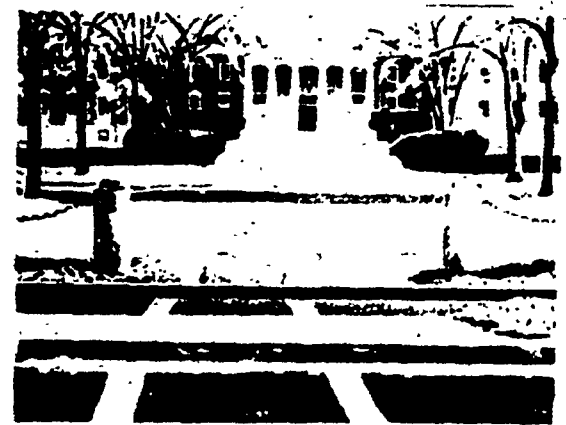


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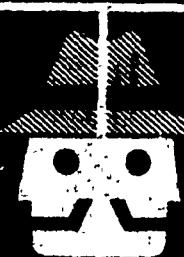
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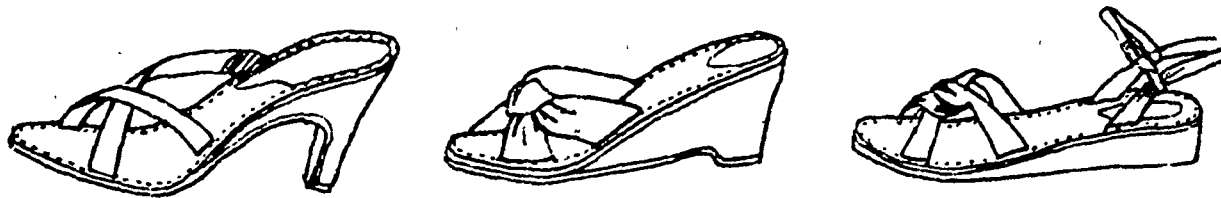
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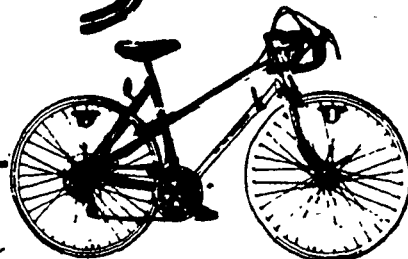
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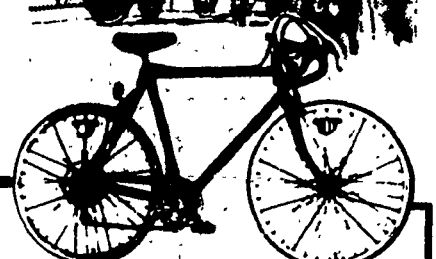
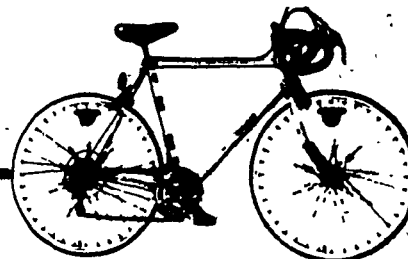
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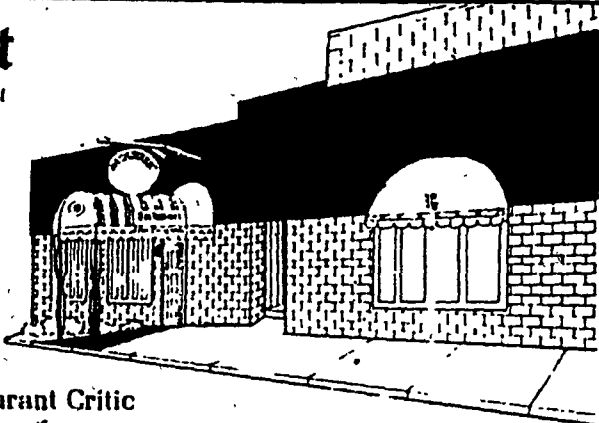
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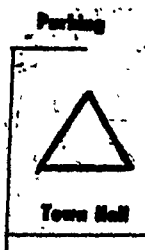
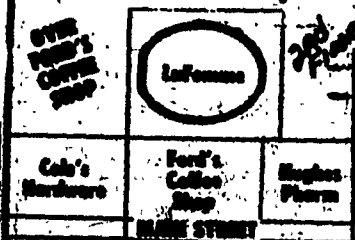
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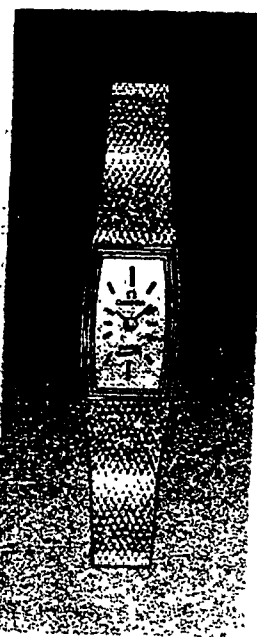
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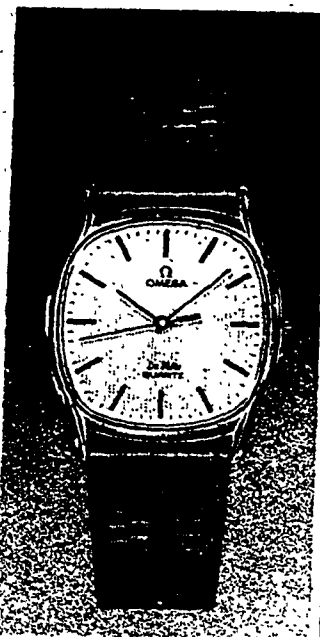
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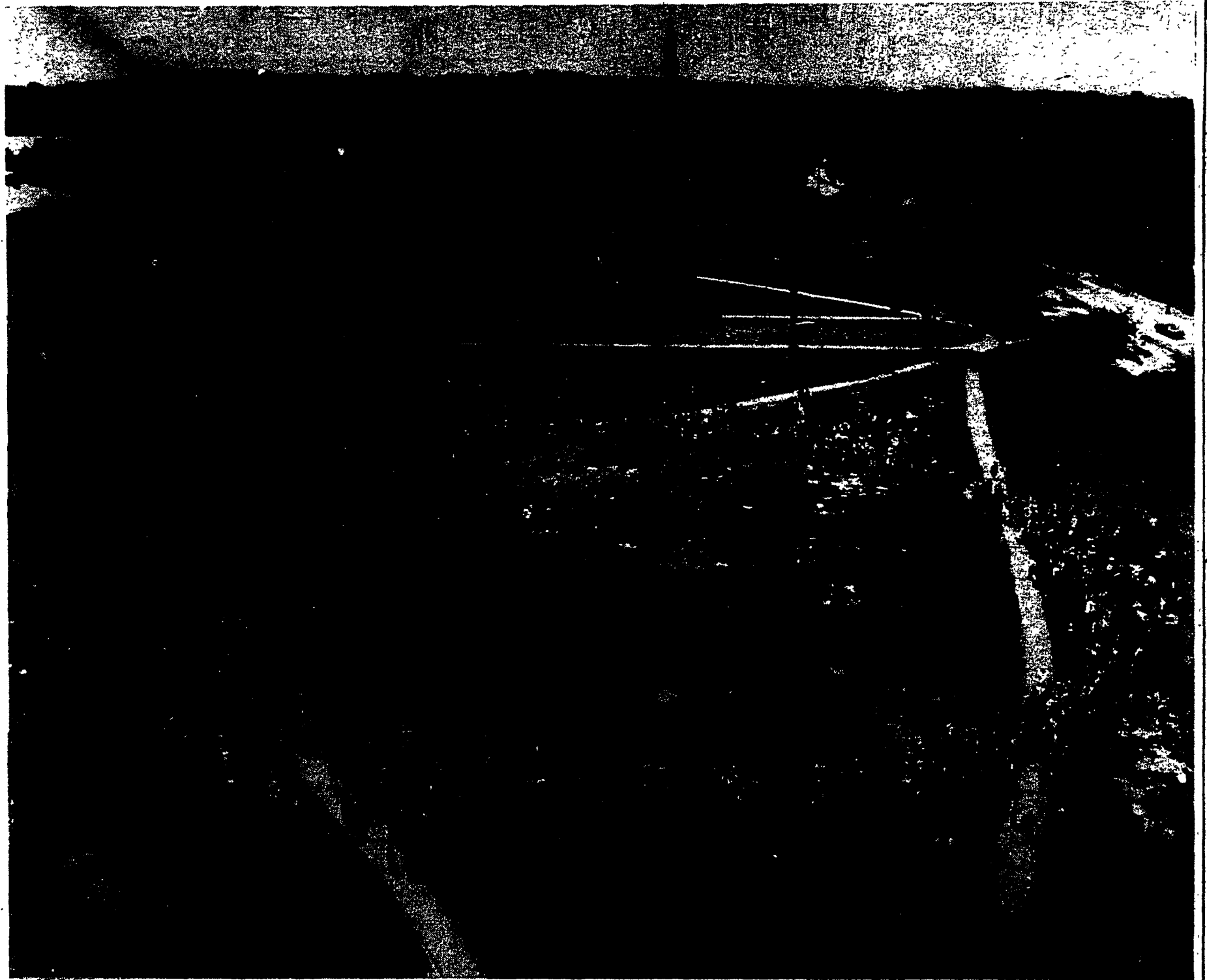
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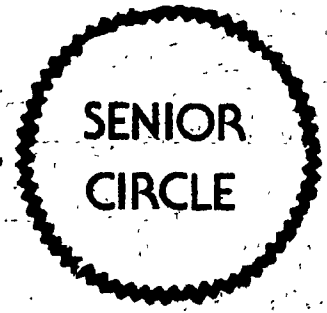
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Dacey and Dulin: Athletes Of The Year 1981



The Phillipian Sports Department recognizes Matt Dacey as the top athlete of the year. Dacey, from Centerville, Massachusetts, displayed an exceptional athletic ability in his three terms of varsity football, basketball, and baseball competition and played significant roles in each of those teams' seasons.

During the fall term, Dacey was among the leaders for the varsity football team in guiding them to a successful 4-2-1 season. Playing quarterback for most of the year, Dacey, who was often less than the swiftest on the field, made up for his lack of speed with intelligence and leadership ability. Kenny Cline, a teammate of Dacey's on the basketball team, remarked, "Matt really got us going and fired up when we were down...He was one of the keys to our success this year." Dacey also contributed a great deal to the Andover offense, directing the Blue running game with precision and beating opposing defenses with pinpoint passing. Dacey would even, at times, change a play sent in by Coach Best if he felt it might be an inopportune time to run it or if he didn't think it would work. To boot, he became a kind of utility player in practice,



helping other players work out specific problems and played other positions than quarterback to help the coaches when they needed extra players in different spots.

Dacey also started for the varsity basketball squad in the guard position. His contributions were many, as he often led the team out of slumps, sparked the offense with quick jumpers, and sparked the defense. Though the team's record was barely above .500 (8-7), Dacey was one of Coach Kalkstein's most consistent and dependable players. Maybe the only flaw in his play which could be mentioned was his occasional inability to realize he was overextending himself without relying on the other four Andover players on the court. Dacey, along with Captain Cline, led the team in scoring and could be counted on for points when the team needed it most. When the action on the court seemed to be going against Andover, Dacey would often call a time-out on his own initiative for the team to catch its breath and think as a unit. "His game would at times fall flat," remarked a teammate, "but when we needed some leadership we looked to Kenny and Matt." The team's season could be summed up as disappointing, but from an individual standpoint it was another enjoyable and successful term of sports for Dacey.

The baseball team also fell short of many of its goals, but Dacey still managed to piece together some well-pitched games and defense of first base. The highlight of his season was a game against Tabor, in which he pitched a masterful two-hitter. Dacey, who had the

third highest average on the team, batting .383, was superb in the clutch. His best game, offensively, featured four hits in five at-bats, with three runs batted in and two more scored. His play at first base was not spectacular, but he was consistent, and his work in right field was always slow but determined. He always hustled.

Dacey's versatility in competing in three different varsity sports during the year is truly a remarkable achievement. Very few students accomplished the same feat this year, and from The Phillipian's Sports Department comes these words: no one did it as well as Matt Dacey.

Mastropasqua

For runner-up athlete of the year The Phillipian salutes football player and trackman Bruno Mastropasqua. Mastropasqua, though injured during the winter term, performed admirably on the football field and exhibited outstanding athletic ability during the track season, heaving the shotput consistently near the astounding mark of 55 feet.

Mastropasqua played both defense and offense for Coach Best during the football season and helped lead his team to a successful season and triumph over Exeter in the final game. On offense, Mastropasqua played tight end, while on defense he stalked opposing quarterbacks from the defensive end position. His incredible strength aided him in simply overpowering many offensive tackles. His offensive blocking was the same every game--aggressive and consistent. Teammates thought of him as their dependable leader and most reliable player. Remarked teammate Alec Hogg, "Bruno was a quiet tiger and never was one of the more talkative guys. But he did help in leading this team."

Dan Bennett had this to say: "Bruno was always there when you needed him on defense. I never played on a team where I had so much confidence in one of my fellow athletes. There is no question that by the end of the game, the quarterback as well as the running back feared him."

In spring track, Bruno threw the shot put over 52 feet in several meets. Coach Bernieri cannot recall a better shot putter than Bruno in his years at P.A. His success stems not only from his remarkable strength but also from his "Queens, New York" technique. This technique proved the deciding factor in lifting

him by other shotputters.

Bruno has also won the coveted Press Club Award as well as and even more importantly--The Phillipian Athlete of the Week honor.

Both Bruno and Matt contributed greatly to Andover athletics, and in picking them as Athletes of the

Year The Phillipian recognizes two individuals whose dedication, determination, desire, and motivation in Andover sports was truly remarkable.



The Phillipian Sports Department recognizes Angela Dulin as the top female Athlete of the Year for her outstanding contribution to the girls' soccer, basketball, and lacrosse teams.

During the fall term Dulin started on the varsity soccer team. The coach of the team, Math Instructor Sherman Drake, felt that Dulin was "one of the most coordinated athletes I have ever had the pleasure of coaching. Angie has outstanding natural athletic ability--she is capable of learning the skills of a sport in a very short time and excelling in either the defensive or offensive aspects of the sport." From her halfback position Dulin and her fellow linemates Tammy Glumicich and Jenny Greeley dominated practically all of the action that came their way during a game. Hailing these three for their play, Drake remarked, "These three halfbacks are probably the finest three halfbacks a P.A. soccer team will ever see." Dulin, especially, played a significant role in leading the team to an 8-3 record. She had some of the best ball-handling skills on the team and was especially adept at firing passes between opposing players to her teammate. During the season Dulin had that rare talent of being able to combine her speed, sense, and ability to simply outrun, outthink, and outmaneuver her opponents.

In the winter term Dulin co-captained the girls varsity basketball team to a very successful season and respectable showing at the post-season tournament. In a typical Dulin performance against St. Paul's, Angie contributed nine points, three assists, and two offensive rebounds, while, still more impressively on the defensive side, accumulated five steals and two defensive rebounds. This type of performance could be counted on to be the same each game day and was one of the major reasons the squad won consistently throughout the term. A ineffective maneuverer, the playmaker would often execute short dump



from a defensive position. Greeley led the P.A. backfield with her tough, forceful play and intelligent playmaking. She always had control of the situation when the ball happened to come her way; and when on the offense, opposing goalies were always in fear of Greeley.

Probably the high point of the season for Greeley occurred when the squad smashed Exeter 5-0. Greeley performed admirably and was recognized as the PHILLIPIAN Athlete of the Week for her efforts. Greeley is almost certain to attain success next year while playing for Harvard.



passes to center Fran Trafton for easy baskets. Though Dulin's game was pretty well rounded, her forte was probably ballhandling. Dulin would use her speed and dribbling ability to fake out an opponent who would then open up the lane for her to drive, or if she were suddenly picked up by another defensive player she'd make a midair pass to a wide-open teammate for the easy score. The team, quite surprisingly, did well in the postseason tournament surviving until the semifinal round before being knocked out. Dulin's contribution in running the team and in leadership was one of the biggest factors in the team's doing as well as it did.

This past spring term, her last at Phillips Academy, Dulin competed on the varsity lacrosse team. Playing the position of center, Dulin gained the label as one of the toughest and most aggressive members of the squad. Though her name did not constantly light up the scorebook, she contributed a great deal to the team's success with her hustle and punishing style of play. Nice going, Angie!

Greeley

For runner-up girls' athlete of the year, the Phillipian sports department recognizes soccer player and lacrosse star Jenny Greeley for her exceptional ability displayed on these two sports.

In the fall term, Greeley played on the Girls' Varsity Soccer team, commanding the pivotal center halfback position. Coach Drake described her as "an extraordinary athlete" who he says is "cooperative, dependable, relaxed but aggressive, considerate, and an excellent teammate." Something which seems even to be more outstanding and again representative of Greeley's play is that she scored five goals

WRITER:

Cleveland

PHOTOS:

Timken

Henderson

Miller

11-0 Boys' Tennis Named Athletes Of The Term

The *Phillipian's* Sports Department recognizes the Boys' Varsity Tennis team as Athletes of the Term for the outstanding play which earned them an 11-0 record and its second consecutive undefeated season. The *Phillipian's* choice for the team rather than for any one player to be recognized does not mean that there was no star, but rather is an assertion of the extraordinary talent of the squad. There were many outstanding personal performances, but the team concept was the key to their success.

Expectations were high at the onset of the season, as the team returned five lettermen from last year's undefeated squad, with three newcomers expecting to contribute immensely. The team members quickly coalesced into a tightly-knit group brimming with talent, enthusiasm, and a desire to win. After edging a tough Choate squad in its first match, the Blue was never challenged again as it disposed of every college and prep rival including arch-enemy Exeter in the season finale.

The season match tally for the Andover doubles teams was 26-6, while the singles record was 53-10. Peter Palandjian, the Blue's ace (and 1982 captain-elect), compiled a 9-2 record, as did younger brother Paul. Captain Tim Clark dropped his first two matches of the season, but came back to win nine in a row. Ming Tsai, playing with his Prince racket, went 10-1, while Jeff Koffman earned an 8-1 record. Mark Bamford went undefeated in six matches, while Steve Fern came into his own in doubles competition.

A reflection of the team's character was the intensity with which the members played in doubles, when the match itself had usually been decided in singles play. Coach Michael Lopes' clean-shaven face is testimony to the great talent and character of the Andover Boys' Varsity Tennis team, true champions of the court.

Morton Frank

In picking the second place winner for Boys' Athlete of the Term, the *Phillipian* Sports Department had to choose between

two very fine but different lacrosse players. One is a midfielder who consistently won key face-offs and was the leading scorer for the team this season. The other is an All-American who played defense with such intensity and desire that opposing coaches took special notice by changing their attacks to counter this All-American talent. The *Phillipian* Sports Department decided that, because of each of the two player-co-captains played different positions, it was difficult to compare them subjectively. So we decided to call it a tie, and have awarded midfielder Steve Frank and defenseman Andy Morton with the status of co-Athletes of the Term.

Coach Paul Kaikstein called them "the two best captains that I've had on Boys' Lacrosse, and the two best players on this year's team." They were outstanding captains, leading the team boisterously and energetically throughout the season.

Whenever he was on the field, Steve Frank controlled the offensive play. His contribution to the team at the attacking end of the field was amazing: his twenty-four goals and seven assists led the team in total offense. His efforts did not go unnoticed, as he was named to the all-division and all-New England all-star lacrosse teams.

Andy Morton led the defense, and did a superb job, thrusting fear into the minds and hearts of opposing attackmen. Although he was at his best in defending the goal, he added sparkle to a normally unglorious position by frequently carrying the ball upfield on the clears. Morton's work was also recognized, his with the highest awards possible: prep school All-American, as well as all-division and all-New England honors. What made Morton such an outstanding defenseman was his quickness and speed as well as intelligent play. Goalie Jim Ringer had a very successful season, but Morton was as much a factor as Jim himself. Congratulations to Steve and Andy, two outstanding Andover athletes.

Moulton

He did not look like a varsity baseball



player, much less the number one pitcher on the team, yet Jim Moulton, hurled his way to a 3-2 record this spring. Moulton sported excellent control and a good assortment of pitches, which often caught batters looking or had them digging it out to first only to be thrown out by P.A.'s not-so-surehanded infield; in his first appearance this year, Moulton lost to New Hampton 3-0, but it was infield errors and not Moulton's pitching that accounted for the loss. Moulton kept his pitches down, forcing many batters to ground out.

In a fine performance against Tilton, Moulton picked up his first win of the year, a five-hit, 5-0 shutout. Moulton was superb, striking out twelve while walking only two.

After beating Cushing and losing to Worcester, Moulton faced the Exeter nine in the season's finale. Moulton dueled Exeter, giving up only three earned runs. In the top of the ninth, however, it looked as though Moulton would not finish the game; Coach Sturges had ace reliever Rich DeSimone warm up in the bullpen. Yet Moulton wanted badly to finish the complete game, and after several pitches into the dirt as well as several base hits to the outfield Moulton bore down with all his might. On a 2-2 count, with a runner on second and two outs, Moulton threw a high fastball which was tagged to right-center. Right fielder Bill Barres retrieved the ball and fired into Gerry Leone, the cutoff man, who played the ball to catcher Bob Clifford at the plate. Clifford snagged the runner who was trying to score from second, making the final out and giving Moulton his complete game win over Exeter.

With this twelve-hit 10-7 victory, the lanky right-hander finished the season with a 3-2 record. More impressive, though, was Moulton's 2.14 E.R.A. for the forty-two innings he pitched. Moulton, a Senior, now looks forward to continued

pitching and success in college.

Mastropasqua

This year's spring track team had a variety of talent. From the sprinters to the high hurdlers, Andover had a good all-around team, losing its only three meets by a combined nineteen points.

In the eyes of the *Phillipian* Sports Department, however, one particular squad had an exceptional season--the shot putters. On this squad, there was one man who had an exceptional spring season. This was Bruno Mastropasqua.

Mastropasqua led a squad of three shot putters whom Coach Lou Bernieri

described as "the best lineup I've seen since I've been coaching at P.A."

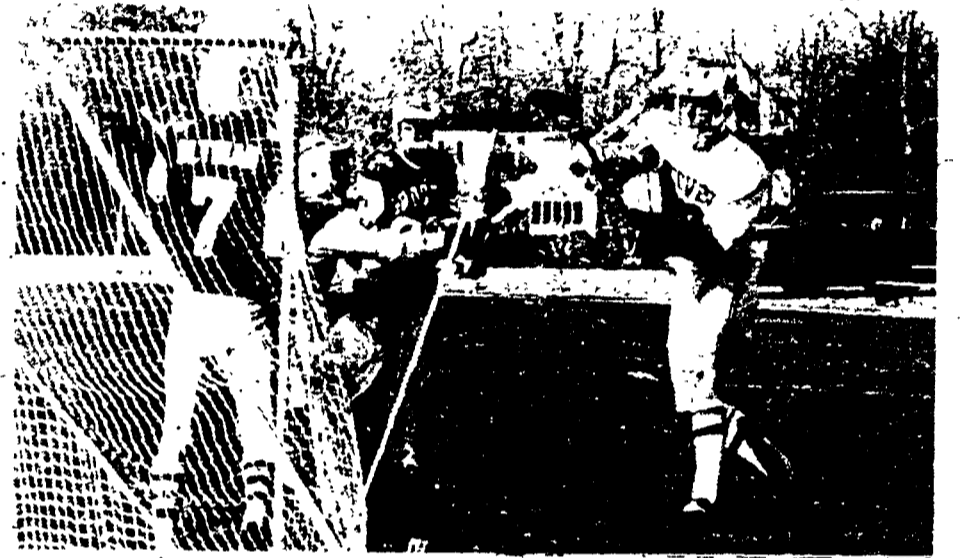
Mastropasqua cleared fifty feet on each of his throws this season. Against U.S.N.A.P. in the first week of the season, Mastropasqua displayed his throwing prowess as he heaved the weighted ball 52'10". A few weeks later, in a Tabor/Worcester/Phillips Academy tri-meet, Bruno made his second best throw of the season, putting the shot 54'9" down the field. In the rivalry against Andover High, Mastropasqua had his best effort of

the season. His toss of fifty-five feet, two inches was easily the best of the meet. Mastropasqua captured numerous firsts throughout the season, helping to boost the shot putters and the track team to their successful terms.

Zanes

With the re-awakening of cycling from its eighty-seven year dormancy came many competitive riders. One of these riders was Warren Zanes.

Zanes quickly made himself known within the cycling circle. Racing against other teams in the New England Cycling Federation, Zanes finished strongly in all



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Greeley's 62 Goals Make Her Top Girl

At the completion of the spring term athletic program, The *PHILLIPPIAN* recognizes Jennifer Greeley as the Athlete of the Term for the girl's. Greeley, a one-year senior from Wellesley, MA., was a newcomer to the Girls' Varsity Lacrosse team this year, but this did not hinder her whatsoever as she filled her offense position. She displayed a tremendous amount of skill, hustle, and natural ability and was one of the most valuable players on the field. Her consistency and aggressiveness were invaluable and overshadowed perhaps only by her incredible shooting skills, Greeley scored every game of the season, starting with Lawrence Academy on April 18 and climaxing against Northfield Mt. Herman, when she tallied ten times, giving her sixty two for the season. Coaches Sue Hunt and Francie Plough feel that her contribution to the team this season was immeasurable and her skill and talent immense.

Mary Hulbert, Kathleen Buckley, Jane Simoni, Pearson Marx, Ritchie Banker, and Collette Devine were all undefeated.

