Coming Attractions at the Addison

Sheila Hicks: 50 Years
November 5, 2010–February 28, 2011

The diverse and provocative works in fiber by contemporary artist Sheila Hicks compose the Addison Gallery of American Art’s first loan exhibition since its September reopening.

This exhibition will include miniature weavings and drawings, commissions for public spaces, industrially produced textiles and workshop hand-productions, bas reliefs and sculptures, and process works made of recuperated textiles, clothing, and other found objects.


© Sheila Hicks (born 1934)
Bamian (Banyan), 1968/2001
wool, wool twisted with acrylic
forty-seven cords at 102 3/8 x 102 3/8 in. (260.0 x 260.0 cm),
dimensions variable as installed
Private collection
Photograph. © Bastiaan van den Berg

Homecoming at the Addison
The Collection Returns to New Spaces and New Works

A 30-Year Perspective on Education
Barbara Landis Chase Reflects

The Legend of the Lakes
Andover Fund Online Giving Guide

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Your gift, joined with those of fellow alumni, parents, grandparents, and friends, helps to keep the Andover experience unrivaled. Visit www.andover.edu/af to make your gift.
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The new school year began in earnest for faculty at their first meeting in early September where the subject was “Pedagogy and Cognition.” Many new faces, bright with excitement, lent a glow to Kemper that morning. The insights of the “panel of experts” were alive with a distinctly ‘Andover dynamism’: Vic Henningsen ’69 talked about his role as “a first-class encourager, not a judge.’ David Fox suggested that teachers explore how “to avoid determinism as science informs more … of what we do in school,” and how to work with students whose test-based preparation “is antithetical” to what they try to do and who come from an anti-intellectual culture “in which people challenge authority, but do not rebel, a culture in which people are naïve but also cynical.”

Jerry Hagler backed his beliefs that teacher passion and enthusiasm are the most important factors in the classroom with scientific research, of course, which shows that affirmative—rather than neutral (or negative)—statements about student work are significant factors in GPA levels. Shirley Veenema described her work at Harvard’s Ground Zero on the subject of the Studio Thinking Framework and how it can be integrated into disciplines other than art.

Max Alvisetti, discussing the still-maturing adolescent mind, described it as a “high-powered sports car with tiny brakes and an unresponsive steering wheel.” And Peter Merrill wrapped it up with recent new evidence of how humans learn, describing teaching as a complex mixture of science and craft. It all added up to a stimulating morning, full of thoughtful truth-telling and wry humor. Four days later the students arrived. And they were off!

It had been a very busy summer. Workers put finishing touches on the renovated, expanded Addison Gallery of American Art while its staff thrilled to the “homecoming” of its collection and readied for the opening. We have devoted a hefty percentage of this issue to our wonderful art museum, but nothing comes close to a personal visit. So plan to come!

We can recommend a great “new” place to stay. The Andover Inn—with its completely updated interior and brand new restaurant, named Samuel’s—is now open for business with both its old charm and a new sparkle.

The Communication Office has been busy too, creating a new annual “Commencement Issue” (right) of Andover magazine. Loaded with photos, the 24 pages cover the Class of 2010’s final week of activities and Barbara Chase’s Commencement Address. Mailed to a limited audience, the issue can be viewed online at www.andover.edu/about/Newsroom/TheMagazine. We’d love to know what you think.

—Sally Holm
Dear Editor:

I enjoyed reading the recent issue of Andover, most particularly the page from the Yale Book of Quotations by Fred Shapiro. I wish, however, that Jack Lemmon ’43 had been included, but of course he was Harvard, not Yale. I didn’t know Jack well, but worked with him in 1943 reducing two songs he had composed to music for his class play. He played the piano beautifully but entirely by ear and couldn’t read or write a note. Based on a brief correspondence with him in the ’80s or ’90s, he still couldn’t read music easily.

He had his lemons, but his 60-plus movies in his 51-year acting career won him two Academy Awards, two Cannes Film Festival awards and covered an amazing breadth of roles. Some quotes attributed to him:

“Failure seldom stops you; what stops you is fear of failure.”

“If you think it’s hard to meet new people, try picking up the wrong golf ball.”

Sincerely,

—Ben Brewster ’44

To the Editor,

“a resolution that would affirm the true character of Phillips Academy”

“resolution of whether or not to embrace coeducation”

“thereby contributing to Andover’s future as a world-class independent school”

I read the article of secret societies and the class notes of 1949 with regret and some dismay. Circumstances change and the individual must change also, but it is wise to review the honest aims of previous generations. The previous article concerning Henry Stimson’s remarks to the graduating Class of 1940 is an example of circumstances changing. Are we any better off now than we were in 1940? I think not.

I never shed a tear with hazing, which I found innocuous, nor was I ever aware of a rule being broken. I was proud to be a member of a secret society, and I carry no shame. Perhaps I didn’t realize I was attending a second-rate all-boys school.

—Allan L. Toole, MD ’50

Dear Editor

I was glad to see PA spending time to consider the truths that Dr. Martin Luther King brought to light in spending time on the holiday that commemorates this great man and his contribution to the United States and the cause of equal justice for all Americans, regardless of race. I find it interesting that Spike Lee was chosen as a spokesperson for this commemoration. Certainly race has been and continues to be a theme in Mr. Lee’s work. However, what seems to have been overlooked is how great a role faith played in Dr. King’s call for equal justice. Civil Rights workers were asked to consider the following when joining Dr. King’s work in 1963.

Pledge to Nonviolence Taken by Marchers with Dr. King, 1963:

- Meditate daily on the life and teachings of Jesus.
- Remember that the nonviolent movement seeks justice and reconciliation—not victory.
- Walk and talk in the manner of love; for God is love.
- Pray daily to be used by God in order that all men and women might be free.
- Sacrifice personal wishes that all might be free.
- Observe with friend and foes the ordinary rules of courtesy.
- Perform regular service for others and for the world.
- Refrain from violence of fist, tongue, and heart.
- Strive to be in good spiritual and bodily health.
- Follow the directions of the Movement leaders and of the captains on demonstrations.

I look forward to reading that someone like Dr. King’s niece, Dr. Alveda C. King, has been invited to PA next year.

I look back on my time at Andover as a time when I was taught to think, to endeavor to look at issues squarely, not from one angle only. I would hope this fair-mindedness is still in evidence at PA.

—Kathy Barry Terrill ’74

ERRATA Spring 2010

A photo of trustees touring the Addison during its reconstruction misidentified two trustees. Apologies to Betty Parker Powell ’56 and Molly Lupe Laster ’56.

Our list of Rhodes Scholars from Phillips Academy neglected to include a Canadian, Marco Guidi. ’96. Apologies to Guidi and Canadian Peter Watt, instructor in physics.

The Close-Up of Lorna Fisher Vanparys ’63 failed to credit the alumna who provided the story and helped us pull it together. Thank you, Bettina Prose Walker ’63.

PLEASE SHARE YOUR THOUGHTS WITH US

Andover, the magazine of Phillips Academy welcomes your comments, suggestions, and involvement. Letters may be edited for length, grammar, and style. Please e-mail andovermagazine@andover.edu or call 978-749-4677.
Trustees Among 175 Alumni on Campus for Spring Meetings

Alumni leaders and volunteers returned to campus in late April to participate in a variety of programs, planning and generative sessions, and celebrations. Highlights of the weekend included:

- **Campaign Planning:** Fundraising volunteers prepared for the next phase with discussions on the ACE Scholars Program, sustainability, service learning, outreach programs, and global opportunities.

- **Longitudinal Study:** Trustees and Alumni Council members took part in a focus group as part of the advance work to inform Andover’s longitudinal study (see story page 30).

- **Farewell:** More than 300 alumni, faculty, family, and friends shared dinner in the Smith Center to honor 14 retiring faculty and retiring alumni trustees Susanna Jones ’77 and Michael Schmertzler ’70.

In business meetings, the trustees addressed the following:

- **Academy Resources:** Campaign Chair and Board President Oscar L. Tang ’56 announced that total fundraising for the Campaign for Andover had surpassed $200 million. It was reported that an anonymous donor had pledged $1 million to support the financial aid initiative.

- **Budget:** The board approved the FY11 budget and received Chief Operating and Financial Officer Steve Carter’s report that the FY10 budget was on track. Tang expressed the board’s appreciation for the sacrifices and discipline that have allowed the Academy to achieve a $6 million restructuring. The need to closely monitor facilities whose renewal was delayed in the restructuring was noted.

- **Endowment:** Chief Investment Officer Amy Falls ’82 reported that the endowment was tracking better than projected for FY10, and that she was working to dampen volatility in an unstable market.

- **Admission:** Dean of Admission Jane Fried reported on another successful year, with 2,844 completed applications (a new record), a 14 percent admit rate (also a new record), and a 78 percent yield.

- **Facilities:** Director of Facilities Michael Williams reported that the Andover Inn was progressing on schedule and expected to open in the fall (see story at right). He also reported that modest renovations would begin in summer 2010 at the Peabody Museum of Archaeology to allow access to the second floor. Both projects were generously funded by gifts to the Academy.

At Reunion Weekend’s Annual Meeting of the Alumni Association, Board President Oscar L. Tang ’56 announced the Academy’s two recently elected alumni trustees: Christopher S. Auguste and Corinne T. Field. Each will serve a four-year term.

