A Wildly Entertaining Pinball Wizard

An ambitious production of The Who’s Tommy in December earned raves for student participants and the Department of Theatre and Dance. Under the leadership of Mark Efinger ’74, instructor in theatre, Erin Strong, chair of the department and instructor in dance, and Derek Jacoby, instructor in music, the challenging rock opera was stage managed by Katy Svec ’10, who took on a far larger role than previous student managers.

FOCUS ON TEACHING

- Remembering Ted Sizer, The Teacher’s Teacher
- Engaging Those Amazing Millennial Minds
“I realized that what I needed and wanted so much was to be challenged, and at Andover I have been challenged and inspired,” Ziwe says.

Supporting Engaged Scholarship

Order of operations, vectors, equations, variables, algebraic structures. Ziwe Fumudoh ‘10 loves it all. Math is a passion she discovered at Phillips Academy as a Lawrence, Mass., middle schooler who participated in PALS. She in turn has nurtured that love of learning in other students as a PALS tutor.

When she later began her full-time studies at Andover, Ziwe vowed to give back to the program and to the mentor who transformed her life. She describes Tom Cone, director of PALS and Andover biology instructor, as the most encouraging teacher she has ever known: “He saw my potential when I was a PALS student and urged me to apply to Andover. His encouragement shaped me and led me to discover my love of math.”

PALS, a two-year summer and school-year community service program for economically disadvantaged middle school students in Lawrence, provides enrichment in mathematics, language arts, and sciences. Students from Phillips Academy and Andover High School volunteer their time as tutors.

“At Andover, I've developed important relationships with my teachers, and that motivates me to succeed,” explains Ziwe, who plans to major in math in college.

Teachers define Andover’s academic excellence as they guide students through academic and life lessons. The Andover Fund strengthens this engaged scholarship.

For more information about how your gift to the Andover Fund can support the area most important to you, please visit www.andover.edu/af.

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Old Elms and New Elms
November 2009

The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your own mind.

—Kahlil Gibran
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He has taught or has been taught at Andover for more than 33 years. Why does he call it “an act of faith?” By Victor Henningsen III ’69

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Did you know that a radical new kind of school to prepare teachers began on Andover Hill? Or that many well-known educational initiatives also took root here? By Sally Holm

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It’s been 25 years since comedian Joe Bardetti graced an Andover classroom, but he’s back—and bristling with observations! By Joe Bardetti ’84

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As PA undertakes a yearlong dialogue on the complex subject of socioeconomic class, two longtime faculty members discuss, from their unique perspectives, why it needs to be examined.

BLUEprint, the newsletter of The Campaign for Andover 45
The inaugural edition of the newsletter that will keep you updated on the events and progress of the Academy’s newly launched capital campaign
The challenges—and rewards—of teaching are the theme for this issue, which comes on the heels of the public launch in November of The Campaign for Andover, Building on the Surest Foundation. It seemed imperative that we cut to the very heart of our mission, as reaffirmed in the 2004 Strategic Plan:

… to educate these youth [from every quarter] through a rigorous academic program that challenges and supports them in their talent and diversity… [and] to attract and retain a talented and diverse faculty that is capable of and committed to educating youth from every quarter and preparing them for participation in the global community.

Our extraordinarily talented, committed faculty is the foundation on which stands all that Andover is and strives to be. And each lucent spark these men and women generate within our young scholars is a potential torch to light the way as humankind moves toward what often seems a dark and perplexing future.

There is no way to highlight even a small fraction of the work that goes on day and night, in classrooms, on the playing fields, under the elms and eaves of this sanctuary of learning. Please consider this issue a tribute to all of our faculty. In future issues we will continue to acknowledge them, as well as take some measure of the impact generations of Andover graduates who become teachers themselves have had on the larger world. We all are in their debt.

—Sally V. Holm

TO THE EDITOR

Thoughts of a Recovering Homophobe

by John C. Kane Jr. ’63

I am a recovering homophobe. Andover has played a central role in my recovery.

Let me be clear about one thing. On the scale of tolerance toward various minority groups, I could be much worse. I am, however, a white, Roman Catholic, straight male of a certain age and socioeconomic class. Each of those six statuses comes with preconceived notions, predilections, and biases. At various times in my life, I have met the primary definition of a homophobe—one who suffers from an irrational fear of, or aversion to, homosexuals.

How has Andover furthered my recovery? Quite simply, by being what it is best at on an institutional level, and by its role in three significant personal relationships that have impacted my relationships with gay and lesbian individuals.

Andover is an egalitarian institution that embraces tolerance as a first principal. It admits and educates “youth from every quarter,” including gay and lesbian youth, in an atmosphere of concern for others (non sibi). What Andover preaches as institutional
values, it also practices. From its establishment of a Gay Straight Alliance (which in 2009 celebrated its 20th anniversary) to an admissions policy that includes gay and lesbian applicants among those identified for nondiscriminatory treatment to policies on benefits for same-sex partners/spouses (including them as house counselors), Andover has actively sought ways to welcome gay and lesbian youth, to provide them with strong role models and focused support (including counseling when needed), and to assure a safe and supportive environment.

Andover also is a place that has deeply influenced me personally, as a student and member of the Class of 1963, as a graduate and volunteer, and as a parent. In each of these three capacities, a specific relationship (the subjects of which have approved this essay) has enhanced my understanding and appreciation of gay and lesbian persons.

First, as the parent of our son Matt, a gay man and member of the Class of 2003. Matt came to Andover from a small private school where he had suffered constant demeaning, bullying, and blatant harassment. At Andover, he was accepted for who he was, on his own terms. Among his closest friends were straight students and faculty. Sexual orientation was no impediment to his serving as prefect in America House, a junior boys’ dorm, whose house counselor, Albert Cauz, had become a close friend and mentor during Matt’s own junior year. Graham House was an available counseling resource throughout Matt’s four years. Matt thrived in the core curriculum. His senior year Abbot Scholar project could not have been achieved at any other secondary school.

In 2007 Matt was invited back to the school he had attended before Andover to share his experiences and impressions of his time there with its current faculty. He sent a lengthy e-mail instead, including this about Andover: “There I was treated with humanity, decency, and basic respect. What had once been a luxury became just what it should be: a right.”

Four years at Andover restored the senses of self-worth and personal achievement that prior experience had impaired.

Second, as the fellow Andover volunteer of Abigail Harris, Class of 1996. Abby is a young lesbian with whom I share a love of sports and of Andover. Friendship grew from those interests and connections, providing a window into Abby’s life, including her marriage (to a young woman who is an Andover graduate and practicing pathologist) and the travails and pressures experienced by young couples of any sexual orientation (buying a house, securing a mortgage, changing jobs). Abby’s life provides a model for her generation and a measure of insight into Matt’s future. Abby’s love and friendship have enriched my life.

Third, as the Andover classmate and friend—for a half century—of Louis Wiley Jr. Louis is a gay man, a fact he first publicly acknowledged in 2007 at his 40th college reunion and, shortly thereafter, to our family. Louis’s career in public television was recently featured in the Spring 2009 edition of the Andover Bulletin.

For the first 48 years of our friendship, Louis’s sexual orientation, undisclosed, was not a factor. For the past two years, his delayed coming out has occasioned numerous conversations and much reflection. Had Louis been aware of his sexual orientation during our years at Andover and openly gay (unthinkable, given the times) or even suspected of homosexuality, would our friendship have developed as it did? Who else among our Andover classmates was gay? How do they view their years at Andover, and how have their life journeys unfolded?

The Andover of our time, 1959 through 1963, was grounded in notions of equality and mutual respect. Yet, like the broader society in which it existed, it was hardly gay-friendly. In his remarkable book, Becoming a Man, our classmate Paul Monette writes of a “one way manhood taught by the prigs and strutting egoists… all the conspirators of silence whose straight hegemony has gone unchallenged because their gay roommates stayed in the closet.” At our Andover, it wasn’t a question of who might be in the closet: existence of the closet itself, and the need for it, went unacknowledged.

My personal growth, and that of many like me, has been advanced by openness, receptivity, and dialogue—by those we love coming out, and by being welcomed in. By loving first, and learning through those we love. The basis for that growth over the past 30 years has been proven time and again among our closest friends—for example, through acknowledgement of the gay cousin of one, gay brother of another, gay married nephew of a third, and lesbian married niece of a fourth. And, for all of these and dozens more of our friends, through their love and respect for our own gay son.

So, my recovery continues, and I am doing well, as are many in my generation who promote and foster respect for gay and lesbian individuals in their daily lives. And Andover remains a central part of the process, and, broadly, of the solution.

Please e-mail andovermagazine@andover.edu or call 978-749-4677.
SPECIAL DELIVERY In a project overseen by U.S. Navy Cmdr. Rob “Curly” Patrick ’88, sailors stationed in the Republic of Djibouti helped deliver thousands of layettes to a local baby orphanage. Tom Beaton ’73 connected Patrick with Carter’s CEO Mike Casey, whose company donated the clothing.

Far left top: Landscaping at a housing project in Los Angeles

Far left bottom: Alison Jap ’03 assisting with crafts at a children’s home in Singapore

Above: Becoming more environmentally responsible by analyzing campus trash

See more Non Sibi Day photos at nonsibi.day.ning.com.
Andover | Winter 2010

DateLine Andover

Geek Day, the Thursday before the Andover-Exeter fall matchup, brought out the nerds, the screamers, and the usual exhibitionists. But all was not for naught. Though Exeter’s undefeated football team triumphed on its rain-soaked field with a 31–14 victory, the Big Blue girls’ cross-country team outpaced Exeter—and everyone else—to win its fifth consecutive NEPSTA Division 1 championship.

Larger than Life: Dalton Discusses TR as Family Man

History instructor and Brace Center for Gender Studies codirector Kathleen Dalton served as keynote speaker at Dickinson State University’s 2009 Theodore Roosevelt Symposium in October. Author of Theodore Roosevelt: A Strenuous Life, published by Alfred A. Knopf in 2002, the 26th president’s biographer discussed his role as family man in an address titled “Those Roosevelts in the Arena.” See and Hear Dalton’s entire presentation at http://www.vimeo.com/7683300.
She doesn’t remember just when it began—this intense, avid fascination with German culture and the Holocaust. Fathoming the curiosity about the second World War was not difficult. Her beloved grandfather had returned from the Burmese front with a long, ragged scar she called “the zipper” and a quagmire of anguish about war that consumed him. But that was long before her birth, or even her mother’s.

Teruyo Shimazu does remember, vividly, being asked in the first grade what she would like to do as an adult. “I want to go to the Soviet Union,” she replied, “to see why they wanted to kill me.” Her answer earned the 6-year-old a certificate naming her “A Dangerous Element to Society.” But nothing could have been further from the truth. The young student began to read everything she could about the war, unraveling the painful truth of Japan’s complicity with the Germans and, by association, the Holocaust. She began to discern a mission for her own life: how to avoid war.

Her passion took her to the Soviet Union, to Germany, to Warsaw, to Auschwitz to pay her respects to all those who died. “I felt responsibility as a Japanese,” Shimazu says. Leaving the site of the camp, her cab driver told her something that stunned her. A Japanese man had been imprisoned there with the Jews and the gypsies during the war. The Japanese–Holocaust connection ramped up her research and led her to a reference to Chiune “Senpo” Sugihara, Japan’s wartime consul to Lithuania. His amazing story began to unfold.

Last winter Shimazu, in her 10th year as an instructor of Japanese at Andover, applied for and received a PA Kenan Grant to pursue that story. The grant allowed her to travel to Lithuania, where Sugihara’s heroic actions took place.

In August 1940, she learned, the city of Kaunas was in turmoil as Jewish refugees jammed the courtyard in front of the Japanese consulate each morning begging for transit visas that would allow them to escape the Nazis. Sugihara asked his government, still officially neutral, for permission but was denied. Shimazu repeats his silent reasoning: “I love my country, but before I am a diplomat, I am a human being. I must save these people to obey God.” Risking his family and himself, he began issuing visas through Japan to Curacao, Shanghai, South America, Israel, and the United States. In all, roughly 6,000 doomed souls escaped in the month before the young diplomat’s efforts were discovered and he was removed from his post. Forced to resign from the diplomatic corps, Sugihara spent the rest of his life in business and died in 1986. His heroic efforts, Shimazu reflects, can’t help but bring to mind those of German industrialist Oskar Schindler, who saved hundreds of Jews in Poland during WWII.

In her travels last summer, Shimazu visited the museum honoring Sugihara, housed in the old consulate in Kaunas. Researching the story with the museum’s director, she found the names of some who had escaped and went to work to locate those who might still be alive. She found three survivors living in the United States and several in Israel. Her goal, for which she is seeking another Kenan Grant, is to travel to California and Israel to meet with these survivors, giving them an opportunity, she says, “to speak up for the forgotten.”

The emotional dividend for Shimazu is also important. “I feel a personal relief of my burden by working on this project,” she explains, “because of my grandfather’s tremendous influence on me to spend my life as a promoter of peace.”

Sugihara’s humanitarianism has been recognized around the world, but is not widely known. Shimazu would like to change that. She plans to write a book based on her research, made possible by the William F. Kenan Jr. Fund for faculty research and scholarship, and the deep moral sensibility learned at her grandfather’s knee.

—Sally V. Holm
Biology instructor Tom Cone and his wife, nursery school teacher Julie Morse, have spent many years in the pumpkin patch they established behind the scoreboard of the girls’ varsity softball field. But the fruits of their labors were not just ordinary pumpkins. They were GIANTS! The largest weighed in at 825 pounds with a circumference of 145 inches, massive enough to take second place at the annual Topsfield Fair.

Every fall, the girls’ JV soccer team would help them load the pumpkins into the truck headed to the fair. When they rolled them over onto a tarp, startled families of mice inevitably would scurry out from underneath, desperate for safety.

The gentle farmers carried seeds of sympathy for the displaced creatures through their own life changes—grandchildren, the loss of friends, family, and fellow-pumpkin keepers, and in 2004 the end of the pumpkin patch. (“I was tired of being a slave to the pumpkins all summer,” Cone confesses.) Now, years later, the little mice have been memorialized in a children’s book, The Giant Pumpkin Mouse House, that tells the story from their humble point of view.

Written by Morse and Cone, and lovingly illustrated by their sister-in-law, Teri Morse, the little book is a testament “to tenaciousness, encouragement, and the family journey” of coaxing Teri Morse out of her grief following the death of her husband, Julie said. A lifelong artist, Teri had put aside her art to care for her ailing husband and had not gone back to it. Over several years, Julie urged her to illustrate the pumpkin story. Teri’s son, Michael, contributed graphic design and layout, and at last it was done.

But no one would publish the book. Finally Cone and Morse dug into their own pockets to self-publish. They ordered 100 copies, and not one is left. Now they’ve gone into a second printing, including a Spanish version translated by Carmel Rodriguez Walter, whose husband, Chris, is a PA music instructor. Cone and Morse still are hoping to be discovered by a publisher.

