Annotating the curriculum through art
A new view of mentoring

I recall a moment a few years ago during a Broadening Horizons program that made me realize education at Andover reaches far beyond the classroom. Broadening Horizons is designed to bring alumni to campus to engage students in an intensely honest dialogue about life experiences. Their message: There's more to life than achieving goals through a series of accomplishments and achievements that can be measured by grades and academic degrees.

In the moment I refer to, a question had been asked of three guest alumni: “What was most important to you in overcoming the obstacles you have described?” The first two offered sound answers, “tenacity” and “diligence.” But the third answer took everyone by surprise. “It was having a husband—in a solid relationship—to share and to talk things over with.” I could see the light go on in the young faces gathered around the speaker. They heard that personal relationships can be key in winning or moving on after setbacks. Afterward, students said the most important part of the day’s exercise was the unpredictable answers that opened up new ways of looking at the road ahead.

As we heard similar stories of alumni and faculty passing on life lessons over the years, the Office of Alumni Affairs recognized a strong demand for more mentoring or life coaching in our program. We were skeptical at first. The terms conveyed résumé reading, forced relationships, career networking and lengthy time commitments. But there were many positives. We turned to members of the Alumni Council and presented them with challenging questions: How do we accomplish valuable life mentoring while avoiding the pitfalls that can accompany the experience? Moreover, how do we get alums who are starting on a new track in life to be thoughtful when seeking advice of others?

A specially formed committee, co-chaired by Peter Hetzler ’72 and Steve Matloff ’91, spent countless hours outside of council weekends pondering the questions. The result is now ready to be put into use. With the addition of the BlueLink mentoring module, Andover demonstrates to alumni it is still a place that educates and supports not only its students, but also its extensive and diverse alumni body.

The module has several unusual characteristics. Mentors may select only those topics they are willing to talk about. They may offer their thoughts anonymously or choose to make personal contact, and they can opt in and out of the system at will. The variety of questions prompted by the system opens up people to the possible uses of mentoring. Whether you are trying to figure out the next steps to implement a great idea, looking for information on neighborhoods in your relocation effort, seeking connection with others who share your hobby or interest, or trying to find the right company with which to match your skills, we hope to put you in touch with people willing to offer long- or short-term help. Drop-down menus suggest questions specifically framed to get the quickest and most reliable response.

The module, found on the BlueLink page at www.andover.edu/bluelink, is currently open for mentor registration only. Please take five minutes to register and watch for a future announcement when it is ready for use by advice-seekers as well. Our goal is to have the mentor side heavily populated first. Please send us further suggestions for topics and interest categories. This all-community program will be as effective as our alumni make it.

Thank you for taking the time to consider becoming a mentor to another Andover alumnus or alumna. Welcome to a new and rewarding Andover experience.

—Mike Ebner ’70
Director of Alumni Affairs
FEATURES

8 IN THE WAKE OF HURRICANE KATRINA
by Stephen Porter
New Orleans students stay on track at Andover.

12 WHO’S HOT?
TELLING A GREAT AMERICAN STORY
by Theresa Pease
Mark Stevens ’69 and his wife and co-author, Annalyn Swan, capture the Pulitzer Prize for biography with their book on artist Willem de Kooning.

15 BRINGING NEW VOICES TO EDUCATION
by Stephen Porter
Now in its 15th year, IRT continues enticing students of color into teaching careers.

21 ANNOTATING THE CURRICULUM THROUGH ART
by Theresa Pease
Everyone knows the Addison Gallery helps PA students learn about fine art. But history! writing! science! lipstick ads!

DEPARTMENTS
2 Exchange
5 Dateline Andover
26 Alumni News
28 Class Notes and Alumni Profiles
33 Tales Out of School
79 In Memoriam
FROM THE EDITOR

A funny thing happened on our way to the fall issue of the Andover Bulletin. Hurricane Katrina struck, and with her came a flurry of activity involving nearly every teacher, administrator, support staff member and physical plant worker in the school. Within a few short days, PA scurried to identify, admit, test for course placement, house, welcome and provide for the financial, physical, technological, emotional and spiritual needs of 18 talented visiting students displaced from private, parochial and public schools in Louisiana. At the same time, the academy’s chaplains and community service office began laying the groundwork for hurricane relief efforts that will take place in the months ahead. Before long, the tale of how the campus pulled together to help others in need had bumped another feature slated to appear in this issue. You’ll find a story about Andover’s Katrina-related activity in the following pages, as well as a sampling from the dozens of messages on the subject we received from alumni and parents in the storm’s wake.

The “bumped” feature—a retrospective on the 1970s at Andover—will appear in a future issue. Readers who have interesting memories of that era to share are welcome to submit them for possible publication. Meanwhile, you can read here about the impact of PA’s remarkably successful outreach program IRT, now celebrating its 15th anniversary (page 15); learn how Andover faculty members use the treasures of the Addison Gallery of American Art to enrich the curriculum even outside of art class (page 21); and enjoy a Q & A with art critic Mark Stevens, a member of the Class of 1965 who, with his wife, received the 2005 Pulitzer Prize for his first biography (page 12). In the Class Notes pages, you’ll not only catch up with classmates, but also find profiles of Tom Mesereau ’69, a California lawyer whose client list runs from unknown and indigent people to celebrities like Michael Jackson; Gregory Hammer ’73, a pediatric surgeon doing leading-edge research on drug testing for children; Louise Shimmel ’66, who rehabilitates injured raptors in the Pacific Northwest; and Patricia Doykos Duquette ’82, who works internationally on AIDS and other health issues.

On another subject, you may notice that neither our usual “Time & Treasure” section, which highlights philanthropy and volunteerism, nor the Report of Giving that normally appears in the fall issue of the Bulletin is present here. That’s because in order to give extra-special recognition to our donors and volunteers, Andover decided this year to present such information in a separate publication also called Time & Treasure. If you have not already received it, you’ll find it in your mailbox soon.

Please remember to send us your feedback!

LETTERS TO THE EDITOR

Global citizenship initiatives applauded

To the Editor:
Thank you so much for the article in the summer Bulletin about Andover students’ commitment to and involvement in the world around them.

Having had the distinct pleasure of meeting several of these students at PA’s Broadening Horizons conference last fall, where I spoke about my own life’s journey—including my work in service, my passions and inspirations, fears, sadnesses and challenges faced, and other facets of being human—I can joyfully say that these students inspired me as much as I could have possibly inspired them.

In a time of particular national tragedy (not to mention international struggles), when we are seeing in bold relief the poverty and disenfranchisement of members of our own national community, my hope for change lies in part in the hearts and minds of our next generation. Will they recognize that satisfaction in life/quality of life comes in part from being of service to others? If the students profiled in the last Bulletin are any indication, we may just be up to the task.

—Abby Shuman ’84
Cambridge, Mass.

Abby Shuman, a psychologist and educator, was profiled in the Winter 2005 issue of the Andover Bulletin.
Cheering the ultimate article
To the Editor:
It was wonderful to read the article on ultimate’s progress as a sport at Andover (Summer 2005). I played during my upper year and was the captain my senior year. Back then (“Back then” ... wow, was it so long ago?) we were scraping for any kind of recognition as a legitimate sport. We managed to schedule a few games on our own and even attempted to host a tournament—all completely organized and scheduled by the students. Chad Jennings and Cyrus Rolbin, teaching fellows during those two years, did help out with the coaching, though.

Our greatest triumph was at the first (I believe) Massachusetts high school tournament, hosted by James Pitts at Newton North. The semifinals, finals and consolation round were on the same day as graduation; the underclassmen played during graduation in the semifinals, and the seniors rushed to make the consolation round just after our graduation ceremony. Though we won third place (after Amherst and Newton North), the real triumph was, in true ultimate fashion, winning the “Spirit of the Game” trophy, which was larger than the first-place trophy. We left the trophy with the athletic department, but, sadly, it seems to have disappeared at some point the following year.

I have a picture from that tournament. It’s not printable quality, but it offers a sense of the ragtag but die-hard group we were—complete with T-shirts we made and printed on our own.

Thanks for continuing to run such a terrific alumni bulletin.