A partner at the New York City law firm Kramer Levin Naftalis & Frankel LLP, Auguste immigrated with his family to Harlem from Trinidad in 1970. He describes himself as an “awkward immigrant kid” when he arrived at Andover on full scholarship in 1972 and credits the Academy with giving him the confidence to succeed academically and professionally. He is a Harvard and Harvard Law School graduate.

Auguste served on Alumni Council from 2004 to 2008. He lives in New York City with his wife, Varuni, and daughters Rekha ’09 and Ceylon ’12.

A visiting fellow at the University of Virginia’s Institute for Advanced Studies in Culture, Field is completing a book on the history of American feminism. Her initial interest in history, she notes, was sparked at PA. Since graduation from Stanford, Field has taught women’s history, African American history, and contemporary civilization at Columbia and UVa; she recently earned a PhD degree in American history from Columbia.

Field has served on the boards of the Abbot Academy Association, Institute for Recruitment of Teachers (IRT), and Alumni Council. She and her children Elliot, Phoebe, and Thea live in Charlottesville, Va.

Auguste and Field succeed outgoing alumni trustees Susanna A. Jones ’77 and Michael Schmertzler ’70, whose many board contributions were lauded by Tang during the spring Trustees Weekend. As a member of the Compensation Committee, Finance Committee, and Educational Program Committee, Jones provided thoughtful insights on a variety of issues, including faculty compensation and risk management. Schmertzler served on the Admission & External Program Committee, Audit Committee, and Finance Committee and offered new thinking in the financial area, particularly in the adoption of GAAP accounting and restructuring the financial reporting system.
**Andover Inn Reopens**

*Historic locale restored, renovated, and under new management*

The Andover Inn reopened October 1, following a 15-month, multimillion-dollar renovation spurred by a gift from an anonymous donor. The revitalized dining and lodging establishment now offers an 80-seat restaurant and bar, 30 guest rooms, a tented garden for events and celebrations, two private function rooms, and an executive conference room.

This is the inn’s first major renovation since its construction in 1930 on the grounds where author Harriet Beecher Stowe’s house first stood. W. Sydney Wagner, architect of New York’s Roosevelt Hotel, designed the Georgian-style brick building, originally known as the Phillips Inn. Much of Wagner’s architectural detailing in the main lobby and dining areas has been preserved, as has the building’s brick exterior and front patio.

“It was important to the Academy that the inn’s historical architecture be preserved amid what was otherwise a top-to-bottom modernization project,” says Steve Carter, PA’s chief operating and financial officer.

An extensive gutting of the second- and third-floor guest areas rendered a reconfiguration of the previous 23 guest rooms—with six shared bathrooms—to 30 rooms, each with a private bath and other modern necessities such as cable TV and wireless Internet access. The establishment also now offers guests a fitness room, a business center, and room service.

Plans are to decorate each of the guest rooms with reproductions of works from the Addison Gallery’s permanent collection.

“The inn offers the same quaint character that generations of Phillips Academy families and friends have enjoyed, now with the amenities and service people today have come to expect,” says general manager Kelly Scalia. Scalia oversees the inn’s operation on behalf of the Higher Education division of Aramark, which also manages hotels and restaurants for Georgetown and Villanova universities.

She describes the cuisine of the inn’s new restaurant—Samuel’s—as “New England fare with a creative twist,” offering modern takes on such classics as New England clam chowder and lobster pie. It includes a full bar and a selection of more than 100 wines, as well as a casual bar menu. In addition to offering breakfast, lunch, and dinner, Executive Chef Eric Heinrich has brought back the inn’s Sunday brunch, a popular local tradition.

The inn’s grounds also have been restored, with a tented garden in the back for private events where a perennial garden originally designed by the firm of Frederick Law Olmsted will flourish once again. Seasonal plantings adorn the inn’s front veranda, where guests may enjoy cocktails and bar menu fare.

For room or dinner reservations, visit www.andoverinn.com or call 978-475-5903.

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**Sykes Joins Museum Board**

Associate Head of School Rebecca Miller Sykes, an Andover faculty member since 1976, was recently elected to the board of directors of the Museum of African American History. With campuses in Boston and on the island of Nantucket, Mass., the not-for-profit museum, which oversees several historic sites, aims to preserve and highlight the contributions of New England’s people of African descent from the Colonial Period through the 19th century.
(MS)² Welcomes New Director

After an extensive national search, Dianne D. Cruz recently was chosen as the new director of Mathematics and Science for Minority Students, better known as (MS)². Now in its 34th year, (MS)² offers 110 African American, Latino, and Native American public school students from targeted cities across the United States the opportunity to immerse themselves in the study of math, science, and English for three consecutive summers at PA. Cruz, who assumed the directorship of (MS)² in September, is also teaching math during the academic year.

Her teaching and administrative experience includes 13 years with the Lawrence (Mass.) Public School System as a math and physics teacher, an assistant principal, and then principal of the city’s Math, Science & Technology High School, where she was responsible for 32 faculty members and the academic and behavioral progress of more than 500 students.

Cruz firmly believes that education is the key to opening the doors to children’s futures. ‘Although I was sad to leave Lawrence, I am certain the journey that I have embarked on at Phillips Academy will be just as sweet and rewarding,’ she says. ‘I look forward to helping to shape the hearts and minds of the future leaders of the world.”

Cruz is the youngest of four children and the only one to attend college. Fluent in both English and Spanish, she has a BS degree from Merrimack College, an MEd degree from Salem State College, and a Certificate of Advanced Graduate Studies in Education Administration and Policy Planning from UMass–Lowell, and is now attending Nova Southeastern University as a doctoral candidate in education administration. She succeeds Fernando Alonso, who became the director of Summer Session.

—Jill Clerkin

Crew Program Set for New Boathouse Site

An agreement is in the works to purchase 5.8 acres on the banks of the Merrimack River in nearby Methuen to house varsity and instructional crew programs. The building and property at 620 Lowell St., currently the site of a truck dealership, will be extensively remodeled to serve as a boathouse, and a launching ramp and docks will be constructed. Completion is not expected until 2013, due to a lengthy permitting process. Until then, crew will continue to operate from its facility on River Road in Andover.
Spreading the Joy of Music

Her concentration keenly, but serenely focused, a young violinist from the Lawrence, Mass., public schools performs in Cochran Chapel in May. She and a dozen other budding musicians are part of the Andover-Lawrence String program, which is taught by PA music students. Instructor in music Christina Landolt advises the group.
 Obama Appoints (MS)² Alum to White House Post

When President Obama named Jodi Archambault Gillette an associate director of the Office of Public Intergovernmental Affairs, it marked the first time a Native American had occupied the position. The South Dakota native and member of the Standing Rock Sioux Tribe is a 1986 graduate of PA’s Mathematics and Science for Minority Students outreach program, also known as (MS)². Gillette is one of more than 1,100 graduates of (MS)², which offers gifted African American, Latino, and Native American public school students from targeted U.S. cities the opportunity to study math, science, and English for three consecutive summers at Andover. The 33-year-old program, free to all students, is funded by alumni, foundations, and corporations, as well as the Academy.

Growing up on the Pine Ridge Indian Reservation in one of the poorest counties in the United States, Gillette credits her (MS)² experience during the summers of 1984, 1985, and 1986 with giving her the tools to excel. “I was pushed like I’d never been pushed before,” she recalls. With guidance from the outreach program’s third-year college counseling course, Gillette attended Dartmouth College, earning a degree in government and Native American studies. She went on to earn a master’s degree from the Hubert Humphrey Policy Institute at the University of Minnesota.

Her February 2009 appointment also meant that for the first time in history the country’s 565 federally recognized Native American nations have a dedicated intergovernmental liaison to the White House, which, according to Gillette, has given tribes “historic access and a larger voice.”

Asked what advice she would impart to current and future (MS)² students, Gillette’s message is simple: “If you put in the work and time, you might not be rewarded instantly, but you will be rewarded.”

—Amy Morris

High on the Private School–Public Purpose Agenda

Faculty Explore the World with New “Learning Communities”

In that June transition time, after Commencement and Reunion weekends were packed away and before summer vacation and travel began, the Global Perspectives Group (GPG) invited faculty members back to the classroom—not to teach, but to learn. The GPG constantly is trying to find new ways the Academy can grasp and incorporate “the tsunami of knowledge and knowledge needs coming at us” in a complex and rapidly changing world, says its head, instructor in Russian Peter Merrill.

In SamPhil, a group of six led by philosophy and religious studies instructor Andy Housiaux watched and discussed a Bill Moyers special on South Africa’s Truth and Reconciliation Commission. They heard painful testimony of a country trying to make sense of its past as it works toward a very different future, unavoidably juxtaposing the American response at parallel moments in the past.

Other classrooms were abuzz with a wide variety of discussions about Vietnam, Brazil, India, the neighboring city of Lawrence, and Civil Rights in the American South. The June Seminars were preparing some faculty to travel to these locations in the next few weeks, others during the next March break. On successive days, various groups came together for sessions to delve more deeply into such issues as income disparities with a UMass economist, the globalization of sport, and Gandhi’s quest for nonviolent social change, to name a few.

