

Originally Processed With FOIA(s):

S

FOIA Number:

S

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Backup Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13692
Folder ID Number: 13692-011

Folder Title:
Phillips Convocation & Reception 11/5/89 [OA 6270] [1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	19	4	5

In advance of Special Mass:
~~Band~~ Await call.
 That is general rule of duty

What when you go
 Enter splendid company
 exposed - effect on
 some citizens and leaders.

Characteristics of Am. Soldier

Brave without Brutal.

Selfconfident - without Boasting

Becomes a part of irresistible
 might without losing faith
 in individual liberty.

Good bye & good luck,
 God be with you

Since last talk - War
 All straining on least
 Honorable impulse
 Nothing but praise
 But - Word of caution
 End of war is not end
 of problems or duty
 Future America needs
 Educated men
 Sad case if all morons
 Object of Selective Service
 To fit each man according
 to call of duty -
 America does not need all
aviators

NOTES OF HLS FOR TALK AT COMMENCEMENT
 EXERCISES AT PHILLIPS ACADEMY ON

JUNE 12, 1942.

To: Richard Gross, Everett Gendler and Philip Zaeder, Academy
Chaplains

From: John Bachman, Executive Assistant to the Headmaster

Re: Bicentennial Convocation, November 5, 1989

Date: October 20, 1989

To summarize our meeting this morning, here is my understanding of the program as we have developed it to date:

First, the title and wording for the program heading:

BICENTENNIAL CONVOCATION

Sunday, November 5, 1989
10:00 a.m.
Steps of Samuel Phillips Hall
Phillips Academy
Andover, Massachusetts

A Service of Commemoration and Thanksgiving
on the
Occasion of the 200th Anniversary
of
President George Washington's Visit
to
Phillips Academy
November 5, 1789

(bicentennial convocation program -- p. 2)

Second, the program of service itself:

Musical prelude

Entire audience seated in advance -- All stand as twelve speakers and readers descend to the outdoor steps stage from the foyer of Samuel Phillips Hall at 10:00 a.m

Invocation

All remain standing -- Father Richard Gross offers an opening prayer -- Board President David Underwood reads George Washington's diary entry regarding his visit to Phillips Academy, and comments on the student body composition in 1789 and in 1989 (6 minutes)

Procession of international flags

International students carrying 65 flags representing the nationalities in residence at Phillips Academy carry in their flags and place them in holders along two walks leading diagonally to the Samuel Phillips Hall steps -- musical accompaniment (5 minutes)

Remembrance

I Jean St. Pierre, Instructor at Phillips Academy, formerly Instructor at Abbot Academy, speaks of the historical evolution of the academy, from its eighteenth century origins, developing the theme of the mandate to serve (5 minutes)

Thanksgiving

Two teams of two students (including John Hong, Student Body President, and Louise Parsons, Co-head of Blue Key, plus two others, names to be finalized) present two readings of Thanksgiving -- Jeremiah 9 and Matthew 5:1-10 (bilingually -- readings to be printed in the program) (3 minutes)

President George Bush leads the audience in a responsive reading of a selection from Psalms 24 and 33 (printed in program) (2 minutes)

Entire assembly sings "God the Omnipotent," Hymn 496 (printed in program -- 3 minutes)

(bicentennial convocation program -- p. 3)

Envisioning the future

Headmaster McNemar, extending the mandate to serve, asks to what purpose shall we put all that has been given to us and speaks to the challenges ahead (7 minutes)

Additional remarks

President Bush, if he so chooses, may offer personal reflections upon the occasion (2 minutes)

Anthem

An instrumental piece by the orchestra (3 minutes)

Prayer

Rabbi Everett Gendler (2 minutes)

Benediction and going forth

The Reverend Philip Zaeder (1 minute)

Hymn

"My Country, 'Tis of Thee" (four verses, printed in the program, those on the dais, joined by Mrs. Bush, Mrs. Underwood and Mrs. McNemar, to recess following the first verse -- possibly toward the spot at which the President will plant a tree)

As you can see, I am copying everyone involved in the program, in the hope that any suggested alterations can be directed to me by Wednesday, noon, October 25.

cc: President George Bush
Tim Ireland, Charter Trustee
Donald McNemar, Headmaster
Ann Parks, Director of Publications
Jean St. Pierre, Instructor in English and Theater
William Thomas, Chairman, Music Department
David Underwood, President, Board of Trustees
4 student readers

THE WHITE HOUSE
WASHINGTON

REVISED

November 2, 1989

MEMORANDUM FOR THE CHIEF OF STAFF
DAVID BATES
ANDREW CARD
JAMES CICCONI
DAVID DEMAREST
MARLIN FITZWATER
BOYDEN GRAY
FRED MCCLURE
BONNIE NEWMAN
ROGER PORTER
SIG ROGICH
BRENT SCOWCROFT
CHASE UNTERMEYER
SUSAN PORTER ROSE
ED ROGERS
JOE HAGIN
JIM WRAY
CHRISS WINSTON

BOBBIE KILBERG
SICHAN SIV
PATTY PRESOCK
LINDA CASEY
WILLIAM KRISTOL
TIMOTHY MCBRIDE
ROSE ZAMARIA
PAUL BATEMAN
DAVID VALDEZ
BILLY DALE
JAY ALLISON
JOHN HERRICK
LAURIE FIRESTONE
PEGGY SWIFT
JEAN LAMB
DEB ANDERSON
USSS/PPD OPS
WHCA AUDIO/VISUAL
WHCA OPERATIONS
MEDICAL UNIT
PRESIDENTIAL
DOCUMENTS

THROUGH: SIG ROGICH
ASSISTANT TO THE PRESIDENT FOR
SPECIAL ACTIVITIES AND INITIATIVES

FROM: JOHN G. KELLER, JR. JGK
DEPUTY ASSISTANT TO THE PRESIDENT AND
DIRECTOR OF PRESIDENTIAL ADVANCE

SUBJECT: TRIP OF THE PRESIDENT TO ANDOVER,
MASSACHUSETTS, NOVEMBER 5, 1989

For your use and planning purposes, the attached is a preliminary outline schedule for the Trip of the President to Andover, Massachusetts on Sunday, November 5, 1989. Please keep in mind that the following information has not been finally approved and is subject to change.

Attachments

Revised 11/2/89 9:30 am

PRELIMINARY OUTLINE SCHEDULE

Sunday, November 5, 1989

GUEST AND STAFF INSTRUCTIONS:

6:00 am Vans depart West Basement
en route Andrews Air Force
Base.

6:20 am Guests and Staff with own
transportation should arrive
Andrews Air Force Base
Distinguished Visitors Lounge
for check-in.

6:50 am Staff C-9 departs Andrews Air
Force Base en route Washington
County Regional Airport to
meet C-20.

7:20 am C-9 arrives Hagerstown.

8:05 am MARINE ONE departs Camp David en route Washington
County Regional Airport, Hagerstown, Maryland.

(Flying Time: 10 Minutes)

8:15 am MARINE ONE arrives Washington County Regional
Airport.

8:20 am AIR FORCE ONE departs Washington County Regional
Airport en route Lawrence Municipal Airport,
Lawrence, Massachusetts.

(Flying Time: 1 Hour 10 Minutes)
(Time Change: None)
(Interchange: Yes)

9:30 am AIR FORCE ONE arrives Lawrence Municipal Airport,
Lawrence, Massachusetts.

9:35 am MOTORCADE departs Lawrence Municipal Airport en
route Andover, Massachusetts.

(Drive Time: 15 Minutes)

9:50 am MOTORCADE arrives Samuel Phillips Hall, Phillips
Academy, Andover, Massachusetts.

* CONVOCAATION
- Open Press
- Brief Remarks
- Tree Planting Ceremony

10:56 am MOTORCADE departs Samuel Phillips Hall en route
Phelps House.

(Drive Time: 4 Minutes)

11:00 am MOTORCADE arrives Phelps House.

* PRIVATE TIME: 25 MINUTES

11:27 am MOTORCADE departs Phelps House en route Gelb
Reception Hall.

(Drive Time: 3 Minutes)

11:30 am MOTORCADE arrives Gelb Reception Hall.

- * RECEPTION
- Expanded Pool
- Mix and Mingle
- Brief Remarks

12:30 pm MOTORCADE departs Gelb Reception Hall en route Lawrence Municipal Airport.

(Drive Time: 15 Minutes)

12:45 pm MOTORCADE arrives Lawrence Municipal Airport.

12:50 pm AIR FORCE ONE departs Lawrence Municipal Airport en route White Plains, New York.

(Flying Time: 50 Minutes)

(Time Change: None)

(Interchange: Yes)

1:40 pm AIR FORCE ONE arrives Westchester County Airport, White Plains, New York.

1:45 pm MOTORCADE departs Westchester County Airport en route Mrs. Dorothy Bush's Residence.

(Drive Time: 20 Minutes)

2:05 pm MOTORCADE arrives Residence.

* PRIVATE TIME: 2 HOURS

4:05 pm MOTORCADE departs Residence en route Westchester County Airport.

(Drive Time: 20 Minutes)

4:25 pm MOTORCADE arrives Westchester County Airport.

4:30 pm AIR FORCE ONE departs White Plains, New York en route Andrews Air Force Base.

(Flying Time: 1 Hour)
(Time Change: None)
(Interchange: Yes)

5:30 pm AIR FORCE ONE arrives Andrews Air Force Base.

5:35 pm MARINE ONE departs Andrews Air Force Base en route White House.

(Flying Time: 10 Minutes)

5:45 pm MARINE ONE arrives White House.

PHILLIPS ACADEMY

ANDOVER

Catalog 1989-90



Andover

Catalog



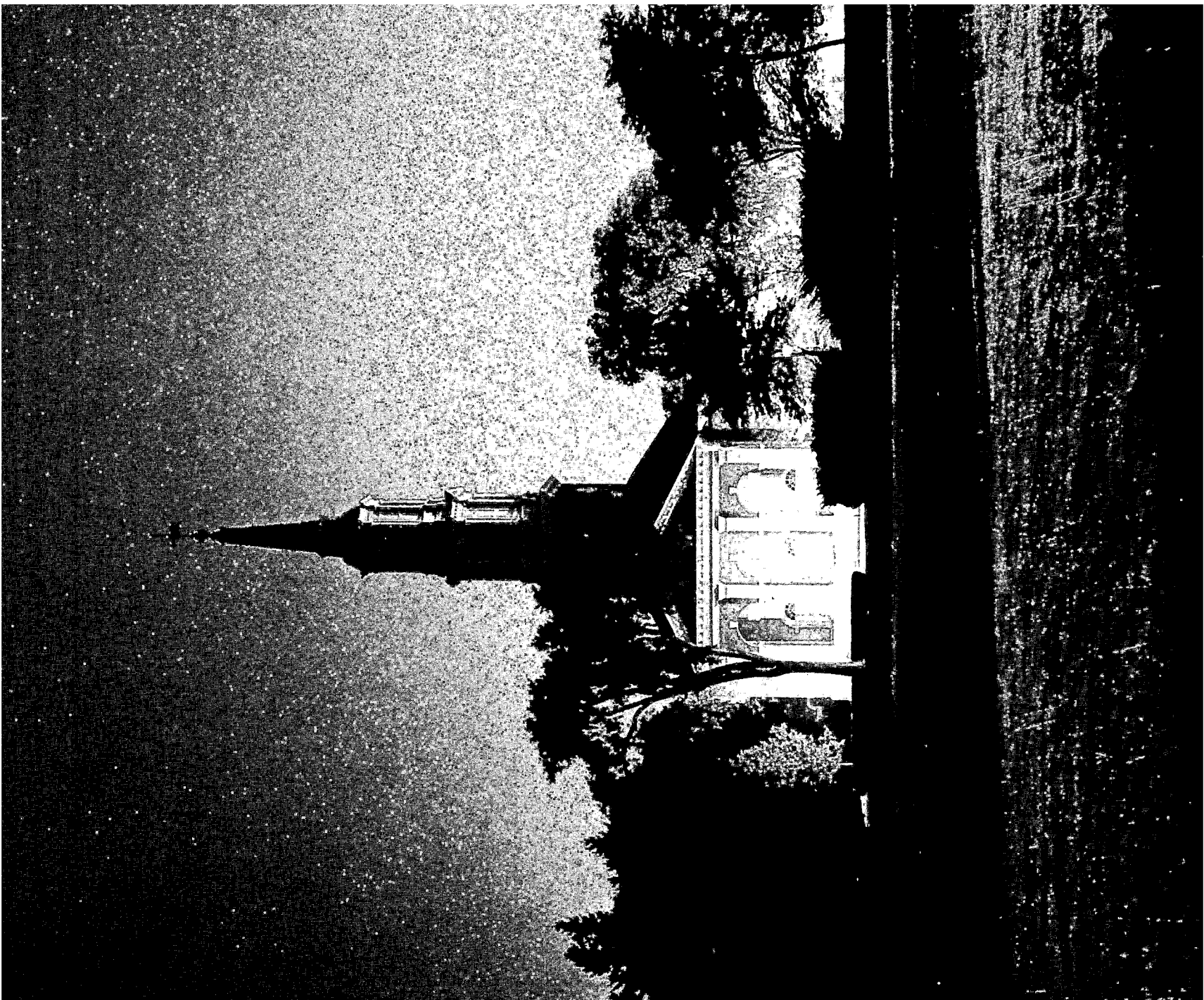
Published by Phillips Academy Andover, Massachusetts 01810



Phillips Academy,
Andover, Massachusetts,
better known as Andover,
is an independent,
coeducational, integrated
and non-sectarian
institution offering a
variety of academic
programs for high school
students.

Contents

5	INTRODUCTION TO ANDOVER	47	ATHLETICS
9	ANDOVER LIFE	48	ISHAM HEALTH CENTER
23	EDUCATIONAL RESOURCES		Preliminary Application Form
27	THE ACADEMIC DEPARTMENTS	49	CALENDAR
28	The Arts	50	ADMISSION
28	Visual Arts	50	Application Procedure
28	Theatre and Dance	50	If You Have a Question
29	Music	51	4 Steps to be Completed for Application
31	Classical Studies	51	Secondary School Admission Test
31	English	51	Early Decision
33	History and the Social Sciences	51	Twelfth Grade or Postgraduate
34	Mathematics	52	TUITION AND FEES
35	Foreign Languages	53	Other Expenses
36	Chinese	53	FINANCIAL AID
36	French	54	ALUMNI ADMISSION REPRESENTATIVES
36	German	67	STATISTICAL INFORMATION
37	Greek	67	Geographical Distribution
37	Italian	68	College Matriculations
37	Latin	69	College Admissions
37	Russian	71	TRUSTEES
37	Spanish	72	ADMINISTRATION
39	Philosophy and Religious Studies	73	FACULTY
39	Science	81	MAPS
39	Biology	81	Regional Map
40	Chemistry	82	Campus Map
40	Physics and Astrophysics	84	INDEX
41	PSYCHOLOGY		
41	Other Courses		
43	COMPLEMENTARY PROGRAMS		
43	The Andover Summer Session		
43	(MS) ² Math and Science for Minority Students		
44	School Year Abroad		
44	Other Off-Campus Programs		



Introduction to Andover



Phillips Academy in 1778

In 1789 the first scholarship monies are recorded, from John Phillips, "in consideration of further promoting the virtuous and pious education of Youth, (poor children of genius and of serious disposition especially) in Phillips Academy, founded in Andover, Massachusetts." Today, approximately 34% of the student body benefits from financial aid in the form of outright grants or loans; Andover has been able to implement an aid-blind admission policy for the last two years, ensuring a broad diversity within the student body.

When Lu Jianghong arrived on the Andover campus, she entered an unfamiliar world. She had traveled for two days to attend a school which she had never seen. A twelfth grade student, she had never before ventured beyond her home province of Manchuria in the People's Republic of China. She and her parents, professors at the Harbin Institute of Technology, were anxious to have her experience the West, and obtain a type of education unavailable at home. She applied to a special exchange program between the Institute and Andover, and was one of three top students accepted to travel to the United States to study at Phillips Academy for one year.

Jianghong was not alone in finding Andover very different from her home. She and her two classmates from Harbin became part of a student body of over 1200 young men and women, either returning to school or beginning a new chapter in their educations. They joined students from Guatemala, New York, and Lawrence, Massachusetts, who all found themselves a little scared, and very excited.

Jianghong was undoubtedly aware of the eclectic mix of her peers at her new school. What she may not have known was that in encouraging her to consider Andover, the Academy was fulfilling a mission which is well over two hundred years old. Since 1778, when Samuel Phillips, a gunpowder manufacturer for General Washington's army founded an academy to be "ever equally open to youth, of requisite qualifications, from every quarter," Andover's goal has been to gather young people from a broad range of experiences and provide them with the tools for a life of leadership and service.

The school Jianghong attends is very different from that of her Andover predecessors in the 18th century: the first class consisted of thirteen pupils from surrounding villages meeting in a rough shed. Today students come from over 28 countries and virtually all of the 50 states and territories to a campus of over 500 acres, where extraordinary modern facilities mix with school buildings more than one-hundred-fifty years old. Andover today enjoys two heritages: in 1973 Phillips Academy merged with neighboring Abbot Academy (est. 1829), one of the nation's oldest and most distinguished schools for young women. Now, part of the Abbot campus makes up one of six

clusters—residential “schools within a school” of approximately 200 students each, designed to provide a smaller, more intimate social community within the larger context of the whole school.

Jianghong came to Andover on a full scholarship. “Youth from every quarter” still means not only talented young people from a variety of geographic, racial and religious backgrounds, but also students from a wide range of economic situations. This year, as in the past, Andover was able to admit all new students without reference to their ability to pay the tuition. Through a strong program of grants and loans, awarded according to need, Andover may invite students exclusively on the basis of talent. Students who come to Andover bring to this campus not only academic ability, but also artistic, athletic, and creative strength. Over two thousand young people gather at Andover every year: in addition to the twelve hundred who attend the traditional school term for periods of up to four years, some eight hundred more spend the summer with us in the Andover Summer Session or various programs and institutes under its umbrella.

Andover is a residential school offering a twenty-four-hour learning experience. Young people in this community learn almost as much from peers as from teachers, particularly in a setting where there is no disjuncture between classroom and the outside, between school and home. Teachers at Andover are strong personalities, talented individuals of energy and well-considered values—instructors who work in the classroom, on the playing field, and in the dormitory. They approach students as whole people with real opinions, struggles, joys and concerns. The faculty in this community not only teach scholarship, they live it. An English teacher may be a professional photographer, a house counselor may use his evenings to finish his second off-Broadway play, and a field hockey coach may also be a highly regarded biology research scientist. Like the students, Andover teachers bring to this school a broad range of talent to offer the community.

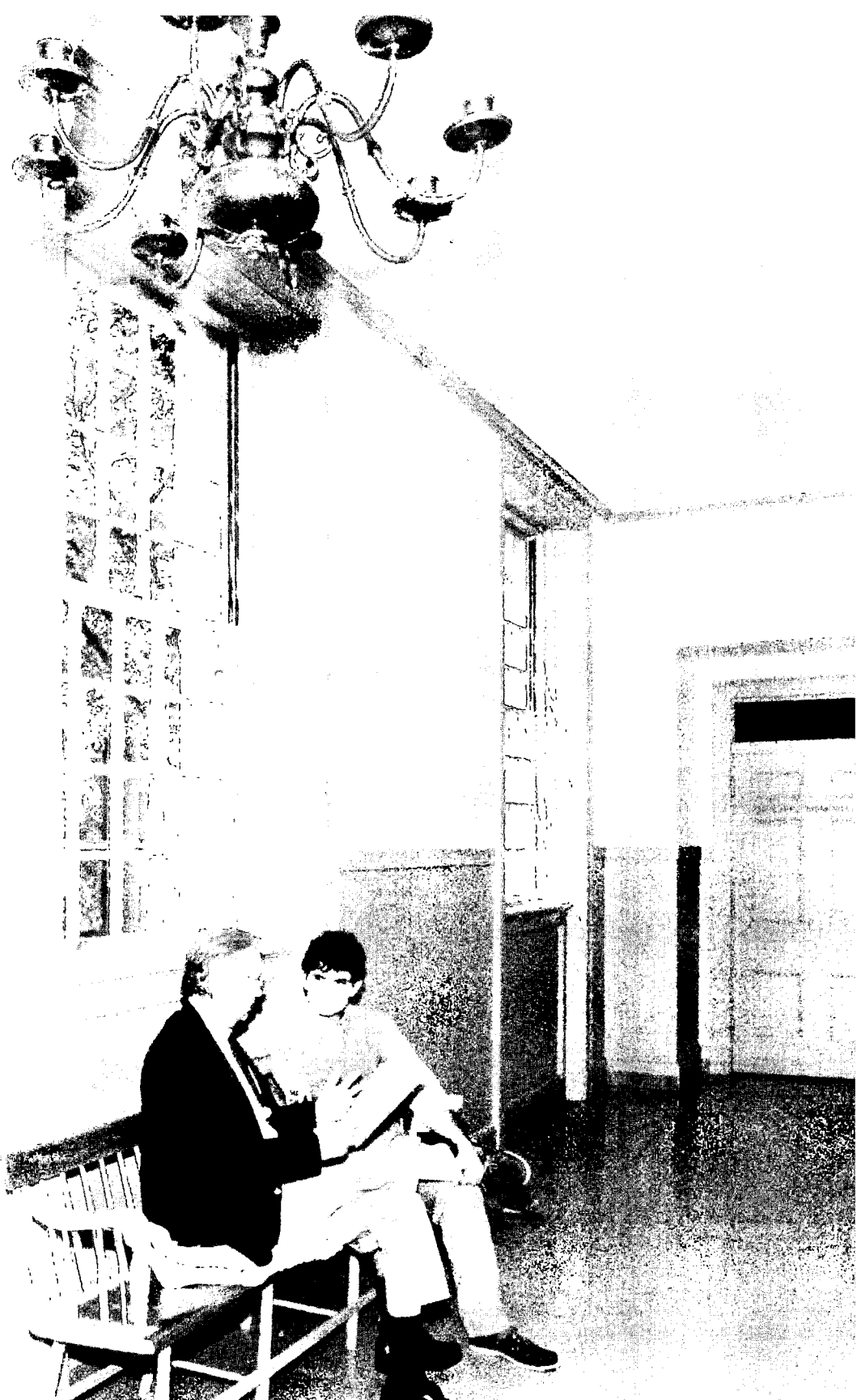
Students come to Andover at a particularly significant time in their lives. What we expect from them is much like what Eliphalet Pearson expected from his students in 1778: a willingness to share their experience, to use their talents, and to be open to consideration of new ideas. Whether from Bangkok or Boston, young people must have the resources to establish their own success, refine their goals and visions of the future and build the courage to lead in a world where communications have made the world more accessible and international issues more acute. One of the reasons that Andover sought a formal exchange with the People’s Republic of China is our commitment to creating a community in which

people from different cultures can develop a common understanding; where young people at a critical time of decision-making can learn firsthand, through programs Andover offers, about what it is like to live in Senegal or work in Washington, D.C.

When Jianghong leaves Andover she will enter an American university. Wherever she goes, she will carry with her a set of experiences unique to having studied at Andover. For her, and for all young people who join our community, we want that experience to have been a challenging, constructive and joyful time in their lives.



Headmaster Donald W. McNemar



Andover Life

A Beginning



In 1782 Paul Revere was commissioned to make the Phillips Academy seal. Revere engraved the educational faith of Andover's founders — "The end depends upon the beginning" — around the symbols of the rising sun and the hive of industrious bees. The founders' religious and patriotic commitment to the common good is symbolized by the second motto, "*Non Sibi*" — "not for one's self."

If you come to Andover today, you will not have to go far to see a building designed by Charles Bulfinch or named for Nathan Hale. You might take computer graphics in a modern arts and communications center, discuss African history in an archaeology museum, or study the War of 1812 in a building constructed before it took place. Your roommate might be from Brazil or Tennessee. You might learn how to play squash, how to be a DJ in a radio station or how to run rapids in a kayak. In any case, you will be expected to make the most of who you are. Andover students benefit from a careful combination of independence and support. Instead of formal study halls, we have study hours between 8 pm and 10 pm. Students are required to be signed in either to their dormitories or an academic area on campus (library, language lab, art studio, music building). Only our junior (9th grade) dorms have an 11 pm lights out policy. There are many people here to help you: teachers in a residential setting are close by, either to chat or to review the math problem you did not understand in class. Professional study counselors stand ready to help you manage your time and give you advice on how to polish the term paper due next week. Your house counselor will be there to encourage you on your cycling, or teach you how he or she mastered irregular French verbs. The opportunities and support are here for students who demonstrate a strong sense of responsibility and independence.



The Abbots Bazaar, begun in May of 1920 at Abbot Academy to celebrate the original opening of the school, continues today as an annual outdoor carnival and rite of spring for Andover students. The Bazaar includes a dunking booth (traditionally occupied by the Headmaster), facepainting, tag sales, and picnicking.



The Place

The school is located on a hilltop in the town of Andover, a 35-minute bus ride from Boston and Cambridge. It is well situated for easy access not only to the historical, cultural and entertainment offerings of the Greater Boston area, but to the beaches and mountains for which northern New England is justly renowned.

Phillips Academy was the first boarding school to be incorporated in the United States (1780). During its more than two centuries the school has grown in size from a single rude building and a few acres of land to an extended campus of 160 buildings on over 500 acres.

A Purpose

This revised version of the Statement of Purpose, voted by the faculty in the spring of 1988, reaffirms the Academy's goals set forth in the Constitution of 1778.

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds.

The Academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively, and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess, and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the Academy strives to understand and respect the differences that arise in a multi-cultural setting. Academic and residential programs encourage sensitivity to issues of gender, race, and social class. The school's residential structure fosters close association between faculty and students for personal, social, and intellectual development.

Andover's 1778 Constitution charges the Academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.



The People

Students

There are approximately twelve hundred young men (54%) and women (46%) in Andover's regular session, of whom about one-fifth are day students. More than eight hundred others attend the various programs and institutes of the Academy's Summer Session.

Andover students are divided into four classes: Seniors, Upper Middlers, Lower Middlers and Juniors—our traditional terms for 12th, 11th, 10th and 9th graders. Some are here for four years, most for a shorter time, but they all have two things in common: intelligence and the willingness to use it.

Faculty

The faculty number approximately two hundred; two-thirds hold advanced degrees at the master's or doctorate level. Andover teachers teach not only in the classroom, but on the field, in the dormitory, and through numerous extracurricular clubs and activities as well. They demand as much of themselves as of their students: among a myriad of responsibilities to the school, the faculty find time to be authors, research scientists, photographers, prize-winning poets, theological scholars, and professional musicians.



The Work

If you come to Andover, you have the ability to accomplish all that is expected of you academically, but come prepared to work hard. Students at Andover must complete a required core of studies which the faculty feels is essential to a liberal education. This includes three years of language; a yearlong science course, plus three additional terms of science; three years of mathematics; a year of United States history with a required additional term of elective history; a term each of music, visual studies, religion/philosophy and physical education; three years of English. Requirements for a diploma vary according to the level at which a student enters the curriculum, and are described fully in the *Andover Course of Study*.

Beyond this framework, students choose their own courses with the guidance of an academic advisor. The school encourages all students to construct a curriculum which reflects breadth, depth and balance, and to take advantage of the hundreds of elective courses available.

A year, a week, a day

Andover operates on a trimester system, offering about 285 separate courses that vary in length from one trimester to the full year. The year begins in late September and ends in mid-June, with breaks at Thanksgiving, Christmas and in the early spring.

Classes are held on Monday, Tuesday, Thursday, and Friday, the full class days, and on Wednesday morning and every other Saturday morning.

Wednesdays and Saturdays are half study days with no afternoon academic appointments. On alternate Saturdays there usually are no morning classes and Sunday is totally free. This flexible weekly schedule provides time for independent study, for special projects, for informal as well as regularly scheduled sports, shopping in Andover, or occasional trips to Boston. Social events during the week are limited by the demands of the academic program, but the weekend program on campus includes dances, concerts, movies, plays and informal activities.

Participation in athletics is required of all students, and athletics and activities are scheduled four afternoons a week for two hours each. On Wednesday and Saturday afternoons, varsity and junior varsity teams participate in interscholastic competition.

Meals are served in Commons, our fifty-year-old central dining hall, composed of four handsome, traditional dining halls and four completely modern serving areas. The cost of meals is included in the fees of both boarding and day students.

The Daily Schedule

7:15 am	Commons opens for breakfast
8 am	Classes begin. Seven, 45 minute periods per day
9:45–10:15 am	Conference Period
11:30 am–1:30 pm	Lunch available at Commons
2:45 pm	End of last class
3:15–5:15 pm	Sports
5–6:30 pm	Supper available at Commons
6:20–7:50 pm	Music rehearsals
8 pm	Underclass students should be in their dormitories or doing academic work in the library, language lab, art studio, or music building
10 pm	Dorm sign-in for all students on weeknights (during 5-day weeks, Friday evening sign-in for underclassmen is 10 pm, 11 pm for seniors, and Saturday evening sign-in for all students is 11:30 pm)
11 pm	Lights out for juniors

Students normally have four or five class meetings per day.

Most students are eligible to take a day excuse each week, and, after the first two weeks of the year, overnight excuses beginning after their last scheduled weekly appointment.

Course work is intensive and involves about twenty to twenty-five hours of outside preparation each week. Required athletics or afternoon activities total approximately six hours each week. In addition, all students are required to participate in the school's work program, performing assigned tasks, supervision or leadership responsibilities two hours each week. Despite the amount of time that must be spent on academic pursuits, most students become very involved in extracurricular activities and social events. The school encourages independence and personal responsibility: there are study hours but no study halls, and decisions about the use of one's time are largely left to the judgment of the individual.



Residential Life



On any given weekend, social events on campus could include at least one dance, a movie, coffeehouse or concert, and a theatre production in the Drama Lab. The Del Fuegos (above), called by *Rolling Stone* magazine one of its "New Artists of the Year" in 1985, performed at Andover recently. They are Woody Geissmann, Tom Lloyd '79, Dan Zanes '79, and Warren Zanes '83.

Dorms and Clusters

Boarding students live in dormitories with faculty house counselors and their families. Although these buildings vary in size and house from four to twenty-four students, all are small enough to encourage close relationships among students and between students and house counselor. One-third of the students live in single rooms; two-thirds in large double rooms. Juniors are housed together in special dorms. Other larger dorms are likely to have students from at least three classes.

For many students, dormitory life is one of the most valuable aspects of their time at Andover. Whether it's planning a pancake breakfast or studying for a history mid-term, sharing it with people from very different backgrounds or from foreign lands is a rewarding learning experience.

Dormitories are grouped into six geographical units called "clusters," each including girls' and boys' dorms, about two hundred students from all classes, and twenty to thirty faculty families. Clusters create the personal atmosphere of a small community in which everyone knows everyone else and people do most or many things together. The cluster system is the heart of Andover's residential life, bringing the advantages of a small school to an institution that already has the advantages of size.



The clusters have considerable autonomy; teachers and students together manage their own affairs under the leadership and supervision of a cluster dean, who works closely with the dean of residence. Each cluster has its own academic counseling, student officers, discipline system, intramural athletics and informal social activities.

A faculty member is responsible for administering the student work program, which is designed not only to develop a sense of community responsibility for the daily operation of the school, but also to help the school reduce its operating costs. Working two periods a week, all students share the jobs of cleaning the dormitories, returning books to library stacks, serving as office helpers and laboratory assistants, and performing other essential tasks. In addition, all residents of a given dormitory are responsible for keeping its entries free of litter, snow and ice.

The clusters take turns each week working in the dining hall, seniors serving as overseers. Seniors have many other supervisory roles, including cluster and school offices, editorial boards of student publications, club leadership, and other assignments serving the Phillips Academy community.

Counseling and Discipline

Those who are not accustomed to a residential school may at first be surprised by the degree of independence an Andover student is given. Along with that freedom come rules and procedures necessary to protect the rights of individuals and to enable the school to achieve its ends. Existing rules have a dual purpose: to preserve the necessary order in the community so that effective learning can take place, and to teach students that individual freedom can be achieved only through due consideration for others. Incoming students and their parents are provided with a copy of the Academy *Blue Book*, summarizing rules and regulations; all students are held responsible for its contents.

The resident house counselor is the faculty member most directly responsible for the students in a dormitory, working with them on both a personal and academic level. Parents can expect to hear from the counselor at regular intervals and are encouraged to turn to this faculty member for information about a student's progress.

Each cluster dean supplements the work of the house counselor and is available to students and parents for information and advice. Other support staff include academic advisors, who help students in the cluster plan their academic pro-

grams, and the College Counseling Office, which assists all seniors with their future educational plans.

Graham House Counseling Center serves the community in several ways. The staff offers psychological counseling, study counseling, study skills courses, student tutorial services, the Psychology Department curriculum, consultation to faculty and staff, and specialized workshops in response to residential needs.

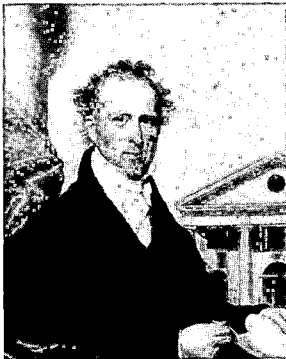
Discipline is handled at the cluster level and involves the cluster dean, house counselor, other faculty and student representatives. Offenses involving a student's integrity, social offenses that threaten the well-being of other individuals or the school community, and continued infractions that indicate an unwillingness to come to terms with the demands of the school—all render a student liable to dismissal. Cluster recommendations for suspension or dismissal are made to the headmaster, who makes the final decision. Examples are dishonesty, the possession or use of alcoholic beverages or illegal drugs, and unauthorized absence from school bounds. Students may not possess, rent or drive any motor vehicle within school bounds; bicycles are permitted.

Minority Counseling

Minority Counseling provides support services for black and Latino students at Phillips Academy. The office is located in Phillips Hall on Main Street, which serves as an Afro-Latino Cultural Center and Heritage Library. The center is open to the entire Phillips Academy community. The center is also the meeting location for the Afro-Latino-American Society board meetings. It is available to other groups for meetings and small study groups. Counseling services, of a non-therapeutic nature, are provided on an ongoing basis for any student who wishes these services.

Minority Counseling sponsors programs and workshops for the school. The programs assist students in adjusting to Phillips Academy's rigorous schedule, celebrate the diversity that is present on our campus, and strive to eliminate racism.

In a community such as Andover, all must commit themselves to the goals of the community and to loyalty to each



Young Josiah Quincy, in 1778, didn't look forward to the prospect of eight long hours in the recitation room: "The truth was, I was an incorrigible lover of sports of every kind. My heart was in ball and marbles." He went on to become congressman, mayor of Boston and president of Harvard.



other. Since education at Phillips Academy is both intellectual and humane, students and faculty derive mutual support from sharing of themselves and their ideals.

Trust and responsibility have many interpretations; these words have become hackneyed from overuse and misunderstanding. But the ideas they embody—sensitivity to others, willingness to explore and respect differing points of view, charity and humility in expressing judgment, readiness to cherish friendship, to depend and to be depended upon—are nonetheless fundamental. Such values can scarcely be legislated and can only be imperfectly defined. Yet the health and happiness of everyone in the community depend on consideration and awareness, restraint and candor, discretion and shared joy. Collaboration toward these imprecise but worthwhile ends is an expectation which all at the Academy hold.

Only those who feel that they can live happily with the rules and guidelines of Phillips Academy should apply for admission.



Harriet Beecher Stowe, author of *Uncle Tom's Cabin*, and her husband, a Seminary professor, lived in Stowe House. She is buried in the school cemetery. Mrs. Stowe, who shocked the strict Congregationalist community by giving parties and entertainments for students, was suspected of going to the theater and even of having "Episcopalian leanings."
Claude M. Fuess, *An Old New England School*

The Campus Ministry

Reflective of a diverse student body, the religious ministry at Phillips Academy is also diverse. Priest, minister, and rabbi serve the ongoing liturgical and celebrative needs of the Roman Catholic, Protestant, and Jewish students on campus; the chaplains also teach, counsel, and help organize a variety of community service and social action projects for the entire campus. To meet the needs of students from other spiritual traditions, opportunities are provided for reflection, meditation, and fellowship in a variety of settings.

Community Service Program

The Community Service Program provides opportunities for students to volunteer time in service to the community in Andover and in the nearby city of Lawrence. Volunteers may participate during free time or in place of a sport. Among the many volunteer opportunities are, tutoring children from culturally and ethnically diverse backgrounds to strengthen their learning skills; assisting teachers in their work with physically handicapped and developmentally retarded children; working with children from 3 months to 5-years-old in the Andover Community Child Care Center on campus; the Big Brother and Big Sister program in Lawrence; The Academy Manor Nursing Home in Andover.

The program's primary goal is that participants learn a deeper appreciation of themselves and their potential, and to achieve personal growth in the service of others fulfilling the mandate of the academy's motto, *Non Sibi*, not for self.

Activities

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the diversity of interests in the student body. From the Chess Club to the Computer Club, it seems that all Andover students do something special in their free time. The Tour Guide Association handles the responsibility of conducting campus tours for the Admission Office, and older students who are members of the Tutorial Program offer help to fellow students in academic difficulty. The student radio station, WPAA (91.7 FM), is on the air from 6:30 a.m. to 11:30 p.m. daily, serving the local listening area as well as the student body. *The Phillipian*, the Academy's prize-winning, student-run weekly newspaper, is wholly

uncensored; students lay out the paper and do their own typesetting, as well as write the articles and headlines. The *Pot Pourri*, the school yearbook, and the school literary magazine, *The Mirror* (Robert Frost was an early contributor), provide more opportunities for those with a literary bent.

Cultural organizations include the Afro-Latino-American Society, the Asian Cultural Society and others; course-related groups range from the Astronomy Club to the German Club. The Chapel Fellowship, the Newman Club and the Jewish Student Union support the ecumenical ministry in providing active religious communities for Andover students.

At any time during the week, actors and directors will be working on a main stage play or on a student production in the Drama Lab; the Andover Political Economy Club may be listening to a State Department official discuss the Middle East; the Natural History Club may be bird watching on an ocean beach or—if the season is right—the Ski Club may be on its way to the White Mountains of New Hampshire.

Many students make extensive use of school facilities in their free time, whether or not they are affiliated with a club or organization. The Arts Center is a major focus of school life—darkrooms are used almost around the clock, and students and faculty interested in painting, metal sculpture, ceramics or design make use of the center's studios and workshops in their free time. The Music Department also provides facilities for students interested in pursuing music beyond the classroom.

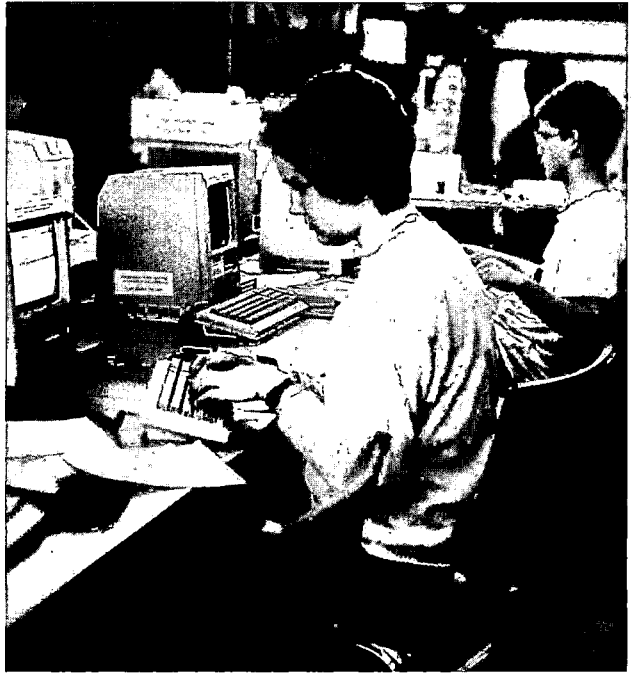
There is no limit to the variety of extracurricular activities at Andover. Students who do not find an existing club or organization that meets their needs are encouraged to start one.

Organizations (Clubs)

Afro-Latino-American Society
All That Jazz (vocal jazz group)
Amateur Radio Club/W1SW
Andover Forum (current events publication)
Asian Society
Astronomy Club
Blue Key Society
Bridge Club
Cercle Francais
Chapel Fellowship
Chess Club
Chorus
Community Service
Computer Club
Dance Club
Equestrian Club

8 'n 1 Club (singing group)
Fidelio Society (madrigal singing society)
German Club
The Heartland Coalition
Jewish Student Union
Just Ordinary Komediants Everywhere
The Leaky Pen (satire club, with publication)
The Mirror (literary magazine)
Model United Nations Club
Mohgul Society (Indian Society)
Natural History Club
Newman Club
Nuclear Awareness/Education Club

The Phillipian (student newspaper)
Philomathean Society (debating society)
The Photography Club
Political Economy Club
Pot Pourri (yearbook)
Press Club
Scuba Club
Ski Club
Strategic Gamers Guild
Tertulia (Spanish club)
WPAA (student radio station)



Educational Resources

The Oliver Wendell Holmes Library

At the center of Andover's intellectual life is the newly restored Oliver Wendell Holmes Library, named after the famous doctor and poet who was a member of the class of 1825. The building, which consists of the original 1930 structure of 30,000 square feet and an addition of 30,000 square feet completed in 1988, contains the academy's main library collection of 100,000 volumes. The stacks are open to students. In addition to academic work, students and teachers use the library collections to explore new fields of interest and to read casually.

The library subscribes to over 260 American and foreign periodicals and daily papers from cities throughout the country. A microfilm file of *The New York Times* is available. Particular library treasures are the Jansson Atlas, printed in Amsterdam in 1657, papers and books of Oliver Wendell Holmes, and one of the world's leading collections of Vergiliana.

The facility also houses the academy's Computer Center, a day student locker area, faculty research carrels, faculty reading room, and a number of classrooms and seminar rooms. The building, which is open to students 80 hours per week, provides both contemporary and traditional settings and a variety of study and lounge seating.

Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh, Apple IIe and Zenith (IBM compatible) computers, Imagewriter, Laserwriter, and various other letter quality printers. A wide range of software is available, and instruction in computer usage is provided. The center is open during the regular operating hours of the library.

The Addison Gallery

The Addison Gallery of American Art operates both as a museum in the traditional sense and as an art center for the school and the community. In addition to organizing exhibits of American art from the collection, the museum staff originates exhibits of contemporary painting, sculpture, photography, video, film and crafts. The museum has pioneered the uses of new media in its programs beginning with video in 1965 and most recently with the utilization of interactive video discs both as exhibition components and for an electronic catalog of The Addison's holdings. Seminars bring artists in close contact with students to discuss contemporary art issues. In cooperation with Phillips Academy's Music Department, concerts by faculty and students are produced in the museum.

The holdings of the museum are recognized as a distinguished specialized collection: Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of special importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LeFarge, Ryder, Twachtman and Whistler. The early part of the present century is shown in the work of Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Contemporary artists are represented by works of Calder, Lippold, Moholy-Nagy, Hofmann, O'Keeffe, Pollack, Shahn, Wyeth and others.



Sidney Smith, class of 1985, as the President of the Afro-Latino-American Society on campus helped to found NEALSA, the New England Afro-Latino Student Alliance, an organization to promote communication and interaction among students of color at independent schools. NEALSA continues today with many social events among member schools and an annual conference.



The Robert S. Peabody Archaeology Museum

The Robert S. Peabody Foundation for Archaeology has conducted major archaeology research in this hemisphere for the last seventy-five years and has published many reports of its scientific investigations. The Foundation maintains a museum which cares for many famous collections based on some of the most important archaeological expeditions undertaken in the Americas. The laboratories of the museum are used in teaching and illustrating the Foundation's research. Mature students may undertake special study projects which involve the use of the Foundation's collections and library resources.

The Cochran Sanctuary

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, provide nesting places for many species of land birds. Cross-country runners and skiers make extensive use of the Sanctuary, as does the Academy's Search and Rescue program.





The Academic Departments

The Curriculum

The curriculum of Phillips Academy contains both a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical. All departments offer courses beyond the level of preparation for college.

Classroom groups are small enough to permit individual attention; the average class size is fourteen. Students are placed in sections fitted to their attainment and, through accelerated sequences and advanced courses, are encouraged to progress at a rate commensurate with their ability and ambition. Many students fulfill requirements ahead of the normal year, increasing their choice of college-level courses and other elective opportunities. Andover's trimester system provides flexibility and variety in the curriculum and allows various combinations of independent work and off-campus projects.

Every student is assigned an academic advisor who, over the span of the student's career at Andover, joins the student in planning an educationally sound program of studies; a program which is both broad and rigorous, and which takes into account the student's strengths and interests, as well as diploma requirements and college aspirations.

The curriculum and diploma requirements are described in detail in the *Course of Study*, which will be sent upon request to each preliminary applicant and to others who would like to receive it.

THE ARTS



During his second and third years at Andover, Jack Lemmon's grades were suffering due to his overpreoccupation with theatrics and composing. Though things looked very bleak in his senior year, he applied himself diligently and made what he thought was an astounding reversal. Against all odds he was able to graduate. When Headmaster Claude Fuess handed the proud young Lemmon his diploma, he said, "A remarkable change. I'm truly impressed, Bill."

Visual Arts

At the heart of the art program is a concern that all students learn to see freshly and accurately, that they learn how to organize their efforts to make something happen, that they develop a critical eye for the coherence of their environment, all these with an independent mind.

The diploma requirement in art is as follows: Juniors and new Lower Middlers must take a trimester course in studio art; an entering Upper Middler must take a trimester course in studio art or music. Andover attempts to balance structured, problem-solving courses like the basic Visual Studies, with more adventurous advanced courses, organized around longer-term projects. For a student who desires several terms in art or design, the courses are here, whether the student's objective is a professional school, Advanced Placement in a liberal arts college, or simply a strong basis in a traditional area of general education.

The superb facilities of the Arts and Communications Center—fully equipped wood and metal shops, two complete photo labs, print-making equipment, painting and drawing studios, a kinetics studio, computer graphics labs, video studio—are supplemented by the several kilns available to ceramicists. The department welcomes extracurricular use as well as work related to courses, and faculty members are on hand every evening to encourage the idea that whether it's painting or computer graphics, the Arts Center is the place to go.

Theatre and Dance

Courses in theatre are designed for students who seek formal exploration of the elements of stage work and a supplement to (or substitute for) extracurricular work on plays. A variety of experience is available; some courses are performance oriented; some are theory oriented; some are both. All combine classroom and workshop sessions; students work out practical theatrical problems together under the guidance of an instructor. Drama, as well as dance, both modern and ballet, may be elected as an alternative to athletics, once a year.



George Washington Hall, capable of handling audiences of one thousand, includes a flexible, professionally equipped proscenium stage. It has a full fly system, accommodation for numerous lighting instruments and an elevator/pit. Recent main stage productions have included *Richard III*, *Taming of the Shrew*, *The Dining Room*, *Hamlet*.

The Drama Lab, also in George Washington Hall, is a "black box" – an intricate arena/workshop with excellent lighting facilities, suitable for audiences of not more than seventy-five. Although main stage plays are usually directed by a member of the faculty, the Drama Lab allows students to direct plays themselves and to experiment with dramatic styles. A sample of productions from recent years includes plays by Albee, Ionesco, and Pinter but original student work is also performed here.

Theatre students are encouraged – but not required – to supplement their classwork by participating in any of the numerous productions mounted each year.

Music

The Music Department faculty consists of five full-time and several part-time instructors. Other highly qualified instrumentalists are available to teach voice, piano, organ, classical guitar, brass, percussion, strings, and woodwinds.

Andover offers courses for the beginner as well as for intermediate and advanced students both at the applied level (study of musical instruments or playing in a musical organization) and in the history, appreciation, and theory of music.

The Nature of Music, or Music 20, is the diploma requirement in music, and a prerequisite for most courses in the history, appreciation, and theory sections. A more advanced three-part course, Theory of Music, runs in sequence throughout the year.

Graves Hall, the department's newly renovated home, has large rehearsal halls for concerts as well as many individual practice and ensemble rooms, music classrooms, teaching studios and an electronic music studio. Graves Hall also houses

the Timken Recital Hall where faculty, guest, and student recitals take place. The Department also has a large, up-to-date record library and listening room.

The Chorus has a fully equipped rehearsal room and a library of music literature in the Cochran Chapel, a short distance away. The Chapel also houses two new organs for the use of beginning and advanced organ students. One is located in Kemper Chapel; the other, in the main chapel, is a 30-stop, double manual, tracker action instrument.



VISUAL ARTS

Introductory Studio Courses

Visual Studies
Visual Studies for Juniors
Introductory Design
Introductory Ceramics
Introductory Photography

Intermediate Studio Courses

Visual Studies (Art 10) is a pre-requisite for all intermediate courses.

Drawing
Animation
Drawing and Two-Dimensional Design

Two-Dimensional Design
Three-Dimensional Design
Intermediate Photography

Advanced Studio Courses

Visual Studies (Art 10) is a pre-requisite for all advanced courses.

Graphics and Photography
Studio Photography
Painting
Filmmaking
Advanced Ceramics
Printmaking

Advanced Photography

Sculpture
Photo Illustration
Large Format Photography
Photo Journalism
Kinetics
Architecture
Contemporary Communications
Calligraphy: The Art of Lettering by Hand
Advanced Placement in Studio Art
History of Art: Painting and Sculpture
History of Art: Architecture

MUSIC

Applied
Beginning Instruments
Recorder Ensemble
Brass Ensemble
Woodwind Ensemble
String Ensemble
Fidelio Society
Band
Chorus
Chamber Orchestra
Private Instrumental and Vocal Lessons

The Nature of Music
Developing Musical Skills
Opera Seminar

History and Appreciation
Independent Study in the History and Literature of Music

Jazz

Popular Music in America

Theory

Orchestration and Conducting
Theory of Music I
Theory of Music II
Theory of Music III
Electronic Music
Advanced Techniques in Electronic Music

THEATRE AND DANCE

Theatre

Introduction to Acting
Public Speaking
Acting and Directing Workshop
Stagecraft
Play Production
Shakespearean Workshop
Playwriting

Dance

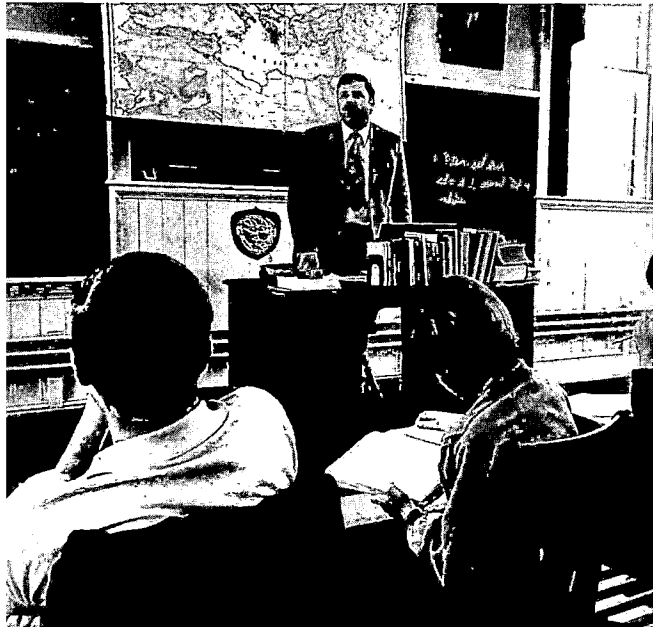
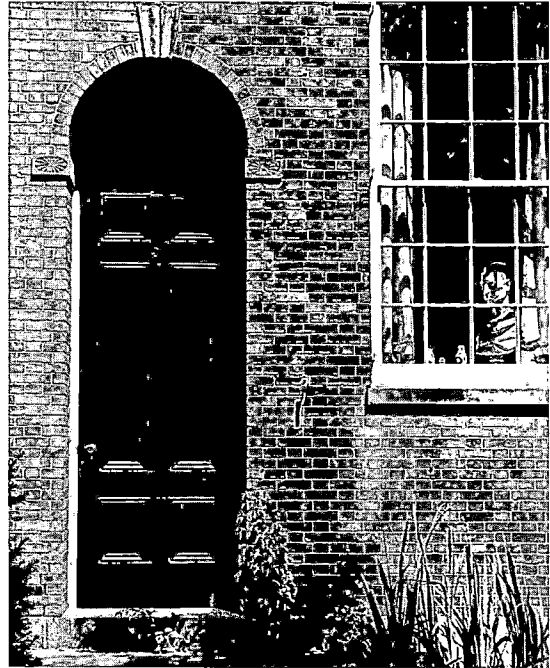
Introduction to Dance

CLASSICAL STUDIES

The chief aim of the Department of Classics is to help students rediscover the sense of order and ideals which has been the glory of the ancient world of Greece and Rome. Through its elective courses in Classical Studies, taught in English, students can survey the history and the thought of Classical Civilization and its influence and importance to their experiences in the world we face today.