—Pete Nilsson ’95
Deerfield, Mass.

Losing a cherished link?
To the Editor:
As an Andover/Yale alumnus and the son and father of Andover/Yale alumni, I was astonished to read in your summer issue that only nine PA graduates from the Class of 2005 matriculated at Yale.

Since its inception, Phillips Academy has had a unique, cherished connection to Yale. Many of Andover’s most revered faculty members were Andover/Yale alumni, not to mention both Presidents Bush, whom PA is so quick to herald in its fund-raising campaigns. (Editor’s note: PA Trustee Emeritus George Bush ’41 was the national honorary chairman of Campaign Andover. George W. Bush ’64 has not had a role in PA fund-raising activities or events.)

As Phillips Academy remains the premier secondary school in the United States, low matriculation to Yale can only be the product of Andover’s misguided college counselors, who periodically “fall in love” with a particular college. During the ’90s Duke and the University of Chicago were such schools; now, the fetishized university appears to be Penn.

Let’s hope that Andover’s special relationship with Yale has not been lost forever.

—Charlie Finch ’70
New York, N.Y.

Spare us the ’60s rant
To the Editor:
What spasm of lost judgment could have incited you to print Karl Kirchwey ’74’s ugly rant regarding ’74 class secretary Jack Gray’s coverage of Heather MacDonald ’74 (Summer 2005)? For those with an appetite for it, the culture at large offers ample channels to troll for rancid ’60s residue; we don’t need it wafting off the pages of the Andover Bulletin. And for us alums with immediate family serving in the present theater of combat operations, perhaps you could see your way clear to sparing us such crap in the future.

—Harry Flynn ’75
Manchester, Mass.

MacDonald weighs in
To the Editor:
Responding to Karl Kirchwey’s invective (Summer Andover Bulletin) with a substantive argument radically changes the tone he so emphatically set. Nevertheless, I would like to provide some hint of what I have actually written concerning interrogation in the war on terror.

I have argued that certain stress interrogation techniques that cannot remotely be considered torture—most importantly, marathon questioning sessions—should be available for terror suspects. (Terrorists are not covered by Geneva Convention protections for prisoners of war, for they violate...
Contrary to Mr. Kirchwey’s insinuations, I have repeatedly condemned the Pentagon for the appalling behavior at Abu Ghraib and other Iraqi detention centers. The sadistic actions of the guards were the direct outgrowth of the command’s failure to respond effectively to the insurgency and to maintain even a shred of military discipline at Abu Ghraib and elsewhere.

Mr. Kirchwey charges that anyone who distinguishes stress interrogation techniques from torture is “damn[ed].” I am not privy to such ultimate judgments. But I would say that someone who cannot distinguish between playing the Meow Mix jingle to distract a detainee, as happened infamously in Guantanamo Bay, on the one hand, and electrocuting or beheading a prisoner—favorite Al Qaeda techniques—on the other, is at the very least morally obtuse. I assume that Mr. Kirchwey has directed his rage against Islamic terrorist treatment of detainees as well.

But Mr. Kirchwey may be just too sophisticated for such obvious moral judgments. This, after all, is a man who cannot bring himself to use the word “enemy” without scare quotes, and who deems the phrase “our terrorist enemies” a “jingoistic distortion[s] and fear-mongering generalization[s].” What, exactly, is jingoistically distorting about the terms “terrorist” or “enemy”? Perhaps Mr. Kirchwey thinks the whole notion of terrorism is just an “ideologic[al]” construct, in his phrasing, cooked up by the Bush Administration to keep a deluded nation in thrall. That leaves 9/11 in need of some explanation, but Mr. Kirchwey undoubtedly regards the mere mention of that assault as “fear mongering.”

So sensitive is Mr. Kirchwey to the unsung humanity of “terrorists” that he bridles at our classmate Jack Gray’s reference to the 9/11 hijackers as “these people.” Mr. Kirchwey points out that “these people ... have names, they have countries, they have causes.” Indeed, they do—their favorite cause is to kill as many Americans as they can, per Osama Bin Laden’s 1998 fatwa.

Mr. Kirchwey’s fastidiousness (or, as he would say, “finical[ness]”) about word selection is not constant, however. He calls my Wall Street Journal article on interrogation a “neoconservative polemic.” That’s certainly the first time I have been called a “neoconservative,” since I have publicly opposed the Iraq invasion from its onset.

I am unable to respond to Mr. Kirchwey’s charge that I represent “part of our generation, [who,] after the tumultuous social progress of the 1960s ... has clearly chosen to join those resentful elders who waited until they could bring this country into the position of international disgrace it occupies ... today.” I cannot respond because I cannot fathom what this sentence means. Who are the “resentful elders” whom I have “joined?” What are they resentful of? Why did they “wait” and for what?

Mr. Kirchwey claims a pedigree for his outrage in the “humanistic and humanitarian doctrines that we learned at Andover.” If his inability to call terrorism by its true name represents the culmination of an Andover education, Andover’s long tradition of preparing young people for national leadership is at an end.

—Heather MacDonald ’74

New York, N.Y.
In early July, Rajesh Mundra, a PA biology instructor of Indian descent, headed to India’s coastal city of Chennai, an area devastated by the Dec. 26, 2004, tsunami. “I wanted to find out firsthand whether government relief efforts were working and what was still needed,” says Mundra. He spent several days in the village of Pondicherry, inhabited by the mostly uneducated Irula tribe.

“The full force of the tsunami hit Pondicherry just as Irula fishermen were returning from a night at sea,” he explains. “Families were ripped apart. Children and babies were washed away. The stories were heartbreaking.”

Mundra was impressed by the Irulas’ resilience and determination to rebuild both their dwellings and their livelihood. “Tribesmen were busy constructing new boats and whole families were patiently weaving new fishing nets from piles of snarled line,” he says. Mundra donated $2,500 of the $10,000 raised by Andover Tsunami Relief to assist the people of Pondicherry.

It was a busy and fulfilling summer for Andover’s 17 most recent Kenan Grant recipients. Since 1975 Kenan Grants have supported faculty pursuits in research, scholarship, creativity and curriculum enrichment and study. Over the years many projects, such as Mundra’s, have taken unexpected twists. Mundra soon learned of another group of Irulas living hundreds of miles to the north—many of whom had been enslaved for almost 30 years.

Their plight began in 1976, when several thousand illiterate Irulas were forced to relocate from the richly forested areas of Tamil Nadu. After being given land and money to establish new villages, many Irulas worked for daily wages in rice mills in existing communities.

“Mill owners gave them small loans,” explains Mundra, “but would charge huge interest. Their debt grew until, one after another, entire families became mill slaves and were forced to work daily 19-hour shifts for less than $1 a day. Children worked from the age of 3. There were no schools or medical care.”

After nearly 30 years, human rights advocates and government officials finally intervened. In February 2005, 6,000 Irulas of all ages were given their freedom, along with land and money to start new villages.

Traveling several hours each day by motorcycle in scorching heat, Mundra visited some of the new Irula villages to hear their stories and learn about their needs. “Their first major decision as free people was to build a school,” he says. “They knew literacy would help them become aware of their human rights—and be able to fight for them.”

There were other fascinating and worthwhile Kenan Grant projects, ranging from outdoor adventure to baseball to dance. Art instructor Emily Trespas’ grant was for painting en plein air in Florence, Venice and Rome. “I painted small oils and sketched from observation and completed several drawings of 17th-century anatomical wax figures. While in Venice, I absorbed the Biennale’s contemporary video, sound and wind installations, as well as paintings, prints and interactive sculptures. I am, in a word, ‘inspired,’” she says.

English instructor Thomas Kane researched AIDS self-portrait photography as an outgrowth of his doctoral dissertation, which named a new genre, “automortography,” or the self-representation of death. “With access to Harvard University libraries, I was able to really delve into the topic,
writing about Robert Mapplethorpe and David Wojnarowicz and how their final portraits incorporate anxieties about time, mortality, art and politics,” he says.

