You've Gotta Love It
When Bill Littlefield ’66 arrived at Phillips Academy from Upper Montclair, N.J., in his lower year, he found the place nothing short of overwhelming.

“There was tremendous pressure on students to excel, and I had to work really hard to meet the expectations. Everything at Andover seemed to be at a higher level. I wasn’t a great athlete and I wasn’t socially very comfortable. I was a good student striving to be a better student, but everywhere I looked there were people with more talent than me. It was pretty tough,” he says.

But the star of National Public Radio’s Saturday-morning sports talk show, “Only a Game,” found a way of nurturing his adolescent spirit. During a tentative exploration of the Addison Gallery of American Art, he had stumbled upon “Eight Bells.” Winslow Homer’s masterpiece was not only beautiful to look at; it represented a touch of home to Littlefield, whose parents had a print of the famous work hanging over their mantel.

“I came back to see it every time I was homesick, and eventually I began looking at the other art around it. With all the demands on my time at Andover, there was a delicious sense that I was somehow playing hooky,” reports Littlefield, a Yale graduate who frequents Boston’s Museum of Fine Arts and recently penned a catalog essay for an MFA exhibition on the Olympics.

The Addison Gallery’s new director, Brian T. Allen, suspects many people who have passed through Phillips Academy over the years have a favorite image or unshakeable memory about their relationships with the museum’s treasures. And he’d like to know what they are. “Objects,” Allen says, “especially works of art, have their way of filling hallowed niches in our memories and even shaping our lives. So often when an alumnus or alumna comes to visit the gallery, he or she will say to me, ‘Is that Manship sculpture still here? I remember when I first saw it ... ’” To celebrate the relationships between people and images, Allen plans to mark the Addison’s 75th birthday in 2006–07 in part with an installation called 75 Favorites: The Alumni Choose.

To do so, he needs your help. He asks that you write or e-mail him (ballen@andover.edu) to tell him about your favorite objects from the collection. Please send not only the name of the object you treasure, but also a brief account of why it was significant to you. A few of the most interesting objects and memories from the exhibition will appear in the Andover Bulletin.
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Did you ever wish, like poet Robert Burns, to see yourself as others see you? 

People in the magazine publishing business make a practice of doing this from time to time. Last spring, the Office of Communications sent out a survey to alumni and alumnae of Phillips and Abbot academies to find out how well we are doing at engaging their interest. To avoid preaching only to the converted, we did not print the survey within the magazine. Instead, the Boston consulting firm Maguire Associates mailed a separate survey form to a randomly generated sampling of 2,500 individuals along with the spring issue of the Andover Bulletin. A subsequent analysis of the list confirmed that it mirrored our alumni body well in terms of age, gender and other demographic criteria. Surveys were returned by some 350 recipients, a statistically significant sampling.

**Whom we heard from**

About 67 percent of respondents said they return to campus at five-year reunion intervals or more often. Asked about their feeling of connectedness to the school, 54 percent said they feel “somewhat connected.” Another 20 percent said they feel “very connected” and an additional 12 percent said Phillips Academy is a “major factor” in their lives. About 12 percent reported feeling no connectedness to the school.

**First, the good news**

The most important—and happiest—news we derived from the survey results is that we really are reaching alumni. On a question about Bulletin readership, 93.9 percent said they read either “all or nearly all” issues (75.4 percent) or “most issues” (18.5 percent). Only 5.9 percent said they read some issues, and just one respondent reported reading no issues.

When asked what they typically read, 97.6 percent said Class Notes, which was exactly as expected. Apart from Class Notes and In Memoriam, the most popular categories were feature stories on Andover today (76.8 percent) and feature stories on alumni (65.6 percent).

The overwhelming majority of respondents ranked the frequency (82.1 percent) and size and content (78.5 percent) of the Bulletin as “just right.”

**Ranking the values**

From a more detailed menu, alums were asked to specify what articles were most important to them. Not surprisingly, 93.8 percent ranked Class Notes as “important” or “extremely important.” Other categories identified by 80 percent or more as “important” or “extremely important” were features on faculty, alumni, students and current academic and extracurricular programs, as well as historic and nostalgic pieces. These were closely followed by messages from the head of school and other administrators.

At the bottom end of the “importance” scale were stories on controversial and world issues, sports and fund-raising news. Yet even these were named by a hefty 45 percent or more as “important.” In fact, we seem to be carrying just about no items the alumni body was willing to set aside as unimportant.

**Ok, call us names!**

Given a list of adjectives about the editorial content of the Bulletin—and we listed all sorts of choices, from “excellent” to “stodgy”—the most popular choices were, in order, “well-written,” “informative” and, alas,
“predictable.” About 25 percent also thought we were “politically correct” (which a few noted was good in their estimation). We’re happy to report that almost no one thought we were stodgy, timid or dull.

From a similar list of adjectives about the visual appearance of the magazine, the top choices were “tasteful,” “appealing” and “just right.” The fourth choice, circled by just over one-quarter of participants, was “conservative.” However, several alumni took the trouble in the free-write section of the survey to let us know that conservative was a compliment. They asked us not to get too “modern” or “flashy.”

**WE’RE IN GOOD COMPANY**

Asked to name their four favorite magazines, 25 percent—hugely out in front of every other title—listed *The New Yorker*. This is interesting, when you think about the intellectual level, article length and limited use of photos and color in *The New Yorker*. Our readers read.

Two out of three surveyed ranked the *Bulletin* as better than or equal to their college alumni magazines in editorial content and in visual appeal.

**IDEATING THE FUTURE**

Given the ability to add new things to the *Bulletin*, almost half said they would like us to restore *Letters to the Editor*, and just over a third would like to see more pictures. Just about 23 percent said they’d like more color photography.

From an editorial viewpoint, the free-write section of the survey, in which participants were invited to add comments, was the most intriguing to read and is the most difficult to encapsulate in this small space. Among 337 responses, there were many unique comments and only a few repeats. Those thoughts that were expressed multiple times are noted below.

- Many really like the *Bulletin*. (Thank you. The *Bulletin* likes you, too.)
- Several asked us not to get too focused on the Web; they still want their paper communications.
- A few noted that we tend to show the school at its squeaky-clean best, luminescent in its perfection. They proposed that maybe the mirror should show an occasional wart—a student who gets in trouble, a program that tried—but-failed, or the like. (Point taken. We’ll be on the lookout for interesting stories on more controversial topics.)
- Several wished their class secretaries could find ways to give more equal coverage to all members of the class. (You’ll be happy to know the Class Secretaries Committee of the Alumni Council is working closely with us in an attempt to improve that situation.)
- Two or three alumni termed the *Bulletin* a “fund-raising” tool. (Well, yes. Like nearly all school-funded publications everywhere, we hold it as part of our mission to keep alumni feeling informed about and inspired by things going on at the school, partly to generate their ongoing support and involvement. The academy needs such support to sustain its excellence.)
- Finally, the write-ins offered comments that evoked a plethora of evocative and welcome ideas for future issues.

**GET YOUR PENS POISED**

The kudos, comments and complaints proffered will inform our future efforts at putting together a magazine that entertains and informs you. We’ve already hatched some story ideas based on the kinds of things alumni reported they like to read. In addition, we are reinstituting *Letters to the Editor*. Letters must be in response to an article in a recent *Bulletin*, and those selected for publication may be edited for length, grammar and clarity.

Will there be a major revision of the magazine? More probably a slow evolution. Drastic change is not an immediate likelihood for two reasons: 1) We are undergoing a transition in leadership as the academy prepares to welcome a new secretary of the academy and a new director of communications; and 2) The results of the survey show us our target readership is not looking for massive change in the *Andover Bulletin*.

Whether or not you were selected to participate in this random survey, we invite, nay, beseech you to send us your comments and ideas any time.

—Theresa Pease, *editor*
tpease@andover.edu

**We are reinstituting Letters to the Editor.** Letters must be in response to an article in a recent *Bulletin*, and those selected for publication may be edited for length, grammar and clarity.
What’s up in the college counseling office?
What’s up is an interesting combination of pursuing some new initiatives and maintaining the mission and philosophy that have guided the academy’s college counseling efforts for years. Those include helping students identify their strengths, weaknesses, interests and tastes and providing them with information about a range of schools to determine where they will be most comfortable and successful.

How do you measure success in this arena?
It’s not easy to prove quantitatively that we have accomplished our mission each year. We rely more on anecdotal evidence to help us figure out whether we are doing our job well. If students feel they made a good match, that is one way to measure success. What I can say is that every student who applied to colleges in 2004 got into at least one school where he or she would be likely to succeed, and so far we’ve heard no complaints about the college choices.

Does the ambition level of PA students and their parents make this particularly challenging here?
When I interviewed for this job, one comment I heard over and over was, “Watch out for the Andover parents. They are a tough group.” They are ambitious for their children, I was told, and sometimes try to be helpful to the point where they take the process over. What’s more, if they are unhappy with the process, they always make that known.

I decided early on that, instead of wishing they would just go away...

Among high school students, particularly among those in the top-level boarding and day schools, there are few topics more stressful than college admissions. The process, which looms large in the 11th and 12th grades, can at its worst seem to represent almost a referendum on a student’s value, achievement and future potential. Since coming to Andover two years ago, Director of College Counseling John Anderson has worked with his five colleagues to shepherd Andover students through this emotional and exciting developmental step. Here, he speaks with Andover Bulletin editor Theresa Pease about some of the challenges he faces.
and stop bothering us, the best course of action would be to involve the parents more. I felt if we gave them a lot of good information it would keep them appropriately engaged in the process.

Does it necessarily follow that parents who send their kids to a prestigious and costly prep school think they're buying a ticket into the Ivy League?

Some do, but the students are pretty self-selecting. Each year, about two-thirds of Andover students place Ivy League schools on their initial list of colleges to explore, and about 25 to 30 percent of each graduating class does end up at one of them. If you were to add other highly competitive colleges such as MIT, Stanford, Duke and Williams, the percentage grows to 40 to 50 percent. Some students, of course, know from their grade point averages and SAT scores they are not Ivy League candidates. Others who could easily be admitted to an Ivy realize they want something different. They might prefer a smaller school where classes are taught by professors rather than teaching assistants, or a rural school, or a school with a different sort of emphasis or educational approach.