Meantime, the couple obviously is enjoying this new line of work, though Cone and Morse will always remain teachers at heart: The Giant Pumpkin Mouse House details the life cycle of pumpkins, lauds the usefulness of critical thinking skills, and offers the promise of a happy ending for all.
Girls Are New England Soccer Champions!

The Big Blue girls’ varsity soccer team captured the 2009 New England Prep School Class A Championship with a stunning 1–0 win over Loomis Chaffee in late November. The team entered the tournament seeded seventh and defeated the second and third seeds on their way to the championship game against top-seeded Loomis Chaffee.

Pictured above, front row from left: Anna Fang ’10, Emma Joel, Meaghan Doherty ’10, Julia Rafferty ’10, Katherine Sherrill ’10 (cocaptain), Hope Joel, Alex Farrell ’10 (cocaptain), Mariel Joel, Shannon Burke ’10, Taylor Smith ’10, Ambika Krishnamachar ’11, Kimberly Kohn ’10, Claire Glover, Emily Rademacher ’11. Back row from left: Coach Jen Marino, Coach Lisa Joel, Fay Feghali ’12, Hailey Novis ’13, Piper Curtis ’13, Jackie Wallace ’10, Kira Wyckoff ’11, Amanda Brisco ’10, Cayla Hatton ’12, Katherine Woonton ’11, Celia Cadwell ’10, Elizabeth Gilbert ’10, Caroline O’Sullivan ’10, Courtney Macdonald ’11, Ashley Hess ’11, Katie Hess ’11, Head of School Barbara Landis Chase, and Coach Bill Scott.

LIGHTS! CAMERA! SNOWFALL!

In late October, Columbia Pictures transformed Flagstaff Quad into a snow-covered Harvard Yard—replete with a replica of the John Harvard statue—to film a nighttime scene for the upcoming David Fincher film The Social Network. Scheduled for a fall 2010 release, the movie portrays the human drama behind the founding of Facebook. Starring roles are played by Justin Timberlake and up-and-comers Jesse Eisenberg and Andrew Garfield. PA’s own Chris Hughes ’02 is one of the three originators of Facebook.
Edward E. Elson ’52, who recently stepped down as charter trustee, was honored by the Board of Trustees during Leaders’ Weekend last fall. In addition to his position on the board from 1997 to 2009, Elson has served Andover in numerous other capacities, including memberships on Alumni Council, the executive committee of The Campaign for the Addison, and the Andover Development Board. A vice chair of Campaign Andover from 1996 to 2002, he most recently served as chair of the trustees’ Academy Resources Committee.

One of the school’s most generous benefactors, Elson has supported many endeavors over the decades, including the arts, student scholarships, faculty foundations, and the Andover Fund. He is perhaps best known through his gifts to establish the Elson Art Center in 1995 and the Elson Teaching Foundation for the Dean of Faculty in 2002.

Reading from the board’s resolution, president Oscar L. Tang ’56, said: “You have advanced the work of this Academy with insight and vigor…. A man of the well-deployed joke and quote, you have graced this campus with a phrase plucked from a Yeats poem: ‘In dreams begins responsibility.’ To each new responsibility, you have dreamt of what might be best done and shot for that mark.”

Elson, U.S. Ambassador to Denmark from 1993 to 1998, also served as chair of National Public Radio and as rector of the University of Virginia.

Donna Brace Ogilvie ’30 was fêted at a special luncheon during the fall trustees meeting. Pictured here with Board President Oscar Tang ’56, Head of School Barbara Landis Chase, and Trustee Emeritus David Underwood ’54, Ogilvie was the primary supporter of the Brace Center for Gender Studies, established on the old Abbot campus in 1996. For her dynamic, long-term leadership of Girls Inc., a national nonprofit youth organization, Ogilvie was awarded the Claude Moore Fuess Award, Andover’s highest honor, in 1997. She and Underwood are honorary cochairs of The Campaign for Andover.
The Board of Trustees officially launched The Campaign for Andover, Building on the Surest Foundation in oratory and ceremony (see BLUEprint, the campaign newsletter, pages 45–48), welcomed five new trustees, and grappled with budgetary issues as an unsteady economy continues to impact philanthropy, admission, school finances, and the endowment.

Opening the business portion of the board’s meetings, trustees welcomed new members Chien Lee ’71, Gary Lee ’74, Tammy Snyder Murphy ’83, Mary-Ann Somers ’82 (cochair, Annual Giving Board), and Susan Urie Donahue ’73 (president, Alumni Council).

Chief Operating and Financial Officer Steve Carter reported on progress made toward the $6 million budget restructuring goal. He said the “A Teams” will further examine opportunities in goods and services, travel, technology, and new revenue. A recurring theme across committee meetings was “We are not yet out of the woods.” Chief Investment Officer Amy Falls ‘82 discussed some of the mitigating factors behind the endowment’s comparatively respectable fiscal year performance of –15.1 percent in the past year.

In other business, the board acknowledged receipt of a portrait of Presidents George H.W. Bush ’42 (trustee emeritus) and George W. Bush ’64, commissioned by the late Thomas Nebel ’49 and painted by Chas Fagan ’84, whose works include portraits of Andover headmasters and trustees. The portrait is hanging in the Trustee Room. It also heard a report from the Education Committee on integrative learning, which included the following examples:

- Flavia Vidal and Carroll Perry—Brazilian cultural studies
- Jacques Hugon—Independent projects in computer science
- Scott Fleming ’10—award-winning astronomy project and hands-on learning at the Gelb Science Center observatory
- Chris Walter and Marcelle Doheny—their new course, Out of Tune: Music and the State in the 20th Century

Wrapping up the fall session, special guest William Fitzsimmons, dean of admission at Harvard, joined the board on Saturday for an engaging discussion about the contemporary landscape of college admissions. He also offered an inside look at Harvard’s comprehensive process and policies and how Andover students have fared in recent years within the national applicant pool.
Web 2.0: State of the Academy

Live from “Studio 230” in George Washington Hall, Barbara Landis Chase and Oscar L. Tang ’56 delivered the first-ever State of the Academy address to a global audience on November 11. The head of school and president of the Board of Trustees answered more than a dozen questions during an hour-long webcast, which took place in a classroom-turned-studio. Lights, camera, sound, and other behind-the-scenes engineering were handled by Andover’s audiovisual team, while members of the Office of Communication planned the program’s content and fielded viewer e-mails.

Topics ranged from financial aid to philanthropy, endowment performance to global programming. During an event that reached viewers from Boston to Beijing, Chase and Tang delivered the Academy update in real-time, with questions from viewers received before and during the webcast. The program continues to garner hits online, and as of press time, more than 500 people had tuned in.

“We set out to use the immediacy and interactivity of the Web to frame a discussion around the goals of the Strategic Plan, while focusing on topics most important to alumni and parents,” said Chase. Both the original plan and State of the Plan are available online at www.andover.edu/strategicplan.

Viewers expressed appreciation for having access to both the live program and “on demand” format. See and hear the webcast at www.vimeo.com/phillipsacademy.

“It’s important to go directly to the community when times are tough, so you can be sure the specific difficulties of the situation and the nuances of your responses are appreciated,” said a viewer, Fred Adair ’69.

Stay tuned for future video broadcasts via the Web and social media. As Chase noted in a letter to the PA faculty and staff last spring, she will continue to explore new venues and technologies to keep the extended community informed of Andover’s strategic progress.

—Tracy M. Sweet

Stabes’s Last Race

On a Saturday afternoon in early November, some 50 alumni and dozens of colleagues, friends, and family from across the country gathered to witness Jon Stableford ’63 coach his final boys’ cross country home meet. A surprised Stableford, who will retire this spring after 30 years as an English instructor, turned out a final dual victory against Exeter before joining in the celebration. Surrounded by “Stabes’s” former runners on the Great Lawn steps, assistant coach Jeff Domina presented “Coach” with a singlet, noting his extraordinary career, which includes five varsity and eight junior varsity Interschols and first place finishes in all but one of the last 10 Canterbury Invitationals. Here is the conclusion of Domina’s tribute:

It’s an impressive record, but that’s not what this is about.

It’s about the miles, all the miles. It’s about the distance and the speed, the training and the racing. It’s about the discipline and the elation. It’s about the pain and the satisfaction that comes from knowing the pain is good. It’s about the development of both the individual and the team. It’s about competing at your best and winning honorably or losing honorably.

It’s about the love of the sport. It’s about the love of your teammates. It’s about being soaked with sweat and kind of sick and dizzy but, as best as you can tell at the moment, thoroughly happy. It’s about mud and crunchy leaves. It’s about Indian Ridge and Baker’s Meadow, Porter Road and Boston Hill. It’s about Heartbreak and coming back out onto the Lawn. It’s about realizing that running has become a part of who you are—and that you’re better for it. It’s about finishing but knowing it’s not done. It’s about graduating but knowing it’s not over.

It’s about being a lifelong runner—which is what Coach has told us it’s about all along.

Jon, you’ve taught us so much, you’ve shown us so much. You’ve left your mark on every one of us Andover runners—you can feel it in the crowd here tonight—and we’re all inexpressibly grateful for it. We love you, we’ll miss you, and we want you to know that, even after you retire, your team will still be running with you.

—Jeff Domina
instructor in English, assistant cross country coach
TAKING THE LEAD IN PROMOTING SOCIAL ENTREPRENEURSHIP

Chad Green Keynotes Youth Social Venture

In mid-September, Chad Green, Andover’s director of community service, delivered the keynote address for the inauguration of a Massachusetts social entrepreneurship program for teens known as Youth CITIES (Creating Impact Through Innovation, Entrepreneurship, and Sustainability) at MIT.

High school students from across the area—as well as Boston business executives, nonprofit leaders, and academics—gathered to celebrate the launch of Youth CITIES, a new effort that creates teams of high school students who compete in developing new social ventures that leverage business principles to drive social change. The winning team receives a seed grant to launch its venture.

Drawing upon his 15 years of helping PA students help others, Green described today’s young people as agents of a new “civic engagement that is decidedly different from traditional community service...” Citing the work and teachings of Ashoka Foundation’s Bill Drayton ’61, Green said that the most effective changemakers “strive to upset the status quo,” clearly articulate their vision “of the way things should be,” are “single minded” in their efforts to empathize, and are “team players” who are the products of “good mentorship and a dynamic network of relationships and resources.” (Read more at www.andover.edu/magazine.)

Students Form the “Clutch Collaborative”

Two months later Celia Lewis ’10 and Michael Scognamiglio ’10 organized their own effort to bring students from area schools to the Andover campus to generate interest in and tools for building social entrepreneurship. Veterans of two such experiences—in Mumbai with Niswarth and Peru with a service-learning project, the two PA seniors have founded the Clutch Collaborative to teach other students how to design service-learning opportunities in their own communities.

In early November, more than 50 students from Massachusetts public and private high schools gathered in Andover for lectures and workshops led by successful social entrepreneurs and community development specialists. After a welcome by Head of School Barbara Landis Chase, the conference featured presentations by Alicia Polak, CEO and founder of the Khaya Cookie Company; Mike Brennan, program director at the SEVEN Fund; David Aldrich, founder of Grab the Torch; and Vicky Wu Davis, CEO of Froghop, Inc., and founder of Youth CITIES. Small group discussions allowed attendees to begin to develop plans for their own social ventures.

Lewis and Scognamiglio said they believe this is the first conference on social entrepreneurship organized and launched by young people, for young people. They have plans to follow up with another meeting in the late winter or spring to gauge progress on ideas discussed in November.

Andover Bookstore, the Nation’s Second-Oldest, Turns 200

In a two-story framed building on the campus of what was then the Andover Theological Seminary, the Andover Bookstore first opened its doors in 1809 to the small community of scholars from the seminary and Phillips Academy. Two centuries later, the beloved book vault with the cozy fireplace and comfy armchairs—located since 1964 in a renovated barn in Olde Andover Village—is still at it, supplying textbooks to students and delighting readers of all ages. At the 200th birthday celebration in November, manager John Hugo ’98 proudly noted its distinction as the second-oldest continuously operating bookstore in the country.
Andover

Winter 2010

Samuel Betances
Author, Educator

Our yearlong initiative to consider the subject of “class” kicked off in early fall with a faculty presentation by Samuel Betances on the impact of class on student achievement. Sharing his own journey of climbing out of poverty to earning a doctorate at Harvard, Betances spurred faculty to consider how socioeconomic background prepares students for Andover. He asked us to consider what cultural capital students might or might not possess as they enter our classrooms. He urged us to develop the cultural competencies to address the needs of all students by better understanding the challenges of the lower-socioeconomic experience.

Betances travels the world helping Fortune 500 companies, governmental agencies, universities, and community groups to make sense of differences. His message: “It matters less where we are from; what really matters is where we are going. Accept our diversity. Embrace it. Make it work for you. Harness the rainbow.”
—Linda C. Griffith, dean of CAMD, instructor in English

James McBride
Author, Musician

A renaissance man and a born storyteller, James McBride is best known for his autobiographical work, The Color of Water: A Black Man’s Tribute to His White Mother, which has been called an American classic. He brought the inspiring story of his search for identity and human commonality to Cochran Chapel in October.

McBride, the son of a white Jewish mother and a black father, has worked as a reporter for the Boston Globe, People, and the Washington Post. He is also a gifted jazz composer and saxophonist. His appearance at All-School Meeting was sponsored by the Office of Community and Multicultural Development.
—Aya Murata, advisor to Asian and Asian American students

John Ratey, MD
Physician, Exercise Researcher

An associate clinical professor of psychiatry at Harvard Medical School and a revolutionary research physician, John Ratey brought his widely respected exploration of the connection between exercise and brain performance to All-School Meeting in October. In a well-received presentation, he discussed research on ways the brain changes as a result of aerobic exercise, improving attention span, motivation, mood, and cognitive performance. The author of Spark: The Revolutionary New Science of Exercise and the Brain, Ratey acknowledged Andover’s efforts “to acculturate students and faculty to the necessity of regular physical activity to promote physical and mental health, and unlock human potential.”
—Mike Koda, director of athletics

Paul Farmer, MD
Medical Anthropologist, Writer, Physician

Addressing a November All-School Meeting in Cochran Chapel, Dr. Paul Farmer discussed his lifework treating some of the world’s poorest populations. Through his organization, Partners in Health (PIH), Farmer has helped to raise the standard of health care in underdeveloped areas of the world. In addition to inspiring the community with accounts of his experiences, insights and motivation to do what is truly non sibi work, Farmer met with a small group of students and faculty for a breakfast discussion.