The doubles combinations proved to be formidable as number one Yates/Simoni, number two Buckley/Biggs, and number three Hulbert/Marx were all undefeated throughout the entire season. The squad did not have a single weak spot as each player worked extremely hard to improve her game while their spirit and talent combined with the leadership of captain Mary Hulbert were the ingredients for their winning season.

Byrne

The third *PHILLIPPIAN* Athlete of the Term is a quiet member of the Varsity Softball team, yet Mary Byrne plays an explosive game at the plate as well as on the field. As a shortstop, Byrne sets up a good range around the left side of the infield. In fact, it was her diving snatch of a sizzling line drive that ended the Keith Hall rally and sparked the team's best come-from-behind game of the season. At the plate, Byrne is also a powerful and dynamic asset to the squad's success; when considering her prowess as a hitter, .472 batting average, and a personal tally of 20 runs and 9 RBIs speaks for itself. "She played the game the way it



was supposed to be played," noted coach Chuck Willand. At the Athletics Awards ceremonies, Willand said, "She's the best shortstop I've ever seen play here," as she was awarded the M.V.P. Softball award.

The *PHILLIPPIAN* Sports Department respectfully honors Byrne's achievement this term in the softball program.

McLaughry

The girls' *PHILLIPPIAN* Athlete of the Term was the spirited captain of the Varsity Softball Team -- Lynda McLaughry. Her confidence and relentless energy served as a dynamo for the team's spirit in the tightest games this season. Her leadership, in part, comes from her expertise at the game, in the field at third base, where she plays aggressive defense, dropping back deep near the line, relying on her quick reactions at the "hot corner." At the plate, McLaughry also brandishes a hot bat as she hit for a .438 average while scoring 23 runs and knocking in 14 more. Her dedicated spirit

this year led the softball team to a tremendous 11-2 record.

Leschey

Receiving the fifth position for Athlete of the Term is Girls' Track co-captain



1. Boys' Tennis
 2. Morton & Frank
 3. Moulton
 4. Mastropasqua
 5. Zanes
- BOYS**
-
1. Greeley
 2. Girls' Tennis
 3. Byrne
 4. McLaughry
 5. Leschey

Katrinka Leschey. Beginning the season running the 1500 and 3000 meter races, as well as three mile relays, Leschey remained undefeated; towards the end of the season, she switched to running the 800, 1500, and 3000 meters and still was unable to find any competition. During the year, she was a serious and dedicated athlete who was able to push herself beyond the limit of most other people. She had an unblemished season while breaking her own school record in the 3000 meters. Seeded first at Interscholastics at Exeter this year in both the 1500 and 3000 meter races, Leschey breezed to easy victories in all the races for the second straight year. As a co-captain, she has provided an example to her teammates by her inspiration and dedication.

Chalk Talk

Former Light-heavyweight Champ--Jose Torrez visited the Stearns Boys with Norman Maffei and put on a small demonstration in the Stearns Gym



Athletic Department Bestows Awards

Chosen for outstanding athletic achievement in the 1980-81 year, the Athletic Department and Coaches have recognized certain athletes with annual awards.

The Shubert Key, an annual award given to a member of the Senior Class who has excelled in varsity athletics and who has exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field was awarded to Peter Mackie. A guard on the Varsity Football team, a forward on the Basketball team, Mackie is also a varsity golfer in the spring season.

The Ray Tippet Award, also an annual award, bestowed upon a senior member of the varsity football or varsity baseball team whose loyalty, courage, and modesty exemplify the character of Ray Tippet and the best traditions of Phillips Academy athletics, was awarded to Gerry Leone.

Jennifer Greeley and Bruno Mastropasqua earned the Press Club Awards, given to a boy and a girl who have shown through their performances on the athletic fields that they have been the most capable athletes of the past year. Angie Dulin, a veteran of Varsity Soccer, Varsity Basketball, and Varsity Lacrosse,

captured the annual Abbot Athletic Award, given to the girl who has excelled in varsity sports and whose loyalty and good sportsmanship epitomize the highest ideals of Andover athletics.

The annual Harold J. Sheridan Award, given to that student participating in the cluster (club) athletic program who has made an outstanding contribution to cluster athletics, was bestowed upon David Sun. Sun's year-long commitment to Cluster A Soccer, Basketball, and Softball has won the respect of his teammates and competitors.

Athletics awards for individual sports were also awarded by the coaches.

The Lux Lacrosse Trophy was awarded to Sam Chivers and co-captain Steve Frank, who, through their enthusiasm and love for the sport, have imparted to their teammates the will to win.

The dedicated runners, Tamara Jones and Joe Sutherland, motored their way to the Stephen S. Sorota Track Trophy, given to the boy and girl members of the Winter and Spring Varsity Track teams who exhibit outstanding character and the will to triumph.

The Banta Tennis Trophy, awarded to the boy and girl members of the Varsity Tennis team who show sportsmanship,

leadership, and character throughout the season, was awarded to team captains Tim Clark and Mary Hulbert.

The Fred H. Harrison Trophy, given in honor of Ted Harrison by the Class of 1938 to the outstanding all-around performer on the Phillips Academy Varsity Baseball team, the player who best represents the qualities of sportsmanship, dedication, and the will to win, was awarded to hard-hitting center fielder and captain Jon Pelletier.

Crewmen Kathy Lyons and Chris Richards took the William H. Brown Trophy, given to those boy and girl students who have contributed most in the way of team spirit and sportsmanship to the crew.

The Kazickas Golf Trophy goes to the linksman who comp's the lowest score during the season's medal and match play. This year's recipient was Andrew Siderowf.

The M.V.P. Softball, for that member of the Softball team, excluding the captain, who, in the judgment of the captain and coach, exemplified the spirit of Andover Softball, was awarded to the flawless shortstop, Mary Byrne.

Other awards were also made, including a special award for outstanding

achievement in Ballet, Modern Dancer, and other varsity sports during the year.

The Ballet Award recipients were Cristina Rubio, Mary Schwarzer, and 12-term veteran Shi Kyung Roh. The Modern Dance Award was given to Thomas Kinsky. The recipients of the Ballet and Modern Dance Award were Juliann Doykos and Marti Paschal.

Also, a special Crew Captains Award from Kathy Lyons was bestowed upon bow Pamela Hager.

For their contribution to the Varsity Soccer teams through sportsmanship, effort, and ability, the Smoyer Soccer Cup was awarded to Tamara Glumicich and Doug Price.

Angie Dulin and Kenny Cline hooped the Robert L. Wurster Basketball Trophy, given to the seniors on Boys' and Girls' Basketball teams who, during his or her association with basketball at Phillips Academy, has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability.

The Sumner Smith Hockey Award, awarded to the boy and girl seniors who are high in scholastic standing and,

during association with hockey at Phillips Academy, have contributed the most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability, went to Mark Bellissimo and Carol Lewis.

William Ullman captured the Fagan Squash Trophy as the winner of the "Fagan Trophy Tournament" open to those students at Phillips Academy who are participating in the game so squash.

The Richard S. Pieters Wrestling Award, to that team member who demonstrated throughout the season outstanding ability and enthusiasm went to middle-weight man Tony Bienstock.

On a lighter note, the "Gourmet Award" was given to Mrs. Sizer, who enchanted the palates of every undefeated athletic team with a savory feast at Phelps House.

The Sports Awards Ceremony concluded with the recognition of those athletes who, upon completion of their years, will have earned letter sweaters. For their dedication to seeing every game possible, the Sizers were also awarded sweaters, specially presented to them by Athletic Advisory Board heads Ellie Hirschhorn and Mark Bellissimo.

Press Club Award



Jenny Greeley



Bruno Mastropasqua

Schubert Key



Peter Mackie

Ray Tippet Award



Gerry Leone

Abbot Athletic Award



Angie Dulin

Sheridan Award



David Sun

Lux Lacrosse Trophy



Sam Chivers



Steve Frank

Stephen Sorota Track Trophy



Tamara Jones



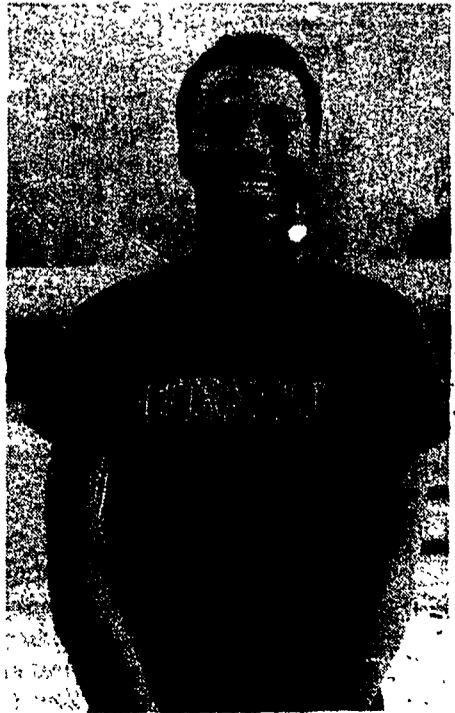
Joe Sutherland

Sumner Smith Hockey Award



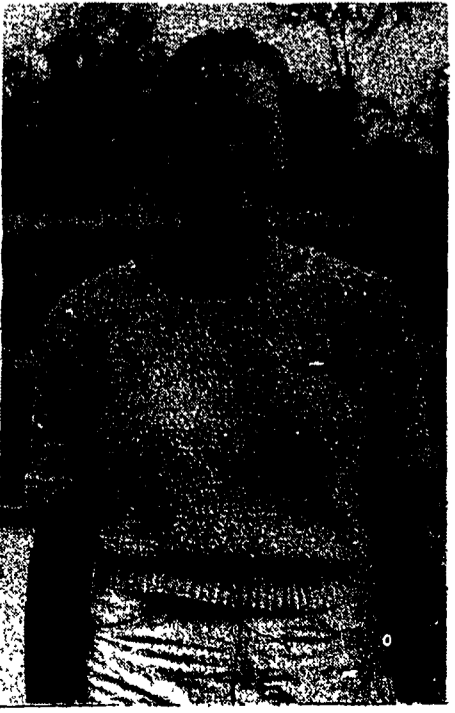
Carol Lewis

Wurster Basketball Trophy



Kenny Cline

Smoyer Soccer Cup



Tamara Glumicich



Doug Price

Boys' Track Holds Class A Title; Shocked By Red

By KEN SEIFF

DARRYL WALKER and PAUL ROCHE

Jim Herberich's decimation of the record books in the hurdles and Joey Sutherland's fleet speed in the sprints led the Boys' Track team to success in defending its Class A Division Championship against ten other teams last week at Exeter. The Blue, outran, outthrew, and outjumped all the teams except its sister rival, Exeter, which managed to stay within a few points of Andover until the final two events. In the end, the Blue overcame the often-leading Red with a final 166-104 tally. In Andover's next meet with the revengeful Reds, both Herberich's and Sutherland's upsets in their events and some close toss-up matches sealed P.A.'s fate of losing the grudge match, 79-70.

Saturday, May 23, Exeter.—Jim Herberich and Joey Sutherland, who each won two individual races and participated in two winning relays, led the P.A. effort on Saturday. Not only did they win, but in each event they ran, they recorded the fastest times ever in Interscholastic history. Between the two of them, they amassed more points than seven of the teams competing. Jim won the 110-meter high hurdles with a time of 14.1 seconds and the 300-meter intermediate hurdles in 39.9 seconds, both school records. Joey won the 100-meter dash in 11.0 seconds and the 200-meter dash in 22.3 seconds. Both competed on the winning 4 x 100 and mile relay teams.

Behind Herberich in the hurdles was Anthony Lochiatto, who captured sixth place with a time of 15.9 seconds, as well as fourth place in the intermediate hurdles with a time of 41.9 seconds. Behind Sutherland in the sprints was Femi Obi, who placed sixth in the 100-meter dash with a time of 11.6 and fourth in the 200-meter with a time of 23.3 seconds. Obi also captured third in the high jump with a leap of 6'0", and ran a leg on the winning sprint relay team.

Unfortunately for Andover, its best placing of the day came in a non-scoring event, the hammer throw. Peter Grammas and Ted Kokas went 1-2 in the event, which did not count because only half of the schools were represented. The winning throw was 53.05 meters. The weight men were also highly successful; Keith Gettler placed second in the discus with a throw of 38.10 meters, and Bruno Mastropasqua followed with a throw of 36.85 meters. Bruno also placed third in the shotput with a heave of 33'. Behind him was teammate Pete Coburn, who grabbed fifth with a put of 48'6". Dan Bennett captured a third in the javelin with a throw of 53.5 meters.

In the pole vault, Courtney Shriver vaulted 11'6" to place second. Despite winning the seeded section of the 400-meter run with a diving finish, Junior Stefan Kaluzny's heat was slowed by a strong gust of wind, and as a result his



Co-captain Femi Obi jumps and the high bar at six feet one inch.

sixth place was kept to a time of 53.1 seconds.

In the distance events, Andover's Steve Wemple placed fourth in the 800-meter run with a time of 2:01.3. In the 3,000-meter run, Randy Accetta finished third in 9:11.5, after running his initial mile in 4:42. In the 1,500-meter run, John Burgess finished fifth in a closely packed finale with a time of 4:12. The 4 x 100-relay won with a time of 44.2 seconds, and the mile relay won in 3:28.8. Both times were Interscholastic records.

Wednesday, May 27, Exeter.—A hushed silence fell over the Exeter stadium as the annual Spring Andover/Exeter track meet came down to the wire. The high jump was the last event, and both squads stood in religious silence around the 6'3" standard. Andover's Femi Obi came up for his last jump; he powered his shoulders into the air, arching his back inwards to clear the bar beautifully—except for the back of his calf, which brushed the bar as he curled onto the mat. The Blue squad broke into a jubilant cheer as the crossbar lightly bounced on the standards. The crowd then watched in silence as the bar was moved to an ominous 6'3". The Exeter opponent, with difficulty, cleared the bar on his third try. Obi narrowly missed his first jump, and ruined his second as his elbow broke the vertical plane of the crossbar. With the Blue spirit behind him, he went up for the third leap, but he again knocked off the bar, this time with his foot. Obi's tremendous and noble effort, which was half an inch from the school record, gained Andover second, with

Kevin Footman third.

Blue Shaky in Field Events

Seniors Bennett and Taylor hurled the javelin by Exeter, taking first and second, while in the discus Gettler and Lenoe flung for second and third. In the shot-put, a predominantly Andover event, only Coburn placed, with a throw of 51'6". In another strong spot in the Andover armor, the long and triple jumps, injuries plagued the Blue temper as it failed to place in the events. A respectable 12' jump in the pole vault for Upper Courtney Shriver earned second place, while Lower John Kim took third at 11'. In the already-mentioned duel between the high jumpers, Obi and Footman captured the equally important second and third place spots. The day after the meet, Coach Richards noted: "We are all in his debt."

Upset in the Track Events

The big surprises of the day were in the hurdles and the sprints. Herberich, who scored 25 points at the Interschols and who, as a rule, NEVER loses a race, came in second in three of four races—the 100 high hurdles and the 100- and 200-meter dashes were given up by Sutherland. However, both Herberich and Sutherland came back in the incredibly polished relay team, helping to take both the one-mile and the 440-meter relays with two seconds to spare in each race.

In the 3,000-meter, Senior Randy Accetta scorched his Exeter opponent by more than ten seconds and took second in the shorter 1,500-meter race. SPIRIT from the team helped Kaluzny and Porter in their first and second place per-

formances in the 400-meter dash. Wemple and Burgess also chalked up eight points against the failing Reds in their first and second finishes in the 800.

The meet was close—the closest seen by the track team all season, but the 70½-79½ win by Exeter by no means showed a constant lead over the powerful Blue. All of the events were close and in most cases the smallest detail could have turned the outcome. One tenth of a second faster in the 110 high hurdles or 9' more in the javelin could have changed the meet's finish. Although the team was plagued by injuries, spirit was very much alive. It was alive in the way everyone waited in support of the team instead of taking the early bus home, and it was alive in the way the squad looked forward to the NMH meet.

The Boys' Track team bounced back from its loss to Exeter to win its last track meet of the season. The two-hour bus ride did not seem to have any detrimental effect on the team, particularly the sprinters, who showed no mercy in taking a 91-53 victory.

Joe Sutherland, running in his last race of the year, went out a winner, taking both the 100- and 400-meter dashes. Hampered by injuries, the jumpers feared a possible loss, but Kevin Footman leaped six feet and Sean Rynne took first in the triple jump. Femi Obi and Jim Giles did not finish as well as they usually did due to knee injuries.

This win against Northfield-Mount Hermon marked another successful track season for Coach Jack Richards and his stars—keep on trucking.



Joe Sutherland takes the hand-off from sprinter Obi.

A Myth?: Girls' Athletics Are Superior To Boys'

By JANE SIMONI

True or false: girls' athletics at Andover are superior to boys' athletics. When I was approached with this proposition two weeks ago, my interest was only slightly aroused. But after conducting an informal investigation of Andover's sports program, I was absolutely astounded by the answers to questions such as this and by the contrasting myths surrounding P.A. athletics. In the following article, four myths about the Athletic Department at Phillips Academy will be examined, and, one hopes, dispelled.

The first myth to be considered is that girls' athletics are superior to boys'. This is false. Although the overall win-loss record of the girls' teams this year was better than the boys', the success of a sex cannot be determined entirely on this one isolated criterion. As Athletic Director Joseph Wennik states, "Philosophically, we do not place great value on the win-loss records of our teams." The unavailability of any such statistics in his office attests to this fact. One reason for the better win-loss record for the girls, Mr. Wennik explains, is that girls' athletics in other schools are really just beginning. The difficulty in finding women skilled enough in sports to coach a team is proof of the slower growth of girls' sports. This disparity in skill results in schedules for the boys which are more competitive, and consequently produce less impressive records. Clearly, just because the girls' teams have a better win-loss record does not prove their superiority. In fact, because of the difference in the caliber of play, the girls cannot be accurately compared with the boys.

Another myth to be corrected is that boys' sports have deteriorated since that merge with Abbot Academy in 1972. If there is any change, it is that the girls have continually improved, not that the boys have done any worse. The varsity football record, which the alumni often consider an indicator of success, may not be as good, but Admissions Director Meredith Price attributes this to anti-football, pro-soccer trends. "The rigorous academic program here just does not attract the big football player," he explains. Title IX of 1973 may also have caused the boys to look less successful, as this piece of legislation has drawn increasing attention to women's athletics.

A third misconception is that the male athletes dominate in terms of number participating and in prestige. This is

extremely untrue. The raw figures reveal 338 boys and 171 girls participating on spring athletic teams, but this fact is misleading. Although the boys do not have a softball team, they do have a baseball team and a golf team which seldom includes girls. There is also a 3:2 ratio of boys to girls at Andover—and this must be considered. Although the total amount of male participation is higher, the total percentage is not so high. In terms of prestige, the boys do not dominate either. If any group receives the most prestige and attention, it is the group of outstanding female athletes who monopolize the varsity teams. Among the talented athletes are Luanna Bates, Catherine Best, Sam Chivers, Angie Dulin, Jennifer Greeley, Mary Hulbert, Fran Trafton, and Annie Yates.

The final myth to be discredited is that superior athletes can fine-tune their games at Andover. On the contrary, players find their games being sacrificed to their school work. Mary Hulbert, formerly number two squash player in the country states, "I knew coming here would hurt my squash game." Annie Yates, varsity field hockey, squash, and tennis player, admitted that there was an equally competitive tennis team at home, and summed up the situation by saying, "If an athlete really wants to concentrate on a particular sport, coming to Andover won't help." It is possible, though difficult, for a top-notch athlete to maintain his sharpness while living at Andover. Just ask Paul Palandjian. Coming off a circuit of national tournaments this summer, Paul was able to play fall and spring tennis, yet during the winter he had to take jog-ex and commute the route to Andover Tennis Club for a good workout. His brother Peter, also a first-rate player, has reverted to playing strictly hockey in the winter. Unlike at a less academically-demanding public high school, an athlete attending Andover must choose between sports and studies. As Hulbert put it, "I decided education was more important than sport." For the average sports fan, however, the opportunities are excellent and the prospects alluring indeed.

Four commonly accepted myths have now been examined. If anything is to be gained from this investigation, it is that no nice generalization can be made about the athletic program—or comparisons between boys and girls' athletics. Each year brings new athletes, new competitors, and new results.

Sports Features

Joe Wennik's Reign As Andover Athletic Director

By GEORGE CAULKINS

Five years ago, former Cluster Dean and Chairman of the German Department Joseph Wennik became the Athletic Director at Phillips Academy in accordance with Dr. Sizer's plan of rotating department heads. He took over the reins from History Instructor Fred Harrison, who had been Athletic Director since 1954. In the years of the Harrison dynasty, there were four undefeated varsity football teams, including one which went 11-0 and performed a 52-0 stamping of Exeter.

In Joe Wennik's five years as the man in charge of P.A. Sports and Physical Education, he has supervised the renovation and improvements of athletic facilities, including the Abbot Wing for girls; followed the increasing development of the relatively new girls' program; and dealt with the challenges brought on by coeducation.

When he first started as Athletic Director, Mr. Wennik saw his job as "carrying on the good work that had been done over many years by Mr. Harrison." Even at this time, five years after Mr. Harrison relinquished his duties, Mr. Wennik attributes the program that Andover has to Harrison. But are we now enjoying the same athletic success that we did under the Harrison Administration?

Many people would say that athletics have gone downhill under Mr. Wennik. This year marked a good but not superb year for the varsity football team, a disappointing season for the hockey team, and a difficult year for the struggling varsity baseball team. But can the mediocrity of the historically powerful P.A. teams be traced to the Athletic Director? Or would it be more appropriate to look at the coaching at P.A.? Has the level of coaching dropped in recent years? It has... been said by many underclassmen at P.A. that, on the whole, the coaching is poor. Maybe the coaches should be more competitive and demanding of their athletes. But Mr. Wennik feels that all the coaches at Phillips Academy are no less competitive than coaches at most other schools. "I think that they are able, because of their broad commitment to education, to keep their competitiveness within the proper bounds, but certainly they would like to have the best teams they can."

In defense of Mr. Wennik, towards the apparent slide of some teams, the job he holds is quite a different one from that held by Mr.

Harrison. Mr. Wennik's job is much more complex, as he must deal with both boys' and girls' teams, and direct his attention to twice as many teams.

Another view people may take towards the decline in P.A. Athletics is that although those teams that were superior in the times of the all-male Andover may have fallen a little, Andover has an abundance of wins each Saturday and Wednesday. Says Wennik, "Maybe the football teams was down this year, but the crew had a fantastic year!... There is never a lack of bright lights in our program because the one or the other team has been doing a superb job; next year it may be slightly different."

Although winning teams are important to Mr. Wennik, he emphasizes that his office has never publicly praised or criticized a team or coach on the basis of the win-loss record. He also feels that post-graduate students are an important part of the student body, "because they add new enthusiasm to the school, which may have diminished among students who have been here for two or three years." Because many of these P.G.'s also have good athletic skills; he feels they improve the teams, not only with their own contributions but by

'Wennik's job is much more complex'

compelling other students to excel. Mr. Harrison states his feeling about P.G.'s quite bluntly: "Without P.G.'s, we could not maintain the same level of varsity competitiveness because we don't have the number [of male athletes] that we used to." That need for P.G.'s would reflect upon the J.V. system at Andover: perhaps playing J.V. for a year or two does not prepare someone for play on a varsity team. Mr. Harrison echoes this, saying, "Our J.V. coaches are not hired as coaches, but as teachers. Until Andover becomes nothing more than an athletic factory, this should be the philosophy."

With Mr. Wennik coming upon the end of his tour of duty (six years); it is good to look back on his time and realize that not only have there been gains—most noticeably through coeducation—but also the areas that could be improved. With a clear view of Andover athletics, it seems certain that they will be.

Girls' Track Romps To A Win Over Hapless Exeter

By LAURA HARRISON
KATRINKA LESCHEY

To end the season, the big Blue Girls' Track team destroyed Exeter. A first, in many years, unfortunately, the team went on to meet with the Interscholastic Champions, NMH. Though the competition was tough, and NMH defeated Andover, there were many personal tests set.

Final Record: 4-4

The Girls' Varsity Track team had a fairly strong season with a record of 4-4. Though the beginning of the season looked hopeful, the team ran into harder competition towards the end. With the coaching of Señora McCann, Charlotte Gifford, Mr. Regan, Mr. Hammond, Mr. Graham, and Mr. Bennett, the girls easily slid through the meets against Governor Dummer, St. Paul's, and Milton Academy. During these competitions, it appeared that the girls had the potential to break five school records. However, the team outdid itself and managed to break six.

Record Breaking Speed

Mully Larned proved to be a tremendous asset to the team, with her record-breaking speed. Throughout the season Larned continued to break the 200 record with her time of 27.3. In addition, she captured many firsts in the 100, Luckily,

Larned is a lower, and will continue to perform superbly for the P.A. team.

In Record Time

Another returning member, Upper Landi Fannin, had a strong season in the 800, 1500, 3000, and the mile relay. The 800, being her main event, was her best race. She set a new school record with a time of 2:22.8. Fannin was also a member of the mile relay team, consisting of Souther, Larned, Fannin and Jones, which set the school record with a time of 4:17.7. The remaining three records were set by Seniors Jennifer Ellis, Tamara Jones, and Katrinka Leschey, all to be missed in the next season. Ellis, aside from competing in a diverse number of events, threw the javelin a remarkable 106 feet for a new school record. Co-captain Jones, in her last race of the season, sprinted a record 100 time of 63.22 seconds. Leschey, the other co-captain, defeated in the 1500 and 3000, ran both races well, and broke her record in the 3000 with a time of 10:46.