How do you help parents buy into the validity of those other values?

We try to make them more productive partners in the search process. Our first significant initiative was to create the College Counseling Kickoff, a new weekend event for the parents of uppers. We launched it last February, just as the students were assigned their college counselors, and it was a great success. With about 270 uppers, there were some 600 parents and stepparents invited, and we got nearly half, which we thought was pretty good. They came from all over the country, even in spite of a blizzard that weekend.

How did you introduce the topic? Parents arrived Friday evening for a presentation by well-known psychologist Michael Thompson, who has written a lot about parenting and college admission. His opening address was perfect, because he started people thinking about the emotional and psychological side of college selection, not so much the strategic side. He emphasized how children grow through the process, and he talked about decision-making skills and parent-child communication. He also provided parents with guidance on how to strike the right balance between leaving it all in the child's hands and, at the opposite extreme, becoming overly involved. It's important for parents to be appropriately engaged, but they have to be sure the student remains the centerpiece in the process.

What happened on Saturday?

Our most popular exercise involved dividing parents into groups as mock admissions committees. Each “committee” was given three applications—not real ones, but composites. They had to read them, discuss them and make a recommendation. Their task was to admit one, wait-list one and deny one. Our purpose was to demonstrate how hard those decisions are to make. They began to see that every applicant has strengths and weaknesses, and they became aware of external factors that play into admission decisions—for example, the needs of a school to fill certain roles on sports teams, in orchestras and the like.

When they first read the applications, some said, “We could admit all three of these applicants, or we could admit two out of the three.” But the message is that’s not the way college admissions work: You have a limited number of spaces, and even if all the applicants are good you can’t admit them all.

What else was on the kickoff schedule?

We brought in a student panel of half a dozen or so seniors who spoke about their experiences, and we also had a session where each of our six college counselors met with parents of the specific students we would be working with. Finally, we had a well-attended session on financial aid and paying for college. We expected maybe 40 people to attend,
but instead we filled Kemper Auditorium.

**What response did the program elicit?**

People loved it. Parents were especially responsive to Michael Thompson; they found his message about the importance of this process in their child’s life and development powerful. From our viewpoint, I think they gained a more realistic understanding of the process. They began to see there is only so much their sons or daughters can do in terms of presenting themselves, and even the best students aren’t always going to make it into the places they most want to go.

**It sounds like you’ve done a good job engaging parents, but don’t some kids have to be dragged kicking and screaming into the college admissions process?**

It’s a problem with many kids—especially boys. The struggle is probably less prevalent at PA, where there’s constant talk about college, college, college. At Andover, college counselors have an interesting challenge. On the one hand we have to make sure students get fully engaged in the process and do the homework they need to do, but at the same time we have to calm down all the excitement and anxiety. We have kids here whose whole life has been directed toward getting into college x, y or z. We try to help them recognize it’s not about the name of the institution they attend; it’s about them, and about finding a good fit.

**Can you share any great success stories?**

Two come immediately to mind. We had one student whose heart was set on going to a particular Ivy League college. I agreed it would be a good choice, but for him it became the only place. He applied early and was deferred. His heart was broken. His attitude was, “If I can’t go there, why bother to go to college?” I had to work hard to get him re-engaged in the process. I encouraged him to consider what it was about the college that appealed to him. Could we take those pieces, analyze what was important about them and find a good fit within a group of other colleges? The student ended up at Johns Hopkins, where he discovered some intriguing research opportunities in the sciences, and he felt really good about it.

Another example is Matt Garza ’04, who won the prestigious Morehead Scholarship to the University of North Carolina. He was admitted to Yale, Harvard and other prominent colleges, but he decided the summer programs and other experiences the Morehead would afford him were things he couldn’t match at an Ivy. It took guts for him to make that statement. Not everyone at Andover understood it, but Matt stuck with the decision he knew was right for him.

**How do you counter the inherent cachet of the, say, 20 best-known institutions?**

Two recent innovations have sort of opened up the college universe. One is the College Boards’ Student Search Service, through which colleges can purchase the names of students who meet certain criteria in terms of grade-point average, test scores, interests and so forth. Suddenly mail starts showing up in kids’ mailboxes from schools they might not have discovered otherwise. The second is the advent of search engines that enable students to enter information about themselves and come up with a list of colleges they might want to look at.

In our college counseling office newsletter, we also recommend to parents an array of books that shed
light on excellent but little-known schools. Two with particularly interesting titles are *Colleges That Change Lives* and *Harvard, Schmarvard*.

Do you and your staff have preferred ways of getting to know new schools?

We maintain a library of these books ourselves, and we are constantly looking at them. On top of that, we learn a great deal about colleges and universities by talking to recent PA graduates about their experiences. Also, we’ve increased our travel budget to allow us to visit more colleges. You can read all the catalogs you want, but that’s no substitute for actually touring a campus, meeting with teachers and students and attending classes. Plus while we’re there we sit down with the college admissions officers to advocate for our applicant pool and give colleges the opportunity to learn more about the experiences our students have had at Andover.

Have any great “little gems” of schools emerged recently to capture your attention?

Fine schools that seem to come up on our radar screen with increasing frequency are Elon, in North Carolina, and the University of Puget Sound, in Washington State, as well as several of the small liberal arts colleges in the Midwest, such as Kenyon, Grinnell, Carleton and Macalester.

Are there other budding initiatives you’d like to describe?

We’ve revitalized a PA program that had been dormant for a while. Known as the Immersion Program, it invites college admissions personnel to campus to learn more about the academy and the students we have here. This year, we’ve invited two dozen representatives of schools we’d like to see become better acquainted with us. About half of those are historically black colleges and universities.

What else is new on your agenda?

One priority is preparing students and parents for a total revision of the SAT. Basically, there have been three major changes. The verbal portion is now called “Critical Reading.” It will lose items like the word analogies and concentrate more on analytical reading skills—reading for understanding. On the math side, things like quantitative comparisons have been dropped in favor of more algebra II and trigonometry questions, raising the math expectation. Finally, they have added a writing section that will include both multiple-choice questions and a 25-minute essay on an assigned subject. Each section will be scored on a 200–800 point basis, so students will earn scores up to 2,400. One person pointed out to me that means it’s virtually guaranteed every kid from now on will be able to claim higher SAT scores than his or her parents.

We recommend to parents an array of books that shed light on excellent but little-known schools. Two with particularly interesting titles are *Colleges That Change Lives* and *Harvard, Schmarvard*.

John Anderson has been the director of college counseling at Phillips Academy since July 2002. Prior to assuming his position at PA, John was the dean of admission and financial aid at Kenyon College in Ohio. After earning a B.A. degree at Colgate University and an M.Ed. in counseling degree from the University of New Hampshire, he began his career in education at Earlham College in Indiana. He has spoken at dozens of regional and national conferences of the National Association for College Admission Counseling and the College Board. He has served as a reader for the National Merit Scholarship Corporation, chaired the board of directors of the Test of English as a Foreign Language, and currently sits on the College Board Trustee Committee on Membership. A native of California, he is married to Nancy Anderson, who works in fund raising at St. Thomas Aquinas High School in New Hampshire. They have a 28-year-old son, Nathan.
Picking a career path when you’re 18 or even 22 years old is something like entering a prearranged marriage. You may like the boy next door, but is that infatuation going to sustain you throughout your life?

The answer, of course, is maybe—depending on what direction your own personality growth takes and what you liked about him in the first place.

In the third annual “Broadening Horizons” career presentation to Andover students, held on campus in November, a dozen or so alumni suggested that youngsters defer making a ‘til-death-do-us-part commitment to a line of work and, in particular, avoid walking down the career-aisle for the wrong reason.

What’s the right reason?

Call it serendipity. Call it passion. Call it being alert for vocational omens. Call it doing what feels right, either for personal or non-sibi, humanitarian reasons. Call it listening for the beat of the distant drummer and taking risks to dance to that beat when you hear it.

Most of all, the point is you have to love it—whatever “it” may be.

“My father used to tell me all the time, ‘You’ve gotta love what you do, or it’s a long day.’ And I love sports,” says Michael Savit ’74, who majored in political science at Harvard and ended up owning a string of minor league baseball teams.

“Whatever you love, you can find a career doing it,” insists Paul Hochman ’82, who parlayed his passions for ski racing and writing into a career of national, if quirky, prominence as the Gear Guy on NBC’s “Today Show.”

This is not an enterprise Hochman would have envisioned in his early 20s, when he took a job penning advertising copy in New York. Nor did Alex Sanger ’65, back when he was reaping what he calls “unconscionable amounts of money” as a lawyer on Wall Street, expect to find his life’s bliss fighting for women’s reproductive rights. And it took Susan Lippold ’81, once a budding artist with a B.F.A. degree from Williams College, more than a modicum of love to recognize her destiny as a physician in charge of tuberculosis control for the city of Chicago.

Hear from them and other “Broadening Horizons” guests on the pages ahead as they talk about the factors that led them to their passionately embraced, if unexpected, careers.

Photography by Bethany Versoy
When Paul Hochman was a little boy, he idolized hockey’s Gerry Cheevers. What he recalls best about the Boston Bruins goalie is not the shots he blocked or his grace and speed on the ice. It’s the way he handled his headgear. Each time his helmet was hit by a puck, Cheevers would treat the point of impact as a wound and paint stitches on it.

Hochman didn’t know then a passion for gear would help define his own life. He just knew Cheevers personalized his equipment, making it artistic and athletic at the same time. And it was cool.

Today, Hochman, known as the “Gear Guy,” appears regularly on NBC’s “Today Show,” reviewing not only athletic gear but also items ranging from stylish stereos to one-of-a-kind holiday gifts. (Wrap up an Andy Warhol-esque portrait of your bichon frise or a bobble-head doll modeled after your mother-in-law, he suggests.) For nearly a decade he tested skiing equipment for Ski magazine, and during the 2004 Athens Olympics he made six appearances on NBC, shedding light on the evolution of the javelin, swimwear and other athletic appurtenances. In April, he’ll begin penning for Men’s Journal a monthly column called “The Gear Gurus,” about the men and women behind everyday objects.