Because “teachers love learning”

The conversations were intense, the questions thoughtful and probing, the intellectual curiosity palpable. “June is the time when faculty are invited to engage in curricular innovation deliberations of a global nature. In a multi-disciplinary, learning-community format we are supporting faculty in their work to tackle larger issues such as reconciliation, culture, non-violence, preparation gap, etc. In the same manner, we conducted successful June Seminars around energy and the good life and sustainable food practices in recent years. Such a broad approach focuses our curricular innovation efforts around universal themes and topics that are not necessarily subject-specific, but are of global significance in interest and application,” says Dean of Faculty Temba Maqubela. He and Merrill encouraged these “learning communities” on campus—giving faculty time and resources to take on something new and be true learners again. “Teachers love learning,” Merrill muses. “I think it’s why we go into teaching.” He finds these communities “a powerful marriage of individual interests and curricular needs. The school is seeking places where teachers’ passions intersect with program gaps.” Groups will continue to meet throughout the year, aided by new materials regularly posted on a PAnet site and by some newly protected meeting times ceded to them by a supportive Academic Council.

But these communities will do far more than ponder. Some will travel and explore other cultures and complex global issues in the developing world, preparing themselves to understand and teach other cultures’ systems so that thinking about solutions to world problems can become more systemic and therefore more effective. Over this past summer, for instance, faculty groups traveled to Costa Rica to study with the Rainforest Alliance, to China to continue work on the curriculum development around the issue of water and other resources, to India to explore ways of infusing more of South Asia into history and social science curricula, and to New Orleans to...


**Team USA Takes Top Honors**

This year’s four-member USA elite high school programming team, which included Wenyu Cao ’11 (pictured second from left), won the top team spot at the International Olympiad in Informatics (IOI) held in Canada in August. Their victory broke a near decade-long winning streak held by the team from China.

Three hundred competitors from 83 countries vied for medals; Cao was one of three gold medal winners on his team. The world high school programming championships, held for more than 20 years, consist of two five-hour exam periods during which the students write functional computer programs. Students compete individually, and points are tallied for team totals.

Explore a variety of educational initiatives underway in response to Katrina’s devastation. And over March break a large and diverse group will travel to Vietnam. Funding for all these ventures is patchwork for now, made possible by generous individual donors, class donations, and Abbot Academy Association grants.

**Organic curricular innovations**

Merrill and Maqubela believe that faculty exposure to the wider world inspires a dynamic, organic impact on Andover’s curriculum—that as knowledge, excitement, and even passion for these issues grow among our teachers, curricular innovation will bubble up from within, rather than being imposed. Evidence of this evolution is mounting. At a May faculty meeting, for example, the crowd hushed memorably as Chad and Kathryn Green each described the personal impact of their March trip to South Africa. (The Greens left in July on sabbatical for Capetown, where they are teaching this year.) Maqubela says experiences like these “enable us to tackle another ‘gap’—global preparation gap—that in turn better informs the faculty as we, according to the 2004 Strategic Plan, ‘prepare our students to depart as thoughtful versatile and responsible participants in a global community.’

Exposing faculty to these ‘gateway experiences’ abroad is ultimately aimed at tackling two major goals of the GPG. First is finding ways to get PA students off campus and into the larger world with faculty in the summers—which requires financial aid to make such experiences available to all students. And equally important—enhancing the ability of Andover’s academic program to help students learn to consider problems from relevant perspectives, whether local, national, regional, or global, in the hope that this training will come to promote more adaptive, fluid responses to global needs. This phenomenon happens in the classroom one teacher at a time.

Faculty response has been overwhelmingly positive, based on evaluations the 50-plus teachers turned in at the end of the three-day seminars. History instructor Christopher Jones took his first trip to South Africa in the summer of 2009 as part of a GPG learning community. He says the trip left him with “indelible memories, bringing home the staggering problem of inequality, which persists in forms that are racist and sexist, of course, but also in structural ways tied to opportunity, wealth, and education.”

Though he teaches mainly American history, Jones explains that the experience “allowed me to see firsthand a society struggling with post-colonialism, the vestiges of segregation, and modernization. Those three broad categories, by themselves, resonate with the most important themes in American history. In a specific sense, I can envision lessons that, for example, compare desegregation in 1970s America and 1990s South Africa. More broadly, I can use my observations of South Africa to inform our department-wide effort to put the study of American history in a global context.”

**The beginnings of the Gandhi Project**

As they look ahead, members of the GPG planning team are considering a number of options to both define and increase the reach of the learning communities. One option under study, called the Gandhi Project, would weave the history, philosophy, economics, and politics of Mahatma Gandhi into diverse aspects of the curriculum, “as a means of maintaining some coherence in a process that has great breadth and depth,” according to Merrill. Another is the potential involvement of students in the learning communities, as the conveners feel they are ready. And a third, already underway, is the development of a network of connections with individuals and organizations around the world and looking at ways to involve alumni.

—Sally Holm
Celebrating Catholicism’s Cultural Legacies

Elizabeth Oppong ’12 entered into the diversity that is Andover in 2009 with a strong Catholic faith nurtured by her family and a healthy curiosity about other religions. And as she became involved in the equally diverse Catholic community at her new school, she began to think more deeply about the variety of cultures and worship traditions within her own faith.

Oppong joined forces with PA’s new Catholic chaplain, Dr. Mary Kantor, to find ways to highlight and celebrate the wide-ranging cultural contributions Catholicism has made to the visual and performing arts, and the diverse forms Catholic worship takes in different parts of the world. Last spring they applied for and were awarded an Abbot Academy Association grant to enable them to bring musical groups, speakers, dancers, and other performance artists to campus over the course of the 2010–2011 academic year. They are drawing from the diverse resources of the Andover Catholic community as well as those of the Archdiocese of Boston.

Groups scheduled so far are the Ugandan Martyrs Choir; a Philippine high school dance group; a Latina musician, composer, and Catholic activist; and a gospel choir. Performances begin in the late afternoons on Sunday, immediately followed by a Mass in which the worship practices of the musicians’ heritages are incorporated. These events are open to all students and faculty.

Oppong says, “My experience with being Catholic at Andover motivated me to start this project. I was really inspired by the willingness of Andover students to learn about other cultures and religions, and I knew a project like this would be interesting and engaging for my peers.”

Raised outside Atlanta by Ghanaian parents, Oppong worked closely with Kantor last year as a mentor in confirmation classes. This year she is working to link her mission with other campus organizations, such as CAMD, and various student affinity groups. “I hope this program will first and foremost be an inspiration to other cultural groups on campus to explore the diversity within their own group,” she explained. “I also hope that with our website, it can reach other campuses and spark the discussion on diversity within religions.”

Kantor said she is finding Andover’s wealth of diversity of religious and nonreligious traditions an inspiration and is eager to both “help Catholic students claim a strong place in their tradition, as well as engage fruitfully in the larger community.” She brings an MDiv degree from Yale and a Doctor of Theology degree in Religion and Society from Harvard, as well as a rich background as a writer, a lecturer, and a professional musician in a number of churches and schools. Particularly interested in working in the areas of spirituality “where different views and traditions rub up against each other,” Kantor ministers to a large group of students from diverse Catholic backgrounds—roughly 20 percent of PA’s 1,100-plus enrollment.

For more information, visit www.catholicsfromeveryquarter.com.
Feeling at Home in the Garden of Eaton

Approaching Eaton Cottage is a visual feast—magenta hibiscus, golden sunflowers, roses, salvia, hydrangea snowballs, daisies, and multiple species of other colorful blossoms jockey for attention in the late summer breezes. Unquestionably, on the Andover campus at least, no other dorm is like it. And no other math teacher is like Shawn Fulford, the keeper, gardener, house counselor, baker, and denizen of the proud band of alumnae known as Eaton Girls.

‘I’m an introvert, and I don’t do parties,’ Fulford explains. ‘It’s a way I give back to the community.’ Ten years of Eaton Girls, parents, and alumni Fulford has tutored have contributed—planting, weeding, building stone walls and paths, presenting her with a composter and garden signs, and making donations to keep the garden growing. ‘She’s created the ultimate staple of home, a garden, to make this a home for us,’ says Eaton resident Kate Chaviano ‘12 with gratitude—and obvious affection.

“Green Dorm” Pilot Off and Running

Alumni House has gone green, and for its 11 student residents and house counselor Anna Milkowski ’93, that means a school year steeped in sustainability. Guided by proctors Elizabeth Goldsmith ’11 and Tia Baheri ’12, the dormmates will assess the environmental impact of their daily actions whenever possible and brainstorm new ways to reduce that impact.

“We want to see what can be done with minimal inconvenience and at a very low cost,” says Milkowski, also an instructor in science. She describes the three-story brick dorm as a “testing ground” for strategies and best practices that eventually could be applied to the whole campus. The Abbot Academy Association is funding this pilot project.

Goldsmith says their aim for the beginning of the term was to “get baseline data about our dorm waste and start asking questions, thinking critically, and discovering new things about food systems and sustainable living as a whole.”

The group has shared dinners and dorm munches featuring locally grown or organic ingredients; discussed lengths of showers; devised a dorm duty system for weighing and monitoring the volume of recyclables, trash, and compost; invited others on campus to watch an environmental film; and started talking about what “sustainable” means when it comes to food. By October, students switched to clothes lines and drying racks, discussed ideas for reducing dorm heat loss, and began monitoring electricity and fuel oil use. With its own furnace and electric and water meters, Alumni House is well suited for such tracking.

“All of the members of our dorm have shown so much curiosity and a willingness to learn,” says Baheri. “It’s a great atmosphere.”