Headed by these six, as well as 45 other teammates, the girls performed very well in the Interschols. That day, the team had many outstanding performances. The distance team, consisting of Tamara Harrison, Larned, Gully, Andel, and Leschey, monopolized the 800, 1500, and 3000. First and third in the 1500 were easily captured by Leschey and Larned. The 800 interscholastic record was

smashed by Fannin in a time of 2:24. Andel also ran a fine race, her best of the season. The 3000 proved to be an exciting race, as first and second were taken by Leschey and Harrison; Leschey, running a 10:46, dusted the interscholastic record by an amazing 23 seconds. Harrison, running a tremendous race, took 10 seconds off her previous best time. On the field, Ellis easily hurled the javelin for a best throw of 106, capturing first place for the team. Larned ran a smooth 200, taking third. Combining these points resulted in a well-deserved third place in the meet, close behind a strong Loomis Chafee.

Drop Final Four To Finish at 7-7

B-Lacrosse's Campaign Ends Poorly

By PHILLIPPIAN Staff

The Boys' Varsity Lacrosse team was a team of promise in the early part of the season. They surprisingly beat Harvard IV 10-8, demolished Pinkerton 10-1, and handily defeated Dartmouth JV 6-1. But suddenly the pieces began falling apart as some players went down in injury while still others were defeated by their own personal problems. The enthusiasm that co-captains Andy Morton and Steve

Frank had created simply vanished. An answer to the team's problems might be found in the discouraging obliteration they took at the hands of Longmeadow. Longmeadow is without a doubt one of the best teams in the state, but should a team as experienced as this P.A. squad lose by an embarrassing score of 15-3? In the following game with the league championship on the line, the team once again lost its composure and fell to St. Paul 10-5. If there had been a low point in the season, the loss to St. Paul's was definitely it; for if Andover had defeated St. Paul's, the highly coveted championship would have been theirs. However, the loss not only let the crown slip away, but also probably unconsciously affected the players' attitudes towards the remainder of the season.

Exeter

In the next game the blue fell at Exeter.

9-8. The game was very close throughout but in the end the Red managed to muster that "second wind" firepower and overcome Andover.

NMH

The game at Northfield Mt. Hermon was a disgrace. The Blue played horribly and, in summation, lost to a team far weaker than themselves by a three-point margin, 11-8.

However, the season was not all lost as the team managed to compile a 7-7 record. The squad did have some super athletes in All-American Andy Morton and All-Division midfielder Steve Frank. Both played admirably when winning and held their heads high in defeat. The team elected Steve Moreland and Alec Hogg as co-captains for next year's team, which will hopefully be more successful than this year's squad.



All-American--Delenseman Andy Morton is only the second Andover lacrosse player in ten years to make All-American honors.

Girls' Lacrosse Annihilates Pitiful NMH Squad 24-9

By PHILLIPPIAN STAFF

As the Girls' Varsity Lacrosse team traveled to western Massachusetts to play its last game of the season against Northfield-Mount Hermon they were determined to defend the team's 11-1 record, and defend it they did. They trampled the NMH team, 24-9, in a game which could only be described as a truly appropriate end to their spectacular season—strong and coherent play.

The Blue wasted no time in showing its opponents where they stood as Kate Hobbie scored the first goal of the game 1:25 into the half with an assist from Ellie Hirschhorn. After the first five minutes, Andover led the game, 5-1, with tallies from Hirschhorn, Jenny Greeley, Angie Dulin, and Meg Sturges. NMH slipped in its second goal of the game at 6:17, but another Blue scoring jag lasting eight minutes left NMH behind another five goals. Sam Chivers ignited the streak, scoring unassisted at 8:27 and was followed by Hobbie, Hirschhorn, Greeley, and Hirschhorn again, all unassisted. The remainder of the half was generally dull as the Blue boosted its lead by four, with Doykos, Sturges, and

Greeley, the last scoring twice. NMH managed one more goal, bringing the halftime score to 14-5 in P.A.'s favor.

Greeley began Andover's second half with a score off an assist from Hirschhorn, and twenty-four seconds later Chivers followed with another count. During the rest of the game Greeley scored five goals, with three from Hirschhorn and one from Kathleen Kinsella. Chivers and Hobbie followed suit with a goal apiece, and Kinsella ended the game for the Blue with a shot into the corner of the net, just out of reach of the goalie. NMH had squeaked two fairly insignificant goals by Andover in the half, but knew early on in the game that it was doomed to defeat.

In addition to the superb teamwork, several individuals displayed their own excellence. Hirschhorn had four goals and five assist and Greeley broke her personal scoring record for a single game with 10 goals. This remarkable player led a remarkable team to its 12-1 record, and one can only hope for an equally amazing year next spring.

Golf Stays in the Fairways, out of the Rough During Amazing Year

By PAUL CHUTICH

Wednesday, May 20, Exeter.—The third and final match of the Witherspoon Tournament competition, a tri-meet among Andover, Governor Dummer, and Exeter, took place today; the Blue, in a beautiful win, easily defeated both schools on raw scores even without the 20-stroke advantage awarded to Governor Dummer because of the limited size of its team. Despite this handicap, Andover's talent enabled it to capture the Witherspoon Trophy by a small margin of four strokes.

Andy Siderowf had the low score of the day with a 79, and was the overall Witherspoon Medalist. Captain Larry Kopp, having reached his late-season peak, shot at 80. All of the other P.A. golfers shot in the 80's. Losing the Witherspoon Trophy last year was a great disappointment for the team; in winning this match, P.A. boosted its record to 11-2, thus becoming the winningest golf team in the history of Phillips Academy. Coach Graham commented after the match, "This team has established itself as one of the best golf teams in P.A. HISTORY."

Wednesday, May 27, Andover Country Club.—The P.A. Golf team continued its winning streak, defeating Tabor Academy handily. Their record now stands at 12-2. Coach Graham was very pleased with his team's performance, having once again demonstrated its golfing superiority.

Paul Slattery, in his last match of the season, closed out with the low score of the day, a 78. Slattery, with an 82.5 average for the season, was a leading force in this year's team along with seniors Peter Mackie, John Wilson, Brian Benn, and Captain Larry Kopp—all of whom shot in the low 80's against Tabor. Andy Siderowf once again displayed his consistent game by coming in second place with an 80. Lower Paul Chutich and Ashu Handa followed, shooting 90 and 92, respectively.

Amg all the P.A. golfers Andy Siderowf has been the most consistent this year. He has the lowest stroke average on the team at 80.1. He also won the Kazickas

Trophy, an award presented annually to the winner of the intra-squad matches by defeating Paul Slattery in the final round. Coach Graham has been particularly pleased with Siderowf's play this year and is looking forward to next season's uppers, in the hopes of repeating this year's win.

Saturday, May 30, Salem Country Club.—In P.A.'s final match of the season, playing on St. John's home course, the Blue sought revenge for a close loss earlier in the season. Despite their efforts, P.A. lost to St. John's Prep by a decisive margin. St. John's, probably the best team in the state, lifted their unbeaten streak to 103 matches. Andover played well, but couldn't match the low scores of St. John's players. The top four scores for St. John's were 76, 77, 78, and 79. Playing in their final match at P.A., John Wilson, undefeated throughout the season, shot a 76, and Brian Benn, who has lost only once, shot a 77. Andy Siderowf was third with an 81, followed by Ashu Handa with an 85. Larry Kopp and Paul Chutich both shot 86, while Peter Mackie shot a 91. Lower Sonny Griffith, playing in his first match of the season, shot in the high 90's. Coach Graham, pleased with the match and the season, was especially pleased with John Wilson's and Brian Benn's performances. They have both had consistently low scores this year. Wilson's stroke average of 81.1 was second only to Andy Siderowf's 80.1. Paul Slattery's average was 82.5, while Captain Larry Kopp, who led the team through many hours of practices and matches, came on strong at the end of the season to finish with an 84.4 average. Brian Benn finished the season with a solid 85 average. Ashu Handa had an 87.5 average, followed by Paul Chutich's 89.6.

Despite the loss to St. John's, Coach Graham gave much deserved credit to the team's effort, and summed up the season: "It's one of the few teams in my entire coaching career that has gone beyond my expectations."

It was announced by Graham before

the match on Saturday that Lower Andy Siderowf had been elected by the team as next year's captain. He and the P.A. Golf team will have an admirable tradition to live up to. Yet all team members are confident about and dedicated to another winning season in '82.

Bernieri's Big Bruising Bully Boys

He walks into the cement circle and raises the shot put above his head—striking the pose of Atlas. He gazes out into the distance, then turns, placing his back to the field. He bends at the waist and lowers the shot to ear level. In one motion, he twists around and thrusts the shot outward with a Herculean effort. Coach Lou Bernieri places the tape measure down and bellows out the distance. Over and again the weightmen continue to win the event for the track team.

The weight squad possessed such winning talent as shot putter Bruno Mastropasqua, who heaved the shot a hefty 55'2", Dan Bennett, who threw the javelin 131'0", and Pete Grammas, who tossed the hammer 162'7/4". All of these distances were personal bests for the weight team. The track team also thrived on the depth of the weightmen, who had other talents: such team members as co-Captain Kenny Taylor, Pete Colovin, Ted Kokas, Tim Richards, Matt Lenoe, and Tim Plass also competed.

The weightmen's strength and depth is exemplified by the lopsided meet scores. This season, they amassed 235 points to the 96 accumulated by their opponents. They also managed to outscore their opponents 30 times in the 36 events in which they competed this season. In their meet against Naval Academy Prep School, the Blue weightmen swept each of their events against the future midshipmen. To top their highly successful season, the weightmen managed to outperform every team at the Track Interschols, allowing the track team to successfully defend last year's Interscholastic victory.



The Weightmen try to listen intently.

Photo/Sally

After 0-5 Start, Team Finishes Year 7-9

Baseball Ends With 3 Wins; Red Falls Twice

By VICTOR MORRIS and PHILLIPIAN STAFF

Despite a dismal 0-5 season start, Andover Varsity Baseball made a decisive rally this past week, taking three wins...

For the next four innings, he settled down, keeping most of the Boston players off the basepaths while walking a minimal number of batters.

In the first, Andover displayed their version of Boston's first-inning highlights. Bob Clifford, the DH, walked and stole second.

The Blue followed suite in the third, fourth, and fifth innings as they scored a total of five runs. DeSimone stymied the English bats until Andover scored the game-winner in the tenth.

Wednesday, May 27, Exeter--Thoughts of John Knowles' "A Separate Peace" crossed the minds of players on the Varsity Baseball team as they took the field against the Red of Exeter.

Saturday, May 23, Andover--The home run and the bunt are two different ways of scoring runs. Andover's varsity nine capitalized on both to its benefit.

In the fourth, Bob Goldman ripped a pitch 420 feet to left center for an easy homer, but in the tenth, with the score knotted at seven, Matt Dacey drilled a hard grounder to second which the English fielder mishandled.

John Shaw beat out an attempted sacrifice bunt for a hit and moved Bellissimo into scoring position.

Two outs later, rightfielder Jim LaCourse ripped a clutch base hit to drive in the winning run.

Andover starter Louis Ehrlich had troubled early getting his pitches going. "It was a typical Ehrlich inning," said Coach Sturges.

through the Exeter campus. At the same time, the P.A. players vowed that they too would refresh themselves in the neighboring body of water if they won.

Lefty Matt Dacey started for the Blue, bewildering the Exeter hitters with his effective array of breaking pitches.

Meanwhile on the Andover offense, Gerry Leone was a one man show. In his first at bat, in the second, Leone rapped a long triple into the alley in left center.

The Blue scored again in the third when first baseman, Bruce Raphael opened with a single to right. He went to second on a passed ball and took third as the Red shortstop made an error on a LaCourse grounder.

With Andover leading 2-0, Leone went to work. He hit a triple to rightcenter before John Shaw laid down a perfect suicide squeeze bunt.

In the seventh, the Red finally broke Dacey's shutout, pushing across on two hits and a walk.

The eighth marked a period of offensive outburst by both teams. Leading off the inning for the Blue, Goldman blasted a line drive triple over the leftfielder's head.

a base on a wild pitch. Clifford's groundout scored Raphael and LaCourse came home on Pelletier's sac fly to center.

Exeter countered with three in the bottom of the eighth, prompting Sturges to insert DeSimone. The lefty silenced the Exeter bats to pick up a save.

May 30, Andover--With the Andover/Exeter Trophy and a distinguished season's finish on the line, the Varsity Baseball team took the field to do battle with the Red's nine.

Jim Moulton, sporting a 2-2 mark, started on the mound for P.A. Keeping the ball low, Moulton forced many grounders to the infielders.

This was the story in the top of the first. With one out, two Andover errors, a walk, and an Exeter base-hit gave the visitors a quick 3-0 lead.

In its first at-bat, the Blue bats began to boom. After a leadoff strikeout, left fielder John Shaw slapped a single up the middle, one of the three hits he would collect on the day.

mid-center brought in Pelletier. With two outs, Bobby Goldman ripped a triple to leftcenter, his fifth three-bagger of the campaign. The G-Man's shot emptied the bases and gave Andover a 4-3 lead.

Andover answered with a run in the bottom of the second. Catcher Bob Clifford walked, stole second, and hustled home on Shaw's one-hopper to center.

Gerald T. Leone opened with a single, moved to second on a wild pitch, and took third as Barres reached base on an error. Goldman then lashed a hard grounder up the middle; the Red shortstop knocked the ball down but had no play on Leone at home.

Meanwhile, Moulton kept the Red off balance, until he faltered with two out in the ninth. He walked a batter and then gave up a double; a single to right made Moulton worry about his 10-7 lead.

The victory ended a 7-9 year. After an 0-5 start, Andover won seven of its last eleven games. Pelletier's .404 average topped the Blue hitters, with Shaw next at .326, followed by Dacey and Leone at .304 and .300 respectively.

Brewmen Capture Stickball Crown 8-4

A little over two weeks ago, the Newman Brewmen captured their unprecedented third straight championship as they routed Andy's Team, 8-4, before an overflowing crowd of 274 people on the Library field.

The festive pre-game ceremonies nearly overshadowed the contest, as Dr. Sizer made a cameo appearance to throw out the first ball. The activities began when Sizer called the two squads to the pitching mound, bellowing, "I want a fair contest, no gouging, strangling, or scraping. Good luck to both teams."

Sizer then approached the mound to throw the first pitch to Cza: Mark Bellissimo. It was a strike, a slider down and in. "Let the game begin," uttered the retiring headmaster, and so it did.

Andy's Team, led by namesake Andy Young, took the field. Doug Hirsch was at first, Jimmy Cohan at second, Craig Pearsall at short, Young at third, Cathy Best pitching, Wood catching, Bennett in left, Johnny Shaw in center, Twiggy (P.A. announcer Brad Kliber's appellation) Pierce in right, and Dave Martz in short field.

Captain Bellissimo quickly grounded out to Young at third on a clean one-hopper. Teddy Thomas bounced to Young too, and the rangy third baseman gunned the throw to Hirsch, prompting Sizer to remark, "Boy, that Young is hot."

The crowd, the majority of it young females, gave Stearns a rousing welcome as they came into the dugout. Tim McFadden, wobbling to his catcher position, led the Newman charge. Bobby Mazzone was at first, Gerry Leone on second, McDonough at short, and Bellissimo at the hot corner; Thomas, Larry Liederman, Jim Giles, and Paul Slattery made up the outfield. John Lockwood was the DH.

Fitcher Naomi Mulvihill watched as Slattery dropped leadoff batter Pearsall's fly to short left for a double. Pearsall later scored on Young's smash, which Bellissimo had trouble with at third. In the top of the second, the Brewmen took a 3-1 lead on a massive Slattery three-run shot past Dan the Man in left. Fitcher Best said of her gopher pitch, "Oh, whoops!"

Stearns got runners on first and third with one out in the second before Best and Pearsall flied out to end the inning. Pearsall stopped the Brewmen cold in the third, when, with runners on second and third with two outs, he got in front of a McFadden grounder, blocked it with his chest, and had time to read the label before throwing out the speedy catcher.

Jim Giles robbed Bennett of a possible three bagger (or homer) in the bottom of the third when he made THE play of THE game. Hirsch and Young had opened the inning with successive fly-outs. Then the cocky Bennett strode to the plate, Bennett calmly waited for his pitch, then rapped one of the few opposite field shots on the day. Liederman, the center fielder, wondered in amazement as the little yellow ball sailed to right center, well out of his reach. It was up to Giles, who was shading the right field line closely. He put on the burners, turned his back to home, and, as Bennett rounded first, jumped up and made a twisting backhanded spear of the ball all without losing his balance or his cool. THE play of THE game. Leone's two out homer to deep center in the fourth upped the Brewmen's lead to 4-1 and dampened the spirits of Andy's Team. In the bottom of the



Patriotic stickball players stand and sing the national anthem.

Photo/Henderson

inning, the underdogs went down 1-2-3 with Johnny Burke Doar fanning for the last out, the lone strikeout in the entire game.

By the end of the fifth, it had become a pitcher's duel, as both teams has managed just one hit in the inning, that a Giles single up the middle.

If a single inning can be singled out as a key, the eventual game-winner coming on John Lockwood's two-run homer by Pierce in right, coming in the sixth inning, was it. Time was running out on Andy's Team and they knew it. They appeared tight, nervous, as they no longer joked on the sidelines, no longer laughed with and at Dembitzer. The end was near. It didn't help when, for the second inning in a row, they were set down in order.

Newman scored its final two runs in the seventh, with Leone, Giles, McFadden, and Mulvihill getting timely hits. As Stearns trotted in for the final at-bats, the Brewmen were already celebrating in the field. It was a bit premature, though. Bennett opened with a shot to the 450-foot mark in the power alley in deep right center for a triple. After Shaw popped out, Martz singled by Bellissimo, scoring Bennett. Cohan flied to Liederman in right for the second out before Pierce smashed a line drive single to center. Paulie Crowley

loaded the bases with his second hit of the evening. Best was up next, and Bennett, a fierce competitor, walked to the batter's box and positioned Best in the correct batting stance. Best laid down a roller to Mulvihill, who picked it up and ran towards first in hopes of intercepting Best.

Mulvihill apparently made the tag, but the umpires ruled otherwise. A do-over they said. Best then hit a tailor-made grounder to Tommy McDonough, who, for reasons unknown, bobbled the ball for an error. The score stood 8-3, Brewmen. Pearsall bounced another grounder Tommy D's way, and again the shortstop booted it. But it all went for naught as Doug Hirsch flied to Thomas for the final out and the celebration began for the Brewmen.

Still, Andy's Team proved that its 9-0 mark was no fluke as they played the Brewmen evenly except for the two homers. It was also noted that Post-Graduates comprised over 75% of the Brewmen while Andy's Team had only three to complement a large number of uppers and lowers who formed an extensive farm system. The question remains -- does Bellissimo recruit PG's exclusively for stickball?

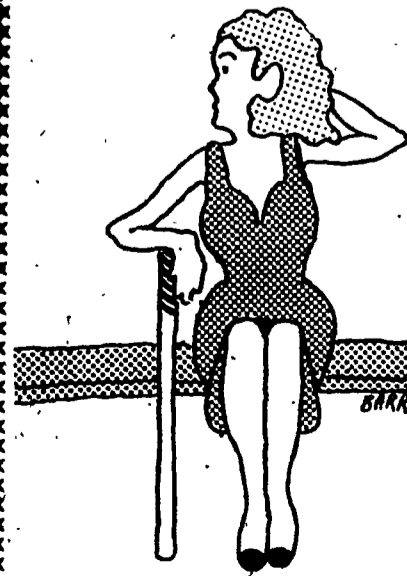
Players on both teams had many things to say after the contest: Thomas, on whether or not stickball was the highlight of his PG year -- "Yea, and when I got a 5 in English"; on the crowd -- "I thought the girls in their summer dresses were very distracting. They effected Tommy McDonough in the seventh"; on Andy's Team -- "A lot of scrubs but a damn tough ballclub." Bellissimo, on the will to win -- "In the final game we had to buckle down otherwise Mrs. Harrison was going to put us on restriction and withhold our diplomas. Also she threatened not to give us ice cream."; on Stearns -- "They were definitely the finest team we have ever played."; Bennett, on the season -- "It was superior to the season of the U.S. Hockey team except we didn't beat Newman"; on his teammates -- "A great bunch of guys who are not out there just to win but to compete."; Dembitzer, on coaching Stearns -- "With the possible exception of hopping freights, coaching stickball has been the most profound experience of my life."; on strating a stickball league in New York -- "I have been assured a coaching position for the Actors Equity stickball team in Central Park."

The season itself proved very successful as twenty teams vied for nine playoffs berths. Andy's Team won the Andover Division by beating both the 69'ers and Malicious Damage on the way to the finals and a perfect 9-0 mark. The Brewmen lost once, to Mr. Dunbar's team 3-2, but made the finals by defeating the Day Slammers and the J.D. Field Testers.

The All-Star team was: c-Elie Hirschorn; p-Naomi Mulvihill; 1b-Bruno Mastropasqua; 2b-Gerry Leone; 3b-Andy Young; ss-Angie Dulin; lf-Teddy Thomas; cf-Gerb Simon; rf-Don Dunbar; sf-Dave Kantaros; coach of the year-Stevie Dembitzer.

However, questions remain for next year: Is there life after P.A. stickball for czar Mark Bellissimo; will Ted Thomas begin a stickball league at Williams; will Stearns be the favorite next year with 6 returning starters; Will Dembitzer retain his crafty skills to help coach a little league team in Morningside Park near Columbia University.

Table with 2 columns: Team and Won-Lost. Divisions include Phillips and Andover.





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ESPRIT



Sizer: A Final Interview

In 1972 Theodore R. Sizer became the 12th Headmaster of Phillips Academy at the end of last summer. Sizer announced his resignation, effective at the end of the 1980-1981 school year. During the "Sizer Years" (1972-1981) Andover underwent a remarkable change, a change partially due to his leadership, partially due to the times. Under Sizer, Phillips Academy became a co-education institution; celebrated its 200th birthday; and, finally, completed the largest fund-raising drive in secondary school history, as the Bicentennial Campaign raised over fifty million dollars. In a last interview, Sizer reflected on Phillips Academy, his years at Andover, and himself, with PHILLIPPIAN Editor-in-Chief Tom Strong.

Q: What direction is the student body of Phillips Academy headed for in the 1980's? Will diversity be sacrificed because of financial considerations?
A: I think that that is the number one question in the '80's, how you can maintain the quality of the program and at the same time open the school up to a

"I will carry with me the real world of people in their teenage years..."

diverse student body and run a balanced budget. We still have a substantial way to go even today in making the school more open to all economic groups; this in the face of a very difficult economic situation. There is no obvious solution in sight but a solution has to be found and it probably will involve a combination of changes in tuition policy, scholarship policy, and the program offered to students at this school.

Q: Taking into account the inflationary costs of maintaining the school and the increasing tuition, are the first so-called cutbacks in the school budget to be scholarships and complementary programs?
A: This has certainly been the record of the '70's - it is clear on this - that the scholarship and loan portion of the budget has gone up so rapidly and in a couple of years a little more rapidly than the increase in tuition rose, other programs primarily on the maintenance side have been sharply cut - some would say too sharply. The preventive maintenance - buildings and grounds and the staff available to carry this out - has been pruned quite sharply over the last six or eight years. You can't do that very long or you get into deep trouble. But a way has to be found to increase the ability of lower income people to come here and at the same time do all of these other things. In my opinion, the solution will not be found on the outside. It won't be found in more funds - the Bicentennial Campaign was a great success but it only bought us time as it were. The programs are going to have to be changed and we have talked a lot about different ways of doing this - as you know, my view is to shorten the period of time that any one student stays here, thus decreasing the overall expense to his/her family. There are probably other ways of approaching it but we are going to have to do something or we are

going to end up not serving "Youth From Every Quarter."

Q: Do you think that Andover will be as attractive to both minority and "underprivileged" students in the '80's with the rising costs?
A: First of all, you have to separate minority students from underprivileged students. They are two distinct groups. The minority population runs the spectrum from income and geographical areas just like the majority of the population, while underprivileged are people with low incomes or coming from weak schools. We find, to talk about the minority population to begin with, that it is quite striking that there are substantially larger numbers of minority students applying to the Summer Session, particularly to MS2, than to the Winter Session. Maybe the reason for that is that the commitment to join this community which is very dominated by its whiteness, as the majority culture, suggests that minority families and minority kids may more often than not wish the shorter experience. That seems to be what the market is telling us in any event and that raises two interesting questions: one, can this community change so its dominant values are not so clearly ones of White America; and secondly, could this school so alter its offerings so that more people could come for shorter periods of time, thus making less commitment to the entire kind of culture than a three or four year students makes. It is a tough question.

Q: Do you think that Phillips Academy will remain constant or keep up with the

present times, now with the trend to the Right?

A: Any institution, a school or a college or anything, is affected by the larger context and it is clear that this country, the mood of the majority of this country, appears to have altered. That alteration affects us. I think that there are certain qualities of an educational institution which should, as they have in the past here, rise above the movements of public concern - let's say from the '60's to the '80's: qualities of candor, of open discussion of important issues; of looking at the evidence and making judgments on the basis of the evidence; in keeping strongly held ideology to its place; and in respecting people. The historical record of the country suggests that when the pendulum swings too far one way or the other, left or right, people are tempted to abridge these central concerns. People say, from an ideological point of view, we know better without looking at the evidence as clearly. Schools should stand for open inquiry, for candor, for looking at the evidence and for respecting it - as long as those qualities are adhered to, I have no worry about whether Andover lives in a time which is dominated by the Far Left, or the Far Right, or the Center, or any other part.