CLASSICAL STUDIES

Greek Civilization
Roman Civilization
Etymology
Ancient History
Classical Mythology



ENGLISH

Convinced that level of achievement is more important than the number of years a subject is studied, the English Department has established modest but firm diploma requirements. Students must prove themselves competent in writing and reading through the English Competence course and, by taking the Literature Sequence, acquire a sense of the depth and breadth of their literary heritage. For students who enter in the 9th grade, English 10: The Journey, which is a preparation for the Literature Sequence, is also required.

Once the student has successfully completed the diploma requirements, opportunities multiply. Students may enroll in any of the Literature Sequence courses that they have not yet taken, or they may study any of the advanced or specialized courses offered by the department. Seniors may also qualify for an independent project supervised by the teacher of their choice.

ENGLISH

Introductory Courses

English 300 (for Seniors and Postgraduates)

Required Sequence Courses

English Competence (three terms)

Lit B, The Satiric View, The Tragic View or The
Mythic View (two terms)

Lit C, Shakespeare (one term)

Elective Courses

(Only courses with sufficient enrollment will be
given.)

Irish Studies

British Writers

American Writers

Introduction to Writing

Afro-American Literature

James Joyce

Man and God

20th Century Drama

Shakespeare: The Man, The Times, The Theatre,
The Plays

Satire and Comedy

Novel and Drama Seminar

Creative Writing

The Short Novel

Milton and Spenser

Chaucer and His Age

Wit and Poetry in the Seventeenth Century

Images of Women



Graceful Bulfinch Hall (1819) has been in Academy use for more than 150 years as a recitation hall, gymnasium, and dining hall and now houses Andover's English classes. Dr. Oliver Wendell Holmes, class of 1825, immortalized "the classic hall" in his poem, "The School-boy," written over 100 years ago for the Academy's Centennial Celebration. In 1984, Bulfinch received a full interior restoration, to reflect its original early 19th century design.

HISTORY AND THE SOCIAL SCIENCES

The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. A study of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such a study is, an examination of other cultures, both European and non-Western, is crucial for broadening a student's understanding of an interdependent world. The department of history and the social sciences, therefore, integrates the study of non-Western cultures into courses at every grade level.

For Juniors, the department offers a three-term survey of Western civilization from the ancient to the medieval world. Although the primary goal is familiarity with Western institutions and ideas, students examine contemporaneous developments in the non-Western world. Another sequence, primarily for Lowers, allows students to continue their survey of the modern world—both Western and non-Western—from the 14th to the 20th century. Through these elective courses, students learn skills and concepts essential to the study of history, and thus prepare for more advanced courses in the field.

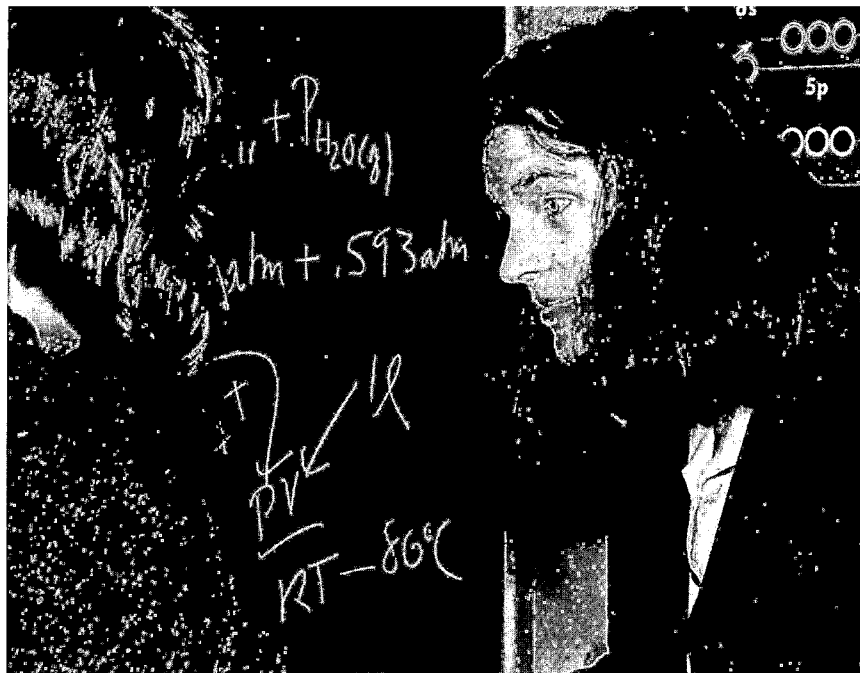
In the Upper year, most students study United States history. Three terms of U.S. history, followed by a term of non-Western history or international social science, satisfies the department's four-term diploma requirement. Seniors may choose from a variety of area histories: Russia, Asia, Africa, Middle East, Latin America; or from social-science courses: Introduction to Economics, Comparative Government, International Relations. A yearlong Advanced Placement survey of Modern European history is also available to Seniors, Uppers, and exceptional Lowers. Seniors who wish to surpass the requirement may take advanced seminars in the Renaissance, Issues in Economics, American Race Relations, Men and Women and American Culture, Social History of Families in America, Courts and Constitutional Development, and Nuclear Weapons.

In the required United States history course

and in several of the Senior electives, students write extensive research papers, using government documents, newspapers, letters, diaries, interviews—the raw materials of history. For qualified Uppers and Seniors, there are two programs of special interest: a student may spend the spring term in Washington, D.C., working as an intern in a congressional office, or may join the Urban Studies Institute, which involves both course work and field work centering on the city of Lawrence.

HISTORY AND THE SOCIAL SCIENCES

Ancient History
Classical History
Medieval History
Early Modern World
The World in the Eighteenth Century
The World in the Nineteenth Century
United States History
United States History for International Students
Modern European History
Introduction to Economics
Urban Studies Institute
Comparative Government
International Relations
The Russian Experience
Asia: China, Japan and India
Africa and the World
The Middle East
Latin American Studies
History and Mathematics
Victorian England: England in an Age
of Expansion
Issues in Economics
American Race Relations
Men, Women and American Culture
Nuclear Weapons: Proliferation and Responses
The Renaissance
A Social History of Families in America
The Courts and Constitutional Development,
1935–1985



MATHEMATICS

Mathematics at Andover is addressed to several overlapping audiences within the student body: the future citizen of late twentieth century society, immersed in a culture which has been shaped to a large extent by mathematical perceptions of reality; the future user of mathematics, whose vocation may depend upon special knowledge of a mathematical sort; and the future mathematical scholar, who may turn his or her energies and curiosity to the organization of mathematical knowledge.

The mathematics curriculum is built around a core sequence of eight trimester courses, three of elementary algebra, two of geometry, one of intermediate algebra, and two of precalculus topics, completion of which will satisfy the diploma requirements. An additional trimester is required before entering calculus. Students whose previous course was elementary algebra will take *Geometry* unless our placement test indicates a need for further work in algebra first. Those who enter with one year of algebra and one year of geometry will satisfy our diploma requirements by taking intermediate algebra and the first two precalculus trimesters unless the

placement test shows a need for *Algebra Consolidation* first. The latter course prepares the students to take the precalculus courses beginning in the spring term of their first year. There are a variety of special courses designed for new students who fall between the above criteria.

The department also offers many elective courses, descriptions of which may be found in the *Course of Study*. Over one-third of all mathematics is taken electively, much of it in preparation for the Advanced Placement Examinations in calculus. These courses include the study of elementary and advanced calculus, analytic geometry, infinite series, probability, statistics, computer science, linear algebra and vector analysis.

The Mathematics Department is located in Morse Hall, which also houses two computer labs. One lab has 16 IBM Personal Computers (networked) and the other has 7 Apple IIe computers. A variety of computer courses is offered that range from an introduction to computers to preparation for the Advanced Placement tests in Computer Science. Computer languages taught include LOGO and Pascal.



The community of students who like math at Andover is sizeable. They share their curiosity and knowledge by offering to tutor other students at the school, and by participating in interscholastic competition under the aegis of the Math and Computer Clubs.

MATHEMATICS

Courses leading to satisfaction of the diploma requirement

Elementary Algebra

Algebra Review

Geometry

Algebra Consolidation

Geometry and Precalculus

Intermediate Algebra

Precalculus

Elementary Functions

Elective Courses

Analytic Geometry

Calculus

Computer Programming: beginning, intermediate and advanced

Linear Algebra and Vector Calculus

Probability

Statistics

Discrete Mathematics

FOREIGN LANGUAGES

As long ago as 200 B.C. the Latin poet Ennius used to say that because he knew three languages he had three hearts. Andover can render no finer service to today's world than to send forth its alumni with many hearts, ready and able to feel for, to understand, and to respond to the millions of people who speak languages other than English.

Acknowledging the importance of foreign languages, Andover requires for the diploma three years of an ancient or modern language. The ancient foreign languages offered are Greek and Latin, the source languages of Western thought and literature. The modern foreign languages offered are Chinese, French, German, Italian, Russian and Spanish. Emphasis is on the spoken word, and the foreign language is the basis for all communication in the classroom. Small classes make possible maximum participation, with supplementary practice provided by our versatile language laboratory. There are

opportunities to join accelerated classes which complete, for example, the work of four years in three.

At the 4th-, 5th- and 6th-year levels the study of literature may be supplemented by courses in the art, history, geography and music of the foreign country. In upper-level courses students can prepare for Advanced Placement Examinations in language and literature and qualify for advanced courses when they enroll in a college. Superior students may carry out independent projects, including apprentice teaching, under careful guidance.

At all levels of study progress in the foreign language is facilitated, and the resources of the classroom are expanded, through occasional use of communication media (periodicals, radio, videotapes, computers) and such activities as the staging of plays, the use of the school's radio station for broadcasts in foreign languages, festivals, language tables in the dining room, movies, clubs, visits by performing groups, and trips to language events in Boston and at nearby schools and universities. Students are urged to consider opportunities, sponsored by Andover or by other schools, to live and study abroad.

For Andover's School Year Abroad program, and other foreign off-campus opportunities, see page 44.

Chinese

Traditions in China are deep and have been unfamiliar to Western eyes and ears for centuries. In the modern world we have a shared future. Understanding and learning the Chinese language is a key to that future. Andover is one of very few secondary schools to commit itself to a fully integrated, four-year program in Mandarin Chinese.

French

Before the outbreak of the French Revolution, French was considered the universal language of the West. It was the language of diplomacy, was already flourishing as a literary medium and, because of its clarity and precision, reflected both French culture and philosophy, influencing the development of democratic institutions in the

United States as well as in other countries. The study of French rewards the student with the ability to communicate with French-speaking peoples and to appreciate the importance of order in expression, broadening his views through a growing familiarity with the rich and lively literature and civilization that the language represents.

German

German is central Europe's principal language, and knowledge of it opens up an understanding of European culture and affairs. Students may learn German to read the works of Goethe, Schiller, Lessing, Kafka, Hesse, Brecht and Grass in their original form, or to follow the arguments of Hegel and Nietzsche, or perhaps to understand more intimately the background of modern socialism and democracy in the world. Many of the most important developments in modern physics, electronics, chemistry and engineering were originally published in German, and American businesses are realizing increasingly the importance of personnel able to speak German.



Greek

Through the study of Greek, the Department of Classics offers students a feast at the banquet of the first and still most relevant literature of the Western World. Through direct experience with such men as Homer and Plato, students will discover a sense of order and ideals in the expectation that they may apply it, in turn, to the challenges they face today. Greek, as one of the languages chosen to fulfill the diploma requirement, is often elected by students as a second or even third language in conjunction with Latin or a modern language. It remains an important basic course for students with a deep interest in literature or philosophy.

Italian

The growing popularity of Italian in American schools and colleges reflects a growing awareness of the charm of the Italian language and of the rich cultural heritage which it serves. Andover's intensive course for Seniors attracts students with rich experiences in other languages, is conducted in Italian, and has the scope and pace of a course for college freshmen.

Latin

Latin—still? Yes, as futuristic nightmares and present turmoils are reawakening a search for order, perspective and ideals in the human experience, names like Cicero, Vergil, and the *pax Romana* not only symbolize great milestones in that search but also suggest habits of mind that produce enduring greatness—the same habits of mind that show up so clearly in a sentence, paragraph or entire work of Latin literature.

Through the study of Latin, the Department of Classics offers students direct experience in Latin literature, both in the original and in translation, which is rightly called the mother tongue of Western Civilization. Latin, as one of the languages frequently chosen to fulfill the diploma requirement, is also often chosen as a second or third language. It is a particularly valuable experience for students of other European

languages who have an interest in doing advanced study in foreign languages.

Russian

Approximately forty percent of Russian secondary school students are learning English. A fraction of one percent of American secondary school students study Russian. For cooperation, understanding, and influence, our doctors, diplomats, scientists, and businessmen should be able to communicate with Soviet counterparts in Russian.

Since secondary school is the best place to begin, Andover has established a rich program for our beginning as well as our advanced students.

Spanish

The Spanish Department is anxious to help students discover the varied cultural heritage of the Spanish-speaking world through intensive study of the language, both spoken and written.

It seems particularly important to learn a language spoken everyday by millions of Americans across the U.S. In addition, Hispanic literature, from Cervantes to Borges, has played a vital role in world literature, as attested by the frequency with which Hispanic writers have been awarded the Nobel Prize for Literature.

Students who enter the professions will find Spanish an indispensable tool. But whatever they do, Spanish will be the key to a richer, more rewarding life.

The Language Laboratory

The Language Laboratory, located on the second floor of Samuel Phillips Hall, is a facility designed to expand and enhance the classroom experience in foreign languages. Consisting of a microcomputer-controlled cassette system, the lab offers a variety of teaching and learning possibilities for classes or individual students. With a master console and 28 student positions, the lab is always available and supervised during class hours and evenings.

FOREIGN LANGUAGES

Italian offers an intensive introductory course for seniors. All other languages offer introductory and intermediate courses, with opportunities for acceleration at those levels. Students are then eligible for the following courses:

Chinese

Literature, Philosophy and Language Review
Literature, History and Current Events

French

Language and Review and Contemporary French Life
Selected Readings
Village Français
French Civilization
Conversation and Phonetics
Written Expression
Literature and Film: French Theatre
French Literature
French History
French Civilization Outside of Europe
Québec et les Québécois
Stylistics

Advanced Placement
Contemporary Literature

German

Literature, Composition and Conversation
Language and Literature for Advanced Placement
Special Topics

Greek

First Year: basics of language and culture
Accelerated First Year: two years in one
Second Year: Xenophon, Plato, New Testament
Third Year: Homer and Euripides
Fourth Year: Sophocles, lyric poetry, Thucydides

Latin

First Year: basics of language and culture
Accelerated First Year: two years in one
Second Year: Cæsar, Ovid, Nero
Third Year: Cicero, Vergil, Apuleius
Fourth Year: Vergil, Suetonius, Catullus
Fifth Year: Vergil, Tacitus, Pliny, Horace

Russian

Literature, Composition and Conversation
Advanced Literature, Composition and Conversation
Russian Press
Literature
Special Topics
Russian History and Literature

Spanish

Second and Third Year, Advanced, with winter term in Mexico
Spanish Language Review
Aspectos de la Cultura y Civilización del Mundo Hispánico
Introduction to Literature, with Grammar Review
Literature and Culture, with Grammar Review
Literature for Advanced Placement
Advanced Studies in Literature
Special Topics: Literature, Sociology, Culture
Latin American Studies



PHILOSOPHY AND RELIGIOUS STUDIES

The department seeks to initiate students into three distinctive and interrelated human quests: the search for meaning, the search for justice and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field, but also to assist the student in effecting personal appropriation of the search and in developing the necessary qualities and skills for its pursuit.

The department is committed to exploring these basic human concerns with imaginative empathy and by means of dialogue and rational inquiry, so far as these may take us. It seeks to encourage growth in understanding and empathy among different cultures, traditions and social groups. Beyond this the department is not committed to any particular pattern of expression or response to the area of study. No topic, subject or pattern is excluded a priori. Decisions on course offerings and academic projects take into account the interests and background of the students and faculty and the potential for furthering general departmental goals.

Courses are term contained, involve four prepared class periods and are offered at various levels on the following topics:

The Biblical World View
The New Testament Perspective
Religious Discoverers
Varieties of Religious Experience
Introduction to Non-Western Religions
Introduction to Ethics
Proof and Persuasion
Responses to the Holocaust
Views of Human Nature
Law and Morality
Bioethics
Nonviolence in Theory and Practice
In Search of Meaning
Existentialism
In Search of Justice
Great Philosophers

SCIENCE

Biology

Andover provides ample opportunity to develop interest in the biological sciences. In addition to two yearlong courses in introductory biology, the department offers three courses on the advanced placement level, three intermediate courses, and three elementary courses which are particularly well suited to serve younger students. The introductory courses give students a general background and an understanding of some of the current trends in biology. Field trips, laboratory work, independent projects, lectures, slides, films, and video tapes are all part of the courses. Most of the laboratory work performed during the spring term is devoted to independent projects.

The intermediate courses provide an exposure to biology for students who prefer chemistry and physics (since the science requirement specifies some work in both the biological and the physical sciences) as well as providing additional work in biology for students who enjoyed the introductory courses.

Because of recent changes in the Advanced Placement examination we have chosen not to offer a course specifically directed at advanced placement. Students who are particularly interested in biology are encouraged to take biology as juniors or lowers, followed by a year of chemistry and a year of physics, and then to take those advanced biology courses which interest them. The term-contained advanced courses review material presented in introductory courses, present new concepts and techniques, and permit us to study some topics in considerably more depth than is usual in a typical Advanced Placement course. The laboratory and field work in these courses gives students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection, and genetic engineering, as well as qualitative and quantitative field analyses. Computer simulations are also used on our Apple II microcomputers. Many students who take the advanced sequence take the Advanced Placement examination.



Bird watching trips are sponsored occasionally throughout the year by the Natural History Club for interested students who may or may not be enrolled in a biology course. A small animal collection consisting of rats, mice, gerbils, and various reptiles is maintained in Evans Hall. Its population varies with student interest, the reproductive rate of the animals and the dietary needs of the resident boa. In the basement of Evans Hall there is a superb bird collection on loan from Harvard University and an extensive shell collection is exhibited in various parts of the building.

The Evans Hall greenhouse is a refreshing place to visit during the long winter months. Students grow plants there or start potted plants for their own rooms. An environmental growth chamber is available for those interested in experimenting with photoperiodism.

Chemistry

A variety of Chemistry Department offerings are designed to suit the range of interests and abilities of the students in their study of the composition and interactions of the physical world. Three levels of yearlong courses introduce students to atomic structure, elements, chemical

reactions, bonding, gases, liquids, solids, solutions, thermochemistry, kinetics, acids and bases, electrochemistry, nuclear reactions, and organic molecules. There are Advanced Placement offerings for one year or two years of study. In addition, a series of term courses are offered in such areas as general chemistry, organic chemistry, chemistry of nutrition, environmental chemistry, geology, chemical research, and, for ninth graders, an introduction of elements and compounds, which is a lab-oriented class.

The observation and interpretation of chemical phenomena are central in the chemistry curriculum. Students perform laboratory experiments related to course work as well as observe classroom demonstrations. A quantitative understanding of these phenomena is achieved through frequent problem solving. Class library projects, in which students read in the literature on the greenhouse effect, acid rain, and toxic wastes, aim for an appreciation of the application of chemical principles to the "real world."

The department has excellent equipment for experiments in elementary syntheses and analysis, including analytical balances, visible and infrared spectrophotometers, pH meters, voltmeters, a gas chromatograph and a bench top furnace.

Physics and Astrophysics

The Physics Department offers several introductory courses at various levels of difficulty in order to meet the needs of Andover students. Some representative topics are mechanics, waves, heat, electromagnetism, light, and "modern physics." Laboratory work, classroom demonstrations and extensive problem solving enable students to develop both a qualitative and quantitative understanding of the concepts of physics. Also offered are courses including electronics, astronomy, relativity and early quantum theory, and university-level Advanced Placement physics.

The Physics Department operates the Thornton Observatory which houses a research-grade 16-inch reflector, a 6-inch Brashear refractor and six other portable telescopes. These instruments are used in astronomy courses as well as in

project work; recent projects have included such areas as solar, lunar and planetary study; astrophotography; computer simulations; and orbit analysis.

The department is well equipped with laboratory and demonstration equipment such as an air track to eliminate friction, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, and computers for rapid data analysis, word processing or programming. These items and many more are available and used in classroom demonstrations and student laboratory work.

Past student projects have included laser transmission of information, holograms, the construction of an electronic calculator, speed of light measurements, determinations of the electronic charge and mass, interferometer measurements, and finding the gravitational constant.

PSYCHOLOGY

The Psychology Department offers a variety of elective courses which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies which integrate formal academic work with frequent opportunities for student participation and self-exploration. The Introductory Psychology and Developmental Psychology courses offer an overview of the fundamental ideas and classic experiments in psychology and consider the complexity of human and social development. The Human Relations course examines how individuals behave in groups and how healthy relationships are formed and maintained.

Biology

Introduction to Zoology
Oceanography
Ornithology
Introductory Biology
Biology
Human Ecology
Human Biology
Animal Behavior
Ecology and Evolution
Human Physiology
Molecular Biology
Laboratory Research in
Biology and Chemistry

Chemistry

Elementary Introductory
Chemistry
Introductory Chemistry
Research in Chemistry
Elementary Organic Chemistry
Advanced Placement Chemistry
Honors Introductory Chemistry—Advanced Placement
Geology
Physics
Observational Astronomy
Cosmology—The Universe
Beyond the Solar System

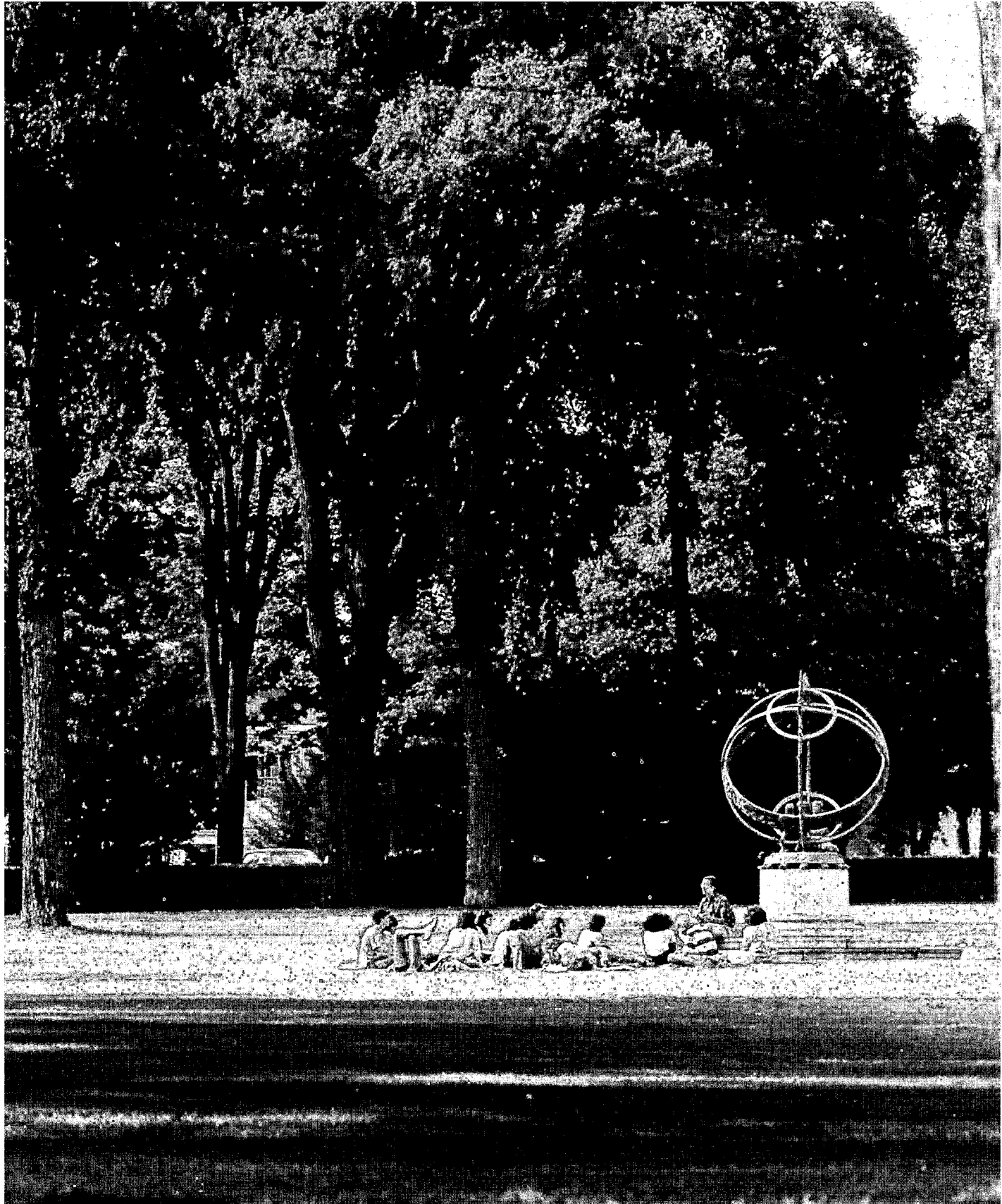


Dr. Charles Abbot, class of 1891, a solar energy pioneer and head of the Smithsonian Institution for many years, predicted in the early 1940's that solar energy would become the primary source of power when oil and coal were depleted. In 1972 he received his last patent, for a device to convert solar energy into electricity, shortly before his 100th birthday.

Introductory Physics
Advanced Physics
(B-level, Advanced Placement
C-level, Advanced Placement)
Electronics
Relativity and Quantum
Mechanics
PSYCHOLOGY
Introductory Psychology
Human Relations
Developmental Psychology

OTHER COURSES

STUDY SKILLS
Basic Study Skills
Efficient Reading Skills
Language Skills
PHYSICAL EDUCATION
All Juniors and new Lower
Middlers are required to elect
one trimester of P.E. 10 in
addition to their regular athletic
commitment.
Physical Education



Complementary Programs

Andover's complementary programs combine a number of innovative ideas designed to promote better coordination between public and private education nationally. The concept behind these programs is that of multiple schools. While one school may be accepted as the "home-base" diploma-granting institution, several other institutions may be utilized as complements to this school. Thus far, the multiple schools idea has taken form in several program models which are open to Phillips Academy students as well as students from other schools.

The Andover Summer Session

The Andover Summer Session is a short, intensive academic program in which both innovative and traditional courses are taught in only six weeks. Courses in all subjects and at all levels demand hard work—harder work than most students have ever before experienced. Besides English, modern languages, mathematics, history, and the sciences, the curriculum offers such opportunities as Play Production Workshop, Social Psychology, Great Philosophers, Law and Morality, Modern Astronomy, Oceanography and Marine Biology, and Economics.

Other features of the Summer Session are special courses in writing, including the nationally known "Competence in Writing" (developed at Andover); an expanded ESL program (English as a Second Language) for foreign students who wish to achieve English fluency; a Chamber Music Program which provides a unique opportunity for able music students in all combinations of piano, strings, winds, and voice, including individual instruction, small ensemble work, orchestra, and chorus; and an intensive Studio Art program for serious students of the visual arts who wish to develop a portfolio in preparation for the Advanced Placement Examination in Studio Art.

The Summer Session makes use of all the school's facilities and is open to able boys and girls from all parts of the country and abroad. Applicants must be graduates of the 10th, 11th or 12th grades. A catalog can be obtained by writing:

Phyllis Powell, Director
The Andover Summer Session
Phillips Academy
Andover, MA 01810
Tel. (617)* 475-3400, ext. 292

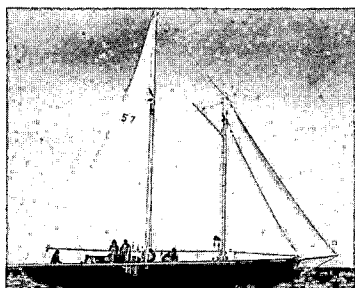
(MS)²: Math and Science for Minority Students

The (MS)² Program—Math and Science for Minority Students—offers black, Hispanic, and American Indian students from selected urban centers three consecutive tuition-free summers of intensive study of mathematics and science. Ninth grade boys and girls are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. The goal of the (MS)² Program is to prepare minority students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine. Further information can be obtained by writing:

Walter A. Sherrill, Director
(MS)² Program
Phillips Academy
Andover, MA 01810
Tel. (617)* 475-3400, ext. 293

**Note: as of 7/88, area code (508)*

Students currently enrolled at Phillips Academy's regular session are ineligible to attend the Andover Summer Session or the (MS)² Program. Students attending the Andover Summer Session or the (MS)² Program may not apply for admission to the Academy's regular session for a full calendar year.



Randy Peffer, an instructor in English, author, and a contributing photographer to *National Geographic* magazine, created a new course in the 1985 Summer Session entitled "Oceans." A combination of marine biology, environmental studies, and oceanography, the course includes four weeks of study in the labs at Andover, and two weeks "in the field," sailing along the New England coastline aboard the 55' schooner *Madame Sarah Abbot*, named for the founder of Abbot Academy.

School Year Abroad

School Year Abroad offers to qualified Upper Middlers and Seniors a full academic year of living and studying in France or Spain. Originated by Andover, SYA is now jointly sponsored by Andover, Exeter and St. Paul's School. The program gives American students the advantages of living in a foreign culture without sacrificing progress at their home schools or strong preparation for college. Students live with host families, participate in the activities of local athletic and social clubs, and pursue a course of study (both in English and Spanish or French) under the supervision of sponsoring school teachers. SYA offers over two weeks of group travel, all college boards, and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. School Year Abroad is financially independent of its sponsoring schools. Financial aid is available. A catalog can be obtained by writing:

Woodruff W. Halsey II, Director
School Year Abroad
Phillips Academy
Andover, MA 01810

Trimester Programs in Foreign Countries

Andover offers small numbers of qualified students trimester programs in several foreign countries. It is possible for advanced language students to attend a local school in the following cities: Fall Term, Novosibirsk, Soviet Union; Paris, France; Winter Term, Göttingen, Germany; Madrid, Spain; Antibes, France; Spring Term, Guadalajara, Mexico; Bologna, Italy; Beijing, China; summer, Harbin Institute of Technology, Harbin, China; University of Salamanca, Salamanca, Spain. Each program has its special characteristics. For more information consult the Chair of the Division of Foreign Languages.

Other Off-Campus Programs

Andover offers several complementary residential programs. The Washington Intern Program, sponsored by Andover and Phillips Exeter Academy, allows a group of Upper Middlers and Seniors to spend the spring term in Washington working in the offices of U.S. Senators and

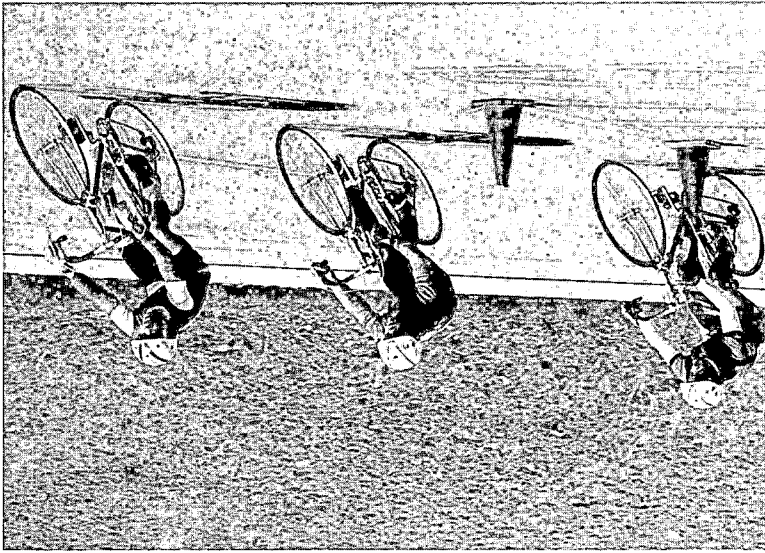


Representatives. Phillips Academy tuition, fees, and financial aid do not cover the cost of this program.

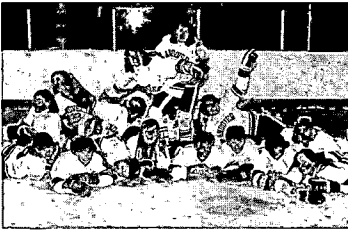
The Mountain School Program of Milton Academy is a semesterlong program for eleventh graders which offers students the opportunity to enjoy a different living and learning experience on a 300-acre farm in Vermont. Phillips Academy students may participate fall term only. Students will continue their academic courses in addition to activities which will emphasize practical skills and crafts. Students will work on the Mountain

School farm which supplies most of the food and heat for the school.

In addition to the School Year Abroad Program, term-contained opportunities for study abroad are available for Seniors with advanced language skills. It is also possible for Seniors to arrange off-campus projects related to their special interests, though tuition rebates are not normally granted for projects which are not part of school-sponsored programs.



Athletics



Following the merger of Abbot and Phillips Academies in 1973, the girls began to share more than the classroom with the boys. The first Phillips Academy Girls' Varsity Ice Hockey team was formed in 1977, and continues today with matches against many independent schools, colleges and universities in New England.

In sports, as in studies, students are expected to meet basic requirements and are given wide choice in broadening and deepening their skills, interests and dedication in athletics.

Juniors and new Lowers take a challenge-based Physical Education Course five hours a week for one term in addition to afternoon athletics. While taking this course, students are tested for physical aptitude and instructed in safety, health and exercise physiology.

The required afternoon athletic program includes a wide variety of offerings in varsity and sub-varsity competitive interscholastic sports, in intramural cluster-organized athletics and in instructional, recreational and fitness activities. New students are strongly encouraged to participate for at least one term at Andover in a team sport or a dance performance program.

Each spring the department offers an evening Senior Life Saving course and a Water Safety Instructors' course, in addition to required athletics, for those swimmers who wish official accreditation.

The school maintains several athletic facilities which include 17 playing fields and 25 tennis courts; the Borden, Memorial and Abbot Gymnasium Complex with swimming and diving pools, basketball and squash courts, two dance studios, wrestling room, and weight training rooms; the Case Memorial Cage with its indoor track; the Sumner Smith Hockey Rink; the crew boathouse on the Merrimack River; the ski trails and jump at Holt Hill; and finally the Search and Rescue Room in Evans Hall which provides the base of operations for Andover's popular outdoor program.

Phillips Academy is committed to a required athletic program that provides a variety of sports and activities to its students. The Academy discourages overspecialization in sports at this age level. The Athletic Department oversees the program and its facilities with the support and advice of the Faculty Athletic Committee and the Student Athletic Advisory Board.

Isham Health Center

Phillips Academy employs a full-time physician/medical director, a licensed nurse-practitioner, and twelve registered nurses to staff Isham Health Center. Isham has approximately 600 inpatient admissions and 7500 outpatient visits per school year. There are two dentists and a full time dental hygienist who are available for

routine care and emergencies. A sports medicine clinic is run weekly by a board-certified orthopedic surgeon, in conjunction with three full-time athletic trainers who supervise rehabilitation, practices and athletic competitions. A dermatology clinic is held monthly and a registered dietitian is available for consultation with students upon request. The Graham House Counseling Center employs three psychologists, who are available to students seven days a week.

The Isham staff maintains close contact with approximately forty medical and dental specialists in the greater Lawrence and Boston communities, who are readily available for consultation. Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.

ATHLETICS

FALL TERM

Boys

Ballet
Crew
Cross-Country
Cycling
Football
Jogging & Fitness
Karate
Modern Dance
Paddle Tennis
Search & Rescue
Soccer
Squash
Table Tennis
Tennis
Water Polo
Yoga

Girls

Ballet
Crew
Cross Country
Cycling

Field Hockey
Jogging & Fitness
Karate
Modern Dance
Paddle Tennis
Search & Rescue
Soccer
Squash
Table Tennis
Tennis
Volleyball
Water Polo
Yoga

WINTER TERM

Boys

Aikido
Ballet
Basketball
Fitness
Gymnastics
Hockey
Jogging & Fitness
Modern Dance

Paddle Tennis
Search & Rescue
Skiing:
Competitive (Alpine and Nordic)
Recreational (Cross Country)
Squash
Swimming
Track
Wrestling
Yoga

Girls

Aikido
Ballet
Basketball
Fitness
Gymnastics
Hockey
Jogging & Fitness
Modern Dance
Paddle Tennis
Search & Rescue

Skiing:
Competitive (Alpine and Nordic)
Recreational (Cross Country)
Squash
Swimming
Track
Yoga

SPRING TERM

Boys

Ballet
Baseball
Crew
Cycling
Golf
Jogging & Fitness
Karate
Lacrosse
Modern Dance
Recreational Cycling
Search & Rescue
Softball

Squash
Team Cycling
Tennis
Track
Yoga

Girls

Ballet
Crew
Cycling
Golf
Jogging & Fitness
Karate
Lacrosse
Modern Dance
Paddle Tennis
Recreational Cycling
Search & Rescue
Softball
Speedball
Squash
Team Cycling
Tennis
Track
Yoga



In the 1840's the widow of Principal Osgood Johnson devoted herself to the care of sick Seminary students at Samaritan House, built and named for that purpose, now a student dormitory. In spite of this, rows of gravestones mark the toll of epidemics. An Academy graduate of 1890 reports that no such care as Widow Johnson's was available to the Academy students of the 1890's: "There was no infirmary. If you were ill, it was nobody's business but your roommate's, who brought you meals from Marland's unappetizing fare."

CALENDAR 1989-90

Fall Term

Sept. 10, Sun.	Faculty return
Sept. 14, Thurs.	New students arrive and register
Sept. 16, Sat.	Old students return and register
Sept. 18, Mon.	Classes begin
Oct. 13, Fri.	Mid-term academic review
Oct. 20-22 Fri.-Sun.	Parents' Weekend (all parents)
Oct. 23, Mon.	No classes
Nov. 21, Tues.	Thanksgiving vacation begins, 1 p.m.
Nov. 27, Mon.	Thanksgiving vacation ends, 8 p.m.
Dec. 4, Mon.	Classes end, 1 p.m.
Dec. 9, Sat.	Holiday vacation begins, 12 noon

Winter Term

Jan. 3, Tues.	Holiday vacation ends, 8 p.m.
Feb. 2, Fri.	Mid-term academic review
Feb. 5, Mon.	Mid-winter holiday (no classes)
March 7, Wed.	Classes end, 1 p.m.
March 10, Sat.	Spring vacation begins, 12 noon

Spring Term

March 27, Tues.	Spring vacation ends, 8 p.m.
April 23, Mon.	College Visiting Day (no classes)
April 27, Fri.	Mid-term academic review
May 26, Sat.	Classes end, 12 noon
June 3, Sun.	Commencement
June 8-10 Fri.-Sun.	Alumni Reunions
June 28, Thurs.	Summer Session begins
Aug. 8, Wed.	Summer Session ends

Admission

"Youth from Every Quarter"

The School's *Constitution*, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity and concern for others, in addition to high performance in particular studies or activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.



Office of Admission and Financial Aid: Pictured left, bottom: Scott Looney, assistant dean of admission; Jeannie Dissette, dean of admission; Peter Drench, associate dean of admission; top: Grace Taylor, administrative assistant to the dean; Bobby Edwards, associate dean of admission; Beth Moore, associate dean of admission. Not pictured, Clement Morell, director of financial aid; John O'Brien, assistant dean of admission; Holly Weston, admission officer.

In our experience, chronic illness, handicaps or other limitations are not a barrier to success at Phillips Academy. The school will discuss such problems individually and advise on the appropriateness of the application. Our ultimate goal is to insure the health and happiness of every student.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni and friends, further financial assistance is available (see Financial Aid Section, page 52).

APPLICATION PROCEDURE

Priority will be given to those candidates who complete the application procedure, including the interview, by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after February 1, and decisions for this group may not be rendered before May 1. A deposit of \$300 is required to reserve a place at the time admission is offered to an applicant.

If you have a question:

About Andover's admission or application procedures, call or write the Admission Office.

About an appointment: call or write the Appointment Secretary, Admission Office.

To request a catalog, call or write:
Admission Office
Phillips Academy
Andover, Massachusetts 01810

Admission Office direct line:
(508) 475-9353

Academy switchboard:
(508) 475-3400 x 596

Office hours:

Monday through Friday, 8:30 a.m. to 4:30 p.m.
Saturday, 8:30 a.m. to 12:00 noon, October 1 through January 31.

Steps To Be Completed For Application

1 Submit The Preliminary Application Card and the non-refundable \$30 fee as soon as possible. (Checks are payable to the Trustees of Phillips Academy.) **Applications will not be considered unless the Preliminary Application Card and Fee are received.**

2 Complete The Personal Interview Requirement. Candidates must complete the required interview by February 1. Candidates are urged to schedule interviews in either the spring, summer or early fall of the year before they intend to matriculate. It is in everyone's best interest for the interview to take place as early as possible. A visit to the Academy is desirable as it gives candidates a chance to have questions answered and to see the school. Please allow two hours for the tour and interview and be sure to dress with the weather in mind. **Candidates who cannot visit the Academy are themselves responsible for arranging an interview with an Alumni Admission Representative (See page 55.)**

3 Return The Final Application Forms. Final application forms, mailed in mid-November to candidates who have filed preliminary applications, should be completed and returned **as soon as final or mid-semester grades are available for the fall term. The transcript must include current grades for application to be complete.** Priority consideration is given to applications completed by the advertised deadline of February 1. ("Late applicants" should return forms immediately.) Teacher recommendations should be from current teachers.

4 Take The Secondary School Admission Test. (12th Grade or Postgraduate candidates are not required to take the SSAT.)

Secondary School Admission Test

The Bulletin of Information for Candidates, published by the Educational Testing Service, Princeton, NJ 08540, will be sent by Andover to all 1989-90 candidates who have filed a Preliminary Application. This Bulletin describes the Secondary School Admission Test, which will be given on the following dates:

December 9, 1989	January 20, 1990*
March 3, 1990	April 28, 1990*
	June 16, 1990

**International administration*

Candidates are strongly urged to take the SSAT administered in December, 1989. (The December test will not be given in foreign countries.) Otherwise, the candidates should take the January, 1990 administration.

Early Decision

Andover does not participate in any early decision plan for admission.

Twelfth Grade Or Postgraduate Candidates

Instead of the Secondary School Admission Test, Senior and Postgraduate candidates must take either the Preliminary Scholastic Aptitude Test (P.S.A.T.) or the Scholastic Aptitude Test (S.A.T.) of the College Board Scholastic Aptitude Tests (C.E.E.B., Box 592, Princeton, NJ 08540).

Postgraduates are full-fledged members of the Senior Class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

School Costs and Financial Aid

Tuition and Fees, 1989–1990

The tuition charge for 1989–1990 is \$13,500 for boarding students and \$10,300 for day students.

The average annual cost to educate a student at Andover is approximately \$19,400. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which itself is the product of the generosity of alumni, parents and friends.

Day Students

Effective at the start of the 1990–91 academic year, Phillips Academy will change its policy on who may apply as day students. Beginning in September, 1990, students residing in several cities and towns may choose whether to apply as day students or as boarders.

Important: This is a one-time only choice which must be made when the application is submitted to the Admission Office.

Students residing in Andover or in North Andover *must* apply as day students. Applicants from the following cities and towns have a choice: Atkinson (NH), Boxford, Dracut, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Pelham (NH), Plaistow (NH), Reading, Salem (NH), Tewksbury, and Wilmington.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of home living vs. school residence for the student. The Admission Office will be happy to assist families in reaching the best decision for their needs.

To reserve a student's place for a given school year, a deposit in the amount of \$300 must be received by May 1 in the case of a returning student, or by the acceptance deadline in the case of a newly admitted student. It is non-refundable under any circumstances.

The tuition less the above deposit is billed in two equal amounts, with the fall payment due August 1, and the final payment due December 1. The award of scholarship aid or loan reduces the billed amount accordingly. An alternative is the use of the Insured Tuition Payment Plan, arranged with a private agency. Information about this alternative and an application form are sent to the parents before the first bill is due. No refund will be made of the fall tuition for any student who withdraws, is dismissed, or is absent for any reason after registration in the fall. No refund will be made against the final payment for any student who withdraws, is dismissed, or is absent for any reason after returning to school at the beginning of the winter trimester.

An optional Tuition Refund Plan is offered, at 2.5% of tuition, to protect against the departure of a student for any reason. Under this plan 75% of the unused portion of the tuition for school days remaining is refunded. Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and most authorized entertainments at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school charges do not include tutoring, language training, special instruction in music or certain athletics, materials fees for art courses, medical expenses, laundry, textbooks, dues to school organizations or breakage and damage to school property. The school charges do not include cost of participation in the Washington Intern Program, School Year Abroad, or other off-campus programs. The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and urged to bring along whatever other personal athletic

equipment they already possess. Bills for items not included in the school charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the Academy. Students with past-due bills may be asked to leave any time. The diploma of the Academy will not be awarded to Seniors whose school accounts are not paid in full by June 1.

Other Expenses

The following expenses will generally be similar to those a student would experience if he or she were at home: athletic equipment; laundry and cleaning; dues and publications and spending money. Travel expense will vary according to home location. Books and supplies depend on course selection, and are approximately \$750.

Financial Aid

Financial need should never discourage a student from applying for admission to Phillips Academy. Andover offers full Scholarship Grants for low-income families; Scholarship Grants and low-interest, deferred-payment Student Loans for a broad spectrum of need, and Parent Loans for upper-middle income families.

Scholarship Grants: \$4,400,000 in 1988-89
Average grant for returning students: \$9,000

Student Loans: \$250,000 in 1989-90
(presently at 6% interest)

A moderate-interest Parent Loan Program is available to upper-middle income parents who do not qualify for Scholarship Grants or Student Loans, to help them spread educational costs more evenly over the school and college years.

Parent Loans: \$275,000 available in 1989-90
(presently at 9% APR interest)

If you are not sure whether you qualify for fi-



nancial aid of some kind, we encourage you to apply; this is the best way to find out.

Because Andover values and seeks an economically diverse student body, aid is awarded only on a basis of demonstrated need. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, etc.

To apply for financial aid:

1. When you make out the Preliminary Application be sure to check "yes" for financial aid.
2. Andover will send you the Parents' Financial Statement (PFS). Fill it out and send the original to the School Scholarship Service (SSS) in Princeton, NJ. The SSS uses a formula nationally accepted among independent schools to analyze need, and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data.
3. Send a copy of the PFS to Andover *prior to January 15*, along with the most recent IRS 1040 form, or other income tax form used.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allotment of scholarship funds. Requests filed after January 15 must await subsequent availability of scholarship monies.

In case of divorced or separated parents:

The resources of both natural parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package.

Financial aid award letters are mailed in the same envelope as the Certificate of Admission, on March 10.

Parent Loan Plan:

A Parent Loan Plan is available, at a modest rate of interest, to families in the \$50,000 to \$100,000 income range, as their needs require, with preference given to students entering 9th and 10th grades. Repayment of these loans begins immediately, but repayment of the principal is deferred during the students' college years and then continues for two additional years.

For more detailed information, direct your letter or telephone call to the Director of Financial Aid, Phillips Academy, Andover, MA 01810. Telephone: (508) 475-3400 (ext. 596).

Alumni Admission Representatives

While it is advisable from the student's point of view to visit the school, distance frequently renders a visit impractical. When this is the case, the candidate should write or telephone for an interview with the most conveniently located Alumni Admission Representative. (Please see list on page 55.) When you arrange for an interview with an Alumni Admission Representative, please notify the Andover Admission Office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up-to-date. A candidate unable to arrange for an Alumni Admission Representative Interview should communicate with the Admission Office for assistance. All interviews with Alumni Admission Representatives must be conducted by January 31 or the candidate will not receive a March 10 decision. Applicants interviewed after January 31 will be considered as late candidates.