Farmer came to Andover on the Kemper Memorial Speakership. His appearance was the keynote event of this year’s Wellness Week.
—Carlos Hoyt, associate dean of students; Wellness Week coordinator

Bruce Duthu
Professor and Chair of Native American Studies, Dartmouth College

Professor N. Bruce Duthu, a member of the Ho uma Tribe of Louisiana and the author of American Indians and the Law, spoke in Kemper Auditorium in November as part of the Speaker Series for Native American Heritage month. His topic was “The Least Dangerous Branch? Tribal Sovereignty and the U.S. Supreme Court.” Duthu discussed the difficult task of defining the precise nature and scope of tribal powers in American law, which has confounded policy makers from the formative days of the United States to the present. He addressed the great uncertainty as to whether Congress or the Supreme Court ultimately has the last word in shaping the contours of tribal powers, and shed light on the place of Indian tribes within our constitutional framework.

Duthu is the Samson Occom professor and chair of Native American Studies at Dartmouth College. Prior to his talk, students, faculty, and community members met for dinner and discussion with Duthu in the Robert S. Peabody Museum of Archaeology. Funding for this event came from the Abbot Academy Association.
—Hillary Abe, admission counselor

Sharmeen Obaid Chinoy
Journalist, Documentary Filmmaker

Born and raised in Karachi, Sharmeen Obaid Chinoy was the first woman in her Pakistani family to receive a Western education (Smith College and Stanford). Since she began her career as a documentary journalist in 2002 with the New York Times, she has produced more than a dozen films dealing with life in the Muslim world. In her most recent film, Pakistan’s Taliban Generation, she returns to her homeland to investigate how extremism and the war on terror are influencing the lives of the young generation of Pakistanis, many of whom are following the militant path of the older generation and creating a generation of child terrorists in her homeland—children prepared to kill both inside and outside Pakistan. Obaid Chinoy’s film, shown in Kemper Auditorium in October, took the audience of more than 150 on a journey across Pakistan to investigate just how far the Taliban has infiltrated her country. The showing was preceded by a well-attended dinner and discussion in Paresky Commons.
—Susanne Torabi, international student coordinator

Willie Perdomo
Poet, Author, Publisher

As part of Latin Arts Weekend, poet Willie Perdomo brought his inspirational message to Kemper Auditorium in October, where he roused the standing-room-only crowd with stories of his personal journey as well as his poetry. He read from Where a Nickel Costs a Dime and Smoking Lovely, which received a PEN/Beyond Margins Award. He also has been published in the New York Times Magazine, Bomb magazine, African Voices, and Centro Journal. His children’s book, Visiting Langston, received a Coretta Scott King Honor. Currently a 2009 Fellow in Poetry from the New York Foundation for the Arts, he has been a Pushcart Prize nominee, artist-in-residence at the Lower Manhattan Cultural Council, a Woolrich Fellow in Creative Writing at Columbia University. He is cofounder/publisher of Cypher Books.

Perdomo’s visit, which also included three class-room sessions, was sponsored by Alianza Latina and the CAMD office, and made possible by a grant from the Abbot Academy Association.
—Clara Isaza-Bishop, instructor in Spanish

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—Clara Isaza-Bishop, instructor in Spanish
Nef Francis and the Elusive Crystal
by Amy Morris

The eureka moment for first-year PA chemistry instructor Neferterneken Francis happened last summer in a Bucknell University lab. She grew a crystal so important to science and so elusive that both her peers and her professors had already spent several frustrating years attempting the synthesis.

The compound, known as zinc sulfate hexahydrate, or formula $\text{ZnSO}_4 \cdot 6\text{H}_2\text{O}$, enabled a team of Bucknell scientists to help pioneer a new, more effective method to study the structure of zinc ions using solid state nuclear magnetic resonance (NMR). According to a hypothesis by Bucknell associate professor in chemistry David Rovnyak, NMR signals could detect zinc ions in ways popular techniques have not, bringing the compound’s elusive structure to light for the first time. Francis’s crystal proved Rovnyak’s NMR theory correct, placing her on the scientific map as a bona fide research scientist in the field of zinc NMR.

In August, Rovnyak and his team traveled to Washington, D.C. to demonstrate their new data, including the synthesis of Francis’s crystal, to more than 14,000 scientists at the American Chemical Society’s biannual National Meeting and Exposition.

Although she arrived on campus this fall as a full-fledged chemistry instructor and house counselor, Francis is no stranger to Andover. Thirteen years ago, at the urging of her high school guidance counselor, the ninth-grader from Washington, D.C., applied to Math and Science for Minority Students, better known as (MS)$^2$. Founded in 1977 by former headmaster Ted Sizer, PA’s flagship summer outreach program aims to deepen the pool of minority professionals in the fields of math and science by recruiting talented youth from major urban areas across the country.

A gifted student, the 14-year-old was accepted and soon bid farewell to her mother and three sisters for a five-week adventure in Massachusetts.

“(MS)$^2$ was a major eye-opener for me,” recalls Francis, who spent a total of 15 weeks over the course of three summers at PA immersed in advanced math, science, and writing classes, as well as college counseling. “I had up to that point been a good student back home in D.C., particularly in math and science, but (MS)$^2$ helped me realize my passion for those fields.”

After earning a bachelor’s degree in chemistry and mathematics from Swarthmore College in 2004, Francis was torn. Although she intended to continue her studies in medical school, a chance meeting with PA English instructor Elwin Sykes just after graduation changed her direction.

“He remembered me from (MS)$^2$ and offered me the chance to come back to the program as an assistant teacher,” says Francis. “I didn’t have plans for the summer and thought ‘why not?’”

Francis returned to Andover that summer—and each summer thereafter—to impart to new generations of (MS)$^2$ her passion for science. A teaching fellow at PA from 2005 to 2006, she also spent two years as an instructor at Choate Rosemary Hall. Despite her demonstrated potential to be a groundbreaking laboratory researcher, Francis instead has chosen to teach, returning to the place of her first eureka moment: Andover, where her passion for science first crystallized.

“Nef is a clear manifestation of access to success, and the desire to give back” says former (MS)$^2$ director and current Dean of Faculty Temba Maqubela, who is also a chemistry instructor. “She is one of our finest examples of how Andover—and schools everywhere—reap the fruits of (MS)$^2$.”

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“Every afternoon when classes end, Andover becomes PA—Play Academy,” former athletic director Leon Modeste is fond of saying. Students and faculty change into athletic clothes. Some head off to competitive team practices or games, some to exercise and fitness programs, and others to intramural or recreational sports.

Yet another group dives into the school’s rich array of instructional programs, taught by experts whose ‘classrooms’ may have backboards instead of blackboards, and whose tools may include oars, rackets, épées, or well-sharpened skates. In tune with the Academy’s commitment to opening doors to youth from every quarter, the athletic department offers instructional programs in 15 sports, including squash, tennis, swimming, diving, basketball, crew, skating, fencing, Nordic skiing, and dance.

These programs are geared for beginners. Some just want to have fun trying something new, and others aim to make a serious commitment to becoming competitive. New lower Lauren Howard ’12 was looking for a cross-training sport for swimming when she chose instructional crew last fall. Surprised by how much she has grown to love it, Howard says, “It just clicked for me. After only a few practices, I knew I would be rowing in the spring, too.”

Head coaches Peter Washburn and Kathryn Green, both from the math department, supervise the fall crew program in which novices can learn to row and kids with some experience can improve. Without the pressure of competition, they can focus on technique, try different skills, and help coxswains develop their steering and leadership skills.

Almost no one arrives at PA with experience in crew, yet a remarkable number of students who try this new sport stick with it. Elina Segreto ’11 is an example. “There are so many things you can get out of rowing. In addition to becoming incredibly fit—it works every muscle group in the body—you’re instilled with the basic notion of teamwork that’s so important in every aspect of life. Crew is never just about you or just about pulling hard on the oar,’ she observes. ‘It’s about being in sync, being sensitive to other members of the boat, and building mutual trust and respect.’

Not surprisingly, most instructors seem to have a passion for their sport that they hope is infectious. “I want them to learn the game, but I also want them to learn to love the game,” says instructional basketball coach Carlos Hoyt, who also is the associate dean of students. His players—junior boys and girls—range from “I can’t believe I didn’t make JV” to

Instructional Sports =

His enthusiasm undiminished, Spanish instructor George Dix has spent afternoons for more than 30 years teaching novices to swim so that they can pass the 50-yard swim test still required to graduate from PA.

Philosophy and religious studies teacher Tom Hodgson indulges his passion for squash every term, seeking to infect new generations with his love for the sport. Here he shows Yerin Pak ’11 the proper grip.

His enthusiasm undiminished, Spanish instructor George Dix has spent afternoons for more than 30 years teaching novices to swim so that they can pass the 50-yard swim test still required to graduate from PA.
‘I had to choose something,’ he says. Some have skills and athleticism, but few have sound fundamentals, says Hoyt, and the range of strength and fitness is wide, to say the least.

With an assist from Athletic Director Mike Kuta, Hoyt’s group begins each workout with ‘dynamic stretching,’ and sessions include dribbling, passing, and shooting drills, plus time in the fitness center and 5-on-5 competition. Hoyt blows his whistle frequently to stop and instruct. He also encourages players to challenge themselves for personal improvement, not only in things such as free throw accuracy but also in the number of push-ups they can do or how fast they can run a ‘suicide,’ a favorite conditioning drill of basketball coaches for decades.

Hoyt also sits with the group daily to discuss goals, the frustration of failure, and the social mythologies that prevent coed competitive teams from seeming normal and comfortable. ‘I was the one student who had never played basketball,’ recalls Nicole Villar ’12. Initially embarrassed by her ineptness, she credits Coach Hoyt with helping her focus on her game and the process of learning the skills. After that term, at her first Boston Celtics game, Villar realized ‘it was a great feeling to know what a ‘pick’ was.’

Only one instructional sport is tied to a graduation requirement—swimming. George Dix, instructor in Spanish, has spent more than 30 years helping students learn to navigate two lengths of the pool to pass that swim test. Numbers have diminished somewhat over the years, but there are still youngsters who have not had access to pool or pond and swim lessons. So Dix must employ a patient yet persistent teaching style in the face of inexperience, sometimes compounded by genuine fear of the water.

Along with a mix of fun activities and drown-proofing skills, Dix teaches rhythmic breathing and the basic strokes. The goal is not to win races but to be able to swim to safety should the need ever arise. By the end of the term kids are cheering for each other from the deck as, one by one, they tackle the physical and emotional 50-yard challenge. Several alums with impressive high school resumes have listed passing the swim test among their biggest accomplishments at PA.

Tom Hodgson, instructor in philosophy and religious studies, sometimes jokes that he uses philosophy as a recruiting tool for squash and squash as a recruiting tool for philosophy. He quite seriously cites Plato’s value theory as it applies to the ‘goodness’ of squash. Hodgson, who coaches the girls’ varsity team in the winter, loves teaching squash to beginners because it provides fun and healthy exercise, and the basic skills aren’t too hard to learn. Squash can be played in a relaxed, social context but also provides the challenge of competition and improvement.

One squash neophyte who ‘caught the bug’ was JeanMarie Gossard ’05. She eventually earned a spot on the varsity team but, even in the heat of competition, says Hodgson, never lost her sense of fun. In the New England championship tournament her senior year, he recalls, Gossard was playing in the number four draw—not the marquee match everyone came to see. But she played with such exuberance and contagious joy—congratulating her opponent after a great point, win or lose—that by the end of the match there were more than 30 spectators applauding from the gallery.

“The real value of Andover’s instructional programs is that they offer kids exposure to a range of lifetime sports that promote long-term health and fitness,” Kuta says, “which is always our goal. But there is a risk,” he added. “They just might get hooked.”

—Andy Cline
Sports Information Director
The Teacher’s Teacher:
Ted Sizer’s Indelible Mark on Andover and the Nation

by Susan H. Greenberg
Ted Sizer was the last interview of the day for Ed Quattlebaum. Fresh out of Berkeley, Quattlebaum was in the market for a teaching job and had spent the whole day meeting with PA faculty and administrators. An Andover graduate, he was considering signing on at Exeter for a change of scenery. Then he met the new headmaster. “Ted was lying on the sofa in his office, propped up on one elbow like Cleopatra,” recalls Quattlebaum of that fateful day in 1973. “He looked about 15, and he was reading.” After a wide-ranging discussion touching on such subjects as history, travel, schooling, and critical theory, Quattlebaum was sold: who better to lead a secondary school than someone still so vitally engaged in learning?

Dr. Sizer, who died October 21 at age 77, never stopped being a student. His resume glittered with impressive titles; before serving as Andover’s 12th headmaster from 1972 to 1981, he was dean of Harvard’s Graduate School of Education, and afterward he chaired the education department at Brown, where he founded the Annenberg Institute for School Reform. But at its core, his career was devoted to the study of adolescents, teachers, and the relationship between them, which he considered the key to successful learning. His role as perennial student culminated in the two-year examination of American high schools he embarked on when he left Andover. The results, published in the widely admired 1984 book *Horace’s Compromise: The Dilemma of the American High School*, illuminated the challenges teachers faced in trying to implement a standardized, often arcane curriculum for a diverse student body.

That work led to what is arguably Sizer’s greatest contribution: the creation of the Coalition of Essential Schools, a movement committed to reforming public education from the bottom up by establishing a network of highly individualized schools that followed a set of common principles. Among them: teaching students to use their minds well, personalizing instruction, and measuring student mastery not through standardized tests but through a series of hands-on demonstrations. “When you’re in a Coalition school, it’s obvious that it’s not merely preparation for life; it really is life,” says Deborah Meier, a former kindergarten teacher who opened one of the first Essential Schools, in East Harlem, and became a lifelong collaborator with Sizer.

A native New Englander and Yale graduate, Sizer first began developing his theories on learning as an army officer in the 1950s. He noticed that his subordinates, who were generally less educated than he, responded much better when he treated them as valuable members of a team. At Andover, Sizer, a historian, quickly won over the faculty with his enthusiasm and passion for ideas. He oversaw some of the biggest changes in the Academy’s history, including the 1973 merger with the all-girls Abbot Academy and the advent of the cluster system to help manage the bigger student body. He also presided over the creation of the (MS) Summer Session program to teach math and science to minority students and the rise of the rotating chair system among academic departments. His work at Andover incorporated the key principles that would guide his entire career as an educator—democracy, equality, intense interaction between students and teachers, responsibility to youth from every quarter—and served as a pilot test of his burgeoning educational philosophy. “I think one of the appeals for Ted coming to Andover was that Andover could be an incubator for his ideas,” says Ruth Quattlebaum, the primary researcher for Frederick S. Allis Jr.’s history of PA, *Youth From Every Quarter*, and the Academy’s former archivist.

Those ideas included the role of teacher as coach, and the importance of consulting students on what and how they should learn. NYU education historian Diane Ravitch, who served as the assistant secretary of education under George H.W. Bush ’42, recalls once serving on a committee with Sizer to determine what students should study. He argued there should only be one rule: “No roller skating in the hallways.” Sizer also believed strongly that institutions like Andover had an obligation to the larger community and to public schools—the original “private school, public purpose” philosophy. He encouraged faculty members to teach at local community colleges, and regularly brought students from underserved backgrounds to campus for classes and activities. “He believed that everybody can learn,” says Vartan Gregorian, the former Brown president and current president of the Carnegie Corporation of New York, who collaborated with Sizer on the creation of the Annenberg Institute. “You can transcend race, class, and color. Students don’t fail; teachers fail.”