It may sound like a fluky career, but anyone can stumble on such serendipity, Hochman believes. During “Broadening Horizons,” Hochman offered himself up as a poster boy for following your heart. As often as he can, he tells anyone who will listen, “Whatever you love, you can find a career doing it.”

Of course, the boy Hochman did not progress directly from admiring Cheevers’ helmet art to rating golf spikes on national TV.

What he did was ski. He started on his steep driveway in Concord, Mass., at 3 years old and by 8 was ski-racing. Listening to the oboe-duck in Peter and the Wolf, he also fell in love with music. And he liked the sound of French.

Seeking a high school with superb language and music programs and a top-notch ski team, he hit on Andover. There, under famed author Alex Theroux, he discovered a love for writing. At PA, he found, passion was as well rewarded as excellence. His English teachers in particular infused in him a sense that “if you love something and you’re good at it, that’s better than if you’re just good at it,” says Hochman, who remains closely connected to the school as ’82 class secretary.

Betting on the same trifecta—language, music and ski racing—Hochman enrolled as an English major at Dartmouth College. “I thought it was quite a scam,” he says, “that I could earn a degree by reading and writing.”

After graduation, Hochman spent a year as a teaching fellow at Andover—to this day, he considers it his best job ever—then went on to earn an M.F.A. degree in theatre at the University of North Carolina at Chapel Hill. Next he joined the New York advertising agency Young & Rubicam, where he wrote ad copy and, with the agency’s blessing, freelanced features for national magazines. When Ski invited some Y&R staffers out for a day on the slopes, Hochman astonished his hosts by beating two former Olympic skiers in three consecutive races. The magazine hastily invited him to step in and replace a ski tester who had broken his leg. The relationship continued, and in 1995 Hochman became the magazine’s ski-test director. He penned Ski’s annual consumer-
It doesn't take much imagination to figure out that writing only about skis—not skiing, even, just skis—can be limiting. Hochman wanted a wider arena.

"Boys like reading about toys, so I started pitching stories about gear to men's magazines. I wrote about fishing gear, camping gear, golf clubs using forged titanium technology. I wrote about race cars," he says.

Eventually Hochman noticed that writers who are on TV earn a lot more than writers who aren't. "Same writer, different pay," as he puts it. His wife, Tricia Bradley, an art director and TV producer, showcased her spouse in a minute's segment on gear as part of an hour-long ski show. Since then, he has divided his creative efforts between the small screen and the printed page.

The couple literally threw themselves into their work last year, deciding to upgrade their Lexington, Mass., home before a national audience. For the Discovery Home Channel's "Houselift," Tricia produced 13 half-hour segments on the renovation, which doubled the size of the 100-year-old Dutch colonial. The Hochmans, including 10-year-old Lily and 7-year-old Carter, lived in the house throughout the rebuilding, making a reality TV series of their lives.

Whether eccentric or entrepreneurial, Hochman says, the willingness to take on such challenges was born at Phillips Academy.

"Andover," he proclaims, "showed me how to deliver the goods under pressure and still have fun. At Andover, the rich pageant of life is laid out before you, and you can choose which part of that pageant you are going to join."
Lost when, as an entering lower, he tried out for the junior varsity baseball team. Classmate Fredrick Horne, fresh out of Georgia, pitched a fastball that whizzed right past Savit, who took it as a signal his prospects as a player were limited. What Savit found was a passion for participating in sports from off the field, first as sportswriter and sports editor for The Phillipian, and later in the same roles for the Harvard Crimson.

“That was absolutely my shtick in high school and college," says Savit, who is of Russian Jewish heritage. “It was who I was.” After graduating from Harvard, he went to work at H.O. Zimman, a Lynn, Mass., publisher of sports programs, where, he says, he “wrote, learned about publishing, did a lot of traveling and made some contacts.”

One of those contacts offered Savit a berth at International Management Group, the world's largest sports management company, whose client list included names like Arnold Palmer, Bjorn Borg and Gary Player. He stayed with IMG for 17 years, working in Cleveland and New York before being tapped to open a Boston office.

Savit specialized in event management and promotion, working on tennis and golf tournaments that drew national and international attention. He liked the sports, the atmosphere, the attitude and the travel. He liked the people he met. But as he approached age 40, he had an urge to start his own business. Sports, of course. But what aspect?

It came together for Savit when he was asked to speak on sports marketing at the 1996 Winter Baseball Meetings, a national convention bringing together professional baseball owners and business managers. While all the major-league teams are represented, the excitement that year seemed to be about an approaching boom in minor-league baseball, which comprises about 150 major league-affiliated teams.

Says Savit, “I’d been to a couple of minor league games, but I’d never once thought about getting involved. Yet as I heard people talk about the industry, a little light went on in my head. I thought, ‘Let’s do it.”

For a year, Savit traveled the country visiting minor-league owners and getting advice from a broker who sells teams. After securing Jeffrey's interest and some bank funding, he settled in 1997 on the Augusta Green Jackets, currently affiliated with the San Francisco Giants. The Battle Creek Yankees (now tied to the Tampa Bay Devil Rays) were acquired in 2000, and the Mobile Bay Bears (linked to the San Diego Padres) were added in 2003.

As Savit describes it, being a minor-league proprietor is much like owning a professional theatre. The Savits do not actually produce and direct the entertainment or cast the shows. Rather, they supply and operate venues for the major league team affiliates, which provide players, coaches and managers and use the minors to develop future talent for the big league. With about a dozen year-round staffers in each venue, and nearly 10 times that many workers in-season, the Savits lease the stadiums from their respective cities, then plan, promote and market the baseball seasons. HWS Group's home office is located in Westwood, Mass., convenient to Sudbury, where Michael Savit lives with his children, Lauren, 19, Matthew, 15, and Hilary, 11.

Savit animatedly lists the joys of minor-league baseball. It's family entertainment, he submits, and one where the whole household can get good seats, food, parking and souvenirs for what a single ticket might cost at a major league park. With a capacity of only 5,000 or so in each arena, player-fan interaction
is more relaxed, and people can get to know at close range players who might be tomorrow's major league all-stars.

“We try to make it even more fun,” he says, “through various promotions. We've livened things up with acts ranging from the San Diego Chicken to the Blues Brothers. And when there's no game, the arenas can be used for other sorts of entertainment.”

What kind depends on the local culture. In Augusta, religious concerts are popular. In Mobile, the Savits have made good use of the current off-season by bringing in a New Hampshire-based snow-making company to create a winter wonderland where Alabama kids can sled, snowboard and throw snowballs.

Another satisfaction for Savit is the non-sibi culture in athletics. From the start of his work with IMG, events he’s run have benefited worthy nonprofits, including the Jimmy Fund, which supports research in children’s cancer, and the Mass. Society for the Prevention of Cruelty to Animals. Through an annual golf tournament in Rhode Island, the Savits have raised almost $1 million to date for a medical research fund they created in their father's memory. Even when he’s not presenting a check to a charity, Savit delights in putting smiles on people’s faces through sheer entertainment value. It’s a happy business, he says.

The only thing that dampens Savit’s spirits is bad weather.

“You can make the best plans in the world,” he says, “and if it decides to rain for a couple of weeks you’re out of luck.”

She lives on the top floor of a neat but unassuming Cambridge, Mass., triple-decker. Her style is casual, and her warm hazel eyes and easy smile seem to invite confidences. Mica, her ivory-colored Lab, sits patiently by her side as she describes the winding path of her career.

Abby Shuman comes from a wealthy Manhattan family. “A great deal of who I am today is due to the fact that my family has always been very committed,” she explains. “Yes, they’ve been financially successful, but they’ve also chosen to put their time, energy and resources into many important causes.” Both her father, Alfred Shuman ’57, and her uncle Stanley Shuman ’52 have been major donors to Phillips Academy.

Shuman’s family moved from Boston to Manhattan’s Upper East Side when she was 3. At a young age, she noticed glaring social and economic discrepancies. “I'd see homeless people everywhere and people would walk right over them. Harlem was 10 blocks up, but I was not supposed to go past a certain street. Why? Did the world end there and could I fall off?” she asks. She smiles and shakes her head.

Shuman attended the Dalton School, which “tended to attract the children of celebrities,” she explains. “There was an intense materialistic focus. Those things just didn’t matter to me. When it came time to go to Phillips, I couldn’t wait. My teachers there were wonderful. It’s through their nurturing and dedication that I realized I wanted to do something to enhance the lives of others.”

After graduating from Brown University in 1989, Shuman taught at the progressive Shady Hill School in Cambridge. “I loved it there,” she recalls. “My brother had recently died in a car accident, and being around little kids was very healing for me. But I also yearned to work with adolescents. My own adolescence had been such a ripe, intense, pivotal time for me.”
She got the opportunity in 1990, when Shuman and three other public health advocates designed and implemented the first comprehensive sexuality and HIV education program for the Boston Public Schools. She became “totally immersed” in the world of urban adolescence.

“The program, called ‘Heart-to-Heart,’ had a very progressive, reality-based agenda dealing with a full realm of sexual and relationship issues,” explains Shuman. “The kids would come up to me after a session and just spill their guts. ‘I think I’m dying ... my boyfriend beats me ... ’ There was such relief that they had finally been given the license to talk about sex and relationships. I have many stories,” she adds. “Teachers who wouldn’t let me in the door, parents who resisted. We did all we could. It was an incredibly political experience, and one of the things I’m the most proud of.” Heart-to-Heart has since become an international model for adolescent sexuality and HIV education.

In 1992, Shuman became the director of a Brighton-based school for pregnant and parenting teenagers trying to complete high school. “Almost all the girls got pregnant because they wanted something to love and to give their life meaning, and I really understood that,” she admits. Her roles included those of case manager, therapist and housing advocate, as well as health-class, sex-education, job-training, General Equivalency Degree (GED) and young-fathers program teacher. The job became her life.

Later, while studying at the Harvard Graduate School of Education, Shuman decided to become a psychologist. She attended the Massachusetts School of Professional Psychology (MSPP) full time from 1995–99 and earned her Psy.D. degree.