ALABAMA

Birmingham

A. H. Gaede, Jr. '57
Bradley, Arant, Rose & White
1400 Park Place Tower 35203
(205) 521-8323

ALASKA

Anchorage

John K. Brubaker '55
2110 Otter Street 99504
(907) 279-3581

Fairbanks

K. Andre McMullen '66
741 Chena Hills Drive 99709
(907) 479-2964 (H)
(907) 452-4761 (W)

ARIZONA

Phoenix

Richard L. Morse '53
101 N. 7th Street, #159 85034
(602) 621-4828

William C. Torrey '49
4250 East Camelback Road
Suite 115K 85018
(602) 955-0744

Scottsdale

Peter C. Mohr '54
Pinacle Peak Realty
8787 E. Pinacle Peak Road 85255
(602) 451-0212

Tucson

John S. Greenway '42
2200 E. Elm Street 85719
(602) 325-1541

Donald B. Rollings '70
363 S. Meyer 85701
(602) 623-4091

ARKANSAS

Forrest City

Henry Loeb III '39
P. O. Box 748
125 Hill Street 72335
(501) 633-1410

Harrison

James E. Liles '55
1206 Eugene Street 72601
(501) 741-8538



Little Rock

Mose Smith III, M.D. '48
5326 W. Markham St.
Suite 14, 72205
(501) 664-1527

CALIFORNIA

Berkeley

Peter J. Stern '81
1709 Shattuck Ave., #105 94709
(415) 845-5944

Beverly Hills

Thompson K. Vodrey '52
1529 Gilcrest Drive 90210
(213) 275-5529

Burlingame

Maxwell Steinhardt '73
1436 Balboa Avenue 94010
(415) 342-1293

Corona Del Mar

John E. Kidde '64
3907 Inlet Isle Drive 92625
(714) 640-7075

Fresno

Geoffrey M. Brittin, M.D. '52
St. Agnes Hospital
1303 E. Herndon Avenue 93710
(209) 449-3120

Huntington Beach

James B. Blackmon '57
McDonnell Douglas
Astronautics
5301 Bolsa Avenue 92647
(714) 786-8500

Long Beach

Alan Fox '60
Petrolane, Inc.
P. O. Box 1410 90806
(213) 427-5471

Los Angeles

David A. Cathcart '57
Gibson, Dunn & Crutcher
333 S. Grand Avenue 90071
(213) 229-7308

Patrick A. Cathcart '64
Hancock, Rothert & Bunshoft
515 South Figueroa Street
Suite 1230 90071
(213) 623-3748

George W. Davis III, M.D. '52
4616 Keniston Avenue 90043
(213) 294-1226

Tony De La Rosa '78
Mitchell, Silberberg & Knupp
11377 W. Olympic Blvd.
(8th Floor) 90064
(213) 312-2000

Russell K. Decker '56
Decker Management Systems
515 S. Flower Street 90071
(213) 489-2170

Walter L. Farley, Jr. '28
12300 1st Helena Drive 90049
(213) 476-1028

Mrs. Elizabeth Figus '42
818 N. Doheny Drive #703 90069
(213) 550-1971

Trevor A. Grimm '56
Kaplanis & Grimm
621 S. Westmoreland Ave.,
#200 90005
(213) 380-0303

Jeffrey Hiroto '77
1133 Hicks Avenue 90063
(213) 264-3498

Joon Y. Kim '80
3748 Westwood Blvd
Apt. 5 90034
(213) 838-3964

Alumni Admission Representatives

Tim McChristian '73
4070 Seaview Ave. 90065
(213) 621-6635

Thompson K. Vodrey '52
Let's Live Magazine
444 N. Larchmont Blvd. 90004
(213) 469-3901

Marina Del Rey

Jeffrey L. Reuben '78
4350 Via Dolce, No. 104 90292
(213) 301-0464

Menlo Park

Carey Orr Cook '61
1065 Trinity Drive 94025
(415) 398-7474

William Ming Sing Lee '51
271 West Floresta Way 94025
(415) 854-4918

Peter W. Lee '60
1100 Trinity Drive 94025
(415) 394-3472

Miranda

Craig B. Reynolds '73
P.O. Box 470 95553
(707) 943-3089

Northridge

Johnson Lightfoote '69
10914 Crebs Avenue 91326
(818) 366-7770 (H)
(818) 783-3472 (W)

Oakland

Patrick J. O'Hern '65
Lawrence Livermore
21 Bowles Place 94610
(415) 422-4874

Frederic C. Thomas '46
P. O. Box 20858 94620
(415) 845-4870

Pacific Beach

Anne W. Rollings '75
P. O. Box 90878 92109
(619) 483-4206

Palo Alto

William D. Sherman '60
Morrison & Foerster
630 Hansen Way 94304
(415) 354-1500

Donald A. Way '63
320 Kellogg Avenue 94301
(415) 323-0445 (H)
(415) 324-0606 (W)

Pasadena

Robert J. Cathcart '64
677 LaLoma Road 91105
(213) 622-5555

Thomas J. Keefe, Jr. '50
710 Pinehurst Drive 91106
(818) 577-2418

F. Jack Liebau '81
Primecap Management
Company
225 S. Lake Avenue 91101
(818) 304-9222

Judy Mustille '66
1146 Wellington Avenue 91103
(818) 793-4964

Pico Rivera

Charles D. Burnside '58
Northrop Corporation
8900 E. Washington Blvd. 90660
(213) 948-8667

Riverside

Peter C. Parsons '55
Riverside County
Publishing Co.
P.O. Box 4157 92514
(714) 689-1122

San Anselmo

H. Leonard Richardson '45
5 Oakhill Drive 94960
(415) 453-4934

San Diego

Norman R. Allenby '51
Hillyer & Irwin, Ste. 1400
530 B Street 92101
(619) 234-6121

Gaylord E. Smith '57
Golden Eagle Insurance
Company
7175 Navajo Road 92119
(619) 463-5800

San Francisco

Hobart M. Birmingham, Jr. '62
Graham & James
1 Maritime Plaza, 3rd Floor
94111
(415) 954-0200

Nathaniel M. Cartmell, III '69
Pillsbury, Madison & Sutro
P.O. Box 7880 94120
(415) 983-1570

Samuel R. Miller '66
Morrison & Foerster
345 California Street 94104
(415) 434-7230

Martin Quinn '60
311 California Street
10th Floor 94104
(415) 956-2828

San Jose

Samuel C. Dysart '46
3337 Lake Albano Circle 95135
(408) 238-2699

San Rafael

William S. Creighton '39
32 Woodoaks Drive 94903
(415) 492-0637

Santa Ana

Reginald D. Barnes, Jr. '58
Crysen Services, Inc.
825 Parkcenter Drive 92705
(714) 835-6505

Santa Barbara

W. Wright Watling '68
Beaver Free Corporation Ste.100
200 E. Carrillo Street 93101
(805) 963-1631

Torrance

Samuel R. Suitt '57
1745 Maple Avenue #73 90503
(213) 320-7864

John R. Thompson '41
22323 Harbor Ridge Lane
Apt. 4 90502
(213) 229-7605

Whittier

Carlos F. Sanchez '75
14515 Imperial Highway 90604
(213) 944-5795

COLORADO

Boulder

Wayne E. Robinson, Jr. '78
4835 Durham Street 80301
(303) 536-4171

Colorado Springs

Josephine Boddington '41
1433 Alamo Avenue 80907
(303) 634-5679

Denver

Anthony T. Accetta '61
1600 Stout Street
Suite 1500 80112
(303) 595-0333

William W. Grant '49
545 Race Street 80206
(303) 321-1566

John F. Malo '40
#7 Polo Field Lane 80209
(303) 893-2175

David C. Wilhelm '38
700 East 9th Avenue 80209
(303) 894-9444

George R. Ireland '74
1428 East 4th Avenue 80218
(303) 744-7664

Englewood

William R. Rapson '63
4480 S. Lafayette 80110
(303) 297-2600

Snowmass

John P. McBride '56
Lost Marbles Ranch
2500 Elk Creek Road 81654
(303) 925-2102

CONNECTICUT

Darien

Peter Hawkins '69
14 Beach Drive 06820
(203) 655-3271 (H)
(203) 655-1023 (W)

George H. Webb, Jr. '50
7 Sherry Lane 06820
(203) 655-2333

David E. Winebrenner, IV '58
27 Briar Brae Road 06820
(203) 323-1874

Greenwich

Gerard E. Jones '55
One Deer Lane 06830
(203) 869-1441

Hartford

Daniel C. Tracy '57
Arthur Andersen & Co.
One Financial Plaza 06103
(203) 280-0576

New Haven

Margaret K. Schwarzer '81
Yale Divinity School
409 Prospect Street 06511
(203) 436-3557

Ridgefield

Peter G. Pappas '63
50 Blackman Road 06877
(203) 431-8148

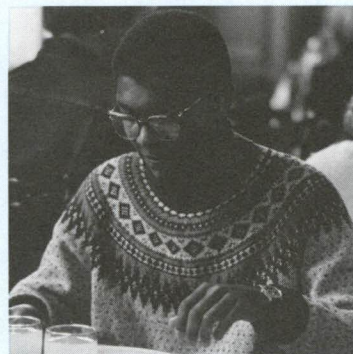
Stuart Sawabini '73
7 Sugar Maple Lane 06887
(203) 431-3365

Weston

Mrs. Andrew P. Langlois '62
9 Tower Drive 06883
(203) 222-0234

Westport

Robert B. Simonton '50
25 Woody Lane 06880
(203) 227-4060



DELAWARE

Newark

Rev. Mr. John Barres '78
Holy Family Catholic Church
15 Gender Road
P.O. Box 8093 19714
(302) 368-4665

Wilmington

Mrs. Reeves W. Hart '47
18 Briar Road
Briarwood 19803
(302) 764-0361

DISTRICT OF COLUMBIA

Washington

Douglas O. Adler '70
Verner, Liipfert
901 15th Street, NW,
Suite 700 20005
(202) 371-6037

Daniel W. Aibel '76
1113 D Street, S.E. 20003
(202) 475-0011

George Beatty '50
3438 34th Place, NW 20016
(202) 537-0855

Stephen B. Clarkson '55
Gardner, Carton & Douglas,
Suite 750
10010 Pennsylvania Avenue
N.W. 20004
(202) 345-9200

Robert L. Doar '79
2308 Wyoming Avenue 20008
(202) 462-0128

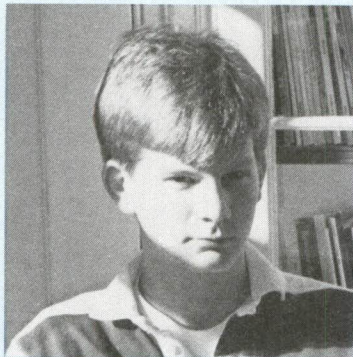
Andrew P. Ireland '48
House of Representatives
2416 Rayburn Hse.Bldg. 20515
(202) 225-5015

Franklin L. Lavin '75
618 E. Street, N.E. 20002
(202) 544-7775

FLORIDA

Clearwater

Daniel H. Jenkins '62
601 Cleveland Street
Suite 700 34615
(813) 441-6118



Jacksonville

Arthur W. Milam '45
Mahoney, Hadlow, Adams
P.O. Box 4099 32202
(904) 354-1100

Robert B. VanCleve, M.D. '50
Riverside Clinic
2005 Riverside Avenue 32204
(904) 387-7689

Miami

Carlos de la Cruz '59
3201 N. W. 72nd Avenue 33122
(305) 599-2337

Marion B. Emmanuel '54
6971 S.W. 134th Street 33156
(305) 253-6363

Roberto Martinez, Esq. '71
2025 Brickell Avenue,
Apt. 1106 33129
(305) 856-3077

David J. Williams II '38
7621 S. W. 56th Avenue,
Apt. A 33143
(305) 448-5600

Naples

Bernard L. Boyle '27
2021 Viewpoint Drive 33963
(813) 261-8848

Robert W. Hattemer '49
440 Spinnaker Drive 33940
(813) 262-2471

Kenneth D. Krier '68
4840 Whispering Pine Way
33940
(813) 263-7197

Pensacola

Peter H. Williams '70
State Attorney's Office
190 Governmental Center 32501
(904) 932-0068
(904) 436-5300

Sarasota

Lawrence S. Crispell, M.D. '38
1512 Pelican Pt. Drive 34231
(813) 966-4588

John D. Pitts '56
324 Bob White Way 33577
(813) 365-3543

Tampa

Ronald J. Floto '61
6422 Harney Road 33610
(813) 621-0233

David A. Kennedy '60
Kennedy, Frost
Investments, Inc.
101 East Kennedy #2975 33602
(813) 221-7525

Winter Haven

Richard C. Cheney '48
Barnett, Banks Trust Co.
P.O. Box 820 33880
(813) 297-1303

GEORGIA

Atlanta

Louis J. Elsas, II, M.D. '54
Emory Univ., Medical
Genetics
2040 Ridgewood Drive 30322
(404) 727-5840

Herbert R. Elsas '28
Sutherland, Asbill & Brennan
3100 First Atlanta Tower 30383
(404) 658-8709

Gregory Googer '74
476 Plainville Drive S.W. 30331
(404) 696-5979

James E. Hackett, Jr. '73
100 Biscayne Drive, C-5 30309
(404) 351-2427 (H)
(404) 350-7000 (W)

Paul M. Nelson '68
3114 Peachtree Dr. N.E. 30305
(404) 240-0094

Timothy S. Perry '65
Alston and Bird
One Atlantic Center
1201 W. Peachtree 30309
(404) 881-7000

Herbert L. Young '53
Mohasco
1755 The Exchange 30339
(404) 951-6000

Columbus

William S. Cain, Jr. '40
P.O. Box 2125 31902
(404) 563-3288

Dalton

Denis P. Donegan '52
C & S National Bank
300 South Thornton Ave. 30720
(404) 226-3000

Savannah

William C. Rhangos, M.D. '49
44 Medical Arts 31419
(912) 355-6615

Roger S. Seymour '44
2 Heathmuir Way 31411
(912) 598-0197

HAWAII

Honolulu

Francis T. O'Brien '61
Suite 2104
Davies Pacific Center
841 Bishop Street 96813
(808) 524-2000

Thomas L. Stirling '59
Stirling & Kleintop
900 Fort Street, #1650 96813
(808) 524-5183

IDAHO

Ketchum,

Thomas B. Campion '60
P.O. Box 538 83340
(208) 726-3289

ILLINOIS

Chicago

Warren Baker '66
Winston & Strawn
35 West Wacker Drive 60601
(312) 558-5600

Steven Blutter '72
Suite 809
350 N. Orleans Street 60654
(312) 670-4450

Rodney Goldstein '70
Frontenac Company
Suite 1900
208 S. LaSalle Street 60604
(312) 368-0044

King W. W. Harris '61
209 E. Lake Shore Drive 60611
(312) 664-2666

Richard G. Hersh, MD '75
Northwestern Memorial
Hospital
Superior Street and
Fairbanks Court 60611
(312) 908-6999

Brad W. Kliber '81
8750 W. Bryn Mawr Ave.,
Suite 350
President's Plaza III 60631
(312) 380-4000

Nathan A. Lee '74
1023 West Wellington 60657
(312) 871-7934

James P. A. Ryan '82
5319 S. Cornell Avenue 60615
(312) 752-7345

Arthur Winter '73
Sidley & Austin
One First National Plaza 60603
(312) 853-7285

Kenilworth

Rita D. Kallman '52
535 Brier Street 60043
(312) 251-5578

Peoria

Robert T. Stevenson, Jr. '53
Commercial National Bank
301 S. W. Adams Street 61614
(309) 655-5325

Rosemont

Joseph S. Beale '55
Hawthorne Realty Group
10275 W. Higgins Rd.,
Suite 200 60018
(312) 390-8500

Springfield

Jon and Ida Noll '66
1190 Williams Boulevard 62704
(217) 544-8441

INDIANA

Evansville

Herbert D. Adams, M.D. '57
Cardiovascular Associates
350 Columbia Avenue 47710
(812) 423-2395

Indianapolis

Ann M. Stack '59
4131 N. Meridian Street 46208
(317) 283-6871

IOWA

Des Moines

Robert H. Zeff, M.D. '58
4220 Foster Drive 50312
(515) 243-1010

Iowa City

Roger D. Milkman '47
12 Fairview Knoll 52240
(319) 351-5586

KANSAS

Junction City

John G. Montgomery '58
Montgomery Publications Inc.
222 West Sixth Street 66441
(913) 762-5100

Stilwell

James J. Fisher '56
8402 W. 191st Street 66085
(913) 681-2320

KENTUCKY

Louisville

H. Hewett Brown '55
Mutual Benefit Life Ins. Co.
P.O. Box 70289
100 E. Liberty Street 40270
(502) 589-9121

Philip J. Sorota, D.C. '63
2520 Hikes Lane
Willmar Avenue 40218
(502) 458-2365

LOUISIANA

New Orleans

Marshall L. Posey, Jr. '55
3524 Canal Street 70119
(504) 488-8000

MAINE

Lewiston

James B. Longley, Jr. '70
James B. Longley & Co.
671 Main Street 04240
(207) 784-8612

Portland

Peter Bennett '78
606 Chandler's Wharf
Commercial Street 04101
(202) 773-4775

Elizabeth Lovejoy '79
Friedman & Babcock
Six City Center, Suite 400
04101
(207) 761-0900

South Harpswell

Stephen W. Harris '38
81 High Head 04079
(207) 729-8604

MARYLAND

Baltimore

James L. Shea '70
Venable, Baetjer & Howard
2 Hopkins Plaza 21201
(301) 244-7734

Bethesda

Stephen B. Clarkson '55
7101 Heatherhill Road 20817
(301) 229-8427

Garrett Park

Thomas Rodes '54
Box 36 20896
(301) 946-0964

Salisbury

Robert J. Corcoran '62
603 Tony Tank Lane 21801
(301) 543-1144

MASSACHUSETTS

Boston

Maeve E. Walsh '78
78 Commonwealth Avenue,
Apt. 6 02116
(617) 536-6505

R. Rand Ross '60
29 Lawrence Street 02116
(617) 235-0419

Alumni Admission Representatives

MICHIGAN

Detroit

James Candler, Jr. '60
Dickinson, Wright, et al.
800 First National Bldg. 48226
(313) 223-3513

John C. Sheffield '70
12323 Wilshire 48213
(313) 468-0620

Grosse Pointe

E. Kidder Meade '65
455 Lakeland Avenue 48230
(313) 885-4314

Kalamazoo

Stephen C. Trivers '57
Fairfield Broadcasting Co.
4200 West Main Street 49007
(616) 385-2757

Traverse City

George A. Ball '49
Shearson Lehmann Hutton
P.O. Box 1330 49685
(616) 941-7200

MINNESOTA

Duluth

Oliver M. Houx '57
4305 Norwood Street 55804
(218) 525-5040

Long Lake

Benjamin R. Field, III '57
1729 North Farm Road 55356
(612) 473-2244

Mendota Heights

Mrs. Bradley G. Clary '74
1179 Ivy Hill Drive 55118
(612) 455-0347

Minneapolis

Thomas M. Crosby, Jr. '56
Faegre & Benson
2200 Norwest Center,
90 So. 7th St. 55402
(612) 371-5300

Rochester

Douglas G. B. McGill, M.D. '47
Mayo Clinic 55905
(507) 289-5364

Robert Perry Myers, M.D. '59
802 Sierra Lane N.E. 55904
(507) 285-0883

Lloyd A. Wells, M.D. '65
Child/Adolescent Psychiatry
Mayo Clinic 55905
(507) 284-2933

MISSISSIPPI

Purvis

Michael R. Eubanks '58
P.O. Box 488 39475
(601) 796-8608

University

Kenneth O. McGraw '62
Department of Psychology
Univ. of Mississippi 38677
(601) 232-7383

MISSOURI

Blue Springs

Craig W. Nordeen '70
1609 Mic O Say 64015
(816) 228-6797

Columbia

George C. Miller '35
600 S. Greenwood Ave. 65203
(314) 442-2911

David B. Rogers '59
Village Square Building, Ste. B
813 East Walnut Street 65201
(314) 442-0131

Florissant

Fabian G. Castro '77
2305 Teakwood Manor 63031
(314) 263-9072

Richmond Heights

Michael L. Muldrow '72
7741 St. Albans 63117
(314) 725-1307

St. Joseph

Robert A. Brown, Jr. '49
510A Francis St., Suite 202
64501
(816) 232-7748

F. Gregg Thompson, III, M.D. '47
1341 Village Drive 64506
(816) 364-5974

St. Louis

Jane Thompson Mudd '59
16 Overbrook Drive 63124
(314) 968-6487

Peter W. Schandorff '64
3863 Flad Avenue 63110
(314) 773-3808

William M. Van Cleve '46
8 Dromara Road 63124
(314) 231-8600

NEBRASKA

Lincoln

Andrew F. Cunningham '67
Policy Research Office
P.O. Box 94601 68509
(402) 471-2742

Omaha

William E. Brush '68
631 N. 62 Street 68132
(402) 551 6702

Deeth

William B. Wright, Jr. '50
Marys River Ranch 89823
(702) 738-8556

NEVADA

Las Vegas

William B. A. Bentley, M.D. '42
901 Rancho Lane, #108 89106
(702) 384-2802

Reno

Robert S. Kimball, III '51
295 Sharon Way 89509
(702) 323-1641

NEW HAMPSHIRE

Jaffrey

Carolyn N. Appen '76
427 Main Street 03452

NEW JERSEY

Chatham

Robert Weisbach '83
295 Main Street 07928
(201) 635-6756

Montclair

Stephen Mochary '58
60 Undercliff Road 07042
(201) 783-4209

New Vernon

Christopher L. Rafferty '66
Box 163
Long Hill Road 07976
(201) 267-5822

Princeton

Kenneth E. MacWilliams '54
82 Library Place 08540
(609) 683-9203

Randolph

Arthelbert L. Parker '73
7 Colonial Court 07869
(201) 895-6230

Somerville

Roderick M. McNealy '68
16 Old Village Road 08876
(201) 369-5098

NEW MEXICO

Albuquerque

John P. Eastham '45
Kemp, Smith, Duncan et al,
P.O. Box 1276 87103
(505) 247-2315

George F. Peters '62
906 11th Street, N.W. 87102
(505) 277-5907

Anthony

Mary Page Mason Hatfield '75
Rt. 1, Box 286 H 88021
(505) 882-5340

NEW YORK

Bedford

Clinton J. Kendrick '61
98 Long Ridge Road 10506
(212) 903-1200

John H. Odden '63
Rippowam-Cisqua School
P.O. Box 488 10506
(914) 234-7424

Brooklyn

Lawrence G. Kemp '75
212 Columbia Heights 11201
(718) 852-9047

Buffalo

Hugh M. Jones '62
Phillips, Lytle, et al.
3400 Marine Midland Ctr. 14203
(716) 847-7088

DeWitt

David H. Northrup, Jr. '68
170 Canterbury Road 13214
(315) 446-7030



Forest Hills

Richard H. Berney '78
724 Burns Street 11375
(718) 263-3832

Geneseo

John P. Linfoot '58
Youngs & Linfoot, Inc.
62 Main Street 14454
(716) 243-3553

Jon H. Porter '58
71 Center Street 14454
(716) 243-1414

Lakewood

George L. Follansbee, Jr. '70
30 Winchester Road 14750
(716) 753-3300

Larchmont

Oliver M. Barres '39
125 Larchmont Avenue 10538
(914) 834-7435

Manlius

William M. Tuck '54
4866 Briarwood Lane 13104
(315) 477-5243

New York

Eli N. Avila '77
882-84 Tenth Avenue 10019
(212) 977-4324

Michael Bassett '59
Cower and Co.
Financial Square 10005
(212) 495-6040

Alan F. Blanchard '57
Latimer Management Company
405 Park Avenue 10022
(212) 223-2100

Howard T. DuBois '43
785 Park Avenue
Apt. 5-C 10021
(212) 734-8723

Richard S. Green '72
Myerson & Kuhn
237 Park Avenue 10017
(212) 599-6000

Mary C. Hoch '78
Donaldson, Lufkin & Jenrette
140 Broadway, 48th Floor 10005
(212) 504-4911

Sven E. Hsia '59
35 East 85th Street 10028
(212) 628-9578

Mark Hunter, Jr. '74
309 West 109th Street, #1D
10025
(212) 663-1520

Jean-Paul Joseph '68
1001 Fifth Avenue 10028
(212) 744-0008

Carroll B. Lesesne, M.D. '73
16 E. 72nd Street 10021
(212) 570-6318

John A. Mayer, Jr. '58
Morgan Guaranty Trust Co.
23 Wall Street 10015
(212) 483-7540

Ann Ross '58
Leggiadro
700 Madison Avenue 10021
(212) 753-5050

Robert B. Stearns '70
60 East End Avenue #5B 10028
(212) 517-3187

Roger L. Strong, Jr. '75
220 E. 57th Street, Apt. 14H
10022
(212) 319-1458

Mrs. Oscar L. Tang '57
120 East End Avenue 10028
(212) 879-6846

Alumni Admission Representatives

Dexter C. Wadsworth '79
560 West 218th Street, #2G 10034
(212) 758-0404

Derrick C. Wallace '75
545 West 126th Street
Apt. 1F 10027
(212) 281-2105

Syracuse

Anthony Pietrafesa '74
104 Wendell Terrace 13203
(315) 425-1056

Utica

Joseph Falcone, Jr. '52
105 Arlington Road 13501
(315) 735-1989

NORTH CAROLINA

Advance

Hollister Nelson '56
Box 132 27006
(919) 998-2884

Chapel Hill

Bruce H. Curran '66
100 Essex Lane
Route 12 27514
(919) 248-4838

Rollin B. Fisher '40
83 Fearrington Post
Pittsboro 27312
(919) 933-8877

Charles G. Zug III '55
1034 Torrey Pines Place 27514
(919) 929-6159

Charlotte

E. Osborne Ayscue, Jr. '51
P.O. Box 31247 28231
(704) 343-2058

Dr. Steven Gerst '77
1328 Harding Place 28204
(704) 529-3340

Nicholas D. Leone '70
1810 Wandering Way 28226
(704) 365-4044 (H)
(704) 372-8230 (W)

Joseph W. McGirt, Jr. '63
1055 Queen's Road West 28207
(704) 333-2888

Allen Prichard '67
Kennedy, Covington, et al.
3300 NCNB Plaza 28280
(704) 331-7497

Durham

Peter Z. Perault, M.D. '65
Central Medical Park, Ste. 301
2609 No. Duke Street 27704
(919) 471-3487

D. Hayes Clement '54
Arthur Andersen & Co.,
Suite 300
One Southern Life Center 27401
(919) 378-1445

James S. Pfaff '62
305 South Chapman Street
27403
(919) 379-9846

Raleigh

William A. Mann '62
P.O. Box 1951 27602
(919) 848-1324

Winston-Salem

James C. Frenzel '63
Womble, Caryle, et al.
P. O. Drawer 84 27102
(919) 721-3506

OHIO

Cincinnati

Thomas S. Shore, Jr. '57
Rendings, Fry, Kiely & Dennis
900 Central Trust Tower
45202
(513) 381-9200

Cleveland

Edward T. Bartlett, III '56
Department of Philosophy
Cleveland State Univ. 44115
(216) 687-3900

William R. Stewart '61
Thompson, Hine & Flory
1100 Natl. City Bank Bldg.,
629 Euclid Ave. 44114
(216) 566-5580

Joseph A. Valencic '72
Huebcore Communications, Inc.
29100 Aurora Road 44139
(216) 248-1125

Cleveland Heights

Edward D. Yost '47
2837 E. Overlook Road 44118
(216) 321-2268

Dayton

Craig Zimmers '67
P.O. Box 14685 45414
(513) 890-2067

Granville

G. Wallace Chessman '37
210 Briarwood Road 43023
(614) 587-0730

Kettering

Daniel E. Braunlin, M.D. '69
4970 Walnut Walk 45429
(513) 293-8122

Shaker Heights

Elizabeth F. Stueber '73
3319 Grenway Road 44122
(216) 561-6313

Wooster

Sandra Hull '58
15 Salter Road 44691
(216) 262-6222

OKLAHOMA

Tulsa

Mark R. Blankenship '64
Davis Venture Partners
One Williams Center
Suite 2000 74172
(918) 584-7272

Henry C. Williams '38
5159 East 31st Street 74135
(918) 744-9278

OREGON

Eugene

George H. Hughes, M.D. '59
1138 East 22nd Street 97403
(503) 687-2961

Portland

Rex Armstrong '68
Bogle & Gates
Suite 1400
222 S.W. Columbia Street 97201
(503) 222-1515

Mort Bishop, III '70
Pendleton Woolen Mills
218 S.W. Jefferson Street 97207
(503) 226-4801

Alan Chmura '69
Mgmt. Dept., School of
Business Administration
Portland State University
Box 751 97207
(503) 464-3701

Ivanhoe B. Higgins, Jr., M.D. '62
2901 E. Burnside Street 97214
(503) 231-1426

Paul N. Wonacott '57
Wood, Tatum, Mosser,
Brooke & Landis
1001 S.W. Fifth Ave., 13 Floor
97204
(503) 224-5430

PENNSYLVANIA

Allentown

Charles D. Snelling '49
2949 Greenleaf Street 18104
(215) 821-7770

Beaver Falls

The Rev. George Pierce '49
St. Mary's Church
806 Lincoln Place 15010
(412) 846-6820

Bryn Mawr

Mary Ann Lewis '57
1000 Green Valley Road 19010
(215) 527-4384

Erie

Edward M. Mead '45
Times Publishing Company
205 West 12th Street 16534
(814) 456-8531

Harrisburg

Jonathan Vipond, III '63
Buchanan Ingersoll
P.O. Box 12023 17108
(717) 233-7444

Indiana

Joseph N. Mack '44
Mack & Bonya
134 S. Sixth Street 15701
(412) 465-5535

Philadelphia

Matthew W. Hall '63
Pardee Resources Co.
15th Floor, 1400 S. Penn Sq. 19102
(215) 568-4100

John P. Stevens, III '44
Public Interest Law Center
Room 700, 125 S. 9th Street 19107
(215) 627-7100

James Wyper '66
1232 Chancellor Street 19107
(215) 985-0400

Pittsburgh

Kenneth B. Blake, Jr. '68
70 Estella Avenue 15211
(412) 481-3448

Edward O'Neil '27
P.O. Box 1692 15230
(412) 562-1511

J. Evans Rose, Jr. '50
900 Oliver Building 15222
(412) 434-8583

Mrs. Ferd J. Sauereisen '54
110 Marvelwood Place 15215
(412) 963-9852

Sewickley

Anne Jackson '53
RD #4/Blackburn Road 15143
(412) 741-4605

William P. Snyder IV, '59
Persimmon Road 15143
(412) 471-1342

State College

Christopher M. Harte '65
355 Ridge Avenue 16803
(814) 234-2715

SOUTH CAROLINA

Blythewood

Joseph L. Mancini, M.D. '51
201 Turkey Farm Road 29016
(803) 786-5043

Charleston

Thomas E. Myers, Jr. '58
P.O. Box 636 29402
(803) 577-4115

B. Harris Todd, III '71
Merrill Lynch
167 East Bay Street 29401
(803) 723-6199

Columbia

John P. Baum, Jr. '60
758 Cross Hill Road 29205
(803) 782-8540

Greenville

Dale Woods Dingleline '69
15 Aldridge Drive 29607
(803) 297-6155

SOUTH DAKOTA

Rapid City

Jon S. Adelstein '80
1999 West Boulevard 57701
(605) 342-9524

TENNESSEE

Knoxville

John Muldowny '49
Univ. Tennessee, History Dept.
1101 McClung Tower 37916
(615) 974-5421

Memphis

Mrs. Richard E. Duerr, Jr. '70
6456 Sulgrave Drive 38119
(901) 685-7224

Peter R. Formanek '62
AutoZone
3030 Poplar Avenue 38111
(901) 325-4212

TEXAS

Amarillo

William W. Cline '69
Marsh Operating Company
P. O. Box 1746 79105
(806) 372-2381

Austin

Austen H. Furse, Jr. '40
1801 Lavaca, 14D 78701
(512) 477-1144

Dallas

Bruce Calder '41
Bruce Calder, Inc.,
Hartford Building
400 N. St. Paul 75201
(214) 754-8008

John T. Lansing '62
9403 Faircrest 75238
(214) 349-4169



John R. Sears, Jr. '67
4324 Windsor Parkway 75205
(214) 691-2213

El Paso

Page Hatfield '75
Kemp and Solis
311 N. Kansas 79901
(915) 532-3496

Fort Worth

Mollie Lupe Lasater '60
2101 Hulen 76107
(817) 738-0212

Garland Lasater, Jr. '56
Resource Deployment, Inc.
777 Main Street
Suite 1980 76102
(817) 390-1026

Edwin S. Ryan '49
505 Capital National Bank Bldg.
110 W. Seventh Street 76102
(817) 335-1276

Houston

Marshall P. Cloyd '58
8552 Katy Freeway, Suite 144
77024
(713) 984-9999

Gaylord Johnson, Jr. '57
2235 Jamara Lane 77077
(713) 664-3191

Frank Parker Lee '75
Fayez Sarofim & Company
2 Houston Ctr., Ste. 2907 77010
(713) 654-4484

James H. Lee '67
1111 Briarstead Drive 77057
(713) 461-5756

Elwyn Lee '67
University of Houston Law
Center
University Park
4800 Calhoun 77004
(713) 749-2551

Wm. W. Boeschstein, Jr. '73
1236 Archley Drive 77055
(713) 465-6899

Midland

Logan E. Sawyer, Jr. '64
P.O. Box 11109 79702
(915) 684-4145

UTAH

Salt Lake City

Lincoln D. Clark, M.D. '42
Univ. Utah, School of Medicine
50 N. Medical Drive 84132
(801) 581-4099

C. Chauncey Hall, M.D. '41
2652 E. 6200 S. 84121
(801) 277-1555

Robert L. Lux '62
1904 South 2500 St., E 84108
(801) 484-0651

VERMONT

Essex Junction

William Cruikshank, Jr. '59
P.O. Box 19 05451
(802) 879-7877

Norwich

John H. Turco, M.D. '66
Glen Ridge Road, Box 178
05055
(802) 649-1959

VIRGINIA

Alexandria

John Brady '74
2202 Forest Hill Road 22307
(703) 329-1699

Arlington

James E. Hinich '56
2414F S. Walter Reed Drive
22206
(703) 931-2279

Falls Church

Mary Winn Jolma '78
1106 Offutt Drive 22046
(703) 534-5675

Grafton

Charles S. Abbot '62
111 Woodlake Run 23692
(804) 898-1604

Martinsville

Robert H. Carrington '70
508 Rives Road 24112
(703) 666-0424

Stafford

Charles A. Leach '47
1017 England Drive 22554
(703) 659-9354

Alicemary Leach '76
1017 England Drive 22554
(703) 659-9354

Williamsburg

Frederick G. Bahr '47
18 Spring West
Season's Trace 23185
(804) 229-4245

WASHINGTON

Bellevue

Lucius H. Biglow, Jr. '42
2425 Evergreen Point Road
98004
(206) 453-8530

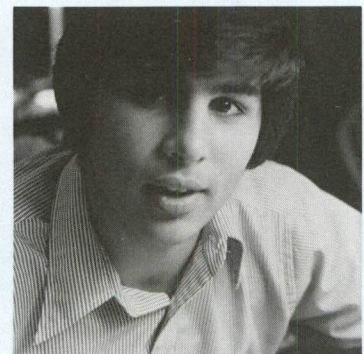
Frederick W. Hayes '45
Van Vetter, Inc.
1800 12th Avenue, N.E. 98004
(206) 462-8282

Walter S. Kimball, M.D. '30
3404 Evergreen Point Road
98004
(206) 454-7385

Clayton W. Sundermeyer '62
13723 N.E. 28th Street 98005
(206) 885-6232

Mercer Island

William H. Hatheway '41
7615 East Mercer Way 98040
(206) 232-6199



John Poinier, Jr. '53
7450 86th Avenue, SE 98040
(206) 232-4382

WEST VIRGINIA

Charleston

William A. Pugh '39
One Comstock Place 25314
(304) 346-3748

St. Albans

Joseph C. Jefferds, III '61
Jefferds Corporation
P.O. Box 757, Route 35 25177
(304) 755-8111

WISCONSIN

Madison

William F. Dove '54
4130 Mandan Crescent 53711
(608) 238-0591

John S. Holbrook, Jr. '57
Box 2113 53701
(608) 251-5000

Middleton

John T. Mendenhall, M.D. '31
4617 Foxbluff Lane 53562
(608) 233-8814

Milwaukee

Gary A. Ahrens '66
Michael, Best & Friedrich
250 E. Wisconsin Ave. 53202
(414) 271-6560

John A. Casey '63
Quarles & Brady
411 E. Wisconsin Ave.,
Suite 2900 53202
(414) 277-5000

Racine

Michael E. Batten '58
Twin Disc, Incorporated
1328 Racine Street 53403
(414) 634-1981

WYOMING

Story

Maurice Leon, Jr. '42
Box 400 82842
(307) 683-2302

Wilson

Meridan H. Bennett '45
P.O. Box 33
995 North Green Lane 83014
(307) 733-1550

**Alumni Representatives
in Foreign Countries**

BAHAMAS

Nassau

John M. Cates, Jr. '32
P.O. Box N-7776
Lyford Cay
(809) 327-8298

BELGIUM

Brussels

Alan S. Calnan '47
18 Rue Pechere, 1338 Lasne
1070
(02) 633-13-39

Brig. Gen. Barry R. McCaffrey '60
84 Route Gouvernementale
1950 Kraainem
735-2985

Jacqueline Van Aubel Janssens '63
La Hetraie 213
Chausee de la Hulpe
(02) 673 19 60

BERMUDA

Pembroke HMOS

Clarendon H. Masters '75
27 Mill Shares Road
(809) 295-1111

BRAZIL

Rio De Janeiro

Josephine A. Shanklin '58
Ave. Delfinia Moreira 830
Apto. 102 Leblon 22441

CANADA

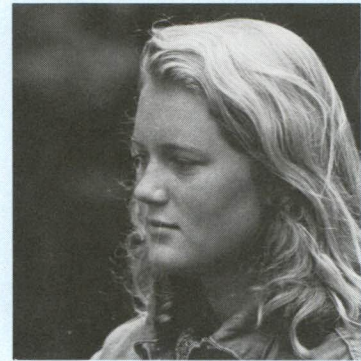
Montreal, Quebec

Susan Waterous Wagg '56
426 Berwick Avenue
H3R 1Z9
(514) 733-5195

Toronto, Ontario

Geoffrey Perry '65
10 Blythwood Gardens
M4N 3L3
(416) 482-1358

James C. Taylor '56
46 Dawlish Avenue
M4N 1H1
(416) 365-4306



CHILE

Santiago

Sebastian Conde '76
Fundicion Chagres
Cia. Minera Disputada
Pedro de Valdivia 291
(034) 511519

DOMINICAN REPUBLIC

Santo Domingo

Gustavo A. Tavares '46
Tavares Industrial
P. O. Box 146-2
(809) 565-1395 (H)
(809) 533-2121 (W)

ENGLAND

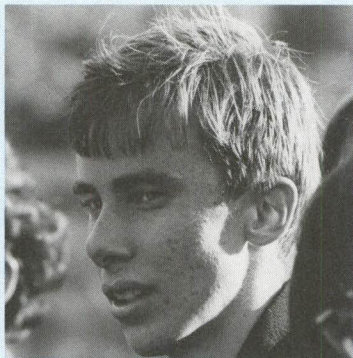
London

David N. Batchelder '55
Queen Mary College
U. London/Physics
Mile End Road E14NS
(01) 985-7937 (H)
(01) 975-5033 (W)

Paul E. Fine '58
9 Holly Lodge Gardens
N6 6AA
(01) 348-2401

Victoria S. H. Sharp '78
5A Gilston Road
441 352-5863

R. Todd O'Donnell '69
4 Pelham Crescent
441 584-7682 (H)
441 491-7562 (W)



James L. Clunan '56
CINCUSNAVEUR/POLAD
Box 2, 7 North Audley Street
W1 Y2 AL
(01) 409-2978

FRANCE

Patrick Nollet '51
6 Avenue Andre Lamotte
78170 LaCelle St. Cloud
331 398-5942

HONG KONG

Chien Lee '71
One Hysan Avenue, 21st Floor
5-775353

ITALY

Ivrea

David Olivetti '60
Via Monte Leggero 3 10115

JAPAN

Hyogo-Ken

Kiyoshi Kondo '64
2-129-1 Kurumazuka
Itami-Shi 664
0727-77-5154

Tokyo

S. Steven Yamamoto '51
University of Tokyo
Department of Physics 113
(03) 812-2111

KOREA

Seoul

Dong-Kil Cho '74
Chonju Paper Co.,
Dongbang Main Bldg.
150, 2-KA Taepyung-Ro, Chang-Ku
734-0146

MEXICO

John F. Lynch, III '70
Sanchez de la Barquera 77
Col. Merced Gomez 03930
651-0116

MOROCCO

Tangier

Joseph A. McPhillips, III '70
Head, The American School of
Tangier
Rue Christopher-Columbo
212941527

PUERTO RICO

Guaynabo

Ricardo Gonzales '53
A13 Argentine Street
Gardenville 00657

Ponce

Arturo E. Valldejuly '57
El Monte A-104 00731
(809) 836-1050

San Juan

Jorge R. Gonzalez
Vizcafrondo '62
GPO Box 4225 00936
(809) 759-9242

SINGAPORE

Bryan G. Miller '66
16 Raffles Quay #36-00
Hong Leong Building
65-321 8965

SWITZERLAND

Geneva

John J. Ryan, III '45
J. J. Ryan & Sons, Inc., c/o CISA
13 Avenue de Bude
(022) 734-55-50

Zurich

Heimeran von Stauffenberg '54
Im Braechli 56
(01) 55 09 41

THAILAND

Bangkok

Andrew Quinn '81
American Embassy
95 Wireless Road
252-5040

Palachai Meesook '71
Boonyium & Associates Ltd.
39/5-9 Srinakarin Road
02 321-6989

VENEZUELA

Caracas

Alberto J. Vollmer '42
2DA. Avenida de Montalban
Centro Uslar, Piso 16
Urbanizacion Montalban
La Vega
442-05-11

VIRGIN ISLANDS

St. Thomas

Paul Hoffman '63
P. O. Box 870 00804
(809) 774-2266

WEST GERMANY

Berlin

Julian Herrey '56
Drygalskistrasse 4B
(030) 8247733

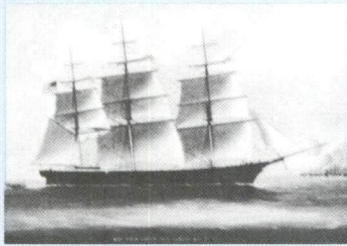
Bochum

Edwin A. Hopkins '56
Mercatorstr 11
234 700 5042

Hamburg

Friedrich K. Goerner '40
7 Nonnenstieg
(040) 45 25 20

Statistical Information for 1988-89



In 1864 Shimeta Neesima left Japan as a stowaway on the clipper ship *Wild Rover* for America and sold his samurai sword for a Chinese New Testament. He was adopted by the shipowner, an Andover trustee, was christened Joseph Hardy Neesima, graduated from Andover in 1867, later from Amherst and the Andover Theological Seminary, and became the first Japanese to be ordained a Congregationalist minister. Neesima returned to Japan to found The Doshisha, a great university in Kyoto dedicated to Japanese and Christian ideals. Doshisha recently celebrated its 101st birthday.

Geographical Distribution*

U.S.V.I. & P.R.	1
Massachusetts	440
Rhode Island	7
New Hampshire	42
Maine	20
Vermont	14
Connecticut	62
New Jersey	33
New York	144
Pennsylvania	23
Delaware	2
District of Columbia	13
Maryland	24
Virginia	19
West Virginia	6
North Carolina	15
South Carolina	7
Georgia	7
Florida	18
Alabama	1
Tennessee	5
Mississippi	3
Kentucky	5
Ohio	14
Indiana	5
Michigan	14
Iowa	4
Wisconsin	3
Minnesota	3
South Dakota	0
North Dakota	0
Montana	3
Illinois	27
Missouri	2
Kansas	1
Nebraska	0
Louisiana	1
Arkansas	2
Oklahoma	4
Texas	19
Colorado	7
Wyoming	4
Idaho	1
Utah	0
Arizona	8
New Mexico	1
Nevada	0
California	66
Hawaii	2
Pacific Islands	0
Oregon	6
Washington	6
Alaska	1
Total U.S.	1115

Bahamas	1
Botswana	1
Canada	4
Republic of China	1
People's Republic of China	7
Dominican Republic	1
Egypt	1
Finland	1
France	10
Germany	5
Great Britain	7
Greece	2
Hong Kong	7
India	3
Italy	2
Ivory Coast	1
Japan	2
Jordan	1
Korea	1
Mexico	2
Nigeria	1
Panama	1
Philippines	1
St. Lucia	1
Saudi Arabia	7
Senegal	1
Singapore	1
South Africa	2
Spain	10
Sudan	1
Sweden	1
Switzerland	2
Syria	1
Thailand	1
Tunisia	1
Turkey	1
USSR	10
United Arab Emirates	2
Zimbabwe	1
Total Foreign	108
Total U.S.	1115
SCHOOL TOTAL	1223

	Girls	Boys	Total
Seniors	186	229	415
Uppers	171	165	336
Lowers	138	166	304
Juniors	83	85	168
	578	645	1223
Total Boarding Students			951
Total Day Students			272
TOTAL			1223

*Based on place of current residence, not citizenship.

**College Matriculations
for the Class of 1988**

The Class of 1988 applied to 180 different colleges and matriculated at 99 colleges and universities.

College	Admitted	Matriculated	College	Admitted	Matriculated	College	Admitted	Matriculated
American U.	5	2	Harvard	33	23	Smith	5	2
Babson	5	1	Haverford	7	1	Stanford	11	7
Bard	2	1	Hobart	2	2	Swarthmore	4	1
Barnard	19	6	Holy Cross	5	1	Syracuse	17	2
Bates	10	3	Kenyon	5	2	Trinity, CT	36	11
Boston College	12	4	Knox	1	1	Trinity U.	5	2
Boston U.	18	4	Lafayette	6	1	Tufts	20	6
Bowdoin	6	4	Lehigh	8	1	Union	9	1
Brandeis	5	1	Macalester	8	3	USAF Academy	1	1
Brown	49	30	U. Maryland	2	1	U. S. Naval Academy	1	1
Bryn Mawr	6	1	MIT	8	6	Vanderbilt	7	3
U. of California Berkeley	34	14	U. of Massachusettes	12	2	Vassar	14	4
Carleton	8	2	McGill/Canada	8	3	U. of Vermont	11	5
Carnegie Mellon	4	1	U. of Michigan	23	5	Villanova	4	2
U. Chicago	9	2	Middlebury	14	6	U. of Virginia	12	5
Clark	7	1	Mount Holyoke	1	1	Washington U.	7	2
Colby	11	2	U. of New Hampshire	14	3	U. of Washington	1	1
Colgate	10	4	New York Univ.	9	5	Wellesley	4	2
Colorado	4	1	U. of North Carolina	8	3	Wesleyan	23	7
U. of Colorado	14	16	Northeastern	1	1	Wheaton, MA	4	1
Columbia	21	5	Northwestern	30	12	William Smith	3	1
Columbia SEAS.	1	1	Notre Dame	3	1	William and Mary	8	1
Connecticut College	15	1	Oberlin	22	6	Williams	5	2
Cornell	24	7	Oberlin Conservatory	1	1	U. of Wisconsin	11	3
Dartmouth	8	4	Occidental	7	2	Wooster	3	1
Davidson	4	1	Ohio Wesleyan	1	1	Yale	30	16
Denison	8	3	U. of Pennsylvania	35	10			
Dickinson	8	5	Pitzer	3	1			
Duke	11	1	Pomona	8	4			
Earlham	3	1	Princeton	17	11			
Eastman Sch. Music	1	1	Reed	4	1			
Emory	11	1	RPI	5	1			
Fordham	2	1	Rice	2	1			
George Washington U.	7	1	U. Richmond	1	1			
Georgetown	24	5	U. of Rochester	20	3			
Hamilton	14	6	St. Lawrence	9	1			
			Skidmore	9	3			

College Admissions

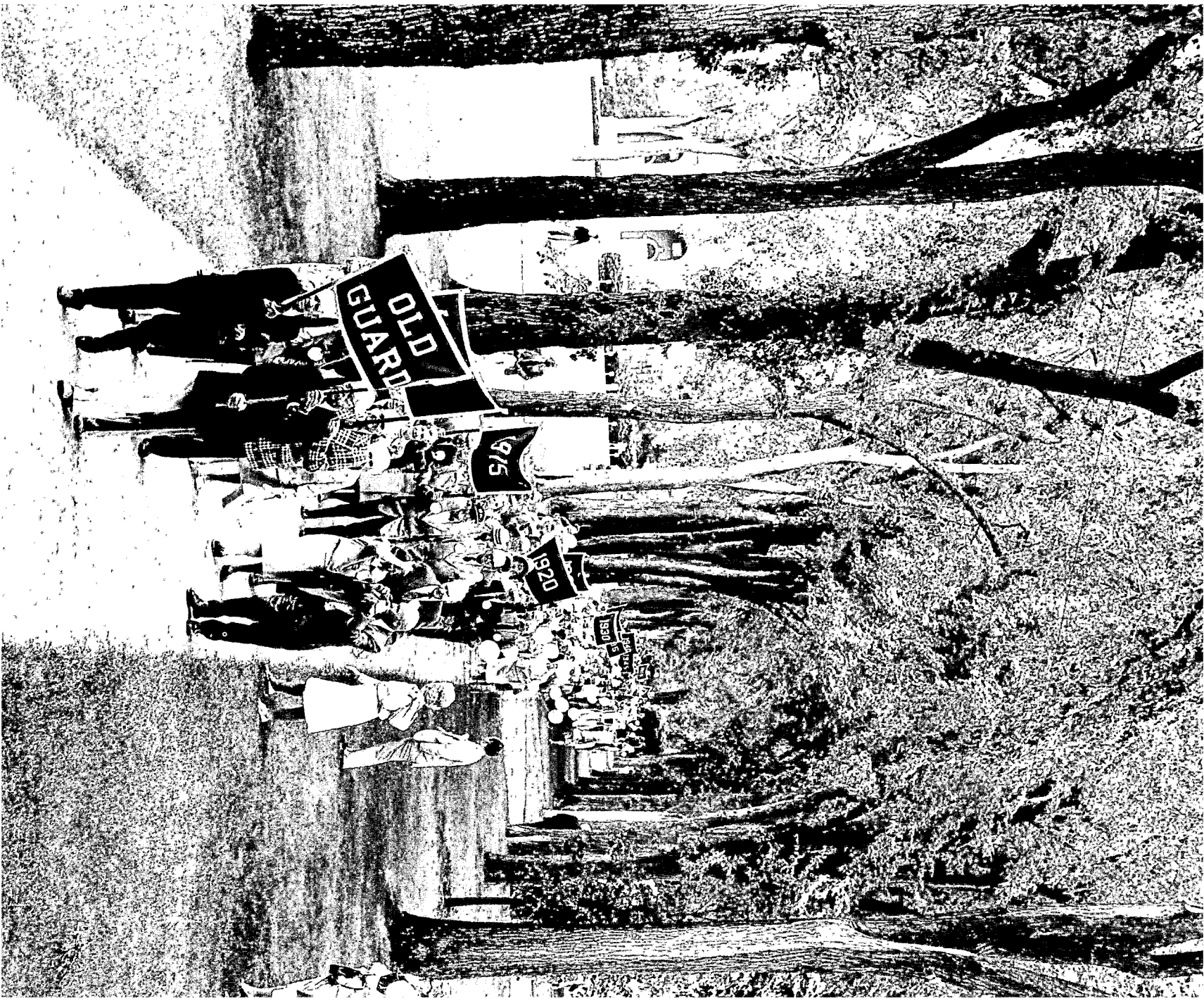
Admission to colleges is not based on a student's mere presence at Andover, but is based on how well the student has used this experience. All selective colleges exercise judgments relative to factors over and above academic ability in selecting a freshman class. While some of these factors relate to exceptional talents in one area or another, others are related to diversity in background and educational objectives.

The college admissions picture is entirely different and infinitely more complex now than it

was in past decades. Competition for admission to selective colleges is rigorous, and Andover students are encouraged to apply across a range of choices to colleges with varying degrees of selectivity. The one constant in all of this should be a real desire to educate oneself. To this end the College Counseling Office works with the class as a whole and with each candidate to help each one draw up a list of colleges that makes sense.

Phillips Academy seniors go to college well prepared for the academic program and social experience that lie ahead.





TRUSTEES

MELVILLE CHAPIN '36

A.B., J.D.

President

elected 1974

elected President, 1981

Cambridge, Massachusetts

DONALD W. McNEMAR

B.A., M.A., Ph.D.

Clerk

elected 1981

Andover, Massachusetts

ROBERT LIVINGSTON IRELAND III '38

A.B., LL.B.

elected 1960

Thomasville, Georgia

WILLIAM WADE BOESCHENSTEIN '44

S.B.

elected 1971

Perrysburg, Ohio

CAROL HARDIN KIMBALL '53

A.B.

elected 1974

New York, New York

RICHARD LEE GELB '41

A.B., M.B.A.

elected 1976

New York, New York

STEPHEN BRADNER BURBANK '64

A.B., J.D.

elected 1980

Philadelphia, Pennsylvania

ELIZABETH PARKER POWELL '56

B.A., M.A., M.B.A.

elected 1980

Wellesley Hills, Massachusetts

FREDERICK W. BEINECKE '62

B.A., J.D.

elected 1980

New York, New York

DAVID M. UNDERWOOD '54

B.A.

elected 1983

Houston, Texas

ALEXANDER B. TROWBRIDGE '47

B.A.

elected 1985

Washington, D.C.

JOHN D. MACOMBER '46

B.A., M.B.A.

elected 1987

New York, New York

BARBARA CORWIN TIMKEN '66

B.A.

elected 1988

New York, New York

Alumni Trustees

KATE SIDES FLATHER '59

B.A.

elected 1986 for 4 years

Concord, Massachusetts

HENRY G. HIGDON '59

B.A.

President of Alumni Council

elected 1988 for 2 years

Greenwich, Connecticut

MOLLIE LUPE LASATER '56

B.A.

elected 1988 for 4 years

Forth Worth, Texas

RICHARD J. PHELPS '46

B.A.

elected 1988 for 4 years

Hingham, Massachusetts

DONALD L. SHAPIRO '53

A.B., B.A.

Chairman of the Alumni Fund

New York, New York

GEORGE BUNDY SMITH '55

B.A., LL.B., M.A., Ph.D.

elected 1986 for 4 years

New York, New York

ROGER F. MURRAY 2nd '28

Consultant to the

Trustee Finance Committee

Wolfeboro, New Hampshire

Trustees Emeriti

PHILIP KIRKHAM ALLEN '29

A.B.

1969-1980

Andover, Massachusetts

GEORGE BUSH '42

A.B.

1967-1980

Washington, D.C.

JOHN LEWIS COOPER '31

A.B.

1968-1981

Dover, Massachusetts

CHARLES STAFFORD GAGE '21

A.B., A.M.

1952-1976 (Treasurer 1966-1976)

New Haven, Connecticut

CHARLES APPLETON MEYER '35

A.B.

1969-1988 (Treasurer 1976-1988)

Lake Forest, Illinois

JOHN USHER MONRO '30

A.B.

1958-1983

Jackson, Mississippi

GERARD PIEL '33

A.B., D.Sc., Litt. D., L.H.D., LL.D.

1969-1985

New York, New York

HEADMASTER'S OFFICE

DONALD WILLIAM McNEMAR

Headmaster

B.A., M.A., Ph.D.

PETER QUACKENBUSH MCKEE

Associate Headmaster

A.B., Ed.M.

JANE H. MUNROE

Executive Secretary to the Headmaster

OFFICE OF THE DEAN OF FACULTY

K. KELLY WISE

Dean of Faculty

A.B., M.A.

LYNDA DIAMONDIS

Secretary to the Dean of Faculty

OFFICE OF THE DEAN OF STUDIES

FRANK McCORD ECCLES

Dean of Studies

B.S.M.E., M.A.

HERBERT HARRY MORTON, III

Registrar

A.B.

STEPHEN D. CARTER

Scheduling Officer, Associate Dean of Studies

Sc.B., M.A.L.S.

ROSEMARIE ARMSTRONG

Recorder

B.S.

DEANS OF THE RESIDENTIAL CLUSTERS

JONATHAN STABLEFORD

Dean of Residence

B.A., M.A.T.