When Sizer resigned in 1981, the liberals were mad at him for leaving, recalls music teacher Peter Lorenzo, who arrived at Andover the same year as Sizer. It wasn’t that he’d been a perfect headmaster; he could be dismissive and sometimes seduced by progressive thinkers, several faculty members recounted. And though he presided over a successful bicentennial fund-raising campaign, money was never his priority. “He was a very creative, intelligent person who had big vision and large ideas, but it wasn’t always clear where the means to accomplish them would come
from,” says Stephen Burbank ’64, who served as a charter trustee during the Sizer years. But he created an atmosphere of unprecedented warmth and intellectual rigor that invigorated teachers and students alike. “The intellectual life of the school was really vibrant,” says Ruth Quattlebaum. “Ted put his money where his mouth was.”

He seemed genuinely fond of teenagers and never strayed far from their company; following his death from colon cancer in the fall, Andover’s blog brimmed with stories from former students who had shared boisterous dinners around the Sizer table with Ted, his wife and collaborator, Nancy, and their four children. In a 1976 essay on good teaching in the Andover Bulletin, Sizer wrote: “The ability to communicate with the young means, obviously, liking young people, enjoying their noisy exuberance and intense questioning, which is their process of growing up.” He clearly did. At Brown in the 1980s, students clamored to get into his classes, where he would push the desks into a circle and pace around the center, testing out his hypotheses. According to Paula Evans, who taught with Sizer at Brown and currently serves as head of the Community Charter School in Cambridge, the number of Brown graduates who went into teaching soared under his tenure. Ed Quattlebaum, who retired from PA’s history department last spring after 36 years, recalls how as headmaster, Sizer was always eager to make a classroom appearance. “Teaching kids took precedence,” he says. “He’d move everything else out of the way.” In 1998, at the age most people think retirement, Sizer and his wife signed on as acting principals of the Francis W. Parker Charter Essential School in Devens, Mass.

**Chronology**

1932: Born in New Haven, Conn., the youngest of six children
1949: Graduated from Pomfret School, Pomfret, Conn.
1953: Earned a BA degree in English literature from Yale
1953–1955: Served in U.S. Army and rose to the rank of captain
1955: Married Nancy Faust and they eventually had four children, all of whom would graduate from PA: Theodore Sizer II ’75, Judith R. Sizer ’77, Lyde E. Cullen Sizer ’80, and Harold F. Sizer ‘80
1957: Earned master’s degree in teaching from Harvard
1961: Earned doctorate in education and American history from Harvard and joined faculty; published two books on education by age 31
1964: Named dean of Harvard’s Graduate School of Education; set out to shed light on needs of city schools and on issues of race and class
1971: Resigned from Harvard to show solidarity with Harvard President Nathan Pusey, who also was resigning
1972: Became headmaster at Andover; Nancy became full-time history teacher, academic advisor, tennis and track coach, and dorm counselor at Phelps House (which then housed students as well as headmaster’s family)
1972: Created Kemper Scholars Program, bringing in the first students from China
1976: Bicentennial campaign launched under Sizer: Ted and Nancy crisscross the country meeting with donors; despite deep recession, campaign brings in an unprecedented $50-plus million
1977: Created (MS)²
1981: Moved back to Harvard with sizable grants from the Commonwealth Foundation of New York and the Carnegie Corporation to run a research project; Nancy remained at PA
1984: Founded the Coalition of Essential Schools to put his research to work in real schools
1984: Horace’s Compromise: The Dilemma of the American High School published
1992: Horace’s School: Redesigning the American High School published
1994: Became founding director, the Annenberg Institute for School Reform
1995: With Nancy, started the Francis W. Parker Charter Essential School (grades 7–12) reflecting his beliefs, in Devens, Mass.
1996: Described by Teacher Magazine as “America’s most famous educational reformer”
1999: The Students Are Watching: Schools and the Moral Contract published
2004: The Red Pencil: Convictions From Experience in Education published
Today there are roughly 600 schools associated with Sizer’s movement. The organization is just coming off a six-year grant from the Gates Foundation to create a new series of 20 smaller high schools to mentor other schools committed to reform. As the national debate over quality teaching and standardized testing heats up, Sizer’s message is more important than ever, says Ravitch. “The problem is we’re heading in exactly the opposite direction of everything Ted believed,” she says. “I wish that Ted’s voice were here.”

Judging from the throngs of people who crammed Harvard’s Memorial Church November 21 to celebrate Sizer’s life, his voice still resonates loud and clear. The diversity of attendees underscored just how far it echoes; they included young and old, students and teachers, academics and politicians, family and acquaintances. Parents parked strollers at the ends of pews and shushed squirmy toddlers. Sizer’s grandchildren performed some of the musical interludes, and his children all spoke eloquently about their father’s warmth, conviction, sunny optimism, and ability to connect with almost anyone. He possessed the gift, his daughter Lyde said, of being “awake and grateful for the world’s pleasures.” They recounted how he listened more than he spoke, gave people not solutions but the tools to develop them, and, more importantly, high school students. We did not agree about everything. One of Ted’s greatest gifts was the ability to invite differences of opinion as contributions to debate. What I remember especially about that first meeting were Ted’s unbridled intellect, his personal warmth, and our shared optimism about the promise of young people. We may have spoken about Andover in passing; there certainly was not a shred of a thought that I would ever be in the position I now hold. Fate was not about to tip her hand.

In the late 1980s, our paths crossed again when I sat on the boards of Brown University and the Annenberg Institute for School Reform during the years Ted chaired Brown’s education department and directed the Annenberg Institute. I distinctly remember feeling a sense of pride that my alma mater had the wisdom to call Ted to this important work.

The third chapter of our relationship began 16 years ago. Ted might have described this chapter as our “12–14” connection, for Ted was the 12th headmaster of Phillips Academy and I am the 14th. His 1994 congratulatory note began, “Dear 14.” He signed it “12.” As “12,” he played the same sage mentor role he had during our conversations at the Parker House on Tremont Street. Between sips of coffee, we sat across from one another in the old coffee shop at the Academy and I am the 14th. His 1994 congratulatory note began, “Dear 14.” He signed it “12.” As “12,” he played the same sage mentor role he had during our conversations at the Parker House on Tremont Street. Between sips of coffee, we sat across from one another in the old coffee shop at the

As my husband, David, and I sat with Don (“13”) and Britta McNemar at Ted’s memorial service, Don and Britta recalled how kind Ted and Nancy had been to them when they came to Andover in 1981. (The McNemars welcomed us in the same tradition in 1994.) Sadly, our busy lives afforded the six of us only a few opportunities to get together to reflect on our lives at PA. During those few precious times, we shared humorous memories and a common sense of the blessings Andover and its people have bestowed on us. As always, Ted served as senior member of this group—our inspiration, our mentor, and most of all, our teacher.
The Challenge of Teaching Those Amazing Millennial Minds

by Theresa Pease

“These kids are not any less smart, it’s just that they’re smart in ways that those of us who came of age before all this happened are not accustomed to. If anything, they’re smarter. But their learning style is kaleidoscopic rather than linear.”

Elizabeth Tully thought she had a handle on today’s plugged-in students. But when the director of the Oliver Wendell Holmes Library (OWHL) invited her student advisory group for a celebration of the American Library Association’s Teen Tech Week, she got a surprise. After asking them to bring an example of their favorite mobile device, she wondered whether they would sing the praises of cell phones or iPods.

Tully did not anticipate the response of an upper named Elena who removed from her backpack a paper-and-ink
textbook. Holding it up, the student said, “This is a technology that has survived for hundreds of years. It’s my favorite technology still.”

So much for painting all today’s youth with the same brush.

**It’s All in the Head**

In 1991, when William Strauss and Neil Howe, writing in *Generations: The History of America’s Future*, introduced a new phrase into the lexicon by dubbing kids born in and after 1982 as “the Millennial Generation,” educators went into a frenzy trying to figure out how to deal with the challenges these new-wave youngsters presented. A decade later, education guru Marc Prensky, in his *Digital Natives, Digital Immigrants*, argued that youths in this cohort were not merely habituated differently from their elders; because of the array of sensory input they received from novel technologies, they were actually *neurologically different*, he claimed.

Adults who accepted that the sons and daughters of Baby Boomers were “hard-wired” differently used—and still use—the term with such straight-faced gravity that it’s easy to picture a surgeon opening up a young person’s skull...
and finding a rat’s nest of electronics bulging aberrantly out of misplaced sockets.

Tully was intrigued by Prensky’s theories of rapid neurological evolution and by their implications for libraries, and OWHL implemented a number of services designed to appeal to millennial learners. Those programs were recognized as innovative by the library community, and she received invitations from groups as diverse as the American Association of School Librarians and Dartmouth College to speak about OWHL’s experiments.

Prensky believed that exposure to multiple, rapid images from diverse sources provided late 20th-century tots with altered neural pathways. At the same time, reduced exposure to reading deprived them of experience with forming imaginative mental images. While more recent research suggests that today’s youth may not be physiologically aberrant, many educational experts still maintain that the 21st-century teen brain just isn’t like those of its forebears.

Generational Generalizations

The term millennial learners gave birth to a full-fleshed stereotype. Millennials walk across campus talking into cell phones, guided by their electronic calendars. They study with music streaming out of their iPods, interrupted by frequent text messages. They expect information to be entertaining, immediate, and delivered in chewable sound bites. At the extreme end, some claim the millennial generation is teeming with ADHD, being literally (to borrow the words of psychologist Edward Hallowell) driven to distraction.

That’s the stereotype. But try typing “millennial learner” into Google and you’ll get 111,000 hits, no two agreeing exactly on what millennials are. Still, hundreds of experts appear willing to list their character traits definitively, illustrating them in tables that quantify kids’ personalities with the precision of chemical elements aligned on the Periodic Table.

Despite lack of consensus, the dialogue has started to inform sweeping educational innovations. Not far from Andover, Cushing Academy made headlines last summer when Headmaster James Tracy decided to disperse and donate most printed books in the boarding school’s flagship library and go digital, turning the facility into a learning center complete with three large flat-screen TVs and work spaces wired for collaborative study. Tracy and his supporters have characterized his decision as a way of replacing the library’s 20,000 volumes with access to millions of works online and an opportunity to teach students to better navigate the floodtide of Web-generated information. Critics, though, have voiced concern that users will miss the experience of serendipitous discovery and inspiration derived from browsing through bookshelves and stacks.

The Millennials at Andover

In a series of interviews, PA faculty members posited that the prevalent picture of millennials may be overgeneralized—witness Elena and her dedication to book learning. Perhaps, they allow, the caricature reads least true at Andover, which is populated by ambitious, idealistic, and hard-working boys and girls who—despite their exposure to video games, instant messaging, and an unending avalanche of information and misinformation from electronic sources—maintain a well-honed passion for traditional scholarship. Still, even here today’s students learn in a wider range of ways than their predecessors and have a penchant for multitasking that would make Samuel Phillips’ head spin.

What’s more, English instructor Catherine Tousignant ’88 and some other teachers have observed that many students arriving in recent years are reading more slowly than those of decades past. To address that reality, some teachers say they have replaced quantity with quality, concentrating on shorter, more focused reading and writing tasks that require just as much critical analysis and creativity.

Some PA teachers see opportunity in the shifting climate. Some of the very traits that define millennial learners—for instance, their tendency to demand information from a variety of sources and in immediately engaging ways—provide faculty members not only with

“I call them ‘boutique learners.’ There is no longer ‘one size fits all’ in teaching and learning, and good luck to teachers who think there is.”

Temba Maqubela

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a challenge, but also with an opportunity to refresh their teaching methods. Instructors have learned to incorporate new media, along with film, art objects, and group projects; to build bridges to students who have different learning styles; to structure experiential learning ventures, often beyond the campus; and to illuminate their discipline with up-to-date, hands-on lesson plans. Historian Vic Henningsen ’69, an Andover teacher for three decades, says the result is a richer teaching environment.

“These kids are not any less smart,” Henningsen said. “It’s just that they’re smart in ways that those of us who came of age before all this happened are not accustomed to. If anything, they’re smarter. But their learning style is kaleidoscopic rather than linear.”

**Boutiques and Yellow Pages**

Dean of Faculty Temba Maqubela, a chemistry teacher at Andover for 21 years, caught the digital fever in 1995 after spending two terms away as a graduate student at the University of Kentucky. “Looking around at the young people I studied with and seeing how they learned, I realized I needed to change the way I taught. When I came back to Andover, I had to throw away all my notes,” he said.

“Kids today are categorized by learning style so young that they arrive at Andover saying, ‘I’m a book learner’ or ‘I’m a tactile learner’ or ‘I’m a visual learner,’” Maqubela said. “I call them ‘boutique learners.’ There is no longer ‘one size fits all’ in teaching and learning, and good luck to teachers who think there is.”

Maqubela has not only made peace with boutique teaching; he embraces it. Last year in organic chemistry—the highest level taught—he did away with his $200-plus textbook and went digital. “It’s like replacing the White Pages with the Yellow Pages,” he said. “Instead of receiving the information in an arbitrary, set order, students get to know how to find it when they need it and when a question arises. This really gives them a key advantage.”

As for a downside, Maqubela admitted that facility with locating and manipulating electronic information can fool teachers, parents, and themselves into believing kids know more than they do. In chemistry, for example, students can use the Internet to wing it through a persuasive discussion of the latest news and research in the field. Yet often they lack the depth of fundamental knowledge that true fluency requires. “If you’re not an experienced and astute teacher, you could be hoodwinked,” Maqubela said. “If you’re the kind of teacher who thinks you are the source of knowledge and information, you’re going to feel superfluous—until you realize that these kids are just hitting the surface. Our job as teachers is to provide the depth.”

**World Citizens in Training**

Peter Neissa—a 22-year Spanish teacher now in his third year at PA—has become an avid user of technology in the classroom. And like Maqubela, he is concerned about depth.

On the plus side, Neissa treasures the immediacy of being able to respond to a spontaneous question on Mexican culture by pulling up an image of Jose Clemente Orozco’s gigantic historical mural in Guadalajara. And he uses his computer’s voice-recording technology to send oral language assignments out to students, who record their answers. Neissa can check individual comprehension and pronunciation in just a few minutes, saving hours of valuable class time. What’s more, he values the capacity to direct students to historic news coverage all over the Latin world, exposing them to an endless range of real-world speakers and timely topics.

“The reality is that few of my students will go on to become Spanish teachers, but all of them will go on to be better global citizens.”

Peter Neissa
But students’ interests have changed. Their objective, Neissa said, is no longer to understand how 16th-century Spaniards wrote and spoke, but rather to acquire a range of language skills that will equip them to perform better in the modern world. “The reality is that few of my students will go on to become Spanish teachers,” Neissa said, “but all of them will go on to be better global citizens.”