“For my postdoc in 2001, I set up a full-service school-based health center at a middle school in Lynn [Mass.]. It had on-site physicians, nurse practi-
For generations of young Americans, going into the family business seemed an obvious choice, and many a pioneering parent has proudly added “and Son” to the family shingle. It’s not so obvious a choice, however, when the pioneer is your grandmother and the “family business” is advocating for reproductive freedom.

As a young child, Alex Sanger had no idea the legacy of his father’s mom would set the tone for his life’s work. He did sense there was something special about issuing from the mother of American family planning. Grammar school classmates—even Catholics—seemed aware of her as a heroine, perhaps a saint. But he did not feel her full impact until his second year of college, when the 87-year-old Margaret Sanger died and Alex came face-to-face with her rapturous obituary in the London Times.

Stunned by his newfound grasp of her importance, Sanger decided to do his senior thesis at Princeton on the early career of Margaret Sanger, who founded a New York City clinic that later became Planned Parenthood. Around the same time, he received an unexpected phone call from a former Abbot Academy student. It was six years before Roe v. Wade, and she needed an abortion. Would he help her? He would.

Even as he helped solve his friend’s problem safely and illegally, Sanger managed to elude what he later came to see as his vocation. Attaining law and business degrees from Columbia, he worked as a partner in a major Wall Street law firm, earning what he calls “an unconscionable amount of money.” That went along nicely until Sanger’s own broken leg and the death of his brother in a plane crash coincided to place him in bed for a month, contemplating what he saw as a “diminishing emotional satisfaction with the law.” Next came a stint as an auto-parts manufacturer. As Sanger recalls, “It was possibly the worst decision of my life. I had no talent for it; I was a square peg in a round hole.”

It was a chance meeting with a stranger that brought Sanger back to his roots. Introduced to him by a former law partner at the ballet, she said, “Your name is Sanger? Why aren’t you a volunteer on my board?”

She meant the board of directors of Planned Parenthood of New York City (formerly the Margaret Sanger Research Bureau), which comprised three family-planning clinics. In the blink of an eye, he signed on. The “aha!” moment in his life came in 1991, when the executive director of the then-foundering organization resigned and Sanger heard himself say, “I can do that job!”

“I realized,” he says, “I had an absolute passion for the mission, a thorough understanding of the organization, and the business skills to get the clinics back on a firm financial footing. I had an ability to speak in a way that inspired people. My legal training was an asset. I believed everything in my life had been preparing me for this position at Planned Parenthood. It felt perfect, and I was amazed I had never thought of it before.”

Sanger—who urged student participants at “Broadening Horizons” to inculcate such passion into their career decisions—spent his first couple of years on the job rebuilding Planned Parenthood’s finances. Next he set out to make the organization a catalyst to improve the availability and safety of abortion services, which had been legalized in New York in 1970 and nationally in 1973. To that end he opened the doors at the Manhattan Planned Parenthood
clinic to an abortion training program for residents and interns from New York City medical centers. To that end, too, he championed making available to U.S. patients such non-surgical options as RU-486, the French abortion pill.

In 2000, Sanger left the New York position and became volunteer chair of the International Planned Parenthood Council, a fund-raising organization supporting clinics in 150 countries. He also set out to write a book he hoped would make a difference.

“Polls showed only 4 percent of Americans opposed birth control,” he says, “but I felt we were making absolutely no progress with the public on the abortion issue. Polling data regarding abortion had not changed over the previous 25 years. Politically we were going backward, because, while those who are pro-choice usually look at a wide range of issues when they vote, those who are anti-choice tend to be one-issue voters. Thus they often succeeded in electing public officials interested in restricting abortion access.”

The problem, Sanger decided, was that the two factions had long accepted the labels of “pro-choice” and “pro-life” to define their positions, and even those who are pro-choice had contented themselves to adopt Bill Clinton’s standard that abortions should be “safe, legal and rare.” Sanger’s own wife calls herself anti-abortion but pro-choice.

To reinvigorate the dialogue, Sanger determined to offer a third way of thinking about abortion. Instead of casting the voluntary termination of pregnancy as an unhappy necessity or even as morally neutral, he set out to present abortion as a moral good related to evolutionary biology.

In his recently published Beyond Choice: Reproductive Freedom in the 21st Century, Sanger redefines the issue as one of reproductive strategy. Human beings, he argues, are genetically programmed to make the sexual and reproductive choices that will contribute most to the propagation of the species.

If that means males partnering with a range of females to engender as many offspring as possible, well, that’s just biology. If black girls in inner-city neighborhoods elect to bear their children young, while they have a wider range of men to choose from and the grandmothers are still around to help with the child-rearing, that’s biology, too.

Ditto for aborting fetuses conceived under circumstances when their chances for long-range survival are not optimal. Carrying his arguments to what he admits are rhetorical extremes, Sanger even proposes that in an ideal society, where abortion is safe, legal and free, it actually offers advantages over other methods of birth control.

“The moral judgment I make is that if something contributes to the ability of humanity to reproduce itself, then it’s a good thing,” says the father of three.

Thus far, the author has made about 125 appearances in 85 cities talking about the book, and its sales have topped 12,000 copies.

Mostly, Sanger maintains, the response is positive. “People appreciate having a new way to talk about abortion. Young people especially like being able to cast the argument in terms of evolutionary biology,” he says.

He admits his fan mail has been peppered with “just a little” hate mail, but he says there have been no threats of violence. His worst moment, Sanger says, was an appearance on a Christian radio show hosted by the head of the Southern Baptist Theological Society.

“He let me make my point, he asked good questions and he let me answer them. Then, as I was about to sign off, he thanked me for coming on, saying I was courageous and thoughtful. Finally he added, ‘But he is wrong and deeply evil.’” Sanger pauses a moment before musing, “You don’t get called ‘deeply evil’ every day of the week.”

“Everything in my life had been preparing me for this position at Planned Parenthood. It felt perfect, and I was amazed I had never thought of it before.”

I
That John Berman had a political marker on his DNA became evident in young adulthood. “The worst day of my life was at PA when I lost the election for school president and my girlfriend dumped me,” he says. From high school on, politics has been his passion. His passion has taken him from life as principal writer for ABC newscaster Peter Jennings to one as a general assignment reporter filing on-air stories for ABC News from the front lines in Iraq. He calls the war “one of the biggest stories in the world.” He reports other news regularly on “Good Morning America” and “World News Tonight with Peter Jennings.”

Berman’s political career was launched when PA history teacher Jack Richards helped the 18-year-old graduate secure an internship in the re-election campaign of then-Vermont Republican congressman Peter Smith ’64. When Smith lost in November, Berman found himself unemployed and looking for work to pay for his Harvard education. He found it in Concord, Mass., on a construction crew in the dead of winter. He was so inept at carpentering Berman, going on the premise “confidence is believing in yourself,” landed a job as an overnight desk assistant—an inflated title for a go-fer—from midnight to 8 a.m., learning the news business from the ground up.
that, he laughs, “The thumbnail on my left hand is permanently disfigured from where I hit it so many times with a hammer.”

At Harvard he worked delivering mail and performed in Hasty Pudding Theatricals for four years. The acting experience served him well, he says, as an on-air reporter. Following his junior year, he managed a successful re-election campaign for Marty Meehan, the Democratic congressman from Berman’s own Massachusetts district.

When it came time to confront the real business of living, Berman interviewed with skeptical executives for a job at ABC News. “They discouraged me,” he remembers. But Berman, going on the premise “confidence is believing in yourself,” landed a job as an overnight desk assistant—an inflated title for a go-fer—from midnight to 8 a.m., learning the news business from the ground up. The next rung on the ladder was doing political research, writing and off-air reporting, which he did for the 1996 political campaigns.

When Jennings wanted to add a young writer to his staff, he tapped Berman. Soon after he was hired, one veteran writer on Jennings’ staff retired and another was fired. Berman found himself, through attrition, Jennings’ head writer. He not only got his journalistic feet wet working with Jennings, he needed waders. “At times,” he says, “I felt I was in over my head.” On one of his first nights on the job, Gianni Versace’s killer was captured in Florida, and Berman was asked to write a page on the suspect. He asked, “How long have I got?” The reply: “until the end of the commercial break.” Berman covered, with Jennings, Bill Clinton’s impeachment and the Columbine massacre. “Where Peter went, I went,” he says. He covered George W. Bush ’64 with the same closeness in the 2000 presidential election, calling it “an unparalleled experience, one that not many political journalists ever get.” It was then he began proving himself as an on-air broadcaster.

After Bush’s inauguration, Berman was assigned to cover the White House. After six months, though, he asked to be reassigned back to New York. ABC agreed reluctantly, expressing concern there wouldn’t be enough for him to do. His first week on the job, the World Trade Towers came down.

Now, as a general assignment reporter, Berman has been to Iraq six times. “I was embedded with a Marine infantry battalion at the beginning of the war in Nasiriyah as an on-air correspondent,” he says. “It was an incredible personal experience, absolutely terrifying, risky and physically grueling. As a reporter, you always want to be covering the biggest stories, despite the risks.”

For Berman, the risks have paid off.
Sculptures and paintings by the artist Susan Lippold accessorize the new home of a prominent Chicago doctor, Susan Lippold. The artist, an early incarnation of the doctor, took off her smock, at least professionally, two years after graduating from Williams College in favor of a doctor's white coat. She headed off to the Yale School of Medicine for a master's degree in public health and then to the Uniformed Services University of the Health Sciences, where she earned a medical degree. Now a commissioned corps officer in the U.S. Public Health Service and the medical director of Chicago's Tuberculosis Control Program, she came to campus in November as part of the "Broadening Horizons" program.

“My college friends are still shocked that I ended up in medicine,” says Lippold, who was a one-year senior at PA.

Lippold says she was always interested in art, and her skills grew at Andover under the direction of Bob Lloyd, then head of the art department. “He was phenomenal,” she recalls, noting her area of interest was figurative abstracts. “It was probably the best one year of education I ever had. All the teachers were supportive and fostered creativity and individualism.”