REBECCA M. SYKES

Abbot Cluster

A.B., M.S.W.

PAMELA BROWN

Pine Knoll Cluster

L.D., B.A., M.Ed.

HELMUTH W. JOEL, JR.

Rabbit Pond Cluster

B.A., M.A., Ph.D.

JOHN A. GOULD

West Quadrangle South Cluster

A.B., M.A.

VICTOR W. HENNINGSEN, III

Flagstaff Cluster

B.A., A.M., Ed.M., Ed.D

DAVID B. POTTLE

West Quadrangle North Cluster

B.A., Ph.D.

CARROLL WESLEY BAILEY

Director of Residential Affairs

A.B., J.D.

PRISCILLA K. BONNEY-SMITH

Associate Dean

B.A., M.A.T., M.A.

OFFICE OF THE DIRECTOR OF ATHLETICS

PAUL KALKSTEIN

Director of Athletics

A.B., M.A.T.

KATHERINE A. HENDERSON

Assistant Director

B.S., M.A.

BUSINESS OFFICE

NEIL H. CULLEN

Chief Financial Officer

B.A., M.A., Ph.D.

SUSAN GARTH STOTT

Director of Personnel and Business Services

B.A., M.C.R.P.

DONALD H. BADE

Comptroller

B.B.A.

JUDITH A. HAUPIN

Associate Comptroller

B.S.

OFFICE OF ADMISSION AND FINANCIAL AID

JEANNIE FORD DISSETTE

Dean of Admission

A.B., M.A.

REBECCA CARR

Asst. Dean of Admission

B.A.

ELIZABETH BRUNS EATON

Admission Officer

B.A.

CLEMENT MORELL

Director of Financial Aid

B.A., M.S.

PETER L. DRENCH

Asst. Dean of Admission

B.A., M.A.

ROBERT A. EDWARDS

Asst. Dean of Admission

B.A.

D. SCOTT LOONEY

Admission Officer

B.A.



FACULTY 1987-88

The date following the name indicates the year the instructor joined the Andover faculty. This reflects the faculty for the 1987-88 school year.

J. ELAINE ADAMS (1982)
Instructor in Physics and Astronomy (on leave)
B.S. Gordon; Ph.D. Northeastern

IRENE AGUERO (1987)
Instructor in Spanish
B.S. Northeastern University

MAX ALOVISETTI (1986)
Psychological Counselor, Instructor in Psychology
B.A., M.A. City College of NY; Ph.D. University of RI

JEANNE E. AMSTER (1979)
Dean of Studies (on leave)
Instructor in History and the Social Sciences
A.B. Mt. Holyoke; M.A. Stanford

CHARLES EMORY APGAR, III (1969)
Instructor in Physics
A.B. Earlham; M.A.T. Brown

JORGE ARTETA (1986)
Instructor in Spanish
B.A. Tufts

VINCENT B.J. AVERY (1976)
Instructor in Religion and Philosophy
S.T.L. Gregorian; S.T.D. Academia
Alphonsiana, Rome

JOHN E. BACHMAN (1987)
Director of Foundation and Corporate Support
A.B. Johns Hopkins, M.A. Wesleyan, Ph.D. American University

DONALD H. BADE (1975)
Comptroller
B.B.A. University of Wisconsin

KARL BADEN (1986)
Instructor in Photography, Director of Audio Visual Gallery
M.F.A. Univ. of Illinois;
B.A. Syracuse University

CARROLL WESLEY BAILEY (1970)
Director of Residential Affairs, Instructor in English on the Frederick W. Beinecke Teaching Foundation
A.B., J.D. University of Pittsburg

LESLIE BALLARD (1973)
Chair Department of Chemistry, Instructor in Chemistry and Biology
B.A. Sarah Lawrence; M.A.T. Harvard

SETH B. BARDO (1981)
Instructor in English

B.A. Yale; M.A.T. Harvard

DONALD THOMPSON BARRY (1980)
Instructor in Mathematics
B.A. Carleton; M.Div. Yale

YOLANDE BAYARD (1973)
Instructor in French
B.S., M.A. Central Connecticut State College

AUDREY NYE BENSLEY (AA 1965)
Instructor in Art

GORDON GILMORE BENSLEY (1949)
Chair Department of Art
Instructor in Art on the Ammi Wright Lancashire Foundation
A.B. Yale

LOUIS M. BERNIERI (1977)
Chair Department of English
Instructor in English on the John H. Porter, Jr. Bicentennial Instructorship
A.B. Harvard; M.A. Middlebury

GEORGE WILLIAM BEST (1958)
Instructor in Mathematics on the John Mason Kemper Foundation
B.S. Union College; M.A. Boston University

CARL BEWIG (1986)
Director of College Counseling
B.A. Oberlin College; M.A.Ed. Washington University (St. Louis)

LILING BIAN (1987)
Visiting Chinese Instructor
Tsitsihar Teachers' College

KATHRYN A. BIRECKI (1984)
Athletic Trainer
B.S. Central Connecticut State University

JENNIFER BOND (1985)
Instructor in Physics and Astronomy
B.A. Wellesley

PRISCILLA KEENE BONNEY-SMITH (1974)
Associate Dean
A.B. Bates; M.A.T. Brown;
M.A. Lesley College

JOANNE Y. BORLAND (1984)
School Physician
A.B. Bryn Mawr; M.D. Harvard

NANCY W. BOUTILIER (1984)
Instructor in English
A.B. Harvard

CAROLE BRAVERMAN (1979)
Instructor in English
B.A. Brooklyn, M.A. Purdue

Faculty

- CAROLYN B. BRECHER (1974)
Instructor in Modern Dance, Assistant in Audio-Visual
A.B. Bard
- NANCY B. BROTHER (1981)
Director of Academic Counseling Program
B.S. University of Nebraska; Ed.M. University of Lowell
- MICHAEL BROWN (1986)
Technical Director Theater Department
- PAMELA BROWN (1980)
Dean of Pine Knoll Cluster, Educational-Director of Computer Literacy Center
B.A. Penn State; M.Ed. Boston College; L.D. Certificate Curry College
- JAMES LEIGHTON BUNNELL (1967)
Instructor in History and the Social Sciences
A.B. University of the South; A.M. Vanderbilt
- J. FLETCHER CARR (1987)
Assistant Director of Annual Fund
B.A. Williams
- REBECCA CARR (1986)
Asst. Dean of Admission
B.A. Mount Holyoke College
- ADELA CARTER (1986)
House Counselor
A.B. Brown; M.L.S. University of Rhode Island
- STEPHEN DOUGLAS CARTER (1980)
Scheduling Officer, Associate Dean of Studies, Instructor in Mathematics
Sc.B Brown; M.A.L.S. Wesleyan
- DOUGLAS P. CHAMBERLIN (1986)
Director of Computing
B.A. Plymouth State College
- JOHN PATTEN CHIVERS (1960)
Instructor in German
A.B. Wesleyan; A.M. Middlebury
- ANDREW J. CLINE (1979)
Instructor in Mathematics
B.A. College of Wooster; M.A.L.S. Wesleyan
- DAVID OWEN COBB (1968)
Instructor in English on the Elizabeth Milbank Anderson Foundation
A.B. University of Maine; A.M. Middlebury
- THOMAS EDWARD CONE, III (1966)
Instructor in Biology
B.S. Trinity; M.A.T. Brown
- CATHERINE A. CONSIGLIO (1987)
Instructor in Music
B.M. Wichita State Univ.; M.M. New England Conservatory
- CHRISTOPHER CAPEN COOK (1964)
Director of the Addison Gallery of American Art on Kemper Directorship Foundation, Instructor in Art
A.B. Wesleyan; M.F.A. University of Illinois
- JENIFER M. COOKE (1983)
Director of Alumni & Development Information Systems
B.A. Dartmouth
- ALBERT COONS (1979)
Instructor in Mathematics
B.A. Johns Hopkins
- DOUGLAS EVERETT CRABTREE (1971)
Chair Department of Mathematics, Instructor in Mathematics on the Jonathan French Foundation
A.B. Bowdoin; M.A. Harvard; Ph.D. University of North Carolina
- BRUCE M. CRAWFORD (1980)
Director of Physical Plant
B.S., M.M.S. Lowell Tech
- ROBERT LEE CRAWFORD (1971)
Instructor in History and the Social Sciences
B.A. Northwestern; S.T.B. The General Theological Seminary; M.A. University of Pennsylvania
- ELIZABETH W. CULLEN (1987)
Director of Parent Fund
B.A. University of Rochester
M.A. Cornell
- NEIL H. CULLEN (1986)
Chief Financial Officer
B.A. U. of Rochester; M.A. Cornell; Ph.D. Michigan State U
- GRACE E. CURLEY (1986)
Director of Planned Giving
A.B. Brown
- MARGARITA CURTIS (1986)
Chair Department of Spanish, Instructor in Spanish
B.A. Tulane; B.S. Mankato State Univ.; M.S. Harvard University
- KATHLEEN MARY DALTON (1980)
Instructor in History and the Social Sciences
B.A. Mills; M.A., Ph.D. Johns Hopkins
- LINDA DEMMERS (1986)
Director of Oliver Wendell Holmes Library
A.B. Vassar College; M.L.S. Simmons College
Graduate School
- JEANNIE FORD DISSETTE (1985)
Dean of Admission on the Joshua Lewis Miner, III Deanship of Admission Foundation
B.A., M.A. University of Pennsylvania
- GEORGE MACNAMARA DIX (1972)
Instructor in Modern Languages
A.B. Brown; A.M. Middlebury
- JULIANN DOYKOS (1986)
Director of Membership and Public Relations for the Addison Gallery
B.A. Mount Holyoke
- PETER L. DRENCH (1987)
Asst. Dean of Admission, Instructor in History and the Social Sciences
B.A. Cornell Univ.; M.A. Tufts University
- TANYA DRENCH (1987)
House Counselor
B.S. Simmons; M.A. Lesley
- PAULA F. DREWNIANY (1981)
Instructor in Mathematics
A.B. Smith; MALS Dartmouth
- MARY RIMER DUKE (1987)
Instructor in French
B.A. Oberlin; M.A. Middlebury
- ELIZABETH B. EATON (1987)
Admission Officer
B.A. Brown University
- FRANK MCCORD ECCLES (1956)
Dean of Studies, Instructor in Mathematics on the Independence Teaching Foundation Endowment, Co-Director of Andover Dartmouth Teachers Institute
B.S.M.E. Princeton; M.A. Harvard
- HELEN M. ECCLES (1975)
Co-House Counselor, Co-Director of Andover Dartmouth Teachers Institute
A.B. Bryn Mawr
- GEORGE HOWARD EDMONDS (1961)
Co-House Counselor
A.B. Amherst; Ed.M. Harvard
- PATRICIA HOPE EDMONDS (1974)
Director of Capital Development
A.B. Mount Holyoke, M.A.T. Radcliffe
- ROBERT EDWARDS (1986)
Asst. Dean of Admission
B.A. Howard University
- ADA M. FAN (1983)
Instructor in English
B.A. Harvard-Radcliffe; M.S. Boston University; M.A. University of Rochester
- SUSAN FAXON (1986)
Curator of Addison Gallery
B.A. Smith College; M.S. Columbia School of Architecture
- MARION FINBURY (AA 1969)
Associate Director of College Counseling
A.B. Vassar

- EVERETT GENDLER (1977)
Jewish Chaplain, Instructor in Religion and Philosophy
B.A. University of Chicago; M.H.L. Jewish Theological Seminary
- EDWARD B. GERMAIN (1979)
Instructor in English
B.A. M.A., Ph.D. University of Michigan
- PETER ADDLEY GILBERT (1984)
Instructor in English, Editor of Andover Bulletin
A.B. Dartmouth; J.D. Georgetown University Law; M.A. University of Virginia
- LYDIA BUTLER GOETZE (1980)
Chair Department of Biology, Instructor in Biology
A.B. Radcliffe; M.A.T. Johns Hopkins
- JOHN ALLEN GOULD (1982)
Dean of West Quadrangle South Cluster, Instructor in English
B.A. Williams; M.A. Indiana University
- MARY FULTON GRAHAM (1985)
Instructor in English
B.A. Mount Holyoke; M.A. University of Virginia; Ph.D. University of New Hampshire
- RICHARD K. GROSS, S.J. (1981)
Roman Catholic Priest, Instructor in History and the Social Sciences and Religion and Philosophy, Co-Director of Community Service Program
A.B. Boston College; M.A. London School of Economics; M.Div. Weston School of Theology
- CHRISTOPHER JUDE GURRY (1974)
Instructor in History and the Social Sciences
A.B. Harvard; M.A. Tufts
- WOODRUFF WENDELL HALSEY, II (1986)
Executive Director of School Year Abroad
A.B. Princeton; M.A. Middlebury
- THOMAS ROBERT HAMILTON (1969)
Instructor in Biology
B.S. Tusculum College; M.S. University of Pennsylvania; M.A.T. Brown
- FRANK LEE HANNAH (1968)
Instructor in Mathematics
A.B., A.M. Dartmouth
- JUDITH ANN HAUPIN (1985)
Associate Comptroller
B.A. SUNY at Albany
- BARBARA E. HAWKES (AA 1972)
Instructor in Biology
A.B. Tufts; M.A. Northeastern
- KEVIN P. HEELAN (1983)
Chair Department of Theater, Instructor in Theater
B.A. St. Mary's College of Maryland; M.F.A. Smith
- KATHERINE ANNE HENDERSON (1984)
Assistant Director of Athletics
B.S. State University of New York; M.A. University of New Hampshire
- GARY HENDRICKSON (1986)
Graham House Counselor
B.A. Merrimack College
- VICTOR WILLIAM HENNINGSSEN, III (1974-79, 1985)
Dean of Flagstaff Cluster, Instructor in History and the Social Sciences
B.A. Yale; A.M. Stanford; Ed.M. Harvard; Ed.D. Harvard
- HENRY LYNN HERBST (1972)
Instructor in French
A.B. Hamilton; A.M. University of Pennsylvania
- SALLY CHAMPLIN HERBST (1974)
Instructor in French
A.B. Mount Holyoke; M.A. Tufts
- ALOYSIUS JOHN HOBAUSZ (1968)
Director of the Audio-Visual Center
S.B. Puskas Telecommunication Institute, Budapest
- THOMAS SALKALD HODGSON (1977)
Chair Department of Philosophy and Religious Studies; Instructor in Religion and Philosophy
B.A. Williams; M.A. Yale
- SUSAN B. HODGSON (1987)
House Counselor
B.A. Wellesley College
- LOUIS JOHN HOITSMA, JR. (1953)
Instructor in Mathematics
B.S., Ed.M. William and Mary
- CHENG-YU HUANG (1986)
Instructor in Mathematics
B.A. Shanghai Univ.; M.A. Ohio State Univ.
- CAROL ISRAEL (1985)
Psychological Counselor, Assistant Director of Psychological Services, Instructor in Psychology
B.A., M.A., Ph.D. University of Chicago
- MARGARET N. JACKSON (1983)
Director of Psychological Services, Chair Department of Psychology, Instructor in Psychology, Psychological Counselor
B.A. State University of New York
- (Binghamton); M.Mus Manhattan School of Music; M.A. Long Island University
- PAULETTE JILES (1987)
Writer-in-Residence
B.A. University of Missouri
- HELMUTH W. JOEL, JR. (1985)
Dean of Rabbit Pond Cluster, Instructor in English
B.A. Dickinson; M.A., Ph.D. University of Pennsylvania
- PENNY P. JOEL (1986)
House Counselor
B.A. Dickinson College
- SUZY C. JOSEPH (1980)
Instructor in French
Licence Anglais, La Sorbonne; M.A. Indiana University
- PAUL KALKSTEIN (1970)
Director of Athletics on the John H. Castle, Jr. Instructorship, Instructor in English
A.B. Princeton; M.A.T. Yale
- CAROLYN E. KELLY (1986)
Instructor in English
B.A. Yale College; M.A. Simmons College
- KAREN A. KENNEDY (1985)
Assistant to the Athletic Director and Instructor in Physical Education
B.S. Springfield College
- LORING GOSFORD KINDER (1984)
Instructor in Mathematics
B.S. St. Lawrence University; M.S.T. University of New Hampshire
- NICHOLAS VAN HOUTEN KIP (1968)
Instructor in Classics
A.B. Princeton; M.A. Trinity
- MARC DANA KOOLEN (1974)
Instructor in Biology
B.S. St. Lawrence; M.S. Purdue
- GEORGES NICOLAS KRIVOBOK (AA 1969)
Instructor in French and Russian
B.A. Swarthmore; M.A. Middlebury
- CARL EDWARD KRUMPE, JR. (1960)
Instructor in Classics and History on the Alfred Ernest Stearns Teaching Foundation
A.B. Wabash College; A.M. Brown
- ELIZABETH KRUMPE (1981)
House Counselor, Hostess at Cooley House
B.A. Radcliffe; M.A. Harvard
- DOUGLAS J. KUHLMANN (1983)
Instructor in Mathematics
B.S. St. Louis University; M.A., Ph.D. Northwestern

Faculty

- MICHAEL J. KUTA (1983)
Instructor in Physical Education, Head Athletic Trainer
A.S. Berkshire Community College; B.A. Northeastern
- KAREN E. LANDY (1987)
Jewish Chaplain
B.A. Connecticut College, M.A. Brandeis University
- BEATRICE LELU (1986)
Instructor in French
B.A., Maitrise de Lettres Doctorat, Université de Haute Bretagne
- CORNELIA W. LeMAITRE (1983)
Director of Annual Giving
B.A. Newton College of the Sacred Heart
- DONALD C. LEVESQUE (1986)
Director of Social Functions
B.A. Merrimack College; M.S. Lesley College
- MARIA LITVIN (1987)
Instructor in Math
M.S. Moscow School of Education
- ROBERT ANDREW LLOYD (1962)
Instructor in Art on the Independence Teaching Foundation Endowment
B.A. Harvard; M.Arch. Harvard Graduate School of Design
- SUSAN McINTOSH LLOYD (AA 1968)
Instructor in History and the Social Sciences and Music on the Marguerite Capen Hearsey Instructorship, Director of Urban Studies Institute.
A.B. Radcliffe; M.A.T. Harvard
- D. SCOTT LOONEY (1987)
Admission Officer
B.A. DePauw
- PETER A. LORENCO (1983)
Instructor in Music
- JOHN RICHARD LUX (1949)
Instructor in Mathematics on the Walter Scott Leeds Teaching Foundation
B.S. Pennsylvania State University; M.S. Ed. University of Pennsylvania
- THOMAS TOLMAN LYONS (1963)
Instructor in History and the Social Sciences on the Independence Teaching Foundation
B.A., M.A.T. Harvard
- DAWANG MA (1986)
Instructor in Chinese
B.A. Beijing Institute; M.A. Columbia Teachers College
- NORMA JEAN MABRY (1983)
Instructor in French
B.A. Middlebury
- JOHN R. MAIER (1987)
Instructor in Spanish
B.A. Ohio Wesleyan; M.A. Minnesota; Ph.D. Wisconsin
- TEMBA MAQUBELA (1987)
Instructor in Chemistry
B.S. Ibadan University
- VUYELWA MAQUBELA (1987)
House Counselor
B.A. Fort Hare University
- REBECCA D. McCANN (1977)
Instructor in Spanish (on leave)
A.B. Lake Erie; M.A. Middlebury
- MARY J. McCARTHY (1978)
Instructor in Art
A.A. Bay Path Junior College; B.A. William Paterson College
- SUSAN R. McCASLIN (1977–1981, 1985)
Instructor in Religion and Philosophy
A.B. Smith; M.T.S. Harvard Divinity
- THOMAS E. McGRAW (1983)
Instructor in English
B.A. Notre Dame; M.S. Boston University
- JEAN CRAWFORD McKEE (1974)
Director of Summer Session Admission
B.A. Middlebury
- PETER QUACKENBUSH McKEE (1947)
Associate Headmaster, Chair Department of Physics, Chair Science Division, Instructor in Physics on the Donna Brace Ogilvie Teaching Foundation
B.A. Middlebury; Ed.M. Harvard
- JOHN KENNEDY McMURRAY (1968)
Instructor in Art
B.A. Washington and Lee; M.A.T. Harvard
- BRITTA S. McNEMAR (1981)
Director of Summer Opportunities
A.B. Connecticut College;
M.S. Ed. University of Pennsylvania
- DONALD W. McNEMAR (1981)
Headmaster on the Foundation in honor of John P. Stevens, Jr. Instructor in History and the Social Sciences
B.A., Earlham; M.A., Ph.D. Princeton
- JOSEPH CALLENDER MESICS (1982).
Secretary of the Academy
B.S. Yale; J.D. Dickinson
- ELENA S. MICHELSON (1986)
Instructor in Russian
M.A. Institute for Foreign Languages, Moscow; B.A. Gnessin College of Music
- MARY SOPHIA MINARD (AA 1961)
Instructor in History and the Social Sciences on the Emilie Belden Cochran Foundation, Co-Director of Community Service Program
B.A. Smith; M.A.L.S. Wesleyan
- RONN NELS MINNE (1965)
Instructor in Chemistry on the Martha Cochran Foundation
B.S., A.M. Northwestern; Ph.D. Harvard
- LEON MODESTE (1986)
Instructor in Physical Education
B.S., Springfield College
- VINCENT JOSEPH MONACO (1984)
Instructor in Music
B.Ed. University of Massachusetts; M.M. Boston University
- CLEMENT MORELL (1958)
Instructor in Mathematics, Director of Financial Aid
B.A. Northern Michigan; M.A. University of Michigan; M. S. University of Illinois
- HERBERT HARRY MORTON, III (1975)
Registrar, Instructor in Mathematics
A.B. Dartmouth
- ROBERT ADAMS MOSS, JR. (1984)
Instructor in French
B.A., M.A. Trinity
- THYLIAS MOSS (1984)
Instructor in English
A.B. Oberlin; M.A. University of New Hampshire
- EMILIO MIGUEL MOZO (1984)
Instructor in Spanish
B.A. Sir George Williams University; M.A. McGill
- MARY MINOT MULLIGAN (1984)
Instructor in History and the Social Sciences
A.B. Mount Holyoke; J.D. Northeastern
- SIMON NORTHCOTE-GREEN (1987)
Exchange Instructor in English
Keble College, Degree in Mod. Hist. Reading University
Cert. Ed. Trinity College, Oxford
- KEVIN T. O'CONNOR (1985)
Instructor in English
B.A. University of Notre Dame;
M.A. University of Virginia
- DANIEL DRETZKA OLIVIER (1964)
Instructor in French
A.B. Haverford; M.A. Middlebury
- CONNIE L. OVERZET (1987)
Instructor in Math
A.S. College of DuPage, A.B. Boston University

- HAROLD HOLMES OWEN, JR. (1955)
Instructor in English and Theater
A.B. Amherst; M.A. University of New Hampshire
- ANN MARIE PARKS (1980)
Director of Publications
B.F.A. Rhode Island School of Design
- VINCENT PASCUCCI (1964)
Instructor in Classics and Modern Languages on the John Charles Phillips Foundation, Chair Department of Italian
A.B., M.A. Columbia; Ph.D. Brown; L.H.D. Georgetown
- RANDALL S. PEPPER (1978)
Instructor in English
B.A., Washington & Jefferson; M.A. University of New Hampshire
- DAVID ALBERT PENNER (1966)
Instructor in Mathematics
B.A. Amherst; M.A. University of Maryland
- ROBERT PETER PERRIN (1973)
Instructor in Mathematics and Physics
B.S., Ph.D., Massachusetts Institute of Technology
- FRANCESCA PIANA (1986)
Instructor in Spanish
B.A. Univ. San Francisco; M.A. Universidad de Salamanca
- THOMAS POOL (1981)
Director of Food Services
- DAVID B. POTTLE (1977)
Chair Department of Classics, Dean of West Quad North Cluster, Instructor in Classics
B.A. Northwestern; Ph.D. Tufts
- J. LAURENCE POWEL (1980)
Consultant to the Science Division, Assistant to the Director of Computing
S.B. Massachusetts Institute of Technology
- PHYLLIS WENDOVER POWELL (1976)
Instructor in History and the Social Sciences, Director of the Summer Session
B.A., Wellesley; M.A. Harvard
- MEREDITH PRICE (1963)
Instructor in English
A.B. Amherst; M.A.T. Harvard
- ALICE PURINGTON (1986)
Associate Director of College Counseling
B.A. Vassar College; M.Ed. Tufts University
- STEPHEN PURINGTON (1986)
Athletic Coach, House Counselor
B.A. University of Maine; A.A. Monmouth College
- EDWIN GUSTAVUS QUATTLEBAUM, III (1973)
Instructor in History and the Social Sciences
A.B. Harvard; M.A., Ph.D. University of California
- RUTH QUATTLEBAUM (1977)
Instructor in Art, Archivist
A.B. Wheaton; M.A. Columbia
- THOMAS JOSEPH REGAN (1955)
Instructor in English on the Frederick W. Beinecke Teaching Foundation
B.A. Yale; M.A. Boston University
- CAROL CAMERON RICHARDS (1976)
Academic Advisor, Athletic Coach
A.A. Bennett
- JOHN RICHARDS, II (1959)
Instructor in History and the Social Sciences on the Alfred Lawrence Ripley Foundation
A.B., M.A.T. Harvard
- JAMES MARSHALL ROGERS, JR. (1985)
Instructor in History and the Social Sciences
B.A. North Carolina Central University; M.A. Appalachian State University
- E. ANTHONY ROTUNDO (1981)
Instructor in History and the Social Sciences
B.A. Wesleyan; M.A.T. Harvard; Ph.D. Brandeis
- CATHY L. ROYAL (1985)
Minority Counselor, Instructor in English
B.A., M.A. Wayne State
- CRISTINA ALONSO RUBIO (AA 1965)
Instructor in Dance
Licensed by the Spanish Academy of Performing Arts
- ROBERT M. RYSHKE (1987)
Instructor in Biology and Chemistry
M.S. Univ. of Wisconsin-Madison, M.Ed. Teachers College Columbia University
- ELIZABETH K. SCHOENHERR (1986)
Assistant Director of College Counseling
B.A. Wesleyan; Ed.M. Univ. of California-Berkeley; Ed.D. Harvard
- NATALIE GILLINGHAM SCHORR (1974)
Chair Department of French, Instructor in French
B.A. McGill; d.e.s., Aix Marseille; M.A. University of Pennsylvania
- WILLIAM W. SCOTT (1987)
Instructor in Math
B.A. Univ. of New Hampshire, MALS Wesleyan University
- CHRISTOPHER LIVINGSTON SHAW (1982)
Assistant to the Headmaster, Director of Public Information
B.A. Wesleyan
- JAMES L. SHELDON (1977)
Curator of Photography
A.B. Cornell
- GERALD SHERTZER (1957)
Instructor in Art
B.F.A., M.F.A. Yale
- HOWARD F. SKLAR (1987)
Instructor in Physics
B.S.E. Univ. of Michigan
- BRUCE SMITH (1978)
Instructor in English
B.A., M.A. Bucknell
- NATHANIEL BALDWIN SMITH (1965)
Instructor in Mathematics on the George Peabody Foundation
B.S.E. Princeton; M.A. Northwestern
- ELAINE SPATZ-RABINOWITZ (1974)
Instructor in Painting
B.A. Antioch; M.F.A. Tufts University and Museum School
- JEAN MARY ST. PIERRE (AA 1963)
Instructor in English and Theater on Abbot Academy Teaching Foundation
A.B. Wheaton; M.A. Columbia
- JONATHAN A. STABLEFORD (1976)
Dean of Residence, Instructor in English
B.A. Williams; M.A.T. Wesleyan
- JAMES WALTER STEPHENS (1980)
Instructor in English
A.B. Princeton; M.A., M. Phil. Columbia
- JEANNE BUSSIERE STEPHENS (1978)
Instructor in English
B.A. Dartmouth; M.A. University of London, Queen Mary College
- SUSAN GARTH STOTT (1981)
Director of Personnel and Business Services
B.A. Wellesley; M.C.R.P. Harvard
- JOHN STRUDWICK (1984)
Instructor in History and the Social Sciences
B.Sc. London School of Economics; M.A. Queens University; Ph.D. University of Toronto
- HALE STURGES, II (1965)
Chair Foreign Language Division, Instructor in French on Frederick W. Beinecke Teaching Foundation
A.B. Harvard; M.A. Middlebury

Faculty

CRISTINA SUAREZ (1986)

Instructor in Chemistry
B.S., M.S. Purdue University

LISA JOHNSON SVEC (1986)

Instructor in German
B.A. Dartmouth

VICTOR SVEC (1980)

Chair Russian Department
Instructor in Russian
B.A. University of Washington

ELWIN SYKES (1973)

Instructor in English
A.B., M.A. Harvard

REBECCA M. SYKES (1976–84, 1988)

Dean of Abbot Cluster
A.B. Radcliffe, M.S.W. Simmons

FRANCES S. TAYLOR (1983)

Instructor in History on Lumpkin Family
Bicentennial Instructorship
B.A. University of Richmond; M.A., Ph.D.
Stanford

ERIC BROVEAUR THOMAS (1984)

Instructor in Music
B.M. New England Conservatory of Music

WILLIAM E. THOMAS (1974)

Chair Department of Music, Instructor in Music
B.A. Oberlin; M.F.A. Pennsylvania State
University

CRAIG THORN, IV (1982)

Instructor in English
B.A. Dartmouth; M.A. Brown

DENIS ROBERT TIPPO (1984)

Director of Alumni and Parent Affairs
B.A. Yale; M.Ed. University of Massachusetts

SHIRLEY A. VEENEMA (1979)

Instructor in Art
B.A. Bucknell; M.A. Glassboro State College

CHRISTOPHER R.H. WALTER (1982)

Instructor in Music
M.A. Queen's College; A.R.C.M. Royal
College of Music, London

ALEXANDER ZABRISKIE WARREN (1963)

Instructor in Mathematics
A.B. Harvard; M.A.L.S. Wesleyan

SARAH WARREN (1982)

Athletic Coach, Director of Language Laboratory
A.B. Wellesley

PETER CARLTON WARSAW (1984)

Instructor in Music
A.B. Harvard; M.M., D.M.A. Eastman School
for Music

ELIZABETH EBBOTT WASHBURN (1980)

House Counselor
B.A. Dartmouth

PETER DAVIS WASHBURN (1980)

Instructor in Mathematics
B.A. Syracuse

JOSEPH BELLEAU WENNIK (1967)

Chair Department of German, Instructor in
German, Assistant Director of College
Counseling
B.A. Yale; M.A. Middlebury

STEPHEN B. WICKS (AA 1972)

Instructor in Art

GREGORY JOSEPH WILKIN (1980)

Instructor in English
B.A. Yale; M.A. University of Toronto

DUNCAN WILL (1987)

Associate Director of Capital Development
A.B. Cornell University

J. DEREK WILLIAMS (1980)

Chair Department of History and the Social
Sciences; Instructor in History and the Social
Sciences
B.A. Wesleyan; M.A. University of North
Carolina

HENRY BOND WILMER, JR. (1970)

Instructor in French
B.A. Davidson; M.A. Middlebury

KENNETH KELLY WISE (1966)

Dean of Faculty, Instructor in English on the
William M. Newman Teaching Foundation
B.A. Purdue; M.A. Columbia

THOMAS A. WRAY (1985)

Instructor in Physical Education and Trainer
B.S. State University of New York;
M.A. Columbia

QIAN-ZHI WU

Instructor in Chinese
B.A., M.A. Beijing Institute; M.A. Columbia;
M. Phil Columbia; Ph.D. Columbia

DENISE M.T. YOCUM (1986)

Psychological Counselor
B.A. Quincy College; M.A. George Mason
University; Psy.D. Massachusetts School
of Professional Psychology

J. PHILIP ZAEDER (1977)

Protestant Chaplain, Instructor in English on the
Samuel Harvey Taylor Foundation
B.A., M.Div. Yale

TEACHING FELLOWS 1987–88

JOHN H. DORSEY

Teaching Fellow in Art
B.A. Wesleyan University

MATHEW R. GLENDINNING

Teaching Fellow in Classics
B.A. Dartmouth College

CHRISTOPHER T. HOLLERN

Teaching Fellow in English
B.A. Lewis and Clark College

EVA HOLM-ANDERSEN

Teaching Fellow in Biology
B.A. Mount Holyoke College

LONNA M. JOHNSTON

Teaching Fellow in Math
B.A. Pomona College

ROBERT C.B. LONG

Teaching Fellow in English and Theater
B.A. Yale University

ELIZABETH McHENRY

Teaching Fellow in English
B.A. Columbia University

ERIN McKENNA

Teaching Fellow in Philosophy and Religion
B.A. Claremont McKenna College

ELISE L. NILER

Teaching Fellow in Russian
A.B. Dartmouth College

CHARLES A. RICHARDSON

Teaching Fellow in Physical Education
B.A. Assumption College

PETER S. SILBERMAN

Teaching Fellow in Music
B.M. Oberlin Conservatory

REED R. STEVENS

Teaching Fellow in Math
B.A. Pomona College

ELIZABETH D. UMLAS

Teaching Fellow in Spanish
B.A. Harvard University

ROCHELLE WAGNER

Teaching Fellow in Biology
B.A. University of Chicago

S. THAYER ZAEDER

Teaching Fellow in Art
B.F.A. Philadelphia College of Art

FACULTY ASSOCIATES

BARBARA CATAUDELLA

Hostess at the Underwood Room

JENNIFER CLINE

Assistant to Director of Computing and Editor of the Gazette

B.A. College of Wooster

MARGARET F. COUCH

Assistant Cataloguer

A.B. Wheaton

MARJORIE CROSSLEY, R.N.

Nurse, Isham Infirmary

Lawrence General Hospital School of Nursing

BETTINA A. DORNBUSCH

Computer Assistant

B.S. Central Michigan Univ.

ALEXANDRA DRISCOLL

Assistant Director of Audio Visual

M.Ed. Boston College

J. JOSEPH GERRY

Computer Operator

A.S. Nasson College

AGATHA L. GIGLIO

Nutritionist, Isham Infirmary

B.S. University of New Hampshire
M.S. Framingham State College

GLORIA A. HOLBROOK, R.N.

Nurse, Isham Infirmary

Lawrence General Hospital School of Nursing

MARIE-LUISE KRIVOBOK

Hostess at Cooley House

R.N. Sankt Hedwig Klinik, Mannheim, W. Germany

JANICE M. LISIAK

Administrative Director Computer Center

B.A. Carlow College

ROBERT MAYO

Computer Assistant

A.S. Northeastern Univ.

JOANNE MULDOON, R.N.

Nurse, Isham Infirmary

St. John's Hospital School of Nursing

VIRGINIA M. MURPHY, R.N.

Nurse, Isham Infirmary

St. John's Hospital School of Nursing

DIPIKA PATEL

Laboratory Technician

M.S. University of Lowell

RACHEL K. PENNER

Head of Reference Services

B.A. University of Pennsylvania

CAROLYN D. SKELTON

School Organist

B.A. Hastings College; M.M. New England Conservatory of Music

JOAN VERETTE, R.N.

Nurse, Isham Infirmary

St. John's Hospital School of Nursing

JOAN C. WALSH, R.D.H.

Dental Hygienist

Forsyth Dental School

JO SUNG-CHUN WANG

Head Circulation Support Services

B.A. National Taiwan University;

M.A. Library School George Peabody College

SALLY SLADE WARNER

Assistant in Music Department and Academy

Carillonneur

Ch.M., A.A.G.O., American Guild of

Organists

LOUISE ZURAWEL, R.N.

Nurse, Isham Infirmary

St. Luke's Hospital, New Bedford

ABBOT ACADEMY EMERITI

MARY CARPENTER DAKE

Instructor in Physical Education, Emerita

Green Valley, Arizona 1925-1945

MARGUERITE CAPEN HEARSEY

Headmistress, Emerita

Bedford, Massachusetts 1936-1955

ANNA ROTH

Instructor in History, Emerita

Franklin, Massachusetts 1942-1956

HOPE COOLIDGE

Director of Food and Housing, Emerita

Concord, Massachusetts 1938-1962

GERMAINE AROSA

Instructor in French, Emerita

Essex, Massachusetts 1945-1969

PHILLIPS ACADEMY EMERITI

MILES STURDIVANT MALONE, Ph.D.

Instructor in History, Emeritus

Daytona Beach, Florida 1937-1962

EMORY SHELBY BASFORD, A.B.

Instructor in English, Emeritus

Gaithersburg, Maryland 1928-1964

FLOYD THURSTON HUMPHRIES, A.B.

Instructor in French, Emeritus

Naples, Florida 1937-1964

JOHN SEDGWICK BARSS, A.M.

Instructor in Physics, Emeritus

Andover, Massachusetts 1923-1965

JOHN BROMHAM HAWES, ED.M.

Instructor in English and Assistant Dean, Emeritus

Weston, Vermont, 1933-36, 1939-70

FREDERICK JOHNSON, S.B., Sc.D.

Director of the Robert S. Peabody Foundation and

Instructor in Anthropology, Emeritus

Andover, Massachusetts 1936-1969

LEONARD FRANK JAMES, A.M.

Instructor in History, Emeritus

Sun City Center, Florida 1932-1970

ALSTON HURD CHASE, Ph.D.

Instructor in Greek, Latin and History, Emeritus

Berwick, Maine 1934-1971

GEORGE KNIGHT SANBORN, S.B.

Instructor in Mathematics and Biology, Emeritus

Kennebunkport, Maine 1928-1972

JAMES HOOPER GREW, D. es L.

Instructor in French, Emeritus

Boston, Massachusetts 1935-1972

ROBERT WHITTEMORE SIDES, A.B.

Director of Admissions and Instructor in

Mathematics and Navigation, Emeritus

Marblehead, Massachusetts 1938-1972

ALLAN GEORGE GILLINGHAM, Ph.D.

Instructor in Latin and Greek, Emeritus

Berwick, Maine 1947-1974

SIMEON HYDE, JR., A.M.

Instructor in English, Dean of the Faculty,

Associate Headmaster, Emeritus

Correles, New Mexico 1950-1974

JAMES RUTHVEN ADRIANCE, A.B.

Assistant to the Headmaster and Director of

Admissions, Emeritus

Chapel Hill, North Carolina 1934-1975

FRANK FREDERICK DICLEMENTE, S.B.

Instructor in Physical Education, Emeritus

Andover, Massachusetts 1935-1975

HART DAY LEAVITT, A.B.

Instructor in English, Emeritus

Andover, Massachusetts 1936-1975

Faculty

RICHARD SAWYER PIETERS, A.M.
Instructor in Mathematics, Emeritus
Sun City, Arizona 1938–1975

C. JANE SULLIVAN, Ed.M.
Director of Abbot Alumnae Affairs, Emerita
North Andover, Massachusetts 1938–1976

CAROLYN ELIZABETH GOODWIN, A.M.
Dean of the Academy, Instructor in Mathematics,
Emerita
Easthampton, Massachusetts 1947–1976

ANNE LISE WITTEN, M.A.
Instructor in History and Social Sciences,
Emerita
Andover, Massachusetts 1955–1976

WILLIAM ABBOT MUNROE, A.B.
Associate Treasurer, Emeritus
Andover, Massachusetts 1960–1976

WILLIAM JOHN BUEHNER, M.A.
Instructor in Latin, Emeritus
Andover, Massachusetts 1958–1977

HARPER FOLLANSBEE, Ed.M.
Instructor in Biology, Emeritus
Fitzwilliam, New Hampshire 1940–1977

STEPHEN WHITNEY, M.A.
Instructor in French, Emeritus
Rochester, New Hampshire 1936–1977

STEPHEN STANLEY SOROTA, B.S.
Instructor in Physical Education, Emeritus
Centerville, Massachusetts 1936–1978

FREDERICK SCOLLER ALLIS, JR., L.H.D.
Instructor in History and the Social Sciences,
Emeritus
Harwich, Massachusetts 1936–1979

WILLIAM HAYES BROWN, M.A.
Instructor in English, Emeritus
Bath, Maine 1938–1979

WAYNE ANDREW FREDERICK, Ph.M.
Instructor in History and the Social Sciences,
Emeritus
Metairie, Louisiana 1962–1980

VIRGINIA POWEL, B.Des.
Instructor in Art, Emerita
Holmes Beach, Florida 1959–1980

ALBERT KARL ROEHRIG, Ed.D.
Counselor, Instructor in Psychology,
Emeritus
Francestown, New Hampshire 1954–1980

MARIE M. BARATTE, A.M.
Instructor in French, Emerita
Andover, Massachusetts 1946–1981

WILLIAM BIGGS CLIFT, JR., Mus.Ed.B.
Instructor in Music, Emeritus
Washington Court House, Ohio 1956–1981

DALTON HUNTER McBEE, A.B.
Admissions Officer, Emeritus
Newburyport, Massachusetts 1953–1981

FREDERICK ALMOND PETERSON, A.M.
Instructor in English, Director of Research and
Evaluation, Emeritus
Boston, Massachusetts 1946–1981

WILLIAM LOUIS SCHNEIDER,
Mus.Ed.B.
Instructor in Music, Emeritus
Mont Vernon, New Hampshire 1949–1981

FREDERIC ANNESS STOTT, A.B.
Secretary of the Academy, Emeritus
Andover, Massachusetts 1951–1982

MARJORIE ALEXANDER HARRISON, A.B.
Instructor in Physical Education, Director of the
Work Program, Emerita
Little Compton, Rhode Island 1968–1983

RICHARD STOCKTON MacNEISH, Ph.D.
Archaeology Research Associate, Emeritus
Andover, Massachusetts 1968–1983

THOMAS REES, Ph.D.
Instructor in Chemistry, Emeritus
Hamden, Connecticut 1960–1983

ALFRED JAMES COULTHARD, S.B.
Instructor in Physical Education, Emeritus
Andover, Massachusetts 1962–1984

DOROTHY Y. JUDD, M.A.
Instructor in Spanish, Emerita
Easthampton, Massachusetts 1948–1984

ROBERT EDWIN LANE, M.A.
Instructor in Latin and Russian, Emeritus
Hanover, New Hampshire 1955–1984

SHIRLEY J. RITCHIE, B.S.
Instructor in Physical Education, Emerita
Temple Hills, Maryland 1950–1984

JOHN GIBSON TOMLINSON, B.S.
Director of Energy Conservation, Emeritus
Andover, Massachusetts 1966–1984

JOSHUA LEWIS MINER III, A.B.
Dean of Admissions, Emeritus
Andover, Massachusetts 1952–1985

MICHAEL EDWARD MOSCA, M.B.A.
Director of Accounting, Emeritus
Lawrence, Massachusetts 1966–1985

ANGEL RUBIO Y MAROTO, M.A.
Instructor in Spanish, Emeritus
Brookline, Massachusetts 1965–1985

ALANSON PERLEY STEVENS III, M.A.
Instructor in Russian, Emeritus
Cornish, New Hampshire 1962–1985

HILDA STROOP WHYTE, M.S.
Instructor in Physical Science, Emerita
Centerville, Massachusetts 1967–1985

SAMUEL IRVINE ALLISON ANDERSON,
M.A.
Instructor in French, Emeritus
Andover, Massachusetts 1968–1986

PETER JOSEPH BALEYKO, S.B.
Assistant to the Comptroller, Emeritus
Nashua, New Hampshire 1970–1986

JOHN CLAIBORNE McCLEMENT, M.Ed.
Instructor in Mathematics and Director of
Financial Aid, Emeritus
Andover, Massachusetts 1952–1986

GEORGE A. NEILSON, Jr., M.Ed.
Business Manager, Emeritus
Mirror Lake, New Hampshire 1972–1986

PHILIP BROWNLIE WELD, M.S.
Instructor in Chemistry and Physics, Emeritus
Windham, New Hampshire 1951–1986

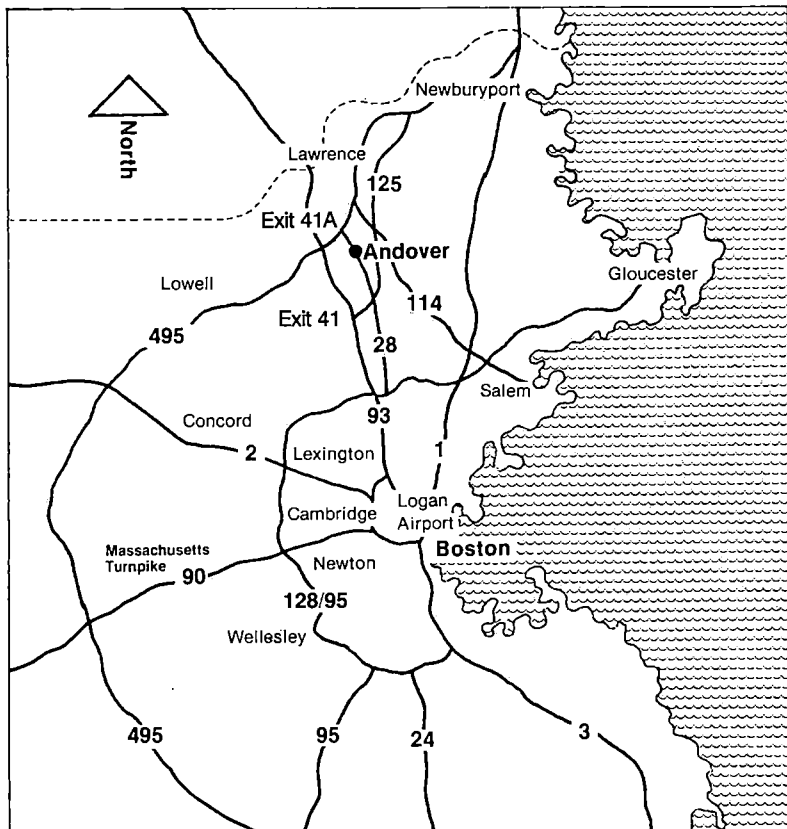
JAMES H. COUCH, M.A.
Instructor in Spanish, Emeritus
Bradford, MA. 1953–1987

SHERMAN DRAKE Ed.M.
Instructor in Mathematics, Emeritus
Centerville, MA 1953–1987

EDMOND E. HAMMOND, Jr., Sc.M.
Instructor in Mathematics, Emeritus
Brunswick, ME 1953–1987

ROBERT PENNIMAN HULBURD, M.A.
Admission Officer, Emeritus
Bradenton, FL 1953–1987

HARRISON SCHUYLER ROYCE, Jr., M.I.A.
Instructor in History and the Social Sciences,
Emeritus
Plymouth, MA 1956–1987



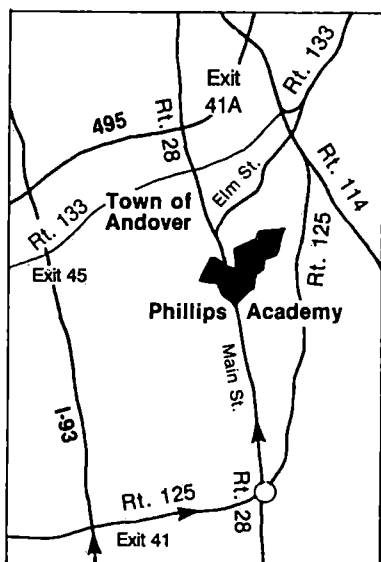
TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for 2 miles. Turn right onto Route 28 and go north about 4 miles to the Andover campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. The Admission Office is the first building on the right.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take Exit 41A marked Andover and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the Andover center. Turn left on Salem Street, by the Bell Tower.

Merrimack Transportation Co. runs buses to Andover from the Transportation Building in Park Square, Boston. Visitors should call the bus terminal at (617)* 686-2777 for up-to-date information.