School organist and music instructor Patrick Kabanda visited numerous cities and towns in South Africa, Swaziland and Botswana to research the traditional music of the peoples of those regions. “It quickly became clear that human voices, singing either a cappella or with accompaniment, constitute the dominant musical idiom. Even in the choirs of small towns, one finds deep reservoirs of phenomenal talent,” he says.

For art instructor Therese Zemlin, Kenan Grant funds were crucial for access to a fine arts reproduction lab at the School of The Museum of Fine Arts, Boston, where she explored new possibilities with digital printmaking. “I truly appreciate the support for my work as an artist as well as an educator. It helps me maintain a freshness and energy in my teaching that might otherwise diminish over time,” she says.

For art instructor Therese Zemlin, Kenan Grant funds were crucial for access to a fine arts reproduction lab at the School of The Museum of Fine Arts, Boston, where she explored new possibilities with digital printmaking. “I truly appreciate the support for my work as an artist as well as an educator. It helps me maintain a freshness and energy in my teaching that might otherwise diminish over time,” she says.

Fall exhibitions at the Addison

Two fall exhibitions, Chuck Close Prints: Process and Collaboration, and Unfamiliar Territory: Photographs by Oscar Palacio, are now on display at Phillips Academy’s Addison Gallery.

Chuck Close, one of the most celebrated artists of our time, has been challenging the traditional portrait, configuring faces in unusual and fascinating ways since his career began in the 1960s. In this exhibition of Close’s prints, the extraordinary printmaking methods he has used are fully illustrated to invite the viewer into the complex processes of making the work. Spectacular grids of color, thickly layered paper collages and images made from fingerprints are among the exciting works on view.

A traveling exhibition organized by the Blaffer Gallery at the University of Houston, the show closes on Dec. 4.

Oscar Palacio, a Boston-based artist, photographs the common places and spaces we inhabit yet whose beauties and oddities we often overlook. By zooming in on conspicuous lawn ornaments, concrete stairwells leading nowhere and ubiquitous white picket fences, Palacio intrigues us to question our relationship with both the constructed and the natural in domestic and urban environments. Several images in the exhibition were made when Palacio was the Edward E. Elson artist-in-residence in spring and summer 2004, during which time he also worked with students from Phillips Academy, Lawrence High School and the Henry K. Oliver School in Lawrence. Palacio returned to campus this fall to work with students. Unfamiliar Territory: Photographs by Oscar Palacio runs through Dec. 31.

Four alumni join faculty

On Aug. 30, Head of School Barbara Landis Chase welcomed 44 new faculty members at a Davison House reception. Included in the group are four alumni, Amy Falls ’82, chief investment officer; Chris Meserole ’98, teaching fellow in English; Pat Morrissey ’00, teaching fellow in English; and Franny Ritchie ’01, teaching fellow in history.
Ping-pongers pack up plump pumpkin

PA’s table tennis team helped biology teacher Tom Cone pack up his great pumpkin for the Topsfield Fair this year. It weighed a whopping 666 lbs. Back row, from left to right, are Akshay Paintal ’07, Toby Clark ’07 and Arash Ushani ’07. In front, Brad Colbert ’06, Dawson Gage ’06, Michelle Darby ’07, Lawrence Dai ’09, Emily Mortara ’06, Jonah Guerin ’07 and Caroline Towbin ’06.

Murphy takes on role as Summer Session director

Paul Murphy ’84, PA math teacher and longtime Andover Summer Session faculty member, succeeded acting director Maxine Grogan as head of the program on Sept. 1. In his first communication as director, he declared the 2005 season “a vibrant success.” For five weeks, the campus teemed with hundreds of students and adults who decided to commit their annual vacation to learning and teaching.

In addition to the adults and kids involved in the PA-Leonard School (PALS) Program, the Institute for Recruitment of Teachers (IRT), the Andover Bread Loaf Writing Workshop and the Phillips Academy Soccer Camp, 629 students from 36 states and 37 countries participated as scholars in Summer Session 2005 and (MS)². The 63rd Summer Session and the 29th (MS)² Session also brought 132 teachers and teaching assistants from 22 states and four countries. The tuition of $5,200 was offset by a financial aid budget of $228,000 benefiting 62 students, for an average award of $3,680. All (MS)² and IRT scholars are fully supported financially through the generosity of a number of foundations and donors.

Acknowledging Grogan’s effective leadership, as well as the contributions of (MS)² director Ferd Alonso, the summer session staff, and community members who served as house counselors, teachers and coaches, Murphy said, “This school and its team of dedicated professionals are a wonderful resource, and we are happy to be catalysts in sharing this resource with students beyond the academic year.”

Plans are already under way, he noted, for the 64th Andover Summer Session in 2006. Those who would like information about participating in the 2006 program as a teacher or student should contact the Summer Session office at 978-749-4400.

Another successful admission season

This year the admission office experienced an admission season that was as competitive and exciting as any in the recent past: 74 percent of the students admitted chose to matriculate for fall 2005, compared to 73 percent last year and 71 percent in 2003.

The incoming class of 2005 was selected from an applicant pool of 2,229 students. Of these, 469, or 21 percent, were admitted and 347 matriculated. By comparison, last year 2,131 students applied; 456 were admitted and 332 matriculated. In addition, 18 visiting students from New Orleans, who were displaced by Hurricane Katrina, joined their new classmates on opening day this year.

The newly matriculated students come from 35 states and 15 countries. Forty-seven percent attended public schools; 36 percent attended private schools; and 16 percent attended international or parochial schools or were home-schooled. Supported by an increased financial aid budget of $10.8 million, the percentage of the student body on aid has risen from 39 to 40, achieving one of the first objectives of PA’s new strategic plan.
Ingrid Murra describes the day she and her family evacuated from New Orleans as a kind of surrealist experience. She had just watched the movie War of the Worlds the day before, and as she and her family sat in their car on a jam-packed highway barely moving forward, it was as if a Hollywood fantasy had come to life.

At that point, however, Hurricane Katrina had not yet hit, and the mood of the people on the highway was light. Most of them, the Murras included, assumed they’d soon be returning home once the storm blew by. After all, New Orleans had weathered many other hurricanes that had been preceded by dire warnings. This time, however, the warnings proved accurate, and a couple of days later the Murras found themselves stuck in Houston watching the television in disbelief as their community was flooded by the waters of Lake Pontchartrain.

As of press time, the Murras had still not been able to return to their house, but Ingrid, at least, was able to find a place to go to complete her senior year of high school. She, along with 17 other students displaced by Hurricane Katrina, was admitted into Phillips Academy, where they’ve been invited to spend the year as visiting students.

Because PA responded so quickly to the devastation wrought by the hurricane, the 18 boys and girls were able to get to Andover and get settled before the official start of school on Sept. 13. Making that happen, however, required a Herculean effort on the part of many members of PA’s faculty and staff.

The outreach began when Dean of Admission Jane Fried and Director of Financial Aid Jim Ventre ’79 flew to Houston on Sept. 1 and spent the Labor Day weekend networking their way around to find students from private, public and parochial schools they could invite to Andover.

“Many of the kids literally had nothing but the clothes on their backs,” Fried said. “In some cases their families were spread out over three different locations. And because their schools were so heav-
ily damaged, they had no medical records or transcripts.”

Head of School Barbara Landis Chase notes that, while it would have been possible to find students from the dozens of calls placed to the admission office, “We felt that by going to Houston we would gain a better sense of the students’ qualifications and bring in a more diverse group.”

Meanwhile, as admission officers worked on finding students, other members of the faculty and staff scrambled frantically to make all the other necessary arrangements. This included creating new dorm space in an already fully enrolled school, setting up phone lines and Internet connections, creating an orientation program and making arrangements to meet the students’ emotional, spiritual, physical and financial needs. In addition, the school chose to waive tuition, room and board fees for all 18 students for up to a full school year.

Amazingly, everything was ready to go by the time the New Orleans students arrived on campus on Thursday, Sept. 8.

“I am extremely proud of our community for rallying in this challenging situation,” Chase said. “There were many heroes in this tale. This could only be done through a tremendous team effort

“There were many heroes in this tale. This could only be done through a tremendous team effort

**Hurricane Katrina: The community responds**

Below are excerpts from the dozens of messages Andover received in response to its Hurricane Katrina relief efforts. The academy is also grateful for many offers of financial support or volunteer assistance.