She also loved being an art major at Williams and after graduation headed to New York City for an entry-level job at a design firm. On the side, she manned the front desk at Mount Sinai Hospital and tried to drum up freelance design work there.

“I started thinking the physicians giving me work were doing much more interesting stuff than I was doing,” says Lippold. “I decided I didn’t like the graphic design/advertising/art world in New York, and it would be good to have a career I could enjoy and make a living at. And I like medicine. I’ve never regretted going into it, and I can still do my art on my time.”

Lippold was drawn to public health because she grew up overseas, the daughter of an entomologist who specialized in rice insects. From ages 4–16, she attended seven schools in six Asian countries. She says she enjoyed the international experience, but moving was hard. Lippold’s brother, David ’74, had gone to Andover and loved it. She was so sure she wanted to go to PA for her senior year that she applied without her parents even knowing it.

“They were living in Borneo, and I was staying with a family in Jakarta because it was so remote where my parents were that there was no school,” says Lippold. “I filled out all the paperwork. My parents didn’t really want me going away. But I would have had to change schools in the middle of senior year, so they finally said OK to boarding school.”

Today her job combines clinical, administrative and research work on tuberculosis, a disease she says many people don’t realize is still a serious public health problem. “TB affects people horribly, but it’s preventable and curable,” Lippold says. Of major U.S. cities, Chicago typically has the third or fourth highest number of TB cases, but in the two years she’s been there Chicago’s case numbers have declined 11 percent.

As for the future, she says that although she loves Chicago, she isn’t ready to commit a lifetime to the city and its famous winters. “But contrary to how I grew up, two years ago I became a homeowner for the first time,” she says, “and now that I have a house, I’d like to stay in it for awhile.”
Changing Communities through Literacy

by Barbara R. Bodengraven

When fourth-grade teacher Mary Guerrero reviews her students’ writing assignments, she is consistently stunned by the thoughtful quality of their work.

“I am amazed by what my students have to say,” says Guerrero, who teaches students primarily from the Dominican Republic and Puerto Rico. “Most of these kids speak Spanish at home. Some have only a basic knowledge of English. When I review their work, I’m not assessing their papers for perfect English grammar. I’m looking beyond the mechanics to content.”

Such is the philosophy of any teacher who has graduated from the Andover Bread Loaf Writing Workshop (ABL). The two-week literacy workshop, a PA summer outreach program, is designed to do nothing less than actively reform education. Founded in 1987, ABL is administered by Phillips Academy English teacher Louis Bernieri, who has had one main goal in mind from the outset—to help teachers and students use literacy as a means of self-discovery and empowerment within their communities.

“Literacy connects individuals to the wider community,” says Bernieri, who modeled the ABL program after Middlebury College’s Bread Loaf School of English in Middlebury, Vt. “If English teachers emphasize grammar first, and only then mine the content of their students’ writing, they are overlooking the most important aspect of the assignment—getting their students to open up and learn to express their ideas.”

Like several of the public school teachers who have graduated from ABL, Guerrero teaches in Lawrence,
In her bilingual ABL workshop, “Writing with Parents,” Maria De La Cruz (right) suggests some descriptive word choices to her students, Maria and Jeamy Cubias.

Rich Gorham (left), a Lawrence High School English teacher and PA coach, shares some creative ideas with students in the ABL workshop he co-hosted, “Photography and Writing.”

An enthusiastic Rick Parthum, interim principal of the Adult Learning Center in Lawrence, makes an imaginary catch while creating a Haiku poem about the Boston Red Sox.

Mary Guerrero, a fourth-grade teacher at the Henry K. Oliver School in Lawrence, inspires students of all ages in her ABL workshop, “Thinking on Paper: Looking at Student Work.”

Mass.—one of the poorest cities in New England—at the Henry K. Oliver School. In Guerrero’s mind, such an environment calls for “teacher” to be synonymous with “advocate.”

“I will not allow the voices of my students to be silenced because they are afraid of making grammatical mistakes,” Guerrero says. “Every day, I let them know that what they have to say is important.” This does not mean she ignores grammar and sentence construction altogether, but that the mechanics of writing come second to the art and craft of ideas.

Lawrence High School English teacher Richard Gorham, like Guerrero, not only graduated from the ABL program but also received a master’s degree from the Middlebury Bread Loaf School of English. He says of ABL training, “Students and teachers work collaboratively in noticing the ideas contained within the writing we are discussing, then we discuss the ideas together. First and foremost, these students need to learn that who they are is valuable, that their individual stories are valid. This gives them the power to stand up for their rights and become contributing members of the community.” Gorham’s students, some of the 2,500 attending Lawrence High School, come from the Dominican Republic and Puerto Rico as well as Vietnam, Cambodia, El Salvador and Guatemala. Ninety percent of them speak Spanish at home and 84 percent receive free lunch every day because their family income falls below the poverty line. Gorham does not limit his literacy-as-empowerment efforts strictly to the classroom; he oversees a group of 32 Lawrence High School students who meet for a creative
writing workshop one Saturday a month. All the ABL-trained teachers use the writing tools they received in a variety of community programs throughout the school year. ABL alumni were also the chairs of three major Lawrence High School accreditation committees.

Maria De La Cruz, a bilingual native of the Dominican Republic and teacher of English as a Second Language at Lawrence High School, also believes the ABL philosophy of writing as empowerment should be shared with the community at large. A self-described community activist, De La Cruz organizes ongoing writing workshops for the parents of her students, some of which involve home visits where impromptu writing workshops are conducted at kitchen tables. One of her most notable successes has been with parents of the Lawrence High School basketball team. “Some of them have never been taught to write in any language,” says De La Cruz. “If the parents don’t know how to write, I write their stories down for them. It is so freeing for them, so validating. Writing connects people. It liberates them. But mostly it helps alleviate illness from the heart.”

Guerrero, taking the ABL motto, “Fostering Writing Around the World,” to heart, has created an international learning model involving her fourth-graders, high school students in Tombstone, Ariz., and a community of students in South Africa, all struggling with similar issues of cultural isolation. These diverse students exchange their book reviews from assigned reading via e-mail, simultaneously strengthening their computer and literacy skills, not to mention their sense of solidarity.

Guerrero also helps organize two annual Bread Loaf Teachers Network conferences. Held every January and April in Lawrence, they allow both students and teachers to showcase their literary works as well as share teaching and learning strategies. And every Thursday and Friday after school Guerrero puts pencil to paper with third-, fourth- and fifth-graders at the Oliver School Writer’s Club, creating yet another platform of expression for her students.

Approximately 15 ABL graduates sit on the faculty of Lawrence High School, and they meet monthly for a literary review. “We discuss our students’ work, organize the ABL conferences and invite professors from Middlebury to speak to our students, which brings real scholarship into our classrooms,” says Gorham. “We work together to strengthen the school as a whole.”

Their collaborative efforts have paid off. Lawrence High School recently regained accreditation from the New England Association of Schools and Colleges, which it had lost several years ago as a result of mismanagement, poor curriculum implementation and lack of funding.

Rick Parthum, an ABL graduate and former principal of the Oliver School, confirms the Bread Loaf method of collaborative learning and peer review has proven to be most effective in raising literacy levels in communities like Lawrence. The most successful Bread Loaf-sponsored program Parthum can recall is one that involved not only peer-to-peer learning, but collaborative parent, teacher and student learning as well. “The ‘Poetry Jams’ for students in grades one through four were the most powerful of any literacy teaching method I’ve seen yet,” says Parthum. “We would read a poem aloud to the students, who then wrote a poem based on what they heard. Then they took it home to read to their parents and asked them to write a similar poem. In the end we compiled an entire book of poetry from teachers, parents and students.”

With programs such as ABL in place, it is no wonder that under Parthum’s tutelage the Oliver School became one of the top-scoring schools on the MCAS [Massachusetts Comprehensive Assessment System] in the city of Lawrence. Says Parthum, “It was all because we understand that teaching students to express themselves is the root of all literacy and learning.”

“First and foremost, these students need to learn that who they are is valuable, that their individual stories are valid.”
Pulitzer Prize-winning journalist H.G. “Buzz” Bissinger ’72 says he is always looking for stories that say something about America. Judging by the way audiences have flocked to the recent movie adaptation of his 1990 book, Friday Night Lights, Bissinger has scored a touchdown.

The book and movie tell about the 1988 season of the Permian Panthers, a high school football team in Odessa, Texas. The story chronicles the lives of six players and their coach as they proceed from the first preseason practice all the way to the playoff for the state championship.

Sports Illustrated called Friday Night Lights “the best book ever written about football and the fourth best ever on the subject of sports.” Bissinger has received thousands of fan letters, including one from a young Connecticut reader who wrote, “I thought it was the best book I’ve ever read. I have never wanted to continue reading a book so badly.”

The book has been used by teachers of sociology, American civilization, sports sociology and political science in hundreds of colleges and high schools, including Yale, Amherst and Andover. “It’s a book kids will read, because they can identify with it,” says Bissinger. “It also has a lot of sociology in it—about race, educational priorities, economic conditions and how these factors influence a town.” Although the book is in its 11th printing and has steadily sold about 35,000 copies a year, it reached the number one spot on The New York Times Best Sellers list for paperback nonfiction this October, following the release of the movie. It has now sold over a million copies, making it one of the best-selling sports books of all time.

Bissinger got his start in journalism as sports editor of The Phillipian, reporting on the Big Blue’s undefeated 1970 season, when Bill Belichick ’71, now the New England Patriots’ head coach, was on the team. “Without the experience of The Phillipian, I never would have become a journalist,” he says. “The staff was a bunch of very dedicated kids with an awesome responsibility—putting out a weekly paper. The Phillipian was the eyes and ears of the community, and that responsibility was taken with incredible seriousness and dedication. I knew from the age of 15 that I wanted to be a journalist.”

He went on to the University of Pennsylvania, where he became sports editor for The Daily Pennsylvanian while earning a B.A. degree in English. His professional career began at a paper in Norfolk, Va., followed by a stint at the St. Paul Pioneer Press in Minnesota. He eventually became an investigative reporter for the Philadelphia Inquirer and then the Chicago Tribune.