Information Gatekeepers
Perhaps nowhere has the digital revolution in learning been tracked more closely or supported more carefully than in the Oliver Wendell Holmes Library. Tully, who arrived at Andover in 1991, describes the library as “a little laboratory for technology on campus.” To help youngsters and their instructors ride the wave of new media, Tully and her 12-member staff—seven of them MLS-level librarians—conduct an education program in information-gathering.

One big challenge, Tully noted, is that most juniors arrive already proficient in electronic technologies and happily married to Google, unconvinced they have anything to learn. The problem? Google indexes only a tiny portion of the electronic world, and its useful content is counterbalanced by mountains of misinformation. For a 14-year-old in search of quick answers, the difference between an authoritative source and a bogus entry may not be immediately apparent.

So the library staff starts each visiting class out in a surprising place: in the reference room, amid rows of paper-and-pulp books. Said Tully, “They’re going to use the electronic stuff, but before they can do that effectively, they have to understand how information is organized. Often times, they don’t even know what an index is.”

Henningsen takes ninth-grade classes to OWHL for a scholarly project on the Crusades that emphasizes primary sources like ancient maps, journals, and eyewitness reports. “Most of them are familiar with the Encyclopædia Britannica,” he said, “but they don’t know there are encyclopedias of history and medieval life or that they have 15 different atlases over there. So we limit the number of electronic references they can use and guide them to the most helpful ones. This helps them learn the difference between a useful one and one that’s not.”

Tully explained, “We want it to become second nature to these students to solve any information needs they have in life. They might not always remember the details they learned about the Crusades, but they need to remember how they found out what kind of sources existed, how to locate those sources, and how to determine which ones can be trusted.”

A Digital Diversity
Many PA teachers have participated in workshops on new media, initiated online homework and project assignments, and made use of blogs, curriculum development sites, and assorted search engines; some even are moving toward paperless classrooms.

But at an institution where educational excellence relies on lots of instructor autonomy, each Andover faculty member has the opportunity to decide what in his or her teaching toolbox is worth preserving and what merits updating.

To Dean of Studies John Rogers, meeting students where they are technologically is a double-edged sword. “On the one hand,” he said, “if you can put your lesson into a format where kids can get it on their iPods, they’re more likely to access it. On the other hand, by sticking to more traditional methods you are teaching students how to focus on one topic for a prolonged period of time. You are adding to their skill set.

“I think the approach we have taken—in generally allowing teachers broad discretion in what technologies they use—is working well. Students are exposed to a good balance of learning and teaching styles.”

Theresa Pease is an award-winning magazine journalist specializing in academe. From 1994 to 2006, she served as editor of the Andover Bulletin.
could usefully compare Mondrian’s minimalist art with Hemingway’s prose and learn anything meaningful about either; and debating (in Spanish) with Angel Rubio why Spanish fascists executed Federico García Lorca.

That was a long time ago and much has changed. No longer defined by the Cold War, the world today’s students enter is more complex and bewildering than my predecessors on the faculty could have imagined. The diversity of Andover’s student body reflects the demographic, economic, and social dynamism of globalization. Moreover, we are in the throes of a communications revolution unlike anything the world has experienced since the introduction of the printed book over 500 years ago. My students think in different ways than I did at their age; they process information differently; and, thanks to advances in communications technology, they have access to a universe of information and myriad modes of expression we couldn’t have imagined. These realities challenge us to diversify our teaching in order to be sure we reach every student. In contrast to our predecessors, we are certainly more supportive and less judgmental.

Yet I don’t believe the fundamentals of Andover’s teaching have changed significantly. It’s true that, from medieval maps and manuscripts to colonial newspapers to clips of yesterday’s presidential press conference, there’s very little that I can’t call up online and project into my classroom. And it’s true that I confer with my students more frequently out of class and in the room. And it’s true that I confer with my students more frequently out of class and communicate with them more often via e-mail. But we continue to ask the questions historians have always asked: Who wrote this? Who was the intended audience? Why? What was the intended purpose? What effect did it have at the time and later? Were those effects intended or unintended? How does this illuminate a particular time and place in the past? The questions my teachers asked that pushed me to think like a historian are the questions I pose today in the same endeavor.

This isn’t limited to the history classroom. It doesn’t matter whether you’re discussing photosynthesis or the Pythagorean Theorem, Hamlet or how to form Chinese characters, how a concerto comes together or whether Abraham should have been so ready to sacrifice his son. What matters is the conversation, the quality of engagement of teacher and students—learners all—in the great and never-ending adventure of trying to find out.

What we’re doing here goes beyond mere instruction in this, that, or the other academic discipline; we’re teaching habits of mind. I’ve never forgotten what biology teacher John Kimball told my class at the end of our year together: “I’m less concerned that you remember the biology I’ve taught than I am with having given you an understanding that biology matters in life and in world affairs. If, years from now, you face a decision with environmental ramifications—and you will—and you’re motivated to explore those and take them into serious consideration before you decide, well, then, I’ll be satisfied.” Andover teaching has always aimed to foster the desire to learn more and the knowledge of how to do that. It’s always been more about asking questions than about knowing answers.

So when people ask me “What’s new about teaching at Andover?” my response is twofold. On one level—our students, the range of subjects we teach, what we teach within each discipline, the instructional materials we use to aid us in that task, the amount of support we offer students—a very great deal. But on another, more fundamental level—why we teach what we teach and the passion with which we approach the task—nothing. That’s why we came here. That’s why we stay.

Victor Henningsen has taught American and world history at Andover for 30 years. After Andover, he went on to Yale for a BA degree, Stanford for an MA degree, and then earned a doctorate at Harvard. He also has been a commentator for Vermont Public Radio for the past five years.
Some of us boys began, just barely, to grow up a bit. “When you’re paying for it yourself, you look at it quite differently….” With little faculty member would not show up for class. “We would be angry,” he stated. Through the GI Bill after being seriously wounded in WWII—when sometimes a hall but was not yet in the classroom when we all availed ourselves of the rule that it was a “free cut”—and therefore OK to bolt—if the teacher was not present and still am. What a marvelous teacher he was! The ability to speak French well has added more joy to [my] life than any other academic achievement.

It was not the faculty’s command of their subject matter (although surely they had such command), nor was it even their passion for their work that made the most lasting impression on me. Instead, it was their ability to channel the respect that they inspired into simple, life-abiding messages. Robert Sides in geometry: “Stick to that which you know ain’t so,” which he was quick to point out was attributable to someone other than himself. Most of all, Scotty Royce, admonishing us after he had been nearly trampled when the class-opening bell had rung. He was coming down the hall but was not yet in the classroom when we all availed ourselves of the rule that it was a “free cut”—and therefore OK to bolt—if the teacher was not present at the sound of that bell. He described to us in the next class his disappointment in what you know ain’t so,” which he was quick to point out was attributable to someone other than himself. Most of all, Scotty Royce, admonishing us after he had been nearly trampled when the class-opening bell had rung. He was coming down the hall but was not yet in the classroom when we all availed ourselves of the rule that it was a “free cut”—and therefore OK to bolt—if the teacher was not present at the sound of that bell. He described to us in the next class his disappointment.

I am not exaggerating when I say it was Tom Regan who taught me how to write, and for that I have always been very grateful. I attribute to him my success in the few college English courses I took and my great success as a writer during my career in law school. Whenever I think of him, I visualize this very tall, very slender, follicly-challenged young man with the agility of a spider, able to go from a standing position on the floor to a squatting position on his classroom desk without the height of the top of his head from the floor changing an inch in the process.

Nina Scott is amazing as much for who she is as what she said in the classroom—unabashedly unique, opinionated and joyful, a thing of wonder to a class of 18-year-olds. She played zydeco music in journalism class. She played matchmaker. Mostly she was adamant that we each find our talents, then figure out how to use them ecstatically and to better the world. As promised, my first book (if I ever write it) will be dedicated to her.

One day at the end of Latin class, Mr. Gillingham said: “Mr. Stephens, please remain after class.” I thought, Oh, damn. What have I done? I approached his desk after all the other guys had left. I still feel as if I’m standing there in front of him. Rather slowly and benignly, he said: “My boy, I have the impression that you might be doing better than you are. What do you think?” As if hypnotized: “Yes, sir.” Almost dismissively: “Very well. That’s all.”

I went directly back to the dorm and started studying. As the Zen masters say, you can do flower arranging or calligraphy or swordsmanship. It doesn’t matter which discipline you choose. They all take you to the same place. Latin in itself—and the fact that 45 years later I still remember which verbs require the dative case—is not important. What is, is that somebody looked at me and saw me.

Stephens won Andover’s Valpe Prize in Latin Composition.
LEA B. PENDLETON ’59
LEONARD JAMES

The best teacher I had at Andover, and one of the
best teachers I’ve ever had, was Leonard F. James. Although the required reading was truly voluminous
and challenging, attendance in Mr. James’s American History classroom was a joy. Extremely bright, he enjoyed the challenge of discussing
issues with his students. He treated us as young adults whose ideas were worth listening to. He was one of those “happy warriors” who made it all
seem like fun. Mr. James played a huge role in my decisions going forward from Andover. At Yale, I majored in American Studies and then went on to Yale Law School—largely as a result of his
infectious joie de vivre. He taught physics—
example of momentum in action.

JOHN FOSTER ’63
CAMILLE BAUER

M. Bauer, who toiled around campus on crutches but whose French classes were always a treat, stands out the most for his courage, his wit, and his joie de vivre. Once, back in those all-male days, he asked the class whether we thought some
women were the equals of men, and I (the son of a Mount Holyoke grad) was the only one to raise my hand—until our teacher raised his hand, too. Vive M. Bauer!

IRIS TIEN ’04
JOHN MCMURRAY

My most significant Andover teacher was Mr. McMurray. I think a great teacher teaches you to see the world in a different way, and Mr. McMurray definitely did that for me. He taught me to see beauty in everything in the world around me—not just in flowers and sunsets, but in tin cans and sky-scrappers. Whenever I take a photo now, I can’t help but think about composition, rhythm, texture, and light. all from the assignments in Art-200 when we used those old black box Holgas and developed
our own photographs.

PHIL CARUSO ’03

PETER WATT

Dr. Watt attaches the bowling ball to long string hanging from the ceiling and lets it swing haphazardly around the room, a 12-pound example of momentum in action. That’s the way he teaches physics—he fills the room with an infectious excitement, literally bouncing as he fills the chalkboards with formulas, instilling a rare blend of humor and rigor into the classroom that I feel privileged to have experienced.

KARIN SIKTERN ‘01

WILL HUNTINGTON

I enrolled in Seth Bardo’s course, A Hard Rain’s A Gonna Fall, in the winter of my senior year, hoping to gain some insight into the Vietnam War, in which my father and uncles had served. His passion for and his vast reading about the subject and its societal context made the seminar crackle with energy. Seth’s leadership style was such that a seemingly effortless yet thoughtful and
discussion always ensued. I was so inspired that I signed up for an American literature course with him in the spring, where my passion for reading was ignited, probably because I was introduced to writers like Louise Erdrich and Kate Chopin. Given how influenced I was by Seth and his classes, I probably shouldn’t be surprised to find myself a teacher of middle-school English. I can only hope to inspire my students to find their voices in the way Seth helped me find mine.

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by Jill Clerkin

With five points for the flying potato and seven for the well-arched apple, Team Two was well on its way to victory in the Peabody Museum’s first-ever trebuchet competition on a brisk November afternoon. Impressive marksman ship given that—at just 60 feet—it was surprisingly difficult to even hit the 4-foot diameter target, despite adjusting counterweights, shifting angles, and testing assorted projectiles.

Now imagine, in the midst of a medieval siege, the skills and teamwork needed to hurl a boulder into—or a diseased corpse over—the enemy’s fortress walls.

A handful of teachers and a small band of curious onlookers stood at a safe distance as the four teams of history and math students took turns loading, aiming, and “firing” the two 1/10th-scale wooden trebuchets. After five matches in three rounds, an ecstatic Team Two prevailed.

An outgrowth of a popular unit on medieval armory taught by museum staff, the after-class trebuchet contest on the Vista is just one recent example of how museum educators are using their resources, expertise, and imaginations to engage students and faculty across the curriculum.

Founded in 1901 through the bequest of Robert Singleton Peabody and regarded today as one of the country’s most significant archaeological research institutions, the Peabody Museum is perhaps best known locally—and nationally—for its extensive collection of nearly 500,000 artifacts, most of them Native American in origin.

“But what good is such a collection if it cannot be seen, touched, studied, and understood in the context of its place in history?” asks Malinda Stafford Blustain, museum director. Making the collection more accessible, more compelling, more relevant is Blustain’s goal—and that of her able, enthusiastic
staff. Blustain, it should be noted, is widely credited with rallying the support that staved off the museum’s potential closure several years ago and helping to create in 2009 its five-year strategic plan.

Bringing to life the Day of the Dead

In late October, five Spanish language classes visited the museum to view a religious altar typical of those created in Mexican homes during the Día de los Muertos (Day of the Dead) holiday. Along with explaining the curious array of items on the altar, museum educator Don Slater discussed the blended origins of the Mesoamerican holiday—which celebrates the continuity of life and death—and described why it is not “The Mexican Halloween.”

“I look to the Peabody to help my students move from traditional textbook learning toward something a little more dynamic,” says Spanish instructor Mark Cutler. “The students get a lot out of the experience: it’s different, it’s engaging, it’s eye-popping. As with the Día de los Muertos unit, if a topic can be woven into a course, the Peabody’s talented staff can find a way to make meaningful connections.”

History instructor Marcelle Doheny teaches a senior elective that details the long and troubled interactions between the federal government and American Indian leaders from the American Revolution to the 1930s. She uses museum collections, together with the traditional written record, “to weave the stories of deceit, accommodation, cruelty, and survival that characterize much of the Native experience since European incursions began. Students find it fascinating to look at history through objects, to try to unravel the life of different cultures through physical remains,” says Doheny, a staunch museum supporter.

The inherent interdisciplinary and cross-cultural aspects of the museum collections currently support nearly 150 individual classes per year that serve 11 departments. Units cover topics as diverse as the North American fur trade, ancient Maya math, Andean textiles, the history of sugar and slavery, the history of diseases in the Americas, forensic anthropology, and Inuit culture (“Blubber: It’s What’s for Dinner”).

A work-duty locale that inspires

Although slightly off the beaten path, the Peabody Museum has become one of the campus’s most popular work-study options. Each week about 35 students sort through the museum’s myriad artifact drawers, relabeling each based on content. They also learn archaeology basics, research objects, and help with exhibits. “Our aim is to ‘gently cultivate’ students’ potential interests in Native cultures, archaeology, and anthropology through meaningful and fun hands-on interactions,” says Blustain. And it works.

Abigail Seldin ’05 chose the Peabody for her work-duty assignment after attending a special history class held there. She spent months revamping a large Pecos tribal exhibit and, intrigued by various artifacts, wrote a report on the Vikings’ impact on indigenous peoples. She credits her Peabody Museum experiences with igniting her passion for anthropology—her major at UPenn—and her work with the Lenape Nation of Pennsylvania. Seldin is currently a Rhodes Scholar.