Thank you for a specific and expansive response to the New Orleans disaster. With two sons who graduated from Tulane, one of whom still lives in New Orleans with his wife and barely escaped, I find this a most generous response.

*Conrad Cutcliffe ’60*  
Providence, R.I.

I am very proud to be associated with this wonderful institution. Taking in the 18 students is a living example of *non sibi*. Hooray!

*Nancy Dick ’58*  
Chesterstown, Md.

It is good to see that PA is stepping up to help in many ways. I just returned from two weeks as a medical officer (supervisory) with Massachusetts-2 Disaster Medical Assistance Team. We were stationed at the New Orleans Airport and saw the situation improve slowly after a truly overwhelming and disheartening start. Our team and countless other civilian and military groups and agencies have been providing nonstop efforts in the region both to provide medical care and to move massive numbers of people out of the area to safety.

I would be interested in also hearing what other alumni were involved in rescue and relief operations. It might be a nice way to pull even more folks together in the alumni community after this desperate situation, and it could be a nice addition to the excellent response PA has put together for the disaster.

*Andrew Garrett ’86*  
Lexington, Mass.

Editor’s Note: We would welcome accounts from alumni about their hurricane relief experiences.

All at Andover are to be commended for coming to the aid of the folks devastated by Hurricane Katrina! We ourselves were in New Orleans moving our daughter into her dorm for her freshman year at Tulane when we evacuated to Houston. It has been a tough few weeks getting back home, and we saw firsthand the devastation on our way home to Florida.

We have been the fortunate recipients of Stonehill College’s generosity in admitting our daughter for the fall semester and know firsthand how much this means to her and us—the parents.

*K. Omar Hossain ’76*  
Orlando, Fla.
that involved virtually every office and department."

As difficult as the task was, everyone involved made a point of noting how rewarding it was to be involved in such an effort. Expressing the sentiments of many, Interim Director of Community and Multicultural Development Linda Griffith said, “I never felt so good about working at Phillips Academy. The level of professionalism and care and concern that everyone showed was phenomenal. The experience was emotionally overwhelming, and the gratitude expressed by the families was so heartfelt. It was very rewarding."

One particularly poignant moment, Fried noted, occurred during the first dinner on Thursday night as the visiting students began filing into the dining room for their first meal in their new location. Some of the students, it turned out, knew each other from their home schools.

Each Wednesday, the visiting students from New Orleans gather together for an informal pizza dinner, giving them a chance to share experiences and feelings. Pictured here, from left to right, are Jordan Coughlin, Ingrid Murra, Madeline Jansen and Jane White.

**Hurricane Katrina: The community responds**

I often tell people that my son attends a boarding school and I hate it! Instantly eyebrows rise and I receive a perplexed look along with the inevitable question “Then why does he go?” My answer is always “Because he loves it.” I applaud you, PA, for your actions, not only for my son and the countless others like him, but most recently for the displaced Katrina students. I can honestly say I do not know of a better situation for these 18 students! With what we have come to understand as PA’s style, you have reached in to devastation and changed the lives of not only the 18 students and their families, but you’ve taken our kids along with you! Kudos, PA, you are an amazing group of people!

Lynda Pohlmeier-Sheen  
Parent ’07  
Westfield, Mass.

Congratulations on doing something significant with the marvelous resources that you have at your disposal. Rather than sitting idle and speaking about the problem, you have prepared and executed a solution. I think of my first years at Andover without much scholarship assistance and of the great benefit that a scholarship represented in the last year. My compliments and heartfelt congratulations for excellence of behavior, action and results. I am very proud to have myself and two sons alumni of Andover.

Robert Mathewson ’58  
England

This is wonderful! I have already sent out a check for hurricane relief efforts, but Andover will get one also for doing the right thing.

Melissa Baird ’72  
Tarpon Springs, Fla.

Never have I been so proud of Andover, and that counts for a long history of pride in the place. It is so very admirable that the school has taken on the 18 students, and also obvious what an immense amount of time and dedication it has taken on the part of everyone there. I laud all those involved.

I have told several of my friends—accustomed to their own prep schools—about this amazing gesture. The reason it is so amazing is that the depth of care is so great, so whole, so unlimited; not just a patch-up on flying the students somewhere with no particular follow-through.
in New Orleans but had not had contact with one another since the hurricane. They had no idea they would be classmates at Andover. As a result, the dinner became a kind of emotional reunion where students were able to reconnect with friends and compare their experiences.

As for how the students are faring since coming to Andover, everyone seems to be doing well. For her part, Ingrid Murra admits it was a bit scary facing the prospect of going to school so far from home. But once she had a chance to go through the orientation process and begin meeting other students, she began feeling more comfortable.

“Everybody has been extremely welcoming and very friendly,” she said. “It’s been a lot easier to settle in than I thought it would be. The other students are eager to help out and introduce you to their friends, so it’s been very nice. I think it’s going to be fine.”

—Stephen Porter

Hurricane Relief Efforts Evolve

In addition to embracing 18 visiting students, the Phillips Academy community continues to develop fund-raising plans for other general hurricane relief efforts. The planning is being spearheaded by Chad Green and Susie Flug of the academy’s community service department and Father Francisco Nahoe ’80 and Rev. Michael Ebner ’70 of the chaplaincy in collaboration with interested students.

“We are in the process of communicating with the 40 or so students who have expressed interest in helping with our Katrina relief efforts,” said Green, director of community service. “From these discussions we anticipate that there will be a number of responses as well as at least one large fund-raising event, such as a benefit concert.”

Faculty members have also begun using Hurricane Katrina as a point of discussion with students to explore issues of race and class that have been raised by the catastrophe.

For the most current information on Phillips Academy’s Hurricane Katrina Relief Initiative, please go to www.andover.edu/news/KatrinaUpdates.htm.

I realize Phillips Academy is very blessed in its financial resources—a capacity way beyond many non-profit organizations. However, it is the honesty and extension of an “elitist” school like Andover that allays all our doubts about discrimination on the part of privileged graduates like ourselves.

Dinah Hallowell Barlow ’57
Cambridge, Mass.

I must commend Andover for taking in these 18 youthful students. Hurricane Katrina was the worst disaster we have seen this decade. 9/11 was a shocking, traumatic experience. However, the widespread disaster that is Hurricane Katrina will be felt in the Louisiana and Mississippi economy for years to come. With universities, high schools, and elementary schools being cancelled, I commend Andover for doing a small part to not let these students miss out on an educational experience.

Uzoma Iheagwara ’04
Baltimore, Md.
WHO’S HOT?

Telling a Great American Story


I’m curious about your career evolution as an art critic. Did you grow up in New York, and was art always part of your life?

I spent my early years in New York City then moved to Washington, D.C., with my mother, Polly Kraft. She is an artist, and a very good one, so in a way art always played a role in my life.

My mother never forced art on me, but occasionally she took me to an exhibition. When I was 9 years old, we went to a show of Mark Rothko’s paintings. It seemed like nonsense until she told me to look at a line that passed across some rectangles and pretend for a moment that maybe the line referred to the horizon, and maybe it was a foggy day. That woke me up. Suddenly I was lost in the color and the pulsing movement of the paint.

I never set out to be an art critic. No one does. You’d have to be a very strange little boy to dream of being a critic when you grow up. And I was never particularly attracted to artiness. Even at Andover, I sort of recoiled from people who wore black turtlenecks. On the other hand, I was a passionate reader—I loved English, and I liked talking about history with both my father, Whitney Stevens ’44, and my stepfather, Joseph Kraft, who was a journalist.

What were you like at Andover?

A typical adolescent, unformed, unkempt, disagreeable. I liked people who didn’t quite fit in: the cutups, the clowns, the melancholic. The kids who stand on the outside and look in. I remember one friend decided he was going to get into Harvard, so at the end of the lower year he took up the straight and narrow. But I always preferred him when he was a little crooked.

Did you study art in college?