“Because of the kind of editors I had at the very beginning, I learned the goal of a reporter is to zig while everyone zags, to think of ways to do things differently,” he says. “My goal on every story has been to find a narrative and then just report the hell out of it. Great reporting needs detail and insights. It must offer the things readers don’t know about.”

In 1986, he was awarded a prestigious Nieman Foundation Fellowship to study at Harvard. Encouraged to expand their minds, Nieman Fellows can take any courses they want without grades. Bissinger studied law, Russian,
English and science and met journalists from all over the world.

"After that incredible year of intellectual richness, I felt I needed to do something challenging with my life," he says. Back at the Philadelphia Inquirer, he and two co-authors won a Pulitzer Prize in 1987 for "Disorder in the Courts," an investigative series that examined corruption in the Philadelphia court system.

But the phenomenon of high school sports was already stirring his blood. During a trip West the previous summer, he had driven through "all these little towns that were falling apart economically, but inevitably the high school football stadium was always gorgeous," he says. "And then it struck me. That's not just a stadium. That's really a palace and shrine to people's hopes and dreams. It's saying something larger about America."

He took a leave of absence from the newspaper, and in August 1988 Bissinger and his family moved to Odessa for a year. They became part of the town, and he gained complete access to the football team to research the book. "I was extremely well-accepted," he says. "If you act yourself and you're honest and don't try to put on airs, people respect you."

Originally, the people of Odessa were excited about his project. "They thought it would be about how high school football is the glue that can keep a community together," he says. "But once I got into the book, it was clear there was a much deeper, troubling and disturbing tale. High school football and sports influenced virtually every fabric of life in that town—whether it was education, race, economics, how the town spent its money, how they drew school boundaries, how people felt about themselves—everything revolved around high school football."

After Friday Night Lights was published and townspeople felt the book was critical of their way of life, Bissinger received death threats. However, he has kept in touch with the six main players, who all said the book portrayed their lives, town and football season accurately. "I loved the kids. I loved the games. I've been to Andover-Exeter games and NFL games, and nothing comes close to those Friday night lights in Odessa, Texas," he says.

When he made his first public trip back to Odessa last June, town leaders told Bissinger, "As much as we hated the book, it forced us to look in the mirror and make some changes." Today, more attention is paid to academics; a principal was recently fired for his school's poor academic performance. The football stadium is now part of an athletic complex that includes softball fields for women and soccer fields for both men and women.

"Football no longer plays the central role it once did," says Bissinger. "People began to realize there is more to life than high school football." As for the current Permian Panthers football team, they routinely lose and went winless in their district this year for the first time since 1959.

A contributing editor for Vanity Fair magazine, Bissinger is also the author of A Prayer to the City (Random House 1998), a book about Philadelphia mayor Ed Rendell and urban politics. For his next project, Bissinger spent a year with Tony La Russa, manager of the St. Louis Cardinals. The resulting book, titled Three Nights in August, will be published in April by Houghton Mifflin.
In the final match of last year's regular season, the Andover girls' varsity volleyball team found itself trailing 0–2 after the first two games against a fired-up Exeter team and in front of a packed house of cheering Red and Blue fans in PA's Memorial Gym. Exeter needed only one more game to claim the best-of-five match, but the Andover girls had other ideas. Volleyball is very much a game of spurts and runs, of momentum swings. It is also a game of confidence and team chemistry. So after the Andover girls had regrouped and, according to team co-captain Lauren Cantwell '05, "got mad" at themselves, they began to click. Serving strongly, putting together passes to set up scoring hits and executing their defense with both coordination and determination, the Big Blue stormed back to tie the match at 2–2. To the delight of the home fans, Andover then completed the comeback victory by dominating the Red 15–6 in the final game.

In a sport where athletic skill and height are surely important, those in the know maintain that power and finesse are not the only keys to success at the best levels of volleyball. Chemistry, coordination and communication are essential, as is confidence. According to Andover coaches Clyfe Beckwith and Victor Svec, athletics demands a delicate balance between being fired up and highly competitive and being relaxed and having fun. Coach Beckwith, while he does make strategic adjustments during matches—pointing out the other team's tendencies and the opportunities they create—finds his role is often that of "mind coach." He must help his players break out of any negative slides and convince them they can get the job done. In a close match, "one play can turn things around," Svec points out, "and we want each of our players to be ready to be the one to make that play."

The comeback against Exeter earned the PA girls' varsity volleyball team its 45th win against only nine losses in a tremendous three-year run that includes a perfect 19–0 record and the New England Prep School Championship in 2003. While the program has had a winning tradition for many years, the level of play during the past three seasons has taken another step up and made the team a legitimate championship contender each year. The 2002 team finished 11–5 and lost in the first round of the league tournament, but the seeds were sown for an undefeated run in 2003. Seven players returned the next fall to comprise the core of that championship team, with four of them, Mimi Hanley '04, Devon Dickerson '04, Jessie Daigneault '04 and Cantwell, earning league all-star status. Then Cantwell and co-captain Cassie Tognoni '05 returned to help lead the '04 team's blend of returning players and talented newcomers to another successful campaign at 15–4. Among several reasons for the team's strong play has been an infusion of players from all over the map. With scattered exceptions, New England is not a region with strong youth volleyball programs. In other parts of the United States, girls often begin the sport earlier and grow into stronger players as they compete in Junior Olympic programs. The arrival of experienced players from California, Washington, Virginia, Kansas, Oklahoma and elsewhere to play alongside others who have progressed through the junior varsity program has given the PA team a big boost.

The Andover coaches also received their introduction to the game of volleyball far from New England. Head coach Beckwith, who holds a Ph.D. in physics from Boston College, came to teach at Andover in 1992. He coached both boys' and girls' soccer as well as downhill skiing before becoming the head volleyball coach in 1998. Raised in Richterswil, a small town near Zürich, he attended the American International School of Zürich, where he and his twin brother, Thomas, played volleyball in a Swiss League throughout high school. Not a tall player who could dominate at the net, he learned to love the game as one in which strong effort, particularly on defense, leads to good results. Beckwith has also brought a little West Coast influence to the program, as the school now has, thanks to an Abbot Grant, a beach volleyball court in Pine Knoll.

Assistant coach Svec, a former PA girls' volleyball head coach
himself for 10 seasons, joined the Russian department in 1979. Though his parents are both Ukrainian, Svec grew up in Maryland and did not begin playing volleyball until he spent a year after college on a collective farm in Ukraine, where he learned to play the game with a leather soccer ball on a concrete court. Under those tough circumstances, he quickly realized the importance of anticipating teammates’ and opponents’ actions. Over time, Svec learned the game so well that in 1986 and 1987 he was invited to serve as an assistant coach with the U.S. national team.

Hard work, anticipation and having fun are among the principles these coaches have tried to stress with their athletes. Cantwell says her favorite part of the game is the long rally. “You have to keep moving, thinking, anticipating where to set, where to block. Stuff is happening, and your adrenaline is really pumping. You have to think about your team and your opponents, and you have to have the discipline to maintain concentration.” Cantwell believes that, among top players, the best attain an edge that is 10 percent skill and 90 percent attitude.

Among the spectators at this year’s Andover–Exeter volleyball match, everyone noticed a great spike, but how many noticed the outside hitter behind the setter preparing for the possible back set and thereby drawing defensive attention away from the middle hitter? Everyone noticed the player making a great dig, thrusting her hands under the ball just before it hit the floor on a spike, but how many noticed her moving, in coordination with her blocking teammates, into the only area where the opposing spiker would be able to hit the ball cleanly? And what’s going on in those little huddles after each point with the players all putting their hands in the middle or doing some sort of phantom high five? That’s just the PA girls keeping their chemistry, communication and confidence going strong—and having fun.

Andy Cline is Andover’s sports information director.
Students win honors for AP performance

The designation of AP Scholar has been awarded to 235 Phillips Academy students by the College Board in recognition of their exceptional achievement on the college-level Advanced Placement (AP) program exams last May.

Brian Buce ’05, Robert Kim ’05, Nathan Pirakitikul ’05 and Su Zhu ’05 qualified for the National AP Scholar Award by earning an average grade of 4 or higher on a 5-point scale on all AP exams taken and grades of 4 or higher on eight or more of these exams. Also receiving the National AP Scholar Award were 2004 graduates Arsalaan Ahmed, Benjamin Bloom, Darren DeFreeuw, Matthew Garza, Travis Green, Chong Sung Han, Adam Kapor, Alex Limpaecher, Eric Mitzenmacher, Laura Schoenherr, Iris Tien, Peter Whalen and Di Wu.

Ninety-nine PA students qualified for the AP Scholar with Distinction Award by earning an average grade of at least 3.5 on all AP exams taken and grades of 3 or higher on five or more of these exams; 53 students qualified for the AP Scholar with Honor Award by earning an average grade of at least 3.25 and grades of 3 or higher on four or more exams; and 66 students have been named AP Scholars by completing three or more AP examinations with grades of 3 or higher. Only about 15 percent of the more than one million high school students at more than 14,000 secondary schools nationwide who took AP exams last May performed at a sufficiently high level to merit the designation of AP Scholar.

New Strategic Plan launches “time of great promise”

The new Strategic Plan for Andover, unanimously approved by the Board of Trustees in October, aims at one overarching goal: “To reaffirm the mission of Phillips Academy to be a school that educates outstanding youth from every quarter by effectively challenging them to develop their potential and to depart as thoughtful, versatile, responsible participants in the global community.”

In pursuit of its fundamental goal, the plan boldly calls for securing the funding necessary to “offer admission without regard to financial need.” It also calls for enhancing the academy’s position on faculty compensation and for providing greater support and flexibility in the academic program.

“The approval of the Strategic Plan launches a time of great promise for the academy,” said Head of School Barbara Landis Chase.

The Strategic Plan was developed over 18 months by a committee of faculty, trustees and administrators who sought opinions from alumni, faculty, students, parents and staff. It can be viewed online at www.andover.edu/alumni/strategicplan/index.html.

PA community aids in tsunami relief efforts

In the tradition of non sibi (not for self), Andover students and faculty united to plan both immediate and long-range responses to aid victims of the devastating tsunami in southern Asia in December. The Community Service program and the Dean of Students’ Office are coordinating the response.