More recently, work-duty student Charles Cockburn ’11 was asked by Bonnie Sousa, senior collections manager, to research a recently acquired bone spoon. Little was known about the utensil other than its association with the Battle of Haverhill, a raid led by French soldiers and their Native American allies in the summer of 1708.

Cockburn’s research, supported by Marla Taylor, assistant collections manager, shed important light

In a fall visit to the museum, a Spanish language class learns about Día de los Muertos. The Mexican religious holiday, a merging of Spanish Catholic and indigenous traditions, celebrates the continuity of life and death and includes colorful altars decorated with figurines, photos of revered ancestors, and assorted offerings for the returning dead—like the one shown here created by work-duty students.
on the origins of and history behind the spoon and enhanced its archaeological and ethnographic importance. In November the “only slightly nervous” 10th-grader made a PowerPoint presentation on his findings to the Massachusetts Archaeological Society’s Northeast Chapter.

“I have spent many work-duty hours sorting and labeling artifacts as well as inputting information into the artifact database, and I’ve enjoyed every minute,” says Cockburn. “My time at the museum and interacting with the incredibly friendly and knowledgeable staff there has fanned my interest in archaeology and created a second home for me on campus.”

Year-round experiential learning opportunities

Pecos Pathways, a three-week summer program for high-school-aged students from Jemez Pueblo, Phillips Academy, and the town of Pecos, N.M., is designed to foster a deep appreciation for ancient and contemporary Native American culture and to teach young people how the past can inform both the present and the future. Peabody Museum educator Lindsay Randall heads the PA contingent as they travel throughout the Southwest and New England.

Now in its 13th year, Pecos Pathways is an offshoot of the lengthy Native American Graves Protection and Repatriation Act consultation process—involving Blustain, other museum administrators, and Jemez Pueblo NAGPRA representatives—that led to the Peabody Museum and Harvard Peabody Museum’s historic joint repatriation of artifacts and human remains to the Pueblo of Jemez in 1999.

The success of Pecos Pathways inspired collaboration between the Peabody Museum and PA’s Spanish department to create a second expeditionary learning program, the Bilingual Archaeological Learning Adventure in Mesoamerica (BALAM). Led by Slater and Cutler, 10 Andover students travel for two weeks of cultural immersion in Mexico, Belize, and Guatemala, and hands-on experience at Maya archeological sites.

An enduring message of value

The Peabody Museum is the first museum of its kind—and likely the only one in the world of such stature—located on a high school campus. “We are incredibly fortunate to have this resource,” says art instructor S. Thayer Zaeder ’83, echoing the sentiments of many faculty in multiple disciplines.

“The Peabody offers an enduring message of value,” states Blustain. “When you look at the world through various cultural lenses, you can suddenly see your own cultural baggage. We want to open minds, through research and study, to promote the acceptance of diverse cultures, to see—and perhaps understand—how cultures are constructed and change over time.”

An irreplaceable teaching tool and an incubator for the curiosity of historians, anthropologists, and archaeologists of all ages, the Peabody Museum is moving boldly forth into the 21st century. Each year its dedicated staff discovers new ways to bring its collections alive and to inspire its next generation of stewards.

As part of The Campaign for Andover, the Board of Trustees approved a $6 million objective for the Peabody Museum to undergird its ongoing work and to further enhance its established significance as a vital educational resource for the Academy and the world.
The "take" on Andover during the early 19th century is that it was a bastion of conservatism. The "classical academy" continued unchanged, devoted to Latin and Greek and little else, taught in the most traditional way. But it was joined for a dozen years by a radical new school that gained national attention, the English Academy & Teachers Seminary opened in 1830.

Like the original school, the Seminary came into being thanks to philanthropy. The late president of the board, Williams Phillips II, left an unrestricted bequest of $15,000 to the trustees in 1827. Confident they possessed sufficient funds to operate the classical academy, the trustees pondered how to make use of this windfall. Treasurer Samuel Farrar persuaded them to create a second school on campus, one entirely unlike the original.

As its name implies, the English Academy & Teachers Seminary was to have a dual purpose: “To educate Instructors of common and other Schools ... [and] practical men, for all the departments of common life .... Scholars may attend the School for any length of time, from one term to six years. Individuals may enter a class and pursue a particular study, or may attend any of the Lectures, without becoming members of the school.”

Farrar recruited the leading pedagogue of the day, Samuel Reed Hall, to run the Seminary. Hall had just published *Lectures on School-Keeping*, the first teacher training manual. An immediate success, the State of New York ordered 10,000 copies. Hall was joined by teachers of bookkeeping, mineralogy, electricity, writing, mathematics, chemistry—a host of subjects. Frederick Barton taught surveying and engineering; his star pupil, Frederick Law Olmsted, became America’s most famous landscape architect. Alonzo Gray taught natural history and husbandry. While at Andover, Gray published *Scientific & Practical Agriculture*. Gray’s courses are said to have been the first of their kind, predating establishment of agricultural colleges by decades.

The Seminary’s teaching methods were equally progressive. Hall used objects to teach and promoted hands-on learning. As a student in Barton’s surveying class, Olmsted mapped the campus. Student teachers honed their craft in a model school. Describing the Seminary for *Annals of Education*, an observer wrote in 1832:

> Much is accomplished by familiar, conversational lectures, giving the student ample opportunity for asking questions, suggesting doubts, etc. There is nothing of that mere memory work which is so often witnessed in our schools. Methods are pursued in every exercise which give employment to the whole intellect. But what rendered this Seminary most deeply interesting to me was the conviction, which I was unable to resist, that all its methods were eminently adapted to the development and formation of character. May we not hope that a knowledge of what is effected at Andover will lead to the establishment of similar schools?

Alas, just as philanthropy made the English Academy & Teachers Seminary a reality, so it was the lack of major new gifts that spelled its end. The trustees launched the Seminary hopefully, anticipating future support, but gifts were few, and in 1842, the Seminary ceased to exist. But a portion of its curriculum survived. It formed the core of the English (later the Scientific) Department of Phillips Academy, which continued as a distinct academic track at Andover into the 20th century.
A Hothouse of Educational Innovation

Robert S. Peabody Museum of Archaeology (1891)
Founded by Robert S. Peabody, Class of 1857, for the study of archaeology, first museum of its kind located on a high school campus.

Community Service Program (1908)
First high school service-learning experiment in the greater community; originally founded as the Missionary Fraternity.

Addison Gallery of American Art (1931)
Gift of Thomas Cochran, Class of 1890, “to enrich permanently the lives of the students... by helping to cultivate and foster in them a love for the beautiful.”

Outward Bound USA (1954)
Established on campus by science instructor and future dean of admission Joshua Miner, based on ideas developed by German educator Kurt Hahn at Gordonstoun School in Scotland.

Search & Rescue (1964)
The outdoor experiential learning and adventure program based on the ideas of Kurt Hahn at Gordonstoun and further developed by Headmaster John Kemper and Joshua Miner, dean of admission.

Target Language Teaching Method (1943-1944)
Active use of foreign language immersion or target language teaching of Romance languages in classrooms pioneered by James Grew, instructor in French.

School Year Abroad (SYA) (1964)
Originally founded as Schoolboys Abroad by Wilbraham Academy teacher Clark Vaughn, who persuaded PA to launch the program.

Andover Teaching Fellowship Program (1956)
An original program that brings recent college graduates to PA to teach, coach, and board while being mentored by experienced teachers.

Advanced Placement (AP) (1954)
Played integral part in creation of advanced courses to meet college requirements and their AP examinations at the original initiation of Headmaster John Kemper.

Andover Evening Study Program (1935)
Established by English instructor Alan R. Blackmer to offer adults in the local community the opportunity to study at PA.

Kemper Scholars (1972)
Four to six highly qualified European students given the opportunity to study one year at PA after their own graduations abroad.

Advanced Placement (AP) (1954)
Played integral part in creation of advanced courses to meet college requirements and their AP examinations at the original initiation of Headmaster John Kemper.

Outward Bound USA (1954)
Established on campus by science instructor and future dean of admission Joshua Miner, based on ideas developed by German educator Kurt Hahn at Gordonstoun School in Scotland.

Andover-Dartmouth Urban Math Teachers Institute (ADI)
Established on campus to teach, coach, and board while being mentored by experienced teachers.

Summer Session (1942)
Created as an emergency measure in response to the need for educated soldiers to fight in WWII, the oldest secondary school summer academic program.

A Better Chance (ABC) (1963)
Hosted initial gathering of independent schools to explore helping minority students gain better access to education; played major role in founding ABC.

Search & Rescue (1964)
The outdoor experiential learning and adventure program based on the ideas of Kurt Hahn at Gordonstoun and further developed by Headmaster John Kemper and Joshua Miner, dean of admission.

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Since its founding in 1778, Phillips Academy has been a rich medium in which ideas, advancements, dreams, and invention have flourished. These pages briefly describe many of the major educational initiatives that—thanks to the ingenuity of faculty—were either born and/or incubated in this fertile environment and ultimately sustained through philanthropy.
“Sing in me, Muse, and through me
tell the story of that man skilled in
all ways of contending, the wanderer,
harried for years on end…”

Those were the first words that I heard on my first day at Phillips Academy back in September 1980. They were the opening lines to Homer’s epic poem *The Odyssey*. My junior year English teacher, Reverend Zaeder, felt that it was important that all of us (even heavy-metal-band T-shirt-clad day students like me) commit those words to memory.

Now, a quarter century later, I had been invited back to campus to write this story. The point was simple: After 25 years of my own odyssey in the world—harried for years on end—just how much had Phillips Academy changed?

To get an insider’s look at the Class of 2013 (yes, you’re reading that number correctly), I was fortunate enough to be paired with a junior named Andrew Bakst, a worldly and wise-beyond-his-years 14-year-old from the Tribeca section of Manhattan. Andrew would be my Sherpa as I spent a November day (Friday the 13th!) wandering through my old haunts. To add to the excitement, it was Andover Day (the day before Andover-Exeter games, of course). Most students were clad in blue capes, blue pants, and blue face paint. With no cape to speak of, I knew right away I would have a tough time blending in.

7:20 a.m.—Breakfast at Paresky Commons

I met Andrew in the foyer of what is now called Paresky Commons. As he marched me into Lower Right, I smiled at the good omen. This was where I used to load up my tray with a half-dozen chocolate milks back when I still possessed a teenager’s metabolism.

But that was pretty much where the similarities ended. This dining hall was very different from the one I frequented during the Reagan Administration. If you haven’t eaten at Commons recently, here’s the skinny: it’s stunning, with different menu items available on the two floors, but you’ve got to march up and down those marble steps if you want to sample everything.

Oh, and guess what else has changed. No trays.
No, I am not kidding. No blue trays with that handsome Paul Revere-crafted seal.

In fact, no trays of any kind. (They say, ‘Sustainability.’ I say, ‘Heresy.’)

While today’s Paresky Commons meals may be framed in by bull-nosed granite counters and state-of-the-art kitchens, these new trayless queues have devolved into Darwinian free-for-alls. Ravenous, hyperkinetic students roam the staircases, plates and cups clutched in their hands, hell-bent on the next serving. (Clearly not the place for a man of my advancing years to safely secure an eggs benedict.)

8 a.m.—Biology 100 with Tom Cone

The next stop on my post-graduate PA career was the new state-of-the-art Gelb Science Center for a review of cellular biology. I was happy to see the familiar face of Tom Cone, a science teacher whose career was in full swing even when I attended Andover in the mid-’80s, back when the old Evans Hall (R.I.P.) housed a live crocodile as its star attraction.

Mr. Cone’s soft-spoken approach was immediately engaging as he effortlessly steered the discussion from photosynthesis to lysosomes to phagocytosis. His teaching style was one of endless questioning. The class of 10 students would take turns answering his initial questions and then build on each other’s answers. It was a teaching approach I would experience in every class of the day.

8:55 a.m.—Math 280 with Pat Farrell

Hard to believe, but I was just as confused and overmatched by Mr. Farrell’s geometry proofs as I had been by Mr. Barry’s 25 years earlier.

Mr. Farrell obviously saw my confusion as I struggled to remember how to determine the length of the hypotenuse. He tried to make me feel better, explaining that “This is the accelerated geometry class, so we’re doing a lot of high-level work.”

Oh, so that’s why Andrew and his 14-year-old friends were able to create their own theorems and defend them in front of the entire class while I sat there smiling and nodding, praying that Mr. Farrell wouldn’t call on me.
Being a merciful man, he never did. Better to sit quietly and have the students assume I was an idiot than open my mouth and confirm it.

10:20 a.m.—Music 225 with Holly Barnes
At last I entered a class in which I didn’t feel completely at sea. The fact that I actually know how to play the piano probably had something to do with that.

There, in piano lab deep in Graves Hall, eight young students and I sat in front of Roland electric pianos learning a couple of études. All in all, I thought we sounded pretty good. Then again, we were all wearing headphones, so we couldn’t hear anyone but ourselves.

Andrew showed me a project he was working on, creating his own score for a scene from the movie Jaws. Pretty impressive work for somebody just one year into a budding piano career.

11:15 a.m.—Latin 200 with Catherine Carter
In an ever-changing world, one thing remains constant: the décor in Pearson Hall. In fact, the artwork and marble busts were arranged just as they had been 25 years earlier when I studied Latin with Mr. Lane.

The rumor back then was that Mr. Lane was so proficient in Latin because he had actually been born during the time of Julius Caesar. Ms. Carter was quite the opposite, a 20-something Iowa native who brought a great energy and sense of humor to the classroom as we plowed our way through the minutiae of the Accusative and Ablative cases.

Ms. Carter asked me what my favorite Latin word was, and I went with agricola, meaning “farmer.” Needless to say, it also happened to be the only Latin word I still remembered. I think Pliny the Elder put it best when he uttered those famous words, “A-tin-lay an-cay e-bay icky-tray.”

2 p.m.—English 100 with Seth Bardo
The last class of the day was my favorite, as it gave me the chance to spend an hour with Seth Bardo, one of my favorite teachers during my four years at PA.

His ebullient approach was unchanged from the way I remembered it. He possessed the same passion for the material that he always had, and the students were clearly the better for it.

As a warm-up, Mr. Bardo called on students to share the sentences they wrote with assigned vocabulary words. Delicious words like “mendacity” and “salacious” were the order of the day. The rest of the class was devoted to “Home Burial,” a narrative poem by Robert Frost. Like all the other teachers, Mr. Bardo fired one probing question after another at the students, enabling them to discover the deepest meanings of the poem. If their ideas weren’t quite pitch-perfect, Mr. Bardo would implore them to dig deeper.

“You’re heading in the right direction,” he would assert. “Keep going. Keep going.”