Inns and Motels in the Area

Andover Inn
Chapel Avenue
Andover
(617)* 475-5903

Hampton Inn
Rte. 114
Lawrence
(617)* 975-4050

Koala Inn
River Road
Andover
(617)* 685-6200

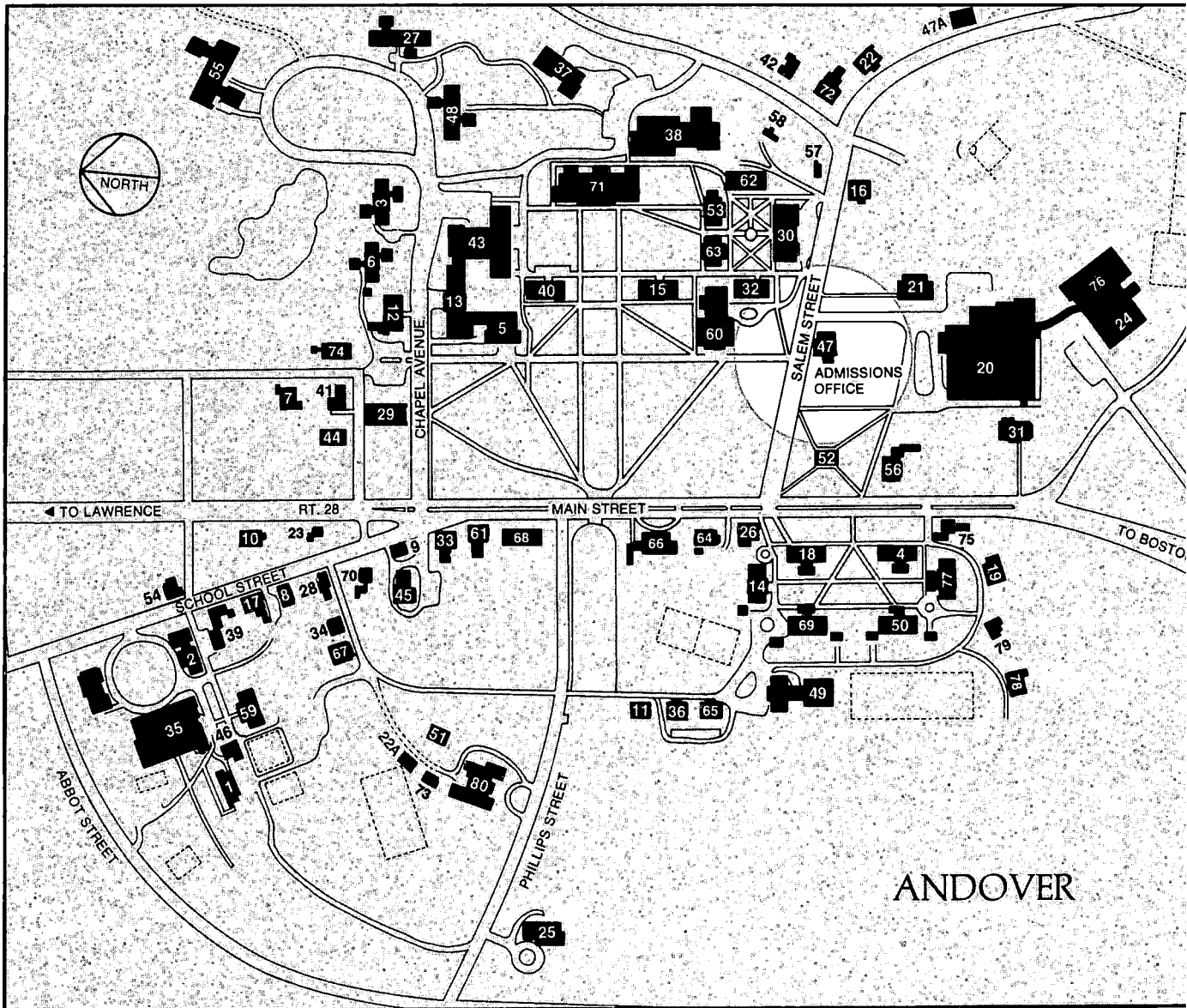
Marriott Hotel
123 Old River Rd.
Exit 45
Andover
(617)* 975-3600

Lowell Hilton
Lowell
(617)* 452-1200

Sheraton Rolling Green Motor
Inn
Lowell Street
Andover
(617)* 475-5400

Hedricks' Bed and Breakfast
(617)* 475-3698

**Note: as of 7/88, area code will change from (617) to (508)*



INDEX TO BUILDINGS

- | | | | |
|-----|--|-----|---|
| 1 | Abbey House* | 46 | Hall House* |
| 2 | Abbot Hall | 47 | Hardy House (Admission Office) |
| 3 | Abbot Stevens House* | 47A | Hearsey House* |
| 4 | Adams Hall* | 48 | Henry L. Stimson House* |
| 5 | Addison Art Gallery | 49 | Isham Infirmary* |
| 6 | Alfred E. Stearns House* | 50 | Johnson Hall* |
| 7 | Alice T. Whitney House* | 51 | Junior House* |
| 8 | Alumni House* | 52 | Memorial Bell Tower |
| 9 | Phillips Hall | 53 | Morse Hall (Mathematics) |
| 10 | America House* | 54 | Morton House* (Alumnae) |
| 11 | Andover Cottage* | 55 | Nathan Hale House* |
| 12 | Andover Inn | 56 | Newman House* |
| 13 | Arts and Communications Center | 57 | Newton-Hinman House* |
| 14 | Bancroft Hall* | 58 | Nineteen Twenty-Four House |
| 15 | Bartlet Hall* | 59 | Office of Physical Plant |
| 16 | Benner House (Art) | 60 | Oliver Wendell Holmes Library |
| 17 | Bertha Bailey House* | 61 | Park House* |
| 18 | Bishop Hall* | 62 | Paul Revere Hall* |
| 19 | Blanchard House* | 63 | Pearson Hall (Classics) |
| 20 | Borden, Memorial and Abbot Gymnasiums | 64 | Pease House* |
| 21 | Bulfinch Hall (English) | 65 | Pemberton Cottage* |
| 22 | Burt House* | 66 | Phelps House* |
| 22A | Carriage House* | 67 | Power Plant |
| 23 | Carter House* | 68 | R.S. Peabody Foundation and Archaeological Museum |
| 24 | Case Memorial Cage | 69 | Rockwell Hall* |
| 25 | Chapin House | 70 | Samaritan House* |
| 26 | Churchill House* | 71 | Samuel Phillips Hall (History and Modern Foreign Languages) |
| 27 | Claude M. Fuess House* | 72 | Smith House* |
| 28 | Clement House* | 73 | Stott Cottage |
| 29 | Cochran Chapel | 74 | Stowe House* |
| 30 | Commons (Dining Hall) | 75 | Stuart House |
| 31 | Cooley House | 76 | Sumner Smith Hockey Rink |
| 32 | Day Hall* | 77 | Taylor Hall* |
| 33 | Double Brick House* | 78 | Thompson House* |
| 34 | Draper Cottage | 79 | Tucker House* |
| 35 | Draper Hall | 80 | Williams Hall |
| 36 | Eaton Cottage* | | |
| 37 | Elbridge Stuart House* | | |
| 38 | Evans Hall (Science) and Office of Academy Resources | | *Dormitory |
| 39 | Flagg House* | | |
| 40 | Foxcroft Hall* | | |
| 41 | French House* | | |
| 42 | Frost House* | | |
| 43 | George Washington Hall | | |
| 44 | Graham House (Psychology) | | |
| 45 | Graves Hall (Music) | | |

INDEX

- Academic Calendar 1988-89 49
 Academic Advising 19, 27
 Academic Departments 28
 Activities 20
 Administration and Faculty 72, 73
 Admission 50; Financial Aid and Expenses 53; Application Deadline 50; Interview Schedule 51
 Advisors, academic 19, 27
 Alumni Admission Representatives 54
 Andover Life 9
 Applications for Admission 50; for Financial Aid 54
 Archaeology study 39; Museum, The Peabody Foundation for Archaeology 25
 Art 28
 Art Gallery, The Addison Gallery of American Art 24
 Astronomy 40
 Athletics 47
 Bills, payment of 52
 Biology 39
 Buildings, map of 82
 Calendar for Academic Year 49
 Chemistry 40
 Chinese 36
 Classes, size 27
 Classic Studies 31
 Clubs and Activities 20, 21
 Clusters 16
 College Admissions 69
 College Counseling 69
 College Matriculations 68
 Community Service 20
 Complementary Programs 43
 Contents, Table of 3
 Counseling, Discipline 18
 Psychological 19
 Course of Study 13, 27
 Curriculum 13, 27
 Daily Schedule 13
 Dance 28
 Day Student Candidates 52
 Deposit 52
 Dining Facilities 13
 Disciplinary System 18
 Dormitory Accommodations 16
 map of 82
 Drama 28
 Early Decision 51
 Ecology 41
 Emeriti Faculty 80
 English Department 31
 Examinations for Admission 51
 Examinations, Secondary School Admissions 51
 Expenses 53
 Faculty 73; Administration 72
 Fees and Expenses 52
 Financial Aid 53; application for 54; loans 53
 Foreign Languages Department 35
 French 36
 Furnishings and Equipment 53
 Geographical Distribution 67
 German 36
 Greek 37
 Health Care 48
 Health Insurance 53
 History and the Social Sciences 33
 History of Phillips Academy 5, 9
 Independent Work and Off-Campus Projects 27, 44
 Insurance, Tuition payment 52
 Interdisciplinary Courses 41
 Internship, Washington, D.C. 44, 52
 Introduction to Andover 5
 Isham Health Center 48
 Italian 37
 Languages, Foreign 35
 Latin 37
 Library, Oliver Wendell Holmes 23
 Literature 31
 Loans 53, 54
 Map of the School 82; directions to the school 81
 Mathematics 34
 Medical Care 48
 Minority Counseling 19
 Modern Foreign Languages 35
 (MS)² 43
 Music, Department 29; instruction 29
 Office of, Admission 50
 the Headmaster 72; the Dean of Faculty 72; the Dean of Studies 72; the Deans of the Residential Clusters 72
 Philosophy and Religious Studies 39
 Photography 28, 30
 Physical Plant, map of 82
 Physics 40
 Postgraduate Candidates 51
 Publications, student 20, 21
 Psychology 41
 Religious Services, Programs and Activities 20
 Residential Life 13, 16
 Russian 37
 Sanctuary, Moncrieff Cochran 25
 Scholarships 53
 School Year Abroad 44
 Science Department 39
 Search and Rescue 48
 Secondary School Admissions Test (S.S.A.T.) 51
 Social Science 33
 Spanish 37
 Statistical Information 66
 Student Life 13
 Student Publications 20, 21
 Summer Session 43
 Table of Contents 3
 Theatre 28
 Trustees 71
 Tuition 52; payment schedule 52; refund plan 52
 Twelfth Grade or Postgraduate Candidates 51
 Visual Arts 28
 Visual Studies 28
 Washington Intern Program 44
 Work Program 17

The material in this catalog is intended to provide general information concerning Phillips Academy, Andover, rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.

Design by Ann M. Parks

Printed by The Graphic Supervisors, Inc.

Photography by Candace Cochrane

Bruce R. Conklin '78

Ed Eich '76

Richard D. Graber

Robert L. Hooper '80

Karsh, Ottawa

William D. Kummel '81

George MacNaughton

William Mercer

Anthony Oppenheim

Andrew D. Piper '72

Pot Pourii

John M. Snyder

Katrina Thomas



Phillips Academy, Andover, Massachusetts 01810

FACTS about Andover

Phillips Academy, Andover, MA 01810 (508) 475-3400

Headmaster: Donald W. McNemar

**The
Academic
Year**

Unless otherwise noted all facts are for the '89-90 academic year, Andover's 212th year.

Students

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Boarding	515	436	951
Day	126	140	266
Total	641	576	1217

Average Class Size: 14

Class distribution of students:

Grade 12 — 407, Grade 11 — 318

Grade 10 — 303, Grade 9 — 189

Geographic distribution of students: 1988-89

States (and D.C.) represented — 46

Foreign nationals — 92 from 32 countries

Admission Statistics:

Applicants — 2238

Admitted — 706

Matriculated — 453

56% from public schools

44% from private, parochial, military, or
foreign schools

7% alumni/ae sons or daughters

Faculty

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Full time	130	64	194
Part time	16	36	52
Total	146	100	246

Highest Degree:

Ph.D. 40

Masters 133

Bachelors 66

No Degree 7

Most instructors live on campus and serve as
dormitory counselors, academic advisors and/or
coaches.**Expenses**

Tuition and other expenses:

Boarding \$13,500

Day 10,300

Estimated additional

miscellaneous expenses 750

**Financial
Assistance**Financial Aid (Scholarships
and/or loans):

Recipients, 455 students (37%)

Student scholarship grants

(room, board and tuition) \$4,400,000

Grants for travel, fees, expenses 200,000

Student loans 250,000

An additional Parent Loan Plan is
available for middle income
families.275,000

Total financial assistance \$5,125,000

Endowment (6/30/89 market
value; approx.) \$174,400,000

over

Curriculum <i>The Academic Departments</i>	285 available courses; three 10-week terms Art Classical Studies English History & the Social Sciences Foreign Languages: Chinese, French, German, Russian, Latin, Greek, Spanish Mathematics Music Philosophy & Religious Studies Psychology Sciences: Biology, Chemistry, Physics Theatre & Dance
College Matriculations	The Class of 1989 matriculated at 98 different colleges and universities including Brown (23); Harvard (22); Yale (21); Princeton (12); Columbia (11).
Resources	Oliver Wendell Holmes Library: 101,000 vols.; Addison Gallery of American Art: 7,000 works, 1750 to 1980s; Audio-Visual Center; Graves Hall Music Center; Isham Health Center; Language Laboratory; Science and Computer Centers; Counseling Center; Minority Counseling Office; Campus, 500 acres.
Athletic Facilities	Athletics complex with facilities for 40 sports includes hockey rink, 2 swimming pools, 9 squash courts, 2 basketball courts, 2 dance studios, gymnastics and wrestling rooms, weight training room. Indoor facilities for track, tennis, and team practice. Outside track, 23 playing fields, 25 tennis courts, 2 paddle tennis courts; nearby ski jump and crew boathouse.
Off Campus Programs	Exchanges with China, USSR; School Year Abroad in France, Spain, Germany, Mexico; Washington Internships in Congressional offices; Urban Studies Institute, Lawrence, MA; Mountain School Program in Vermont; Maine Coast Program.
The Summer Session	Intensive academic program; focused college counselling; intensive Chamber Music Program; Intensive Studio Art; multi-level English as a Second Language; "OCEANS" (marine biology at sea); Computer Literacy Center. Summer '89: 778 students, 74 courses, 168 faculty.
(MS)²: Math & Science for Minority Students	A 3-summer program to enable minority public high school students talented in math/science to enter college majors and careers in science and mathematics. Est. 1976. Summer '89: 123 students. Funded by foundations and corporations.
Andover-Dartmouth Institute	A 4-week summer institute to strengthen the backgrounds of urban public school math teachers. Foundation funded.
Andover Visual Studies Institute	A 2-week summer program in visual education for teachers of all levels and disciplines.
Andover-Bread Loaf Writing Workshop	A 4-week summer institute to train urban public school teachers to become researchers in language and learning. Incorporates Andover/Boston Writing Project for Boston public high school students.

**1989-90
Andover
Course of Study**

Phillips Academy

Course of Study 1989-90

CONTENTS

2	General Description
8	Art
12	Classical Studies
13	English
17	Foreign Language Division
18	Chinese
19	French
21	German
22	Greek
23	Italian
23	Latin
24	Russian
25	Spanish
27	History and Social Science
33	Mathematics
37	Music
39	Philosophy and Religious Studies
41	Physical Education
42	Psychology
42	Science Division
43	Biology
45	Chemistry
46	Physics
47	Study Skills
47	Theatre & Dance

Course of Study

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. Placement in the year-level of a subject may be independent of a student's grade in school; through advanced placement at entrance or accelerated courses, many students fulfill requirements ahead of the normal year, thereby gaining increased opportunity for college-level or other elective courses. Instruction is given in all subjects usually required for entrance to higher institutions.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill level. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the previous classes or its equivalent. However, students are rated as members of a given class if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Every student is assigned to an Academic Advisor, who helps in the selection of courses that will meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. Students should familiarize themselves with the Academy's basic curriculum—both its requirements and its flexibility.

Members of the Upper Middle and Senior classes should become aware of the entrance requirements of the colleges they may wish to enter.

The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday

through Friday, and the other during which classes also meet on Saturday morning. There are roughly equal numbers of these five and six-day weeks in each trimester. Within a given week classes are scheduled to meet according to varying patterns: some for four forty-five minute periods; others for five such periods; and a few seminar and studio courses for two double-period blocks. Many departments offer yearlong courses as well as those which are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Special courses in Foreign Languages

Special courses covering the work of two years in one are open to qualified Seniors in Chinese, German, Greek, Italian, Latin, Russian, and Spanish. These 10-20 courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year, and therefore are not recommended for students of limited language ability. Entering Seniors with no previous foreign language experience must pass a 10-20 course as a diploma requirement.

Accelerated Sequences and Advanced Placement

The Andover curriculum offers accelerated sequences in most departments. It provides special programs in the modern foreign languages, designed to cover four years' work in three—or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree.

Advanced Placement Examinations are offered in: American History, Art History, Art Studio, Biology, Chemistry, Computer Science (A & AB), Economics, English Language and Literature, European History, French Language & Literature,

German, Government & Politics, Latin, Math (AB & BC), Music Listening and Theory, Physics (B & C), Spanish Language & Literature.

Independent Projects

A Senior whose academic record satisfies specified criteria may apply for an Independent Project in lieu of a course. Granting an Independent Project requires the availability of a faculty mentor to supervise the project, a favorable evaluation of the merits of the proposal, and final decision by the Dean of Studies. At the conclusion of the project, the student receives a grade of Honors, Pass, or Fail.

Off-Campus Programs and Projects

The school offers several off-campus residential programs. The *Washington Intern Program*, in which Andover joins with Exeter, allows a group of Upper Middlers and Seniors to spend the Spring Term living together in Washington and working in the offices of U. S. Senators and Congressmen. (See the History section.)

Selected students enrolled in Spanish at the third level or higher may elect a residential Spring Term of study in Mexico, or a Winter Term in Barcelona, Spain, as part of an exchange program.

Selected students of French may participate in a Fall Term exchange in Paris, France, or may spend the Winter Term in Antibes, France, attending local schools and living with a family in the city.

There are also opportunities for students to spend a term living and studying in Germany, Italy, Peoples Republic of China, or the Soviet Union.

In addition to school-sponsored programs, the trimester plan provides an opportunity for individual Seniors to arrange off-campus projects related to their special interests. Development of such projects depends upon individual initiative in the investigation of opportunities and careful planning of a course of study that will meet diploma requirements and also free a block of time during the ap-

propriate term. Participation in any off-campus project or program must be approved by the Dean of Studies.

School Year Abroad

Students may elect to spend their Upper Middle or Senior Year studying in France or Spain with *School Year Abroad*, originated as an off-campus program by Andover, later joined as a sponsor by Exeter and St. Paul's. Students live with host families, while pursuing a course of study under the supervision of teachers from the three original sponsoring schools. Although *School Year Abroad* is now an independent program, it provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their Academic Advisor and the *School Year Abroad* office (located in Samuel Phillips Hall on the Phillips Academy campus) for guidance in the selection of courses for the years prior to and following the year abroad.

The Mountain School Program

The Mountain School Program of Milton Academy is a trimester-long program for eleventh graders which offers students the opportunity to enjoy a different living and learning experience on a 300 acre farm in Vermont. Phillips Academy students may participate Fall Term only. Students will continue their academic courses in addition to activities which will emphasize practical skills and crafts. Students will work on The Mountain School farm which supplies most of the food and heat for the school.

Summer Session

The Andover Summer Session is a six-week academic enrichment program for boys and girls of high school age. Students who wish to receive Phillips Academy credit for courses taken at the Andover Summer Session must receive prior approval from the chairman of the department involved.

Planning a Program of Studies at Andover

The following is designed to help Andover students and their parents to understand the curriculum, and to show the major decisions, and their consequences, which face students at each stage of the four-year academic program.

Workload

Students are normally expected to carry five courses each term. Uppers or Seniors who face an unusually demanding term are occasionally advised to cut back to four courses. Over the span of their last two years, students are required to complete at least 27 trimester units.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about 9 hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard 4 to 5 hours of homework per week.

Academic Advising

Each student has an Academic Advisor; this member of the faculty is expected to guide the student in shaping a well thought-out, long-term academic program which will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations — insofar as they can be identified — are carefully considered, in addition to the necessity of meeting all of the diploma requirements. These needs may include college and career plans, strengths and weaknesses as revealed by previous performance and aptitude tests, and character and personal development.

The Advisor meets with the new student during the Orientation prior to the opening of school in September to review and approve the course selections which the student has made during the summer or spring. Subsequently the student meets with his or her Advisor midway through each term to make or confirm course selections for the up-

coming term and to review long-term plans.

In addition to the Academic Advisor, the House Counselor or Day Student Counselor must also approve the student's course selection for each trimester. From time to time during the academic year, the Counselor will report to parents concerning the student's growth and progress. Late in the spring students in the three lower classes and their respective Academic Advisors will prepare a selection of courses for the coming year; a copy of this selection will be mailed to parents in June. The Academic Advisor will welcome any information and suggestions that parents may wish to offer.

Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover; the student must be in good standing (not on Probation or under Suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

A student's required program normally includes nine trimester credits in a foreign language, eight in mathematics, three trimester credits in United States History, plus an additional trimester course in history taken at the Upper Middle or Senior level, a full-year course in a laboratory science, plus an additional three trimesters of science (for three and four-year members of the Class of 1990 the requirement is just the yearlong laboratory course), one trimester of art (usually *Visual Studies - Art 10*), one trimester of music (usually *The Nature of Music - Music 20*), and nine of English — these to include *English 10* (for ALL entering Juniors), a yearlong course of competence in writing and reading and a three-trimester sequence of general literature. In order to be eligible for a diploma all students must satisfy the swim requirement of the Department of Athletics. Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors and Lower Middlers must pass *Physical Education 10* in addition to required athletics; all three and

four-year students must pass, prior to graduation, a one-trimester course offered by the Department of Philosophy and Religious Studies. Entering Upper Middlers need pass only one trimester of either art or music at the Academy. Entering Seniors are not required to take either art or music. Some modifications of the language requirement are made for entering Upper Middlers and Seniors. Entering Seniors with no previous foreign language experience must pass a 10-20 course in a foreign language. A Senior must *earn* a minimum of twelve graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their Spring Trimester. Independent Projects are counted as graded courses.

Credits (trimester) required for the diploma are:

For Entering Juniors 54

For Entering Lowers 51

For Entering Uppers 48

For Entering Seniors 48

Newly Admitted Students

Students entering for their first year are sent placement material, including some forms for present teachers to complete and a self-administered diagnostic test in elementary algebra. These items are used by the Academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a Course Selection form, indicating the courses that they wish to take during the coming year. Although the placement material may alter somewhat a student's preliminary selections, it is helpful, for planning purposes, to know the levels that each student thinks he or she is ready to enter.

The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his changing situation, the *future consequences* of each course should be noted, for certain choices in one year open the way to later options and may close the door to others.

Academic Program Guidelines

In order to promote both breadth and depth in students' academic programs, the Faculty has voted the following guidelines, which are in addition to the Diploma Requirements listed above. These represent what the Faculty *strongly urges* students to do. The Academic Advisors recognize that there will always be some acceptable student programs which do not follow these guidelines.

All Juniors and Lowers should take English, mathematics, and foreign language every term.

By the end of Lower year each four-year student should have taken some history and some science.

By the end of Lower year each four-year student should have taken *Art 10* or *Art 11*.

All Uppers should take English all year.

In their Upper and Senior years students should take a total of at least four trimesters of mathematics and science, with at least one trimester in each of these two areas.

All Seniors should take, during each term, a course in which they do some writing in the English language.

All three- and four-year students will be advised to take more than the minimum diploma requirements in the arts (Art, Music, Theatre and Dance).

JUNIOR YEAR

Each trimester a Junior must take five courses. Students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program should resemble the following outline:

1. Math—enter the sequence by placement of the department;
2. Foreign Language—begin sequence (usually a yearlong course at the 10-level);
3. English—*English 100*

General Description

- 4. Elective
 - 5. Elective
- | |
|--|
| Art, Classics, Computer, History,
another Language, Music, Physical
Education, RelPhil, Science, Study
Skills, Theatre. |
|--|

LOWER MIDDLE YEAR

Each trimester a Lower Middler must take five courses. New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the Spring. A few students take the CEEB Achievement Tests during the Lower Middle year. In selecting courses, students are reminded to check the diploma requirements. A Lower's program should resemble the following outline:

New Students

1. Math—(usually *Mathematics 19* or *Mathematics 21*);
 2. Foreign Language—enter the sequence by placement of the department;
 3. English—enter sequence (*English 200*);
 4. Elective
 5. Elective
- | |
|---|
| Art, Classics, Computer, History,
another Math, another Language,
Music, Physical Education, RelPhil
Science, Study Skills, Theatre. |
|---|

Returning Students

1. Math—continue the sequence (*Mathematics 21, 22, 32*);
 2. Foreign Language—continue the sequence;
 3. English—continue sequence (*English 200*);
 4. Elective
- | |
|--|
| Art, Classics, Computer, History,
another Math, another Language,
Music, Physical Education, RelPhil,
Science, Study Skills, Theatre. |
|--|

Students wishing to participate in the *School Year Abroad Program* during their Upper Middle year should discuss these plans with their Academic Advisor and seek guidance for the selection of courses for the Lower Middle Year. Participation in any off-campus project or program must be approved by the Dean of Studies.

UPPER MIDDLE YEAR

During the Upper Middle and the Senior Years, a student must accumulate a total of 27 trimester units in blocks of four or five courses per trimester. A Pass/Fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the Preliminary Scholastic Aptitude Tests (PSAT) in the fall; all take the CEEB Scholastic Aptitude Tests in January; and many take the CEEB Achievement Tests in the June of their Upper Middle year. Some also take the CEEB Advanced Placement Tests in June of their Upper Middle Year. As a matter of general policy Academic Advisors encourage "depth" in the selection of courses for the Upper Middle Year. In selecting courses students are reminded to check the diploma requirements. An Upper's program should resemble the following outline:

New Students

1. Math—enter the sequence by placement of the department;
 2. Foreign Language—enter the sequence by placement of the department;
 3. English—begin sequence (*English 250*);
 4. Elective
 5. Elective
- | |
|--|
| Art, Computer, History, another
Math, another Language, Music,
RelPhil, Science, Study Skills,
Psychology, Theatre. |
|--|

Returning Students

1. Math—continue the sequence (usually *Mathematics 34, 35, 36*);
 2. Foreign Language—continue the sequence;
 3. English—continue the sequence (*English 300, 310*);
 4. History—usually *History 30 (T2), 31 (The United States)*;
 5. Elective
- | |
|---|
| Art, Computer, another English,
History, another Math, another
Language, Music, RelPhil, Science,
Study Skills, Psychology, Theatre. |
|---|

Participation in any off-campus project or program must be approved by the Dean of Studies.

SENIOR YEAR

During the Upper Middle Year and the Senior Year, a student must accumulate a total of 27 trimester units in blocks of four or five courses per trimester. A Pass/Fail course may be elected only as a fifth course; however, an Independent Project, though marked on a Pass/Fail basis, is counted as a graded course.

A Senior must *earn* a minimum of twelve graded trimester credits during the Senior Year. Seniors must have passing trimester grades for all courses taken during their Spring Trimester. Many Seniors retake the CEEB Scholastic Aptitude Tests in November and the CEEB Achievement Tests in December, and take the CEEB Advanced Placement Tests in May. In selecting courses students are reminded to check the diploma requirements. A Senior's program should resemble the following outline:

New Students

1. Math—enter the sequence by placement of the department; if the requirement is not yet satisfied enter *Mathematics 40*;
 2. Foreign Language—enter the sequence by placement of the department if the requirement is not satisfied;
 3. English—usually *English 350-12*;
 4. Elective
 5. Elective
- | |
|---|
| Art, Computer, another English,
History, another Math, a 10-20
Language, Music, RelPhil, Science,
Study Skills, Psychology, Theatre. |
|---|

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students take *English 310* in the fall, and electives at the 400 and 500 level in the winter and spring.

Transferring and Dropping Courses

To transfer or drop a course, a student must obtain an official transfer slip from his or her Academic Advisor. This slip is then taken *as soon as possible* to the Scheduling Officer in George Washington Hall. Transfers into term-contained courses must take place during the first six calendar class days of the term. No course may be dropped after the end of the fourth week of classes of any term. Students wishing to drop yearlong or T2 courses prior to the normal end of the course, and after the first six calendar class days of the course, may do so only by gaining the approval of a group of five: the Department Chairman, the Dean of Studies, the student's House Counselor, Academic Advisor, and Instructor. Credit is granted at the discretion of the Department Chairman and only if the student is passing the course at the time it is dropped and only for that portion completed. Yearlong and T2 courses are considered to be long-term commitments.

Attendance

Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only Cluster Deans may give permission to extend weekend time, and they may do so without consulting Instructors.

Failed Courses

In most cases, continuing students may attempt to receive credit for a failed course by taking a make-up examination. Spring Term Senior Failures may be made up only following Commencement.

Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh, Apple IIe and Zenith (IBM compatible) computers. The center is open during the regular operating

hours of the library. A wide range of software is available, and instruction in computer usage is provided.

Personal Computers

Though there is no expectation that they do so, students are permitted to bring personal computers to the School and keep them in dormitory rooms (providing the monitor may not also be used as a television receiver). However, Phillips Academy can assume no responsibility for the care, security, or maintenance of these student-owned units. Further information concerning personal computers is available, upon request, from the director of the Computer Center.

College Entrance Examination Board Test Dates

Tests will be held on campus in 1989-90 as follows:

October 24	PSAT/NMSQT (<i>Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test</i>)
November 4	SAT/ACH
December 2	SAT/ACH
January 27	SAT/ACH
May 5	SAT/ACH
June 2	SAT/ACH
May 7-18	AP (<i>Advanced Placement Examinations</i>)

Course Enrollments and Cancellations

The School reserves the right to cancel, at any time up to the 3rd day of classes, any advertised course where enrollment is judged to be unacceptably small. Likewise, the School has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

Key to Course Designation

A course number ending in "0" denotes a yearlong course (Example: *Math 10-0*). A number ending "123" indicates that the course is term-contained, but sequential, and may be taken for one, two, or

three terms (Example: *Art 26-123*). A number ending in a single digit "1", "2", or "3" indicates a course that is term-contained, but one that may be taken only once (Example: *Music 20-2*). The designations 1, 2, and 3 indicate the trimester during which the course is offered: 1 = Fall; 2 = Winter; 3 = Spring. Some courses require a two-term commitment; they are indicated by a "(T2)" following the course name (Example: *Physics 52-12 Advanced Physics (T2)*). Check carefully each course description for any other limitations: Prerequisites, permission of instructor or department chairman required, etc.

Immediately below each course number is a 4-digit number in parentheses. This identification number (often referred to as the "computer number") is used for data-processing files and is required when a student registers for courses. The final digit of the computer number has roughly the same meaning as the last digit of the course number:

Final Digit: Indicates:

0	Yearlong course
1	Course offered in Fall Trimester
2	Course offered in Winter Trimester
3	Course offered in Spring Trimester
4	T2 course offered in Fall and Winter
5	T2 course offered in Winter and Spring

Course Descriptions

Art

The diploma requirement in Art is as follows: entering Juniors and Lower must take a trimester course in a Studio Art; an entering Upper must take a trimester course in a Studio Art or Music at the Academy; neither a Pass/Fail course nor an Art History Course is accepted as fulfilling the requirement. The basic course, *Visual Studies*, covers a broad range of material, is open to students of all abilities and experience, and is a prerequisite to al-

most all elective courses in Art. Exemption from this **prerequisite** is granted only on the basis of a portfolio of work judged satisfactory by the Chairman of the Department in collaboration with the teacher of the course which the student desires to enter. An acceptable portfolio should contain examples of two-dimensional work, three-dimensional work (slides or photographs are acceptable), and photography.

The College Entrance Examination Board offers students the opportunity to gain Advanced Placement in Studio Art in many colleges and Art Schools, thus enabling a student to by-pass basic design courses. Students must submit a portfolio of slides and original work to Princeton in May. Students interested in Advanced Placement should enroll in *Art 315-1* and two subsequent terms in Art.

Students wishing to apply for an independent project in photography will not be eligible until they have taken *Art 12*, *Art 26*, and two terms of *Art 306*.

With the exception of *Art 40* and *41*, no Art course, if failed, can be made up by examination.

Students should expect to help pay for art materials. Cameras are available for loan to scholarship students taking photography.

INTRODUCTORY STUDIO COURSES

10—1	(0101)	Visual Studies
10—2	(0102)	
10—3	(0103)	

Five prepared class periods. Not recommended for Juniors. In its emphasis on visual observation, interpretation, and organization, the basic course is designed to provide an understanding of how visual information is made and transmitted. Along with discussion of design problems, the student receives experience in photography, drawing, two-dimensional design, and three-dimensional construction. Previous experience in art is not required.

11—12	(0114)	Visual Studies for Juniors (T2)
11—23	(0115)	

(a two-term commitment)
Four prepared periods. Strongly recommended for Juniors. This course introduces students to the language of vision through drawing, photography, video, color, structure, and two- and three-dimensional design. Studio projects are coordinated with visits to the Addison

Gallery where students study original works of art that instruct and clarify their own art making activity. The course will fulfill the diploma requirement in art and will serve as the equivalent of Art 10 as a prerequisite for other Art courses.

16—12	(0164)	Extended Visual Studies (T2)
-------	--------	-------------------------------------

(a two-term commitment)

In addition to the material covered in Art 10, this course includes video, art history, and 3-D design, with projects in woodworking and welding. Besides fulfilling the diploma requirement, it is the preferred prerequisite and expanded foundation for students intending to continue in advanced studio courses. Not open to juniors.

12—1	(0121)	Introductory Photography
12—2	(0122)	
12—3	(0123)	

Prerequisite: Visual Studies (Art 10, 11 or 16). An introduction to basic out-of-doors photography, the course covers fundamentals of exposure, developing and print-making. A camera (35 mm. or 2 1/4) with manually controlled speed, aperture and focus is required; a light meter is not necessary. (Scholarship students may borrow cameras from the school.) Emphasis is on both darkroom technique and aesthetic quality. This course may be bypassed by students with previous experience through the presentation of a portfolio. Classes meet twice a week with six hours of preparation and weekly conferences with the teacher.

14—1	(0141)	Introductory Ceramics
14—2	(0142)	
14—3	(0143)	

Four classes per week plus evening studios. Basic techniques of hand-building, wheel-throwing, and glazing. Emphasis on the sculptural as well as the functional possibilities of clay. At least one raku firing each term, or a similar special project. No prerequisites, and does not fulfill the diploma requirement.

INTERMEDIATE STUDIO COURSES

Unless otherwise noted, the intermediate courses consist of four prepared classes each week. *Visual Studies (Art 10, 11, or 16)* is a prerequisite for all intermediate courses. Any of these courses may be taken more than once to increase proficiency, as the courses are designed to deal with individual needs.

20—1	(0201)	Drawing and Two-Dimensional Design
------	--------	---

Prerequisite: Visual Studies (Art 10, 11, or 16). A course designed to develop drawing and two-dimensional composition skills. Drawing includes: life drawing, still life,

and mono-printing. Two-dimensional design will deal with the organization of representational images, color, painting and collage. Continuation in Drawing (Art 20-23) or Two Dimensional Design (Art 23-23) in Winter or Spring is recommended.

20—23 (0202) Drawing (0203)

Prerequisite: Visual Studies (Art 10, 11, or 16). A course designed to develop observation and drawing skills in several media, based on the assumption that drawing is an end in itself as well as a skill basic to other media. Included: one life-drawing session each week.

23—23 (0232) Two-Dimensional Design (0233)

Prerequisite: Visual Studies (Art 10, 11, or 16). The course deals with one's ability to manipulate those elements most associated with the picture plane: color, line, shape, texture, and composition of flat materials. Work includes: 1) color—free studies and collages dealing with the structural and expressive nature of color; 2) drawing—exercises using pencil, pen, and brush, figure and landscape drawing; and 3) figure-ground—expanding the structural and illusionary aspects of figure-ground as an end in itself and as a basis for graphic and advertising design. (Mr. Shertzer)

24—23 (0245) Three-Dimensional Design (T2) (a two-term commitment)

Prerequisite: Visual Studies (Art 10, 11, or 16). This course identifies some basic areas of concern—equilibrium, economy, function, scale—within an ecological frame of reference. Studio problems in design and construction will draw on the student's ability to learn and apply problem-solving techniques creatively; discussion and written exercises will ask the student to think about design as it defines the human enterprise. An introductory course in physics, chemistry or biology, taken previously or concurrently, will be helpful. (Mr. Lloyd)

25—13 (0251) Artists' Books (0253)

Prerequisite: Visual Studies (Art, 10, 11, or 16). Through an exploration of calligraphy or photoillustration, paper-making and bookbinding, students may turn their thoughts, feelings and dreams into book format. Initial projects will be assigned to encourage experimentation, technique and problem solving. Group critiques as well as an exploration of the historical roots of book arts and photography are integral parts of this course. (Ms. McCarthy and Mrs. Quattlebaum)

26—123 (0261) Continuing Photography (0262) (0263)

Prerequisite: Art 12. An extension of Introductory Photography, the course goes deeper into technical proficien-

cy and aesthetic quality. Technical aspects include metering techniques, black and white filters, exposure and printing contrast controls, various developing styles and darkroom deviations. A camera and light meter are required. The student will be exposed to the works of various photographers so that he may gain a better sense of his own photographic style and identity. Classes meet twice a week with six hours of preparation and weekly conferences with the teacher.

27—13 (0271) Animation (0273)

Prerequisite: Visual Studies (Art 10, 11, or 16). An introduction to the art of illusion of motion through shooting still images frame by frame with 8mm sound motion picture film, with emphasis on making a very concise and carefully planned statement. Students may work in computer animation. (Mr. McMurray)

HISTORY OF ART COURSES

40—1 (0401) History of Art: Painting and Sculpture

Four prepared class periods. For Uppers and Seniors. Although a survey of Western Art from the cave painter to contemporary, the course examines four present-day directions by studying the historical styles as roots leading up to our time, with an emphasis on the 20th Century. (Mr. Bensley)

41—2 (0412) History of Art: Architecture

Four prepared class periods. For Uppers and Seniors. A survey of architecture and engineering from priestly civilizations to the present, the course emphasizes the architectural style as an expressive outgrowth of the culture that produced it. Combined with Art 40-1, this course should prepare students for the Advanced Placement Examination in Art History. (Mr. Bensley)

42—3 (0423) The American Renaissance: American Art 1876-1917

Open to all students. Prerequisite: Art 40 or Art 41, or permission of the instructor. A survey of American art produced between the Centennial Celebration of 1876 and World War I. The course will make extensive use of the Addison's collection, which is rich in this important period in American art. Discussion of art of the mid-century landscape traditions will serve as background for examination of such topics as the American Renaissance, Aestheticism, American Impressionism, and Social Realism. Artists and their work will be discussed within the historical, social, and cultural context that produced them. Lectures and class discussions will be coordinated with close study of works in the Addison's collection. (Ms. Faxon)

ADVANCED STUDIO COURSES

Visual Studies (Art 10, 11, or 16) is a **prerequisite** for all advanced courses. These courses may be taken more than once. Unless otherwise noted, Advanced Studio courses meet two double periods a week with four more hours required in the studio.

300—123 (0701) **Graphics and Photography**
(0702)
(0703)

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. Applying photography to graphic arts, particularly through photo-silkscreen, photo-etching, computer graphics, and photo-lithography. Individual experimentation is emphasized in an attempt to carry the expressive force of photography beyond darkroom techniques. (Mr. McMurray)

302—123 (0721) **Painting**
(0722)
(0723)

Prerequisite: *Visual Studies (Art 10, 11 or 16)*. An introduction to the basic elements and techniques of painting in oils. Specific problems are assigned to study the fundamentals of color, composition and space in painting, as well as to encourage the student's individual expression. Class critiques and discussions, slides, reproductions, and occasional field trips (depending on enrollment) are also part of the course. Previous experience is helpful but not necessary; students are encouraged to sign up for the full year if possible. (Ms. Spatz-Rabinowitz)

303—123 (0731) **Filmmaking**
(0732)
(0733)

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. This course combines viewing theatrical, documentary, and art films for discussion and criticism with the production of individual and group projects using super-8 film and/or video equipment. Course work will include developing film ideas, script-writing, shooting, editing and class critiques. (Mr. Sheldon)

304—123 (0731) **Advanced Ceramics**
(0741)
(0742)
(0743)

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. For those who are seriously interested in the total operation from design to execution. Hand-building, wheel-throwing, glazemaking (and some chemical analysis), responsibility for loading and firing electric, gas, raku, and salt kilns. Assigned reading and occasional field trips. Previous experience in clay is desirable. (Mrs. Bensley)

305—23 (0752) **Graphics: Computer or**
(0753) **Printmaking**

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. In the Winter Term this course will explore the major areas in the field of computer graphics: 2-D paint systems, 3-D graphics, and applications mixing photography, drawing, video and print with computer-generated and/or manipulated images. A series of small projects will cover the basics in each area. One major project follows, utilizing workstations which have image digitizing capacities and can output to slides, paper or video. Programming skills are not necessary, but students with programming experience will be encouraged to use it in accomplishing their final project.

In the Spring Term the course aims to give a student knowledge of different drawing techniques using printmaking media. If they wish, students can use computer generated images in their work. Students work with metal plate etching and dry point, collagraph and plate lithography. Printmaking allows students to see the successive conceptual stages an artist goes through in developing an image and encourages them to look at the many possible forms their images could take rather than focusing on one final product. (Ms. Veenema)

Advanced Photography

306-I—1 (0761) **Photojournalism**

Prerequisite: *Continuing Photography (Art 26)*. A photograph is a multi-dimensional experience. It can serve to recall persons or events; it can inform, inspire, and raise questions. It is a way of sharing an experience and one's relationship to it. The subject of this course is taking photographs that are deeply and personally felt and which, at the same time, can communicate to a wide audience. The commentary and images of several celebrated photographers will be presented for discussion. Projects will include individual photographs, essays, picture stories, journals, biographies, etc. While independent work is expected, some assignments will be given. (Mr. Wicks)

306-II—3 (0773) **Photo-Manipulations**

Prerequisite: *Continuing Photography (Art 26)*. In this course students will learn to increase the range and expressive potential of their photographs through a variety of darkroom manipulations and techniques, including multiple exposure, solarization, hand-coloring, toning and collage. Ideas involving words and photographs as well as sequencing of photographs will be discussed. The class will be conducted in seminar fashion, each student undertaking a term-long project of his or her own choosing. Class critiques will be regularly scheduled. (Ms. McCarthy)

306-III—2 (0782) **Studio Photography**

Prerequisite: *Continuing Photography (Art 26)*. Concentrating on portraiture and fashion photography, studio

strobes are used to achieve controlled lighting. Through various darkroom techniques and manipulation, along with individual experimentation, an attempt will be made to express personal ideas. Utilizing professional models from Boston agencies, the course is an introduction to commercial photography. (Mr. Bensley)

308—123 (0881) **Sculpture**
(0882)
(0883)

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. Offers an opportunity to work in practically every material available to the sculptor today, including wood, stone, metal, plastics, plaster, and others. It is therefore possible for students to develop into sculpture concepts discovered in *Visual Studies (Art 10)* or *Three-Dimensional Design (Art 24)* as well as ideas drawn from their own experience. Some outstanding work of recent classes includes the "avocado" by Seymour House '73, a thirty-foot welded construction which is now a permanent addition to the Underwood courtyard. Individual criticism is stressed. (Mr. Shertzer)

309—3 (0893) **Kinetics**

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. A search for the aesthetics of movement. Individual inventiveness is stressed as students pursue projects directed toward devices that produce implied or real motion. Self-perpetuated problem-solving situations become one of the prime values and objectives of the course. Projects range from simple mobiles and mechanical sculptures to computer graphics. (Mr. McMurray)

310—123 (0901) **Architecture**
(0902)
(0903)

Prerequisite: *Visual Studies (Art 10, 11, or 16)*. For Uppers and Seniors. *Three-Dimensional Design (Art 24)* recommended, but not required. The design of structures for human habitation involves a variety of basic considerations. In the fall, the course will concentrate on functional analysis of sheltered spaces and their organization. The winter term will survey methods of enclosing spaces at different scales and construction techniques, including some architectural detailing. The spring term will combine knowledge gained in the previous terms in a project or projects simulating the experience of architectural practice. The course fills the needs of students who are considering architecture as a field of concentration as well as of those who desire familiarity with the basics of environmental design. Although students are encouraged to take the course for three terms, each segment is planned to accommodate enrollment for that term alone. (Mr. Lloyd)

311—3 (0913) **Contemporary Communications**

Four prepared class periods. The course examines some of the bases of communication between and among peo-

ple. Material includes fiction, non-fiction, poetry, drama, motion pictures, and the visual arts. **Prerequisites:** Successful completion of a course in art, music, or theatre. The course engages in group projects aimed at public presentation. (Mr. Owen, Mr. Lloyd)

315—1 (0951) **Advanced Placement in Studio Art**

Prerequisite: *Visual Studies (Art 10, 11, or 16)* and two art courses. For Seniors who have taken at least two art courses beyond *Visual Studies*. This course is a seminar run via weekly critique sessions with instructor, and in which each student is expected to do at least nine hours of outside, independent work in preparation of her or his portfolio for *Advanced Placement* or for other use. A student enrolled in this course should plan to take at least one art course or project in Winter and Spring Terms. (Ms. Veenema)

Classical Studies

The Department of Classics offers the following courses in Classical Studies designed to provide Andover students a broad introduction to Classical Civilization through history, literature, mythology, and etymology. All courses are electives, open to the various classes as noted. The courses offered here require no knowledge of Greek or Latin. Courses in the Greek and Latin languages offered by the Department of Classics are described under Foreign Languages. For another course in Ancient History see *History 55—123*.

21—1 (5321) **Classical Civilization: Greece**
21—3 (5323)

Four prepared class periods. For Juniors and Lower Middlers. The course surveys the achievements of the ancient Greeks from Homeric times through Alexander the Great, including their impact on later civilizations in such areas as literature, art, philosophy, drama, government and science.

22—2 (5332) **Classical Civilization: Rome**

Four prepared class periods. For Juniors and Lower Middlers. The course introduces students to the civilization of Rome which dominated the Western World politically for a thousand years and culturally for even longer. The developing concepts of politics, law, and empire as we know them today are discussed. The course challenges the students to consider the meaning of the Roman experience in its glorious achievement of the "Roman Peace" as well as in its "Decline and Fall."

31—1 (5411)
 31—2 (5412)
 31—3 (5413)

Etymology

Four prepared class periods. For all classes. Training in the interpretation of English words by systematic analysis of elements derived from Greek, Latin and other Indo-European languages. Exercises expand vocabulary and develop precision of expression and understanding.

32—1 (5421)
 32—2 (5422)

Greek Literature

Four prepared class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual, and historical context. In what is essentially a history of ideas, the major *genres* of epic, tragedy, comedy, satire, history, erotic poetry, and philosophy are stressed as aspects of the wider evolution of European thought. The major problems which still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato and others. (Dr. Pottle)

33—2 (5432)
 33—3 (5433)

Classical Mythology

Four prepared class periods. Open to all classes. The interest of the Twentieth Century in Classical Mythology has stemmed from three main sources: the psychoanalytical use of myth, progress in the field of classical archaeology, and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves, and Levi-Strauss in anthropology leads to the detailed study of the myths of Oedipus, Theseus, and Agamemnon among others. The myths are considered living entities changing in the hands of each artist who deals with them whether it be Homer or Joyce, Aeschylus or O'Neill, an anonymous Greek vase painter or Dali, Euripides or Strauss. Works of literature, art, and music provide the core for the study of the use of myth in human life. (Mr. Krumpe)

English

The diploma requirements in English are to establish competence in writing and reading. For new Lower, this requirement is fulfilled by successful completion of *English 200*, *English 300*, and *English 310*. New Uppers fulfill their requirement by successful completion of *English 250*, *English 310*, and two terms of English electives. One year Seniors must take *English 350* and one term of an English

elective. (One year Seniors and post-graduates are interviewed by the Department Chair before the start of school and in some cases these students may be exempted from *English 350* to enroll in three terms of a 400 or 500 level English course.) Students entering the Junior class must take *English 100*. Juniors may not enroll in *English 200*.

The English Department also offers specialized courses for students who have already passed their requirements and elect to continue studying English. Related courses, whose prerequisites vary, are listed elsewhere in this booklet: e.g., under Performing Arts, Interdisciplinary Courses, Classics Courses, and Modern Foreign Language Courses in translation. *All English courses meet for four prepared classes a week, unless the course description states otherwise. No failed course may be made up simply by passing a make-up examination.*

100—0 (1100) **English: The Myth and the Journey**
 (Formerly *English 10*)

This course is *required* for all Juniors. As a foundation for *English 200* and *300*, the course studies a variety of literary forms and styles. Frequent writing assignments, close reading of such texts as *The Odyssey*, *Great Expectations*, *Black Boy*, *The Tempest*, and regular work with journal entries prepare the student for successful completion of the English requirements.

Juniors are also eligible to enroll in Etymology, which is described under Classics.

200—0 (1200) **Competence**
 The course in reading and writing uses a varied selection of short works from *The Competence Handbook*, anthologies, and the students' writing as the primary texts. The first term emphasizes paragraph coherence and basic skills through the writing of short compositions, expressive and expository; the second term focuses on clear and concise multi-paragraph essays and a documented inquiry that encourages the acquisition of important reading skills in conjunction with learning to write a paper in the Humanities. The third term includes close and accurate reading of the poem, the short story, and the short novel by having students write about point of view, characterization, tone, organization, diction, theme. Throughout the year we assume that reading and writing are activities and that the teacher's function is to help the student understand and perform these activities through practice, comment, and revision. The criteria for grading are the successful completion of assignments, the degree of improvement, and the quality of the

work. Designed to teach students to read as writers and write as readers, successful completion of *English 200* prepares students for the literature sequence and the specialized courses.

250—0 (1250) Competence/Literature Sequence for Uppers

A condensed version of *English 200* and *English 300*. Required of all new Uppers. Students completing this course take *English 310-1* in the fall.

300—12 (1304) The Seasons of Literature (T2)
(a two-term commitment) (formerly *Lit B*)

English 300 continues *English 200*'s movement toward literary analysis, developing critical skills through the study of novels, poetry, drama, and sometimes, film. The course provides a sense of literary mode; of historical perspective; of mythic, psychological, and cultural contexts, aiming at the development of a literary sensibility. While emphasizing the analytical — both the close reading of texts and focused writing that asserts a thesis and supports its points with extensive textual evidence — the course also encourages open discussion and more experimental forms of expression, such as journals, narratives, role-plays, parodies. The structure of the course is inspired by, but not governed by Northrop Frye's cyclical scheme of literature: tragedy (fall), irony (winter), comedy (spring), romance (summer). The first term pairs tragedy and romance, while the second term pairs comedy and irony, for balance through the separate terms. *Oedipus Rex* is required reading in the first term and *The Adventures of Huckleberry Finn* in the second; other works are selected by individual instructors from departmental lists covering the pre-Romantic, Romantic/post-Romantic, and modern periods (excerpted below), so that each period is represented in each term. Additional works (not necessarily from the departmental lists) are assigned by the various instructors. Approximately one-third of the reading is devoted to poetry, and substantial attention is given to women and ethnic writers. There is a departmental exam. **Prerequisite:** *English 200*.

Tragedy and Romance — Pre-Romantic: Selections from the *Bible* (e.g. Genesis, Job, the gospels); a play by Aeschylus; *Metamorphoses*, Ovid; *Beowulf*; *Everyman*; *The Spanish Tragedy*, Kyd; *Dr. Faustus*, Marlowe; *The Changeling*, Middleton; *The White Devil*, Webster; selections from *Paradise Lost*, Milton; poems by Spenser, Jonson, Donne, Herbert, Marvell; *Phedre*, Racine; tales collected by the Grimms.

Romantic/Post-Romantic: *Rime of the Ancient Mariner*, Coleridge; *Eve of St. Agnes*, Keats; *Frankenstein*, Shelley; *Wuthering Heights*, Bronte; short stories by Poe; *The Scarlet Letter*, short stories, Hawthorne; *Billy Budd*, *Moby Dick*, Melville; a play by Ibsen; a novel by Hardy; *Daisy Miller*, James; poems by Wordsworth, Shelley, Keats, Tennyson, Whitman, Dickinson.

Modern: *Heart of Darkness* Conrad; *House of Mirth*,

Ethan Frome, Wharton; *The Fountain Overflows*, West; *The Great Gatsby*, short stories, Fitzgerald; *The Sun Also Rises*, *Farewell to Arms*, short stories, Hemingway; *The Iceman Cometh*, *Long Day's Journey into Night*, O'Neill; *The Bear*, short stories by Faulkner; *Antigone*, Anouilh; *Native Son*, Wright; *Invisible Man*, Ellison; *Seize the Day*, Bellow; *The Fixer*, Malamud; *Wise Blood*, short stories, O'Connor; *Death of a Salesman*, Miller; *The Dutchman*, Jones; *House Made of Dawn*, Momaday; *Sula*, *Song of Solomon*, Morrison; *Book of Common Prayer*, Didion; *Love Medicine*, Erdrich; poems by Yeats, Eliot, Hughes, Berryman, Lowell, Brooks; a work by Cather, Steinbeck, Welty, McCullers, Baldwin; stories by LeGuin; plays by Fugard, August Wilson.

Comedy and Irony — Pre-Romantic: Works by Horace, Juvenal; selections from *Canterbury Tales*, Chaucer; *Volpone*, Jonson; poems by Donne, Herbert, Marvell; a play by Moliere; selections from Dryden, Pope; *The Country Wife*, Wycherly; *Gulliver's Travels*, "A Modest Proposal", Swift; *Candide*, Voltaire.

Romantic/Post-Romantic: *Pride and Prejudice* Austen, *Don Juan*, Byron; *David Copperfield*, *Hard Times*; Dickens; *Moby Dick*, Melville; poems by Browning; *Alice in Wonderland*, Carroll; *The Importance of Being Earnest*, *The Picture of Dorian Gray*, Wilde.

Modern: A play by Shaw; *Age of Innocence*, Wharton, *Decline and Fall*, *A Handful of Dust*, *The Loved One*, Waugh; *1984*, *Animal Farm*, Orwell; *Call It Sleep*, Roth; *Invisible Man*, Ellison; *Cat's Cradle*, *Slaughterhouse-Five*, Vonnegut; *Grendel*, Gardner; *Transformations*, Sexton; poems by Eliot, Auden, Cummings, Owen, Eberhart, Plath, Sexton; works by Nabokov, Malamud, Bellow, Roth, Cheever, Updike, Davies, Reed, Wolfe, Allen.

310—1 (1311) Shakespeare (formerly Lit C)
310—3 (1313)

An introduction to the study of Shakespeare. At least three plays will be read, one being *Hamlet*, with an emphasis upon close textual analysis. **Prerequisite:** *English 250-0* or *English 300-12*.

350—12 (1351) English (formerly English 300)
(1352)

A special course for all post-graduates, and one year Seniors. Its purpose is to provide the writing and reading skills taught in *English 200* as well as to expose students to substantial works of literature. While reading plays, poetry, short stories, or novels, students undertake intensive writing exercises and learn to write effective papers of greater length. (Mr. McGraw, Mr. Price)

351—12 (1361) English
(1362)

A special course, similar to *English 350*, but primarily for students for whom English is a second language. (Ms. Graham)

SPECIALIZED COURSES

Specialized Courses are open to students who have successfully completed *English 200, 300 and 310*. Courses numbered in the 500s are more intensive and demanding than those numbered in the 400s and may require more than the standard 4 to 5 hours per week of homework. Each course has four prepared class periods a week, unless specifically stated otherwise. Only courses with sufficient enrollment will be given.

401—123 (1411) **Non-Fiction Writing**
(1412)
(1413)

In this course writers will gain practice in these non-fiction modes: personal essay, analysis, argument, feature writing, and extended composition. There are daily writing assignments; class work focuses on student editing. The instructors assume that students entering the course write with grammatical and rhetorical competence. Students are encouraged to submit their work for publication in newspapers and magazines. (Mr. Gould)

403—123 (1431) **Introduction to Writing**
(1432)
(1433)

An introductory course to the writing of original stories, informal essays, and poetry. While examining examples of the genres mentioned, the student tries all these forms. With written permission from the department chairman, a student may take this course before he has completed the normal Competence-Literature sequence. (Mr. Owen)

405—123 (1451) **Literature of Two Faces**
(1452)
(1453)

The relationship between American and minority cultures. The course addresses one or two cultures in any given term. The instructors hope to introduce students to the myth, magic and hard realities of ethnic experience in this country. Authors students might read include Flannery O'Connor, James Baldwin, Gwendolyn Brooks, Leslie Marmon Silko, William Faulkner, June Jordan, N. Scott Momaday, Isaac Bashevis Singer, Sonia Sanchez, Imamu Amiri Baraka and Maxine Hong Kingston. (Ms. Moss, Mr. Thorn)

407—123 (1471) **Topics in English Literature**
(1472)
(1473)

Explores the diversity of English literature from Beowulf and medieval writers to James Joyce, Virginia Woolf, William Butler Yeats, and later moderns. Readings enable students to explore issue of self, society, and the uni-

verse that characterize different eras and that enlarge understanding of our literary tradition. Topics include English Comedy from Chaucer to Monty Python, the English Novel, the Literature of British Imperialism, Mythic Systems in British Writers and English Comic Theater.