Q: When you first came to Andover, you had a reputation as being an educator - that is you were known for your educational philosophy. Yet, under your reign, when you acted as both educator and administrator, Andover enjoyed tremendous growth (i.e. Bicentennial Campaign). Thus, was it difficult learning to become an administrator?
A: Well, in many ways, fund-raising for a place like Andover is an educational job, because what you are doing is making a case for a kind of school it is or should become and a lot of my fund-raising really had to do with the educational

philosophy of the school. I didn't have as much time as I would have liked to have had on the inside workings of the school; but the priorities of the time which called for the merger of two schools and the Campaign and the rest dictated otherwise. I don't know that my own views have changed; certainly the previous job that I had involved me in a great deal of frustrating administration around Federal grants and contracts, something which I was delighted to get away from.

Q: What were the goals which you set for yourself and for the school when you became headmaster in 1972 and how have you succeeded in accomplishing these goals?

They overlap, obviously. The goals for the school were, I suppose, the more obvious ones: settling one way or another in a sensible and responsible way the problem of coeducation; and then as the '70's went on and the economic difficulties increased, trying to find the best way to put as secure a financial base on the school as possible; and finally to try, in subtle ways, to improve the quality of the community - to make it warmer and more respectful and responsive. I saw those as important institutional objectives. Personal objectives were to get back into school life, to get more experience, to find out more about people in their teenage years and the schools that are provided for them and to understand through direct experience what was involved. I certainly feel very grateful to Andover for giving me that opportunity and I have learned a lot from it. I will carry it away from Andover in my study of high schools. I will carry with me the real world of people in their teenage years and the schools that serve them.

Q: Have you been satisfied with your performance in attaining these goals? I always can find fault with things I wished I had done and not done and things I do and am sorry, but I feel, in all, that I have learned a lot and that this is an extraordinary school and to be part of it has been very enriching.

Q: What kind of image do you attempt to project to students and faculty? Do you project a different image to the faculty than to the students?

A: Well, I confess I don't sit down very often and say what kind of image will I project, what mask will I put on. I just hope I don't do that, very much. Certainly, in one place, in certain kinds of politics, we all do from time to time. You probably act differently in your math class than you do in your dormitory. That has to do with masks, but they are really kind of benign masks. By and large, I try and be open to everyone and I think when you consistently present very different models of yourself, you are headed for trouble, because people really don't trust you. They say what kind of mask does he have on now, and I'll treat him according to that mask. You get into a situation like that and human communications just turn into a game.

Q: So, for example, when you walk around the athletic fields on Wednesday afternoon, that is an attempt at being open?
A: Yes, that's right. Now, of course, when I am teaching my class, the relationship is

"I foresee a happy decade ahead."

a bit different, but I don't know if a lot different. Maybe people perceive it to be more different than I think.

Q: I have a feeling that students are in awe of you, that they place you on a pedestal. Is this true, and is it because of yourself or the position of headmaster?
A: I think it has to do with the position. Here we are in this rectangular office with this fancy Persian rug on the floor and telephones and all that. I think that the office is inevitably scary. I'll be interested to see whether students react differently to me when I am a faculty spouse; in the next years my hunch is that they will - without that big leather chair over there, they might be a little different.

Q: Since you became headmaster in 1972, what are the biggest changes involving both student attitudes and faculty

concerns?
A: Well, I think those are separable - student attitudes and faculty concerns. I think, here as on most campuses, the relationship between students and faculty is a much more relaxed one, a much friendlier one, a much more trusting one than was the case in the early '70's. It is not perfect but it sure is better. Everybody is relaxed a bit. Everybody, every person, has taken himself or herself a little less seriously than we used to and I think that that is for the better. The faculty concerns are much the same with the exception that many of us are more afraid of the future than we were in the early '70's. The economic problems and the political uncertainties of the next ten or twenty years are really far more frightening to us than they were in 1970. Maybe it is just that we are more aware of the problems in the world than we were in the early '70's. I think there is an underlying uneasiness that has nothing to do primarily with Andover and a lot to do with the context in which we sit that nags at faculty.

Q: In a previous interview, you stated that the school expects too little of the students. Now, looking at the faculty, and taking into account the "Triple Threat" (teacher-house counselor-coach), does the school expect too much of the faculty?
A: Yes. Not enough is expected of the students and too much is expected of the faculty. I think that everybody is going to be better off when more responsibility for the school and themselves is carried by the students, and those loads are taken off faculty backs.

Q: Do students respect the faculty and understand the problem of the enormous workload which they must bear?
A: Well, there are enormous variations among students and also I think that the students respect some individual faculty members more than others. That has

always been true and the reciprocal is also the case. I think the only way that more student responsibility can pick up is if there is genuine collegiality between the students and the faculty particularly the older students and the faculty, something which we have been moving towards in the '70's but still has a long way to go. Out of that collegiality will come respect.

Q: Do you think that students are apathetic, and if so, what is the cause of their apathy?
A: Well, yes, I suppose some of the traditional measures of school spirit are gone - large numbers of people at certain kinds of athletic events, large listenerships to WPAA, people sitting down to write letters to The Phillipian - on those dimensions, you might say it is apathy. On the other hand, there are certainly enthusiasms in other directions that



couldn't be called apathy; certainly the over two hundred students in a stickball league are not apathetic. All you have to do is listen between 6:45 and 8:00. Then the judgment is whether a lot of involvement in something like stickball is better or worse than a lot of involvement in something like going to the games and sharing them. I am not sure. One might say that students today are politically more apathetic than their predecessors were in the late '60's. I think that that is true and I think it has everything to do with the fact that in the late '60's the Vietnam War was on and a lot of the students would shortly be drafted or would have to find a way to avoid the draft. In that reality, which had a very personal edge to it, it made people politically conscious in a way nothing does today.

Q: Do students at Andover live in a "sanctuary" in which they can forget their cares at home and forget the happenings in the world and be concerned solely with the goings on of Phillips Academy?

A: Well, in my brief forays to other schools, I am not convinced that high school kids in other kinds of settings are any better informed about the larger world issues than students here. Indeed, I would rather argue the other way around. These are relative things; but relatively speaking, I think that Andover students are quite aware of a larger scene, particularly compared with their colleagues in day schools.

Q: Do you have any funny stories or anecdotes which stand out in your years at Andover?

A: Well, there was the time when a group of students aided by a member of the Physics Department hoisted two large helium-filled weather balloons over the Exeter campus and tethered it to both ends of the lanyard in the flagpole. That presented problems because the only way to get it down was to shoot it down. What was particularly funny about it was that no one at Exeter ever mentioned it to me. But that was a funny kind of prank, I suppose. I think some of the funniest things that have happened have turned around the antics of faculty dogs. Some of us pay a lot of attention to faculty dogs and some of them have characters as complex as the most dense personages of Dostoevsky. But one can go on; there are all kinds of war stories that one can tell.

Q: Are there any instances which you would like to forget?

A: Oh, yea, there have been times when one has been very frightened. I think what frightens me the most is fire. I can remember being terribly upset, particularly of fire at night. Fire in a dormitory or fire in a garage or the most recent fire over at Peabody House, even though people weren't involved, just watching the extraordinary destructive power of fire just racing through a building really sickens me. I suppose the other thing which I wish were most forgettable is when people, knowingly or unknowingly, are cruel to one another. There have been instances where I have seen cruelty here that just stays with you in a very unpleasant and sad way.

Q: Do you think that racism and prejudice exist at Andover among its students?

A: Yes. It certainly does, but one has to look at these things relatively. Relative to a lot of other schools, I think there is an openness at least to consider these issues and be frank about them that doesn't exist in other places. So, in a relative sense, I think that this is a healthy community. In an absolute sense, I think that we have a long way to go. Why? The answers are that inherent prejudice of various kinds are built into the

personalities of most of us as we grow up, whether we like it or not, with picking up signals about things that are good or bad or people who are more or less good or bad. We are victims of stereotypes we learn, and those stereotypes are unhappily played out, often very subtly played out here, as is true in all communities and again this is why the candor is so important. A lot of people are unintentionally racist or sexist or classist and to say that you are making a judgment that really turns on the question of one's religion simply by

people's consciousness about it.

Q: In the fall of



1979, there were two pieces of legislation were drafted and designed to have far-reaching effects on Phillips Academy: David Cobb's final long range Planning Report and the Curriculum Committee's findings on "critical thinking" and post-diploma education. What has happened to these reports?

A: You recall that report (Curriculum) came in three parts. The first had to do with a unifying pedagogical goal or educational goal which was "critical thinking." The second part had to do with the course of study; the third part had to do with the composition of the student body. The first was debated last year and defeated. The second was turned over to the committee chaired by Carl Krumpke, which has reported this year; and the third was turned over to the committee chaired by Frank Eccles which has reported. The debate on parts two and three are now just getting underway. These are enormously complicated issues and everyone interconnects with every other

one and it is going to be a major job for Don McNemar and the faculty and students in the early '80's to sort these things through and talk them through thoroughly and make some decisions. But the issues have not sort of disappeared; they are right there.

Q: Do you think that there are too many faculty committees?

A: I don't agree with that. There are always too many - one committee is too many if you are on it, in a way. It is always a trade-off. Either this is a school which has collective and community input in government or it isn't. The price of getting lots of people involved and having people feel

that they have a say in things is a committee system. The fewer the committees, the more autocratic the institution will appear. It is a matter of balance. I know that Mr. Cobb in his Long Range report felt that the balance was too much more, too much tilted toward the participatory side. He felt that, and he was speaking for a large group of the faculty, there could be more administrative action taken without committee work. That is possibly so, but it is a trade-off.

Q: Has the faculty, in the last two years, restricted student responsibility, as exemplified by the 10:00 p.m. sign-in rule?

A: I think the returns are not in yet. The faculty made a move on student responsibility and I think a lot of faculty members perhaps unfairly have been watching to see if the collective student body would take that move too. I think many members of the Class of 1981 have done so because that was where the burden in the eye of the faculty

particularly lay. Every time someone plays a game with the system or lies or abuses the freedom given, the patience of certain faculty members, certainly my patience, is notched back one. Well, you say you can't really depend on the students. I think the issue is still an open issue. Certainly, the speed with which the faculty dealt with the 10:00-11:00 issue harmed a conversation going on between many students and many faculty members, simply for procedural reasons. It may have been a very wise thing to do but the process by which the decision was made was more preemptory than I think some people reasonably expected, given the intention to have more faculty-student communication. But overall, I think that the jury is still out and I think everybody is testing the system to see how far the faculty can trust the students and how far the students can trust the faculty.

Q: What has been and what will be the faculty's response to Mr. McNemar?

A: I think that they will respond very, very warmly. He is a marvelous person, a very careful listener, a person of high integrity with a real sense of where schools like this will and should go. I foresee a very happy decade ahead.

Q: Has there been any resentment either because of his age or because of the fact that he came from outside the school community?

A: No. The answer is no. For obvious reasons people not knowing Don and Britta McNemar are apprehensive. What kind of people are they? My wife and I have gotten to know them really well in the last few months and I can assure them that any apprehensions will cease.

Q: Is there too much of a burden placed on yourself, and if there is, should it be spread out throughout the administration?

A: It has got to be spread around, and the burden, the way that I defined it, can be substantially improved upon. In many ways, the school is well organized to cope with the early '70's and I would think that the load has got to be reanalyzed and reapportioned so that nobody is really overwhelmed by any part of the job.

Q: Do you have any final words to the students, faculty, and trustees, to sum up your nine years as headmaster of Phillips Academy?

A: Two things, I suppose: one is thanks; it has been an extraordinary nine years and I have gotten much more from Andover than any one reasonable person could expect to get from a community like this;

and I suppose the second is not to lose the commitment to running both an absolutely first-rate school but also a school which is democratic in its student body - Andover is Andover because it does both of those things, not just one, and the school in the long run will be judged on its ability to find the balance between those two.

Sizer's Commencement Speech

Some weeks ago some generous friends gave me a marvelous large aerial color photograph of the Andover campus. It was taken recently, probably in the early winter, as there were neither leaves on the trees nor snow on the ground. The photograph centers on the Vista, and gives a viewer a remarkably new sense of the campus. One is instantly struck by how much space there is -- seemingly endless lawns and hundreds of trees. One is also quickly conscious of the campus' symmetry, the balanced siting of buildings and the graceful positioning of walk-ways and roads. The view exudes a sense of order and balance. One is quickly conscious of scale, or how large and how small some things actually are. A big, ferocious beagle dog like Heidi would appear but a piddling pussycat in many aerial photographs. So are one's perceptions changed.

The lesson that such a picture gives it that even the familiar and expected seems different when viewed from a new angle or at differing times. From the air, the Andover campus must look remarkably altered in summertime, when the trees are fully in leaf. And the view of the campus was strikingly different as recently as 1925. So, it all depends on how and when one views a place -- or an event.

Graduation is such a happening, and here we are, engaging in time-honored, familiar, and pleasant rituals. We have long called these exercises "Exhibitions", and if it were 1781 rather than 1981, we teachers would indeed be putting you on "exhibition" before the Trustees and your families. Each of you separately would be summoned before us all, to perform some oration from Cicero or to unravel some theological tangle or to complete some mathematical exercise. The Board President would not be so lenient as is your friend, Mr. Chapin

present would intimidate you, expecting you to measure up in visible, tangible ways. The tone of this gathering would be more of catechism than of celebration. However, in its broadest outline the rituals would be similar -- a rite of passage from Academy into the world of college or of business or of public affairs. You would be "graduating" from your present stage of life and "commencing" a new one.

Your view of these exercises -- your aerial photograph -- has many familiar shapes, in predictable scale. The fact that you have completed the diploma requirements, down to the last "credit hour", is a prominent part of the landscape. The faculty saw to this in a special meeting called for that purpose yesterday. What honors you received, what colleges you've been admitted to, what SAT, "achievement" and Advanced Placement scores you received -- in a word, the recognition of your tangible accomplishments -- are highly visible in your and our minds. You've read James Joyce, you know what the VIII Amendment of the Constitution says, you are aware that photosynthesis has nothing to do with cameras, you can conjure up the passive pluperfect of a Latin verb and you can spell the words "oligarchy" and "anthropomorphic" -- or you can present some variant on this theme of substantive knowledge. You expect to be feted for this accomplishment. You expect its achievement will lead to being given greater freedom in your lives by your parents and teachers in your next educational lives: just think, girls, beers and boys in your dormitory next year whenever you want them! More reservedly, you expect to lose old and good friends when you all leave this campus. And above all, you expect in some subtle way to be changed as the result of this passage, to be somehow a new or

Such is the stereotypical and happily traditional view of exercises such as these. A different view, at a different time, will alter what now seems to be important: your "aerial photograph" will give new prominence to what earlier seemed later shapes. In but a few weeks, alas, you'll wake one morning with a sense of being cheated: you're really not all that different for having become a high school graduate, and you'll notice that no one, not even your most doting aunt, continues to give you the deference and special attention which you had on June 11th at Andover. You'll find that there really isn't that much more freedom: you can have your beer when you want it, but Dad says you now have to buy it. And when you get to college, you'll find everyone else had good college board scores, a major letter and three poems published in the school literary magazine. This will disappoint you; but, on the other hand, you'll find that good Andover-made friendships sturdily survive the distances that follow on graduation.

While I want to warn you of this inevitable, if not very serious letdown but weeks away, it's the longer view that interests me more. What difference will the rite of passage called Andover have meant when viewed from a greater distance? What will stay as important: the credit hours? the reading of Ulysses? the Constitutional Amendment committed to memory? your SAT scores higher than those of your roommate? If you are like many, if not most, who preceded you in this place, and if you meet this faculty's higher expectations, the answers will be "no".

Unless you differ markedly from your predecessors, your perspective of your Andover experience will continue to change, not only because of the passage of time, but also because your own sense of what is important will surely alter.

Looking back, we hope you'll judge your time here from new and different angles.

Whether you know what the substance of the VIII Amendment is or what the pluperfect passive is will seem less important than the skill you have acquired in knowing how to find out such details, once you find that you need them. That is, what is important is not substantively what you've learned here. What is important is to know how to learn.

Whether you got a high SAT score will be less important than the ability to sort out a complex problem and articulate it well. Whether it takes you sixty minutes or a day to do this will be less important than the final product. You'll value the fact proclaimer less and the wisely speculative person more.

We hope you'll be more protective of that most personal, and fragile, possession, your reputation: the risks involved in cutting corners will seem even higher, and you'll wonder -- sometimes with as much retrospective self-righteousness as incredulity -- how you played the games you may have played while a teenager.

But above all, you'll place new value on what kinds of people your associates are, and less on their past or present measurable accomplishments. Don't get me wrong: the prizes and good grades and other external manifestations of hard work and decency that we provide here are important, and meaningful. It is just that some subtler values, one which perhaps become of far greater importance once a person ceases playing the simplistic game of climbing the academic ladder, will rise in importance for you, as central ones by which you will measure this school and your experience in it. These qualities are summed up in the concept of "character".

A person's character is a manifestation of her or his commitments. One important commitment -- and a center one for schools -- is to truth: are you a person who is committed to fair analysis, to reasonableness, to the process of always searching hard for the correct answers, or those closest to correctness as conditions allow? It is not for nothing that America's oldest college has as its motto

such is a value of academia, and of life itself. The world properly questions the character of a person who lacks the courage of his or her well-considered convictions. The world honors, in time, truth sayers -- even if the truth which at a particular time is uttered may contradict passionately-held, but specious conventional wisdom. Persons of high character have readily suffered: Socrates comes to mind, as far more recently does Mother Teresa. The point still remains true, even when put less grandly: we don't respect the person who thinks sloppily or incompletely, or who tolerates others who do, or even kids himself or herself. The integrity that comes from truth-telling is the heart of character. The extent that Andover exhibited candor and honesty in its institutional and personal life will be important to you.

As a touchstone of character, generosity ranks with truth-telling. Empathy is its beginning: the generous person is always trying to sense, even to experience (albeit vicariously), how another thinks or feels or is motivated. Having made such a judgment, only then does the generous person act. We all respect those who seem to be able to figure out a situation, and in many cases thereby both reduce tension and increase honesty. Would that generous folk were numerous in Northern Ireland, or Namibia, or Boston, or indeed Andover. However, for Andover's part, I predict that when the values of generosity of spirit and empathy emerge more boldly for some of you than they now might be, the extraordinary quality of many of Andover's faculty will be freshly apparent. Andover teachers are fine scholars: such is obvious. But the level of their caring for you, and their restraint and willingness to accommodate their lives to your agendas, is truly remarkable. In your academic careers, you may not, alas, see their like again. For compassion and empathy, these teachers, these older friends of yours, are very special indeed. I hope you have learned well from them of generosity; they have exhibited it often on your behalf.

There will be lighter things to see when

continued on page twelve

PROFILE: Frederick Peterson

By JOHN WEISS

After thirty-five years of dangling modifiers, Shakespeare, and Robert Frost's poetry, Frederick Peterson will be leaving Phillips Academy at the end of this school year. Peterson was a student at Andover, graduating in the class of 1934. He began teaching in the Andover English Department in 1946.

When asked about his senior year at Andover, and, more specifically, his graduation compared to today's, Peterson said that today graduation is "shorter, less stuffy, and much better." Although sunbathing was not allowed at the time, Peterson's senior year was far from boring. "The fun came in the work," Peterson says.

During the early years of his time as a member of the Phillips Academy faculty, Peterson held the dual position of English Instructor and Admissions Officer. He, along with another man and two secretaries, comprised the entire admissions office. This anecdote reminded Peterson of one of the many changes he has witnessed during his years at P. A. Between 1954 and 1957, when he worked in the admissions office, the idea to use student guides was originated. Up until then, he and his associate did all of the guiding themselves. However, he had an "awful time" trying to get eight or nine interested students. Today, though, he marvels at the enthusiasm of the guides, commenting that this "really says something about the school."

One of Peterson's finest but least acknowledged achievements during his years at Andover has been the planting of cherry trees all around the campus. In 1954, all of the old trees were falling down and not being replaced. "They were so gorgeous, and

nobody could bear it," Peterson said. So he and a group of people got together, raised a little money, and bought seven or eight cherry trees, which they planted that fall. Today, the number of trees planted through Peterson's actions totals one hundred and eighteen.

Looking back at the past decade of Andover's history, Peterson remarked how much better P.A. has become. "In those days," Peterson said, referring to the years 1969 and 1970, "people endured Andover, and hoped they'd get some dividends later on." But now he sees a more positive atmosphere at Andover. "Now people enjoy Andover, even though it's a big pain in some ways."

Looking ahead to the future of the school, Peterson knows that just about anything could and probably will change, but he feels that there will be little need to improve the school. There is, however, one area in which Peterson feels adjustments could be made. "If only they could find a way to slow the place down," he mused, "life would be a lot easier for everyone."

"Most students don't have the time or incentive to dig into something deep. We've got to find a better way to do it, but not by cutting back on the quality of the work, but the quantity. God did not ordain that English 10 read so many books, or Math 30 cover so much material."

Having felt the frantic pace at P.A. for so many years, Peterson is very excited about the idea of having a lot of free time for the first time in years. "I'm going to be trying as hard as I know how to do nothing at all," Peterson said jokingly. Most of his time will be split between his new residence in Boston and his home in Maine, where he is president of a lake association and regatta chairman of a

sailing club on the lake. "But, it would be really great to get to know Boston. I hope to find out a lot about it," Peterson said with excitement in his eyes. Peterson will not, however, spend all of his time exploring Boston and enjoying Maine. Among other things he hopes to attend cooking school, and "maybe even get a chance to read the New Yorker when it comes out, which Peterson described as "a very enchanting prospect."

Peterson will be leaving Andover this year with a senior class which he describes as "the best ever." But the members of this graduating class are not the only ones who will remember Peterson. His contributions and achievements at Andover are endless. Anyone who has seen him riding around campus on his bike with his purple scarf or heard him sound his famous delphi cow bell at Girls' Basketball game, listened to him correct students who say "can I" instead of "may I," or just said hello to him in passing know that Andover won't be the same without him.



PROFILE: Dalton H. McBee, Admissions

By LYN SUE KAHNG and PAM WEILER

Among the more memorable events in the lives of many Andover students are their respective arrivals at Phillips Academy for interviews. Numerous pupils can easily recall being ushered up the stairs of Hardy House and walking inside. There, inside his office, a broadly smiling, genial man waited to turn the interview -- oh! awful prospect -- into a friendly and relaxed conversation. This man, former English Instructor, former Director of Financial Aid, ex-Varsity Tennis coach, and the good-natured greeter of many, is Dalton H. McBee.

McBee retires this June after nearly 30 years at Andover. Arriving in 1953 as an English teacher, he soon became involved in Admissions as well. He remembered that he found it "the ideal situation: it gives one a good overview not only seeing students both inside and outside the classroom and as candidates but also, putting a new perspective on the opportunity Andover has to offer."

McBee found it easy to handle the double responsibility of teaching and admissions because he views the "process of education, the parents and the kids all interesting." As an English teacher, well before the widespread problems in public schools, McBee inquired of his students what they had done before they had come to Phillips Academy. He discovered that too many people in the public schools had done "all reading and no writing." Because he feels "one can get through a barrier by writing and become less inhibited," McBee encouraged his students to keep

journals. From these experiences, he published two books in 1972: *Writers Journal-Experiment* and *Writers Journal-Explorations*.

Over the years, McBee gradually became more involved in the Admissions Office and less involved with his teaching. By 1972, he was solely affiliated with Hardy House and the Admissions Office. He enjoys his job because of his interest in "the ways in which other people handle their objectives and abilities."

But how does McBee conduct his interviews with prospective students? He explains, "My interviews have no set format; it is necessary to play off the particular interests of the candidate. From my interest in these people, I move to their abilities and objectives. It is from discussing these abilities and objectives that I get the information that I want."

Throughout his career, the Admission's staff has never searched for a particular type of individual. On the contrary, notes McBee, "We are interested in maintaining diversity." That the Admissions Office has succeeded in attaining its objective is evident from the wide range of student activities and the presence of pupils from as far away as Libya, Venezuela, and, this year, from the People's Republic of China.

Now, however, after contributing so much to Phillips Academy, McBee departs for Newburyport. There the ex-coach plans to join a local tennis club and play regularly. After a month of "absolute vacation and recreation," he plans to write for a year. Always thoughtful, he plans to assess this year or writing and then make his plans for the future.

As he leaves, McBee will miss and be missed by countless students and faculty. His memories of the school will be no less pleasant than our memories of him, for Dalton McBee, when asked, replies, "Andover? It's been a good place to be."

PROFILE: Musician William Biggs Clift

By LYN SUE KAHNG and PAM WEILER

After twenty-five years of teaching music at Phillips Academy, William Biggs Clift Jr. will retire this June. His departure marks not only the end of a long and distinguished stay here but the culmination of a forty-five year teaching career.

Coming to Andover after nineteen years of teaching in Ohio, Clift quickly assumed a large role in the school's Music Department. He served as chairman for eighteen years, fostering the growth of the entire department. He recalled, "When I came, there were only two full-time faculty members and one or two outside teachers." Clift brought many present faculty members to P.A., among them current Department Chairman William E. Thomas.

Some of Clift's most noted accomplishments, however, concern his longtime involvement with the annual spring musical. The spring musical is one of the highlights of every spring term. Involved in at least fifteen of them since he has been here, Clift has directed at least fifteen himself. Before the productions moved under the auspices of the Theater Department several years ago, he produced all of them.

When not seen conducting in an orchestra pit, Clift may be viewed in the open, enthusiastically directing the jazz band. A

noted jazz band lover, he has directed the jazz band since his arrival at Andover and also conducted the concert band for nineteen years.