Looking Back and Looking Forward
At the end of that Friday, I made it over to the football stadium for the Andover-Exeter pep rally. For a moment, sitting alongside the hundreds of blue-clad teenagers, I felt like maybe we really were more similar than not.

Then, suddenly, I heard a violent cheer rise up from the field, aimed directly at my section...

THIRTEEN!!! ... THIRTEEN!!! ... THIRTEEN!!!
A perverse cheer for Friday the 13th? Or were they rooting for the 13th victory against Exeter in the past 20 years? And then it hit me … like a ton of Latin homework … the graduation year for the juniors whom I was sitting with … was 2013.

Yes, we were similar, but far from identical. I took a long look around the stands, wondering for a moment just where this Class of 2013 might end up 25 years later. How far would they wander through the world? Would they be harried for years on end? What great Odysseys would the Fates have in store for each of them?

For a moment, I sat there, troubled.

These idealists. These eternal optimists. These overachievers. Could they even begin to understand all that the world could one day throw at them? In the middle of such tempests, what could they possibly use as a compass?

And then Mr. Bardo’s words began to echo in my head... “Keep going... Keep going... Keep going.”

Indeed.

Illustrations by Allison Smith • www.amosink.com

After graduating from Brown in 1988, Joe Bardetti ’84 wandered the world, becoming skilled in all ways of contending (mostly in the creative arts, as his sword-fighting and catapult skills are still sorely lacking). He began his career at Leo Burnett Advertising in Chicago, moved onto Young & Rubicam and BBDO, and then founded his own advertising agency, The Well, in 2003. Along the way, he also spent five years touring the country as a professional stand-up comedian. Today, he is the executive creative director at Ora, an Andover-based company that has enabled Joe to cling proudly to his day student roots.

Andrew Bakst ’13 is proving to be a good student, a good Sherpa, and a good sport! He said of his day with Bardetti: “I figured that whenever I turned around he would be gone, but each time I was pleasantly mistaken.” By 2038, he hopes to be in finance like his father.
Learning from the Mindful Morality of the Masters

by Sally V. Holm

He is tall, lean, and intense with a strong brow constantly furrowed by the hard work of thinking. Unafraid of silences in class or conversation, he seems driven by life’s larger questions. At only 30, Andy Housiaux is something of a paradox. And he is carrying a burden weighted by humility. He doesn’t feel experienced enough to teach this demanding course, Nonviolence and Moral Leadership. But here he is, facing 10 eager seniors and uppers who want to learn how to change the world. For several weeks, they have probed the bottomless mind-shafts of Mahatma Gandhi, guided toward his truths by the central Gandhian concept of swaraj. Housiaux’s voice rises, his arms lift in quiet enthusiasm. “Swaraj is self-rule, the journey toward truth, the search for internal freedom from fear and delusion without which there can be no external—or political—freedom, none,” he tells them. Their text is Mahatma Gandhi: Nonviolent Power in Action, written by his undergraduate mentor, Dennis Dalton.

He breaks his students into small groups and asks them to argue from the voices of three different points of view on ending British rule in India: Manabendra Nath Roy, a Marxist terrorist who advocated the violent overthrow of the British; Rabindranath Tagore, a poet, spiritual leader, and close friend of Gandhi’s who opposed his nationalism and feared dogmatic obedience to the Mahatma; and Gandhi’s nonviolent approach that championed self-sufficient village life. Not an easy assignment. Questions erupt. Is absolute nonviolence attainable? Does Gandhi’s worldview preclude economic development? Can capitalism and swaraj coexist? Is the caste system a necessary evil to maintain order? They struggle to express their thoughts, testing their knowledge, perceptions, moral compasses.

And that’s the point. Housiaux is determined to “give students ways to better understand the world in which we live and the way meaning is made in that world.” Through studies of institutional racism and structural violence and the approaches that some of history’s great moral leaders have used to address them, he hopes to help his students become “reflective moral agents for social change.”

“Gandhi, Martin Luther King, Mohammed Yunus, Aung San Suu Kyi, Bill Drayton [’61], Dr. Paul Farmer all have had powerful ideas that should be taken seriously,” he says. Housiaux urges his students to step into these worldviews, evaluate them, question their assumptions, and understand the implications for a life well-lived.

He practices what he preaches, this quiet Midwesterner with degrees from Columbia and Harvard Divinity School. He also has lived in Tibetan monasteries in southern India and Nepal, studying Buddhist pedagogy. Still, he says he is humbled by his predecessors at the helm of this particular course—Rabbi Everett Gendler who marched with King and still teaches tactical nonviolence to exiled Tibetans, and Diane Moore, now at Harvard and one of Housiaux’s former professors. “They are both so extraordinary,” he says.

Three weeks later, Gandhi and King are behind them, and they have taken on “social entrepreneurship” using David Bornstein’s text, How to Change the World.

An animated Housiaux warms to his subject. What do we mean by “structural violence,” he asks. Answers flow: Lack of resources causes poverty… Lack of rights for children, the old, the disabled… They look to various models of social entrepreneurship developed by Yunus and microfinancing via the Grameen Bank, Drayton’s Ashoka Foundation, and Dr. Farmer’s Partners in Health, among others. Their goals are the same, financial stability and social benefit, though they address very different problems. “How is it related to capitalism?” someone asks. “It’s not about profit, money is not an end in itself,” comes an answer. “Marx says it is!” counters another student. But class time has run out. Three animated students converge on Housiaux wanting to continue the discussion. And they do.

For the end of the term he has assigned special projects, challenging their youthful idealism and emerging mindsets to tackle real problems. Their choices are hopeful: An examination of the discrepancies in public school funding as it relates to race and class; a curriculum for a PA community service program to help students better understand structural challenges faced by the developmentally disabled; a school-wide leadership training program that seeks to mentor young students.

Heady stuff, but all in a day’s work for the young teacher who believes so strongly in “the possibility of transformation and the ability of students to do remarkable things if challenged and supported in the right way.” And they’ve only just begun.
Linda C. Griffith: The 2004 Strategic Plan mandates that we strive to close “achievement gaps and preparation gaps” based on socioeconomic and race to provide equal access to every child. But that conversation always seemed to come back to race, never to class. During Af-Lat-Am’s 40th Reunion [spring 2009], it became clearer that many issues we were working on were largely about “cultural capital” or lack thereof—students who didn’t know how to fully access the institution. We needed to be able to mentor them so that they could have complete access to all services sooner.

LCG: More than anything you feel that your experience is not as valued. It impacts your performance.

DK: The norm here feels like everybody’s middle or upper middle class. The reality is a significant number of students and faculty come from working-class, or lower, backgrounds. And yet, I’d be hard pressed to name—beyond me and you—somebody else who has actually “come out of the closet.”

LCG: I remember your stepping up at a faculty meeting three or four years ago, Doug, when you talked about telling your students that your parents hadn’t graduated from high school...

DK: Three girls came up to make a point of telling me that their parents hadn’t finished high school either. By the way they told me I knew they were happy that I’d brought it up. There was this sense of relief, “Oh, I’m not the only one. Oh, I can be successful, too.” Now why did it take me 26 years to do that?

LCG: So we’ve very deliberately started with the faculty because students take our cues all the time. If we’re not comfortable with this normalizing that for everyone. How do you normalize something like asking for help when it’s a journey to learn how to self-advocate and therefore to find a way to have pride, not shame, in being a scholarship kid?

DK: So, how will we know we’re succeeding?

LCG: Yes. This is the key—recognizing that we are a privileged institution in our resources and

Douglas Kuhlmann: We’re providing good service to lots of kids, but we need to make sure we provide it to all. So, what handicaps a bright, motivated kid from a blue-collar background?

LCG: The buildings—wonderful, beautiful architecture—and a huge campus.

DK: You know you’re different, and you notice the differences in many ways. Your roommate has more and better clothes, a fancy iPod. You’ve got a cheap boom box. Your roommate has a Mac, you don’t even have a computer. Everything says, “You’re different.” It’s that overwhelming sense of, “You don’t really belong here, do you?” which they internalize. If you’re seeing yourself as poorer in every way—poorer financially, poorer in your background and preparation, poorer in that your parents haven’t given you Suzuki lessons—you feel you have nothing to contribute.

Being smart enough to get into Andover doesn’t mean that you have the tools to get through.

LCG: Yes, for me too. I had teachers who said “You know what? You have something. Aspire to more!” They pushed me and completely changed my life. So we’re talking about how to help train faculty to mentor those who need it.

DK: Your suggestion, Linda, is a good one—to ask at some All-School Meeting, “Anybody who’s ever asked for help, stand up.” The kids who think that only a handful needs help would be surprised.

LCG: The key is adult intervention. That’s what changed everything for me.

DK: The key is adult intervention. That’s what changed my life. So we’re talking about how to address faculty at the start of school, he talked about coaching and mentoring, that you’ve got to be deliberate in it. You cannot assume. Being smart enough to get into Andover doesn’t mean that you have the tools to get through.

LCG: I’ll know when we get an alum who comes back after five or 10 years and says, “It’s OK to be in both groups. It’s OK to come from this background, but be in the middle class. You can successfully straddle.” It’s not a job we can finish overnight, but we’re starting that process.

DK: That’s what it takes. We’re going to meet them halfway by giving them what they need to take full advantage of the Andover experience.
Distinguished Service Awards

Charter Trustee Stephen Sherrill ’71, chair of the Academy Resources Committee, presented the 2009 Distinguished Service Awards during Leaders’ Weekend last November. The recipients were: Jane Christie ’58, Elizabeth DeLucia ’85, Robert and Jennifer Grunbeck P’09, William Scott III ’52, and A.C. “Tom” Shoop ’53. Presented annually, the awards recognize Andover volunteers who inspire others and who lead by example in their commitment and effectiveness.

Seniors and Alumni Break Bread

Alumni-Senior Roundtables, a new initiative based on input from alumni and last year’s Student Alumni Representatives (STARs), brought together a small group from the Class of 2010, an alumni speaker, and faculty for dinner and conversation in the Mural Room of Paresky Commons. The small, private setting was chosen to encourage participants to ask questions, further discussions, and learn from one another.

The first roundtable kicked off in early October with Michael Liss ’91 who talked about his involvement in protesting the Beijing Olympics as part of the “Free Tibet” movement. Students were intrigued by Liss’s slide show, the passionate presentation, and description of the planning leading up to the protest. Discussion about the controversial Free Tibet movement continued in classes the next day.

In mid-November, the second roundtable guest was Matt Noyes ’96, meteorologist for New England Cable News (NECN). Noyes provided an insider’s view of television journalism and the science of meteorology. Seniors said they plan on checking back with Matt in early June to see if he can assure Andover Blue skies for Commencement!

Earlier this fall, more than 20 seniors were chosen as STARs by the Office of Alumni Affairs based on their enthusiasm, openness, and commitment to Phillips Academy. STARs partner with Alumni Affairs on projects and programs such as Broadening Horizons, Alumni-Senior Roundtables, student internship programs, and Commencement planning, as well as the senior class gift.

—Deborah Burdett Murphy ’86
Director of Alumni Affairs
A visitor once described the village of Nyakagyezi as a place where “you take an eight-hour bus ride to the end of the Earth, and then make a right turn and go for another hour and a half.” Yet, in a most improbable coincidence, Jennifer Thomson ’88 and Rob Auld ’64 have found themselves working together to bring free primary education to HIV/AIDS orphans in this remote village of several hundred people in rural southwestern Uganda.

Jenn began working with the Nyaka School in 2002, shortly after it was established, at the invitation of its founder, whom she had met in graduate school. Rob first visited Nyaka for two and a half months in the spring of 2008 where, among other things, he volunteered to teach math in the sixth and seventh grades.

Both became increasingly involved—Rob as the board chair and Jenn as vice chair of the Nyaka AIDS Orphans Project, a charitable organization that builds and operates primary schools for orphans who have lost their parents to the AIDS pandemic that has devastated Uganda and many other African countries. As a result of losing nearly an entire generation to AIDS, Uganda now has 2.5 million AIDS orphans, and in a country of 31 million people the median age is less than 15 years.

It was Nyaka’s founder and director, Jackson Kaguri, who had grown up in the village of Nyakagyezi and went on to study and work in the United States, who introduced both Jenn and Rob separately to the project. After losing two family members to HIV/AIDS and having watched countless others suffer from similar losses to this disease, Jackson decided to create Nyaka to address the incredible hardships that orphan children suffer after the deaths of their parents.

Nyaka takes a holistic approach to the needs of these children, providing them not only with education, but also school uniforms, shoes and clothing, two meals a day (often the only food they get), free health care, assistance for the grandmothers with whom the children live, clean water, and, perhaps most importantly, love and hope for their futures.

Andover taught him “there is far more to life than yourself.” A scholarship student from West Virginia, he acknowledges that Andover changed his life, and ever since, education has been “super important to me.” Jenn writes: “Andover threw the doors to the world open to me at a young age, which definitely influenced my decision to go into international development work. My first mind-blowing impressions at Andover were meeting the international students—such as a classmate from Cambodia who had survived a Khmer Rouge work camp as a child and a student from South Africa, Lerothodi Leeuw ’88, who is still my friend.”

Rob and Jenn say they are continually amazed that they found their separate ways to Nyaka, but other than via Skype and phone, they have yet to meet.

—Robert Auld ’64

Editor’s note: For more about Nyaka, please visit www.nyakaschool.org.
Frank Stella ’54 has been awarded the Julio González Prize in recognition of his lifetime work in the arts and contributions to Modern art… Continuing the family crew tradition, Olivia Coffey ’07 was part of the USRowing Under 23 National Team that won silver in the World Championships in the Czech Republic last summer… “Steeltown” sax sensation Kenny Blake Jr. ’68 is on the verge of releasing his newest jazz collection… Edward Madeira Jr. ’45 of Pepper Hamilton LLP in Philadelphia, is the winner of the 2009 John Marshall Award given by the ABA in recognition of those dedicated to the improvement of the administration of justice… And the Emmy goes to Rachael Horovitz ’79 who exec-produced HBO’s Grey Gardens… Beatriz McConnie Zapater ’71 has been appointed head of school at the Boston Day and Evening Academy in Roxbury, Mass. A MacArthur Foundation “Genius Grant” has been awarded to Seattle-based documentary filmmaker James Longley ’90… Sang Curtis ’76 recently released a recording of her poems set to music, Many Things Invisible… Stephen Wells ’62, an investment banker from New Canaan, Conn., has been named a finalist for the InvestmentNews Community Leadership Award in recognition of outstanding leadership and dedicated advocacy for children with special needs… Bill Cunliffe ’74 recently appeared at the Village Vanguard jazz club, had his composition premiered at the National Flute Convention in NYC, and composed the score for a new feature film directed by Dorothy Lyman… Lilli Lewis ’93 has won a recording award for her self-produced CD Out from Yonder and has a new band, The Shiz, with a debut release as well… Susan Cleveland Jacobson ’70 recently set the course record at Dogwood Hills in Bella Vista, Ark. with a 7-under-par 64… A short film, Adelaide, by NYU grad student Liliana Greenfield-Sanders ’99 recently won the grand jury prize and the audience award at the Gen Art Film Festival in NYC and the best student short film award from the National Board of Review…

New Alum Puts Non Sibi Right to Work

Kwon-Yong Jin ’09 was dubbed the “spiritual father” of the team of four seniors that took first place in the National Economics Challenge in New York City last May (Andover, Fall 2009). Each of the four winners was awarded $4,000 in treasury bonds, though at the time Jin expressed his “sincere gratitude for four wonderful years” by donating his winnings to support the Academy’s need-blind financial aid initiative. He hopes his donation “will contribute to helping a student experience a great Andover education without financial concerns.” Jin is currently a freshman at Harvard.
**Phillips Academy Alumni/Parent Events**

**January–May 2010**

Please visit the Alumni Affairs event calendar at www.andover.edu/alumni for more information.