408—123 (1481) **American Writers**
(1482)
(1483)

A thematic and comparative study of American literature. Although the emphasis is on studying works of fiction, some sections may also examine music and cinema. The course considers the works of linguistic and ethnic minorities and of women to be seminal in the American literary canon. Representative authors include Hawthorne, Twain, Dickinson, Fitzgerald, Hemingway, Erdrich, Baraka, Wilson, Shange, West, DeLillo, Shepard, Didion, and Walker. (Mr. Bernieri, Mr. Cobb, Mr. Thorn, Ms. Fan, Mr. Bardo, Ms. Moss, Mr. Price, Mr. O'Connor, Mr. Smith)

More specific descriptions of the following two courses and their teachers will be available during the spring sign-up for 1989-90 courses:

430—123 (1531) **Theme Studies**
(1532)
(1533)

Cutting across historical, cultural and generic lines, this course is organized around the exploration of a theme, motif, archetype or concept central to a number of different literary texts.

431—123 (1541) **Genre Studies**
(1542)
(1543)

This course is built on the principle that there are groups of formal or technical characteristics existing among works of the same "kind" (e.g. the essay, the short story, the novel) regardless of time or place of composition, author or subject matter; and that these characteristics, when they define a definite group of works, are of basic significance in talking about literary art.

ALL OF THE FOLLOWING COURSES MAY REQUIRE MORE THAN THE STANDARD 4 TO 5 HOURS PER WEEK OF HOMEWORK.

500—23 (1602) **James Joyce**
(1603)

The first term is devoted to *Dubliners, A Portrait of Artist, and Stephen Hero*, and Ellmann's *James Joyce*; the second to *Ulysses* and *Finnegans Wake* in part. The purpose of the course is to follow the development of Joyce's method and style and to develop the skill to read important and

difficult works without the aid of study guides and other secondary material beyond the Ellmann. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Dr. Germain)

504—123 (1641) **Man and God**
(1642)
(1643)

The course considers the search for meaning in what frequently seems to be an inexplicable world. Readings include: *King Lear*, Shakespeare; *As I Lay Dying*, Faulkner; *Long Day's Journey into Night*, O'Neill; *The Plague*, Camus; *The Fixer*, Malamud; *Notes from the Underground*, Dostoevski; *The Trial*, Kafka; *Wise Blood*, O'Connor; *Nine Stories*, Salinger; *The Birthday Party*, Pinter; *Alice in Wonderland*, Carroll; *Zorba the Greek*, Kazantzakis; *The Bluest Eye*, Morrison. (Miss St. Pierre)

508—23 (1682) **Directions in 20th Century Drama**
(1683)

The close study of significant contemporary drama. The winter term focuses on the first half of the 20th Century and plays by Shaw, Chekov, Strindberg, O'Casey, Brecht, Pirandello, and Ionesco are read; the spring term starts with Beckett, and includes plays by Williams, Bolt, Pinter, Albee, Stoppard, and Shepard. (Ms. Braverman, Mr. Owen)

509—1 (1691) **Shakespeare on the Page and Stage**
509—3 (1693)

The premise of this course is that Shakespeare's plays need to be "experienced," as reading alone may not reveal his remarkable scene-making ability, his brilliant theatricality. In this course we will experience the plays as playtexts — directing and acting in scenes, as well as watching films of vintage and recent productions. As opportunities present themselves, we will attend stage productions in the area. (FALL: Kings and Kingship - readings: *King Lear*, *Richard III*, *Macbeth*, *1 Henry IV*, *Measure for Measure*. SPRING: Labour of Love - reading: *Much Ado About Nothing*, *All's Well that Ends Well*, *Antony and Cleopatra*, *Othello*.) (Mr. Lin)

510—123 (1701) **The Short Novel**
(1702)
(1703)

The course examines major experimental works in this genre and questions the artistic and social forces that gave rise to these novels. Each term draws comparisons between works from diverse world cultures and different points in modern history. Students may read works by Kafka, Camus, Salinger, Vonnegut, Gardner, Walker, Oates, Mann, O'Connor, McCullers, Melville, Hemingway, Rulfo, Pynchon, Durrell, Naylor, Puig, Kotzwinckle, McGuane, Hong-Kingston, Le Carre. (Mr. Peffer)

512—123 (1721) **Satire and Comedy**
(1722)
(1723)

A study of both the theories and practice of satire and comedy, with emphases on the eighteenth century and the modern period. Works by authors like Pope, Swift, Sterne, Ben Jonson, Waugh, and Heller will be studied in conjunction with the visual art of Hogarth and Steinberg, and recordings of modern performers like Peter Cook, Dudley Moore, Mel Brooks, and Peter Sellers. (Mr. Reagan)

513—123 (1731) **Novel & Drama Seminar**
(1732)
(1733)

The course concentrates on major works of literature since 1880, primarily on the works of Virginia Woolf, Henry James, David Storey, Franz Kafka, Flannery O'Connor, T.S. Eliot, Samuel Beckett, Eugene O'Neill, William Faulkner, Gunter Grass, Saul Bellow, Gabriel Garcia Marquez, Grace Paley, John Barth, Isaac Bashevis Singer, Robert Stone, Elie Weisel, Harold Pinter, Bertolt Brecht, August Wilson, Toni Morrison, and Vladimir Nabokov. Students study the "world" of each writer and compare it with that of the others. As a basis for the comparison with the classics of the past, they also study a Greek Tragedy and *The Brothers Karamazov*. Class periods are devoted to seminar discussions (often led by students) and critiques of student writing. Students regularly stage dramatic readings, cast and performed by the class. (Mr. Wise)

514—123 (1741) **Creative Writing**
(1742)
(1743)

A writing course in poetry and short fiction and the personal essay. Students may be asked to keep journals or to do short reading assignments, but the primary emphasis is on the body of work the student creates during the term. Content varies from term to term according to the instructor. (Mr. Gould, Mr. Cobb, Ms. Moss, Mr. Smith)

515—123 (1751) **Literature of the Quest**
(1752)
(1753)

Focusing on the ancient pattern of the journey, the thresholds crossed and the vision obtained, the course asks students to interpret elements of the quest from a variety of perspectives. In the Fall Term readings include Socrates' *Euthyphro* and *Oedipus Rex*, the Abraham cycle, Beckett's *Waiting for Godot*, and Eliot's *The Waste Land*. The Winter Term considers the suffering encountered on the quest and explores themes from the gospel of Mark, *King Lear*, *The Great Gatsby*, Wiesel's *Night*, West's *Miss Lonelyhearts* and Flannery O'Connor's *Everything That Rises Must Converge*. The Spring Term questions the journey's end, reading the Amor and Psyche myth and *Alice*

in *Wonderland*, comparing Jacob and Jesus and ending with two tragicomedies: *The Tempest* and *Who's Afraid of Virginia Woolf?* (Mr. Zaeder)

516—2 (1762) Playwriting

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue, and scene setting. The class reads aloud from students' work-in-progress while studying the formal elements in plays by important playwrights and by reading selected literary criticism focused on drama.

518—3 (1783) Spenser and Milton

Students read minor works of both authors as well as Spenser's *The Faerie Queene* (Books I-II) and Milton's *Paradise Lost*. (Mr. Kalkstein)

520—123 (1801) Images of Women
(1802)
(1803)

This course will examine, through the study of literature, (and, in some terms, film) woman as she perceives herself and as she is perceived by others. It will explore works by both men and women writers (and directors) and will focus on the constant and the changing image of woman in different literary periods. Texts may include: *Pride and Prejudice*, Austen; *Jane Eyre*, Bronte; a play by Ibsen; *Tess of the D'Urbervilles*, Hardy; *The Awakening*, Chopin; *The Yellow Wall-Paper*, Gilman; *Sons and Lovers*, Lawrence; a play by Shaw; *A Room of One's Own*, Woolf; a novel by Woolf; *A Room with a View*, Forester; a novel or short story by Hemingway or Fitzgerald; *The French Lieutenant's Woman*, Fowles; *The Color Purple*, Walker; *The Penguin Book of Women Poets*. (Films, when included, will range from Hollywood features, 1940s through the present, to foreign films, with some documentaries. Examples: *Adam's Rib*, Cukor; a film by Hitchcock; *Coming Home*, Ashby; *The Color Purple*, Spielberg; *Cries and Whispers*, Bergman; *My Brilliant Career*, Armstrong; *Still Killing Us Softly*, Kilbourne.) (Ms. Fan, Ms. Boutilier, Ms. Braverman)

527—1 (1871) Chaucer and His Age

This course examines the limits of young love, lust and heartbreak in medieval England. We read Chaucer's *Knight's Tale* and *Troilus and Criseyde* in Middle English, and *Sir Gawain and the Green Knight* in translation.

528—2 (1882) Studies in Literature

'*A Hard Rain's A-Gonna Fall*' This course is a single term course which concentrates largely on America from 1958-1975 by exploring our country's involvement in Southeast Asia and the impact of this commitment on American film, literature and music. Students keep journals and are required to submit a paper or project which incorporates primary sources. Class time is arranged so that each week a film is shown at night, a regular class period is devoted to music and a two-hour seminar is

held to discuss the many issues raised through all the media. Texts: *Shallow Graves*, *A Rumor of War*, *Mediations in Green*, *Streamers*, *Medal of Honor Rag*, *Imagining Argentina*. Films: *Dr. Strangelove*, *The Ugly American*, *Coming Home*, *Full Metal Jacket*, *Cutter's Way*, *The Deer Hunter*. Music: Bob Dylan, CSN&Y, Jefferson Airplane, Little Steven. (Mr. Bardo.)

More specific descriptions of the following two courses and their teachers will be available during the spring sign-up for 1989-90 courses:

530—123 (1931) Period Studies
(1932)
(1933)

Focusing on the major writers and texts of a particular literary epoch, the course considers how the literature illuminates and is illuminated by its historical context.

531—123 (1941) Writers in Depth
(1942)
(1943)

Focusing on one or two figures central to a particular literary epoch, the course allows students to study a writer's oeuvre in depth. Special attention will be paid to the biographical and historical contents of the literary works of these major figures.

The following Theatre courses, which are related to English studies, have no prerequisites: **Theatre 22 (Public Speaking)**, and **Theatre 28 (Shakespearean Workshop)**. Other courses related to English are **Art 311 (Contemporary Communications)**, **History 66 (The Renaissance)**, and, in the *Study Skills*, section, **Basic Study Skills, Language Skills I & II**.

Foreign Languages

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the spirit and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is satisfied by completion of three trimesters at the 30-level reached through the regular sequence, or by one trimester of 40-level reached through the accelerated sequence. Placement of new students is based on their previous school record, on the questionnaire sent to them and their current language teachers in

the Spring, and, when appropriate, on a personal interview with the language chairman at Andover. Details regarding various options and the diploma requirement as it is applicable to "incoming Uppers and Seniors who begin a new language at Andover" are available from the Registrar's Office. Further information may be found in the pamphlet entitled *Foreign Languages at Andover*.

With the exception of Italian (limited to Seniors), each of our languages, ancient and modern, may appropriately be started by students of any grade, Juniors (9th) through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Small classes, flexible placement, and opportunities for acceleration assure that each student is in the optimum learning situation. In the case of modern languages, the foreign language is the language of the classroom. In conversation, in reading, and in writing, the goal is direct communication in the foreign language rather than through translation. The classroom experience is expanded by the language laboratory; media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers); the staging of plays; club activities; language events and programs at Andover or nearby schools. At all levels of instruction attention is focused both on basic language skills and, increasingly, on the literature, history, and various art forms which reveal the people whose languages are being studied. For information on *School Year Abroad* and other opportunities to study abroad, students should consult their language instructor or the Chair of the Language Division. (See page 3 for fuller description.)

Chinese

Although the Chinese language may appear mysterious to Western eyes and ears, it is actually no more difficult than any other to speak. With no conjugations, verb tenses or declensions there are

some aspects which actually make it easier. To learn Chinese is to open a bridge to the Orient.

Mandarin Chinese is the language of instruction. *Pinyin* is the standard Romanization system for all courses. Simplified characters are taught in early courses and traditional characters are introduced from intermediate courses on. Emphasis in beginning courses is on listening and speaking skills in typical everyday situations for learners of Chinese as a foreign language, although students are exposed at an early stage to the more challenging task of learning to read and write the non-alphabetical characters. Frequent use is made of tapes, video cassettes and computer software. Opportunities are available for qualified students to participate in a six-week study-travel summer exchange program in Harbin and a ten-week spring term exchange program in Beijing, China.

10—0 (4410) Beginning Chinese
Five prepared class periods. An introduction to modern spoken and written Chinese, stressing pronunciation and aural-oral facility, and including the reading and writing of characters.

12—23 (4425) Accelerated Beginning Chinese (T2) (a two-term commitment)
Five prepared class periods. Especially competent students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *Chinese 10*. Upon successful completion of this course, students move on to *Chinese 22-0*.

10-20—0 (4430) Accelerated First and Second-Level Chinese
Five prepared class periods. Open to Seniors, and to Uppers with permission. An intensive yearlong course covering the essential material of both *Chinese 10* and *Chinese 20*.

20—0 (4440) Second-Level Chinese
Five prepared class periods. Continued emphasis on proficiency in typical everyday situations. All essential features of Chinese grammar are covered. Texts with both characters and *pinyin* Romanization are replaced by all-character texts.

22—0 (4450) Accelerated Second-Level Chinese
Five prepared class periods. Placement is made by permission of the department. Upon successful completion of this course, students move directly to Fourth-Level Chinese.

30—0 (4460) Third-Level Chinese
Four prepared class periods. More emphasis on reading and writing. Graded readers are used as basic texts. Their contents include folk tales, stories, episodes from classical literature, biographies and introduction to Chinese history and culture. Regular written assignments, including short compositions.

40—0 (4480) Fourth-Level Chinese
Four prepared class periods. Readings, in both traditional and simplified characters, are selected to stimulate interest in Chinese culture, ancient and modern. Topics in history, literature, and current events will serve as a basis for discussions and short compositions. Graded readers and simple originals are used as basic texts. A term paper is required at the end of each trimester.

50—0 (4490) Fifth-Level Chinese
Three prepared class periods. An advanced course using original texts and featuring a survey of Chinese literature accompanied by selected readings in Chinese literature both classic and modern. There is particular emphasis on the development of a mature writing style.

French

The French Department offers courses at six different levels from beginning through Advanced Placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses which offer in-depth study of the literature and civilization of France and other French-speaking countries, especially those in Africa and North America. Each year, the Academy enrolls many French-speaking students from abroad who provide important first-hand contact with francophone cultures. Students are encouraged to supplement classroom study with travel and study overseas, whether in France (*School Year Abroad* in Rennes, trimester programs in Paris and Antibes) or in the Ivory Coast (trimester program in Abidjan). There are also a variety of summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the Foreign Language Office.

10—0 (4010) Première année
First-year French for students who have had no previous courses in the language. Five prepared class periods. Listening comprehension and the use of basic conversational patterns of French speech are emphasized. Elementary grammatical and idiomatic structures are introduced as well as appropriate reading material. Students make extensive use of video materials both in and out of class; assignments are also regularly required in the language laboratory. Text: *French in Action*, Capretz.

11—0 (4030) Premier niveau
First level French. Five prepared class periods. This course is designed for the student who has had previous instruction in the language, but whose knowledge and skills are not secure enough for entrance to a second-level section. It is also appropriate for students with experience in other languages who wish to begin the study of French. The course emphasizes the development of oral-aural skills and prepares for *French 21* the following year. Students make extensive use of video materials both in and out of class; assignments are also regularly required in the language laboratory. Students who demonstrate unusual aptitude and interest are invited to enter *French 22*, the second level accelerated course. Text: *French in Action*, Capretz.

21—0 (4060) Deuxième niveau
Second level French. Five prepared class periods. For students who have completed *French 10* or *French 11* and for new students who qualify through teacher recommendations or placement examination. While continuing to develop aural-oral skills, the course involves reading non-technical French prose and writing simple compositions. Text: *Encore Une Fois*, Herbst, Sturges.

22—0 (4070) Cours accéléré. Deuxième niveau
Accelerated second level French which covers the grammar of both second and third-year courses. Five prepared class periods. Upon successful completion of this course, students continue their studies in fourth-year courses. Because of the rapid pace, each student's progress will be closely evaluated in November to determine whether it is in his or her best interest to continue in this accelerated section or to move to *French 21*. Texts: *La Grammaire à L'Oeuvre*, Barson; *Le Petit Nicolas*, Goscinny; *Les Petits Enfants du Siècle*, Rochefort; *Les Jeux sont faits*, Sartre.

THIRD-LEVEL COURSES

A two-trimester departmental Conversation and Composition course is followed by a trimester course which creates a transition to more specialized studies.

Conversation et composition

Four prepared class periods. Students gain practice in conversation and composition in a course which stresses the development of all four basic language skills: listening, speaking, reading, writing. The focus of the course may be chosen between the following options.

30—12 (4094) Conversation et Composition: Réalités (T2) (a two-term commitment)

Students will thoroughly review grammar in the context of discussions on topics dealing with everyday life. Weekly compositions are required. Students have a chance to actively use material covered and demonstrate their oral command of the language through the production of several live or video-taped skits. Text: *Grammaire à l'Oeuvre*, Barson.

31—12 (4104) Conversation et Composition: Fictions (T2) (a two term commitment)

Short works of fiction are the starting points for discussions and compositions. Usually the fictional passages selected also serve as an example of grammatical structures studied simultaneously. Several times a term student writing takes the form of scenarios which are then performed and filmed. Text: *Grammaire à l'Oeuvre*, Barson.

Cours spécialisé

Four prepared class periods. Each third trimester course involves learning about a particular subject in French, with language review supplied as needed. Whereas any one of the seven courses offered below could fulfill course objectives for all students, the Department prefers to offer variety, with the understanding that student choice can be accommodated only to the extent that overall enrollment permits.

32—3 (4113) Le village français

Using, as points of departure, the impressions and misimpressions which French and Americans have of each other's culture, this course attempts to give the student a better understanding of the French people and their institutions as reflected in the microcosm of a town. With the student's hometown as a basis of comparison, several French towns are examined in depth, including the provincial towns of Roussillon and Cassis and a town of the student's own choice. The basic text, Wylie, *Village en Vaucluse*, is complemented by readings, lectures, original documents, and both national and regional newspapers and magazine articles.

34—3 (4133) Le roman

One novel will be examined during the term, with emphasis on vocabulary building, oral expression in class discussion and methods of literary analysis. (Novels selected in the past have included Sartre, *Les Jeux sont faits*, Camara Laye, *L'Enfant Noir*, Vercors, *Le Silence de la Mer*.)

36—3 (4143) Le cinéma

Several films chosen by theme or by director will be viewed and discussed. At least one script or the corresponding novel, play or cartoon will be read. Students may be asked to produce a video sequence of their own creation.

37—3 (4153) Le journalisme

Students discuss examples of French journalism and then write their own articles, editorials, sports columns, advertisements, movie reviews, and interviews which they assemble in a French newspaper as their final project. Text: *En Revue*, Schorr.

38—3 (4163) Contes

Francophone literature abounds in examples of the tale, from the fairy tales of Perrault and folk tales of various francophone countries to the satirical tales of Voltaire. This course will offer an overview of the genre, while concentrating on particular examples.

39—3 (4173) Le théâtre

An active participation course in which the student follows one play from the initial reading through its final production, taking part in each of the four major phases: reading, analysis, production, performance. (Plays presented in the past have included *Le Malentendu*, Camus; *La Cantatrice Chauve*, Ionesco; *Le bal des voleurs*, Anouilh.)

40—123 (4191) La civilisation française

(4192)

(4193)

Four prepared class periods. The course, consisting of three term-contained units, deals with aspects of French civilization such as the family, the school system, politics, history, women's roles, and francophone cultures. Students increase their practical vocabulary through discussion of articles, short stories, novels, song lyrics, films, and comic strips.

41—1 (4201) Le monde francophone en dehors de l'Europe

Four prepared class periods. As an international colonial power France spread her culture throughout the world. The course studies the civilizations of West, Equatorial, and North (Arab) Africa as well as the French civilization of the Antilles (Haiti, Martinique, and Guadeloupe). In addition to geographical, social, and historical study, the course will include the following reading: J. Roumain, *Gouverneurs de la rosée*; Aimée Césaire, *La tragédie du roi Christophe*; F. Oyono, *Le vieux nègre et la médaille*.

42—0 (4210) Littérature française
 Four prepared class periods. A transition from the use of reading as a means of learning the language to the use of language as a means of learning literature. Vocabulary expansion, increased oral fluency and written accuracy are developed within the context of literary analysis. Readings have recently included: *L'Étranger*, Camus; *Candide*, Voltaire; *Rhinoceros*, Ionesco. Students successfully completing this course are encouraged to take French 52.

44—1 (4231) Cours avancé de conversation et de phonétique
 Four prepared class periods. Intended for students who understand, read and write French well and who already speak at a competent level, but who need further drill in conversational patterns and idiomatic expression. Diction, elocution, and intonation are also stressed through role-playing, speeches, and debates.

45—2 (4242) Histoire de la France: la Révolution française
 Four prepared class periods. This course will examine the tumultuous period in French History between 1789 and 1848 by examining the causes, events and significance of the French Revolution, including the reign of Napoleon, as well as the long-term consequences on the French nation until the mid-19th century. Emphasis will be placed not only on the historical events of the time, but their influence on the French art, music and architecture of the time.

46—3 (4253) Histoire de la France: Crises et Culture
 Four prepared class periods. This course will focus on the history and culture of France from the Revolution of 1848 until the First World War, with emphasis on the prolonged struggle to institute democracy in the place of monarchy, the development as an industrialized nation with the pressures for social reform, and France's grandeur in the world as a colonial power as well as in the arts. Against this backdrop of upheaval and reform, particular attention will be paid to the study of French Impressionist painting, the music of Debussy and Ravel and the sculpture of Rodin.

51—123 (4261) Cours avancé de langue
 (4262)
 (4263)
 Five prepared class periods. A course designed to meet the requirements of the Advanced Placement Examination in French Language. Open to students who have completed three terms of fourth-level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition, and reading, not only in literature, but in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

52—0 (4270) Cours avancé de littérature
 Five prepared class periods. Open with departmental permission, to students who have completed three terms of fourth-level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in *explication de textes*. Preparation for the Advanced Placement Examination in French Literature includes the close reading of texts such as: La Fontaine, *Fables*; Racine, *Phèdre*; Beaumarchais, *Le Barbier de Séville*; Flaubert, *Un Coeur simple*; poetry of Apollinaire, and Baudelaire. This course may require more than the standard 4 to 5 hours per week of homework.

60—123 (4281) Littérature moderne
 (4282)
 (4283)
 Two prepared class periods plus one weekly (90 minute) seminar. Open to students who have completed fifth-level French or the equivalent. The course studies selected novels and dramas representative of modern era. Emphasis is on particular writers and what they add to our understanding of the human condition in our times. Authors studied may include: Proust, Gide, Colette, Malraux, Mauriac, Aragon, Saint-Exupéry, Giono, Anouilh, Giraudoux, Aymé, Camus, Sartre, de Beauvoir, Hébert, Laye and Senghor.

German

A major world language whose cultural heritage has enriched western civilization for centuries, German has won a new relevance and vitality through its predominance in high technology and commerce. As the only Germanic language taught at the Academy, it also offers the student unique insights into the Anglo-Saxon roots of English, its sibling. The Department offers a 5-year course of study with the purpose of developing the ability to understand spoken German and to speak, read and write German with facility. Students who demonstrate unusual aptitude and interest are invited into the accelerated sequence. Consistent with its commitment to the spoken language, the Department often holds oral as well as written final examinations. In some courses theater is used to enliven speech development and cultural immersion. Students are encouraged to supplement their on-campus language experience through a winter or

spring trimester of study in Göttingen, Germany as arranged, individually through the department and the dean of studies.

10—0 (4300) First-Level German
Five prepared class periods. The beginning course develops aural comprehension and oral expression, as well as a foundation in the basic grammar. Current text: *Deutsche Sprachlehre für Ausländer*, Schulz-Griesbach; departmental materials.

12—23 (4315) Accelerated First-level German (T2)
Five prepared class periods. This course is for especially competent members of German 10 upon recommendation of their instructor. Successful completion of 12 allows students to advance to 22. Current texts: *Deutsche Sprachlehre für Ausländer*, Schulz-Griesbach; *Kindergeschichten*, Bichsel; departmental materials.

10-20—0 (4320) Accelerated First and Second-Level German
Five prepared class periods. A yearlong introductory course whose goal is to cover the essential material of first and second-year German, 10-20 is particularly suited to students who have already fulfilled the diploma requirement and desire proficiency in another language. For Seniors, and for Uppers with permission. Current texts: *Deutsche Sprachlehre für Ausländer*, Schulz-Griesbach; *Kindergeschichten*, Bichsel; supplementary materials.

20—0 (4330) Second-Level German
Five prepared class periods. The study of grammar and basic patterns is continued. Reading and writing are introduced. Current texts: *Deutsche Sprachlehre für Ausländer*, Schulz-Griesbach; *Leutebuch, ein leichtes Lesebuch*, Holschuh; *Vater und Sohn*, Eppert; selected readings and tapes.

22—0 (4340) Accelerated Second-Level German
Five prepared class periods. Open to competent students from 12 and to other qualified new students with permission. Successful completion of this course, which attempts to cover the essential material of second and third-year German, enables advancement to German 42 or 40. Current texts: *Deutsche Sprachlehre für Ausländer*, Schulz-Griesbach; *Der Richter und sein Henker*, Dürrenmatt; *Biedermann und die Brandstifter*, Frisch; supplementary readings and tapes.

30—0 (4350) Third Level German
Four prepared class periods. This course emphasizes review, reading and listening comprehension, vocabulary, and written and oral expression in preparation for the College Board Achievement Test. Current texts: *German in Review*, Sparks & Vail; *Der Richter und Sein Henker*,

Dürrenmatt; *Vater und Sohn*, Eppert; *Biedermann und die Brandstifter*, Frisch; selected readings and tapes.

40—123 (4371) Contemporary German Language and Culture
(4372)
(4373)

Four prepared class periods. This course utilizes contemporary cultural materials such as periodicals, tapes, videos, and readings to introduce students to the knowledge, skills and vocabulary necessary to engage with Germans in Germany. Normally required of those Seniors intending to study in Germany Winter Term. Among the materials used are the newspaper *Die Zeit* and the periodical *Der Spiegel*.

42—0 (4380) Advanced German Language and Literature

Five prepared class periods. This course utilizes advanced German literary works as a basis for conversation and composition in preparation for the Advanced Placement Test. Selective review is incorporated. Current texts: *Cornet*, Rilke; *Die Verwandlung*, Kafka; *Kalendergeschichten*, Brecht; *Michael Kolhaas*, Kleist; selected poems; *German in Review*, Sparks & Vail. This course may require more than the usual 4-5 hours per week of homework.

50—123 (4391) Fifth-Level German
(4392)
(4393)

Four prepared class periods. Open to students who have successfully completed 3 terms of fourth-level German or its equivalent, this course varies with the needs of the class but is usually a seminar in the analytical reading of modern German classics. There is frequent writing. A major term paper in German replaces the final exam. Authors currently read: Böll, Kafka, Kleist, Goethe, Mann and Brecht.

Greek

Through the study of Greek the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the Greek language has poetic and expressive qualities which stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *Greek 10, 20, 30*, and *40*, though Upper Middlers wishing to accelerate may want to consider *Greek 10-20* followed by *Greek 30*.

10—0 (5010) Greek, First Level
 Five prepared class periods. The course introduces the student directly to the Classical Greek of Periclean Athens through a series of readings which present not only the vocabulary, forms and syntax of the language but also the thoughts, feelings and actions that exemplify the Greek genius. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors.

10-20—0 (5020) Greek, First and Second Level, Accelerated
 Five prepared class periods. The course is open to Seniors and Uppers. It covers in one year the essential material of *Greek 10* and *Greek 20*: basic forms and structure, along with ample selected readings from various Greek authors.

13—1 (5031) Introduction to Greek
13—2 (5032)
13—3 (5033)

Four prepared class periods. The course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature which, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

20—0 (5040) Greek Second Level
 Five prepared class periods. The course continues the format of *Greek 10*, with further systematic development of reading skills and control of vocabulary, forms, and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people that produced them.

30—0 (5050) Greek, Third Level: *Iliad* and *Odyssey*
 Four prepared class periods. Selected books of the *Iliad* and the *Odyssey*, and sometimes a play of Euripides or Sophocles. Students examine the nature of tragedy, heroism, and self-discovery.

40—123 (5061) Greek, Fourth Level:
(5062) History, Tragedy, Lyric
(5063)

Four prepared class periods. Ancient concepts of justice and morality are examined through the works of Herodotus and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

Italian

Students may apply to spend the Spring term in Italy, living with a family and attending high school. See Dr. Pascucci for further information.

10-20—0 (4400) First and Second Level, Intensive
 Open to Seniors, and to Uppers with permission. Five class periods. Three additional meetings (30 minutes), to be arranged, will take the place of 1/2 of the usual homework obligation on those days; these small sessions afford drill and spontaneity in understanding and speaking Italian. A college text is supplemented by readings, recordings, songs, and the libretti and music of Italian opera. An Italian movie is read, studied, and seen. This course prepares students for Italian at college at intermediate and advanced levels.

Latin

Through the study of Latin, the Department of Classics offers students a direct entry into Latin literature. Since the past is in a real sense inherent in the present, the Department teaches language in a literary and historical context that gives students the opportunity to savor the beauty and to appreciate the uniqueness of Roman culture, while providing a valuable perspective on their own modern world.

10—0 (5110) Latin, First Level
 Five prepared class periods. The purpose of the course is for students to learn to read Latin literature with discernment and pleasure. Students learn the basic forms and syntax through reading and oral drill. More advanced grammatical constructions (subjunctives, indirect discourse, and the ablative absolute) are introduced but not studied in depth. Attention is given to aspects of Roman civilization, word formation, and the influence of Latin on English. In addition there are readings from the literature of the Bible in Latin and some selections from Roman authors in English. The text is Lawall and Tafe, *Ecce Romani*, Books 1-3 (Longman).

10-20—0 (5120) Latin, First and Second Level, Accelerated
 Five prepared class periods. For Upper Middlers and Seniors. A year-long accelerated introductory course covering the essential elements of *Latin 10* and *Latin 20*.

- 13—1 (5141) **Introduction to Latin**
 13—2 (5142)
 13—3 (5143)

Four prepared class periods. The course is for students seeking an introduction to the Latin language, or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax and vocabulary). It offers special profit and fascination to students of French, Spanish, and Italian, since it gives a wider perspective to much of what they already know. For students who plan some day to study Russian or German it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so. The text is Lawall and Tafe, *Ecce Romani*, Book 1 (Longman).

- 20—0 (5150) **Latin, Second Level:
 Caesar, Ovid, Nero**

Five prepared class periods. During the Fall Term the grammar and readings in Lawall and Tafe, *Ecce Romani*, Book 4 (Longman) are completed. In the Winter Term students read, in both Latin and English, Roman biography from the late Republic and early Empire. Selections of prose by and about Julius Caesar and Augustus as well as poems of love and mythology of Ovid are included. Students will find fascination in the Spring Term studying the biography of the imperial ogre Nero and Petronius' satiric account of a feast in Nero's time with the text, Balme, *The Millionaire's Dinner Party* (Oxford).

- 30—0 (5170) **Latin, Third Level:
 Cicero, Vergil, Apuleius**

Four prepared class periods. The swan song of the Roman Republic is heard through the study of the life of Cicero with readings in Latin and English from Cicero himself, Catullus, and other Latin authors. Systematic review of grammar strengthens the student's Latin reading skills. The poetry of Vergil is introduced in the Winter Term with *Aeneid*, Book II. In the Spring Term the student becomes familiar with life under the Empire through the social, religious, and literary elements of Apuleius' *Golden Ass* and Juvenal's *Satires*. The basic text is Gillingham and Barrett, *Latin: Our Living Heritage*, Book III (Merrill).

- 40—123 (5191) **Latin, Fourth Level: Vergil,
 Suetonius, Catullus**
 (5192)
 (5193)

Four prepared class periods. The Fall Term is spent reading *Aeneid*, Book IV, the great tragic romance of Dido and Aeneas. The Winter Term offers the contrast of the Silver Age prose of Suetonius' biography of the Emperor Claudius along with Seneca's *Apocolocyntosis*, a rude farce about Claudius' deification. The Spring Term focuses on the emotional lyric poetry of Catullus, the most romantic and accessible of the ancient love poets.

- 50—123 (5201) **Latin, Fifth Level:**
 (5202) **Vergil, Tacitus, Pliny, Horace**
 (5203)

Four prepared class periods. In the Fall Term the students enter the world of Book VI of Vergil's *Aeneid*, examining his literary form and technique, as well as the social and political dimensions of his epic. The Winter Term students study the Golden Age of Augustus through the lyric poetry of Horace, whose work displays flawless control of language and timeless ethical and moral ideals. Completion of the sequence of *Latin 30, 40, and 50* will qualify the student for the Advanced Placement Examination in Latin. The Spring Term takes up selections from Tacitus' *Histories* and *Annals*. Together with Tacitus' gripping study of hopelessness and disillusion in the decaying Rome of tyrants like Nero, students read from Pliny's letters, including his eyewitness accounts of the eruption of Vesuvius and the persecution of Christians.

Russian

Communication in Russian and a knowledge of Russian culture are essential for productive interaction with the U.S.S.R. in technology and science, and for achieving controlled, responsible international relations.

As of 1987, this goal has been realized for Phillips Academy Russian students through an official cultural and educational exchange with the Novosibirsk High School of Math and Science in the U.S.S.R. This term-long exchange sends PA students of Russian to attend classes at the Novosibirsk High School while Soviet high school students study here at Andover. The term concludes with a tour of several Soviet cities.

Before studying Russian, many consider it strange and difficult; but its alphabet and vocabulary have the same sources as English, and it follows the same principles of grammar. Continuous oral, visual and instructional use quickly makes Russian familiar and enjoyable.

The Russian Department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading, and writing. Elementary courses use computer drills to strengthen grammar

skills. At the upper levels, students use Russian word processors for their compositions. Students who demonstrate unusual aptitude and interest during the first term are invited to enter special accelerated sections in the second term. It is the policy of the Department to use Russian exclusively in the classroom.

10—0 (4500) Introduction to Contemporary Russian

Five prepared class periods. A yearlong elementary course in speaking, listening, reading and writing. Texts: Kostomarov, *Russian for Everybody* (Rusky Yazyk—Moscow); reference materials.

12—23 (4515) Contemporary Russian (Honors)(T2)
(a two-term commitment)

Five prepared class periods. Especially competent students will be recommended for this accelerated course at the conclusion of the first trimester of *Russian 10*. Successful completion of 12 enables students to enter 22. Texts are essentially those of *Russian 10* and *Russian 20*. This course may require more than the standard 4 to 5 hours per week of homework.

13—3 (4523) A Short Course in Beginning Russian

Four prepared class periods. Open to Seniors and Upers. A term-contained introduction to speaking, reading, and writing Russian, using conversational text materials. This course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history, and literature, whether at Andover or in college.

For another course related to Russian history and culture see History 45.

10-20—0 (4530) Intensive Contemporary Russian

Five prepared class periods. Open to Seniors, and to Upers with permission. A yearlong accelerated introductory course covering two years in one. Texts: Kostomarov, *Russian for Everybody*; reference materials. This course may require more than the standard 4 to 5 hours per week of homework.

20—0 (4540) Intermediate Contemporary Russian

Five prepared class periods. Completion of the elementary course with continued emphasis on active use. Texts: Kostomarov, *Russian for Everybody*; Bond, *Russian Graded Readers* (Heath); reference materials.

22—0 (4550) Intermediate Contemporary Russian (Honors)

Five prepared class periods. A yearlong accelerated course open to students who have successfully completed *Russian 12* and to other qualified students with departmental permission. Successful completion enables students to advance to fourth-level courses. Texts and reading materials are essentially those of *Russian 20* and *Russian 30*. This course may require more than the standard 4 to 5 hours per week of homework.

30—0 (4560) Russian Expression: Conversation and Composition

Four prepared class periods. Reading, conversation, and writing. Texts: Pekhlianova & Lebedeva, *Russian Grammar in Pictures* (Rusky Yazyk — Moscow); Bond, *Russian Graded Readers* (Heath). Reading materials include selections on Russian culture, history, geography, and Soviet civilization. Students use word processors in their composition work.

40—123 (4571) Advanced Russian Composition and Russian Classical Literature
(4572)
(4573)

Four prepared class periods. Further work in conversation and writing, and an introduction to the "Golden Age" (19th Century) of Russian literature with selected readings from Pushkin, Chekhov, Gogol, Tolstoy, as well as some Soviet writers. This course may require more than the standard 4 to 5 hours of homework per week. Students use word processors in their composition work.

50—123 (4581) The Soviet People, Their Heritage and Literature
(4582)
(4583)

Four prepared class periods. Fall Term: RUSSIAN LITERATURE — readings from contemporary and pre-revolutionary authors.

Winter Term: SOVIET LITERATURE — an overview tracing the evolution of Russian literature from the Revolution through the war and post-war periods, and including writers in exile. Authors vary according to needs and interests of the class and may include Gorky, Bunin, Sholokhov, Bulgakov, Yevtushenko, Voznesensky, Solzhenitsyn.

Spring Term: THE SOVIET PRESS — a view of Soviet Life and culture as reflected in the media. The text is a subscription to a major Soviet newspaper. Students use word processors in their composition work.

Spanish

The Spanish Department offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join

an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the language laboratory. Students learn to understand, speak, read, and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America.

The Department offers various programs of study and travel abroad which enhance a student's language experience. *School Year Abroad* in Barcelona and the Madrid and Mexico trimester exchanges are some of the possibilities. More information is available through language instructors.

10—0 (4600) Beginning Spanish
Five prepared class periods. A first-year course designed for those who have not studied Spanish before. The audio-lingual approach is used, stressing understanding and speaking. The textbook is supplemented by language laboratory practice and audio-visual materials. Selected readings and writing exercises are introduced as the student acquires confidence in oral expression.

11—0 (4620) First Level Spanish
Five prepared class periods. For new students who have been exposed to Spanish but who are not fully prepared for *Spanish 20*. The course covers basic grammatical structures through an active oral approach. The text is supplemented by language laboratory practice, selected readings and writing assignments.

10-20—0 (4630) Accelerated First and Second-Level Spanish
Five prepared class periods. Open to Seniors, and to Up-pers with permission of department chair. A yearlong accelerated introductory course which prepares the student for the third level. It develops proficiency in the four skills. The text is supplemented by short story and theatre selections.

20—0 (4640) Second-Level Spanish
Five prepared class periods. Emphasis is on oral communication with continued practice in reading and simple theme writing. An anthology of short stories supplements the text.

22—0 (4650) Accelerated Second-Level Spanish
Five prepared class periods. Open to students who have completed *Spanish 10* or *11* with distinction, and to other qualified students with departmental permission. An accelerated second-year course which develops communicative competence and provides intensive reading and writing practice. Students normally must maintain an honors grade to remain in this course. It enables high honors students to enroll in a 4th level course.

Third Level Courses

Intensive language practice is the focus of *all* third-level courses during the fall term. In the remaining two terms the following electives may be chosen: they are of equal difficulty and continue the development of all language skills.

30—1 (4691) Intensive Language Practice
Four prepared class periods. Thorough review of all grammatical structures, with particular emphasis on verb tenses (indicative and subjunctive) and idiomatic expressions. Its main goal is to develop greater accuracy and fluency in both written and oral expression.

31—23 (4715) Culture and Civilization of the Hispanic World (T2)
(a two-term commitment)
Four prepared class periods. An intermediate course which takes a social-studies approach to the culture and civilization of the Hispanic world. Students must have demonstrated a strong ability for oral and written self-expression and an interest in historical and cultural themes. This course is particularly well suited for the bilingual student.

32—23 (4725) Readings in Spanish (T2)
(a two-term commitment)
Four prepared class periods. An intermediate course which develops oral and writing skills through the study of Spanish and Latin American literature. The readings include short stories, poetry, plays and a novel.

34—23 (4745) Conversation and Composition (T2)
(a two-term commitment)
Four prepared class periods. An intermediate course which has as its principal goal the development of conversational and writing skills by dealing with topics of a general and contemporary nature.

40—12 (4804) Current Events; Video (T2)
(a two-term commitment)
Four prepared class periods. FALL - *Current Events*: This term the course is designed to expand and refine speaking, reading, and writing skills in Spanish. Students subscribe to the weekly International Edition of *El Pais*, one of Spain's leading newspapers. The articles are used as a basis for class discussions, oral presentations and weekly written analyses. At the end of the term, students produce their own newspaper and a newscast on video. WINTER- *Video*: This term the course exposes students to authentic and sophisticated native language usage through videos representing the major Spanish accent groups. Major emphasis is placed on dramatic representation, on the development of auditory skills and idiomatic language, on imitating native accent and intonation patterns and on refining writing skills. The course

also involves reading, discussing and filming of student presentations of one-act plays, and comparative study of written and filmed versions of selected pieces of Spanish and Latin American literature.

41—12 (4814) Video; Current Events (T2)
(a two-term commitment)

Four prepared class periods. FALL - *Video* (See *Spanish 40 - Winter*.) WINTER - *Current Events* (See *Spanish 40 - Fall*.)

42—0 (4820) Contemporary Spanish and Spanish American Literature

Four prepared class periods. Short stories, plays and poems by contemporary Spanish and Spanish American writers such as García Márquez, Cortázar, Rulfo, Borges, Donoso, Poniatowska, LaForet, Ferré, Fuentes, are closely examined in class and in weekly essays. Develops proficiency in all language skills.

43—3 (4833) Introduction to Spanish Literature

Four prepared class periods. This course introduces students to important Latin-American and Spanish literary works and prepares them to take the courses in A.P. Spanish Literature or A.P. Spanish Language (52 or 50). Students learn to read and analyze literary texts, to discuss characterization, theme, and literary form, and to write analytical essays on literature. Open to students who have completed the equivalent of our third-year courses or beyond.

50—12 (4844) Advanced Spanish Language (T2)
(a two-term commitment)

Four prepared class periods. A course, organized around contemporary themes, designed to develop students' Spanish language skills at the advanced level. Students consolidate skills of narration, description, exposition, and hypothesis, in line with both A.C.T.F.L. Advanced and Superior-level scales, and the expectations of the A.P. examination in Spanish Language. Emphasis is placed on mastery of grammar, syntax, and idiomatic expression at sophisticated levels. Students engage in readings (in literature as well as newspapers and periodicals), conversation, composition, and research or "field" projects. Open to students who have completed three terms of fourth-level Spanish and to other qualified students with departmental permission.

52—0 (4850) Advanced Placement Course in Literature

Four prepared class periods. This course emphasizes discussion and analysis of literary works in the classroom and through frequent written assignments. It prepares the student for the A.P. examination in Spanish literature. The readings include representative works of Ana María Matute, Unamuno, F. García Lorca, J.L. Borges, Pablo Neruda. This course may require more than the standard 4 to 5 hours per week of homework.

60—123 (4871) Major Works in Spanish and Spanish American Literature
(4872)
(4873)

Four prepared class periods. Contents vary according to the needs and interests of the student. This course is recommended for native Spanish speakers (with solid writing skills) and students who have completed *Spanish 52*. It may require more than the standard 4 to 5 hours per week of homework.

See also Latin American Studies (History 49) listed under *History and the Social Sciences*.

History and Social Science

The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. A study of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures, both European and non-western, is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of non-western cultures into courses at every grade level.

To satisfy the diploma requirement, the student must successfully complete four terms of departmental study during the 11th and 12th grades. Most students satisfy this requirement by taking three terms of *United States history* (History 30-T2 and 31) and a fourth term of a *40-level social science or non-western survey*.

A student may, however, satisfy the 4th term of the requirement in other ways: (1) by taking *History 34-0*, the yearlong AP survey in Modern European History; (2) by taking a *50-level Survey* or a *60-level Seminar*, IF a student has passed at least two previous terms at the 10-20 level (or the equivalent) and has received permission from the department chair; or (3) for students assigned to *History 29-0* by the HQT, the completion of *History 31* satisfies the 4th term of the requirement.

One of the academic guidelines instituted by the Phillips Academy faculty urges that all 4-year students take "some history" by the end of the Lower year. Accordingly, the department strongly recommends that Juniors take *History 16*, which for them is the prerequisite to other courses in the Western Tradition sequence (*History 17, 18*) and to courses in the Modern World sequence (*History 26, 27, 28*). The department recommends that Lowers take courses in the Modern World sequence (*History 26, 27, 28*), although courses in the Western Tradition (*History 16, 17, 18*) are also open to them.

Exceptional 10th graders have two additional options. If they have completed at least two terms of history/social science, have made an outstanding score on the HQT, and have received permission from the department chair, then (1) they may take *History 34-0*, the yearlong course in Modern European history; or (2) they may take *United States History (History 30-T2 and 31)*.

The History Qualifying Test (HQT) is given to Lowers and certain Juniors during spring term and to all new Uppers, Seniors, post-graduates, international students, and some new Lowers during the orientation period in September. The purpose of the test is to place students in the appropriate level of history study: (1) For most students, the HQT indicates that they should begin the 3-term U.S. history sequence (*History 30-T2 and 31*) in September of their Upper year. Students may, however, wait to begin the *History 30* sequence a term later (in January) or a year later (the following September). All these students are reminded that they may elect the fourth term of the requirement only after they have completed one term of the regular *History 30* sequence. (2) The HQT indicates that some students should begin the diploma sequence by taking *History 29-0* and then complete the 4-term requirement by taking *History 31* the following year. (3) For students who have already had a yearlong U.S. history course in the 11th or 12th grade at their previous schools, the HQT indicates how they should complete the 4th term of the requirement. (4) Finally, for students interested in taking *History 30* or

History 34 in the 10th grade, the HQT gives an indication of their chances for success. Either of these two courses counts toward the 4-term diploma requirement.

In all cases, individual placement is made by the department chair.

Washington Intern Program

The Department co-sponsors, with the Phillips Exeter Academy History Department, a special Spring Trimester (mid-March through late May) program in Washington for Seniors taking, or who have taken, *History 30-31*, and for Uppers in *History 30*. The program is restricted to 15 Andover students and 15 Exeter students, competitively selected, for work as interns in the offices of Senators and Representatives. The application process begins early in the previous fall trimester. Prospective applicants should avoid taking 0-yearlong courses. Uppers who are interns in the spring will take *History 31* during the fall of their senior year.

Phillips Academy Archives

The Department of History and the Social Sciences encourages the use of the Academy's extensive archival collection. For students who have completed *History 30-31* and are interested in pursuing work with the raw materials of history (including oral history), the Academy archivist offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy and Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the Dean of Studies.

COURSES IN THE HISTORY OF THE WESTERN TRADITION

Five class periods a week. Primarily for Juniors, who are expected to take *History 16* before taking other courses in the department. Together, *History 16, 17, and 18* comprise a survey of Western civilization from earliest times to the beginnings of the modern world. Although the primary goal is familiarity with our western tradition, its institutions

and ideas, students will also be introduced to contemporaneous developments in the non-western world. Through the content of these courses, students will work on learning the skills and concepts vital to the study of history, and thus prepare for later, more advanced courses in this field.

- 16—1 (2161) **Ancient History**
 16—2 (2162)
 16—3 (2163)

Following an introductory unit on the nature of history, this course focuses on the course of human development from the prehistoric through the reign of Alexander the Great. Egypt will be studied as an example of early river valley civilizations, but the main focus of the course will be on Greece in the Hellenic and Hellenistic periods.

- 17—2 (2172) **Classical History**
 17—3 (2173)

This course continues the study of western civilization, concentrating attention on the Roman Republic and Empire, the advent of Christianity, and the rise of Islam.

- 18—3 (2183) **Medieval History**

The final course in this sequence will concentrate on the medieval world: its culture, institutions, and legacy. Students will be exposed to such topics as the medieval church, feudalism, the arts, the emergence of nation-states, the origins of the economic revolution, and the background to the Renaissance. While focusing primarily on Europe, considerable attention will also be given to contemporaneous developments in other parts of the world.

COURSES IN THE HISTORY OF THE MODERN WORLD

Four class periods a week. Primarily for Lower. Together these courses comprise a survey of the modern world from the 14th to the 20th century. In each term, the focus will be on developments in both western and non-western worlds.

- 26—1 (2261) **The Early Modern World**

A global perspective on the period 1500-1800. The course will survey developments in Europe and examine contemporaneous developments in Asia, Africa, and the Middle East. Special attention will be given to the interaction between Europe and a variety of non-western cultures during the age of exploration.

- 27—2 (2272) **The World in the Nineteenth Century**
 A global perspective on the period from 1800 to 1914. The course will survey developments in Europe, Asia, Africa, and the Middle East, giving special attention to the interaction between cultures in the western and non-western worlds.

- 28—3 (2283) **The World in the Twentieth Century**
 A global perspective on the period from 1914 to the present. The course will give special attention to the cultures of Asian and African peoples in the contemporary world.

REQUIRED SEQUENCES IN UNITED STATES HISTORY

- 29—0 (2290) **United States History**
 Four prepared class periods. For Uppers and Seniors so assigned by the HQT. The three terms are designed to cover the same material as *History 30-T2* — there is no increase in coverage. Emphasis is on skills-building. Students receive considerable individual attention, especially in their writing.

Completion of *History 29-0*, together with *History 31* in the senior year, satisfies the 4-term diploma requirement.

- 30—12 (2304) **The United States (T2)**
 30—23 (2305) (a two-term commitment)

Four prepared class periods. For Uppers, Seniors, and exceptional Lower. This course, along with *History 31* and an elective at the 40-level, fulfills the four-term history diploma requirement. The first term emphasizes three goals: a survey knowledge of American history through Reconstruction by reading an advanced-level text; the acquisition of skills by daily exercises in reading, note-taking, and writing; and an in-depth study of an organizing theme. The second term emphasizes American industrialization from the post Civil War years to 1933. The goals of the first term continue, but the variety of readings and writings and the complexity of the materials increase.

- 31—1 (2311) **The United States**
 31—3 (2313)

Four prepared class periods. For Uppers and Seniors. The focus is on the United States in the Depression, and during and after World War II. Prerequisite: successful completion of *History 30-T2*.

- 32—12 (2321) **United States History for**
 (2322) **International Students**

Four prepared class periods. A course for students for whom English is a second language and whose HQT scores indicate they are not ready for *History 30-T2*. The course emphasizes language skills important to the study of American history and the subject matter focuses on the founding of the republic, constitution building

and how the American government works, the westward movement, the Civil War and the coming of urban-industrial, multiethnic America. The intention of the course is to recognize the special needs of the students and to bring them to a level of achievement so they may transfer to the 30/31 sequence in the winter or spring term, if the students wish to be candidates for the diploma.

SURVEY OF MODERN EUROPEAN HISTORY

34—0 (2340) Modern European History
Four prepared class periods. This course is open to exceptional Lowers (with permission from the department chairman) and to Uppers and Seniors, whether or not they have taken *History 30*. The course has proven to be good preparation for the Advanced Placement examination in European History. Successful completion of this yearlong course, together with a year of United States history (*History 30-31*), satisfies the department's 4-term diploma requirement.

The fall term consists of background survey of the 16th, 17th, and 18th centuries, with particular emphasis on the political, economic, and intellectual revolutions that helped to mold the modern world. The focus of the Winter Term is the period 1789-1914, with continuing attention given to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialism. In the Spring Term, the course covers topics in 20th century Europe: the two World Wars, and their effect; the nature of totalitarianism; the cold war and the rise of the superpowers. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate.

ELECTIVES: 40-LEVEL SURVEYS IN INTERNATIONAL SOCIAL SCIENCE AND NON-WESTERN HISTORY

Any of these 40-level courses counts as the fourth term of the diploma requirement. **Prerequisite:** A student must have completed at least one trimester of *History 30* or have credit for U.S. history from another school before enrolling in a 40-survey.