Donations from the PA community are being collected in the Dean of Students’ Office and at several winter-term campus events. Alumni wishing to donate through the campus initiative may send a check made out to “Trustees of Phillips Academy” (with the words “for tsunami relief” written on the memo line of the check).

In addition to raising funds, the PA community will consider the larger implications of the disaster and explore opportunities to learn more about the affected region and to aid further in the long-term process of recovery and reconstruction.
Seven alumni received Andover’s annual Distinguished Volunteer Service Award, presented at a lunch held during Leaders’ Weekend in October. The following were honored:

**David Cathcart ’57**, who received his award posthumously, worked 25 years generating excitement about Andover in admission interviews with students and talks with parents in Southern California. He and Marshall Cloyd ’58 joined in evaluating and promoting the reorganization of the Robert S. Peabody Museum of Archaeology to better utilize its potential in the curriculum. He passed away in 2003.

**Patrick Cathcart ’64** has spent 25 years volunteering for the school as an admission interviewer, a fund-raiser for the Bicentennial Campaign and an organizer of a group in Southern California that eventually teamed up with the Andover-Abbot Association of Southern California to become a model regional association.

**Robert J. “Mike” Cathcart ’64** served as an admission interviewer, was integral to the success of the Bicentennial Campaign and supported his brother David and sister-in-law Janet in the organization and execution of the Andover Film Festival in 1996. He was largely responsible for the establishment of an active and successful Andover-Abbot Association in Southern California.

**Marshall Cloyd ’58** has been a model volunteer for Andover since 1973. He has participated in admission efforts and raised funds as class agent, non-sibi agent, reunion gift committee member and member of the Andover Development Board. Most notable is his work to support the Robert S. Peabody Museum of Archaeology. Over the years, he devoted time and treasure to the museum, serving on the visiting committee and helping refocus the museum’s mission to better connect it to the school.

**Rodney L. Goldstein’70** and his wife, Keith, have for nearly 15 years hosted the Andover Admission in Chicago program. He served as class agent, co-founded the Andover-Abbot Association of Chicago and was president of the Alumni Council and an alumni trustee. A member for nearly 20 years of the Board of Trustees’ finance committee, he was also on the Andover Development Board.

**Mary Lou Miller Hart ’47**, a class secretary since 1978, has also helped with class reunions and was co-editor of her class’s 50th Reunion Book. She enjoyed a number of years interviewing prospective students in the area of her then-home in Wilmington, Del.

**Alfred McWilliams ’33** has said that, of the many admirable positions he has held throughout his life, his favorite has been volunteering as class secretary for the past 31 years. He has also done an outstanding job as reunion chair for his 60th, 65th and 70th reunions.
ALUMNI NEWS

Alumnus speaks in Georgetown

On Oct. 7, 2004, more than 70 Washington, D.C., area alumni and guests met at the Sequoia restaurant in Georgetown for a cocktail reception hosted by the Andover-Abbot Association of the National Capital Region. Guest speaker James B. Steinberg ’70, vice president of the Brookings Institution, director of the Brookings Foreign Policy Studies program, and deputy national security adviser to President Clinton from 1996–2000, discussed terrorism and the U.S. intelligence community after Sept. 11, 2001. Faculty member emeritus Tom Lyons introduced Steinberg.

Top left: Smiling for the camera are Tom Lyons, PA faculty member emeritus, and Amy Appleton ’79, who attended the Georgetown event.

Above: Five members of the Class of 1970 were among the guests at a reception sponsored by the Andover-Abbot Association of the National Capital Region in October 2004 in Georgetown. From left are Michael Ebner, interim secretary of the academy; David Cohen; James Steinberg, guest speaker at the event; Jim Rogers; and Doug Adler.

Combined-ages event held in Philadelphia

More than 60 alumni, including young alumni from local colleges, attended a reception at the Union League in Philadelphia on Oct. 13, 2004. The event, hosted by the Andover Regional and Young Alumni programs and the Mid-Atlantic Andover-Abbot Association, featured PA guest speakers Kathleen M. Dalton and E. Anthony Rotundo, instructors in history and social science.

Andover–Exeter game videostreamed

Alumni could stay home to watch the Andover–Exeter football game last November. For the first time, the game was broadcast live on the Internet. The broadcast was tuned in on 1,460 computers, 1,340 of them off-campus. Alumni who returned to campus for the game, including a group from the Class of ’62, were invited to attend an alumni reception following the game. The videostreaming was conceived by Interim Secretary of the Academy Michael Ebner ’70 and implemented with the help of Tim Griffin, director of the academy’s Polk-Lillard Electronic Imaging Center. The final score was Exeter 28, Andover 12.

Above, Matt Ward ’06 (left) protects Jerell Smith ’05 as he advances the ball at the Andover-Exeter contest in November. Left: Alex Lebow ’05 (foreground) provides game commentary, while Mark Efinger ’74 calls the plays for the video broadcast.

Gabriela Ardon of the Office of Alumni Affairs compiles the news for this section.
For 66 years, the bells of the Memorial Bell Tower marked the beginning of the day for generations of Andover students. “I remember running from Rockwell Hall to Commons. If you didn’t get there before the bells stopped tolling, you were locked out of breakfast and earned a demerit,” says William H. Morris ’45.

But time, rust and design flaws took their toll on Andover’s familiar landmark, built to memorialize 85 alumni who died in World War I. Rust on the internal steel structure caused cracks in the exterior brick, and the bells themselves needed repairs. In 1989, the bells fell silent. However, following a $5.15 million restoration effort, the bells will finally ring again in 2006. The technically challenging project involves dismantling the tower brick by brick, constructing a new tower that appears identical on the outside, cleaning and tuning the original English bells and adding new bells so the carillon can once again signal events in the academy’s life.

“The tower is a tribute to the school, the community and all who have served in the American military,” says Morris, head agent of the class that was first to create a fund for the tower’s restoration. Younger alumni, too, are enthusiastically supporting the project. Even though they had never actually heard the bells, the Class of 2003 dedicated its senior gift to the tower.

The bell tower was designed by noted architect Guy Lowell, based on the steeple of Boston’s Old South Meeting House. Built with a gift from Samuel Lester Fuller, Class of 1894, the tower stands on the historic Training Field, where military companies drilled during the American Revolution, the War of 1812, the Civil War, the Spanish-American War and World War I.

At its dedication in 1923, Headmaster Alfred Stearns said, “The Memorial Tower that now adorns the Andover campus is bound to crystallize the sentiment and grip the hearts of all Andover men.”

Through the years, the bells were a familiar sound on campus, summoning students to classes, providing Sunday afternoon concerts for town residents and passing motorists and ringing on other occasions as well. “By 1989, the carillon needed repair, and the single open stairway providing access for the carillonneur was hazardous,” says Michael Williams, director of physical plant. From an engineering viewpoint, the bell tower had been poorly designed, and cracks had developed throughout the brick and steel structure.

The building had fallen victim to two forms of expansion—rust-jacking and ice-jacking. When the inner steel structure began to rust, it expanded, causing small cracks in the surrounding brick. As water got into those cracks, it froze and expanded. “The ice and rust were forcing the building apart, a process that accelerated over time,” says Williams. “We realized we had a significant restoration problem. Our short-term answer was to seal up the building; the long-term solution is to fix the core problems.”

By January 2005, more than $4.7 million had been raised for the project. Lead gifts have been made by Trustee Emeritus David M. Underwood ’54 and the Weaver family—David ’61, daughter Christina Weaver Vest ’89 and son Andres ’92. The Weavers requested their gift be used to dedicate the bells in memory of Joshua Miner, former PA teacher, admission director and founder of Outward Bound USA.

Other generous gifts have been received from former Los Angeles Times owner and publisher Otis Chandler ’46. Part of a three-generation West Coast alumni family that includes himself, son Harry ’71 and granddaughter Margot ’00, Chandler made a leadership pledge in honor of his family.

F. Frederick Jordan Jr. ’43 made a generous pledge, followed by one from Helen Donegan of Laguna Hills, Calif., who has no connection to PA other than being a friend of Jordan and Donald S. Burns ’43.

Crosby Kemper ’45 and John Ryan ’45 have issued a challenge grant to their classmates, which they hope will result in a 60th Reunion gift of $700,000 from the Class of 1945.

Morris is not surprised by the support this project has received from his classmates, many of whom are war veterans and now in their late 70s. “We want to hear the bells ring again before we hear
whatever kind of bells there are upstairs or downstairs,” he jests.

The existing tower has 37 bells—19 English bells from the original installation and 18 Dutch bells purchased in the 1960s to replace the upper treble bells. The largest bell, which plays low E, weighs 2,347 pounds. “Unfortunately, when the Dutch bells were added, the technology for matching tonality was not as sophisticated as it is now,” says Williams. “The bells sound slightly off.”

The Dutch bells will be replaced by new bells being cast by Royal Eijbouts in The Netherlands. So that the upper range of carillon music can be played as written, the number of bells will be expanded to allow four full octaves of music. The inside of the tower is being redesigned to hold 49 bells and to allow them to be removed and serviced when needed. Patrick Mocaska of Ann Arbor, Mich., who is both a carillonneur and an architect, is serving as a special consultant for the bells.

A touch-sensitive electronic system, featuring a keyboard on the ground floor with wires connected to the bell clappers, will be installed to sound the bells, which remain stationary when played. One advantage of this electronic system is that students can practice and record their music on a synthesized version without the whole community hearing their practice sessions. Only when one hits “play” will the bells ring out. Music from other carillons can be downloaded from the Internet and played on the new PA carillon. There also will be a remote control so the bells can sound while the “ringer” is at another location.

The Board of Trustees approved the project for construction last October. John Galanis, who has overseen construction of the Gelb Science Center, Harrison Rink and Phelps Stadium and the restoration of Cochran Chapel, is project manager. He calls this project a challenge because it is so technically precise, requiring a lot to be accomplished within a very small footprint. The design team includes architects Bruner/Cott and structural engineers MacLeod Consulting. The contractor, Consigli Construction, has just completed Bowdoin College’s bell tower.