To read about Alumni House students’ sustainability thoughts and experiences, visit their blog at andovergreenhouse.wordpress.com.
THE WORLD COMES TO ANDOVER

Alfred Lubrano
Author, Journalist, NPR Commentator

To conclude the Academy’s yearlong discussion of social class, Alfred Lubrano attended a May faculty meeting to discuss the experiences of first-generation college students. Lubrano, who wrote Limbo: Blue-Collar Roots, White-Collar Dreams and several other books that explore the issue of social class, shared his personal story and brought his audience to tears of laughter. He also dined with a group of full-scholarship students.

Lubrano is a feature writer for the Philadelphia Inquirer and an essayist for NPR’s “Weekend Edition Sunday.” His visit was hosted by CAMD and sponsored by the Ullman Family Fund.

—Linda C. Griffith, dean of CAMD; instructor in English

Michael Ferber
Anti–Vietnam War Activist, Professor

Dr. Michael Ferber spoke to a small group of students and teachers in May about the history of the Vietnam War and his role in leading an extensive anti-draft movement. In 1967 Ferber, Dr. Benjamin Spock ’21, William Sloane Coffin ’42, Marcus Raskin, and Mitchell Goodman—later known as “The Boston Five”—were convicted of conspiracy for organizing a day for people to turn in their draft cards. Students got a good sense of the desperation of the time and were amazed by the sheer nerve it took for thousands to send in their draft cards.

The father of PA Democrats board member Lucy Arnold ’10, Ferber is an English professor at the University of New Hampshire.

—Jahanna Aucoin ’12, president, PA Democrats

Yoon Byun
Photojournalist

An Excuse to Talk to Strangers” was the title of Yoon Byun’s April presentation to a captivated student audience. The Boston Globe staff photographer discussed the joys and challenges of being a photographer, and shared photographs from his award-winning project on a southeast Ohio farm documenting a family’s quest for self-sufficiency. After his formal presentation, Byun surprised Phillippian photographers by joining them for a special trip to the paper’s newsroom.

Byun’s visit was hosted by the Asian Society; his honorarium was covered by the Kayden Fund.

—Aya Manata, adviser to Asian and Asian American students

Eugen Indjic ’65
World-Renowned Pianist

Eugen Indjic gave a scintillating recital of works by Chopin, Schumann, and Ravel before a large audience in Cochran Chapel in May. Praised by such masters as Arthur Rubinstein, Leonard Bernstein, and Emil Gilels, the French-American pianist of Russian origin has generously traveled from Paris to Andover to give several performances over the years, but this recital was his first on the Academy’s magnificent Concert Grand Steinway, a gift of Leo Ullman ’57. The depth and subtlety of Indjic’s playing were never more apparent. The following morning in Graves Hall he gave a memorable masterclass on works by Chopin to five outstanding young PA pianists.

—Christopher Walter, music instructor and director of performance

Craig Lucas
Playwright, Screenwriter, Director

In Tang Theatre in mid-April, Craig Lucas shared his vast experience as a writer and director of dramas and musicals for both stage and film. Using his own works as examples—including “Prelude to a Kiss,” “Longtime Companion,” “Reckless,” and “The Secret Lives of Dentists”—he discussed his approach to these different genres.

In addition, Lucas conducted workshops on playwriting and musical theatre audition preparation. He also met with students in small groups to offer advice on how to best pursue individual goals. Lucas’s visit was made possible by the Bernard & Mildred Kayden Fund.

—Erin E. Strong, instructor in theatre and dance

Cleve Jones
Human Rights Activist

More than 300 students were enthralled by Cleve Jones’s personal narrative of his involvement in the triumphs and tragedies of the gay rights movement of the past four decades, including the arc of Harvey Milk’s 1970s-era career in San Francisco, the AIDS epidemic and political response in the 1980s and 1990s, and the gay civil rights movement of today. After a standing ovation, many students stayed afterward to speak to Jones and share their own stories.

Co-organizer of the 2009 National Equality March on Washington, D.C., Jones also cofounded the San Francisco AIDS Foundation in 1982. His visit in early May was sponsored by the Gay Straight Alliance and funded by an Abbot Academy Association grant.

—Frank Tipton, instructor in history and social science; cluster dean, West Quad North

Louise Glück
Pulitzer Prize–Winning Poet

In early May, former U.S. poet laureate Louise Glück engaged students in a substantive and challenging discussion of poetry and writing in Bullfinch Hall. The Isham Visiting Poet later read to an overflow audience in Kemper Auditorium from her latest collection of poems, A Village Life, and talked about inspirations for her early interest in poetry. Glück advised aspiring poets to first follow their other passions, since poems eventually will draw from real-life experiences.

Currently Yale’s Rosencranz Writer in Residence, Glück is the author of 11 books of poetry. Her visit was sponsored by the Sandra Isham Vreeland Fund.

—Kevin O’Connor, instructor in English

Annie Leonard
Environmental Activist, Writer

In honor of the Academy’s 20th annual Earth Day commemoration, Annie Leonard, creator of the Internet sleeper-hit “The Story of Stuff,” was April’s All-School Meeting speaker. Leonard has traveled to more than 40 countries in the past two decades to determine “where the stuff we buy comes from and where it goes.” Students seemed to respond most to Leonard’s discussion of environmentally detrimental practices. Her focus on toxic chemicals in household items was a way to bring the daunting topic of “the environment” down to a personal level for many students. Leonard’s visit was hosted by the Eco-Action Club and funded by an Abbot Academy Association grant.

—Jessica Blake ’10, Eco-Action Club co-president

Alfred Lubrano
Author, Journalist, NPR Commentator

To conclude the Academy’s yearlong discussion of social class, Alfred Lubrano attended a May faculty meeting to discuss the experiences of first-generation college students. Lubrano, who wrote Limbo: Blue-Collar Roots, White-Collar Dreams and several other books that explore the issue of social class, shared his personal story and brought his audience to tears of laughter. He also dined with a group of full-scholarship students.

Lubrano is a feature writer for the Philadelphia Inquirer and an essayist for NPR’s “Weekend Edition Sunday.” His visit was hosted by CAMD and sponsored by the Ullman Family Fund.

—Linda C. Griffith, dean of CAMD; instructor in English

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—Jessica Blake ’10, Eco-Action Club co-president
"It [baseball] breaks your heart. It is designed to break your heart. The game begins in the spring, when everything else begins again, and it blossoms in the summer, filling the afternoons and evenings, and then as soon as the chill rains come, it stops and leaves you to face the fall alone."


"That night a little son was born in the tiny cabin beside the primeval forest, while a leopard screamed before the door, and the deep notes of a lion’s roar sounded from beyond the ridge."

"Ladies and gentlemen, we got him."

At a news conference in Baghdad on the capture of Sadam Hussein, December 14, 2003

"What would Jesus do?"

In His Steps (1896)

"I am quite aware that owing to some of its scenes Ulysses is a rather strong draught to ask some sensitive, though normal, persons to take. But my considered opinion, after long reflection, is that, whilst in many places the effect of Ulysses on the reader undoubtedly is somewhat emetic, nowhere does it tend to be an aphrodisiac. Ulysses may therefore, be admitted into the United States."

United States v. One Book Called "Ulysses" (1933)
The third annual induction of Andover alumni and faculty emeriti into the Athletics Hall of Honor took place on June 12 during Reunion Weekend. The nine inductees—selected from more than 300 nominees—were recognized for their outstanding accomplishments in athletics and the exceptional ways their lives have reflected the values of the Academy.

Athletics Committee cochairs Abigail Harris ’96 and Dan Dilorati ’75 provided opening remarks before announcing the new inductees. Dan Bolduc ’72, a 2009 Athletics Hall of Honor inductee, graciously pinch-hit for ABC news correspondent John Berman ’90 as keynote speaker. Berman had received a last-minute assignment to cover the FIFA World Cup in South Africa.

Nominations for the 2011 Andover Athletics Hall of Honor are now being accepted online at www.andover.edu/alumni/hallofhonor.
**ARTIE MOHER**

Arthur K. Moher earned four varsity letters in both hockey and baseball and captained each team for two years. As a senior, he led the Yale hockey team to victory over St. Paul's on their home ice, a prep school first. Moher was Yale's starting center from 1946 to 1948, high-scorer for two years, and captain his junior year.

In the first-ever College World Series in 1947, Moher was Yale's starting shortstop, and in 1948 he was named the series' outstanding shortstop. Later that year, he was drafted by the Detroit Tigers.

**ASHLEY HARMELING**

Ashley A. Harmeling earned four varsity letters in both soccer and lacrosse, three varsity letters in squash, and captained her squash and lacrosse teams. In her senior year she received All-American honors in soccer and lacrosse and, as the recipient of Andover's Yale Bowl prize, was likewise recognized for her academic accomplishments.

At Amherst College, she played all three sports, won numerous honors and awards, set single-season records in soccer and lacrosse—and was ranked the college's top women's squash player.

**GERRY JONES**

Legendary Andover ice hockey coach Ted Harrison ’38 taught Gerard E. Jones how to play goalie. Jones played football and hockey at Andover, where he also served as a class officer and president of the debating society. As a senior, he won the Fuller Medal for exemplifying the Academy's ideals and traditions.

At Yale, Jones was selected as a First-Team All-Ivy goalie and, in his senior year, as a First-Team All-American; he still holds the Yale record for most saves in a single game—66. Jones has served twice as a Phillips Academy trustee.