SURVEYS IN THE SOCIAL SCIENCES

SS41—1 (2411) Introduction to Economics
SS41—2 (2412)

Four prepared periods. The course aims to introduce Seniors to the basic principles of economics and their application and relevance to current public policy issues. Students examine the development of the economies of the U.S. and the world, and are introduced to basic theoretical tools which help them analyze important econom-

ic issues. Classes consist primarily of discussions, although there will also be some role-playing exercises, computer simulations, class assignments, debates, guest speakers, films and student reports on their term projects. (Dr. Strudwick)

SS42 **Urban Studies Institute**
(Not offered in 1989-90.)

43—2 (2432) Comparative Government
43—3 (2433)

Through this course, students gain an understanding of the world's diverse political structures and practices. Students will study general political concepts and compare the governmental systems of such specific nations as Great Britain, the Soviet Union, China, France, Mexico, and Nigeria. In studying these nations, students will examine the political implications of different types of economic and social development.

Topics for class discussion include: the sources of political power; the role of tradition, culture, and ideology in the political process; the relationships between states, citizens, and society; and the process of political change. Students in this course will be able to take the AP examination in Comparative Government and Politics.

44—1 (2441) International Relations
44—3 (2443)

This course will focus on political and ideological clashes in the world since 1945. The course will examine conflicts in Asia, Africa, Central America, and the Middle East, and will analyze the attempts to resolve those clashes both by the peoples involved and by the superpowers. Primary sources, periodicals, films, and texts will be used. (Mr. Gurry)

SURVEYS IN NON-WESTERN HISTORY

45—123 (2451) The Russian Experience
(2452)
(2453)

This course, primarily for Seniors, but open to Uppers with the instructor's permission, is a survey of Russian history, literature and culture from medieval times to the present. In the Fall Term, the focus is on the development of ideas and institutions in Old Russia and the Imperial period, through much of the 19th century. In the winter, the subject is Russia in Revolution, covering the period 1880-1930, and in the spring attention is given to the Soviet Union over the last half-century. While any of these terms may be taken alone, students are urged to consider taking all three terms, since the course is taught as a whole, with the second and third terms building on the previous ones to develop the key themes in Russia's past and in particular to address the question of why Russian society has never developed the kind of democratic institutions with which we are familiar. Considera-

ble attention is given to the study of literature. The course examines the significant events and ideas of the Russian past and the reflection of these events and ideas in the fiction and memoirs of authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Gorky, Mayakovsky, Blok, Zamiatin, Babel, Mandelstam, Bulgakov, Solzhenitsyn and Ratushinskaya. (Mr. Richards)
See also Russian 13 in the Foreign Language section.

46—123 (2461) Asia: China, Japan, and India
(2462)
(2363)

Four prepared class periods. The fall term focuses on *Modern China*. After an introduction to traditional China's religions, thought, and institutions, the course concentrates on events since 1800, emphasizing China's response to the West, and economic, intellectual, and political developments through the rise of communism in the 20th century. The course will also analyze the origins and aftermath of the Cultural Revolution and China's current relationship with the rest of the world.

The Winter Term emphasizes *Modern Japan*. Today Japan has impressed many outsiders as a uniquely homogeneous, unified, and economically effective society. This course — through an examination of the evolution from traditional to modern Japanese society — will examine the validity of that perception. After an introduction to traditional thought and feudal social structure in Japan, the course looks closely at ideas, events and developments since 1800. Readings are from historical texts, contemporary observers, sociological descriptions and literature, with a special effort to understand the outstanding features of Japanese culture, politics and economics.

The focus of the Spring Term will be on *Modern India*. The course will examine India's rich cultural traditions and see how Indian society was affected by the intrusion of British imperial rule in the 19th century. In-depth attention will be given Gandhi, the movement for Indian independence, and an examination of India's literature and politics in the context of the world today.

47—3 (2473) Africa and the World

This course focuses on contemporary issues facing the new nations of Africa, based on an historical analysis of the emergence of Africa from the colonial period. Political and economic development of these countries, the relations between developed and developing states, the emergence of majority rule in Southern Africa, and the role of Africa in the United Nations is studied. Readings include analyses of the issues African nations confront in the modern world, novels about Africa, and speeches and articles by African leaders.

48—1 (2481) The Middle East

Four prepared class periods. Few if any regions of the world claim a more compelling interest than the Middle East. From its ancient site of half the earth's cultural ante-

cedents, birthplace of three world religions, land bridge of three continents, eternal East-West corridor, and ceaseless crossroads of conquerors, pilgrims, and tradersmen, the Middle East derives a distinctive character of its own. This course traces the region's history from the Arab awakening to the present situation.

49—123 (2491) Latin American Studies
(2492)
(2493)

Four prepared class periods. This course is a survey of Latin American civilization seen through its history, literature and culture from pre-Columbian times to the present. In the Fall Term, the focus is on the Mayan, Aztec, and Inca civilizations, the Spanish Conquest, and the development of present day institutions and cultural patterns in the Iberian Colonial period. In the Winter Term, the students learn about Latin America's independence from Spain and Portugal, the republican experiment, the role of the military, the Church, the Oligarchy, and the function of class, sex and race in Latin American societies. In the Spring Term, the subject is political movements and revolutions of the 20th century, including the Mexican, the Cuban and Sandinista Revolutions. US-Latin American relations are an important component of the course in this term.

Each term can be taken independently, but students should consider taking all three terms since the course as a whole develops themes prevalent in Latin American history, in particular, the struggle against dictatorship, economic and social divisions, imperialism, and population growth. Films, and literary works of writers such as Garcia Marquez, Fuentes, Asturias, and Neruda will be used to understand how Latin Americans view their own reality. (Ms. Piana)

ELECTIVES: 50-LEVEL SURVEYS

The following 50-level surveys are open to Seniors and Uppers who have completed at least one term of *History 30*. A student may elect a 50-level survey together with or prior to satisfying the 4th term of the diploma requirement at the 40-level. Completion of three consecutive terms of *History 54* or *History 55*, together with three terms of *History 30-31*, satisfies the department's diploma requirement.

54—123 (2541) Modern European History
(2542)
(2543)

This course is identical in content to *History 34-0*. It is different in that it is open only to Uppers and Seniors who have completed at least one term of *History 30* and it may be elected for a single term.

55—123 (2551) **Ancient History**
 (2552)
 (2553)

Four prepared class periods. The course is concerned with Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. Each term represents a coherent and independent unit. In the Fall Term the survey ends with the world empire of Alexander the Great. The Winter Term covers the period from the beginning of Rome until its transition from Republic to Empire. The Spring Term is concerned with the Roman Empire and the transition from Roman to Medieval History. (Mr. Krumpe)

ELECTIVES: 60-LEVEL SEMINARS

These 60-level electives are *seminars* for Seniors. Issue-oriented trimester courses, they meet three hours a week, with an expectation of substantial independent reading and writing. For effective discussion, they are limited to 14 students. **Prerequisite:** either (1) prior completion of the 4-term diploma requirement; or (2) written permission from the department chair. A student may elect a 60-level seminar together with or prior to satisfying the 4th term of the diploma requirement at the 40-level.

SEMINARS IN THE SOCIAL SCIENCES

SS61—3 (2613) Issues in Economics
Prerequisite: Successful completion of *Social Science 41*. This seminar investigates public policy issues in the field of economics. Students begin by studying the history of economic thought, relating it to our understanding of economic development. After examining the works of Adam Smith, John Stuart Mill, Karl Marx, Alfred Marshall, and John Maynard Keynes, the class addresses a series of current policy questions, such as the debates over the budget, tax reform, import restriction, supply-side economics, central economic planning, labor organization, national industrial policy, and the ethical responsibilities of business. Classes center around discussion of the assigned readings. A term paper on an issue of choice is required. There is no final examination. (Dr. Strudwick)

SS62—2 (2622) American Race Relations
 This seminar investigates the development of racial attitudes in the United States. We discuss contemporary campus attitudes and examine the extent to which current concerns have evolved historically, studying the origins of racism in the British colonies, antebellum slavery in the American South, antislavery movements and anti-

ethnic restrictions in the North, and the urban migration of blacks and the life of Jim Crow in the 20th century. We look closely at the movement for civil and economic rights during the 1960s and give substantial attention to recent issues—how to reconcile assimilation with separation, Birmingham with Boston, *Brown* with *Bakke*, equality of opportunity with equality of result. A final paper is expected; there is no final exam. (Mr. Rogers)

SS64—2 (2642) Men, Women and American Culture
 This seminar is designed to help students understand the experiences of men and women in American culture from the Victorian age to the present. Using interdisciplinary materials from social and intellectual history, psychology, anthropology, and literature, this course will explore how American culture has defined its ideals of masculinity and femininity since the mid-nineteenth century. We will study a variety of topics: Victorian sexuality; gender roles on the frontier; the “cult of true womanhood”; moral reform in the Progressive Era, manliness and the Strenuous Life, gender roles in the Roaring Twenties; the family and the Great Depression; the return of domesticity in the Fifties; and the pros and cons of the Women’s Liberation Movement. The course will include lectures, films, discussion, guest speakers, exams, and several papers. Reading will include Peter G. Filene’s *Him/Her Self: Sex Roles in Modern America*; and other books and articles. (Ms. Dalton, Mr. Rotundo)

SS65—2 (2652) Nuclear Weapons — Proliferation and Responses

This seminar follows the evolution of and reaction to The Bomb — from the discovery in 1938 of fission on Otto Hahn’s table in Nazi Germany, to Hiroshima, the Cuban Missile Crisis of 1962, and the START Talks and cruise missiles and President Reagan’s “Star Wars” speech in the 1980’s. Historians, chemists, physicists, political scientists, and journalists are among those who tell the story, in lectures, documents, and secondary accounts. Readings include Richard Rhodes, *The Making of the Atomic Bomb*; Robert F. Kennedy, *Thirteen Days*; McGeorge Bundy, *Danger and Survival*; John Newhouse, *War and Peace in the Nuclear Age*; and Graham T. Allison et al., *Hawks, Doves, and Owls*. The course entails class discussions, field trips, films, readings, a research project, and a final exam. (Dr. Quattlebaum)

SEMINARS IN HISTORY

66 The Renaissance
 (Not offered in 1989-1990.)

67—3 (2673) Victorian England: England in an Age of Expansion
 (formerly *History 57*)

This seminar is devoted to a study of the major transitions and developments of nineteenth century Britain. It

is divided into three central components: economic and social developments; political movements; and international relations. Since Victorian literature more directly reflects the life and thought of the times than that of any other period of English history, the course includes an examination of those writers whose works were influential in either adapting or describing the minds and institutions of the English people to the changing conditions of the period. These writers include Hardy, Dickens and Marx. A term paper is expected; there is no final examination. (Mr. Richards, Dr. Strudwick)

68—2 (2682) **The Courts and Constitutional Development, 1935-1985**

This seminar focuses on the often conflicting rights of individuals and society as decided by the courts in the years 1935-85. What are the legal powers and limits of government to regulate the actions of individuals in the public interest? To what extent may government regulate private businesses relative to working conditions, consumer interests, or the environment? To what extent may the courts act to protect the rights of freedom of speech, press, assembly, and religion; rights against illegal search and seizure; rights of those accused of crimes; and equal rights to vote, education, employment, and housing opportunities regardless of race, religion or sex? The seminar examines the relationships between ethics and social values, political and economic developments, special interest groups, and the development of law. Students analyze the roles of lawyers and judges; legal procedures; the influence of special interests; and the arguments of prosecutors, plaintiffs, and defendants. The readings emphasize the case method by works such as Westin's *The Anatomy of a Constitutional Law Case*; Kutler's *The Supreme Court and the Constitution*; Lyons' *The Supreme Court and Individual Rights in Contemporary Society*; and, especially, Supreme Court decisions. The basic classroom procedure is Socratic dialogue, and the climax of each student's study is the critical analysis of a constitutional law case. (Mr. Lyons)

Mathematics

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but an additional trimester is required before entering the calculus. Placement of new students in the appropriate first course is made by the department considering the record in

previous schools, the results of a self-administered diagnostic test in elementary algebra which is sent to newly admitted students in the Spring, and the course program chosen by the entering student. Examinations to validate first and second year algebra skills are given early in the Fall trimester, at which time students who are incorrectly placed can be shifted to higher or lower level courses.

Students entering with no prior study of algebra start with *Mathematics 10*; those with a partial year of algebra enter *Mathematics 15*. Students entering with a full year of algebra start with *Mathematics 21-1*. If the results of placement testing indicate a need for *Algebra Review*, then students who have not taken geometry start with *Mathematics 19-1* and continue to *Mathematics 21-2*.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *Mathematics 32-1*, *34-2* and *35-3*. Those with a strong background in intermediate algebra may enroll directly in *Mathematics 34-1*. If, on the basis of our testing, the student's algebra skills are weak, then *Mathematics 25-12* may be required before precalculus.

It is generally best to take the College Entrance Examination Board Achievement Test (Level II) in Mathematics near the end of or immediately following *Mathematics 36*.

For students who wish to go beyond the required level, the department offers many electives, some of which lead up to and beyond the Advanced Placement Calculus Examinations of the College Board.

The standard sequence of mathematics electives starts with *Math 36* (trigonometry) and goes through the normal five-term calculus sequence of *Math 53* and *Math 54*. Some students might also include *Math 48* and/or *Math 41* in their "normal" sequences; others might do the Honors sequence and others might do only the *Math 51-52* calculus sequence.

Hand Calculators

Every student taking Mathematics or Physical Sci-

ence must have a suitable hand calculator capable of handling square roots, sines, cosines, reciprocals, logarithms and exponents. Any calculator with *sin*, *log* and inverse function keys is adequate for all course use.

COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT:

10—0 (3100) Elementary Algebra
 Five prepared class periods. A year-long course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first and second degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry. **Prerequisite:** None.

15—12 (3154) Elementary Algebra (T2)
 (a two-term commitment)
 Five prepared class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term *Algebra Review* or *Geometry*. **Prerequisite:** A half to a full year of algebra.

19—1 (3191) Algebra Review
 Five prepared class periods. A course for students who enter with a full year of algebra whose knowledge and confidence indicate they need a brief review of algebra. **Prerequisite:** A full year of algebra.

21—1 (3211) Geometry
21—2 (3212)
21—3 (3213)
 Five prepared class periods. A course for students who have had a strong ninth grade algebra course, but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs. **Prerequisite:** A complete course in elementary algebra and good algebraic skills.

22—1 (3221) Geometry
22—2 (3222)
22—3 (3223)
 Five prepared class periods. This course continues the work of Math 21, with increased emphasis on the algebraic/numerical aspects of geometry. **Prerequisite:** *Mathematics 21*.

25—12 (3254) Algebra Consolidation (T2)
 (a two-term commitment)
 Five prepared class periods. A course for students with

one year of algebra and one year of geometry, whose algebra skills are not strong enough for placement in *Mathematics 32* or *34*. The course begins with a comprehensive review of elementary algebra, and concludes with topics in intermediate algebra (as listed in the course description of *Mathematics 32*). Students who do satisfactory work in this course enter *Mathematics 34* in the Spring. Students with a (T2) grade of 2 or lower in *Mathematics 25-12* enter *Mathematics 32-3* in the Spring.

31—0 (3310) Geometry and Precalculus
 Five prepared class periods. A yearlong course for entering students who have completed an Algebra 2 course but have not studied geometry. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions (including polynomial, exponential and logarithmic functions). This course completes the diploma requirement and prepares students to enroll in *Mathematics 36*. **Prerequisite:** Credit for one year of elementary algebra and one year of intermediate algebra.

32—1 (3321) Intermediate Algebra
32—2 (3322)
32—3 (3323)
 Five prepared class periods. Topics in intermediate algebra, including sets; properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic, and radical equations and word problems. **Prerequisite:** *Mathematics 22*, or its equivalent.

34—1 (3341) Precalculus
34—2 (3342)
34—3 (3343)
 Five class periods, four prepared and one unprepared. More topics in intermediate algebra, including quadratic inequalities, equations of lines and circles and tangents to parabolas. The emphasis of the course is upon functions and their graphs, on the composition of functions and their applications. **Prerequisite:** *Mathematics 32*, or its equivalent.

35—1 (3351) Precalculus
35—2 (3352)
35—3 (3353)
 Five class periods, four prepared and one unprepared. A continuation of the study of functions, including polynomial, exponential, and logarithmic functions. Completion of this course satisfies the diploma requirement. **Prerequisite:** *Mathematics 34* or its equivalent.

40—12 (3404) Elementary Functions (T2)
 (a two-term commitment)
 Five prepared class periods. A two-term course for entering Seniors whose prior work fails to satisfy diploma requirements. Work focuses on a review of the fundamentals of algebra, and the elementary functions. Students with high quality work in the Fall trimester may satisfy

the diploma requirements and take *Mathematics 50-23 (T2)*. **Prerequisite:** Credit for three years of high school mathematics.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

36—1 (3361) **Precalculus - Trigonometry**
 36—2 (3362)
 36—3 (3363)

Five class periods, four prepared and one unprepared. This is the standard course in circular and trigonometric functions with applications. It is required for those wishing to go on to *Mathematics 48* or the calculus. **Prerequisite:** *Mathematics 35*, or its equivalent.

Math 41, 42, 47 and *48* are non-calculus electives which may be taken either before beginning a calculus course or as alternatives to the calculus. Of these four courses, *Math 48* is the natural extension of the *Math 34, 35, 36* precalculus sequence, developing earlier work more deeply and strengthening a student's command of algebra and trigonometry. *Math 41, 42* and *47* are courses in non-continuous, discrete mathematics, an area of growing importance which is quite different from the precalculus/calculus sequence.

41—1 (3411) **Probability**
 41—2 (3412)

Four prepared class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there is no model. **Prerequisite:** *Mathematics 35* or its equivalent.

42—2 (3422) **Statistics**
 42—3 (3423)

Four prepared class periods. Applications of various distributions, hypothesis testing, statistical inference and data organization. **Prerequisite:** *Mathematics 41*.

47—2 (3472) **Discrete Mathematics**
 (Formerly *Math 37*)

Four prepared class periods. This course provides exposure to some topics from the areas of discrete mathematics and finite mathematics such as mathematical induction, sequences, series, recursion, networks, circuits, annuities, amortization of loans, and fractal geometry. **Prerequisite:** *Mathematics 36* or its equivalent.

48—1 (3481) **Analytic Geometry**
 48—2 (3482) (Formerly *Math 38*)
 48—3 (3483)

Four prepared class periods. This course is an extension of earlier work on lines and curves in the plane. It will include extended locus problems and further study of the conic sections: parabolas, ellipses and hyperbolas and their simple rotations. The course will include an introduction to the algebraic description of 3-space: vectors, curves, planes, simple surfaces and their intersections. **Prerequisite:** *Mathematics 36* or its equivalent.

50—23 (3505) **Beginning Calculus (T2)**
 (a two-term commitment)

Four prepared periods. This course, for Seniors only, does not specifically prepare for the Advanced Placement Examination. The approach to calculus is concrete, informal and applied, as opposed to abstract, deductive and theoretical. Topics include applications of the derivative and integral to problems of optimization, curve sketching, rate of change, area, volume, and work. Techniques will be developed to apply derivatives and integrals to logarithmic, exponential, trigonometric and inverse functions. **Prerequisite:** *Mathematics 36* or an equivalent course in trigonometry and elementary functions.

51—1 (3511) **AB Calculus (I)**

Five prepared class periods. Primarily for Seniors, but open to Uppers who choose not to do the standard *Mathematics 53-54* calculus sequence. The first of a three term sequence that covers the syllabus for the AB Advanced Placement Examination of the College Entrance Examination Board. Topics covered include: review of functions and graphing, limits and continuity, the derivative and its applications. **Prerequisite:** *Mathematics 36* or its equivalent.

52—23 (3525) **AB Calculus (II) (T2)**
 (a two-term commitment)

Five prepared class periods. This is a continuation of *Mathematics 51* and finishes the AB Advanced Placement Syllabus. Topics covered include: the definite integral, techniques and applications of integration, and the Fundamental Theorem of the Calculus. **Prerequisite:** *Mathematics 51*.

53—23 (3535) **BC Calculus (I) (T2)**
 (a two-term commitment)

(This two-term course replaces the previous one-term *Mathematics 53-3* course.) Four prepared class periods. This is the beginning of the normal five-term calculus course recommended for non-Seniors. With *Mathematics 54* it covers the syllabus of the BC Advanced Placement

Examination. Topics covered in the two terms include some differential and some integral calculus: limits, continuity, derivatives, The Chain Rule, related rates, The Mean Value Theorem, applications of integrals and The Fundamental Theorem of the Calculus. **Prerequisite:** *Mathematics 36* or its equivalent.

54—1 (3541) BC Calculus (II)
Five prepared class periods. This course continues the work of *Mathematics 53-23* in preparation for the BC Calculus Examination. Topics covered include further application of the integral calculus, volumes and arc length. **Prerequisite:** *Mathematics 53* or its equivalent.

54—23 (3545) BC Calculus (II) (T2)
(a two-term commitment)
Five prepared class periods. A continuation of *Mathematics 54-1* finishing the syllabus for the BC Advanced Placement Examination in May. Topics covered include: further techniques of integration, numerical approximations, infinite series, parametric equations and further differential equations. **Prerequisite:** *Mathematics 54-1* or its equivalent.

55—0 (3550) Honors BC Calculus
Five prepared class periods. A yearlong course in analytic geometry and calculus which begins only in the Fall. Enrollment is limited to very able and committed mathematics students. Satisfactory completion of this course prepares for the College Board BC Advanced Placement Examination. This course may require more than the standard 4 to 5 hours per week of homework. **Prerequisite:** *Mathematics 36* or its equivalent, and departmental permission.

65—1 (3651) Calculus of Vector Functions
Four prepared class periods. For students of demonstrated ability and interest. Vectors and the geometry of 3-space, functions of many variables, partial differentiation, tangent planes, gradients, vector valued functions and their derivatives. **Prerequisite:** *Mathematics 54*, or *Mathematics 55* or departmental permission.

65—23 (3655) Calculus of Vector Functions (T2)
(a two-term commitment)
Four prepared class periods. A continuation of *Mathematics 65-1* covering multiple integration and its applications in volumes, centers of mass, and surface area; vector analysis including line integrals and Green's Theorem; an introduction to linear algebra including Gaussian elimination vector spaces, and eigenvectors. **Prerequisite:** *Mathematics 65-1*

68—123 (3681) Honors Mathematics Seminar
(3682)
(3683)
Each term's seminar will be devoted to one topic which will be developed in depth. The term's topic will be an-

nounced the previous term and might be: Numerical Methods and Approximations; Non-linear Dynamical Systems - Instability, Chaos and Fractals; Abstract Algebra - Groups, Rings and Fields; Mathematical Models in the World Around Us, i.e., "The Mathematics of Conflict," "The Mathematical Theory of Elections," "Size, Shape and Patterns"; Number Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems. **Prerequisite:** *Mathematics 54*, *Mathematics 55*, or departmental permission.

COMPUTER COURSES

The Mathematics Department is located in Morse Hall, which also houses two computer labs. One lab has 16 IBM Personal Computers (networked); the second contains 7 Apple IIe microcomputers. A variety of computer courses is offered that range from an introduction to computers to preparation for the Advanced Placement Examinations in Computer Science. Computer languages taught include LOGO and Pascal.

Students who desire an introduction to computer programming but who have little or no computer experience normally enroll in *Computer 20* or *Computer 30*. Those who feel confident about their ability to work independently as they learn to program or who expect to enroll in higher level computer courses should choose *Computer 30*. Those who desire an overview of computing as they learn to program or feel that they need more interaction with the computer during class should choose *Computer 20*.

Computer	Computer Competence (LOGO)
20—1 (3821)	
20—2 (3822)	
20—3 (3823)	

Four prepared class periods. A one-term course in programming in the LOGO language for students with little or no previous experience with computers. The course focuses on some of the important applications of computers: graphics, word processing, and data management. Topics are introduced with commercial software packages. Then students design and program simplified versions of these packages. Design skills and user-friendly programming are stressed. This course does not qualify a student for *Computer 40* or *50*. **Prerequisite:** None. Not open to students from *Computer 30*.

18—123 (6182) Chamber Orchestra
(6183)

Two double periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While *Chamber Orchestra* may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. This course, if failed, cannot be made up by examination.

19—123 (6191) Private Instrument and
(6192) **Vocal Lessons**
(6193)

Two class meetings plus required concert attendance. Lessons are available on all orchestral instruments including, in addition, piano (classical or jazz), guitar, saxophone, organ, harpsichord, carillon, and voice.

In addition to practicing daily, the credit students are expected to meet the following commitments: 1) a once per week meeting with their private instructor; 2) a once per week seminar, providing a broader practical/theoretical background; (credit students would be assigned seminar groups according to their instrument and background); 3) a required attendance of three concerts, on campus, per term.

There is a charge of \$240 per term for half-hour instruction, or \$330 per term for full-period (45 minute) lessons, and a nominal fee for use of practice pianos and organs. Orchestral and band instruments are available for rental. NOTE: Beginners (as defined by the department) MUST take two consecutive terms of *Music 19* if they are enrolled as credit students. This course, if failed, cannot be made up by examination.

20—1 (6201) The Nature of Music
20—2 (6202)
20—3 (6203)

Five prepared class periods. This course is designed to give a general background in history, theory, and practical aspects of music. Music from its earliest sources to the present is examined. Also, the role of music and the arts in each of its cultural stages is studied. Students receive some first hand experience with musical instruments. No previous experience in music is required.

21—1 (6211) The Nature of Music (for Juniors)
21—2 (6212)
21—3 (6213)

This course covers the same material as *Music 20* (see above), but is designed specifically for those Juniors whose verbal and writing skills may be weak. Juniors with no such demonstrated weaknesses may take *Music 20*.

22—2 (6222) Nature of Music —Advanced/
22—3 (6223) Chamber

Five class periods. An alternative course to *Music 20* for advanced music students with proficiency on their individual instruments. Students will study musical styles,

periods, and literature through in-class performance, analysis, and discussion of chamber music. Homework will consist of practicing individual parts, listening to recorded performances, and studying scores. The course aims not only to encourage chamber music performance, but also to prepare students for the Music Listening and Literature Advanced Placement Examination in May. **Prerequisite:** Permission of the Department. (If a student intends to take the A.P. in Listening and Literature, he/she is strongly advised to take *Music 33* as well as *Music 22*.)

HISTORY AND APPRECIATION

The Nature of Music (Music 20, 21 or 22) is a **prerequisite** for all courses in this section.

26—23 (6262) Seminar in the History of Music
(6263)

Two class meetings. Open to Lower and Upper Middlers and to Seniors. This course, taught in seminar fashion, is one where a great deal of reading, listening, and analysis is expected to take place outside the classroom. The composer or composers and era to be studied each term will be decided by the class and the instructor. (Sample topics: Beethoven and the Era of Revolution; The Life, Times and Music of J.S. Bach.) Hours to be arranged.

27—123 (6271) Independent Study in the History
(6272) **and Literature of Music**
(6273)

Four prepared class periods. Open to Upper Middlers and Seniors. A student who has taken at least one trimester of *Music 26* may, with the permission of the instructor, pursue an independent course of study in either a particular type of music or a particular period of music.

28—3 (6283) Jazz
Four prepared class periods. Open to Upper Middlers and Seniors. A study of the history of classic jazz, dating back to its roots in Africa, its development in New Orleans, its spreading to New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the thirties, concluding with the jazz rock of today. A study of the influence and contributions of the major personalities such as W.C. Handy, Jelly Roll Morton, Louis Armstrong, Basie, Whiteman, Gershwin and the rest of the greats.

29—3 (6293) Opera
Four prepared class periods. A study of perhaps the richest of all musical genres and one which lends itself to discussion and analysis. The course will focus, after a brief survey, on four major operas from different periods: typically Baroque, Classical, Romantic and modern. Study will be made of the text, in translation, if necessary, the

composer's style, the special relationship between words and music and the background to a performance. Selection will be based on which operas are being performed in Boston and what is available on film or video.

THEORY

The Nature of Music (Music 20, 21 or 22) is a **prerequisite** for all courses in this section.

32—23 (6322) Conducting
(6323)

Hours to be arranged. Open to Upper Middlers and Seniors. A course in conducting and basic musicianship. This course is designed to give the student an introduction to the conductor's world through developing conducting skills and score analysis.

33—1 (6331) Theory of Music I

Four prepared class periods. Open to Lower Middlers, Upper Middlers, and Seniors. This course offers an introduction to harmonic progression, triads, modes, rhythmic coordination with dictation. Some original work is also expected.

34—2 (6342) Theory of Music II

Four prepared class periods. Open to Lower Middlers, Upper Middlers, and Seniors. Prerequisite: Theory of Music I or permission of the instructor. This course deals with harmonic progressions, modulations, figure bass, and an introduction to counterpoint and harmonic analysis.

35—3 (6353) Theory of Music III

Four prepared class periods. Open to Lower Middlers, Upper Middlers, and Seniors. Prerequisite: *Theory of Music II* or permission of the instructor. This course includes advance figure bass, more complex chords, and a brief introduction to nineteenth and twentieth century techniques.

36—1 (6361) Electronic Music

36—2 (6362)
36—3 (6363)

Four prepared class periods. Prerequisite: *The Nature of Music (Music 20)* or permission of the Department Chairman. A course for the benefit of those who seek to expand their domains of creativity by understanding and utilizing the conceptual approaches inherent in electronic music synthesizers and related equipment. Using a practical approach, the course begins with the care and feeding of the tape recorder and proceeds to the functioning and operation of electronic music modules. A lab fee of \$15.00 is charged for the use of the synthesizer.

40—123 (6401) Advanced Techniques in
(6402) Electronic Music
(6403)

Four prepared class periods. Prerequisite: *Electronic Music (Music 36)*. A course designed for the continuation of the skills and techniques developed in Music 36. A lab fee of \$15.00 is charged for the use of the synthesizer.

Philosophy and Religious Studies

The Department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice and the search for the foundation of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process. **Hence failed courses usually cannot be made up by examination alone.**

The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. Courses are offered at a variety of levels. All courses involve four prepared class period.

20—3 (7203) The Biblical World View: An Introduction

Four prepared class periods. Open to Juniors and Lower Middlers. Why was the world created? Why are we humans placed on this earth? What are we like? What should we try to achieve in life? How should we treat one another, other creatures, and the planet on which we live? For many centuries the Bible provided for many people a response to such questions. In our day, however, the message has become both unclear and increasingly unfamiliar. In this course we shall look at the composition and the historical setting of the Bible (Old Testament), then read selected passages of Biblical narrative and reflection which introduce persons and principles central to the Biblical view of the world, its inhabitants, and its Creator. (Rabbi Gendler)

21—1 (7211) Introduction to Ethics:
21—2 (7212) Discernment and Decision
21—3 (7213)

Four prepared class periods. Open to Juniors and Lower

Middlers. Beginning with concrete moral dilemmas and drawing case studies from literature, bioethics and education, this course provides an introduction to ethical reasoning. Specific attention is paid to the thinking of one classical philosopher (Socrates) and one modern utilitarian (Peter Singer). (Dr. Avery)

23—1 (7231) **The New Testament Perspective**
 Four prepared class periods. Open to Juniors and Lower Middlers. The course will consider, in their cultural and historical context, the person and teaching of Jesus of Nazareth, the development of the early Christian community and the religious claims of that community concerning the Christ. (Fr. Gross)

24—2 (7242) **Religious Discoverers**
 Four prepared class periods. Open to Juniors and Lower Middlers. The experiences of a handful of individuals have exerted an extraordinary influence on the life of the world. These individuals can be called religious discoverers, each of whom has forged a vision of how life should be lived, that persons, communities and whole cultures have found compelling for a thousand years or more. We will examine three such discoverers: Jesus, Moses and Buddha. We will study how their lives have provided exemplary models for living for the religious traditions they represent. (Ms. McCaslin)

30—1 (7301) **Introduction to Non-Western Religions**
 30—2 (7302)
 30—3 (7303)
 Four prepared class periods. Open to Lower and Upper Middlers and Seniors. This course provides a brief introduction to four of the world's major religions: Islam, Hinduism, Buddhism, and Taoism. Huston Smith's classic, *The Religions of Man*, is the text. Additional readings are drawn from basic religious texts of the traditions. (Ms. McCaslin and Rabbi Gendler)

32—2 (7322) **Post-Biblical Jewish Thought: Responses to the Holocaust**
 Four prepared class periods. Open to Lower and Upper Middlers and Seniors. An exploration of the holocaust through diaries, memoirs, works of fiction, poetry, and later reflections on the phenomenon.

Questions to be dealt with will include: what was it like for the victims? What was it like for the Nazis? How could it have happened? What elements from Jewish, Christian and secular tradition contributed to its possibility? What have been some of its effects on our own feelings about life and human beings? How have various Jewish, Christian, and secular thinkers responded to the challenge of this event? (Rabbi Gendler)

33 **Varieties of Religious Experience**
 (Not offered in 1989-90.)

36—1 (7361) **Proof and Persuasion**
 36—2 (7362)
 36—3 (7363)

Four prepared class periods. Open to Lower and Upper Middlers and Seniors. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What is the meaning of "meaning" and the truth about "truth"? The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, newspapers and on television. (Mr. Hodgson)

41—1 (7411) **Views of Human Nature**
 41—3 (7413)

Four prepared class periods. Open to Upper Middlers and Seniors, and to Lower Middlers with permission of the instructor. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings. These include selections from the *Bible* and Plato's *Timaeus*, *Walden Two* by B. F. Skinner, *On Human Nature* by E.O. Wilson and *The Politics of Experience* by R. D. Laing. (Mr. Hodgson)

43—1 (7431) **Law and Morality**
 43—2 (7432)

Four prepared class periods. Open to Upper Middlers and Seniors, and to Lower Middlers with permission of the Instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings. These include selections from the works of Plato, Hobbes, Rawls and Martin Luther King, Jr. (Mr. Hodgson)

44—3 (7443) Nonviolence in Theory and Practice
 Four prepared class periods. Open to Upper Middlers and Seniors. The militarily most destructive century in human history, our twentieth century, has also been one in which such men as Gandhi and Martin Luther King, Jr., have successfully applied nonviolence to conflict situations. What is the theory of this approach to human conflict? What are some of its psychological assumptions? What is its religious and human significance? By what means does it operate? What are its prospects for the age ahead? We shall use case histories, the testimonies of those directly involved in such struggles, films, critical and theoretical studies in trying to clarify and comprehend some of these elements of nonviolence. Readings include Joan Bondurant's *The Conquest of Violence* as well as writings of Gandhi and King. (Rabbi Gendler)

45—2 (7452) In Search of Meaning
45—3 (7453)

Four prepared class periods. Open to all Upper Middlers and Seniors and to Lower Middlers with permission of Instructor. The reflective person is confronted with questions that hunger to be answered yet elude definitive, "objective" answers. The person's faith is often what sustains him/her and provides "subjective" answers to these fundamental questions. The issues of creation, of death, of evil, of identity, of purpose all challenge one's faith. This course (which takes its title from Victor Frankel's book) will consider these issues from a faith perspective using Scripture, literature (i.e. *Equus*, *No Exit*, *The Little Prince*, *The Shadowbox*, *Man's Search for Meaning*, *I Heard the Owl Call My Name*, etc.) and other materials. (Fr. Gross)

46—1 (7461) Bioethics: Medicine
46—2 (7462)

Four prepared class periods. Open to Upper Middlers and Seniors. Is a physician's confidentiality absolute? When can we experiment on human beings? How should we treat defective newborns? Should the government be telling doctors what they may and may not do? What about the Hippocratic Oath? Who should set the ethical standards for medicine? What is ethics anyway? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduction to moral philosophy, its application to issues in medicine and medical research and its role in setting public policy. (Dr. Avery)

47—3 (7473) Bioethics: The Environment
 Four prepared class periods. Open to Upper Middlers and Seniors. Do only humans have rights? Do animals count? Should trees have standing? What is the value of wilderness or a salt marsh? Have we any obligations to rivers and mountains and birds of the air? Considering these and other questions, through case studies, discussion and readings, this course provides a brief introduc-

tion to moral philosophy, its application to environmental issues and its role in setting public policy. (Dr. Avery)

50—2 (7502) Existentialism
 Four prepared class periods. Open to Upper Middlers and Seniors. The term "existentialism" covers a broad range of attitudes and values that are joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity and choice that confront men and women in everyday life. The lectures, discussions and readings are designed to help us locate and express these problems as they confront each of us in our own lives and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings: Nikos Kazantzakis, *Zorba the Greek*; Friedrich Nietzsche, *Thus Spake Zarathustra*; Jean-Paul Sartre, *No Exit* and *Being and Nothingness*; Soren Kierkegaard, *The Sickness unto Death*; Martin Buber, *I and Thou*. (Mr. Hodgson)

51—1 (7511) In Search of Justice:
51—2 (7512) from Socrates to Marx
51—3 (7513)

Four prepared class periods. Open to Upper Middlers and Seniors. Who or what decides if my behavior is just? God, nature, the powerful, society, my emotions, the economic system? What is justice anyway? Or is the whole question a logical mistake? Through reading and discussion the course encourages participants to develop their own views on these issues in dialogue with Plato, Aristotle, Bentham, Mill, Marx and others, so that they will be better equipped to make their own contribution to the never ending search for justice. (Dr. Avery)

52—3 (7523) Great Philosophers
 The great philosophers challenge us to address difficult and fascinating questions that perennially face mankind: What is the good life? What are the sources of human experience? Is there anything we can know with certainty? Does God exist? What is the relationship between my mind and my body? This course critically evaluates the responses of Plato, Descartes, Hume and Whitehead. (Mr. Hodgson)

Physical Education

All Juniors and new Lowers are required to elect one trimester of *P.E. 10* in addition to their regular athletic commitment.

10—1 (9201) Physical Education
10—2 (9202)
10—3 (9203)
 Pass/Fail. Limit of 15 students per section. Five class pe-

riods per week. A course integrating health and fitness concepts with self-testing and challenge activities; two class periods per week are spent using the running track, weight room, ropes course and other areas of the athletic complex. Two class periods are devoted to drown-proofing survival swim technique and C.P.R. training. One period per week is lecture-discussion, requiring some outside reading or other preparation. If the course is failed, the student will repeat it, in full or in part, during a subsequent term. Students should not enroll in this course unless they are able to swim.

Psychology

The Psychology Department offers two elective courses which examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies which integrate formal academic work with frequent opportunities for student participation and self-exploration.

32—1 (7021) **Introductory Psychology**
32—2 (7022)
32—3 (7023)

One double period and two prepared class periods; for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include: psychoanalytic, behavioral and humanistic theories of the person, psychosocial, cognitive, moral and early childhood development, human motivation and personality, abnormal behavior and research techniques in psychology. Lectures are designed to catalyze discussion. A combination of objective examinations and individualized writing assignments are utilized to evaluate the student's learning.

33—3 (7033) **Developmental Psychology**
One double period and two prepared class periods: for Uppers and Seniors. An examination of human growth and development from infancy through adulthood. The role of early experiences and biological factors in later formation of personality, intellectual and motivational behaviors will be considered. Different theoretical per-

spectives (psychodynamic, social learning and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan, Bandura, and Vaillant. The format of the course includes readings, films, quizzes, and a term paper.

Science

The diploma requirement in science for members of the classes 1989 and 1990 is one yearlong course in either biology, chemistry, or physics. However, all students are strongly urged to study in each of these three areas. The order in which biology, chemistry, and physics is taken will have to vary with a student's degree of mathematical sophistication, previous science courses, and interest. Distribution among these sciences may be attained by yearlong courses or term-contained electives. Each department also offers advanced courses for students who wish to add depth to their science studies.

For members of the class of 1991 and for all students entering as of, and subsequent to, September 1988, the requirement is a yearlong course and three additional terms of science. At least one of those terms must be in the biological sciences if the yearlong course were chemistry or physics and, conversely, at least one of the term-contained courses must be in physics or chemistry if the yearlong course were in biology. With the exception of yearlong laboratory courses, one term-contained science course taken as a Junior will count toward the diploma requirement. Two yearlong courses will, of course, fill the requirement as long as one of the courses is in biology and the other is in either chemistry or physics.

For those students entering as Juniors, we suggest that: 1) those Juniors who have already experienced success in a junior high science course consider taking *Chemistry 25*, *Biology 30*, or *Physics 20*, subject to approval by the appropriate department chair; 2) those Juniors who have little science background and who need to develop basic skills-

should take *Physics 10* or *Chemistry 11*; 3) those Juniors who find themselves more interested in studying science in the context of a particular topic should take *Biology 15, 17*; or *Physics 18*.

Biology

The Biology department offers a number of term-contained courses primarily for Juniors, each of which explores a particular topic through classroom and laboratory or field work. Juniors who wish to enroll in *Biology 25* or *Biology 30* MUST obtain permission from the department chairperson.

15—1 (8051) Introduction to Oceanography
Four prepared class periods. This is a one-term course for Juniors who have not taken *Biology 25* or *Biology 30* or their equivalent. The 70% of our earth's surface comprising the oceans is examined from a number of biological, physical and chemical perspectives. Accordingly, we investigate the origin of the oceans and interactions among the thousands of living organisms found in or near the sea. Films and slides complement the classroom portion of the course. Special emphasis is given to the biology of sharks and whales.

17—2 (8072) Introduction to Zoology
Four prepared classes per week, one of which will be used for laboratory work. This is a one-term course designed for Juniors who have not taken *Biology 25* or *30* or their equivalent. A study will be made of the similarities and differences among the major animal divisions from the most primitive invertebrates to the most complex vertebrates. Areas of concentration will include the basic systems of each phylum (*i.e.*, digestion and reproduction), as well as the ecological role and the evolutionary development of the organism. Lab periods will be used to develop techniques of dissection while studying the anatomy of animals from selected phyla.

The Biology department offers two yearlong introductory level courses, each of which satisfies the diploma requirement for a laboratory science. Juniors who wish to enroll in *Biology 25* or *Biology 30* MUST obtain permission from the Department Chairperson.

A student entering Phillips Academy as a Lower, Upper, or Senior who wishes to receive Biology credit on the strength of a course taken in the 9th

grade at another school may do so upon passing a validation test to be administered after the student arrives at Andover.

25—0 (8120) Introduction to Biology
Three prepared class periods and one double laboratory period each week. This course is intended primarily for Lower Middlers with little previous exposure to science. A topics approach usually centered around laboratory experiences is employed in order to acquaint students not only with fundamental biological principles but also with the methods and techniques used to elucidate them. Attention is paid to the processes by which scientific evidence is gathered, interpreted, and summarized. Part of the Spring Term is set aside for work on individual or small group laboratory research projects. (This course is not open to Seniors.)

30—0 (8130) College Biology
Three prepared class periods and one double laboratory period each week. This is a survey course for those students with previous exposure to some of the basic principles of science. It stresses the unity of life, rather than the diversity, by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism (including nutrition, gas exchange, materials transport, excretion, and homeostasis), responsiveness and coordination, reproduction and development, genetics, evolution and ecology. Part of the Spring Term is set aside for work on individual or small group laboratory research projects. The text is *Biosphere* by Wallace, King and Sanders, or a similar college-level text. Uppers or Seniors who want to be in a fast-moving section for older students should so indicate on their COURSE SELECTION form.

31—2 (8142) Human Biology
Five prepared class periods, of which at least one will be in the laboratory, each week. This one-term survey course is for Uppers and Seniors who have not had *Biology 25* or *30* or previous credit in Biology. It stresses the principles of human physiology including: nerve and muscle function, nutrition, gas exchange, material transport, the immune system, excretion, homeostasis, and human reproduction and development. The course will also expose students to recent developments in molecular genetics and their relation to human physiology.

Since the breadth and depth of coverage are similar to that in the Winter Term of *Biology 30*, students who take *Biology 31* will not be able to take *Biology 25* or *30* subsequently. *Biology 31* may be taken for one term only.

41—1 (8211) Ecology (Formerly Biology 36)
Three class periods and one double field or laboratory period each week. For Uppers and Seniors who have completed a yearlong science course. This course will ex-

amine ecosystems, energy flow and populations, and will take an interdisciplinary approach to problems of societal concern such as pollution, population growth, environmental ethics, and food supply. A project or short paper will be required.

42—1 (8221) Animal Behavior
42—3 (8223) (Formerly Biology 47)

Three class periods and one double laboratory period. Open to Uppers and Seniors who have had one year of laboratory science. The course is designed to familiarize the student with the basic principles of animal social behavior. The topics which receive the greatest emphasis are: territoriality, altruism, mating strategies, courtship, parental behavior, migration, dominance, and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

45—3 (8233) AIDS and Other Modern Diseases
(Formerly Biology 32)

Four prepared class periods. Open to uppers and seniors who have had one year of laboratory science. This lecture course will examine public health threats posed by selected microorganisms. From AIDS and herpes to strep throat and the common cold, bacteria and viruses affect our quality of life and are major obstacles to Third World development. We will study the biology and epidemiology of these microorganisms and how to keep ourselves healthy, leading to an awareness of personal and global public health issues. The biology of AIDS and its unique properties as a disease will provide one important focus for the course.

Students who plan to take the Advanced Placement examination in Biology should see the Department Chair early in their Lower year. Because of recent changes in the approach of the AP exam, we have chosen not to offer a course specifically directed at Advanced Placement. Students who are particularly interested in Biology are encouraged to take *Biology 30* as Juniors or Lowers, followed by a year of Chemistry and a year of Physics, and then to take those advanced Biology courses which interest them. 50-level courses are open to Uppers and Seniors who have had *Biology 30* or its equivalent, whether or not they plan to take the AP exam.

51—1 (8251) Evolution and Ecology
51—3 (8253)

Prerequisite: *Biology 30* or the equivalent. Three class periods and one double field or laboratory period each week. Evolution is a major unifying theme in biology,

and the mechanism of natural selection serves as a foundation for examining ecosystems, energy flow, succession, and relationships between populations. Problems of societal concern such as pollution, population growth, environmental ethics, and food supply will be discussed. A short library research paper will be required. This course may require more than the standard 4 to 5 hours of homework per week.

53—1 (8261) Molecular Biology

Prerequisite: *Biology 30* and one term of chemistry or permission of the instructor. Three prepared classes and one double laboratory period per week. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell. Particular emphasis is placed on those reactions which are associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. This course may require more than the standard 4 to 5 hours of homework per week.

54—2 (8272) Human Physiology
54—3 (8273)

Prerequisite: *Biology 30* or the equivalent. Five prepared classes per week. An in-depth consideration of some of the major systems of the human body, this course offers an opportunity to learn how to read and study from a challenging college level text; the reading is dense, the terminology must be selectively appreciated, and the regulatory mechanisms discussed are complex. Lab work may include the dissection of a cat or appropriate experiments. A short library research paper will be assigned. This course may require more than the standard 4 to 5 hours of homework per week.

60—2 (8282) Biology-Chemistry Laboratory

This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the Department Chair is required. **Prerequisite:** one year of biology and one year of chemistry. Meets three double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses, and perhaps tissue culture. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies which are used in professional labs, students will apply them to short, focussed research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be ac-

complished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper.

Chemistry

11—1 (8311) Elements and Compounds

11—3 (8313)

Five class periods per week. Open to Juniors. This is a lab centered course in which students are introduced to beginning chemistry in a variety of ways such as: the study of measurement and density, the synthesis of an alloy and of the salt alum, the use of alum (a mordant) to dye wool with student made dyes and the synthesis of paint. These lab experiences form the vehicle for learning about chemical formulae, chemical reactions, chemical arithmetic (stoichiometry), and the nature of light absorption (color).

25—0 (8420) Introduction to Chemistry

Prerequisite: Completion of *Mathematics 10* or the equivalent. For Lower Middlers, Upper Middlers and Juniors with permission of the Department Chair, who have NOT completed their Phillips Academy mathematics requirement. Five class periods per week. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases, and solutions, acid-base theories, electrochemistry, and the chemistry of the organic compounds. Making connections between chemical principles and everyday life will be emphasized. One or two class periods per week will be devoted to laboratory work.

30—0 (8430) College Chemistry

Prerequisite: Five class periods. Co-requisite: registration in at least *Math 32* or its equivalent. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electrochemistry, and aspects of inorganic and organic chemistry. These topics are treated with greater depth than in *Chemistry 25*. Emphasis is placed on developing problem solving and understanding the experimental basis of theories. Text is *Chemistry* by Raymond Chang, or at the same level. Laboratory work is an integral part of the course.

31—1 (8441) Short Introduction to Chemistry

31—2 (8442) (formerly *Chemistry 41*)

Open to Seniors who have not had a year of chemistry. Five class periods per week. This course surveys the ba-

sic principles of chemistry, such as elements and compounds, periodic table, atomic structure, bonding, general reactions, acid-base chemistry, and simple chemical arithmetic. Laboratory work is an integral part of the course.

36—3 (8463) Chemistry of the Environment

Four prepared class periods. Open to Seniors and Up-
pers. Lower must have the permission of the instructor. This course is concerned with the effect of chemistry on the citizenry. Current issues — such as acid rain, chemical safety, waste disposal, and air and water pollution — are discussed. Chemical theories and principles are introduced as needed. Laboratory work and periodical readings are integral components. Not open to students who have had a year-long course in Chemistry.

44—2 (8522) Chemistry of Nutrition

44—3 (8523)

Prerequisite: One year of biology, chemistry, or physics. Four prepared periods per week. This course will study carbohydrates, fats, proteins, vitamins, and minerals, with respect to their chemical structure role in the human body, and occurrence in food. As well, the connection between diet and disease will be examined. What is the nature of the relationship between fat and cancer, and fat and heart disease? What is the data underlying the fiber hypothesis, the possible protective role of vitamin A, and the claims for vitamin C? Other topics such as sports nutrition, energy balance, and food additives will also be addressed. A short research paper on some topic of interest will be required.

51—3 (8543) Organic Chemistry

(Formerly *Chemistry 47*)

Prerequisite: Completion of either *Chemistry 25* or *30*. Three recitation periods, and one double laboratory period. Students interested in medical or biological fields or in additional chemistry must generally wait until the college sophomore year before studying organic chemistry, the chemistry of carbon compounds. This course is a prior introduction to this critically important and fascinating subject.

Organic chemistry is largely non-mathematical and descriptive in nature. Students will use a condensed "minicourse" text, learn many of the laboratory techniques unique to organic chemistry, make use of three-dimensional plastic molecular models, and gain a sound background in nomenclature, functional groups, bonding, simple mechanisms, typical reactions, and infra-red spectra.

52—12 (8554) Advanced Placement Chemistry

(T2) (a two-term commitment)

Prerequisite: *Chemistry 25* or *Chemistry 30* completed with distinction. Four recitation periods and one double laboratory period. This is a rigorous course which treats the topics addressed in *College Chemistry* in greater

depth. It also prepares students who wish to take the Advanced Placement Examination in chemistry. This course may require more than the standard 4 to 5 hours per week of homework.

55—0 (8570) Advanced Placement Chemistry
Four recitation periods and one double laboratory period. Open to talented students who will be enrolled in at least *Math 35*, may have taken a physics course, and have not taken any previous chemistry. This is a rigorous course which treats the topics addressed in *College Chemistry* in greater depth, and prepares students for the Advanced Placement Examination in Chemistry. This course may require more than the standard 4 to 5 hours per week of homework.

60—2 (8282) Biology—Chemistry Laboratory
This is a course in LABORATORY RESEARCH. Open to Seniors and Uppers. Permission of the Department Chair is required. **Prerequisite:** One year of biology and one year of chemistry. Meets three double periods a week. Students in this course will learn laboratory techniques for working with bacteria, viruses, and perhaps tissue culture. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting and splicing of DNA by recombinant DNA biotechnologies. After learning a core of methodologies which are used in professional labs, students will apply them to short, focussed research projects in microbiology.

Finally, students may use this course as a springboard for a Westinghouse project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals as appropriate would be part of a student's research. Students will also be asked to keep a lab journal and to write a final paper.

Physics

10—2 (8602) Introductory Physical Science

Five class periods. Open to Juniors with limited backgrounds in science. The course will deal with some of the basic concepts of physics by means of classroom work, problem solving, and laboratory experiments.

18—3 (8683) Introduction to Observational Astronomy

Four prepared class periods, with one period each week used for observation. This course is intended for Juniors and Lowers who want to become familiar with the universe in which we live. Topics include a study of the daily motion of the earth, moon, sun and planets by examining how those motions are responsible for night and day, seasons and the things we see in the sky. The course will

also examine the structure of the solar system and will explore the NASA space program through films and discussion. Much time will be spent making and analyzing naked eye and telescope observations of the night and day time sky.