**Worldwide Events**

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<th>Location</th>
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<td>Seoul, Korea</td>
<td>Regional Event</td>
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<tr>
<td>January 9</td>
<td>Hong Kong</td>
<td>Regional Event</td>
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<tr>
<td>January 12</td>
<td>London</td>
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<td>January 23</td>
<td>Los Angeles</td>
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<td>February 7</td>
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<td>March</td>
<td>Portland, Ore.</td>
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<td>March</td>
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<td>Chicago</td>
<td>Regional Event/ Cubs Rooftop</td>
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<td>May 10</td>
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<td>May 11</td>
<td>Durham, N.C.</td>
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<tr>
<td>May 12</td>
<td>Charlotte, N.C.</td>
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<tr>
<td>May 13</td>
<td>Washington, D.C.</td>
<td>Regional Event</td>
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**Bangkok Dragons, Cape Cod Tears**  
by Randall Peffer, faculty  
Bleak House Books

English instructor Randall Peffer’s edgy mystery novel is a follow-up to his Lambda award–nominated *Provincetown Follies, Bangkok Blues.*

**William Butler Yeats: A Literary Reference to His Life and Work**  
by David A. Ross ’88  
Facts on File

One of the 28 titles in Facts on File’s Critical Companion set, David Ross’s extensive reference guide covers a biography of Yeats and commentary on many of his poems, plays, and works of the prose.

**Darkwood**  
by M.E. Breen ’93  
Bloomsbury

Written for young adults, Molly Breen’s first novel is a coming-of-age adventure about a strong 13-year-old girl who must undertake a quest into the dark and dangerous forest.

**Dreamers in Dream City**  
by Harry Brant Chandler ’71  
Angel City Press

Harry Chandler profiles 52 big dreamers who found success in Los Angeles. His subjects are builders, inventors, artists, folk heroes, activists, entertainers, entrepreneurs, and discoverers. The large-scale book includes photos either taken or artistically enhanced by Chandler.

**Errands into the Metropolis**  
by Jonathan Beecher Field ’87  
Dartmouth College Press


**House of Cards**  
by William D. Cohan ’77  
Doubleday


**Vindicating Andrew Jackson**  
by Donald B. Cole ’40  
University Press of Kansas

Subtitled *The 1828 Election and the Rise of the Two-Party System,* Donald Cole’s book examines the controversial presidential election of 1828 and how it forever changed politics in America.

**Chasing the Green**  
by Emilio Iasiello ’87 and Craig Frankel  
F.E.P. International

*Chasing the Green* is the true story of two ambitious brothers who become millionaires developing electronic credit card machines, then the target of powerful business interests and the Federal Trade Commission. Recently it was made into a movie of the same title.

**Raymond Oliver**  
His Book of Hours  
by Raymond Oliver ’53  
Single Island Press

Author Raymond Oliver ventures into poetry with this small collection of original “triads” (three-line poems), a form he invented.

—These capsule notices were prepared by Sharon Magnuson.
A Legacy of Leadership and Service

by Victoria A. Harnish

Eighty-five years ago, Donna Brace Ogilvie ’30, P’66, GP’87, ’89, ’94 left Riverside, Conn., to attend Abbot Academy. Though she has since traveled much of the world, Ogilvie still lives in her childhood home and continues an active and impassioned relationship with Phillips Academy.

Shortly after the public launch of The Campaign for Andover, of which she is honorary cochair, Ogilvie generously pledged $5 million to establish an endowed financial aid scholarship. “In many ways, Donna is a most remarkable lady,” says David M. Underwood ’54, trustee emeritus and the campaign’s other honorary cochair. “Few can rival her legacy of commitment to both Abbot and Andover.”

In 1996, Ogilvie created the Brace Center for Gender Studies; she also has helped fund the Gelb Science Center and several financial aid endowments. “I believe highly in education, and I believe young children—from all circumstances—should have a chance to experience an outstanding education,” says Ogilvie, who also is an ardent supporter of Girls Inc. “Donna’s philanthropy has enriched many areas of the Andover program for years,” says Barbara Landis Chase, head of school. “In this instance, we are profoundly grateful for her support of need-blind admission.”

A cornerstone goal of the 2004 Strategic Plan, need-blind admission reflects Andover’s commitment to access for the most talented youth from every quarter. Today, 44 percent of the Academy’s students receive financial aid. “Donna’s gift toward the overall financial aid campaign goal is especially gratifying given the economic uncertainty of the last 15 months,” says Oscar L. Tang ’56, president of the Board of Trustees and chair of the campaign.
Field Trip

Independent project takes student and teacher on mathematical ride

by Victoria A. Harnish

Not every school knows what to do with a student who in third grade scored at the 12th-grade level on a mathematics exam and who in eighth grade took a course in differential equations at a local university. But at Andover—where amazing minds are not uncommon—there’s always a path for further scholarship. “Without IPs, I would not have been able to participate in a mathematics course after ninth grade,” says David Field ’10. IPs—Independent Projects—provide advanced study for students who have exhausted Andover’s standard curriculum.

Field is studying a mix of algebra, geometry, topology, and complex analysis—subjects that are often taught separately. Through the IP, though, Field is able to explore all of these topics intertwined, offering him an overview of the various directions available post-calculus.

“Each year there are at least a couple of students who outpace the program,” says Chris Odden, math instructor and IP mentor. “Much of what David and I are discussing in his Independent Project is designed for advanced undergraduates.” Once a week, long after the typical school day has ended, Odden and Field meet in Odden’s faculty apartment where they look at objects as they relate to space and tell the occasional math joke. Field leads the conversation, asking for guidance on the material he reviewed on his own. Odden has introduced Field to LaTeX, a document markup language widely used by mathematicians, scientists, and engineers. And Field has given Odden the opportunity to mentor a student in an area that is often reserved for undergraduates.

Odden, a former Andover teaching fellow, completed his bachelor’s degree at Harvard University and earned a PhD degree at Duke University. He taught at Amherst College for four years prior to returning to Andover in 2001. “Having a chance to share topology with a high school student is very exciting,” Odden says.

As with many teaching moments at a boarding school, faculty do not receive additional compensation for advising IP students—but the experience has its own payback. “Watching David learn in real time is impressive and extremely satisfying,” explains Odden.

He compares finding the perfect student/mentor match to “looking for a partner at a sixth-grade dance.” The faculty member must be well versed in the particular area of study and willing to go beyond his or her required obligations to meet with the student outside of the classroom.

Andover’s faculty are expected to inspire students in the classrooms, encourage them on the playing fields, and support them in the dorms. And, when asked, act as advisors on Independent Projects. “Our talented faculty help to catalyze the success of the leaders of tomorrow,” says Temba Maqubela, dean of faculty. “It is through competitive compensation that Andover is able to recruit and retain the very best in the profession.”

Teachers like Odden ensure that students at Andover have the resources necessary to continue learning at all levels. “Andover helped meet my needs even though the school doesn’t officially offer some of the coursework I explored,” says Field, who skipped his upper year entirely. He hopes to attend MIT next fall, where he will major in mathematics and physics.

The Andover Fund helps fund faculty compensation and development. This fiscal year, the Andover Fund seeks $12.2 million in gifts, with a total campaign goal of $52 million.

A vital funding source, the Andover Fund provided 13 percent of the Academy’s operating budget in 2009. For more information about how you can designate your Andover Fund gift for faculty support, please visit www.andover.edu/af.

The cube is one of five Platonic solids—geometric objects that have been studied since antiquity. One of the great aesthetic virtues of a Platonic solid is that it possesses a high degree of rotational symmetry, which is a motion in space that preserves the appearance of the underlying object. For example, imagine “skewering” a cube through the centers of opposite faces with a thin rod. That rod serves as an axis of rotation for the cube.

You could rotate the cube 90 degrees around the axis, thereby obtaining a view of the cube that is indistinguishable from its original position—assuming you had not painted markings that would allow you to keep track of this operation! (Indeed, such markings would “break the symmetry” of the cube.)

Question: How many distinct rotational symmetries does a cube possess? For more details and the answer, please visit www.andover.edu/cube.
Cloyd/Schmertzler Challenge at the Peabody Museum

The Peabody Museum has received two leadership pledges of $1 million each from Marshall P. Cloyd ‘58, P’88, ‘95, ‘03 and Kuni S. and Michael Schmertzler ’70, P’05, ’07. These generous donors have offered to combine their commitments into a $2 million challenge to inspire the Andover community to raise the final $3 million needed to complete the Peabody Museum’s campaign goal. Any gift to the museum, whether for endowment or current-use purposes, will count as a response to this challenge. New binding donor commitments must be received by December 31, 2012.

Teaching an appreciation of cultural continuity and evolution, the Peabody Museum helps students develop an understanding of global interdependence and fosters a sense of responsibility for future generations. The museum also seeks to advance Phillips Academy’s historical relationships with Native American, archaeological, scholarly, and museum communities.

For additional information about the challenge, please contact Luanne Kirwin, director of development, at lkirwin@andover.edu. To read more about the museum, please see page 30 of Andover magazine, Winter 2010.

Sound Bites by Stacy Gillis

- As of December 14, 2009, $187,533,950 has been received in gifts and pledges toward the overall campaign goal of $300 million.
- On June 29 and 30—the final two days of fiscal year 2009—631 alumni gifts were received, increasing participation from 37 to 40 percent.
- Parent Fund participation increased from 58 percent in FY08 to 62 percent in FY09.
- Gifts given online increased from 30 percent in FY08 to 38 percent in FY09.
- Nearly 75 percent of the donors from the 20 youngest classes gave online in FY09.
- The Andover Fund has a new Web page that showcases 12 giving opportunities, along with the annual goal and total dollars received to date. It can be viewed at www.andover.edu/af.

The Power of One by Victoria A. Harnish

“My paternal grandmother believed in her own power to make a small yet significant difference,” says Charlene Sadberry Tombar ’99. Drawing on childhood memories of her grandmother’s poignant generosity, the accomplished vocalist sang with passion Israel Houghton’s “The Power of One (Change the World)” to a rapt Cochran Chapel audience in early November.

Sadberry Tombar selected that particular song for the launch of The Campaign for Andover because the lyrics “challenge us to believe in the ability each one of us has to make a difference in this world.” Sadberry Tombar, herself, has made a difference—in her own community and at her alma maters, Rice University and Andover.

Currently spending much of her time in the studio, Sadberry Tombar, who performs under the name Charlie Berry, is recording her debut EP (extended play), which will be followed by the release of her first album in fall 2010. In composing her own lyrics and in singing, she pulls inspiration from several genres. “My music is Christian inspiration with a hip-hop–jazz–R&B–funk twist,” she says.

When asked to travel from Texas to perform at the campaign event, Sadberry Tombar set aside recording commitments without hesitation and hopped on a plane to Andover. “I received a full scholarship from Andover, and I believe that it is my responsibility to give back,” she says. “Andover helped me to see the difference that philanthropy makes and how the generosity of so many alumni creates the richness of the Andover experience.”

As she introduced “The Power of One” on November 5, Sadberry Tombar told guests that “supporting Andover is one of the best ways to help cultivate leadership and service to our global society.” She then invited everyone to listen carefully and to think about individual power, “to believe in and act upon your own power.”

To watch Sadberry Tombar’s performance at Andover, visit www.andover.edu/campaign.
1. Barbara Landis Chase, head of school
2. Oscar L. Tang ’56, president of the board, chair of the campaign
3. The Yorkies
4. David M. Underwood ’54, trustee emeritus, honorary cochair of the campaign
5. Charlene Sadberry Tombar ’99
6. Dinner place setting
7. Betsy Parker Powell ’56, P’84, ’90, trustee emerita, and Charlie Collier ’67
8. Susan Urie Donahue ’73, P’05, ’08, alumni trustee
9. Shirley Rae “Lee” Sullivan ’68 and Ben Bassi
10. Gavin McGrath ’01
11. Evanice Cirelli P’12, faculty
12. SLAM
13. Jenny Elkus ’92
14. Mark Efinger ’74, P’02, faculty
15. Gwyneth Walker ’64 and Chris Walter P’01, ’03, faculty
16. Ronald Takvorian, MD ’66, P’02, ’03, ’06, alumni trustee, and Al Blum ’62, former alumni trustee

For complete event coverage, visit www.andover.edu/campaign.
Order of operations, vectors, equations, variables, algebraic structures. Ziwerekhou “Ziwe” Fumudoh ’10 loves it all. Math is a passion she discovered at Phillips Academy as a Lawrence, Mass., middle schooler who participated in PALS. She in turn has nurtured that love of learning in other students as a PALS tutor.

When she later began her full-time studies at Andover, Ziwe vowed to give back to the program and to the mentor who transformed her life. She describes Tom Cone, director of PALS and Andover biology instructor, as the most encouraging teacher she has ever known: “He saw my potential when I was a PALS student and urged me to apply to Andover. His encouragement shaped me and led me to discover my love of math.”

PALS, a two-year summer and school-year community service program for economically disadvantaged middle school students in Lawrence, provides enrichment in mathematics, language arts, and sciences. Students from Phillips Academy and Andover High School volunteer their time as tutors.

“At Andover, I’ve developed important relationships with my teachers, and that motivates me to succeed,” explains Ziwe, who plans to major in math in college.

Teachers define Andover’s academic excellence as they guide students through academic and life lessons. The Andover Fund strengthens this engaged scholarship.

For more information about how your gift to the Andover Fund can support the area most important to you, please visit www.andover.edu/af.

“I realized that what I needed and wanted so much was to be challenged, and at Andover I have been challenged and inspired,” Ziwe says.
A Wildly Entertaining Pinball Wizard

An ambitious production of The Who’s Tommy in December earned raves for student participants and the Department of Theatre and Dance. Under the leadership of Mark Efinger ’74, instructor in theatre, Erin Strong, chair of the department and instructor in dance, and Derek Jacoby, instructor in music, the challenging rock opera was stage managed by Katy Svec ’10, who took on a far larger role than previous student managers.

FOCUS ON TEACHING

- Remembering Ted Sizer, The Teacher’s Teacher
- Engaging Those Amazing Millennial Minds