**JOE CAVANAGH**

As an Andover PG, Joseph V. Cavanagh Jr. was part of a high-scoring 1967 line that included classmates Ford Fraker and Norman Cross Jr. During his first foray into college hockey as a Harvard sophomore in 1969, he was selected First-Team All-American, First-Team All-East, First-Team All-Ivy, and First-Team All-New England.

After graduating from Harvard, he was injured while practicing with the U.S. Olympic hockey team, cutting short his athletic career. In 1994, Cavanagh was inducted into the U.S. Hockey Hall of Fame in Minnesota.

**HARVEY KELSEY**

In 1941, PA track team captain Harvey M. Kelsey Jr. ran the 100-yard dash in a blazing 9.5 seconds—1/10th of a second off the then-world record. That same day he set a second long-standing record, running the 220-yard dash in just 21.1 seconds. Later that season he placed first in the New England Interscholastic sprints.

Kelsey continued to be a record-setting sprinter at Princeton. In 1943 he ran six heats in one day to win the 100- and 220-yard dashes in the Intercollegiate Championship; the next day he went on active duty at Fort Bragg, N.C.
After Two Busy Years, the Collection Returns

HOMECOMING

AT THE

ADDISON
As a flowering bulb escapes its winter dormancy—larger, stronger, and more beautiful than before. Larger, with the addition of 11,800 square feet of new space for education, conservation, and climate-controlled, secure in-house storage of its treasured collection. Stronger, with a greatly expanded capacity to use its collection and expertise to teach the world of Phillips Academy, and the larger world, love and appreciation of American art. And more beautiful, with the acquisition of 213 exquisite new pieces since the gallery closed in July 2008.

Director Brian T. Allen says that while the Addison may not look dramatically different, vast improvements have been made—all with the goals of making the enormously important collection more accessible and restoring all galleries to their intended use.

The most dramatic change both inside and out is the stunning Sidney R. Knafel Wing, with three floors of new construction. The bottom floor contains a new loading dock and delivery area, a prep workshop, and storage facilities that allow the entire collection of nearly 17,000 objects to be housed on site for the first time. The second floor houses the spacious, versatile Museum Learning Center (see following article). The center looks out through an innovative metal scrim, which partially screens the art from afternoon sun, onto the sustainable green roof and sculpture garden. Staff offices and workspaces occupy the third floor.

The gallery’s main entrance has undergone a transformation, with the rotunda (left) restored to architect Charles Platt’s original design. That meant relocating the reception desk, coat racks, and museum shop display to spaces just off the foyer so that the arresting Paul Manship fountain, Venus Anadyomene, the elegant marble floors, and the beautiful neoclassical ceiling plasters could once again assume their dominance of the space. And for the first time in a number of years, the fountain is engaged and water drips as if from the flowing hair of the Venus just emerged from the sea.

In addition, all galleries have received new recessed lighting, and the library has been renovated and expanded. In the main stairwell to the second floor, a surprise awaits. A new acquisition installed in August, 19th-century sculptor Harriet Hosmer’s Puck, greets visitors with a beguiling innocence to the Academy’s vaunted museum (see cover and related article on page 26).

As the Gallery’s director, Allen has been everywhere, as articles on the “new” Addison have appeared in various venues such as the Boston Globe, the Boston Phoenix, Yankee Magazine, Design New England, and WCVB’s Chronicle. He says he also is pleased that the museum was able to maintain a very high profile during the closure—sponsoring lectures in Boston, New York, and Andover; working with students and teachers from area schools; and most significantly, mounting a tour of the Addison’s treasures in Coming of Age: American Art, 1850s to 1950s (see article on page 25).

The Addison’s addition and renovation, the first major project in its 79-year history, has been made possible by gifts from many generous donors, including the trustees of the Academy. The $22 million renovation goal has been met, and Allen has special praise for the generosity of Trustee Sidney Knafel ’48 and Board President Oscar Tang ’56. “Both have the highest regard for the value and uniqueness the Addison brings to Andover. We’re excited about what’s been accomplished, and we look forward to securing the additional $8 million endowment during the ongoing Campaign for Andover.”
On a warm evening last spring, 80 second-graders and their parents gathered in the cafeteria at Andover’s Bancroft Elementary School to admire student projects devoted to family ancestry. One half of each poster board contained a photo and description of the child’s ancestors; on the other half, each student had pasted a copy of a photo from the Addison Gallery’s collection depicting an image of family life, as well as their observations about it. “This photograph is of a man getting on a bike,” one student wrote about Arthur Wesley Dow’s 1901 picture, *Arthur and Minnie Dow at their Gate, Spring Street, Ipswich*. “I see a woman coming out of a gate. This man is wearing a hat. I see a house behind the trees. I see a big long path with rocks. The man is in a fancy suit.”

It was an art opening, 8-year-old style, complete with cups of juice and cubes of cheddar. And it couldn’t have happened without the Addison—even though the museum was closed for renovation at the time. In fact, during the 2008–2009 school year, the Addison staff managed to work with 835 students. “We call ourselves a teaching museum, and that’s exactly what we are,” says Susan Faxon, associate director and curator of art before 1950. “Education was never not part of our mission.”

The elegantly expanded and updated Addison will make it easier than ever to fulfill that mission. In a sense, the entire $22 million renovation was designed expressly with teaching in mind. “It’s nice to have a loading dock, prep space, and elevators, but all these things feed into exhibition space and education,” says Curator of Education Julie Bernson. The centerpiece of the addition is the Museum Learning Center (MLC), an expansive new room on the second floor that can accommodate everyone from an independent scholar writing a dissertation on Georgia O’Keeffe to a group of 30 public-school students studying Remington’s unforgettable painting of *The Wolf.* Portable tables and chairs
can be arranged in infinite configurations to suit every need. Rows of cubbies stand along the back wall, ready to receive student backpacks. Four pairs of comfortable chairs line the floor-to-ceiling windows that overlook a rooftop garden and a new Dale Chihuly sculpture of 10 iridescent glass floats—a perfect spot for reading or reflection.

Best of all, the gallery can, by advance appointment, arrange for a visitor to see any work in its collection. Expanded new storage facilities in the basement allow for easier access to all the works, and a special elevator can carry the requested items up to the MLC. There, a visitor can study the works up close and see the details of grain in a photograph, a stroke of paint on a canvas, or the inside pages of books that are otherwise inaccessible when they are on exhibition. Size is no object. “We were very clear from the beginning that we wanted to show works of every medium—from the smallest painting to the biggest sculpture,” says Bernson.

Next door to the MLC, the library has been enlarged and spruced up with recessed lighting, broad tables, and enough shelves to hold the museum’s entire collection of 5,500 American art and photo books, including some rare editions. Two computers are available for browsing art catalogues. Visitors are welcome to use any of the materials on site.

The new facilities are a boon for Phillips Academy instructors, who have always used the gallery in innovative ways. In the past, for example, English classes have enhanced their reading of Toni Morrison’s novel *Sula* by viewing works that depict the African-American experience during the 20th century. History classes have examined original Civil War photos. The new learning center will only facilitate such interdisciplinary study.

No group has more to gain from the expansion than public school students, already the largest contingent of academic visitors. While the Andover public schools regularly arrange field trips to the Addison, neighboring Lawrence sends even more kids, composing 30 percent of all students served. Bernson says that in addition to Andover and Lawrence, the Addison works with “weird pockets” of other districts, including some urban Boston high schools and Lowell High School. Secondary schools send the bulk of student visitors—51 percent in 2007–2008 and 63 percent in 2008–2009—but the gallery also provides programs for kindergarteners. “Most academic museums have educational spaces and rotating exhibits, but that kind of access is granted only to the university community—not to K–12 groups from the
area,” says Bernson. “University galleries have to be more academic, based in art history, but for us it’s almost the opposite; we want to create access points for non-art teachers.”

Bernson and her colleagues enjoy the creative challenge of expanding on school curricula in collaborations with public school teachers. If someone is looking for pictures to supplement a unit on, say, the Civil War, Bernson might suggest not only war-related images but also works that illustrate other aspects of that time period—maybe family life, the economy, or journalism. The goal is to teach students that “there are multiple perspectives on everything,” she says. “There are many stories to tell, and anyone can tell them.”

For the area’s budget-crunch public schools, the new MLC couldn’t have arrived at a better moment. “The renovation is happening at a really fortuitous time because fiscally, the public schools can’t go it alone anymore,” says Andover School Committee member Annie Gilbert. “Everybody has to look around and see who we can partner with. The fact that they chose a space that could fit a typical public school class is really meaningful because they’ll be able to supplement our curricula.”

To make area teachers more aware of what the museum can offer, the Addison is conducting a number of professional development programs this fall. And on November 17, the gallery will team up with the nonprofit Andover Coalition for Education to stage an open house for the families of all the town’s 6,200 school children. “We want kids to have a positive experience and leave here saying, ‘Museums are cool,’” says Bernson. And none is cooler than the one in their very own hometown.

Writer Susan Greenberg is an instructor in English and coadvisor to the Phillipian. She also serves as culture editor of Newsweek International.
The Genius of Charles Adams Platt

by Susan Faxon
Associate Director and Curator of Art Before 1950, Addison Gallery of American Art

In 1921, well-known, well-respected New York architect Charles Adams Platt was asked by Phillips Academy trustee Thomas Cochran and his fellow New York alumni to review the school’s plans for expansion. It was to be the beginning of an intense and highly fruitful 12-year association between the architect and the school that resulted in an almost complete transformation of the Academy’s historic campus.