20—0 (8700) Physics Honors for Juniors
Five prepared class periods. Co-requisite: Registration in at least *Math 19*. This is an honors course for talented Juniors with a strong interest and background in science and mathematics. Students entering this course should have completed one year of algebra with an honor grade. Laboratory work is an integral part of the course.

25—0 (8720) Introduction to Physics
Five class periods. Co-requisite: Registration in at least *Math 21*. Not open to Seniors except by permission of the department. An introductory course in the basic concepts of physics. The topics are covered in a less rigorous mathematical way than in *Physics 30*. Coverage includes mechanics, heat, waves, electricity, magnetism, and modern physics. Laboratory work is an integral part of the course.

30—0 (8730) College Physics
Five class periods. Co-requisite: registration in at least *Mathematics 32* or its equivalent. A non-calculus physics course, including a study of classical mechanics, wave motion, heat, kinetic molecular theory, relativity, geometrical and physical optics, and atomic and nuclear physics. Laboratory work is an integral part of the course. Text at the level of *College Physics*, by Sears, et al.

32—1 (8751) Classical Mechanics
This course covers the same material as the first trimester of *Physics 30-0*.

34—1 (8771) Cosmology
34—2 (8772)

Four prepared class periods. This course is open to Uppers and Seniors. Cosmology is the study of the structure and origin of the universe. Topics include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, a brief introduction to elementary particle physics and relativity, the Big Bang, the search for extraterrestrial life and the possible fate of the universe. The course will include telescope observations and movies of current cosmological interest as well as individual research on a recent cosmological topic of the student's choice.

35—1 (8781) Physical Geology
(Formerly *Chemistry 34*)

Four prepared class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some attention to disas-

ters of geological origin, e.g. earthquakes, tidal waves, and eruptions. Some of the periods will be used for laboratory work.

42—3 (8813) Electronics (Formerly Physics 33)
Four class periods per week. **Prerequisite:** Previous completion of or concurrent enrollment in *Physics 30* and enrollment in at least *Math 36*. A course in modern solid state electronics which considers passive circuit elements and their combinations, diodes, transistors, and integrated circuits. There will be considerable laboratory work.

44—2 (8822) Geology of the Solar System
Four class periods per week. **Prerequisite:** Prior completion of or concurrent enrollment in one chemistry or physics course. A study of the surfaces and interiors of the terrestrial and giant planets and their satellites, using results of manned and unmanned planetary probes as well as Earth-based observations. The emphasis is on elucidation of the surface features, internal composition, and evolution of these bodies for comparison with the Earth.

52—12 (8854) Advanced Placement Physics (T2)
(a two-term commitment)
Five class periods. **Prerequisite:** An honor grade in *Physics 30* or its equivalent and enrollment in at least *Math 54* or its equivalent. This is a rigorous course in mechanics (Fall term) and electro-statics and dynamics (Winter term). Calculus will be used as required. This course prepares candidates for the C-level Advanced Placement Examination in Physics and entrance to honor level programs in physics at the university level.

55—0 (8870) Advanced Placement Physics
Five prepared class periods. Open to talented students who will be enrolled in at least *Math 54*, may have taken a chemistry course and need not have taken any previous physics. If you are interested in this course, you may sign up for it with your academic advisor in the spring or you may request it on your course registration form. The department chairperson will then review your credentials and invite you to join the course or suggest you enroll in *Physics 30*. *Physics 55* prepares students for the C-level Advanced Placement Examination and is a rigorous course emphasizing mechanics and electro-statics and dynamics. This course may require more than the standard 4 to 5 hours of homework per week.

60—3 (8893) Relativity and Quantum Mechanics
Prerequisites: Enrollment in at least *Physics 30* and *Math 54*. Four prepared class periods. Relativity and Quantum Mechanics are two theories that completely revolutionized man's thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course.

65—2 (8902) Physics Seminar
Four class periods. **Prerequisite:** Completion of *Math 54* and of the fall trimester of *Physics 52*. The focus of this course is Intermediate Mechanics. Topics will vary according to the interests of the instructor and the students.

Study Skills

(9502) **Basic Study Skills**
(9503)

Four class periods. This course is designed to help students build effective study skills through understanding more about the learning process. Class discussion focuses on the problems of motivation, concentration and retention. Exercises are designed to work on improvement in each of those areas and to develop proficiency in planning study time, in developing accurate yet flexible reading comprehension, in taking notes and marking books, and in preparing for exams. This course may be taken for at most one term.

(9521) **Language Skills I**
(9522)
(9523)

Four class periods. This course is designed for those students who need supplementary help in overcoming weaknesses in writing, spelling and vocabulary. Specific assignments are planned to meet the needs of each student. Permission of the instructor required.

(9533) **Language Skills II**

Four class periods. Seniors and Uppers who need help in writing essays and research papers may elect this course for the Spring Term only. Organizational skills, paragraph and sentence structure, and theme development will be reviewed, depending on students' individual needs. Students must have permission of the instructor.

(9541) **English as a Second Language**

Four class periods. This course is for those International students who need to improve their English proficiency. Specific assignments are designed to strengthen listening comprehension, conversational fluency, and writing skills in a second language. One English credit is earned for the course.

Theatre and Dance

All courses are electives, open to the various classes as noted. Courses in theatre are designed for students who wish formal exploration of the elements of stage work and a supplement to (or substitute

for) extracurricular work in productions. A variety of experiences is available: some courses result in performance; some courses study theory; some do both. Theatre students are encouraged, though not required, to supplement their class work by participating in any of the numerous productions mounted each year.

THEATRE COURSES

- 21—1 (6511) **Introduction to Acting**
 21—2 (6512)
 21—3 (6513)

Four class periods. Open to all classes. This course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation, and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting, while learning something of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product.

- 22—1 (6521) **Public Speaking**
 22—2 (6522)
 22—3 (6523)

Four class periods. Not open to Juniors. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to speak English well. Students give prepared speeches on a variety of topics.

- 26—13 (6561) **Technical Theatre**
 (6563)

Two double periods. Open to all classes. Through practical experience in designing, building, and lighting for plays currently being produced, students learn the elements of stagecraft, including set construction, stage rigging, and the use of lighting instruments and gels. For the Fall Trimester emphasis will be on stagecraft; for the Spring, lighting.

- 32—2 (6622) **Intermediate Acting**
 32—3 (6623)

Four class periods. **Prerequisite:** *Theatre 21*, or departmental permission. Building upon the principles of acting introduced in *Theatre 21*, this intermediate acting course consists of detailed scene work exploring the relationship of the actor to his audience and to his fellow actors and focusing on the creation of dramatic moments, both with and without scripts. The course considers various acting styles, in an effort to guide the actor toward a greater understanding of his responsibility on stage: to see to what degree he can remove himself from himself while creating truthful characterizations.

- 51—1 (6711) **Acting and Directing Workshop**

Two double periods. **Prerequisite:** *Theatre 21* or 32, or departmental permission. Uppers and Seniors only. The course serves two kinds of students: those who wish as actors to study plays and characters in greater depth and those who wish to study the principles and techniques of directing, the most complex of theatrical tasks. Class members work with manageable scenes from classical and contemporary periods, reading theories of acting and directing, studying various performance styles, and examining methods of scene interpretation. The total time requirements for this course (class time plus homework) may exceed the standard 9 hours per week.

- 52—123 (6721) **Play Production**
 (6722)
 (6723)

Four double periods. By audition. This course is oriented toward the performance of a significant work by an important playwright. Recent choices have been *The Sea Gull*, *Macbeth*, *As You Like It*, *The Hostage*, and *Hamlet*. The total time requirements for this course (class time plus homework) may exceed the standard 9 hours per week. See also *Playwriting (English 516)*.

DANCE

- 25—123 (6801) **Introduction to Dance**
 (6802)
 (6803)

Four prepared class periods. Open to all classes. A formal course in movement and composition which introduces the serious student to the vocabulary and other elements of dance through active participation. The emphasis is not ultimately on public performance, but on the process and the discipline of modern dance. (Ms. Brecher)

Phillips Academy
Andover, Massachusetts 01810

His roommate remembers Bush as bright but not intellectual. At late-night bull would "make occasional witty comments, but he wouldn't really dig in or partic

BUSH

continued from previous page

things wrong, done some things right. And maybe it, maybe it helps make his Christmas a little happier. That's all I cared about. There's no other signal in it, or something like that. It doesn't hurt to do that. It doesn't hurt to be kind to somebody who's in trouble."

Bush did a similar thing 14 years ago. According to one of Bush's sons, the day after Spiro Agnew resigned the vice presidency in disgrace, Bush invited him to play tennis. Bush says he's not sure whether he did this, but "I might well have. Because he was hurt, he was down."

Still, you have to wonder, can anyone as instinctively unassertive as George Bush be elected president? More to the point, what would he be like as chief executive?

It's an important question to ponder, for Bush is not likely to change. His life shows remarkable consistency. There has been some pain, but no emotional epiphanies, not of the type that cause any reordering of outlook or rethinking of values. Throughout his childhood in Connecticut, his young manhood in Texas and his public career in Washington, he has shown himself to be bright, principled, capable, sensitive, kind, amiable, witty and hard-working. He has not, in his politics anyway, shown himself to be bold, innovative, profound or visionary.

But the qualities he does possess have won him deep satisfactions — a wife and children who speak of him in the most loving terms, thousands of admiring people who consider themselves his personal friends, and a career made up of one important, challenging job after another.

GEORGE BUSH IS UNCOMFORTABLE talking about his accomplishments: "It's just something offensive to me about that." Back in that privileged Greenwich, Connecticut, household where he grew up, boasting was bred out of him with the same determination that a lot of other things — honesty, resilience, loyalty, competitiveness, sportsmanship, social grace — were bred in.

"I don't like braggadocio, George," he remembers Dorothy Walker Bush intoning years ago.

His father, Prescott Bush, was a Wall Street financier and, eventually, a U.S. senator. George, born June 12, 1924, and nicknamed Poppy after his maternal grandfather, was Prescott and Dorothy's second son; a daughter and two more sons would follow.

The Bushes' rambling, brown-shingled house was filled with warmth, laughter and singing — like old episodes of *The Waltons*, if the Waltons had had a maid, a chauffeur and a cook. There was also

fierce competition at everything from tidily winks to tennis. Bush's older brother, Prescott, remembers their mother once taping a piece of skin back onto the sole of her blistered foot so she could keep on playing in a tennis tournament. She won.

In the midst of plenty, the children were taught such old-school values as perseverance and frugality. "We were never allowed to order a soft drink after tennis at the club," says Bush's younger brother, Jonathan. "Anything involving money, we were very disciplined. . . . You would get it in the morning if you came in at night and didn't turn out every light."

Prescott Bush was 6-foot-4, a somewhat stern man, and he imbued his children with a sense of noblesse oblige — they were to give something back to the world that had been so good to them. Active in civic affairs and town government, he was elected in 1952 to fill an unexpired U.S. Senate term from Connecticut. He retired a decade later and died in 1972 of lung cancer.

As a boy, Bush says, "I was not Mr. Perfect, but I was just kind of a guy that was good in school, didn't cause a lot of trouble for the folks. . . . I liked people, I made friends."

"Everything went easily for George," says sister Nancy Ellis. "He came along with more talent than anyone else in school and sports and that sort of thing. . . [and] he had this gentle nice streak in him."

One of Bush's childhood chums was George Warren, whose parents had lost most of their money in the '29 stock market crash. He lived in a modest house abutting a working-class neighborhood in Greenwich but often visited in the friendly, inviting Bush household. "The Bushes are so well-established socially and financially that they've been very small 'd' democratic," Warren says. "There's no social snobbery at all there."

Despite their misfortune, the Warrens were able to send their son to the exclusive Greenwich Country Day School and Phillips Academy in Andover, Mass., the schools Bush attended. Senior year at Andover, the two roomed together. Warren remembers Bush as "a very popular guy" who did not have to work at being liked. "I have no recollection of my ever feeling he was manipulating people or anything like that," Warren says.

Bush did not make outstanding grades at Andover, but he participated in many activities and won a lot of honors and leadership positions. In the 1942 Class Poll, Bush's classmates voted him third in four categories — Best All-Around Fellow, Best Athlete, Most Respected, Most Popular. He was second in one category — Most Faculty Drag, a category that carried some suggestion that the winners had ingratiated themselves with the teachers.

Warren says he saw Bush as "a very bright, intelligent person" but not an intellectual interested in "thrusting to tie things together in a conceptual way. . . . We had intellectual bull sessions in our room late in the evenings senior year. George Bush would sit on the sidelines and make occasional witty comments, but he wouldn't really dig in or participate."

ON HIS 18TH BIRTHDAY, SIX months after Pearl Harbor, Bush joined the Navy — postponing Yale. As the Navy's youngest pilot, Bush flew 58 combat missions in the South Pacific, usually with Leo Nadeau as his gunner. "I thought he was a very dedicated flyer," says Nadeau, now a building contractor in Romona, Calif. "He was the type of a guy that just didn't ask too many questions. If he was assigned to do something, he knew it was his responsibility to do it."

On a September 1944 mission to hit a Japanese radio installation on one of the Bonin Islands, Bush's bomber was badly damaged by anti-aircraft fire. "Smoke poured into the cockpit," Bush says in his autobiography, "and I could see flames rippling across the crease of the wing, edging toward the fuel tanks. I stayed with the dive, homed in on the target, unloaded our four 500-pound bombs, and pulled away, heading for the sea. Once over water, I leveled off and told Delaney and White to bail out. . . ."

Bush gashed his head and tore his parachute on the plane's tail when he bailed out, and he ended up bobbing and bleeding in the Pacific. His crewmen were nowhere to be seen. Dazed, stopping periodically to throw up, he paddled madly with his hands to keep his inflatable raft from drifting toward the Japanese-held island. After 90 harrowing minutes, a U.S. submarine picked him up. The two crewmen were lost.

Bush was awarded the Distinguished Flying Cross for completing the bombing mission.

POST-WAR YALE WAS A REPEAT of Andover in some ways — baseball team captain, Undergraduate Board of Deacons, Interfraternity Council and (like his father before him) Skull and Bones, the legendary honor society that provided entree to the corridors of Eastern Establishment power and influence.

An economics major, Bush's grades were better than in high school — Phi Beta Kappa in the 2½ years it took him to complete degree requirements. Bush credits his improved academic performance to the motivation derived from his new status as husband and father. Ten months before entering Yale, home on leave from the Navy, he had married Barbara Pierce

of Rye, New York. She had met at a party when she was 17, she 16. Barbara Pierce was the most beautiful girl in the class.

They've been married for 30 years. "neither of us is the matrix of the universe," says Bush. "Everything else. I was like a child. I was married to Marvin and Dorothy. The child with passionate my brother Jeb on a grenade for her Dorothy LeFevre."

In the early 1950s, moving to Texas, Bush lost their leukemia. Speak move either of the strong religious Episcopalians — struggled to make it.

Even in the past temperament an. The day after his making the round ing hands and t cared for her.

AFTER BUSH from Yale. Barbara his toddler. country of West important ammu heavy messages a campaign — that of Andover and Yale Eastern Establish cutout with all t isolated, risk-free headedness. Such adherents say, wo Texas instead of j Brothers Harrima

There's truth in true that a lot of Easterners were in those days to make And Bush headed hand from his father Mallon, chairman an oil conglomerat equipment out of (promise that if he c the top. But in 195 formed his first c neighbor. Three y forces with Hugh a Zapata Petroleum.

"George was a g made friends easil "That was import through."

The Childhood of a President

Continued from page 7

"You promised I could play with you" was her frequent complaint. Sometimes they included her, "especially if they needed another person for a game and couldn't get a friend." She recalls "playing running bases after supper, when they let me run, panting, back and forth, never able to score," but always trying. She longed to be as good as they were and it seemed to her as if they did not care. On the other hand, except for "the usual teasing, they were never mean."

Did she wish for a sister? Yes, but she also "had a sense that there was some cachet in being the only girl." Her father especially made a fuss over her. He would ask her to play the piano for him while the boys were playing ball. And she had her own friends, with whom she had her own secrets and with whom she could on occasion "exclude the boys." When she was not dreaming of becoming a concert pianist, she was dreaming of becoming another Sonja Henie.

As they grew up, and George went off to Phillips Andover Academy in Massachusetts, having an older brother became a great asset.

"George was very graceful, a beautiful athlete, and had a wonderful sense of humor." Nancy bragged about him and consequently enjoyed special favor with her schoolgirl friends.

There were other brother-sister pairs with whom the Bush teenagers went to the movies and social events. At dances, "If I was stuck or had no partners, if I looked as if I were in agony, I could count on my brothers to bail me out."

Surprisingly, politics seem not to have played much of a part in their lives.

"Dad was not like Joe Kennedy, who would be away a lot, and then come home and drill his kids about political affairs. Our father was home most of the time, but his serious political conversation would be about someone who refused to sell land for construction of the Merritt Parkway."

How, then, does she explain her brother's determination to succeed in politics, starting with his first elected office as a congressman from Texas?

In her opinion, it was a fifth year at Andover that made a big difference in George's life. He was ready to graduate at the age of sixteen, but developed a severe infection and had to be hospitalized. As a result, he missed a good deal of school and, since he was young to be starting college anyway, a fifth year at Andover was decided on.

"That year was the making of George. It was the year in which he grew up," his sister believes. "He had a real leadership role and became a great presence in the school." It was also a time when he became close to some of the friends who have since been his political associates.

Nancy Ellis admires her brother for his determination, always, to be on his own. Instead of staying in Connecticut after his navy service and Yale, he cut loose from the state where the family was well known and went first to California and then to Texas to make his independent fortune in the oil business. And she admires Barbara Bush, too, who left Smith to marry George and "has never seemed bothered that she did not finish college."

Barbara Bush and Nan Ellis spent several weeks together in China in 1977. Their journey cemented a friendship that had never previously enjoyed the luxury of isolation from the rest of the family. A half-billion Chinese provided them with more unscheduled time and more personal freedom

than did the Bush clan, Nan Ellis says. "We bicycled around Beijing for about ten days, and then traveled alone in the countryside."

Nan Ellis worked hard during her brother's presidential campaign, as she had in her father's senatorial races and in her brother's previous campaigns. This time she was active in the primaries, then played an active role at the convention, and traveled widely during the final months leading up to election day.

"A campaign takes a lot of time out of your life, but it also brings you closer to your family. You close ranks, do things for each other, and stay in close touch." George, she recalls, would often telephone her, just to find out how an event had gone or to get her opinion on one of his speeches.

We talked a little about his inauguration. Dorothy Walker Bush came to Washington in an ambulance plane accompanied by her doctor and nurse to see her son become president. The day after the inaugural ceremonies, she was in the Oval Office when the press inquired how it felt to be there. "It's the most thrilling day of my life—so far," was her rapid reply. For Nan this epitomizes the spirit of her eighty-seven-year-old mother. "So far," she laughed. "Can you imagine!"

“The White House is much too big to be able to make cozy,” George Bush’s mother said.

Nan also likes to tell about a telephone conversation with her mother after each had returned home. What did her mother think of the White House? Did she enjoy sleeping there? Wasn't it beautiful? "Oh Nannie," she replied, "It's *much* too big. They're never going to be able to make it cozy. They ought to go back where they were before, it was a much better size for living. They should just use the White House for official things."

How did Nan Ellis feel, sitting on the Capitol steps and watching her brother sworn in as president of the United States, her sister-in-law holding George Washington's Bible? Contented, serene, "confident in his goodness and ability," she says. "It was like coming to the end of a book that you loved reading." □

Diane Silvers Ravitch '60

Continued from page 13

Today, she satisfyingly combines writing about education with teaching education with continued consulting work. Though she maintains an office at Teachers College, she does most of her writing at the historic house in Brooklyn Heights that she is restoring. (After twenty-five years, her marriage foundered in 1986—"it couldn't survive the strains of a two-career family.")

"And I find that, now, after having been married for twenty-five years, I'm enjoying the company of women more than I ever did in the past."

Phyllis Méras '53

quiet, unassuming dignity. It has been said of him that "he was an aristocrat in a sense that is good even in a republic." Possessing remarkable patience and serenity of temper, he seldom yielded to irritation, and he was invariably modest in expressing his views. Even when confronted by irreparable disaster, he preserved his self-respect:

Lord of himself, though not of lands,
And having nothing, yet had all.

There will always be futile speculation as to the sources from which our first native-born architect derived his inspiration. That he owned and studied the best existing volumes on the subject of architecture is unquestionable. Undoubtedly, too, he was in some degree affected by Sir Christopher Wren as well as by James Gibbs. But he was no slavish follower of others. With strong convictions of his own, he modified his designs to fit new situations, as every good artist should do. No man without freshness of spirit and decided originality could have done what he accomplished. He was free from any tendency towards excess or affectation, and he knew, as if by instinct, what would be appropriate. Certainly at Andover he adjusted his buildings perfectly to their environment, with the result that they still are a delight to the eye because of their simplicity, their propriety, their admirable proportions, and their distinctive charm.

SAMUEL FRANCIS SMITH

And the Hymn "America"

Here lies who hymned America; to sing or preach,
Dante's suggestive words our question's tribute teach,
Where was "a better smith of the maternal speech"?

THROUGH the generosity of one of Phillips Academy's loyal friends, the Trustees have recently acquired by purchase the chair in which the Reverend Samuel Francis Smith sat when he wrote the words of the famous hymn "America." There is no good citizen of Andover who does not take pride in pointing out to visitors the old square colonial house at 147 Main Street in which, in the year 1832, the lines of "My country, 'tis of thee" were first set down. It is, however, one of life's little ironies that, while the hymn is one which every schoolboy knows by heart, the author himself, "disguised under the universal name of Smith," is almost forgotten. In 1895, General Henry B. Carrington edited a volume of Dr. Smith's verses, called *Poems of Home and Country*, but it created no sensation in the literary world. A few hymns like "The morning light is breaking" and "Blest be the tie that binds" are frequently sung. But it is "America" alone which preserves this poet's memory from oblivion.

Samuel Francis Smith was born on October 21, 1808, in Boston, "under the sound of the Old North

Church chimes." He later said, in a reminiscent mood:

A strong poetical bias took hold of me when I was a boy of eight years. An "Elegy on a Cat," then written, disappeared long since, as well as the cat.

He was sent to the Eliot School and the Boston Latin School, and from there to Harvard, where he was a member, with Oliver Wendell Holmes, James Freeman Clarke, and others, of the distinguished class of 1829. Coming to Andover in the autumn after his graduation, he spent three years at Andover Theological Seminary, taking his degree in divinity in 1832. One selection in his published works is called "Our years roll on," composed on New Year's Day, 1832, while he was a student in the Seminary. A few lines will show its quality:

Youths of few summers,—boys, still dolts at school,
Leaping the rigors of parental rule,—
Deem all control a bore, and vote it harsh;
Ape foreign style, and sport the curled moustache;
Plunge with a zest, in nonsense and in sin,—
Hair-oil without, and hair-brained skulls within:
The pomp external, affluently shed,
Proclaims they have within an empty head.
How eloquently weakness tells its tale!
Like ships that tower aloft, with wind in every sail.

Those were days when, in spite of the influence of Wordsworth, Shelley, and Keats, the spirit of Alexander Pope dominated American poetry, and these lines, even to the final alexandrine, are typically eighteenth century.

We come now to the story of "America," the main details of which have been accurately given by the author himself. In the winter of 1832 he was living in the residence on Main Street now owned by Phillips Academy and occupied by Mrs. Arthur Allen, but formerly known for many years as the Blunt House. It was a cold and gloomy day in February,—the exact date unknown. Young Smith, then only twenty-four years old, was looking through some music books, brought from Germany by William C. Woodbridge and given by him to the composer, Lowell Mason, who in turn had placed them in Smith's hands, asking him to translate anything he cared for or to write original words to any of the music which he liked. The next step was described by Smith himself:

Falling in with the tune of one of them now called "America," and being pleased with its simple and easy movement, I glanced at the German words, and, seeing that they were patriotic, instantly felt the impulse to write a patriotic hymn of my own, to the same tune. Seizing a scrap of waste paper, I put upon it, within half an hour, the verses substantially as they stand to-day.

The chair now in the possession of Phillips Academy is, according to Dr. Smith's own evidence, the one in which he sat as he wrote off the words. The air is ordinarily attributed to Henry Carey, author of "Sally in Our Alley," who is said to have composed it in 1742, but it may go back to an earlier period. In 1815, it was the national anthem for England, Prussia, and Russia.

The Seminary Senior sent in a few weeks to Mr. Mason a few translations and original poems, with "America" thrown indifferently among them. Much to his amazement, he found later that Mason had incorporated it in a program for the Independence Day Celebration, July 4, 1832, at the Park Street Church, in Boston. It was here, so far as can be ascertained, sung for the first time. Something about it caught the attention of the public, and it spread rapidly throughout the country. In his autobiography, Dr. Smith said of it:

When it was composed, I was profoundly impressed with the necessary relation between love of God and love of country; and I rejoice if the expression of my own sentiments and convictions still finds an answering chord in the hearts of my countrymen.

Those who knew him well, however, realized that he considered "America" to be an "accidental hit," and that he was sometimes a little disturbed at its popularity as compared with several of his later hymns, which he thought to be much superior. From the strictly poetical point of view, this may be a fact; but "America" is so bound up now with our devotion to country that it must, to true patriots, seem above criticism.

For a year after leaving Andover, Smith did editorial work for religious papers in Boston; but on February 12, 1834, he was ordained as pastor of a Baptist Church in Waterville, Maine. Here he not only preached but also was elected Professor of Modern Languages at Colby College. On September 16, he



The house on Main Street in which Samuel F. Smith wrote "America."

married Mary White Smith, of Haverhill, Massachusetts, who had been a schoolmate of Whittier.

At Colby, Dr. Smith became a profound student of comparative philology, and it is said that he mastered perfectly fifteen languages. Besides teaching French and German, he also took charge of all the Greek instruction in the college, there being a vacancy in that department. He had time to read through every word of *Marshman's Chinese Grammar*—"a vast quarto, nearly as large as a family Bible." For the *Encyclopaedia Americana* he made translations from the German aggregating more than a thousand pages. In his own field he is said to have been the equal in scholarly attainment of any American of his generation.

In 1842, Dr. Smith, desirous of being nearer Boston and its libraries, moved to Newton, Massachusetts, as pastor of the First Baptist Church in Newton Center and editor of the *Christian Review*. Twelve years later, in 1854, he resigned his pastorate in order to become Editorial Secretary of the American Baptist Missionary Union, a position for which he was admirably equipped. During 1875 and 1880 he was abroad for considerable periods. His leisure hours were spent, not only in hymn writing, but also in the compilation of a ponderous *History of Newton*, covering nearly one thousand pages.

As he grew older, Dr. Smith became, like Holmes, a kind of established Boston institution. At the dinners of the class of 1829, these two men were prominent figures, and it was at one such anniversary that Holmes wrote of his classmate, in *The Boys*:

And there's a nice youngster of excellent pith,—
 Fate tried to conceal him by naming him Smith,—
 But he shouted a song for the brave and the free,—
 Just read on his medal,—“My Country,” “of thee.”

Dr. Smith himself had a vein of quiet humor which was shown on such occasions, and frequently displayed itself in reunion poems, only a little inferior to those of Holmes.

Dr. Holmes died in October, 1894, and Dr. Smith survived him only a few months, dying in 1895, at the age of eighty-seven. In his last years he still retained his physical vitality and intellectual vigor. Even his memory did not fail, and he kept the full possession of his faculties to the end. His home at Newton Center had become a place of literary pilgrimage, filled with relics of his travels. There he was accustomed to welcome his friends—a kindly old gentleman, with a homely countenance, fringed with whiskers like a Cape Cod fisherman—the embodiment of benignity and graciousness. Around him had grown up a family of six children—two girls and four boys—the youngest of whom, Edwin U. Smith, is the only one still living.

The chair, meanwhile, had traveled to Waterville, Maine, and from there back to Newton Center, where it had a conspicuous place in the Smith library. When the home was broken up at Dr. Smith's death, it was taken by one of the family to California. Now it has returned across the continent to find, we trust, a permanent resting place in the town where the famous hymn was written.

JOSIAH QUINCY

1772-1864

WHEN Josiah Quincy was only three years old, his mother, much impressed by a suggestion of the bachelor philosopher, John Locke, began carrying him every morning, in January as well as in July, from his warm trundle-bed to a cellar kitchen, where she immersed him three times in a tub of water fresh from the pump. As a consequence of this heroic practice—which has some resemblance to the treatment accorded Achilles by his goddess parent, Thetis—Quincy acquired an invulnerability to sudden physical changes which helped to prolong his life well beyond his ninety-sixth year. The process of hardening the body seems also to have toughened the mind; at any rate, the political career of this Federalist statesman was a series of shocks, which, however, he endured with fortitude and never tried to evade. His mental and spiritual equanimity was not easily disturbed, and he smiled as readily under denunciation as under flattery.

The mother who was responsible for this Spartan handling of her offspring was a certain Abigail, daughter of William Phillips, of Boston, and therefore a niece of Esquire Samuel Phillips, of Andover, and Dr. John Phillips, of Exeter, the two men whose money founded Phillips Academy. The boy's father was that enlightened character, Josiah Quincy, Junior, usually

THE WHITE HOUSE
WASHINGTON

October 19, 1989

MEMORANDUM FOR JAY PARMER

FROM: FRED SAINZ *Fred*
SUBJECT: Tree Planting in Andover, MA

The President will travel to Phillips Academy in Andover, Massachusetts on Sunday, November 5th. As you will see from the attached memorandum, it has been decided that the President will plant a tree of White House origin. Please ask the Advance team to make appropriate arrangements for such an event.

I have spoken to Mary Stewart Bailey about the tree and an appropriate plaque. We will transport both on the carplane.

Thanks.

cc: Mary Stewart Bailey
Emily Mead

AC HAS SEEN ✓

THE WHITE HOUSE
WASHINGTON

October 12, 1989

MEMORANDUM FOR ANDY CARD

FROM: SIG ROGICH *to, for*
SUBJECT: Tree Planting during Andover Visit

As you know, the President will visit Phillips Academy in Andover, Massachusetts on Sunday, November 5th. Emily Mead of Jim Pinkerton's office has suggested, and I strongly concur that the President plant a tree during his visit to the school, preferably one of White House origin.

Tree plantings symbolize our country's vitality, vigor, and concern for future generations. Sharing this occasion with the student population would be the perfect way to carry this message. [The President's remarks should indicate his support for reforestation efforts, and encourage all Americans, both young and old, to plant trees.]

If your approve, I will add the tree planting at an appropriate part on the President's schedule. I would welcome an opportunity to discuss this with you further.

cc: Jim Pinkerton
John Keller
Joe Hagin
Emily Mead

*Yes - looks good!
Andy*

John: Let's include in schedule.

To Peggy
Date APRIL 5 Time 2:10

WHILE YOU WERE OUT

M. Ruth Quattalebaum

of _____

Phone (508) 749 4069
Area Code Number Extension

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input checked="" type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	URGENT	<input type="checkbox"/>

RETURNED YOUR CALL

Message _____

X
Operator

September 29, 1989

Dear George,

This note is being dictated from Pemaquid Harbor, and I am looking out over Jon's Bay. A 20 m.p.h. SW breeze is making the white caps dance. It has been great fun being up here through September this year, and I am going to head back for Manhattan in mid-October.

The enclosed material has been faxed to Tony Benedi and on the chance that you might like to have some input on your visit to Andover -- the schedule and what you are going to talk about -- I am enclosing a copy of John Bachman's memorandum for you to glance at. We obviously will structure the event any way you want. The time for church at the Cochran Chapel can be set whenever you choose. It would be wonderful to have you there for the luncheon. Your magical switchboard can find me if you want to talk about any of this.

The report from our part of Maine is that the Fitches and Bemisses are all in good order, as am I.

My love to Barb.

As ever,



Dictated by Mr. Ireland
and signed in his absence

To Stephanie
Date _____ Time 2:00

WHILE YOU WERE OUT
M Beverly Henderson
of Andover
Phone 508-475-3400
Area Code Number Extension

TELEPHONED		PLEASE CALL	<input checked="" type="checkbox"/>
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	

RETURNED YOUR CALL

Wants to know what time
you will be there tomorrow?
She is leaving now, but
please call Paula Trespass x366
before 3:30 or the receptionist in
Off. of Academy Resources
after 3:30
Operator



AMPAD
EFFICIENCY®

Both Quattlebaum
John Bachman

23-023

September 28, 1989

TO : Tony Benedi, Appointments Officer
The White House

FROM: John E. Bachman, Executive Assistant to the Headmaster
Phillips Academy, Andover, MA 01810 *J. Bachman*

RE : Visit to Phillips Academy by President George Bush '42
on Sunday, November 5, 1989

On November 5, 1789, President George Washington visited Phillips Academy. We look forward to the visit of President George Bush '42 on Sunday, November 5, 1989 to commemorate the bicentennial of George Washington's visit. We are eager to arrange a visit for President Bush which will recognize his long involvement with the Academy as a student and as an Alumni Trustee and a Charter Trustee which will reflect his commitment to education in the United States.

Format of Visit

We will gladly arrange the day to suit the President's convenience. As a suggestion, perhaps President and Mrs. Bush would like to attend services at the Academy's Cochran Chapel at 11:00 a.m., have luncheon on campus, with the President speaking in the afternoon. Alternatively, the speech can be scheduled in the morning or at midday. The timing of Chapel services is similarly flexible. Luncheon can be arranged in whatever way suits the President's schedule.

The Presidential helicopter can land on the playing field behind Graves Hall, approximately 285 yards from the Cochran Chapel.

Town Visit

In 1789 George Washington had breakfast at the Inn in town. As a matter of interest, this former Inn is now a home located at 70 Elm Street, and has recently been purchased by members of the Andover family whom the President knows--Patricia Edmonds, Director of Capital Development, and her husband George. Depending upon his arrival time and his point of entry into the town of Andover, President Bush might wish to stop first at the site of the Inn where George Washington breakfasted, and then proceed to the newly renovated historical Town Hall in the middle of the village for brief remarks to townspeople.

Phillips Academy Bell Tower

The President might proceed up Andover Hill to the Bell Tower, constructed in 1923 in memory of Phillips Academy graduates who were killed in World War I. Perhaps the President would like to place a wreath to honor all of his fellow Andover alumni who have dedicated their lives or themselves to military service.

Speech Location

The steps of Samuel Phillips Hall, where graduation is held each year, would be the most striking location. In the event of inclement weather, the Cage (our field house) would be the alternative.

Speech

We hope the President will have a topic he might like to discuss related to his role as "the education President." Perhaps he would want to focus on the public's responsibility for education through the political process as well as through private sector initiatives. As models of private sector initiatives, the President might wish to draw upon some of Phillips Academy's efforts to serve broad educational concerns.

Phillips Academy is a coeducational, independent secondary school enrolling 947 boarding and 271 day students from 39 states and 30 countries. The Academy has a long tradition of educating "youth from every quarter." Over forty percent of the students receive financial aid. Thirteen percent are Black or Hispanic. Thanks to generous scholarship support, for the past five years Andover has operated on a "need-blind" basis, admitting qualified students without regard to their ability to pay tuition and fees.

During the regular school year as many as 500 Phillips Academy students and faculty participate in community service programs which serve individuals and institutions within a twenty-five mile radius of Andover. The Academy has initiated the Community Service Network of New England, which serves to encourage and reinforce the efforts of individual youth service leaders throughout the region. Additionally, Andover runs complementary programs with public schools in this region and throughout the country. Several of these programs are outlined on the attached sheet.

Many other important educational ideas and programs originated at Phillips Academy and have been borrowed by public and private schools throughout the country, including "School Year Abroad," the English "Competence" program, and a wide variety of teaching methods. In response to "The President's Initiative," Andover successfully established the first U.S./U.S.S.R. secondary school student exchange, now in its

fourth year. (Currently eleven Soviet students and two teachers from our exchange partner school in Novosibirsk are on campus, and a group of two Andover faculty and ten students are studying in Siberia.) Ten years ago we began an exchange with Harbin Institute of Technology in the People's Republic of China.

The Academy considers such initiatives as important to the quality of its own educational experience, and these concerns reflect as well a broader sense of responsibility for American education in general. We would be happy to provide additional information on these programs--possibly through a briefing paper that might help the President identify his own school as one of the appropriate "points of light" in advancing American education.

Invited Guests

The categories of people invited to the speech will include:

- Students and faculty
- Trustees
- The Andover Development Board
- The Andover Alumni Council
- Andover alumni leaders
- Alumni and parents with political involvement
- Selected educational leaders
- Student leaders from public and independent schools in Andover, Lawrence and neighboring towns
- Superintendent of Schools in Boston
- Massachusetts school officials

We will welcome your suggestions about town and state officials and political figures of the President's selection.

Reception

Following the speech, we suggest that the President adjourn to the Gelb Reception Area (named for a family with which the President has close personal ties, particularly Richard L. Gelb '41, a Charter Trustee who is also Chairman of the Board and Chief Executive Officer of Bristol-Myers Co.) for a brief reception with the key invited guests. The Gelb Reception Area is located approximately 500 yards from the steps of Samuel Phillips Hall.

Announcing Visit

We realize that there is always the possibility of a crisis at the last minute preventing the appearance of the President. If this should happen, we would very much like to reschedule the Presidential visit for later in the year. We plan to issue the attached invitation to the invited guests on October 5. Therefore we will be able to notify guests if there should be a last minute postponement.

Once we have the plan for the Presidential visit, we will arrange other activities, including a dinner and pleasant social evening on Saturday night for the out-of-town guests--maybe a dance!

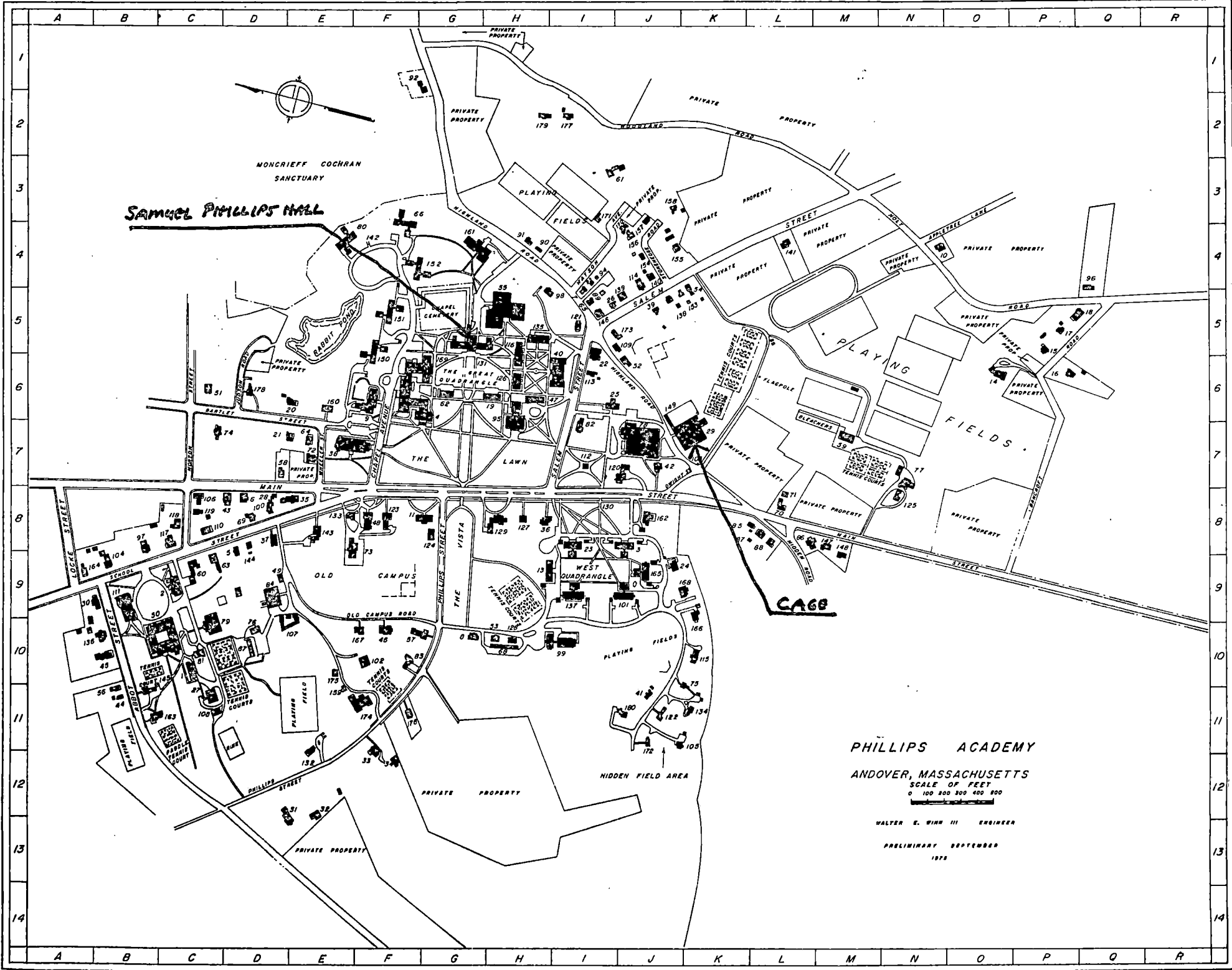
Contact

The person who will coordinate activities on campus is John Bachman, Executive Assistant to the Headmaster, whose office telephone is (508) 475-3400, Ext. 303, home phone number (617) 643-8203. Allen Adriance, the Secretary of the Academy, is available as an alternate. His numbers are (508) 475-3400, Ext. 539 (office), and (508) 474-4318 (home).

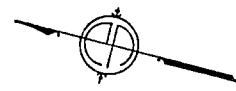
Additional contacts are: Donald W. McNemar, Headmaster
(508) 475-3400, Ext. 311 (office)
(508) 475-6020 (home)

R. L. Ireland III, Charter Trustee
and Personal Friend of President Bush
(207) 677-2888 (home in Maine)
(212) 493-7812 (New York City office)
(212) 734-2121 (apartment in New York)

Attachments



SAMUEL PHILLIPS HALL



MONCRIEFF COCHRAN
SANCTUARY

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

SCALE OF FEET
0 100 200 300 400 500

WALTER E. WINN III ENGINEER

PRELIMINARY SEPTEMBER
1972

WASHINGTON ELM

HARLAN P. KELSEY

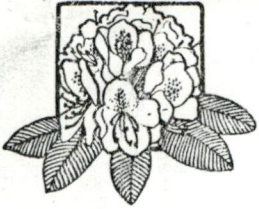
KELSEY-HIGHLANDS NURSERY

EAST BOXFORD, MASSACHUSETTS

ANDOVER VERTICAL FILE

ESTABLISHED 1885

December 1, 1930



Rhododendrons, Azaleas
Specimen Evergreens



Hardy Native American Plants
Carolina Mountain Flowers

Phillips Academy
Andover
Massachusetts

Attention of Mr. A. P. Thompson

Dear Mr. Thompson:

The inclosed invoice is merely a record of the Elm that we sent over to you on November 22 for you to plant near your Washington Hall.

This Elm is one of a few that grew from scions that were taken from the famous Elm in Cambridge under which Washington took command of the American army. The late Mr. Hatfield grafted these scions and gave them to the Arnold Arboretum. December, 1926 the Arboretum gave us four of these so-called descendants and we have kept them all in our Arboretum here until recently when we gave one back to the Arnold Arboretum and sent one over to you. We have two of these trees left and plan to graft more from them this winter.

I hope that the one you have will thrive and fit in with the sentiment attached to Washington Hall and its contents.

Jim and I will come over some time this week and look over those Spruce you spoke of. I do not believe there is anything wrong with them but that they are just losing some of their inside needles of last year's growth which is natural in the winter but we will look them over carefully anyway.

We appreciate the business you have given us this fall and hope that the stock will live up to your expectations. We are glad to be of service at all times and to cooperate with you in every way.

Sincerely yours,

Harlan P. Kelsey

HARLAN P. KELSEY

Inc.
HPK, Jr:GMG



On Nov 22nd (1930) this small (about 8 ft tall) Washington Elm was set out in this location by men from Kelseys.

A SCION FROM
THE WASHINGTON ELM
AT CAMBRIDGE

In Nov 1930
A.P. Thompson
carved this
oak marker
& set it in the
ground beside
the Washington
Elm.

The PHILLIPPIAN

Established 1878

**RALLY
ISSUE**

PHILLIPS ACADEMY, ANDOVER, MASS., JUNE 5, 1942

Ten Cents

LINE SEEKS REVENGE FOR '41 DEFEAT JUST STRONG EXETER TEAM TOMORROW

**Ball Team
Win Record
Defeats At Hands
Fresh, Cushing Acad.**

E. Patrick Healy, P. E. A. '49)

of lettermen at the beginning of of coaches about midway, the played consistently good ball enters the Andover game with a ery little of the Red and Gray's

Tomorrow's Lineup

ANDOVER	EXETER
B. Hammer, c	c, Marshall
Bush (C.), 1b	1b, Schuster
Moher, 2b	2b, Forfe (C.)
Sturges, 3b	3b, Moses
Asbury, ss	ss, Coughlin
Furman, lf	lf, Higgins
Duden, cf	cf, Hubbard
Zonino, if	if, Conlon
Machaj, p	(uncertain)

SENIORS TO GIVE CLASS DAY PLAY

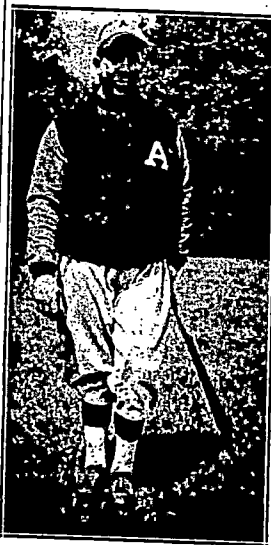
**Coffin, Godwin, Orr
Among Those In Cast**

The Class Day Committee and those associated with it have been hard at work most of the term producing the masterpiece which will be presented to the senior class, its parents, and guests, at 3 p. m. next Thursday, June 11th.

The play, which has the class history, prophecy, poem, and oration incorporated in it, is a completely original work. Rehearsals have been in progress for two weeks, and Mr. Cork has graciously given time and effort to coach the actors in the drama which they themselves, for the most part, produced. The excellent work of Bill Bauman, Don Outerbridge, Jack Raymond and the other members of the stage crew cannot be too highly praised, for the set that they have conceived and built is the piece de resistance of the production.

In addition to the committee members, namely: Skip McKinley, Norm Barrett, Jim Godwin, and Dave Chavchavadze, the cast includes Jim Orr, eminent undergraduate actor, who was also in on the reaction of the play; the famous comedians Dave Reilly and Jim Farrington, who have been racking their brains to think up gags suitable to their talent; and the renowned 8-1 Octet, whose leader, Bill Coffin, has a major speaking part in the show. There is one more well-known person in the cast whose name is well known. The plot and nature of this production are being

P. A. Coach and Captain



COACH FOLLANSBEE
"It's a bad omen for a coach to make a prediction."



POPPY BUSH
"Watch out, Exeter, we're going to win!"

"We'll Win" — Ed Machaj

Ed Machaj—We'll win and avenge last year's defeat.
Vorse: We should have a good parade Saturday night.
"Dick Duden—If Flanagan is in again, we'll win again."
Tuck Asbury—All I gotta say is tomorrow we're going out there and fight.

Bo Furman—Since it'll be the Beater's first peek of the nine in action, we can't let him down now.
Sledge Hammer—Exeter will finish in the red.
Rennie Farrington—We'll Hammer out a victory.
Jim Zonino—Ravioli coming up.

Welch: I'm sure we'll win.
Elly Vose—We'll send 'em back to the Bush Leagues.
Seth, Brockway—Someone has said Andover will win—might well be.
Joe Flanagan—It'll be a red-letter day for the Blue.
Phil Kemp—We'll pull the string on Exeter.
Fred Zonino—We'll win another for good old P. A.
Artie Moher—With T. A. "Sunshine" Hendricks behind us, the only way is ahead.
B. Hammer: We'll start off with a hit and get Moher and Moher.

Addison Art Gallery Holds Initial Showing Of Camouflage Exhibition

The Addison Gallery of American Art has the distinction to present in its initial showing a new and extremely topical exhibition entitled "Camouflage for Civilian Defense." Under the sponsorship of the Massachusetts Committee on Public Safety, the exhibition has been constructed by the Museum of Modern Art, New York, in collaboration with the Gallery. The show will be the feature attraction at the gallery for the month of June, after which time it will be presented in various cities throughout the nation, as an introduction to the prob-

prise some of the methods in common practice in a clear and simple manner.
Today the necessity of protective-concealing strategic cities and war production industries is equally as vital to victory as the camouflage of ships and troops. The exhibition raises the question of what should be camouflaged and to what degree it should be carried out. It attempts to answer as simply as possible these fundamental questions: Can a factory be made difficult to find from the air?

Poppy Bush On First Will Lead P.A. Attack

Moher, Junior, To Play Second;
Asbury, Shortstop, Leads In Hits

By Don Burns

Tomorrow afternoon Andover's baseball team will wind up a good season as they meet their ancient rivals Exeter at Brothers Field. Exeter will enter the meet as slight favorites by virtue of their 2-1 victory over Hebron. Andover's starting lineup will include at most only four seniors playing their last game for Andover.

BLUE TEAM HAS EIGHT TRIUMPHS

Spring Records Show
Encouraging Results

The Varsity baseball team will play Exeter tomorrow with a comparatively good record of eight wins and four losses behind them. The season opened with Andover trouncing Thayer Academy, 17-9. Seth Brockway and Ed Machaj split the pitching duties, and limited Thayer to but two hits. In pitching the first five innings Seth didn't allow a single hit. At bat the heroes were Tuck Asbury with five hits, Poppy Bush, also with five hits, and Ben Hammer with three singles and a double.

Andover next journeyed to Providence to be beaten by a superior Brown Fresh team by an 8-4 count. Phil Kemp and Ed Machaj pitched for Andover, and were very effective. However, poor support by their teammates was the team's undoing. Doug Sturges and Thurston Hammer were the only ones who could solve the Brown pitcher, with the result that they both banged out two hits.

However, Andover bounced back onto the victory trail as they ran wild against Governor Dummer. The score was 16-2. In this game, Elly Vose making his first start of the year, pitched no hit no run ball in his five-inning service on the mound. Tuck Asbury and Poppy Bush led the hitting parade, each one getting three hits. Bob Furman and Doug Sturges helped out also by collecting two hits apiece.

The following Saturday Andover suffered a 6-2 defeat at the hands of the Yale Freshmen. Ed Machaj pitched a good game, limiting the Elis to eight hits, but Yale seemed to come up with base hits just when they counted. Poppy Bush was the only man to get two hits off Pitcher Russ Ford, these being a ~~single~~ double and a single.

Victory Over New Hampshire

On first base for Andover will be the Captain, Poppy Bush, a very dependable hitter, and a really slick fielder. In defeat last year Poppy was the offensive star of the team, as he was the only man able to solve pitcher Russ Ford of Exeter. Poppy, at last count, led the team in doubles and runs batted in, and is second in Tuck Asbury in stolen bases. He is one of the team's three hundred hitters and is a man to watch tomorrow.

Moher Good At Keystone

At second comes Art Moher, who is only a Junior, but is still one of the sparkplugs of the team. Art is the lead off man for Andover, and can be usually counted on to get on base. It was Art whose batting was largely responsible for the win over Lawrence Academy.

Shortstop will be ably held down by Tuck Asbury, a veteran of last year's Exeter game. Tuck has been up around four hundred all this year, and leads the team in hits, and stolen bases. Tuck, one of the

Continued on Page 3

Baccalaureate Service

Students who usually attend the Episcopal and Catholic churches are reminded that attendance at these churches on Sunday morning does not excuse them from attending the Baccalaureate Service at the Cochran Church. The service will be at 4:30 P.M. Attendance is required of all boarding students. The special yellow card is to be signed by each boy and is to be handed to one of the ushers on entrance to the church. The yellow cards are for all boys including the choir. Regular seating will not be followed. Seats are to be occupied by 4:25 P.M., so as to avoid delay and confusion.
There will be an organ recital at 3:45 P.M.

INSTRUCTIONS

All Seniors and the President of the Upper Middle Class will meet in front of the Library immediately after Assembly Saturday to practice marching.