I went to the Woodrow Wilson School at Princeton, a cross-disciplinary program for people interested in government service and politics. A mistake. Too many class presidents around. But I audited many art courses. Sometimes I would nap during the slide shows. I didn’t always like the way art history was taught then, which involved too much memorization, but I was intrigued by cultural history. I wanted to understand why certain periods created certain kinds of art, how it happened that the moment and the man would come together.

After college I went to grad school in England thinking I might become a historian, then wrote briefly for The Economist in London.

When did your “inner art critic” emerge?

The monster within? I was working as a writer at Newsweek when
Alexander Calder died. I was assigned to write the obituary. They liked what I did, and when the art critic decided to leave they asked me to take on the position. I had spent a lot of time looking at art, but I was an amateur, and I still don’t consider myself a professional art critic. I think of myself mainly as a writer.

How did you and your wife decide upon Willem de Kooning as a subject for your collaboration?

Both Annalyn and I love his work, especially its lush, painterly quality. Also, de Kooning is one of those rare painters with an emblematic importance for American culture.

It seems ironic to speak of a native European as emblematic of American culture.

There’s nothing more American than being an immigrant. It’s the great American story. And after stowing away on a U.S.-bound ship from Rotterdam, de Kooning came to prominence just when American art was beginning to assert itself. So he became an interesting mirror held up to American culture—a symbolic American character as well as an important American artist. De Kooning loved American culture, but he was also a man forever betwixt and between, a man of pieces and ambiguity.

Part of the trick or craft of the book was to try to weave together as seamlessly as possible many different aspects—history, art history, his milieu, his art, his love affairs, his evolving character—over a span of many decades. De Kooning’s not easy to depict. He’s been called difficult, misogynistic and messy. Also brilliant and lovable. Some of his images, especially of women, are disturbing. He was a challenging artist always working against his own gifts, his own facility, in order to discover something fresh.

Reading the early chapters, I found myself wondering why people called him an artist at all. He wasn’t exhibiting; he wasn’t selling; he was just standing in a studio ripping his paintings up because they didn’t satisfy him. Nobody saw his work, nobody knew it, nobody bought it, nobody showed it.

That’s a wonderful thing about de Kooning. He found his own way. He was not part of a pack. As a working-class European trapped by poverty and pride, he thought at first he was going to be a commercial artist. Even after becoming the most celebrated painter in America, he associated himself with blue-collar workers and even Bowery drunks.

Despite his arrogance, drinking and moodiness, people—especially women, whom he often used badly—seemed to tolerate him surprisingly well. What’s that about?

Artists are often absorbed in their own private worlds, sometimes at the cost of being cruel and cold to others. The work comes first. Like you, my wife was surprised by the degree to which women accepted the treatment they got from him. But it’s really not that unusual. Certain women are attracted to men who have—what would you call it?—a large vision, a large soul, and they are willing to put up with an awful lot to be with someone like that. Besides, he could be very sweet. He always brought flowers.

You point out in the book that people found de Kooning’s monstrous depictions of women horrifying, but he described those works as humorous.

By the way, they’re not always monstrous. De Kooning could also create images of rapturous sensual joy. As for the humor, well, you have to remember what women looked like in the early 1950s. They were walking down the streets of New York festooned with dead foxes, little paws and heads intact. The women had on enormous hats, and their lips were painted bright red, as were their very long fingernails. They wore high-heeled shoes and form-fitting dresses. If we saw today what women looked like then, we would be astounded. Given de Kooning’s poor-boy, nose-pressed-to-the-glass kind of character, he thought them hilarious.

Did you ever meet de Kooning?

In the late 1970s, I interviewed him for Newsweek. I immediately liked him. He was old and grizzled. We sat side by side in his cavernous Long Island studio, in his famous rocking chairs. He seemed to love talking, and he was very funny. He revered art but was irreverent.
When I referred to Michelangelo, he muttered, “Oh, Muscle Beach!”

How long did you work on the book, and what course did your research take?

We like to say 10 years, but it was actually a bit more. We have full-time jobs, we have two children, Emmy, 18, and Pippa, 15, and I am very lazy. Most of the research took the form of oral interviews in New York. We did go to Italy, Spain and Holland. Mostly we were trying to find the last of the old-timers who knew de Kooning.

It’s great you were able to learn so much from de Kooning’s daughter, Lisa. Did you find other, unexpected folks along the way who had valuable information to share?

We found many who had simply extraordinary memories. For instance, de Kooning’s close friend from Holland, Joop Sanders, helped us enormously to understand what it would be like for a Dutchman in New York in the early 20th century. Joan Ward, the mother of de Kooning’s daughter, shared valuable details, as did people who could talk about the dynamics of de Kooning’s family, particularly his contentious relationship with his mother. Knowing what his mother was like was a key to understanding the man.

Another person whose contributions were invaluable was Emily Kilgore, his last great love. She read us his love letters, and that was a very important part of the book, because the latter part of his life would have been quite depressing to read about if he hadn’t had this final, gorgeous love affair. He’s a melancholy man, and as a reader you are happy to come upon this glowing spot of joy and warmth in his life.

It would be hard for the reader not to like de Kooning as you portray him with Emily, doing the tango, singing and dancing to Broadway show tunes and pouring out his heart in passionate love letters. It’s so unexpected!

It’s also important to the way the book reads. Biography may be a minor literary genre, but it is ultimately literature. Biographies should be written to be read; they’re not just compilations of facts. A good biography tells the truth, but it must also have an almost musical sense of rhythm, form, tension and narrative line. One not imposed upon the life, but flowing from the life. As biographers, we were lucky he met Emily Kilgore.

A biographer comes upon many moths attracted to the flame, people who define themselves mostly in terms of how they relate to a celebrated figure like de Kooning.

Do people close to de Kooning respond well to the book, or are they angry at you for telling some of these truths?

The response had been largely positive, especially from the painters who knew de Kooning. I like that, since painters know the life from the inside. The tough thing about writing a biography, of course, is that the truth does hurt some people. Joan Ward, for example, respected the book, but found it somewhat painful to read.

A biographer comes upon many moths attracted to the flame, people who define themselves mostly in terms of how they relate to a celebrated figure like de Kooning. Each sees the divine object in a different and personal way. It can be hard to sort out.

When did you first get rumblings this book might be a Pulitzer Prize winner?

We had no great expectations, but the early reviews were very favorable, especially at *The New York Times* and *The New Yorker*, and those sort of set the tone. Then we found ourselves winning other prizes—for example, the National Book Critics Circle Award, for which we hadn’t even prepared any remarks, and the *Los Angeles Times* Book Prize in biography. We’d always assumed the Pulitzer went to books about founding fathers and other historical figures.

Are you planning a biography of another artist?

No. A research biography takes too long. And I’ve done that now. I plan to write about the Rocky Mountain West, where I have a wholly different life. □
Bringing new voices to education

Now in its 15th year, IRT continues to inspire college students of color to pursue a career in teaching.

by Stephen Porter

Paul “P.J.” Griffith was in the middle of his four-week summer program with the Institute for Recruitment of Teachers (IRT) at Phillips Academy when he received heartbreaking news—his high school friend, Meleia Willis-Starbuck, a sophomore at Dartmouth College, had been shot to death just outside the campus of the University of California at Berkeley.

For Griffith, a senior at the University of California at Los Angeles, Willis-Starbuck’s death was especially shattering as it marked the third time in 10 months someone close to him from his Oakland, Calif., neighborhood had been murdered.

Speaking in a voice choked with emotion but filled with determination, Griffith shared his story of loss with his 29 IRT classmates during their last class together in late July. He wasn’t looking for sympathy. He was issuing a call to action.

“Being here with everyone has shown me that I do have a voice, I do have a narrative. And I refuse, I absolutely refuse, to not have my voice heard,” he said, struggling to hold back his tears. “Sometimes it’s hard to go on when you see all these things happening around you. It’s very wearing on your psyche. But I’m determined to continue my work because it is so important. We need to persevere because the voices coming from these marginalized communities are being struck down.”

Griffith’s heartfelt message found a ready audience among his IRT peers not only because they had just spent the last four weeks building a close emotional and intel-
The excellent qualifications of IRT students have made them prime recruiting candidates for graduate schools across the country. The table above shows just some of the schools that have taken IRT students over the years.