Clift, who has been a musician all his life, teaches "basically all instruments." After starting piano in fourth grade, Clift soon switched to trumpet, which he began in sixth grade. He practiced eight to ten hours a day on occasion. He also expanded his interest in musical instruments, studying both violin and viola.

Clift's love for music is closely related to his love for teaching. When asked what he likes about his job, he replied, "Students--they're easy to get along with, and they're receptive. I like kids, all young people."

He continued, explaining that being around students makes one feel younger. Although, of course, it doesn't make one physically younger, it keeps one active. "With music itself," he commented, "teaching is relaxing." He feels that music can serve as an emotional outlet, and thus can be an extremely important part of one's life.

Yet despite his love for music and teaching, Clift believes that certain drawbacks do exist. For instance, he feels that "the hardest part of teaching is making kids listen." In his opinion, "just a little practice each day will make an improvement. If a kid does not produce, he or she shouldn't do music." Clift also believes that if a student is not willing to make the effort to work, an interest in music is not going to go anywhere.

For the most part, however, Clift's words are encouraging, particularly on the subject of the study of several instruments simultaneously. "It's easy to learn clarinet and saxophone because of the similarities in fingering and the mouthpieces." For many Andover students, music, whether involving one or several instruments, form a major part of their lives. Since Clift came here, he has seen the Department, although growing in size, remain essentially the same. "Maybe there are more kids involved, but in a change for the better; there are definitely more things going on for them to participate in."

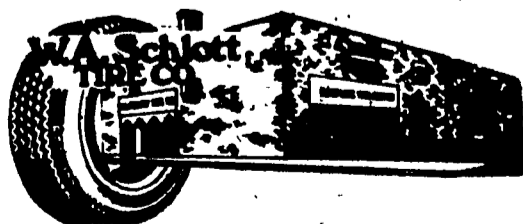
As Clift leaves Andover, he looks back upon his career here with only one small regret: "The attitude towards music here is very good and very supportive, but I just wish there was more time for rehearsal."

After retiring, Clift will return to Ohio with his wife, where he will pursue his well-known hobby of woodworking. For about the first year of his retirement, the Clifts will remodel their home.

With Clift's departure, Andover reluctantly bids farewell to a man who has made music so much a part of his life and ours for so long.



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A Washington Intern Views Capitol Hill



The Washington Intern program gives up to thirty students from Andover and Exeter the opportunity to spend the spring term of their upper or senior year working in a Congressional office. Founded in 1966 by Phillips Exeter Academy, and later joined by Andover, the program has been co-directed by P.A. professors Edwin and Ruth Quattliebbaum since 1978.

Recent competition for the internships has become especially keen, due partially to a fund established in the memory of two former interns, Donald Shapiro and Neil Migdol. The fund currently provides scholarship aid for the program.

PHILLIPIAN Editor Jeff Weiss, one of fifteen Andover students in this year's program, here shares his experiences, and those of several other interns.

During my first day in Washington, I felt a combination of wonder, excitement, confusion, and worry. I was now about to embark on an adventure that I really knew very little about. A few pamphlets distributed by the Quattliebbaums and several anecdotes related to me by former interns were the only facts that gave me some indication of the type of experience the Washington Internship Program

would be. What I had heard left me very eager, although I was also somewhat nervous about meeting the challenge of my new responsibilities. During the next ten weeks, the program exposed me and other interns to a full spectrum of learning experiences ranging from the study of general economics to dealing with foreign policy concerns in El Salvador.

Most of the daily responsibilities for interns center around office work. Initially, the work assigned to students tends to be trivial; however, after students acclimate themselves to the office routine they are given the opportunity to work on more demanding and rewarding projects. Thus, after one becomes proficient at stamping and sealing, delivering and opening, he often has the chance to do work like reporting on a committee hearing, writing an issue brief for a speech or drafting constituent correspondence. At least two interns in this year's group became actively involved in personnel case work dealing with gaining immigration status for families. Other interns remained general office workers to take advantage of an experience of broader scope available in the office where a range of different issues are handled.

All the interns gained valuable insight into the actual political machinery of Congress by attending Congress in session and attending meetings of a variety subcommittee and committee proceedings.

"Office work was intriguing and stimulating, whether it was going to the House floor to hear a debate on the budget or a personal assignment that I alone was responsible for," commented Upper Gerri Brother.

The real excitement in working in a Congressional office at this particular time in our history was not so much what each intern did but what he witnessed of the rapidly changing political scene. In our ten weeks' stay we saw a budget totally revamped by a president who was in total control of all proceedings even though he had been shot only a week before. We also witnessed the political interaction between Conservative Democrats and traditional Democrats. Thus, as we watched and read about debate after debate in the House, fighting in the Committees, and various power/loyalty games played with jelly beans and cutlinks by the Reagan Administration, each of us was able to form his or her own views on what was actually going on and

what we thought was to come. Upper George LeMaitre, who worked in Massachusetts Congressman Jim Shannon's office, stated, "Working in a Congressman's office is probably the quickest way of obtaining a full understanding of the intricate network of parts that make up our political system...furthermore, my stay in Washington has enabled me to form my own opinions on our government, not what my parents, textbooks, or the media want me to believe."

Another valuable part of the internship were the seminars that challenged our minds in different ways from the "office experience." Occurring about twice every ten days, each speaker held an informal lecture for about an hour and then responded to student questions. Among the speakers were such people as William Colby, former director of the C.I.A.; Roso Egger, Commissioner of the I.R.S.; Charles Ruff, a highly considered Washington attorney who is presently the attorney for the government; Peter Binsinger, head of the Drug Enforcement Agency; and John Kramer, a professor at Georgetown Law School. Possibly the best of all the speakers was Vice-President George Bush and one of his legislative assistants. The seminars all centered around some aspect of the government.

"I found these seminars a tremendous asset to the program, for not only were they extremely interesting and thoroughly enjoyable...but many of them opened new horizons of thought to me or supported some of my own thoughts and feelings," said one intern.

The only drawback to the seminars, most agreed, was that interns were, in many cases, inadequately prepared for them. For this reason, students could not appreciate the lectures to the fullest extent, nor could they participate in the most productive question-and-answer sessions. Each intern felt that more information should have been provided either in Washington or at school before the program began.

Washington, however, was not solely a structured work experience. The Bellevue Hotel, where the students stayed, is located next to Union Station and provided fast access to the city's tourist attractions and social functions. Social activities included afternoon

trips to Baltimore, going to see Kennedy's grave, hearing a rally at the Washington Monument, spending the day at the Smithsonian Museum, using the Library of Congress, and watching performances at the Kennedy Center. Capitol Hill constantly buzzed with activities. Open-air concerts and emotional political demonstrations were frequent sights on the Hill.

"The social life was really what you made of it. I found it easy to take advantage of the various cultural events that Washington had to offer...especially with the Kennedy Center's weekly selection of American Ballet and foreign opera right around the corner...while I also found the time to do some photography and play my share of frisbee," Upper Robert Tuller said.

Finally, there is the element of the experience that, more than anything else, affects the feelings an intern has when he leaves. The program places two groups in a common living situation for 2 1/2 months. This year our co-habitation was successful, as Andover and Exeter students quickly mingled and became friends. New friends and ideas increased our appreciation of Washington. Whether it was a late-night debate in the Bellevue or a formal dinner for ten to twelve people, the wealth of individuality helped complete the experience.

"When I came down here I was afraid of the Exeter stereotype...however, I soon came to know a group of them very well and found that Andover and Exeter students are a very compatible mix. We learned a lot from each other," said Upper Scott Parish.

The Andover-Exeter Intern program proved to be an interesting living experience, a refreshing change of pace from the rigorous rhythm of the classroom. Opinions were formed, political perspectives changed, and acquaintances were made. Most interns feel that their ten weeks in Washington have added immensely to their education.

"It is an experience," said Upper George LeMaitre, "that I have thoroughly enjoyed...I have found it one of the exciting experiences of my life...as I not only learned a great deal about the political system but also about myself and the people around me."

Fifteen Share Andover Experience Teaching Fellows Discuss 1st Year

By CATHERINE CONNOR

Commencement marks not only an occasion in which Phillips Academy's seniors graduate, but it also marks the end of an experience shared by 15 college graduates who this year were Teaching Fellows training for careers in the field of education and for a career in teaching.

Of the fifteen Teaching Fellows, four will return next year to Andover. The other eleven will pursue careers in other parts of the country. The majority of the Teaching Fellows served not only as instructors in English, Mathematics, Spanish, French, Art, Music, and History, but, in many cases, as dormitory counselors and athletic coaches. Although teaching Fellows are guided in each aspect of their Phillips Academy job, there is considerable freedom for the exercise of personal judgement and responsibility.

Susan Hunt, a Teaching Fellow in English and a graduate of Exeter and Princeton, commented on the responsibilities of the program: "You're given the chance to do work with subjects you really love. You're thrust into a responsible position. They hand you your classes and you're on. Excellence is expected. It's quite a challenge."

History Teaching Fellow Jocelyn Berry, a graduate of Duke University, feels she hasn't been able to exercise as much personal "flair" as she would like to. "I'd like to see more room for creative

teaching given to Teaching Fellows," she said. However, nearly all of the Teaching Fellows find something of great value at Andover.

David Rand, a Teaching Fellow in Biology and a graduate of Harvard, Steve Bowers, a Teaching Fellow in Chemistry and a graduate of Williams, and Sue Hunt all see Andover as a "fascinating community" and "a stimulating environment."

Damian Fernandez, a Teaching Fellow in Spanish and a Princeton graduate, views Andover as a community which represents only minority of the population. "There are no unattractive people here. Money equates with beauty. Poor people are uglier than rich people." Although he finds the faculty and the teaching experiences rewarding, he thinks that "The social life leaves something to be desired. Andover is sexless."

David Rand feels "Andover is the best prep school to be at because there are so many Teaching Fellows. I feel we've been lucky because there are fifteen of us."

In many of the larger dormitories, Teaching Fellows take on the responsibility of assistant House Counselor. Hunt, who lives in a small two-room Paul Revere Apartment, is oblivious to the dorm noise that Steve Bowers calls "a pain."

Jocelyn Berry also enjoyed being an associate House Counselor in Abbey House; but for her, like many other Teaching Fellows, she found her close age to students a factor which made it difficult for her to assume the role of a friend as well as the "police woman." Fernandez says "it is hard for a Teaching Fellow to be a role model if he must assert rules to students he or she is so close to in age." He finds the middle ground between a student and an official House Counselor a difficult position to maintain. Hunt feels "Rules here encourage people to be less discreet."

Rand also feels when faced with a student who has broken a rule, that "If you don't bust them you are condoning their actions." In the sticky role of In Loco Parentis Hunt sees "a conflict that we don't have the raw materials to deal with in depth."

Some estimate the relationships with the rest of the faculty are more relaxed. "People get along well and we have melted together pretty well," Rand commented. Hunt said, "I had no problems integrating with the regular faculty. It has been an amazing experience to have been a student of a school much like Andover, then a part of such an excellent faculty."

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They sing their dearest songs...
He, she, all of them--yea,
Treble and tenor--and bass,
And one to play;
With candles mooning each face....
Ah, no; the years O!
How the sick leaves reel down in throngs!

They clear the creeping moss--
Elders and juniors--aye,
Making the pathways neat
And the garden gay;
And they build a shady seat....
Ah, no; the years, the years!
See, the white storm-birds wing across!

They are blithely breakfasting all--
Men and maidens--yea,
Under the summer tree
With a glimpse of the day,
While pet fowl come to the knee....
Ah, no; the years O!
And the rotten rose is ript from the wall.


They change to a high new house,
He, she, all of them--aye,
Clocks and carpets and chairs--
On the lawn all day,
And brightest things that are theirs....
Ah, no; the years, the years!
Down their carved names the rain-drop ploughs.

Thomas Hardy
Kott's
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Sizer's Speech

continued from page ten

you view Andover and your experience here from different aspects. Stickball will surely stand out in importance, as a profound molder of character. But that purple yogurt may recede from your memory.

In retrospection, you'll confuse Senior Tea with Graham House and the Trainers' Room at the Gym; was it Mrs. Kubler-Merrill or Ms. Mattia who presided over the Underwood Room? Of course, Morning Coffee and Graham House and the Bronx Trainers' Room all beat with the same heart, so no harm will have come of your confusion (save your chagrin!). Reminiscing can be as much fun as it is unintrusive.

And so, members of the Class of 1981, revel appropriately in the warmth and proper sense of achievement of this moment. You've earned it well. Look at yourselves, and us, fixed now, and fixed in time -- and I trust you'll see, and value, as the key signs of your Andover education those qualities of honesty and generosity which comprise fine character. The world is full of people who don't think very hard or very clearly. Don't join their multitude. And the world is also full of people who inordinately watch out only for themselves. Nice guys don't finish last, save in short novels. Longer lives rebut that cynical conclusion.

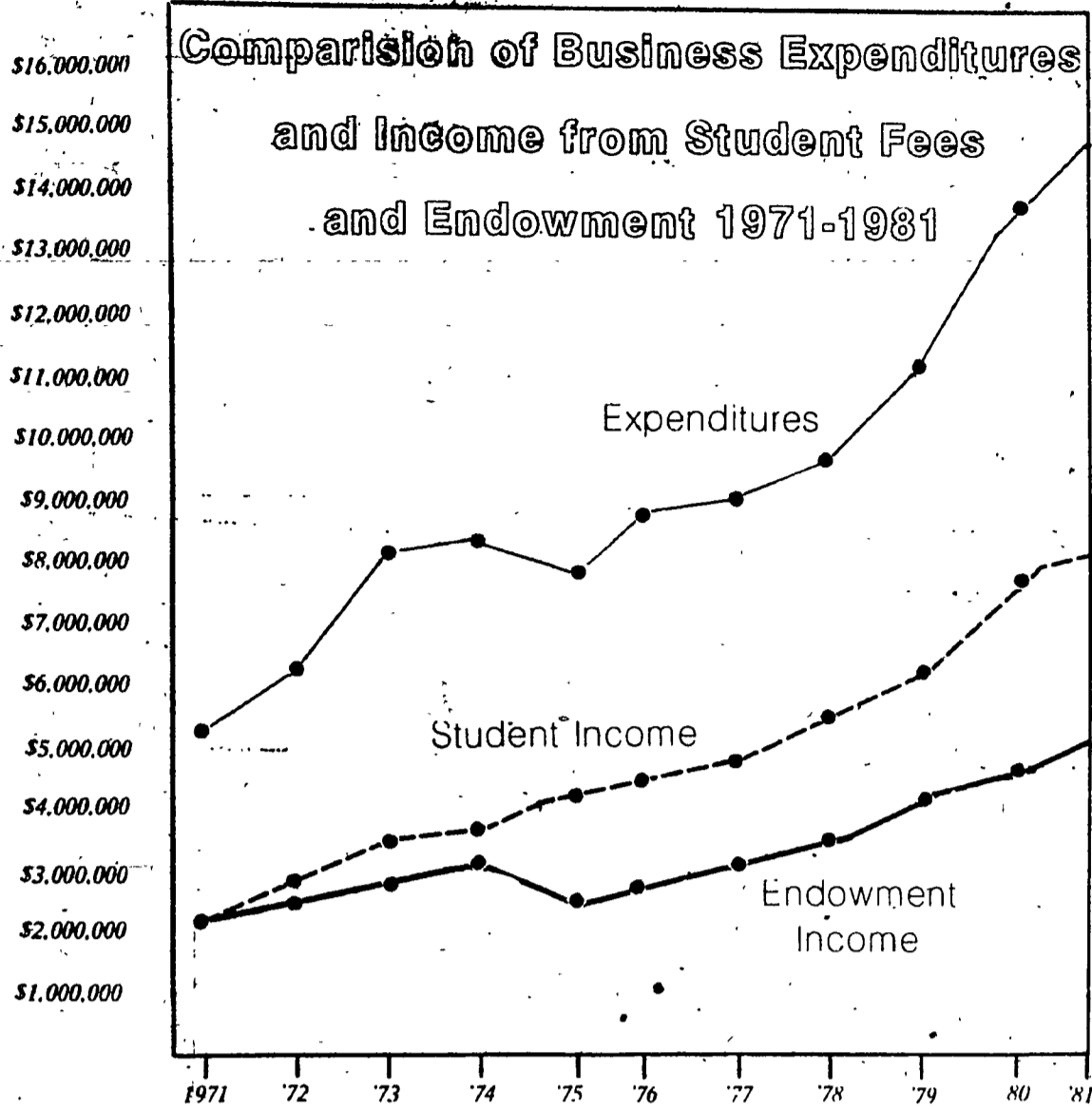
I have a final, more personal wish. I hope you go beyond good character to -- of all things -- yeasty and deliberate idiosyncrasy. Crazy, imaginative, fine characters are far more interesting and socially much more useful than predictable, if no less laudable, fine characters. Andover is a place where you learned to respect the traditional and the familiar. Do so -- but go on to seek the unfamiliar.

In our most private and honest moments we know we're on this planet for a reason. Truth and generosity are part of it. Courage is more. And the most courageous is the honest optimist who is willing to try the plausible, contributory but unfamiliar. Andover has believed in you, a high but deserved compliment. Now it is for you to believe, to have the character to serve wisely and well.

Godspeed, and good luck.

Surplus: 1979: \$442,592; 1980: \$5,410; 1981: \$3,510; 1982: \$?????

PA Budget: The Battle To Beat Inflation



By MICHAEL LANDRUM

Between the years 1972 and 1978, Phillips Academy experienced its worst fiscal period in its over two hundred year history. During those years, Andover's budget operated under a large deficit, mostly due to the escalated operating costs caused by the Andover-Abbot merger. Through increased conservation measures by both the Business Department and the Office of Physical Plant combined with the additional revenue from the Bicentennial Campaign, the budget has felt a complete recovery in the last three years, now maintaining a sizable surplus. Now, however, the budget faces a grave and serious threat to its financial stability and well-being: the rising rate of inflation.

Spiraling increases in the inflation rate in the last three years has put a tremendous strain on the budget. In order to combat this inflation, there must be a drastic increase in money coming into the school and a drastic decrease in money going out. Assets must rise, expenditures fall.

The annual income of the school comes from three major sources: tuition and student fees; endowment funds; and gifts from parents and alumni. These must cover expenses from salaries and wages, food cost, educational and other curricular programs, and maintenance costs. These expenses, however, have risen at an even greater rate than the inflation rate because the majority of Andover's expenses are related to food, energy, transportation, and wages. The Consumer Price Index (CPI), a cost evaluating figure and barometer of inflation in the areas of food, energy, and transportation, increased at an even greater rate than the escalating inflation rate. Furthermore, salaries, which must have cost of living increases to keep pace with inflation, continued to leap.

The major hike in the budget income is derived from tuition raises. The tuition increased 16.7% from the school year 1979-1980 and 1980-1981, as compared with a 16% increase in overall expenditures. The total income from tuition and student fees for the 1980-1981 year was \$7,326,270, or 54.8% of the total budget income. In 1979-1980, student fees totalled \$6,293,025, or just 53%

of the total budget income. For next year's budget, student fees are projected to be \$8,422,550, or 57% of the total income.

The endowment provides a sizeable amount of the income, although over the years, the percent of the total income which it represents has gradually declined. The endowment will supply \$4,844,000, or 34% of the total annual income of 1981-1982. In 1980-1981, it provided \$4,800,000, or 36%. In 1971-1972, the student fees and the endowment then amounted to approximately \$2,375,000, or 43.2% of the income.

The endowment is a fund that has been invested in stocks, bonds, real estate, and other securities and holdings, managed mostly monthly by the investment firm of T. Rowe Price. The funds that the endowment supplies comes from the dividends of the stocks and the interest paid on bonds and other interest-paying securities. Currently, the endowment funds hold \$77,000,000.

Despite decrease in the endowment's role in the income, this part of the budget gives the Academy its "thrust to go forever" as Business Manager George Neilson states. The endowment is still growing from the Bicentennial Campaign Drive. Instead of spreading out that growth into the annual budgets, the endowment reinvests its extra profits and makes the endowment even stronger. This is done so that the endowment will be able to pull the Academy out of a financial crisis, as was done between 1973 and 1977. Since 1977, including the projected figure for the year 1981-1982, the endowment has increased 46%, from \$56,092,134 to \$82,365,000. It is this growth in the future endowment that ensures a financially stable institution.

The majority of the remaining annual income comes from gifts from parents and alumni. The main factor in these gifts is the Andover Alumni Fund which provides a non-specified amount to cover the annual operating costs. The gifts this year provided \$989,850, or 7.5% of the income.

These combined income factors must be able to cover the increased expenses of a school year. The greatest increases seem to be in the Commons costs, energy, and salary

expenditures. The salary and other operating cost increases also force the budget up in nearly every department.

Salaries and wages comprise nearly 50% of the budget expenses. In the 1979-1980 budget, personnel expenses were \$5,420,824 out of an \$11,500,000 total budget. In 1980-1981, these figures are \$6,553,270 out of a \$13,500,000 budget. There was an 11% increase from 1979-1980 to 1980-1981. This increase is caused largely by the required cost-of-living pay raises that enable salaries to keep pace with inflation. Other causes are increased Social Security taxes and skyrocketing increases in rates that the school pays for employee medical and health insurance and unemployment.

The skyrocketing prices of oil have driven the energy costs at a tremendous rate. The operating costs of the energy plant have risen dramatically. From the 1979-1980 year to the 1980-1981 year, the budget has increased 40% from \$1,005,555 to \$1,410,030. The increase was slowed, however, by conservation efforts; because of these efforts, the increase from this year's energy cost to next year's projected cost is only 21%, well below the rate of oil price hikes.

The school gained a combined surplus of almost \$1,000,000 over the period between 1978 and the end of 1981. This surplus has gone to the conservation effort. In 1979, the Office of Energy Conservation was created by these additional funds. It now has an annual budget of \$70,000 to spend on energy conservation projects. The Office has installed automatic bleeders on the radiators, and provides weather stripping for doors and windows in dormitories. Major efforts have been made to conserve energy in the campus classroom buildings as well.

The budget at Commons has risen significantly because of the exceptionally hefty increase in food prices. The budget increased 29% in the last year, from \$975,545 to \$1,260,015. However, this year's budget includes the term at Draper Hall, where the costs were much lower than those presently at the renovated Commons. Therefore, the increase is attributable to more than just the inflation rate, although this does account for

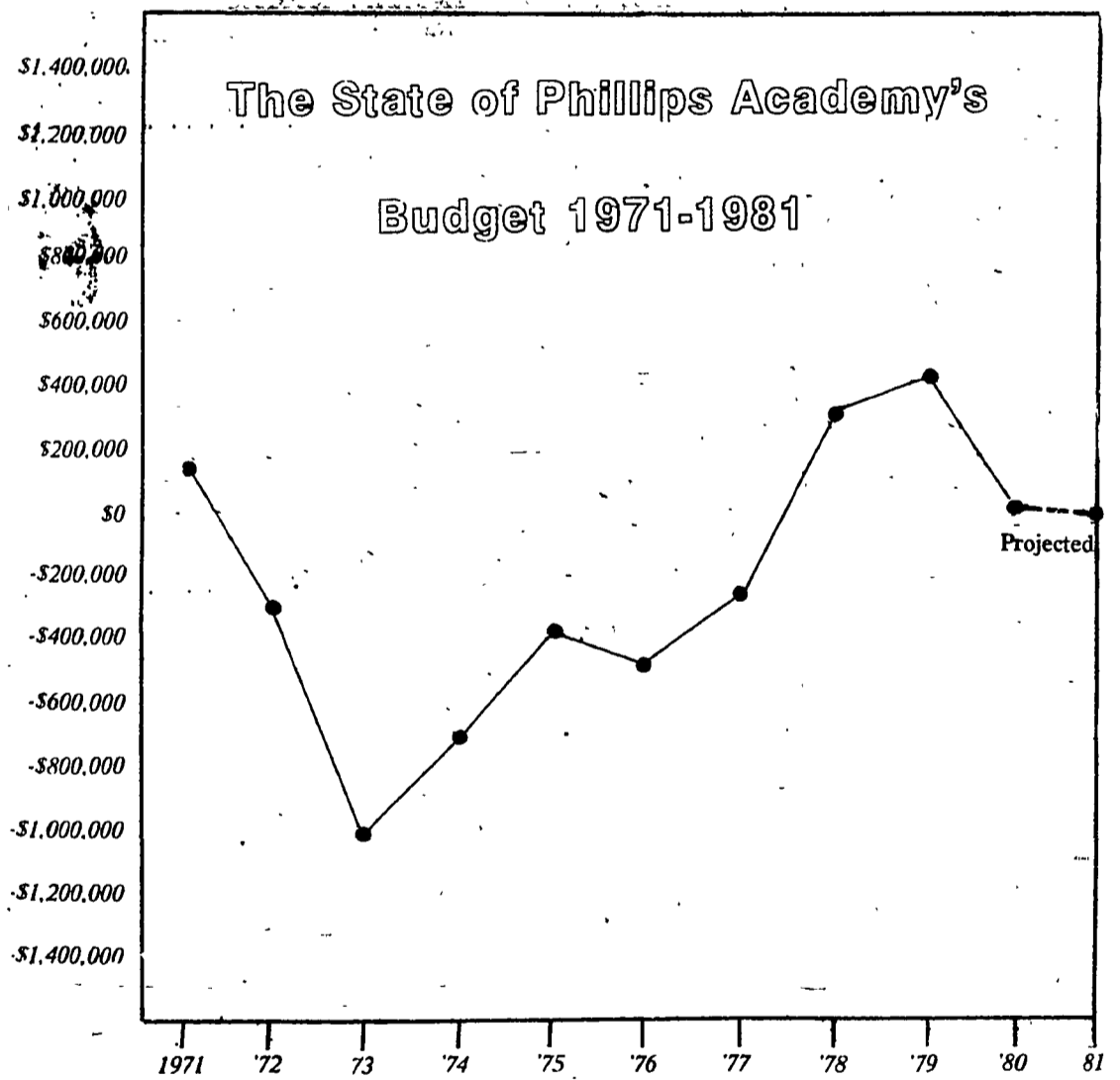
the majority of the increase.