The winter months are being used to gather materials. Bricks to match the existing ones are being manufactured, and new bells are being cast. Between mid-March and mid-April, depending on the harshness of the New England winter, Williams expects the dismantling of the existing tower to begin. The belfry that tops the tower will be taken down in sections and the bells removed. The existing steel structure will be removed, and the tower will be taken down brick by brick.

Beginning in July, the tower will be rebuilt with a reinforced cinderblock core and brick veneer. “The exterior tower will look the same, but the interior structure will be totally different,” says Williams. Most of the granite on the base will be restored rather than replaced.

The scheduled completion date is January 2006. Even though the tower will be down during his class’s 60th Reunion this June, Morris says his classmates will be pleased to see construction under way. “It shows the academy’s commitment to rebuild,” he says. “I’m going to encourage all my classmates to come back the following year and witness the rededication. We’re going to arrive in force.”

Faculty members honored by trustees

Members of the Board of Trustees awarded teaching foundations and instructorships to five faculty members during Trustees’ Weekend in October. From left: Instructor in Mathematics and Director of Summer Session Paul D. Murphy ’84 to the Harris Family Instructorship for Mathematics; Instructor in French and Director of the Language Learning Center Henry B. Wilmer Jr. ’63 to the John Mason Kemper-Class of 1949 Teaching Foundation; Instructor in Biology Kristen C. Johnson to the Schmertzler Instructorship for Life Sciences; and Instructor in English John A. Gould and Instructor in Mathematics Andrew J. Cline to Frederick W. Beinecke Teaching Foundations.
In summer 2002, Victor “Vic” Obninsky ’62 lay in a coma in a hospital bed in San Rafael, Calif. He had suffered two heart attacks, two bouts of gangrene, two limb amputations, double kidney failure, respiratory failure and pneumonia. He received the last rites of the Catholic Church twice. Then, his doctors told him he’d never walk again. He replied, “Baloney!”

A year later, in summer ’03, he got on a plane and flew to Obninsk, a city in Russia built on land confiscated from his ancestors. Next he went to Moscow, where he met his cousin for the first time, and on to Bavaria and France. Last year he went to Namibia and South Africa, and traveled with his longtime friend and classmate John Fabiano to Yankee Stadium and Fenway Park, where he “suffered” watching the Boston Red Sox, whom he calls the “evil Bolsheviks,” defeat his beloved Yankees.

“I did that,” ’62’s resident curmudgeon says with a note of pride, “within a year of getting my legs chopped.” He walks on prosthetic legs at home, and uses an electric wheelchair when he goes out.

Obninsky, a former Alumni Council member, has been ’62’s class secretary, penning the Class Notes for the Andover Bulletin, for 18 years. His health crisis stopped him only momentarily—for one magazine issue, when classmate Russ Donaldson pinch hit for him—from issuing his usual flow of news and nostalgia. Obninsky plans to be at Andover for his 45th and says, “If God gives me life, I’ll run for reelection for class secretary.”

His classmates will be pleased. Obninsky’s band is among the most loyal and mutually supportive of all the Andover classes. “We’ve always been a cohesive bunch, and now even more so. We mean a huge amount to each other. We’ve got all sorts of different political and social views. Everybody’s doing different things in the world. Some have no professions and work in manual jobs; some are rich and retired. It doesn’t matter,” he says.

In the midst of his devastating illness, Obninsky’s wife of 34 years divorced him. Their divorce put a strain on him and his family, and he is estranged from his two children, which, he says, is worse than losing his legs. “I have a religious faith that definitely got strengthened. It almost got killed at Andover by daily chapel,” he says, displaying a streak of the testiness for which he is well known, “but it returned and I’m just very strong in it.”

Obninsky, a practicing attorney who was recently nominated for a judgeship by California’s Gov. Arnold Schwarzenegger, has been up front about differing with educational and social stands his school has taken in the past. But he now has a protégée, a grandchild of a friend, whom he is encouraging to apply to the academy. “I’m convinced this opportunity for her to go to Andover is just an amazing thing. The school develops a person in so many ways, but one of the great things about Andover is its demand on its students to strive for excellence. The things I learned from books and teachers and about myself at Andover far exceeded college, far exceeded law school,” Obninsky notes.

“When something happens to you like losing your legs, you pray, ‘I can’t handle this, and God, if you feel like it, I really could use some help here,’” Obninsky explained. Help came in many different ways. One was the love and support he felt from his classmates, including some he hadn’t heard from in years. His band of Andover friends came to his rescue.

—Paula Trespas
Charter Trustee Emeritus David M. Underwood ’54, right, whom Head of School Barbara Landis Chase called “a brilliant and tireless leader,” was honored at the October Board of Trustees meeting for his 21 years of exemplary service on the board. Underwood, a West Texas resident educated at Yale and the Wharton School at the University of Pennsylvania, is president and director of Feliciana Corp. He was president of Andover’s board from 1989-2004 and served as national chairman of Campaign Andover. In 2003, Underwood was given the Claude Moore Fues Award, Andover’s highest recognition. Shown above is Underwood’s family, left to right, daughter Catherine U. Murray, David, wife Lynda and sons David Jr. and Duncan.

Bill Lewis ’74 donates funds for African-American materials

The Oliver Wendell Holmes Library and the Office of Community and Multicultural Development (CAMD) received a generous gift from Charter Trustee Bill Lewis ’74 and his wife, Carol. The gift, made on the occasion of Lewis’ 30th Reunion, will support the acquisition of a collection of materials by and works about the contributions of African-Americans in history, science, literature, politics, religion, philosophy, social sciences and the arts. The gift will also underwrite renovations to the CAMD offices to accommodate the majority of the new books. Reference materials will be housed at the library. All the new books will be listed as well in the Web-based automated library catalog.

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Report of Giving Errata

The Report of Giving, which appeared in the fall 2004 Andover Bulletin, contained the following errors. We correct them here, with apologies.

Phillips 1951
Harry F. Martin Jr. and George S.K. Rider should have appeared under the “Patron $5,000–$9,999” category.

Abbot 1954
Suzanne Larter Lingeman should have appeared under the “Donor” category.

Phillips 1972
Peter T. Hetzler’s name should have been printed in blue to indicate his years of service as an academy volunteer.

Phillips 1974
Steven N. Kane should have appeared under the “Scholar $10,000–$24,999” category with a star for consecutive giving.

Parent and Grandparent Giving
Mrs. Susan Namm Spencer should have appeared under the “Donor” category.

Educational Outreach Programs
Richard S. Bull ’44, Margaret Johnson-Gaddis ’54 and Winifred Johnson Sharp ’54 should have appeared under the “Math and Science for Minority Students (MS)” category.
On the Water: Discovering America in a Rowboat
by Nathaniel Stone '87
Broadway Books

During 16 months of 1999–2000 Nathaniel Stone circumnavigated the eastern United States in a 17-foot, one-man rowboat. Starting at the Brooklyn Bridge, traveling up the Hudson River and Erie Canal to Lake Ontario, down the Ohio River to the Mississippi, then via the Atlantic Ocean up the eastern seaboard to the easternmost tip of Maine, Stone logged 6,000 nautical miles. On the Water is Stone’s insightful account of his trip and the people and adventures he encountered along the way. When last spotted, Stone was living in landlocked Zuni, N.M., where he founded a local newspaper.

Serious Girls
by Maxine Swann '87
Picador

After her short story “Flower Children” won many awards, Maxine Swann wrote an acclaimed first novel. It tells the story of 16-year-old Maya, who is sent off to an all-girl boarding school. Maya and a new best friend, both outsiders, examine together their shared adolescent experiences, fears, curiosities and experiments. Swann lives in Buenos Aires, Argentina, and is the co-founder and administrator of a scholarship program that supports female Pakistani students.

Restructuring Sovereign Debt
by Lex Rieffel '59
Brookings Institution Press

Lex Rieffel has had 40 years’ experience in the field of international finance and economic development with the U.S. Agency for International Development, the U.S. Treasury Department and the Institute of International Finance. In his new book, he draws on this experience to address the global issue of how best to resolve debt problems of developing countries. It covers the history of various sovereign debt crises and the evolution of the methods used to resolve them. Rieffel is now a guest scholar with the Brookings Institution and lives in Washington, D.C.

The Woman I Kept to Myself
by Julia Alvarez ’67
Algonquin Books and Random House

The poems in Julia Alvarez’s latest book, The Woman I Kept to Myself, reveal her life—from her childhood in the Dominican Republic to her adulthood in the U.S.—and her passions. One poem, titled “Abbot Academy,” begins, “Mami sent me to Abbot where they tamed wild girls…” Finding Miracles, a novel for young adults, tells the story of a 16-year-old American adopted girl who travels to her homeland to find her birth parents. Alvarez, an acclaimed poet and novelist, is a writer-in-residence at Middlebury College. She and her husband live in Vermont and the Dominican Republic, where they work with an organic coffee farm and literacy center for farmers.

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Classmates Currie and Lewis Elected as Charter Trustees

Oscar L. Tang ’56, president of the Andover Board of Trustees, announced in December 2004 the election of two new members to the board, Peter L.S. Currie and William M. “Bill” Lewis Jr., both members of the Class of 1974.

Currie, a special adviser to General Atlantic Partners, LLC, an investment firm in Palo Alto, Calif., received a bachelor’s degree from Williams College and an M.B.A. degree from Stanford. Co-chair of the Northern California Gift Committee for Campaign Andover, he is currently a member of the Andover Development Board and a class agent, and he was a member of the Gelb Science Center Advisory Committee. He lives with his wife, Elizabeth, in Palo Alto. They have two sons, Timothy S. Currie and Peter M. Currie ’03.

Lewis returns to the board after having previously served as a charter trustee from 1990–97. A managing director and co-chairman of investment banking for Lazard Frères & Co. in New York, he received a bachelor’s degree from Harvard College and an M.B.A. degree from Harvard Business School. Lewis served on Andover’s Alumni Council in the mid-’80s and was also a member of the Andover Development Board’s Endowment for Scholarship Committee. He and his wife, Carol, and their three children, Tyler, Carter and Andrew, make their home in Manhattan.