When the Andover Theological Seminary, which had shared the top of Andover Hill with PA for nearly a century, sold its land and buildings to the Academy in 1908, the school found itself the owner of two campuses on two sides of Andover’s Main Street—the vacated buildings of the seminary on the east side and the buildings of the Academy on the west. Boston architect Guy Lowell and the consulting landscape firm of Olmsted Brothers had drawn up plans for a substantial new campus on the west side, but Cochran (Class of 1890) and the New York alumni argued for a location on the higher, more dramatic east side. Platt was asked for his opinion. He voted with the New York group and that decision held. From that moment on, Platt was involved in every detail of the development of PA’s campus, serving as advisor to Cochran’s trustee building committee, designing nine new buildings, and guiding the reconfiguration and planting of the campus landscape.

This comprehensive approach was typical of Platt’s practice. Initially trained as a painter and printmaker, he had studied Italian and European gardens as well as designed and built a wide variety of buildings. Urbane and elegant, he was a small but imposing figure with a stellar reputation and a convincing manner.

After Lowell’s Memorial Bell Tower and main classroom building, Samuel Phillips Hall, were erected in 1923, Platt added buildings of his own design in the restrained Classical Revival style for which he was famous. He was responsible for design and construction of George Washington Hall in 1926, the Paul Revere dormitory, the Oliver Wendell Holmes Library, Commons, the Addison Gallery of American Art in 1931, and Cochran Chapel, completed in 1932. At the same time, Platt advised about the reorganization of the campus in his favored, European-inspired Beaux Arts axiality, which required the demolition of the seminary’s Victorian buildings as well as the removal or relocation of numerous residences and outbuildings that spoiled the formality of the newly rising campus design.

When the idea of an art gallery devoted to American art was discussed in 1928, Cochran enlisted Platt to design the Classical Revival building and serve on the Art Committee to assist in the acquisition of the core collection of nearly 200 masterworks. Platt donated the entire archive of his own etchings to the collection as well.

The transformation of the campus from 1922 to 1932 was an expansive, extraordinarily ambitious, and costly endeavor—an effort that could never be duplicated today. In the end, the efforts of that decade resulted in a campus that has served the school with the utmost gracefulness and elegance.

A Museum Worthy of its Collection

I often say that the Addison is one of the great small museums in the country—not only the marvelous permanent collection but the building itself. Charles Platt gave us a truly wonderful home, and this became all the more evident to me during the weeks toward the end of the project when most of the contractors were gone and the building was largely empty. During those days we could enjoy the building as a work of art in itself. The building’s finishes are the zenith of classical restraint. The marble, granite, lanterns, patterned wood floors, wainscotting, and plasterwork are simply beautiful.

I always have been impressed with the vistas Platt gave us. From the moment a visitor walks up the steps, he can see the view down the entire length of the museum to the back gallery. We routinely place a painting with wall power there to draw the visitor’s eye. This heightens the excitement of the museum visit. There is a similar vista upstairs and often we install works on the end walls that engage in a conversation.

Platt gave the visitor very few of what I call “directed spaces.” Museum architects today often strive to tell the visitor how to move through the space they created. Platt did something very different. The visitor who enters our rotunda is empowered to choose where he goes—no signal pulls him one way or another, a choice offered up again and again. I think Platt was very conscious of his main audience—teenagers for whom the world offers multiple options and who do not like to be told what to do.

The first rule in museum renovations, especially in dealing with a great and historic building, is “do no harm.” The galleries are grand yet gracious and intimate. It is easy for the visitor to take ownership of the spaces. I think we were successful in keeping that quality.

—Brian Allen
Director, Addison Gallery of American Art
The Addison’s Well-Traveled Treasures Highlight

A WORLDLY COLLECTION OF AMERICAN ART
by Susan H. Greenberg

Edward Hopper’s Manhattan Bridge Loop is better traveled than most Americans. Not only has the painting spent time in such diverse U.S. cities as New York, Denver, Boston, Providence, and Philadelphia—but it has visited London, Venice, Montreal, Toronto, Sao Paulo, Copenhagen, and the German towns of Hanover and Essen. It is scheduled to head to Madrid in 2012.

Currently, it’s resting at home on the walls of the Addison, part of the Inside, Outside, Upstairs, Downstairs: The Addison Anew exhibition welcoming visitors back to the refurbished museum. But its journey underscores the importance of the Addison’s treasures to the larger art world: institutions ranging from the Tate and the Whitney to Vassar College and the University of Vermont regularly clamor to borrow its pieces, both as individual works and as complete exhibitions. In the past 15 years, Addison works have traveled to more than 100 cities in the United States and Europe and been seen by millions, says Director Brian Allen. “We want as many people as possible to see our shows. Collaborating expands the number of visitors,” he says. “Sending shows out is a great way to promote the school because the credit line always says ‘The Addison Gallery, Phillips Academy.’”

The Addison’s willingness to share its collection with other museums—and to open its resources to students and scholars—has earned the gallery a reputation for accessibility. That fits soundly with the Academy’s non sibi spirit. “Reaching out to audiences all over the world is a perfect expression of our ‘private school with a public purpose’ philosophy,” says Allen. “We’re educating people not only here on campus but in London, Dallas, L.A., Madrid.”

It’s a mission that distinguishes the Addison from other academic museums, most of which sit on university campuses. But the university museums with which the Addison is most often associated—at Smith, Yale, Williams, Dartmouth, and Bowdoin—are primarily committed to addressing the needs of the college classroom, says Susan Faxon, associate director and curator of art before 1950. By contrast, Phillips Academy students compose just a small portion of Addison visitors; according to the museum’s 2009 annual report, they made up just 24 percent of all student attendees.

From the very beginning, the Addison’s aspirations extended well beyond the PA campus. Founder Thomas Cochran and architect Charles Platt decided to situate the museum front and center on Main Street rather than in the middle of an internal quad “to signal that it wasn’t just for PA but for the larger world,” says Allen. And Cochran was a savvy collector, adds Faxon; he didn’t merely pursue works that he thought might appeal to or educate “the boys,” but asked art critics to make recommendations and stationed buyers in New York, where they could better monitor the art-world buzz.

When Cochran began collecting in the 1930s, few museums focused exclusively on American art. Since then, it’s become much more common. Boston’s Museum of Fine Arts, for instance, recently built a new wing to showcase its American collection. But even as many art institutions have sought to internationalize their holdings, the Addison remains staunchly committed to showcasing American artists—especially under-recognized ones, or well-known ones with a cache of unknown works. And that is one of its

Manhattan Bridge Loop by Edward Hopper, 1928
great strengths, says art critic and writer Peter Plagens. “The painter Robert Motherwell said he thought museums were becoming homogenized versions of each other—each with the same works: a Picasso, a Jasper Johns, a Pollock, and so on,” he says. “The Addison is much better off reinforcing its uniqueness than trying to be like everyone else.” Indeed, it has become the world’s go-to museum for works by artists like Hopper, Thomas Eakins, Winslow Homer, and John Singer Sargent. “For those who are interested in American art, our collection is as well-known in Europe as here,” says Faxon.

During the Addison’s two-year renovation, it sent the show Coming of Age: American Art, 1850s to 1950s to museums around the world, where it won glowing reviews in London, Venice, and Quebec, as well as in Dallas and Ft. Lauderdale. Allen estimates 550,000 people saw the exhibition. “For many of those audiences, it was their first exposure to a broad selection of high-quality American art,” he says. “In London, it was the first survey show of American art.”

Such arrangements not only fit the Academy’s non sibi mission; they directly benefit the Addison. For one thing, they help keep the museum at the forefront of American art scholarship. “We lend very generously because we want to see our objects contextualized and studied,” says Allen. Collaborating on shows allows the Addison to split the cost with other museums and also creates an atmosphere of good will. And collaboration can ultimately spur museum donations and bequests. “When the Addison sends a show to another city, like London, it’s a great way to connect with alumni there,” says Allen. “We always stage events around each opening.”

Among the most recent loans is Salutat, the Eakins painting of a victorious boxer, which the Addison sent to the Los Angeles County Museum of Art for a show called Manly Pursuits: The Sporting Images of Thomas Eakins. The Addison also is collaborating on an exhibition with the Dulwich Picture Gallery in London and the Freer Gallery in Washington, D.C., called Whistler's Bridge, which unites James McNeill Whistler’s 15 or so paintings of the Battersea Bridge; the Addison’s Brown and Silver: Old Battersea Bridge will serve as its centerpiece. Ian Dejardin, the Dulwich’s director, says the idea was Allen’s. “Whistler's Bridge is a perfect link between the two institutions—an American artist focusing on a quintessentially London scene, and doing so in all of the media for which he is most famous. A gorgeous show—I am hugely grateful to Brian for suggesting the collaboration.”

Allen looks forward to working with other overseas institutions. “A lot of American museums won’t collaborate with European museums because they’re afraid someone is going to expect them to speak French,” he says with a grin. “I like doing European collaborations. It’s a great way to teach people about American culture.” He was heading off to Dallas to meet with some curators from the Museo del Prado, a potential exhibition partner. “I’ve never done something with a Spanish museum,” he says. When Hopper’s Manhattan Bridge Loop departs for Madrid in 2012, it will no doubt carry the message that the Addison is eager to share.
The charming sculpture Puck, circa 1855, is one of Harriet Hosmer’s signature works. A splendid marble with presence and personality, it portrays the sublimely talented mischief-maker from Shakespeare’s A Midsummer Night’s Dream. It also reflects an adventure in art buying in which I enlisted a PA alumna to help me navigate the market in sculpture from this period.