The rising cost of transportation has effected many areas of the Athletic Department as well as the Security Force. These departments, which rely a great deal on transportation for their activities, have borne the brunt of the inflation increase. Athletics face higher costs in transportation to away games; thus, its budget must rise accordingly. Security, which depends on its patrol vehicles, must handle similarly higher costs in transportation.

The school must increase its conservation measures in all areas to keep the costs down as well as to slow the rate of tuition increases. These efforts include the energy conservation steps outlined earlier along with a more efficient maintenance program and program cutbacks.

The largest area of conservation efforts is in maintenance. The school now has a more stream-lined work force; through less hiring O.P.P. is able to handle jobs that before had to go to more expensive outside contractors. Because of O.P.P.'s increased role, the school saves a substantial amount of money. Next year's budget includes cutbacks in several areas: the Teaching Fellow Program suffers a 33% cutback of \$32,855; the Music Department faces a cutback of 15% or \$6,875. Other departments, although they do not receive cutbacks, do not receive increases proportional to inflation. That is, departments will not have as much funds because of a depreciated dollar. Although Neilson says that these cutbacks are not out of the ordinary occurrences, they do indicate a more conservative attitude in budget expenses.

The P.A. budget has managed to keep pace with inflation despite record inflation rates in the past few years, but not without paying a price. Tuition has increased at similarly high rates and the possibility of program cutbacks looms large. "Education is getting to be a real 'luxury'... Good education is a necessity and should not be a luxury," Neilson said. The entire school now fights a battle against inflation to make an Andover education not a luxury; by integrating conservation with a well managed endowment, we are armed for our fight against inflation and high costs.



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Four-Year Seniors Recall The Andover Experience

By JOHN BURGESS
MICHAEL MARRUS

We anxiously stood in our blue blazers and grey flannels with our name tags neatly displayed on our coat pockets on the Rockwell fire escape and waved good bye to our parents as they drove away. We looked out over the expansive campus. We were alone in a new and challenging environment for the first time. We walked back down the newly waxed hallway to our rooms, speaking to no one along the way. We began to unpack, putting our neatly pressed shirts in the drawers which our mothers had lined with newspapers, thinking of our friends who were going to the local public high school back home. Once finished, we sat listening to the Bay City Rollers on our stereos which our grandparents had given to us as a going away present, waiting until it was time to meet our Blue Key Advisors. That day still remains clear in our minds four years later.

Now, we have matured, although many of us will still debate that subject, into college-bound seniors. Our taste in music may have been enriched, but many aspects of our past still remain. Four years has been a hell of a long haul, but well worth the time. Memories linger in our minds, some bitter, but most sweet.

This year we have returned, one of us for the third time, to the place which once housed and nurtured our pre-adolescent urges and

desires. The frequent water fights, wedges, and shaving cream parties which we thought we had outgrown during our middler years, have returned to our lives, adding the same enjoyment to P.A. as they did four years ago. The nerf basketball games and magnetic attraction of the pool table have monopolized on our puerile tendencies, just as they did a scant four years ago.

We remember our middler years as though filled with growth, work, and seasoning. Lower year was the "country club" year with pointless work and rewarding Monday Night Football games under the rape light. That year was the last hurrah for Bill Brown, an English-10 teacher of great inspirational novels such as *Great Expectations* and *Ulysses*. Our mischievous adventures remained rampant. Study breaks to hurl snowballs at townie cars, daring afternoon raids of Girls' JV Tennis, all excusable under the familiar statement, "Hey, we can be as childish as we want, we're only Lovers."

We were unprepared for upper year when it arrived. The great omnipotent History-35 lay waiting for its chance to snatch us unassuming boys. This was the year college was fast approaching; work was everything and endless were our parents' reminders; in short, the pressure was awesome! However, we Andover Men would not succumb; we would not flinch, instead we stood our ground and fought back. We studied hard with our

diversions gratefully welcomed -- coming in the forms of Saturday Nights "sweats", occasional parties and road trips; after all, we were almost seniors, and these diversions were typical of our "well rounded" Andover Men characteristics.

After a summer of college campus visits recommended by the College Counseling Office, we arrived back at Preville for our fourth, hopefully final, and endearing year amidst a plethora of college applications and 30 green, naive juniors. We were the old hands, the four year men, the balls of the school, THE ROCKWELL PROCTORS.

However, this year the many pressures have remained great in our lives and have not ceased as we thought they would once our senior year rolled in. The colleges' decisions loomed over our heads, until April 15 arrived, ending the great pressure for many; but for some, further college decisions remained. Socially, we were the big men on campus. Girls were a great pressure. A four year senior would not be a true breed unless he frequently entered into some kind of relationship with a member of the opposite sex. We matched our minds and our bodies against these pressures, and finally, at least now, we can say we have proven ourselves capable of the task.

Four years has provided us with a multitude of experiences and images: The Bicentennial; Bennett's shaving creamed bed; Cobb's mystique; "The Rock"; the winless football season; the Pease House Eight; Sweat Lat-Am's; C.C.O.; 35 term papers; Jake Bronk; work; applications; interviews; the demolished Holiday Inn; Black Week; Sizer; Peterson; McBee; Cliff; parties; and finally GRADUATION! Our years have been wonderful, and sharing them and these experiences with each other has made it all worthwhile. Good luck and farewell, friends.

Post-Grads: More Than Just Jocks

By BOB MAZZONE
and TED THOMAS

On April 15th, 1980, "Black Monday" for all high school seniors, the possibility of rejection from the college of one's choice became, for many, a reality. In many cases, the disappointed students settled for their second choices with the knowledge that they were at least going to be attending college in the fall. However, approximately sixty-five of us decided that the college of our choice was worth a second try, and that we would attempt to reach that goal with the aid of a post-graduate year at Phillips Academy.

The question of what to expect from P.A. loomed large in our minds as we soon-to-be-preppies prepared for the school year. Some thirty-five P.G.s got an early taste of the Andover Experience as we arrived for pre-season practice. First impressions were certainly not positive. The ten o'clock sign-ins, the long haul to Draper, the food at Draper, the people at Draper, no cars, no friends, stories of excessive homework, impossible teachers, and, most of all, Saturday classes, were just a few of those impressions. As the school began to fill with all the real preppies, we realized that we were in for a unique experience. There were Izods and Chinos everywhere, and "students from every quarter."

For us, Arena Day (what is Arena Day?) signaled the start of the academic year. The stories about the workload proved to be very true as we found out that English 300 and Math 40 were no hacks. Also, the competition in the classrooms made trying to keep up very frustrating. As the year went on, though, we discovered the courses we were really interested in, such as Jazz, Public Speaking, and Animal Behavior. One factor that helped us through all the work was the assumption that if we could make it through P.A., we could make it through any college, though we were never sure we would ever make it through P.A.

It was a difficult transition from public school and its freedom to P.A. and its restrictions, but as of this writing only one of us has been given a long summer. Others have had close calls, which fortunately straightened the rest of us up a little.

On Black Monday this year, the story was different for most of us, as the thin envelopes of a year ago gained weight, signifying that we had reached our goals. As you watch us graduate from Phillips Academy today, you can tell from the expressions on our faces that we feel it was all worth it!

Roll Back the Clock Four Years to the Bicentennial

By KEITH SABIN

Oh, to be a junior! From the first days of wondering which side of the street my dorm was on to the last days of looking at the ground when an upperclassman passed, I was fresh and unsullied by the superior understanding of reality purchased so painfully: I am now sifting through Bicentennial memorabilia like a man about to see the pictures of his graduation into long pants. Life is already too short.

Yes, boys and girls, we had no exams -- everyone has gloated over that delicious fact to general envy, although of course for us, barely out of English 10, this privilege was almost unnoticeable. Vacation was starting early and we had a parade, and the requirements of an average pipsqueak like me went no farther.

The important (read useful) moments of the year were already past, I suppose: signing the whatever-it-is that reaffirmed whatever-it-was. (Political or legal things always sound like that. Don't worry about the specifics.) And seeing Andover beat Exeter 28-6 in Varsity Football: every team has to win once. Or the first Arena Day when I got '5' and walked around. I didn't get Art 10. Now I know better. Now my heater works and I can open my closet door and my room door simultaneously. I sleep lying down. (Rockwell was small, period.)

But we were famous, for God's sake. My back had a starring role in Time Magazine's story on Andover (my radio show had one listener, at least), thanks to a reckless photographer, and even Andover's hardened citizens came to watch us promenade exhaustingly from point A to point B; grads congratulated us for the dramatic accomplishment of having matriculated in the right year; everybody but Steve Kargman (thanks heavens) had his picture taken. I cleaned my room in Rockwell, I was so excited;

My parents parked the car in Graves Field on a sunny day, and the next day it rained, the car sank two feet, we walked places. I was the only boy alto in the PA Chorus, and none of us know quite what Daniel Pinkham intended for us to do with his rose for "This morning/ My beloved rose, before I did..." (For a long time we say it like a paean of endearment to his garden products. He didn't seem to notice, or if he did he never let on.)

The balloons were great. Anybody remember the balloons? Hundreds of them, rising into Bicentennially blue skies, in the midst of the Bazaar, which most people thought was another part of the big celebration and bought candlesticks hoping the proceeds

would go to Frost House, or whatever. And of course, as that damned alto, I had to stand along with a plastered cast of alumni and classmates in the Cage, singing "Carmina Burana": the only thing Jeff Orrell or I probably remember from that is the peculiar interjection "Sla!" somewhere around the middle of it. Means nothing.

But this is entirely beside the point, of course. In more important sectors of campus business, George Bush (who was only C.I.A. then) publicly feared big government, "Godspell" exhibited Terry Robinson to advantage (well, some of you know whom I'm talking about), and JV swept Exeter. Or lowers parked cars and did garbage patrol.

Ah, the buffet luncheon. They had every meat except horse, of which they had run out in April. I'm sorry to add; all they had left was spectacular fare some of us considered hoarding and packing in Evans basement until September. But at any rate, there we all were under the tents behind the gym, eating ravenously and trying not to listen to the speakers (except Dr. Sizer, who was, unsurprisingly, as bright and enjoyable to hear as Mr. Allis).

The seniors got drunk. I myself was present at the death of the Pub (as we all were, to watch the last cases go. One of my proctors was in mourning for a week.) and grieved for my few older friends. They did okay, though, which they took, in stride since they had been on Senior Slump since about February and had practice. Dave Whittemore,

wherever you are, you may have caught me with an immersion heater, but I saw you pour the bourbon down your collar. There. Now the story can be told.

Sure it rained last night but there were nine thousand bands playing at once and you couldn't hear a thing anyone said. The PHILLIPPIAN told you everything you had to know in advance, each day, however they did

it.

The fireworks in the rain, bursting more astoundingly than on any Fourth of July a four-year-old ever saw, with more colors and shapes than a sock left in the laundry room too long. Someone washed my socks over and over after I left them downstairs in hot water. They were downstairs, that is, and someone washed them in hot water with jeans and tie-dye and a tube of day-glo paint. This is not what I meant to write about. The fireworks were cool in the rain, okay?

It was sunny again for graduation, I guess. I was already going home with my parents, the car stuffed even then with all the equipment required for life at a New England prep school. (No lists.) College was so far away that it wasn't at all, didn't exist. Graduation was utterly artificial, 400 people saying goodbye together on "Don't Walk on the Grass" seed. Now?

My mother asked me then if I wanted to transfer to Exeter for their Bicentennial, but Jim Ringer and I agreed that it wouldn't compare. How could it? Ours was at Andover. Champagne needs no beer chaser.

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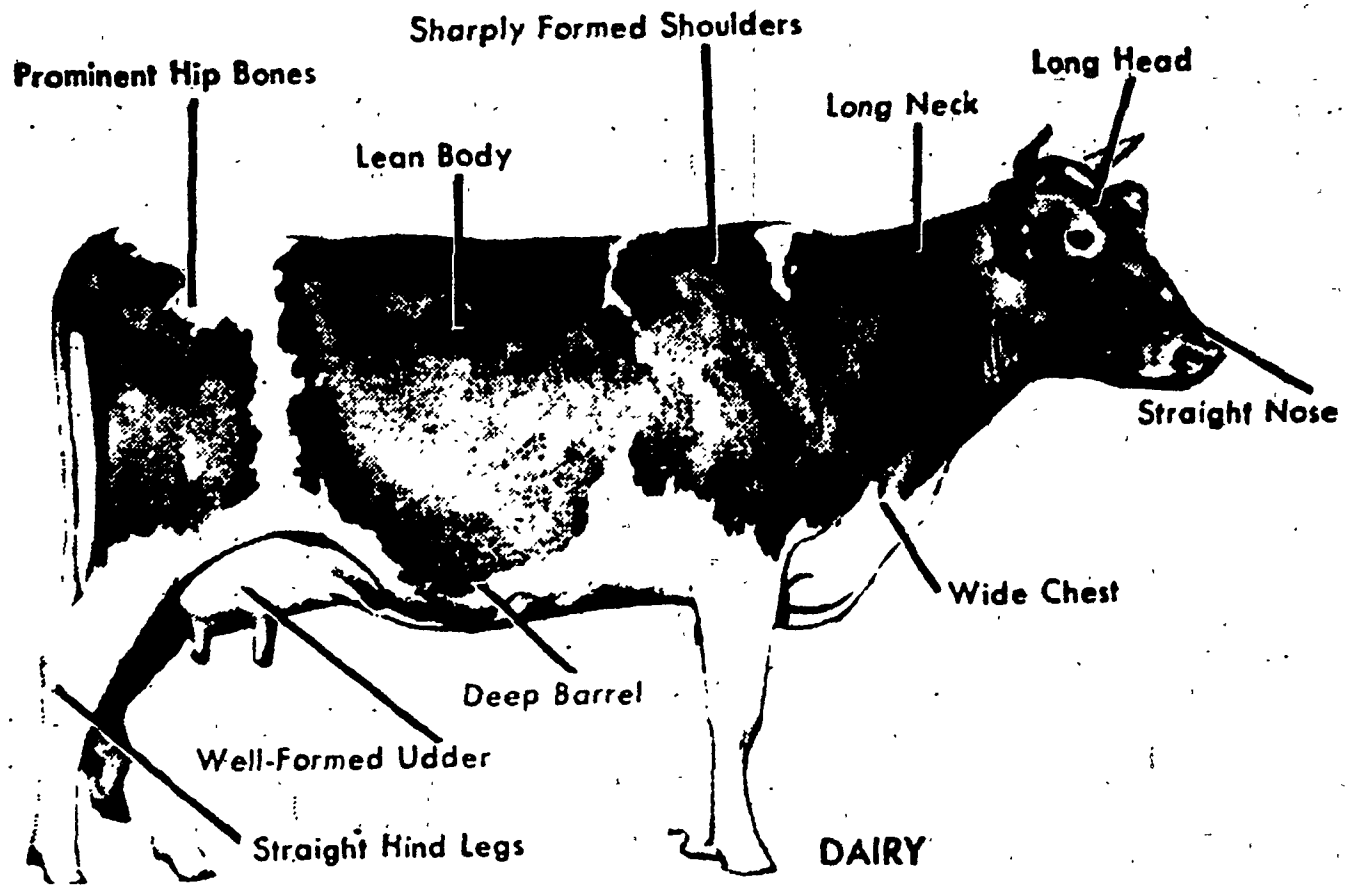
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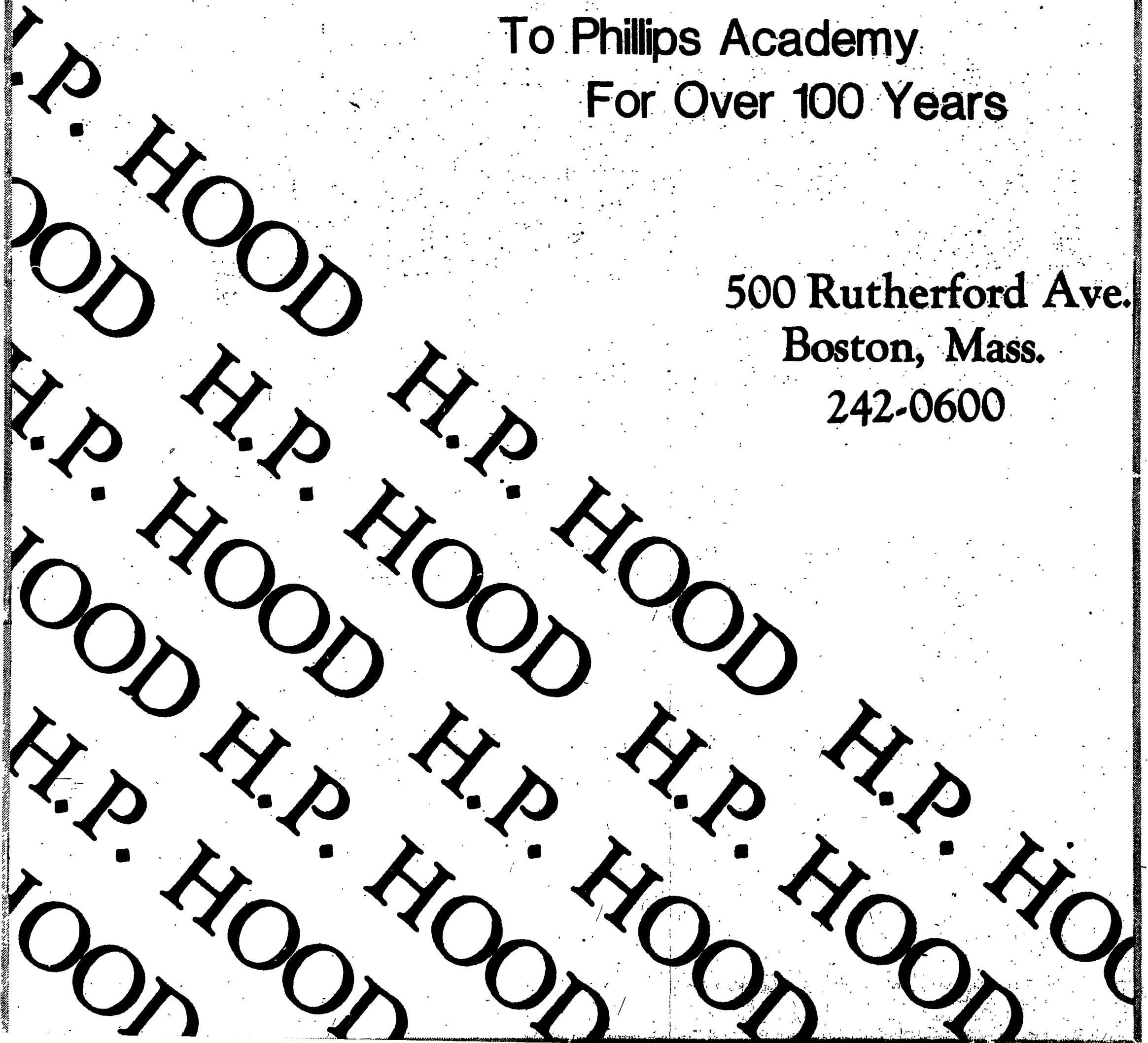
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PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS

SPECIAL GRADUATION ISSUE

FIFTY CENTS

JUNE 11, 1981



Part of the Graduation ceremonies held today.

203rd Graduating Class Hears Sizer's Final Speech Today

By AMY KELLOGG

Four Hundred and nineteen Phillips Academy seniors will graduate this morning at Andover's 203rd Commencement ceremonies convening at 10 AM. Headmaster Theodore Sizer will deliver his last PA Commencement Address and award four Senior prizes: the Aurelian Society Award, the Madame Sarah Abbot Award, the Yale Bowl and the Faculty Prize.

After marching through Flagstaff Court, the seniors, following the Clan MacPherson Bagpipe Band, will file through the Vista, forming two lines, between which faculty members will pass. Students will then take seats in front of Samuel Phillips Hall.

School President Howard Lebowitz will speak after Sizer. He will be followed by Chairman of the Board of Trustees Melvin Chapin '36. Dean of Studies Phyllis Powell will speak after Chapin, after which Invocations will be given by the three Academy Chaplains.

It is a P.A. tradition that no outside speakers appear at the ceremony.

Students, proceeding to the Great Lawn, will form the traditional Senior Circle. Sizer announcing the graduates' names in a random order, will award the diplomas, handing each into the circle to be passed from person to person, until it reaches its owner.

Coordinator of the Graduation Ceremony Mary Stevens noted "the diploma passing makes each student feel, especially connected with the rest of the Senior class."

Commencement activities began Sun-

day, May 24th, at the Annual Senior-Faculty Dinner, held in Case Memorial Cage. Speakers at the dinner included Lebowitz, Sizer, and Daniel Field, a Professor of Russian History at Syracuse University, whose son Rick graduates today.

According to Stevens, Field spoke on self-esteem. He notes "how important it is to develop a sense of self-esteem," said Stevens. She commented that Field stressed the difference between self-esteem and vanity, reflecting on how necessary self-esteem is to a person.

Sizer introduced three faculty members who are retiring this year: Music Instructor William Clift, Admissions Officer Dalton McBee, and English Instructor Frederick Peterson. Peterson then addressed the seniors on behalf of the retirees.

Last night, following cluster receptions, seniors and their families attended a buffet dinner held at Flagstaff Court. The Baccalaureate Service held at Cochran Chapel followed. The evening concluded at George Washington Hall, where the annual Senior Talent Show was held.

Senior June Palumbo said of today's ceremony, "We've all looked forward to this day for many years, and for many, many more we'll remember it."

Senior Katie Leede, co-President of the Blue Key Association and winner of the Schwappe Prize, echoed the opinion of many of the Seniors, saying, "It's a bittersweet feeling."

The Graduation Events end this afternoon with a luncheon at Phelps House for graduates and their families.

Faculty Rejects 5-Term Science

By JOHN CANTY

On Tuesday, May 26, the Faculty narrowly rejected, by a 62-71 vote, Title III of the Report from the Committee on the Course of Study, which stipulated that "the science requirement be increased from three trimesters to five trimesters."

Many faculty members, finding themselves in support of the increased exposure to science, nevertheless rejected the measure, fearing the effects of the added requirements, or the possible damage to the curriculum's electives.

Spanish Instructor Rebecca McCann said at the meeting, "I am in agreement with the philosophy of the proposal, but I would find it difficult to vote for, for I think that we would be adding and adding requirements and not taking any away."

History Instructor Robin Crawford concurred, pointing out that "right now, juniors can only begin to satisfy their mathematics and history requirements; if we pass this, we're making the schedules for entering upperclassmen very tight."

Course of Study, Carl Krumpke, said that "Science is a relative newcomer in the school's curriculum as opposed to Classics, Mathematics, or English." He added, "Our priorities dictated to us in the Committee that the science curriculum requirement is in need of the most attention."

Five faculty members comprise the Committee on the Course of Study. They are: Classics Instructor and Chairman Carl Krumpke, Art Instructor Gordon Bensley, German Department Chairman John Chivers, English Instructor Anne Harper, and Math and Physics Instructor Robert Perrin. Formed last summer, the Committee formulated its final report on April 3 and submitted it to the faculty on April 16.

In 1974, the former Committee on Academic Policy proposed an addition of three terms to the science requirement, but the faculty voted to table the measure.

The Committee on the Course of Study, in the final version of its proposal, modified a Science Division proposal made in an October 21, 1980 memorandum. The Science Division asked that "any student coming to Phillips Academy for two, three, or four years is required to have credit for six trimesters of science at the 20-level or higher. Of the six trimesters, three should be made up of a full-year laboratory course. Both biological and physical science must be represented with a minimum of two trimesters of credit in each area."

The memorandum also determined "such courses as psychology, bioethics, and human sexuality as courses which may be used" to satisfy the biology

requirement.

Demonstrating "the potential benefits of new technology," the memorandum further commented, "Our students, whether they continue in science or not, will soon be...citizens who must make decisions regarding...this technology. Early exposure to science can equip students with the quality of discrimination and understanding required to cope with such issues."

The Course of Study Committee modified the Science Department's suggested increase for the science requirement of three terms to an increase of two terms. Krumpke explained, "The Committee felt that, given the pressure on the electives, an addition of two terms for an area of science new to the student would be reasonable."

Of the five motions submitted by the Course of Study Committee, only Title I, establishing a "standing committee on the curriculum," has passed. Krumpke felt that "with the standing committee on the curriculum, one can respond to crises quickly." The faculty has yet to deal with Title IV, requiring that any "course open to a student's class offered by the Department of Philosophy and Religious Studies" be taken.

Krumpke expressed his belief in a "stable curriculum." He said, "I think that the curriculum we have now is a good one, but not a perfect one. It needs to be judged on a regular basis and fine alterations may regularly be called for."

With the resolution of Title IV, the committee's work will end by the beginning of summer.

GRADUATION SCHEDULE

10:00 a.m.: Commencement Procession

10:30 a.m.: Commencement Exercises

11:00 a.m.: Distribution of Diplomas

11:30 a.m.: Buffet Luncheon at

Garden of Phelps House



Council Adopts Accountability Measures

By ELIZABETH HERSKOVITS

In its initial meeting on May 25, the Student-Faculty Council adopted ten proposals which indicated a trend towards the accountability of students for all their actions. Chairman of the Council David Cobb submitted the proposals as amendments to the current Blue Book.