<table>
<thead>
<tr>
<th>Number</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>Brown University</td>
</tr>
<tr>
<td>21</td>
<td>Columbia University Teachers College</td>
</tr>
<tr>
<td>20</td>
<td>Duke University</td>
</tr>
<tr>
<td>39</td>
<td>Harvard University</td>
</tr>
<tr>
<td>42</td>
<td>New York University</td>
</tr>
<tr>
<td>58</td>
<td>Purdue University</td>
</tr>
<tr>
<td>37</td>
<td>Tufts University</td>
</tr>
<tr>
<td>34</td>
<td>University of Chicago</td>
</tr>
<tr>
<td>42</td>
<td>University of Connecticut</td>
</tr>
<tr>
<td>76</td>
<td>University of Michigan</td>
</tr>
<tr>
<td>20</td>
<td>University of Pennsylvania</td>
</tr>
<tr>
<td>18</td>
<td>University of Virginia</td>
</tr>
</tbody>
</table>

The excellent qualifications of IRT students have made them prime recruiting candidates for graduate schools across the country. The table above shows just some of the schools that have taken IRT students over the years.
their graduate school applications. In addition, a large part of their time is spent taking graduate-level seminars where they read and discuss complex theoretical texts on such topics as post-colonialism, feminism, class, and cultural studies. They also explore critical issues in education.

One goal of the coursework, says Besenia Rodriguez, who is completing her Ph.D. in African-American and American studies at Yale University and who has served as IRT’s curriculum coordinator for the past four years, is to introduce students to the kind of theoretical language they can expect to encounter in graduate school. Another is to help them develop the critical thinking skills they will need to succeed once there.

“A lot of the texts we read in class are very dense and very challenging, and the students don’t necessarily come across them at the undergrad level,” says Rodriguez. By exposing the students to these texts now, she adds, IRT not only helps them perform better once they are in graduate school but enables them to frame better the types of questions they ask and the type of language they use in their graduate school applications.

According to Rodriguez, the summer workshop is designed to be an intense, rigorous experience. To the students who went through the program this past summer, it was all that and more.

“I’d recommend IRT to anyone because it is an academic boot camp,” says Jared Stearne, a summer student who attends Morehouse College. “No matter how prestigious your institution is, there is a good chance you haven’t worked like we did at IRT. Non-stop. Going six, seven days a week. Staying up until 1 or 2 a.m. trying to finish our reading. So sleep deprived. If we can make it...
through this, I don’t doubt we can
do well in grad school.”

But getting students into and
through graduate school is only
part of the IRT goal. The other part
is to motivate them to pursue careers
in education as college professors
and secondary school teachers and
administrators and to instill in them
the confidence that they can make a
difference in people’s lives.

One of the primary ways IRT
helps students develop that confi-
dence is by encouraging them to
find their own voice. Many stu-
dents of color, says Rodriguez, find
it difficult to develop their ideas
and personal philosophies in a
typical undergraduate classroom
because they are too often seen
only as “the minority voice.” As a
result, either their opinions are
given less weight than those of
other students, or their opinions
are left unchallenged by others.

“When they come to IRT, for
many of them it’s the first time
they’ve ever spoken in a class dis-
cussion,” says Rodriguez. “We don’t
allow them to recede into the back-
ground the way many of their pro-
fessors have.”

“This program has helped me so
much with my ability to challenge
myself not only with my thoughts
but with the thoughts of others,”
says Esther Cho of Bryn Mawr
College. “There are all these intelli-
gent, scholarly people who are not just
hearing you, but actually listening to
you, helping and encouraging you,

IRT provides an
opportunity to
focus on yourself
as a scholar and
as a participant
in the academic
community. I don’t
know of any other
program like it.”

—Leah Squires ’05

Courtney Gober ’99, assistant principal,
Williams High School, Plano, Texas

When Courtney Gober thinks back on the four-week IRT workshop he took in
summer 1999, the thing he remembers most clearly is how hard he had to
struggle with the complex reading assignments. But it is a struggle he looks back
upon fondly, as it not only mentally prepared him for graduate school, but devel-
oped his critical thinking skills.

After graduating from the IRT program, Gober went on to earn a master’s degree
in social studies education before becoming a teacher at Williams High School in
Plano, Texas. There he worked to pass on those critical thinking skills to his stu-
dents by placing enormous emphasis on developing their writing skills.

“Teaching writing has been very rewarding,” says Gober, who is of African-American descent. “Kids are scared
of writing and truly believe they could never write anything that would be good enough to get an ‘A’. I can truly
say if you took my class, you learned how to write a paper. And being able to express themselves that way meant
a lot to the kids and gave them confidence in themselves.”

This year, Gober was promoted to assistant principal, and his main focus at the moment is on increasing the
number of students of color taking Advanced Placement (AP) courses. Often, he says, the students are simply
intimidated by the courses. But by drawing on the confidence-building techniques he learned at IRT, he’s already
been able to convince more than 30 students they are up to the challenge.

Currently working toward a doctorate at the University of Texas, Gober says he hopes one day to move into
an administrative position at the district level, where he would like to play a role in bringing more teachers of
color into education.

“I don’t think the state of Texas celebrates diversity enough,” he says, “so my hope is to bring more apprecia-
tion for diversity to the state.”
As the oldest of 38 grandchildren, Denise Galarza Sepúlveda found herself assuming the role of a teacher at a very young age. That, plus the fact that her mother was a teacher, made her decision to pursue a career in education a natural one. By the time she was a senior in high school, she knew she wanted to be a college professor.

When she shared that dream with her high school guidance counselor, the counselor scoffed at her, reducing her to tears. At the time, she was the only Puerto Rican in her Connecticut high school, and what she interpreted as a racially motivated dismissal of her goals wounded her deeply.

Fortunately, another faculty member in the school lent her a helping hand, and following graduation Sepúlveda went on to attend the University of Connecticut. By her junior year, she had begun thinking about graduate school when she stumbled across an article about IRT in *The New York Times*. Intrigued by the program’s promise to help its students get financial aid, Sepúlveda applied and was accepted.

“At the time I had a very naïve understanding of education,” she recalls. “I only knew I wanted to be a teacher and this was a program for recruiting teachers, so I felt it had to be the right place for me. But I found it was so much more once I got there. It was so rigorous. We learned theoretical concepts and improved our writing. It was an obscene amount of work, and it was so good. The teachers really gave themselves to us. It was amazing.”

At IRT, she also found a sense of belonging, something she had never felt before. It was an experience that instilled in her an affirming sense of self-confidence and solidified her appreciation of the importance of promoting greater diversity in education.

With IRT’s help, she received a generous scholarship to Purdue University, where she earned a master’s degree in Spanish literature. After that, she earned a doctorate from Emory University. Today she is an assistant professor at Lafayette College as well as the faculty mentor for the Hispanic Society of Lafayette.

In addition to the joy she gets from teaching, she also finds satisfaction from her efforts to promote diversity in education. She admits it can sometimes be a frustrating battle, as too often people are ready to celebrate small advances as if they were the ultimate goal. For her, diversity means more than just the addition of a few more people of color to a campus. It’s about making the financial and mental commitment to create a comfortable and supportive environment that keeps students of color from feeling homeless and disconnected.

“I think IRT’s mission to increase diversity in education is incredibly important,” she says, “and it’s wonderful to see the success the program has had over the last 15 years.”
Noel Anderson ’92, assistant professor, Brooklyn College, Brooklyn, N.Y.

Noel Anderson can quickly tick off a number of ways he benefited from the summer he spent at IRT. He improved his writing skills, he deepened his ability for critical thinking and he obtained a full scholarship to the University of Pennsylvania, where he earned a master’s degree in education.

But of all the benefits, the greatest was the way IRT opened his eyes to the possibilities of a career in education.

“IRT was pivotal for me because at that point I was a senior in college and wasn’t sure what I wanted to do. I thought maybe I would go to law school, which is what a lot of working-class black families encourage their kids to do, but I wasn’t quite happy with that idea,” he recalls.

“It was at IRT that I realized the field of education could provide a rich career.”