The Addison has one of the great collections of 20th-century sculpture, the foundation of which is, of course, the Paul Manship fountain depicting Venus. We are building an equally stellar collection of 21st-century things. What we did not have was a 19th-century marble of the same high quality. Seeking to fill the void, I enlisted Thayer Tolles ’83, a curator at the Metropolitan Museum of Art and one of the country’s leading authorities on American sculpture from this period. Thayer knows the market thoroughly. I knew she would lead us to something great.

All good museum directors and curators love to shop. In visiting dealers and auction houses, we saw many wonderful things but tended to navigate away from sculptures with obscure mythological, biblical, or historical themes. These tend to evoke characters or stories that might have appealed to the Victorian mind but not to today’s culture. But Puck seemed timeless, one of the original bad boys of the English stage.

Among Shakespeare’s many characters, Puck is one of the most endearing. Oberon’s lieutenant, he is a supernatural creature who can circle the globe in moments and enshroud unsuspecting mortals in disorienting fogs. He is playful—most of the time—and, as a master of spells, he is literally enchanting. Puck is a key figure in advancing Shakespeare’s narrative. He transforms Bottom’s head into that of a donkey. He charms Lysander into a deep sleep. He convinces the other characters that the entire comedy was a dream and, as he ends the play, suggests viewers believe the same if they deemed any behavior on his part unacceptable. He seemed perfect for a high school audience. How many such unlikely stories have the authorities at PA heard over the centuries from our ingenious students?

Of course, Hosmer’s sculpture also has enormous aesthetic appeal. It is a tour-de-force of American marble carving, with varied textural details ranging from the foliage of the base to the shell on the figure’s head. Like the Manship fountain, the subject is economically conveyed to evoke the essence of the character. Our Puck is also what I call the “deluxe model.” Hosmer made about 30 versions, altering the base by adding more details, such as foliage and a lizard. Features such as the insect in Puck’s hand and the lizard on the base neatly define his place as a creature of the woods but also show the raw materials used in his spells.

Condition is always important in 19th-century American sculpture. Once the taste for monumental marbles ebbed in the early 20th century, these things often were badly treated. Dealers sometimes over-cleaned them to make them look new, destroying the soft sheen we love from old marble. The Addison’s Puck is, however, in perfect condition. The elegant base might have been carved by Hosmer but almost certainly has lived with the object since the mid 19th century. An added dividend was price. American art is very expensive but 19th-century marble sculpture is a great deal. Three generous donors—Thomas C. Foley ’71, Widgeon Point Foundation, and James B. Murphy II ’69—provided the funds to buy Puck and bring him to the Addison for future generations to enjoy.

Brian Allen has been the Mary Stripp and R. Crosby Kemper Director of the Addison Gallery of American Art since 2004.

Brian Allen explains the many merits of his prized new acquisition, Harriet Hosmer’s Puck, during the opening celebration in September.
NEW ACQUISITIONS

While the Addison was closed its collection continued to grow, adding 213 works—paintings, sculptures, and photographs.

Aaron Siskind (1903–1991), Peace-Meals, 1937
gelatin silver print
14 in. x 11 in. (35.56 cm x 27.94 cm)
2008.24.11, purchased as the gift of
Thomas C. Foley (PA 1971) and Leslie A. Fahrenkopf

Dale Chihuly (born 1941)
Black Niijima Floats, 2010
Medium: Glass
Purchased as a gift of
R. Crosby Kemper ’45
through the R. Crosby Kemper
Foundation in memory
of Harry C. Morgan ’45

Mark Bradford (born 1961)
Crossing the Threshold, 2009
mixed media collage on canvas
48 in. x 60 in. (121.92 cm x 152.4 cm)
2009.80, museum purchase

Adam D. Weinberg
Addison director
1999–2003
Alice Pratt Brown
Director of the
Whitney Museum
of American Art,
New York

John “Jock” M.
Reynolds ’65
Addison director
1989–1998
Henry J. Heinz II
Director of the
Yale University
Art Gallery,
professor adjunct in
the Yale University
School of Art,
and active artist

Christopher C.
Cook
Addison director
1969–1989
PA art instructor
1989–1998;
currently an active
artist living in
New Hampshire

Bartlett H.
Hayes Jr. ’22
Addison director
1940–1969
Deceased
Director of the
American Academy
in Rome, member of
the Art Commission
of the Smithsonian
Institution, trustee
of the Museum of
Fine Arts in Boston

Charles H.
Sawyer ’24
Addison director
1931–1940
Deceased
Retired as director of the University
of Michigan Museum of Art
Andover’s Head of School looks back on 30 years as a leader in private education. She has led Andover since 1994, after 14 years as head of The Bryn Mawr School in Baltimore.

Barbara Landis Chase Reflects on 30 Years at the Helms of Exemplary Schools

SALLY V. HOLM: What’s different about the kinds of challenges teachers face in the classroom, compared with 30 years ago?

BARBARA LANDIS CHASE: There are profound differences. A lot of it has to do with technology and the digital age. Those my age and somewhat younger have been called “digital immigrants”—a wonderful phrase. And our students are now all “digital natives.” They’ve experienced it from the time they entered the world, and so their ways of thinking and processing information are very different. As teachers, we need to understand that and accept it, and “meet them where they are.” We also—as a place that cares deeply about the life of the mind, nurturing intelligence, and understanding issues deeply and broadly—need to push back against that culture when it diminishes our ability to think and research a question deeply and broadly. The downside is that it encourages a kind of sloppiness or laziness, which we actively discourage in presenting work as your own—or not your own. We plan a lengthy faculty deliberation this coming year on academic honesty in the digital age and what that means.

There also are some societal developments, historical geographic developments that are very important as we teach kids. First is the degree to which globalization has been telescoped: the way every one of us is connected to every other one of us in the world is dramatic and palpable in a way it wasn’t before. We’re working to help faculty become more fluent in their understanding of global issues so they can incorporate those issues in their classes. I also think that as knowledge has become more interrelated, we want to give our students appropriate experience across disciplines. We need to prepare them to be comfortable as problem-solvers living intellectually at the borders of discrete disciplines. And our faculty is doing really interesting work that reflects that in developing curriculum, particularly for our 11th- and 12th-graders.

SVH: So all of these changes—and others—obviously have had tremendous impact on how schools such an Andover are led. How have they changed the way you lead?

BLC: At its core, I believe that leading an institution like Andover remains an exercise in balancing the needs of the day-to-day with an overlay of being the caretaker visionary, or visionary caretaker. The heart of it really is about taking care of the people and realizing that the people—the students and the faculty—are the sine qua non of what we do and what we are and what we believe in. In terms of the vision, I’ve always believed that as the leader, one needs to fashion and articulate a collective vision. If the vision is the leader’s and the leader’s alone and there is no connection to the visions of people in the community, I think that is a recipe for disaster.

The internal, school-keeping part hasn’t changed very much. What has changed is that the environment has presented many more demands on a leader—safety issues and legal liabilities in many areas, discipline, personnel, state and federal regulatory issues, campus facilities, community issues. And the external demands—to communicate ever more frequently and to fundraise—have grown as well.

We depend more and more on philanthropy, which for leaders has meant more need to be out there actually asking for gifts and nurturing that philanthropy in person. This has become a more urgent need over the last three or four years as the Academy has become need-blind, as we’ve worked to compensate our faculty and staff in a way that reflects the excellence that they bring, and at the same time to tend to our facilities.

SVH: With the increased emphasis on liability, fundraising, and communication, do you have the sense that a different kind of leader is required to run these institutions?

BLC: That’s a very important question, and I don’t know the answer to it. I know that some institutions have tried a sort of “internal head of school, external president” model. We have not done that, but in the reorganization that I did four years ago, we recognized that I needed to be more external. So Becky Sykes, as associate head, has filled an incredibly important role internally as the person I can always turn to with absolute confidence when I’m devoting myself to external affairs. But I’m going to betray a certain bias here—I think it’s very important in a secondary boarding school to see that the leader of the institution cares about students and faculty and has a real reach inside.

SVH: On the international level, the news about American education has been fairly grim. A recent College Board report says the United States has slipped to 13th in college completion rates. We used to be number one. The creativity indicators are down. What’s going on in education in this country?

BLC: I think college completion rates are a huge concern. We are not doing a good job of preparing young people for college. What’s really happened in K–12 education, as I see it, is that the most privileged schools are becoming more rigorous, and the less privileged institutions are, at best, in a steady state. So the gap gets wider and wider—what we at Andover call the preparation gap.

The strongest indicators of how students are going to access educational opportunities and succeed in them is their socioeconomic status and the level of education of their parents. And that is a problem, because arguably the gap between haves and have-nots has grown larger. That’s a significant problem for our country, because we need educational mobility to drive the economic engine, in addition to equity issues.
On the other hand, I think there are real strengths in American education that get completely overlooked. I would cite the ability of the American system to allow more kids to have choices longer—as opposed to other systems, where students are weeded out to different levels, or fields of study, right after middle school. In this country we successfully leave doors open for more students much longer. I also think there’s broader overall access in this country. The community college system, I think, is a great unsung, positive player in American education.