This action is the first for the Student-Faculty Council, which was established in the middle of April to deal with problems concerning residential life at Andover.

The most significant proposal states: "The school expects students to conduct themselves responsibly on day or weekend excursions. As a minimum this expectation encompasses observance of state and federal laws, but also includes respect for rights of others. Students are expected to return to the campus free from the influence of alcohol or illegal drugs, and not preceded nor followed by reports of misbehavior; in cases to the contrary, the school will respond with punishing, counseling, or both." This is the first Blue Book rule giving the school jurisdiction over students' off campus activities. Last winter's "Holiday Inn Party" prompted much of the faculty's concern over off-campus behavior and provided the immediate basis for such a rule.

Further proposals added to the list of major offenses include "willful destruction of property" (such as the Holiday Inn incident as well as campus vandalism); "students observed, reported or admitting to tampering with [fire safety] equipment

may be subject to counseling, fines, and/or punishment for endangering lives in case of fire"; and stated that students completing probation would be expected to provide "specific evidence of general improvement, evidence reflected in contributions to dormitory, cluster, or the school community, and strong performance in classes, athletics, and work program reflected in enthusiastic reports written on these areas by faculty and staff members."

The proposal restating the school's

stance on drugs and alcohol, although presently incomplete, will stress the harmful effects of prolonged use of these substances.

Another amendment introduced a new procedural policy for bringing students to a Disciplinary Committee. The proposal reads: "The initial response to a rule violation is normally exercised by a faculty member who confronts the suspected violator and seeks voluntary confirmation. It is rare that a student denies having broken a rule when so

confronted, but if a student denies rule breaking, and if evidence is compelling, the faculty member may summon a colleague for corroboration. If there is no doubt, the case is then referred to the student's dorm counselor or Cluster Dean, one or both of whom talk further with the student, then, if appropriate, see that the parents are notified and convene a full Cluster Discipline Committee. The student is permitted to ask any student or faculty member to speak on his behalf."

This proposal is the first to ever state a consistent procedure for the convening of D.C.s.

Cobb commented that "since we adopted the resolution on student responsibility, students are responsible to both themselves and the academy, as well as their parents. And if we are really a preparatory school, we have to prepare students as people to be responsible and accountable for their actions, as those actions may reflect upon their schools, their universities, their companies, their families, and most importantly, themselves."

Cobb said that this ideal of responsibility will be approached through more upcoming proposals. Cobb expects "an even more far-reaching rule [than that of the restriction of off-campus behavior] to be adopted. The rule would prohibit the possession of drug paraphernalia such as pipes, bongos, scales, rolling paper, and all that stuff."

Cobb added, "I will be very surprised if the Cluster Deans do not adopt such a rule and I intend to propose such a rule."



Chairman of the Student-Faculty Council David Cobb.

Chairman of the Committee on the

EDITORIALS, EDITORIALS AND EDITORIALS

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Wasting Heat Is Not Cool

The budget of Phillips Academy is approximately fifteen million dollars per year. A good portion of the budget is allotted to pay for the increasing price of oil and other fuels needed to heat the campus. Recently, the tuition increased by \$900 to \$7200. The weather for the last two weeks has been torturous, combining a high humidity level with summer-like temperatures. Since the beginning of the winter term, heat has been blasting from the radiators in student's rooms as well as class rooms. Do these facts, when combined, lead to any conclusion? If they don't, they should.

As the world uses up its finite supply of oil and natural gas, and as the demand for these fossil fuels increases, the prices inevitably rises. Therefore, each year the fuel portion of Andover's budget must rise accordingly; the only alternative is a cut-back in the use of heat by members of the community. As the price of fuel rises and the amount of money allocated to the budget increases, the tuition must also rise in order to check these inflationary forces.

The administration has done a remarkable job of informing students and faculty alike of the situation and in obtaining uniform compliance with cost-cutting measures. It seems ironic, though, that in these days of broiling heat, there are in fact many radiators turned on all the way in both class rooms and students' rooms. It is also ironic that they cannot be turned off without the aid of a special radiator key, a key which few possess.

Will this neglect continue any longer or will some action be taken? It would be a pity if a fine conservation year would be marred by instances like this.

Senioritis: Catch It

Senioritis, distant cousin to appendicitis. The former attacks seventeen and eighteen year old students all over the country after April 15. This dreaded disease knows no limits, discriminating neither on account of race or sex or color or religion. Indeed, it evens besieges "Youths From Every Quarter." Through unconfirmed sources, The PHILLIPPIAN has come to learn that this crippling disease has spread itself upon Andover seniors like a cancer.

Furthermore, these sources predict that senioritis will leave Phillips Academy along with the Gypsy Moth on or about June 1. As rain is to a cold, so is admission to an "elite" college or university, perhaps to an Ivy, to senioritis.

Senioritis has many symptoms: in sports, they include frisbee, cluster softball, senior tennis (even the name gives it away), weightlifting, and paddle tennis. Cluster softball has the most cases of senioritis; in academics, they include Independent Projects, a 2-hour course, and a schedule which has no 8 or 9 or an afternoon.

The attire of seniors with this disease is simple: tattered jean cut-offs, flip-flops, t-shirts (optional). Some even go to the extreme, exposing the epidermis of their pedes and solar plexus. Moreover, they have the Mortonesque Radio in the ear along with dark reflective sun glasses. Senioritis also has drastic consequences on social behavior: mature seniors suddenly become Rockwell juniors again, forming "wedgie patrols", organizing water fights, and instigating shaving cream wars as well as disturbing underclassmen during study hours with loud stereos and other pranks. Senioritis also prevents seniors from starting their work before 1:00 a.m., if at all.

On the weekends, seniors with this malady seek refuge on the Vista or the scenic Cape for a delightfully preppy bash somewhat along the lines of a debutante party.

Is The PHILLIPPIAN condemning senioritis? Do we propose a universal vaccination against this disease. No, not at all. We are jealous because we spend all of our time working in a smelly and damp basement pulling all-nighters, while the seniors are having a ball. Boy, we can't wait until next year.

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

The Phillipian
Phillips Academy
Andover, MA 01810

The Year In Review

Not since the Bicentennial Year of 1978 or possibly the year of the ascent of Theodore Sizer and the completion of the merger between Phillips Academy and Abbot Academy in 1972, has there been a year quite like 1981. This year stands out for it is not only the first year of a new decade, the '80's, but it is also the last year of the Ted Sizer Era, an era which spanned the years 1972-1981.

The year began with quite a surprise, when, late in summer vacation, Sizer sent a notice to all students, alumni, and friends of Andover informing them of his resignation effective at the end of the 1980-1981 school year. This announcement came as a great shock to most members of the Andover community, although they had known that Sizer had planned to take a sabbatical at the end of this year. Thus began a long and exhausting search process to select the next headmaster. Melville Chapin, P.A. '36 and presently the President of the Board of Trustees of Phillips Academy, headed the Search Committee for the 13th headmaster.

The community had shortly recovered from this shock (the reality that there would be no Ted Sizer to guide Andover into a new decade) when another explosive incident occurred. An unsuspecting student had his milkshake drugged with a powerful hallucinogen in Cooley House, the student center. This incident not only diminished, in the eyes of the faculty and the headmaster, the responsibility and respect of the student body but it also forced the closing of Cooley House, leaving students

Gym Floor Needs Repair

Why Can't Johnny Play Ball

Social Functions Director Victor Svec called it a shame; Athletic Director Joseph Wennik reiterated Svec's claim. Both parties agreed that it is a shame that Phillips Academy does not have an "old" floor or flat surface upon which 500 people can dance upon with or without shoes. But Andover does not have an "old floor" or a floor which can sustain damage. For various social functions such as dances and for special events such as the Bread and Puppet Theater performance, the shiny Memorial Gymnasium floor is the surface upon which students do dance and puppets do perform.

What is the problem with using the gym floor for dances and other events? Ask Vic, the janitor, who, every Sunday morning, must get down on his hands and knees and attempt to wax away the scuff marks left by shoes and boots. The gym is supposed to be used for athletic events -- basketball and the like -- not for dances and social events, he must mutter. And he is right.

At the end of this year, Joe Wennik will learn of the sum of money needed to resurface the Memorial Gym floor. If it is a large figure, the school will split the cost with the Social Functions; if it is a small figure, then the Social Functions will pay for all of it. Nevertheless, it is an

without a student center.

At the very end of the fall term, a small fire broke out in Day Hall, causing substantial damage to two rooms. But this fire showed to the community the tremendous need for adherence of the safety regulations as well as the constant threat of fire. No one was injured this time; next time we might not be so fortunate. Recently, in mid-May, the community was besieged by yet another fire, this one much more terrifying and destructive than the previous one. While watching the fire consume Peabody House, Sizer stood from his house and was awed by the tremendous power of fire.

January saw three historic happenings: the completion of the renovation of Commons and the opening of the student center Ryley Room; the second coming of George Bush to Andover; and, most importantly, the naming of Dartmouth College Dean Donald McNemar as the 13th headmaster. P.A. has entrusted to this man the job of leading Andover in the '80's, and they feel that he is the right man to do the right job. Only time will tell.

During the harsh winter, a harsher incident emerged: the rape of a teaching fellow. This rape shattered the protective environment cliché which so many students and faculty had used to describe Andover. From all of these incidents, one single trend came to the forefront: that Andover is not a sanctuary, a haven for the sheltered; that the "Real world" and its have finally infiltrated Andover. It is the sign of the times.

unnecessary expenditure in this time of fiscal restraint.

The PHILLIPPIAN put forth a rather simple suggestion to Svec: Why not purchase a "cheap" (in both cost and quality) carpet to spread over the gym floor during dances? His reply was direct -- Have you ever tried dancing on a rug? Imagine 500 people. Thus, Svec has, in order of priorities, dancing comfort above financial considerations. Svec also ruled out the Cage as a place for dances because of its poor acoustics.

Wennik attributed the damage to the floor to one particular dance, perhaps during a harsh winter night. He is correct, too, in placing part of the fault on the students, who carelessly forget to remove their shoes during dances.

The answers to this situation? Ideally, P.A. could build a suitable surface in a structure that has better acoustics than the Cage. Realistically, Andover could do two things: purchase a floor covering and enforce the no-shoe rule.

Why can't Johnny play basketball on Sundays? Because Vic is scrubbing the floor, trying to get the marks out. Give Johnny a break.

Inconsistent History Term Paper Grading; Use Fall Term Exam Method

To an upper, it is the obstacle between upper and senior year; to a senior, it is the obstacle between spring-term fun, graduation, and the summer. IT, of course, is the spring term History 35 (now History 36) paper. This paper is the culmination of the entire year for it supposedly tests the student's ability to research a topic, to select only the most important facts, and, finally, to write a paper that has a clear thesis and adequate support as well as thoughtful and imaginative analysis of the subject.

Currently, there are ten teachers in the history department who are teaching History 36. Each teacher possesses his/her own style of teaching and of grading. Some teachers have earned reputations as being "easy" others as being "hard." What one teacher may give a 5 to, another could give a 3. This disparity in grading is not new to the school and it is rampant not only in the history department.

The history paper is the most important piece of work

produced by a student in the course in terms of time and effort put in. Furthermore, each paper is unique, as there are no set guidelines or topics or styles. Therefore, each student is on his/her own when writing the paper. Is it fair, then, when a student taking a so-called "easy" teacher gets an honors on his/her paper, when another teacher might have awarded it a 3.

The Phillipian suggests that the history department look back to the fall term exams. The exam was departmental; it was also graded by a pool of teachers. So each teacher did not necessarily grade his/her classes' exams. Therefore, on the history paper, a similar method could be used. Presently, there are three due dates for the papers. One date is in late April, another in early May, and the last in early June. The history department should divide its members into 3 sections -- with each section grading one set of papers. Perhaps, on such an important piece of work, this method could be fairer to the students.

To The Bald
"Abominable Misleader
Of Youth".

Have A Happy Summer.

Love,

4:30

EDITORIALS, OPINIONS AND LETTERS

Samuel Phillips Hall Has Four Clocks But No Bells

It has seven entrances and four pillars. It has a four-sided clock and a weather vane. It is the home of the history department and the modern foreign languages. It is up there on the right, up the twenty-six some odd steps, through the large grayish oak doors. You have just passed into a dimension of United States History, French Literature, German History, a dimension of sight (copying down notes), a dimension of sound (class discussion), of time (fifty ? minutes) -- quick, up there on the right -- the Twilight Zone? Wrong, Samuel Phillips Hall.

It is the venerable building, the granddaddy of them all, where young lads and lasses, with nothing but mush in their heads, are taught about the Federal Reserve, the Nullification Crisis, the South Carolina Secession, le passe compose, le conditional, le plus-que-parfait, Kennedy, Castro, Lincoln, Lenin, Mao, Marx, Washington, Watergate and a whole host of delectables ranging from Spanish 30A to Russian 10 to Modern Japan to Italian 10-20 to Latin 50.

The administration has agreed that fifty is a fine number, in fact the perfect number, for the time of a single class. Students can set their watches in Bulfinch, in Morse, and in Evans by the ringing of the bells every fifty minutes. In these great halls of learning, where bright and eager students mingle with erudite teachers, a class is fifty minutes -- no longer, no shorter. The bells see to that.

But what about the poor souls in SamPhil -- the French scholar, the history jock? Why must he suffer the heartbreak of extra class time at the expense of his next class because there are no bells. Does Andover discriminate against these students?

It is the opinion of The PHILLIPPIAN that the school put bells in Samuel Phillips so that students can set their watches, get to their next class on time, and so that they may not be penalized for taking classes in the ancient edifice.

Why No Playoffs???

Cluster Softball, commonly termed Spaceball, is a sport dominated by seniors in their final days as students at Phillips Academy. Some seniors, relishing their last month at Andover, play this sport just to "catch some rays...soak up the sun." However, this is not to say that these seniors and their underclassmen teammates do not enjoy friendly inter-cluster competition, such as West Quad North-West Quad South, Rabbit Pond-Pine Knoll, and Abbot-Flagstaff.

In past years, the softball season contained about 20 regular season games and a playoff round in which all six cluster teams, no matter what record they had, competed. Thus, for example, Rabbit Pond, which might possess the worst record in the league, could slay mighty Abbot, the league's regular season champs, in a championship game.

This year, however, the czar and associate czars of cluster softball, decided to abolish the playoffs, instead lengthening the regular season. Because of this ruling, teams such as Pine Knoll and Rabbit Pond, which fell behind early and was mired in the cellar, could not possibly win the championship. Accordingly, team spirit and motivation on these clubs diminished, as well as the quality of their play.

There is one obvious solution to the situation: shorten the regular season by three or four games, allowing for three days of playoffs. Then Rabbit Pond seniors could pride themselves in the knowledge that they won the coveted Cluster Softball title.

Stickball Hits P.A.

For the last few weeks, between the evening hours of 6:45 and 8:00, scattered all over the campus, in all clusters, there has been a phenomenon called stickball. There are twenty teams in two leagues. Each team has twelve members. Therefore, there are 240 players in this activity. 20% of the entire student body is involved in stickball. Including spectators at each game, over 25% of Phillips Academy students, on either Monday or Tuesday or Thursday nights, are associated with stickball.

What are the qualities that attract more spectators to stickball games than baseball and lacrosse games, that attract more student participation than most varsity sports, that attract members to compete with and against students?

Stickball enhances Phillips Academy for it has great merit. Stickball is run wholly by students, thus showing that students can make good when given responsibility. Secondly, stickball is not an exclusive sport where PG jocks reign. On the contrary, the most non-athletic student can become a star in this unique game. Moreover, it allows for a healthy relationship between faculty and students. Finally, because of its tremendous number of participants, stickball shows in some way that apathy does not exist among students. Students would prefer to watch an event which involves 300 students, rather than a baseball game in which only 20 or so are involved.

The great tradition of stickball, of fairness to all, held true two weeks ago. In the seventh inning of the championship game, a controversy occurred on what would have been the final out. Instead of taking the victory, Czar Mark Bellissimo allowed the play to be done again. He didn't want people to remember stickball on a sour note, but to remember it the way it should be -- as a fair and just activity.

Stickball is an important part of Andover. It should remain that way in the future.

Cites Safety Rules' Exposure

Fire Marshall Praises 'Pian Editorial

To The Editor:
I want to thank the board members of The PHILLIPPIAN for their editorial on student violations of fire safety rules. You have done us all a service by exposing these violations and by suggesting that some changes be made.

Fortunately, this year has seen comparatively few cases of illicit discharges of fire extinguishers or removal of smoke detector batteries. There should be none, of course. Any student who is qualified to be in the Academy should have enough sense and thoughtfulness to prevent himself or herself from causing

the malfunction of a safety device.

The first year I inspected all of the rooms I found that the inspection took several months. In order to make the entire campus safe at the beginning of the year, I now give the house counselors inspection forms to distribute to all of the students as soon as they arrive. Illegal appliances, tapestries hung from ceilings, tapestries over lightbulbs, wires under the carpets -- all these and more are mentioned in the form. Fire safety is the responsibility of all of the students. They should be mature enough by now to handle this responsibility.

It is not possible for any one person, Fire Marshall or Andover Fireman, to inspect all rooms promptly and repeatedly. Nevertheless, The PHILLIPPIAN has performed a valuable service in pointing out that the policy of self-inspection at the beginning of the year is not sufficient. It is necessary to devise a procedure to make sure that the students are living up to their responsibility. But the responsibility will still be theirs. It is not too soon for the students to learn to keep their own homes safe.

Part of the editorial has asked whether the electric wiring on the campus is safe. Actually the wire is good. As The PHILLIPPIAN correctly observed, the fire in Day Hall was not caused by faulty wiring in the building itself but was caused by a faulty student lamp. The wiring in the newer dormitories conforms to the modern building codes. The dormitories in the West Quad have been rewired, as has Foxcroft Hall. Day Hall has been partly rewired, and Bartlett is to be rewired this summer. The Office of Physical Plant is working continually on the wiring. This does not mean that the wiring in the older dormitories is poor. The wiring was well installed and is still good today. The main deficiency in the wiring is caused by a difference in life style, a difference which consumes more electricity. In the rewiring, the main change will be the installation of a floor plug every twelve feet so that no electrical cord needs to be more than six feet long. Even though the wiring is good, however, there is a limit to the load students can put on the wiring. This limit is spelled out to the students at the beginning of the year, and a way will be found to make sure that the students observe the limit.

Several weeks ago, I wrote to The PHILLIPPIAN that my best work as Fire Marshall was the result of suggestions of the Faculty and the Office of the Physical Plant. I can now add The PHILLIPPIAN to my list of valuable advisors.

Joel C. MacAfee '81

Thomas Rees

Adjusting To P.A.

To The Editor:

Belly dancers and language requirements, Vineyard parties and Novel and Drama papers, Red Sox games and geology projects, friends and homework; the pros and cons of what is commonly called the "Andover experience" are numerous. Yet for each negative aspect there has always been a positive event to counter the negative. Just when I'm fed up with the reading and the papers and the assignments, something like a birthday belly dancer counters the workload. Yet with graduation just moments away, I must stop and ask myself (no matter how cliché!), was it all worthwhile?

A rather inexperienced Texan dropped amidst a slew of what are popularly known in Texas as "Yankées." I was ignorant of such things as L.L. Bean, Topsisiders, and the Andover Shop. And, like many boarders at Andover, there was a certain point when I did not want to return. However, I stuck it out, and I am satisfied and thankful, despite the pain. Parents, faculty, and especially friends have helped convert the workload and the pressures (the cons) into three of the best

years of my life.

An upper residing in a dorm consisting of a majority of seniors, I had a lot of friends who graduated, and I was quite skeptical as to my senior year. However, the leadership conference erased all of my doubts and I then knew that the class of 1981 would prove to be a great class, and it is. At the risk of getting sentimental, I must say that I have never enjoyed a group of people as much as I have enjoyed this community called Phillips Academy, for this community (faculty, friends, etc.) is what makes the experience worthwhile, and I hope that I am not alone in these thoughts. Though this graduation of the 203rd class is indeed one of the happiest moments of my life, it is also one of the saddest, and I am grateful to my parents, the faculty, and my friends for a truly rich and gratifying three years at Andover.

A Phillipian reporter, obviously per order of the features editors, recently asked me, for a poll, "If you could, would you go through your Andover experience again?" My answer then, as it is now, was a definite "yes."

April 15: The Day Seniors Rule P.A.

To The Editor:

I am a lower in a dorm which includes five seniors, and I generally get along with all of them. However, between April 15th and graduation, they all become apathetic and rowdy. I had enough of that last year in Rockwell, and don't need a repeat of it (although I won't say I didn't enjoy it). It's hard to live with a James Taylor impersonator exercising his vocal chords above my head and a hallway that is constantly filled with shaving cream, water, Wella Balsam shampoo, and/or Hawaiian Punch. And it smells too!

All these things are bad enough, but what about the people who have one exam (or, it's hard to believe, two)? Having only one or two exams doesn't make them any rowdier (they're all equally loud), but it's a definite distraction to have someone in this situation living within a square mile of your room, while you study your ass off for five exams plus Achievements. I could puke after hearing the "Gee, since I've only got one exam, and it's Friday at 10:30, I think I'll go to the beach" crap!

Just because some people got accepted at Harvard in October and just need to take their exams to graduate doesn't mean they should stop working. I mean, working builds character, everyone knows that! Why doesn't the school institute some kind of 24-hour work program to all seniors with fewer than three finals? Let them do Commons Duty for me! Another idea, which might be even better, would

be to extend seniors' sign-in time to, oh, about three or four in the morning. Just keep them out of the dorm!

By now, some of you are probably screaming, "I have four exams, what the hell does this guy know?!" Well, I just say, I'm sure you're all holed up in your rooms studying real hard, because you really want to do well on your exams, right? I don't believe you for a minute. You're just as bad as the rest of them. Hell, you're already into Princeton, what do you care???

Many of you must disagree with me; that's too bad, because by now I'm home, relaxing at the beach, thinking about the poor seniors who have to go back to school in August! In all seriousness, it may just be the heat, or that J.M., I mean J.T. music, that just started again, but at this time of year, seniors really are a pain in the neck. I sure hope I never end up like that! Then again...

John Weiss '83

P.S. Congratulations to the Class of '81!

Respect for Uppers

To The Editor:

Let's hear it for the Uppers! We have made it through perhaps the toughest year of our Andover experience with astonishing determination and brilliance. Time after time I have listened to juniors and lowers gripe about the difficulties focused on their particular classes and, quite frankly, I am tired of hearing their pleas for mercy. What do they think we Uppers are doing, anyway -- playing "tag" in the sanctuary? The truth is that every class experiences the same daily pressures at P.A., whether they are academic or extracurricular. However, it is my biased belief that the upper year is the most demanding on our physical

beings and our emotional psyches. The surfer's of homework, the increasing amount of commitments, and the ever-present concern that "this is where it really counts when they look over my transcript in the admissions office," all help to create additional pressure reserved for the upper class. That is not to say that getting through other years at P.A. is a total hack, because it's not. Nonetheless, I have a special awe and admiration for the members of next year's senior class. To you, my peers, I wish an enjoyable and relaxing summer; the best is yet to come!

Steven Fern '82

"Think where man's glory most begins and ends,
and say my glory was I had such friends."

-W.B. Yeats

Congratulations and Best Wishes
to the Class of '81

Love,
Ellie, Wendy and Drew

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Sizer Announces Annual Scholastic Awards

By WINTHROP CLEVENGER
 Appearing at his final All-School Meeting, Headmaster Theodore R. Sizer presented various awards to members of the student body on Wednesday, June 3. Sizer received a thunderous standing ovation from the student body before calling Athletic Director Joseph Wennik to the podium to present five athletic awards. After Wennik finished, Sizer announced the winners of other awards, decided upon by the Prize Committee. The Sullivan Improvement Prizes, given to members of last year's Senior, Upper, Lower, and Junior classes for scholastic improvement based on the 1979-80 academic year, were awarded to Senior Thomas Paolizzi III, Upper Charles Taylor II, and Lower William DiAdamo. Eleven other prizes were awarded to seniors during the meeting. The Improvement Award, given to a senior who has been at Andover for at least two years and

has shown the greatest development of character and scholarship, was first awarded in 1941. This year's winner is Samuel Kim. First awarded in 1956, the Ayers Prize is given each year to a member of the senior class who, through work and perseverance, has earned respect and admiration from the community. Brad Kliber, a member of both the varsity football and swimming teams, as well as assistant coach of the girls's softball team, won this award. The Isabel Hancock Award was given to James Arlen Ringer, a four-year senior who has been WQS C.R.L. Representative. The award is given annually to a senior who has shown the qualities which made Mrs. Hancock so admired by those who knew her. These qualities include depth of understanding, sensitivity, and response to others, as well as concern for the welfare of all.

Elinor Hirschhorn received the Fuller Prize, given to a senior who, having been at Andover at least two years, best exemplified and upheld in his or her life and work at Andover the ideals and traditions of the school. Hirschhorn, formerly on the boards of both WPA and The Philliplian, served on the Athletic Advisory Board this year. Vivian Toy was the winner of the Kingsbury Prize, given to a senior who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. Toy has served as former Editor-in-Chief of The Philliplian, co-president of the Asian Cultural Society, and as a member of the Ryley Room Board of Governors. Blue Key co-president Katie Leede won the Schweppe Prize, given to the senior in recognition of an unusual spirit of cooperation and friendliness. The Schweppe Prize was first awarded in 1947.