Since leaving IRT, Anderson has pursued a career that has allowed him to achieve an enviable balance between teaching and research. It is, he says, a lifestyle that is the embodiment of IRT’s “teacher as scholar” philosophy.

After earning a master’s degree, Anderson taught in various public and private secondary schools before going on to New York University to pursue a doctorate in educational policy and administration, a degree he received last spring. Now an assistant professor in the political science department at Brooklyn College, he splits his time between teaching classes and conducting research related to the politics of education.

Among other things, he recently attended an educational conference in Paris sponsored by Harvard University and the United Nations, where he presented a paper that examines the impact of poverty on academic performance. He’s also currently working on a book about the politics of urban education reform in New York City.

As if that weren’t enough, he’s also found time to work with nonprofit organizations to start two charter schools—one in Brooklyn and one in Harlem. Working side-by-side with people eager to make a difference in education has been exciting, he says, and it’s been an ideal complement to both his teaching and his research.

“IRT teaches you that you don’t have to be confined to just teaching,” Anderson says. “If I had gone through a traditional education program, I wouldn’t have even thought about the range of possibilities education encompasses. But IRT encourages you to think of teachers in a larger sense as thinkers and intellectuals.”
Everyone knows the Addison Gallery helps PA students learn about fine art. But history? writing? science? lipstick ads?

by Theresa Pease

If you had a treasure trove of important paintings, drawings, prints, sculpture and other objets d’art right under your nose, what would you do with it? Conserve it, definitely. Invite people in to see it, undoubtedly. Add to it, very likely.

Curators and faculty at Phillips Academy, whose Addison Gallery is celebrated as one of the most distinguished collections of American art in the world, have found an additional answer: Use it as an endlessly faceted learning resource.

When the gallery was opened in 1931, founding donor Thomas Cochran, Class of 1890, intended the collection to infuse “a love for the beautiful” into the campus experience, and, indeed, many an “Andover boy” of the early 20th century had his eyes opened to new

Alexis Rockman, whose vision has been called provocative, controversial and even antagonistic, visited campus last spring as an Edward Elson artist-in-residence. His work, though, informed classes well beyond the art department. Above, history students taught by Edwin Quattlebaum III ’60, left, participate in a spirited discussion on global warming and other subjects as they view Rockman’s Manifest Destiny, a challenging and apocalyptic mural depicting the ruins of Brooklyn, N.Y., in the year 5000.
dimensions of culture while viewing the growing collection.

For the past several decades, though, the academy has been mining the treasures of the Addison not just for what they can tell us about art, but for what they can tell us about life, society, nature and a host of other topics. Students have visited the gallery to augment their understanding of subjects from history and English to science and Spanish.

A large part of the experience is about learning to see, according to Julie Bernson, who for the past decade has been helping faculty to get the maximum benefit from the gallery’s more than 14,000 objects. As director of education for the last six years, Bernson also works with outside groups who come to the Addison for enrichment learning. But a great portion of her time is devoted to calling PA teachers’ attention to the correlation between the collection and the curriculum and helping them to develop and present programs that embellish their classroom teaching.

“When I was a student myself, I struggled in English and history classes, but of course I always did well in my art classes because I’m a visual learner. Analyzing dates and facts was hard for me without a visual reference,” says Bernson. “I probably came into this field not just because I love art, but because I see the way art can help people understand in different ways the concepts they are learning.”

Sometimes learning experiences are built around one of the nine or more exhibitions the museum hosts each year. During a recent show called Terry Winters Paintings, Drawings, Prints 1994-2004, for example, physics students taught by Paul Cernota and Trish Russell discovered parallels between visualizations of scientific concepts and Winters’ abstract art. Even more science students attended a lecture by Harvard University physicist Peter Galison on “Terry Winters and the Image of Science.” Spanish language students under the tutelage of Yasmine Allen, Christine Cloonan and Mark Cutler also took in the exhibition, doing oral presentations on Winters as part of a textbook exercise on visiting museums.

Other lessons are drawn from the gallery’s permanent collection. When English teacher Elwin Sykes was planning a unit on Ralph Ellison’s novel Invisible Man, Bernson assembled 10 images depicting African-American life and identity in the mid-20th century.

“Seeing these works helped students to grasp some of the nuances of segregation and to understand better how African-Americans have
seen themselves and been seen by others," Bernson explains.

Following are a few examples of the many other ways in which teachers in diverse disciplines have used the Addison.

• Girls’ Night Out, an exhibition on gender identity that took place last winter, provided useful fodder for discussions in classes that touch on gender issues. Among them were an interdisciplinary English and art course taught by Seth Bardo and Elaine Crivelli; English courses taught by Flavia Vidal and Ada Fan; and a history course taught by Anthony Rotundo and Kathleen Dalton. Even a life issues class taught by Anne Zuerner visited the gallery to consider depictions of women in advertising and the media.

• For the past two winter terms, American history teacher Tracy Ainsworth has required her students to draw upon Addison resources to write a final term paper. The task is to select an event or movement that took place between the Civil War and World War II, research it and analyze it in view of the architecture, history or design of the period. She admits it’s a challenging assignment for some students who are not accustomed to combining their knowledge of our nation’s visual heritage and political history.

• Since she can’t take her students on literal voyages around the world, English teacher Nina Scott draws on images available in the Addison to inspire her travel writing courses. In a term devoted to adventures and explorers, she assigned students to read The Worst Journey in the World, which tells of Robert Falcon Scott’s ill-fated South Pole expedition, as well as sea explorers’ diaries and logs and another book about the expedition on which Sir

The Circus, 1912, George Wesley Bellows

Everything is moving. There is something alive and thrilling about being in this tent, observing the crazy stunts. ... You can almost feel the quickened pulse of the audience, that feeling of giddy fright that puts your heart in your throat. Or are they bored? Could they be? That idea makes the spectacle almost unbearably futile. But these women lean forward as the orange tutu speeds by on that white charger! How many of them want to be up there? No, if they were bored they wouldn’t want to be up there, would they? These people are drawn to the enormity of the spectacle, the lights, movement and thrill of the circus. They’ve escaped the monotony and gray of their lives to congregate around this bright red ring of WOW.

—Annie Wilkin ’05
Ernest Shackleton’s ship Endurance sunk after being crushed by ice. The class then viewed William Bradford’s painting Caught on the Ice, which shows an icebound ship in the Arctic Circle, and wrote as if they were travel writers witnessing the event. On other occasions, Scott has allowed students to choose Addison images at large and describe the people and things they see with what she has called “travel writer’s sensibility,” which includes awareness, curiosity, background knowledge, information and an openness to a sensory experience.

- History teacher Victor Henningsen Jr. ’69 has not just brought his students to the Addison; using a faculty development grant, he has also drawn upon the museum’s holdings to create a PA intranet site that, as he puts it, “annotates American history.”

Concentrating on portraits, landscapes and depictions of scenes from everyday life, including decorative art objects, he assigns students to write essays on deliberately broad topics—for example, the ways in which American portraiture reflects social, economic and political changes in America between 1700 and 1860. “To do it,” he says, “kids have to have a basic understanding of how to look at art as historical evidence and to think not only about the subjects of the paintings, but also the artists, the clientele, and changing social values as they are reflected through the eyes of the artist.” Are the subjects rich or poor? How do depictions of women and children change over the years? Is the artist’s view idealistic or realistic? Why was a particular painting made to begin with? All these questions can help students develop a better historical context, Henningsen says.

While faculty members like Henningsen, Ainsworth, Scott and Sykes are regular users of the Addison, Bernson says she’s always trying to drum up new business, develop connections with new departments and discover new forms...
of collaboration.

So enriching are these experiences, Bernson says, that future plans for the Addison will take into account the need for an up-to-date database for discovering and selecting curriculum-compatible works and for an education center where objects gathered for a particular class can be comfortably viewed.

Today, assembling such materials relies on the knowledge of the curators, and showings take place in the museum’s cramped library, where conditions are less than ideal for both the art and the students.