First awarded in 1959, the Abbot Stevens Prize is given to a member of the senior class who has made a significant contribution to the Academy and to his classmates. This year's winner, Michael Marrus, was on the 1980-1981 Philliplian Board as Seventh Page Editor. He was also a proctor in Rockwell. The Van Duser Award, given annually to a senior entering Harvard, was awarded to Pot Pourri Editor-in-Chief Timothy Plass. Peter Stern won the Warren Prize, given since 1926 to a senior preparing to enter Amherst in the fall. Jeffrey Orrell and Matthew Lenoce were announced as the recipient of the Martin Luther King Grants, given to students to sponsor projects that best exemplify the spirit which Dr. King lived and died for. Orrell will work this summer for Urban Justice, a religiously oriented group that does community and world-wide work

seeking justice for both its members and the poor of the world. Lenoce will work with Massachusetts Congressman James Shannon's office this summer on the internal decision making process and the governing of the Lawrence Puerto Rican community. Other prizes were awarded to underclassmen. The Harvard Club of Andover Award, given to an outstanding member of the Upper Class who combines excellence in scholarship with achievement in other fields was awarded to Hillary Huber, a two-year upper. The Stiles Prize, won by Upper Scott Malcolm, is given annually to a member of the Upper Class whose judgement and loyalty to the school has been exemplary. The Keyes Prize, given each year to a Lower who shows outstanding qualities of character, leadership, scholarship, and athletic ability, was awarded to Matthew Gilligan.

Fuller Prize



Elinor Hirschhorn

Kingsbury Prize



Vivian Toy

Schweppe Prize



Kathleen Leede

Warren Prize



Peter Stern

Ayars Prize



Brad Kliber

Improvement Prize



Samuel Kim

Abbot Stevens Prize



Michael Marrus

Isabel Hancock Award



Jim Ringer

Martin Luther King Grants



Jeffrey Orrell



Matthew Lenoce

THE CLASS OF 1981 IS A REAL WINNER

To the 1981 Seniors--- including

Yodie Bear (a.k.a. Mac-Yak), Peimeister, Monkles, Tony Loch, Dembo, and especially Vivvie--

Goodbye and good luck.

---"Ricky"

THE ANDOVERS: PORTRAIT OF TWO NEW ENGLAND TOWNS, a photographic tour of the Andovers by Katharine Knowles, with brief text by Thea Wheelwright, is a book for graduating students at Phillips to take with them as a supplement to their memories of these lovely towns--or for freshmen and other students to send to their relatives to give them some idea of the surroundings of the Academy. Copies can be picked up at the Andover Book Store or ordered direct from the publisher at \$9.95 postpaid.

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Congrats to---

Mom SS and Dad AY
 ---and all the rest

Love and Cheers
 To All
 Four-Year Seniors

Diamond Jim,
 Johnny B.,
 and Willie U.

All year we've been grieving over the fact that you'd be leaving at the end. And now the time has come. We will miss you deeply in the depths of our broken hearts, but we will remember you always. Love, and

Lisa Macky

Thanks, Steph

Macky

Abbott Bazaar

Food And Fun

What A Time!



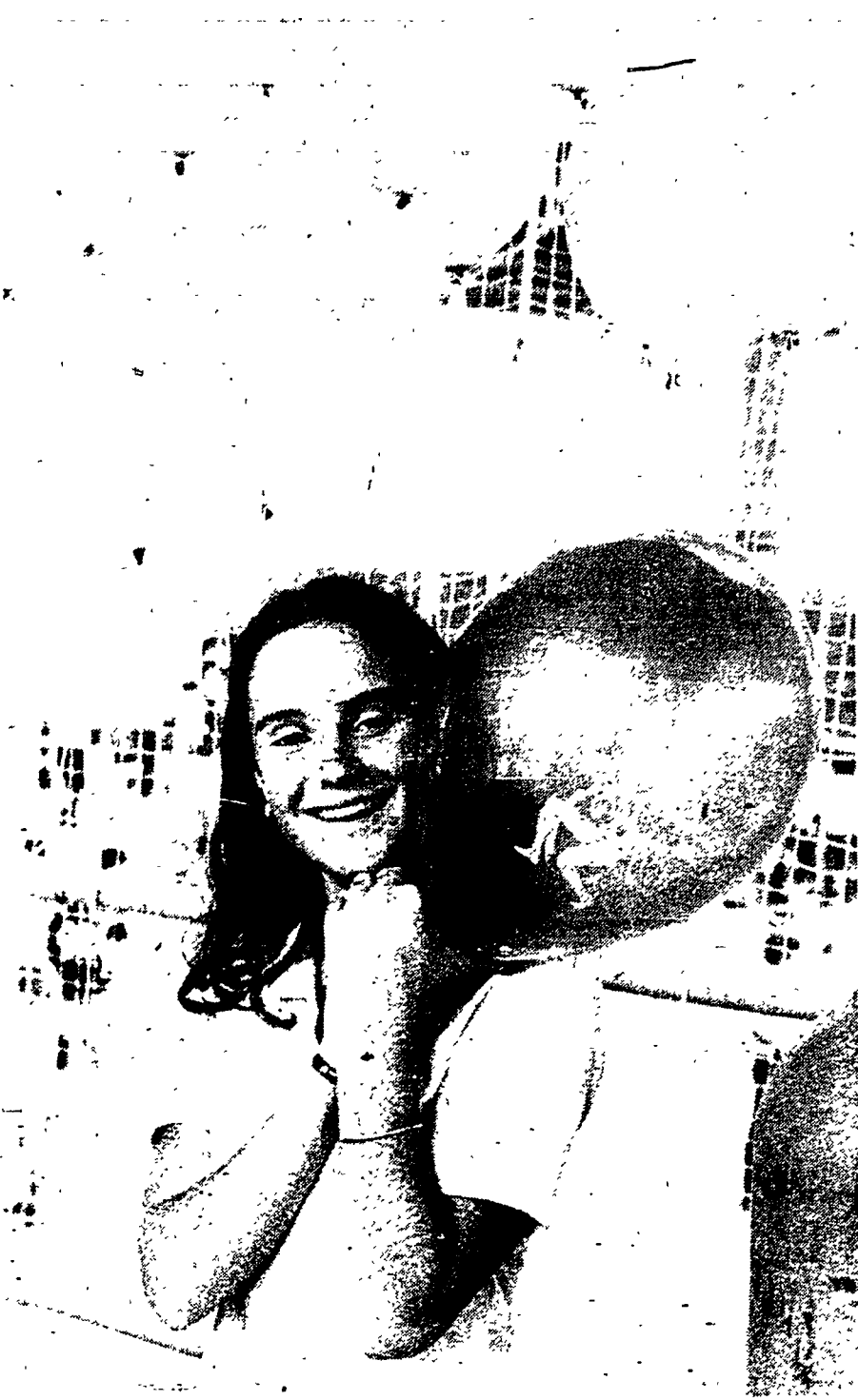
By SHERI CAPLAN and LISA SAMMATARO

The Abbot Bazaar, an annual student-run festival, commenced at 12:30, Sunday, May 31. Originally planned to be held on the Maple Walk at Abbot, inclement weather forced the celebration to be run in the Cage. Nevertheless, enthusiastic students and guests eagerly participated in and observed all of the events.

The white elephant sale tables, laden with items ranging from clothes and shoes to books, provided the opportunity for extensive rummaging forages. Student chefs, led by Paula Muto, concocted cotton candy, cake, popcorn, and ice cream sundays, all of which contributed to the flavor of the day. Silk-screened Abbot Bazaar t-shirts, commemorative memorabilia, and balloons lent themselves to the infectious inflated atmosphere. A few faculty members' faces appeared in infamous infant photos while others elegantly emerged, extricating themselves from soaking sponge tosses.

Fidelio, Jody Mae, and the Yaks, ballet dancers, gymnasts, and a costumed Chris Donahue contributed to the cultural carnival. Dr. Sizer assumed auctioneer authority while aspiring bidders assessed the army of items, including P.A. umbrellas, Abbot pendants, and a yellow Bermuda bag donated by various Andover merchants. Following this, the raffle winners were randomly drawn, resulting in senior Suzanne Duncan receiving many of the prizes.

Sarah Horowitz deserves credit as organizer of this year's successful Abbot Bazaar, dedicated to Dr. and Mrs. Sizer. Proceeds from the festival will benefit the Sizer Scholarship Fund.



1981 Scholastic Honors

Art

- Thompson Prize**
Regina Fraser
- Rider Prize**
1. Jean Dunleavy
2. Laurreta Hogin
3. Bayly Ledes
4. Katherine Link
- Weidenmann**
1. Rodney Muse
2. Timothy Plass
- Morse**
1. Mark Canning
2. Kimberley Hillier
3. Susan Lippold
4. Elisabet Samuelsson
5. John Wright
- Fidolmi**
Stephen Blackwell
- Powers**
1. Philip Messing
2. Svenja Nolting
3. Monika Sticherlang
4. Melissa Scharer
4. Cameron MacWilliams
6. Jean Keamy

- Declamation (Second-year Latin)**
Gregory P. Herlihy
- Declamation (Third-year Latin)**
Phillip Schuller
- Catlin Prize**
Michael Abele
Anthony Vine

English

- Goodhue**
Sylvia Veh
- Kates**
Cathleen Coyle
- Draper**
1. Adriene Bailey
2. Michael Streat
- Burns Fiction**
Keith Sabin
- Burns Poetry**
1. Simeon Herskovits
2. Katherine Cook
- Clough Reading Aloud**
1. Greg Luke
2. Jeffrey Rossman
- Clough Essay**
Anthony Vine

- Second-year**
Lilian Wen
- Third-year**
Ellen Robins
- Fourth-year**
Lincoln Benet
- Fifth-year**
Vivian Bache
- Stephenson Prize**
Shi Kyung Roh

History

- Grace**
1. Hal Movius
2. Paul Park
3. H. Ben Morgenthau
- Kates**
1. Jeffrey Huisinga
2. Dorothy Bisbee
3. Thomas F. Luongo
- Darling**
1. Bruce Rader
2. Peter Kuntz
3. William Morrell
- Lauder**
1. Wendy Pulling
2. James Halpert

Mathematics

- Eaton**
Zita Ezpeleta
- Sides**
Phillip, D. Mervis
- Galbiati**
1. Mathew Myerson
2. Evan Goldberg
3. Paiboon Mahaisavariya
- Joseph**
David L. Weld Jr.
- McCurdy**
1. Michael Marrus
2. Alan D. Howard
- Maynard**
1. Harold Y. Kim
2. Catherine Crespi
3. James J. Herman Jr.
- Convers**
1. Joshua R. Feigon
2. Vincent H. Crespi
2. Donald B. Marron
4. Michael P. Drozdick
5. Phillip Schuller

French

- Grew**
James Halpert
- Graves**
David Amis
- First-year**
Elizabeth Hood
- Second-year**
M. Zita Ezpeleta
- Forbush Prize**
Stephen Downs
- Taylor Prize**
Greg Luke
- Fifth-year**
Donat Von Muller

German

- Department Prizes**
First-year
Greg Luke

Classics

- Cook (Homer)**
1. Phillip A. Schuller
2. David C. Halpert
- Dove (Virgil)**
1. Laurie Doucette
2. Courtney Starratt
3. Matthew Greenfield
- Welz (New Testament)**
1. Theodore Kokas
2. Phillip Schuller
- Phillips (First Year Latin)**
Charles A. Fagan IV
- Valpey (Latin Composition)**
Phillip Schuller
- Johnson (Greek Composition)**
Jeffrey E. Arle
- Department Prizes**
Second-year Latin
Carin Ruff
- Third-year Latin**
Heidi K. Brown
- Declamation (First-year Latin)**
Stephen Pimpare

- Watt**
1. Robert Blumofe
2. Paiboon Mahaisavariya
3. Harold Y. Kim
- Bailey**
1. Evan Goldberg
2. Andrew Myers

Music

- Cutter**
Lilian Wen
- Fuller**
James Mrose
- Hough**
1. Ellen Reynolds
2. Geoffrey Kidde
- Band**
1. Terry Haynie
2. William Lawrence
- Jones**
Tony Vine
- Jazz Band**
Thomas Efinger
- Paynter**
1. William Shaughtnessy
2. Suzanne Tanner
- Cantata Choir**
Nancy Goodman
- Fidello Society**
Douglas Wilbourne

Russian

- Russian Language Olympiada Medals**
Silver
1. John Crespi
2. Christina Curley
3. Katherine Link
4. Nicholas Porter
- Bronze**
1. Robert Amick
2. Sarah Horowitz
3. Matt Lenoe
4. Scott Todd
5. Rich Wooley

Science

- Graham**
William Nagle

- Rensselaer Medal**
Harold Y. Kim

Biology

- Wadsworth**
1. Robert Yelle
2. Evan Goldberg
- Department Prize**
Elisabeth Biemann
- Marsh**
Katrinka Leschey
John Weiss

Chemistry

- Dalton**
1. Catherine Crespi
2. Paiboon Mahaisavariya

Physics

- Wadsworth**
1. Brian M. Benn
2. Paiboon Mahaisavariya

Spanish

- Merriam**
Cristina M. Rubio
- Hayden**
1. James W. Hedlund
2. A. T. Ian McMillan
3. Edward B. Anderson
- Fernandez**
1. Michael Polonsky
2. Estelle T. Lau
3. Adrienne Hynek
- Certificates of Merit**
First-year
Carolyn Battista
- Second-year**
1. Christina L. Fink
2. Andrew D. Siderowf
3. Charles A. Fagan IV
- Third-year**
1. Bharat Ramratnam
2. Ellen Thompson
3. Edwin S. Tasch
4. Justin Won
- Fourth-year**
1. Victoria Hood
2. Arturo M. Valdeajuly

NEWS BRIEFS

Farewells To Sizers, Clift, McBee, Peterson

Community Pays Tribute To Retirees

Student-Run Phonathons Are A Mild Success; Raise \$11,953 From Alumni

Student volunteers from each Cluster participated in a phonathon sponsored by the Andover Alumni Fund to secure contributions from Phillips and Abbot Academy Alumni during the past weeks. The phonathon raised a total of \$11,953 for the Andover Alumni Fund...

By JAMES COHAN and AMY KELLOGG

The Phillips Academy community gathered in Cochran Chapel on Sunday, May 31st to express its thanks and good wishes to retiring faculty members and the class of 1981.

The faculty members who are retiring this year are Music Instructor William Clift, Admissions Officer Dalton MacBee, and English Instructor Frederick Peterson.

Upper Charles Richardson, representing the underclassmen, began the ceremony by addressing the senior class.

"We wanted to gather you together to express our friendship, farewells, and loss...You have been the leaders during the past year, the helpers for all that has gone on in the school," he said.

Senior Suzanne Tanner and Upper Betsy Jennings sang "We've Only Just Begun." School President-elect Hadley Soutter recapitulated the events of the past year, saying, "If every class has its own special personality, then I would have to say that the class of 1981 is marked by its enthusiasm...

Soutter continued, "It was this enthusiasm and the sense of humor that salvaged November's Andover-Exeter Weekend from the rainy weather and Exeter's apathy."

"Only this class could have pulled off that fake Exonian and sent that piglet with the Red 'E' onto the football field." She recalled that "September's spirit has not died—it's been back in full bloom this spring: the seniors played a major role in carrying off the Addison celebration; they caused more support for the stickball games this season than has been seen in a long time."

School President Howard Lebowitz spoke next about the four faculty members who will be leaving Andover at the end of this year. "Mr. Clift has been at Andover 25 years...He has fostered the growth of his musicians as people. At school events, from a jazz concert to the spring musical, Mr. Clift, has been seen, his back turned towards the audience, his hands carving out rhythm.

"Mr. McBee," he continued, "is a man whose specialty is people. Many of us here have sat in his office to be interviewed; his broad smile and easy manner washing away the nervousness...

"Whether orchestrating the Bicentennial Celebration, chairing a committee, or walking into his Lit C class, his clothes disheveled in order to bring a scene of Hamlet to life, Mr. Peterson is typified by an enthusiasm that is contagious," Lebowitz said.

Lebowitz then turned to the Sizers and announced the establishment of "the Theodore and Nancy F. Sizer Scholarship Fund. We hope to thank you by moving Phillips Academy one step closer to the realization of your dream and the dream of the Academy's founders: to serve youth from every quarter," the graduating school president said.

Lebowitz next presented the Sizers with a scroll bearing signatures of faculty and students, bearing the words: "To Theodore Ryland Sizer and Nancy Faust Sizer: Thank you for making Phillips Academy your home and us your students. Your words gave us fairness and direction, caring and dreaming. Reassured by you both, we knew you cared for us with your hearts and struggled for us with your minds. Rare partnership. Take with you our wish that wherever you go you will continue to give and be loved as much as you are here. Farewell."

The Sizers received resounding applause as they took the scroll. The ceremony ended as departing Father Thomas Hennigan asked that everyone rise. The Sizers, Clift, McBee, and Peterson, as well as the graduating class, filed out of the Chapel to the sounds of the organ and continuing applause.

The idea of holding this ceremony was discussed last year by the three chaplains. A series of short ecumenical leave-taking services were held earlier in the year, but the chaplains felt there was a need for a school-wide event. This was to be a non-religious gathering to publicly honor the Sizers, Clift, Peterson, McBee, and the graduating class.

Father Hennigan met several times with Lebowitz, Richardson, and Soutter to plan the ceremony. "We liked the idea of the ceremony not being required," noted Reverend Zaeder. And he added when asked how he felt about the ceremony, "I feel it was exceedingly well-received. The sentiments expressed came from deep places...I was glad to be a part of it all"

Group To Tour U.S.S.R.

24 Students With Svec As Leader

By JEFF WEISS

Twenty-four students, under the supervision of Russian Instructor Victor Svec, will travel to Russia this summer.

Students interested in spending part of their summer vacation in the Soviet Union brought the idea to Svec in October. Svec, who is heading the program with Dean of the Faculty John Richards, researched the possibilities of such a trip, and made the trip available to all students late in the fall term.

In January, Svec began a series of seminars, meeting once every two weeks. The seminars, designed to teach the students involved more about Russia, dealt with historical, geographical, linguistic and cultural aspects of modern-day Russia.

The students will leave Boston on June 18. While in Russia, they will visit Moscow, Leningrad, Kiev, and a smaller city near the South Black Sea. Svec made the decision to visit Moscow, Leningrad, and Kiev because of "their historical importance in the development of

modern-day Russia. While near the South Black Sea, the Andover students will visit a Soviet International Youth Camp, where they will be able to be a part of a non-political arena of kids of various nationalities...where they will be able to exchange ideas," said Svec. The group will return to Boston July 10.

Svec sees the trip as an opportunity for Andover students to visit a unique place. He hopes that "they will get a look at something totally different from what they could ever conceive..." He also expressed his hope that all of the students "will have a better understanding of and feeling for the Soviet Union, and, thereby, world events," as a result of the trip.

Commenting on the future of the program, Svec added that he felt "there was every reason to continue this from year to year." He "would like to think that student interest will continue...and that when students who are involved with this year's program return to school that other people will talk to them" and express their interest in the continuation of the program.



Cathy Cotins at the Phonathon

Club Leaders Name 1981-'82 Heads

By JEFFREY ROSSMAN

Leaders for many of P.A.'s major student-run clubs and organizations have been announced recently by current heads in preparation for the 1981-82 academic year.

Pot Pourri editor Timothy Plass announced next year's board members as follows (some positions excluded): Peter Morgan, editor-in-chief; Laura Lindner and Henry Chou, photo editors; and Barry Stout, business manager.

This year's head tour guides Margaret and Mary Schwarzer and Tony Bienstock have chosen Adrienne Hynek and Matthew Weatherley-White as their successors.

Bayly Ledes and Scott Zigler are to be replaced next year by Kay Gayner and Chuck Richardson as heads of the Drama Lab.

The Af-Lat-Am Society, a school-wide minority unification group under Kevin Footman, has chosen Nancy Perez as its new president, and Darryl Walker as its vice-president.

The Asian Culture Society, a group with the aim of exposing the student body to some aspects of Asian cultures, currently headed by Vivian Toy and David Sun, has chosen Stephanie Yoo and Ming Tsai to take next year's co-presidents' posts.

The Mirror, P.A.'s student literary-magazine, soon to release the year's second issue, chaired by Revan Schendler.

Winslow Anderson, will be headed by Andrea Maier. Catherine Cook will serve as composition editor, while Melissa Scharer will be art editor. Will St. Laurent will serve as business manager and Hank Glassman and Cybele Raver will be student advisors.

P.A.'s religious organizations have also chosen their student leaders for next year. Lincoln Benet gave the reins to Jane Simoni and Victoria Hood as heads of the Newman Club. The club will have the added responsibility of helping to bridge the change of Roman Catholic chaplaincy

as Father Hennigan departs.

The Protestant Chapel Fellowship, currently headed by Mary and Margaret Schwarzer and Kitty Kennedy, will be led next year by Dutch Miller, Sarah Moore, and Nicolas Freccia.

The Music Department's many student activities offer further opportunity for leadership and participation. The Fidelio Society, headed by Douglas Wilbourne, named Philip Harrison next year's president. The Cantata Choir, which toured England during spring vacation under Nancy Goodman's leadership, will go to Betsy Biemann and Kay Gayner, with Michael Stoddard as the librarian. The Chorus, led by Suzanne Tanner and Bill Shaughnessy, will be run by Betsy Jennings and Rebecca Routh. Rufus Jones and Andrew Podolsky will serve as the group's librarian-managers.

The Concert Band, Terry Haynie's group, will be headed by Olufemi Obi as president and Vivian Bache as secretary.

Peter Young and Thomas Efinger have chosen Wayne Elowe and Peter Pedulla as co-presidents of the Jazz Band. The Orchestra will, for the first time, have officers next year. Nicholas Morse will serve as one president, while the other has not been announced. The Chamber Music Society, headed by Tony Vine and Lincoln Benet, will be led by Bonnie Tai and James Mrose.

The Debating Club, under Tony Bienstock and Matthew Lenoe, chose Sarah Anderson and Elizabeth Connell as its new leaders.

The Andover Student Political Union, which recently merged with another organization, Students United for Direct Action Now, will be chaired by Scott Wolfson, Anne Bernhardt, and Hugo de la Rosa. The current board includes Bharat Ramratnam, Jeffrey Tarlow, and Christopher Dudley.

Pot Pourri Establishes Office in Baronial House

The Pot Pourri moved its offices to Baronial House, located behind Flag House in Abbot Cluster, because of the fire which ruined its old offices in Peabody House.

Editor Tim Plass said that the Pot Pourri was lucky to suffer only minimal damage. The losses connected to the fire were due mainly to water damage and not the fire itself.

Water damaged some of the yearbook layout flats, copy pads, and other materials, all of which must be reordered. Fortunately the photos and already laid-out pages had been stored in metal cabinets and remain unharmed. The color layouts had already been sent to the publisher at the time of the fire and also avoided damage.

The water damaged most of the Pot Pourri's furnishings. There is some furniture still usable, but it cannot be moved to the new location until it has been appraised by the insurance company, which covers Peabody. Mr. Cobb helped the Pot Pourri to relocate but so far O.P.P. has not provided furniture.

The total production setback amounts to about a week. This delay will not affect the production schedule greatly, since the staff planned to work on the yearbook for the most part after graduation.

Since there has been discussion about using Baronial House as another student center, the new location for the Pot Pourri may be only temporary.

Canning, Herrington, Jones Recipients

Students Win Fellowship

By JAMES COHAN

Financial aid fellowships for creative projects were awarded to Senior Mark Canning and Uppers David Herrington and Maitland Jones.

Ex officio member of the selection committee John Richards said that the committee chose these recipients because "they had the most original and best thought-out subjects." Other members of the committee include Chairman of the English Department K. Kelly Wise, Chairman of the Art Department Robert Lloyd, and Chairman of the Music Department William Thomas.

Canning received the Freeman Fellowship, which was established in memory of former P.A. English Instructor Wilfred Freeman. For his project, Canning chose to make a 30-minute silent film about New York City called "Cityscape." In his application for the fellowship Canning wrote, "Because New York City presents a blunt visual montage of action, movement, and adventure, I have chosen it as the setting for my fellowship. 'Cityscape' will expose both the positive and negative aspects of raw city living. 'Cityscape' will document harsh urban life against the backdrop of beautiful N.Y.C."

Herrington won the G. Grenville Benedict Fellowship established in the memory of P.A.'s former Dean of Students and English Instructor. Herrington chose as his project a study of a small sub-tropical forest in Texas called "The Big Thicket." Herrington wrote in his application that "The Thicket is an important place in American biology. In fact, there are seven species of plants and

animals living in The Big Thicket that aren't found anywhere else."


There will be three parts to the project: the first part is a description of the thicket with some pictures and local history. The second part is a scientific analysis of the thicket's ecosystem. The third part is a discussion of the future of the thicket: of the 300,000 acres remaining of the original Big Thicket almost two-thirds are currently under the control of three timber companies.

Herrington writes, "I want to see what effect lumbering is having on the Thicket and whether or not there can be some compromise between taking advantage of the Thicket's economic potential and preserving part of the Thicket in its original form."

Jones is the recipient of the Mark Lamer Fellowship. Lamer was a student at Phillips Academy until 1969 when he died tragically in a Search and Rescue expedition in the White Mountains. Jones plans to analyze the architectural styles in Cape North, Nova Scotia, and make drawings and photographs of the styles.

"I am going to be on Cape Breton Island, Nova Scotia, this entire summer, and since I am very interested in architecture, I would like to do a study of three to four late nineteenth century houses in the northern region of this island. All of these houses are unique in how they relate to their styles, since nearly all the houses in that area were built by immigrants from different European countries."

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