“We are eager,” Bernstein says, “to forge even more partnerships with faculty, developing interdisciplinary connections across the curriculum that help students make the link between a landscape painting and environmentalism, Paul Revere the revolutionary and the silversmith, or a Thomas Eakins portrait and a 19th-century novel.”

The Conversation, 1879, Eastman Johnson

I love those afternoon conversations in which time gets away from you, the sun goes down and you give yourself permission to be late, linger in the moment. It’s always time to do some chore in the late afternoon, usually … put some meal together before everyone gets home hungry. But in this painting these women are just saying, “OK, forget dinner a minute, we’re going to just be here in this landscape, in the heavy afternoon light, and go nowhere for a minute ….” It’s extremely intimate because of that. They are paying a price, together, for their time—the cost is of chores not being done—which makes the conversation potent and dear.

—Alex King ’05

Moonlight, Wolf, 1909, Frederic Remington

In the still night, the only sounds that can be heard are the constant chirping of the crickets and the rustle of leaves in the cool breeze. Out of the green muck that lines the swamp, a dark animal prowls the bank. Soft padded paws covered in green mud leave no prints in the soggy ground. Alert ears rise at any impulse. Round eyes grow like lanterns in the dark. This wolf is alone. Without companions to help it, this wolf must keep watch all night, head erect, irises twinkling at each turn with the stars above. A reflection gazes from the water as the wolf pauses for a moment at the water’s edge. Then on it walks, a solitary shape illuminated by the light of the full moon.

—Amy Tsao ’05
Strengthening powerful links

The Office of Alumni Affairs mission is to serve alumni from Phillips and Abbot academies and to link them to the academy and to each other. Through regional associations, on-campus reunions, volunteer weekends, informal class get-togethers and initiatives such as the Mentor Program, the office brings alumni together in varied and exciting ways.

“Throughout the years,” notes Director of Alumni Affairs Michael Ebner ’70, “we have found what alumni miss most about Phillips Academy is the experience that it represents—of challenges, of teaching and learning and of a rich school culture. The alumni affairs team at Andover recognizes that alumni cherish the knowledge offered them by exceptional faculty, the stimulation of a diverse group of classmates and the constant encouragement to learn, to teach, to think and to embrace challenges.”

With that in mind, Ebner and his staff have launched a host of new and revamped programs designed to reintroduce alumni to Andover.

For more information on any of these initiatives, please contact Judy Turgeon at jturgeon@andover.edu or 978-749-4291.

Andover Again online classes

The stimulating and challenging experience of the Andover classroom can come alive again when alumni register for online classes taught by faculty emeriti and current faculty. Instead of tests and grades, there is the flexibility needed to participate as time permits. PA’s legendary faculty once again challenge critical thinking and stimulate creative spirits. This fall Andover Again offered English classes taught by faculty emeriti Tom Regan ’51 and Jean St. Pierre. The program will continue in spring 2006, with plans for a greatly expanded selection of courses offered by faculty and eventually guest alumni.

Summer Symposium

In summer 2006, Andover will host its first on-campus summer symposium for alumni. Titled Educating for a Public Life, the two-and-a-half day-long program will explore how Andover instills in students the values of non sibi, public service, citizenship and living in a global community. With prominent lecturers, current and past faculty and special guests participating, small workshops and classes will generate discussions with an eye toward promoting democratic values.

Bluelink Mentoring

Educational Travel

From time to time, the Office of Alumni Affairs invites members of the Andover Community to join the PA faculty and other experts for exciting trips to many parts of the globe. Participants may travel to an exotic place and have a rich new educational experience or take a trip to a familiar place and see it in a whole new light. Past trips have included Italy and the Amazon.

Broadening Horizons

Phillips Academy students are a remarkable group. They possess drive, intelligence and maturity.

Broadening Horizons, established four years ago, unites current Andover students with alumni from all walks of life. With discussions of topics such as leadership, non sibi, life and career choices and world events, the small discussion groups attempt to focus on life as a journey. Special guest alumni share experiences of the sometimes-unexpected twists and turns of life that led to their often unplanned careers and life settings. The date for Broadening Horizons this fall is Nov. 19.

Top, Sophia Warshall ’02 mines the wisdom of distinguished physician Paul McHugh ’48, whose expertise in psychiatry has led to health care leadership roles at the national level. Below, Michael Ebner ’70 practiced several professions before finding his current berth as PA’s Protestant chaplain and director of alumni affairs. At a Broadening Horizons program, he shares his experiences with Justin Stiel ’96.
Spring Interfaith Symposium
Sponsored by the Andover Interfaith Roundtable and the chaplaincy of Phillips Academy each spring, the Interfaith Symposium covers topics concerning religion, faith and pluralism. Acknowledged leaders of their respective traditions facilitate discussions. From topics of fundamentalism and interfaith dialogue to religion in politics and the impacts of religion of different cultures, the symposium focuses attention on religious and spiritual matters through workshops, lectures and dialogue.

Attended by Andover alumni, students, faculty and staff, in addition to national guests and educators, the dialogue prompted is thought provoking and highly impacting.

Regional Associations
Alumni don’t have to travel to the Hill to get a mountain of ideas and hear lectures from experts. Through regional associations and the work of the alumni affairs team, PA brings the voices of faculty and renowned alumni—experts in their fields—on the road. Topics relevant to life today, whether political, technical or historical, are the centerpiece of social gatherings in communities throughout the country and the world. See www.andover.edu/alumni for updated events in your area.

Regional associations are composed of alumni, parents, grandparents and other friends of Andover in a given geographic area. There are 28 regional associations of Phillips Academy.

In addition, these organizations facilitate new and continuing connections for their members with the school and with each other. Programs may include social, cultural and educational events or community service projects as well as networking opportunities. New energy and ideas are always welcome.

For information, please contact the coordinator of an association near you. If there is no association in your area at this time, please contact the Office of Alumni Affairs.

BlueLink Mentoring
PA alumni come from all over the world, have myriad experiences and are willing to listen and offer their wisdom. Whether one is seeking career advice or tips on a geographic move, there is an Andover graduate with something to offer. The Andover mentoring module is state of the art and allows alumni to offer themselves as resources for a variety of topics. What is unique is its anonymity. If preferred, alums can respond to requests without being identified. This allows them to be involved as little or as much as they choose. See the inside front cover of this issue for more information.

Young Alumni Program
The Young Alumni Program involves classes beginning with the senior year at Andover through the first few years after college. Its objective is to connect young alumni with Andover and with each other. Programmatically, events are organized by the academy specifically for young alumni. Many events are held during the academic year on college campuses. There are also larger events held over the winter holidays and in the spring in Boston and New York, respectively.

Gabriela Ardon of the Office of Alumni Affairs compiles the news for this section.
They came to Andover and discovered no ordinary place.

They grew in goodness and in knowledge, and last spring they launched into a complex world prepared to meet new challenges.

The Andover Fund supported the journey of the 308 members of the Class of 2005 and changed their lives so they can change our world.

Their work is just beginning, and our work, of serving “youth from every quarter” and teaching the non sibi spirit, continues. In fact it’s never been more vital, and that’s why we ask for your help. Your gift to the Andover Fund gives the academy the flexibility to meet the current needs of our students and helps sustain Andover as a place that is far from ordinary—one that challenges young people to reach their fullest potential and prepares them to make a positive difference in their communities.

Visit https://www.andover.edu/verisign to make your gift today, or call 978-749-4306. You may also mail your gift to the Trustees of Phillips Academy, 180 Main Street, Andover MA 01810-4161.
Defending champion James Spader won his second consecutive Emmy Award in September for Outstanding Lead Actor in a Drama Series for his role as quirky attorney Alan Shore on the popular ABC television series *Boston Legal*. His previous Emmy was for the same category and character, but in a different series—*The Practice*.

The character Alan Shore first appeared on *The Practice* in 2003. Spader’s portrayal of the flawed but endearing attorney is credited with helping to revive that floundering series and successfully launch *Boston Legal*, its top-rated spinoff.

Spader left Phillips Academy after his upper year to pursue an acting career full time. He has appeared in more than 20 movies since the early ’80s, including *Pretty in Pink*, *Sex, Lies and Videotape*, *Crash*, *Supernova* and *Secretary*. 