SVH: In the 30 years that you’ve been in this position, what’s changed about the way we prepare students for college that has made them less able to complete college at the same rate?

BLC: That’s a really hard question for me to answer because I think that in my corner of the world—which is the only part that I feel I know well enough to talk about—that has not been the case. At a place like Andover, hard work is valued. It’s one of the virtues that we look for and continue to nurture and instill in our students. And we place a high value on the power of intelligence to solve problems and to make one a happier, more fulfilled individual. I look at the landscape around me and see this as very unusual. We have students who come here and, for the first time in their lives as students, they feel this terrific sense of liberation; that it is not only okay to be smart, it’s great to be smart! That is a rare commodity. I don’t mean to damn our culture, but I do think there is a place for a much more focused emphasis on the value of the life of the mind and hard academic work.

Another issue: when you look around at American education and compare it to other places, kids simply are not in school enough. The whole question of “summer melt” for two and a half months is a real problem for us. A number of our outreach programs—such as the PALS program and (MS)², where kids are doing work over the summer—address that specifically. They not only maintain their level in academics, but they actually augment it, making themselves stronger.

SVH: Let’s talk about Andover more specifically. What were your guiding principles as you went through the very tough fiscal problems of the last couple of years?

BLC: The most important way in which we were prepared for this very, very difficult passage was in having our beliefs clear. I have called that our “moral compass,” knowing what the destination is. For us that’s the whole notion of non sibi and “goodness and knowledge.” We’re here to teach these students how to make a difference in the world and how to think about people beyond themselves. If that’s the most important thing you’re doing, then as you make the very difficult budget decisions you embrace that as a guiding principle. And for us, the most recent articulation of that mission was the Strategic Plan of 2004.

So the first thing we did was to pull out the plan and say “All right, what must we do to keep educating young people to be thoughtful, versatile, responsible global citizens?” And we came up with several criteria that we would use as guideposts as we made every single decision. The first was that we would honor the essence of the educational program—that the everyday educational experience of faculty and students would be the part of the endeavor that we would hold harmless to the degree possible. And I think we did that very well. The second thing was that our human resources are the most important, so we would respect Andover people in whatever decisions we made. (The generosity of the staff and faculty Voluntary Retirement Incentive Program is one example.)

We also wanted, to the degree possible, to keep innovation alive during this period when there were fewer resources, when it’s a much greater challenge. And again, I think we did a good job of that. Last, we wanted to emerge from this period and look back at the material resources of the Academy—the endowment and facilities—and say that we had not significantly diminished those assets. Again, I think we are on track to do this.

SVH: As you look to the future, what excites you about where Andover is headed?

BLC: I’m very excited about some of the approaches the faculty is exploring in developing curriculum—from initiatives to address the “preparation gap,” to considering advances in cognition that can inform pedagogy, to incorporating important global perspectives, to developing independent opportunities for students with passion and expertise in various areas. Also, apart from the nine-month program, our outreach programs and the promise of our museums—not just for our own student body, but for the community—make me realize how much more than an academy Andover is. It’s really an educational community, and we’re exploring how to share these resources even more broadly with the world. I find that very, very exciting.

But the heart of it is these 1,100 unbelievable young people and the energy that they bring, and the truly remarkable faculty who teach them. When you see them go through this place, with the joy, the hard work, the connections with teachers and friends, and then see where they go, what they’re doing, and how they’re making a difference—it’s just incredibly satisfying. That’s where it all starts and ends.
This year’s opening faculty meeting—an engaging discussion about teaching styles led by six PA faculty members—sparked follow-up conversations that centered on a number of interconnected topics: institutional values, diverse learning styles, adolescent psychology, and parental influence, to name a few.

The topics—some planned, others spontaneous—emerged throughout the thought-provoking professional development session with more than 200 Andover teachers.

The floor was opened to questions, when two faculty members offered their observations.

One teacher asked about possible goals and metrics that would support various pedagogical approaches. Another asked pointedly: “How do we know whether we have influenced the development of (students’) values?”

For years, the Academy has wrestled with those very issues, and now it has an opportunity to address them with information that delves more deeply than anecdotes and assumptions.

This winter Andover will begin what is believed to be a first-of-its-kind study in independent schools. Partnering with Maguire Associates of Concord, Mass., the Academy will administer a longitudinal study aimed at examining the role that an Andover education plays in shaping the lives of its students. The survey will track members of the Class of 2011 during their senior year, then as they enter college, refine their values, and chart a course through life.

“We know Andover offers a transformational experience, but we have never studied its long-term effects. Why is this experience often referred to as the most important educational experience of one’s life?” asks Jane Fried, assistant head for enrollment, research, and planning, and dean of admission.

The question, asked rhetorically only a few years ago, is now ripe for answers. The longitudinal study is meant to tease out critical factors that distinguish an Andover education. “Our alumni go on to take leadership roles in a diverse spectrum of fields, be it public service, finance, teaching, medicine, or government,” she said. “Their sense of non sibi runs deep and is well defined in their lives. We know this anecdotally. Now we want to know how big a role Andover played in the development of that trait.”

A strategic move in 2004

Research has long informed Andover’s data-driven strategy to recruit prospective students, but it wasn’t until the Strategic Plan of 2004 that research became an institution-wide priority, creating a critical link among data, planning, and administration.

Head of School Barbara Chase explained the rationale in a memo to the faculty in 2006, shortly after she appointed Fried to oversee the Academy’s research program: “We need to understand more specifically how their Andover experience affects students and graduates. Once we come to understand more fully how well we are accomplishing our stated goals, we will be able to plan accordingly, coordinate our work … communicate with—and thus, elicit support from—important constituencies.”

According to Fried, many of the 13 institutional research projects undertaken at Andover since the Strategic Plan form a prelude to the longitudinal study. The researchers at Maguire have conducted focus groups with alumni, parents, faculty, and students and will use that information, along with results from previous surveys, to develop the questions and design the instrument.

Recent benchmark studies have included the following:

- Academic Pathways: Examined aggregate data in course choices, course levels, grades, and standardized test scores compared to demographics such as year of entry, previous schooling, day/boarding status, and socioeconomics.
To reaffirm the mission of Phillips Academy
to be a school that educates outstanding youth from every quarter
"the end depends on the beginning"
to develop their potential thoughtful, versatile, responsible, participants in a global community.

Samuel Phillips
Andover recently began the comprehensive analysis of data from four graduating classes. “We will identify areas of success and questions to address,” said Fried.

- English department senior survey: Asked members of the Class of 2009 to rate their experience in the required course sequence. Survey results helped to inform the department’s curriculum review, according to chair Jeff Domina, instructor in English. “Our goal was to test our assumptions about the program against students’ perceptions. The data enriched our discussions and provoked further questions,” he said. Among the findings, 87 percent of students said they felt very well or well challenged by their English courses, and 84 percent felt very well or well prepared as writers. Affirming results, but as he and his colleagues further reviewed the 25-question survey, they noticed an interesting demographic pattern, one that Domina said has caused them “to think about how we are serving kids from different backgrounds and who come with varying levels of preparation.”

- Price Sensitivity Survey: Brings a research lens to the discussion of the sticker shock of boarding school tuition by surveying a segment of Andover’s inquiry pool (approximately 5,000 families). Results from this project will help administrators and trustees understand the intersection of cost and its effect on students’ and parents’ decisions to apply and/or enroll. While this survey will have little impact on the longitudinal study, the Board of Trustees will discuss the results this fall.

- ACE Scholars Program Study: Tracked the progress of ACE students throughout their careers at Andover. With the development of this new summer program in 2007 to address the preparation gap in math and science, Fried collaborated with program director Peter Watt, instructor in physics. The results show that 88 percent of ACE students began their senior year with the math background to take calculus, and 71 percent completed a yearlong calculus course.

**Reaching out to parents**

Associate Head of School Rebecca Sykes, who also serves as parent liaison, was particularly interested in the intersection of results from recent parent and student satisfaction surveys. Both surveys sought feedback on everything from the academic program to residential life. Parents and students gave their highest ratings to the overall quality of the educational experience. Also called out—engaging and accessible faculty members, as well as a safe living environment.

But Sykes is quick to point out that the Academy’s goal is not self-congratulations. Surveys give voice to key constituents and provide a platform for further inquiry. “Given the size of our school and the variety of perspectives, we cannot rely on anecdotes alone,” she said. “Surveys have created an outlet for those who are either reluctant to raise a concern or take for granted those things we are doing well.”

When the 2005 parent survey revealed a need for more frequent and timely communication, Sykes and Fried collaborated to address the problem. After consulting with colleagues in several offices, the solution was a password-protected intranet site that allows parents to access important campus news and personalized information about their son or daughter. New to the Parent Portal this year—parents will be able to access their child’s grades and teacher comments.

Sykes went even further to enhance communication with the introduction last year of the *Parent Bulletin*, a biweekly e-newsletter, which she describes as “news you can use” on everything from health and wellness to important deadlines.

**Getting granular**

As Fried works with faculty and administrators to design research projects that will shed light on strategic decision-making, she often relies on her roots in admission as a guide. “Our research-based approach differentiates Andover’s admission program from those of our peer schools,” she said. “We study our alumni base, demographic and socioeconomic data, as well as school groups, and ask ourselves: ‘What kind of presence does Andover have or need to develop in a particular geographic area?’ We are responsible for millions of dollars in tuition and financial aid. We are not interested in traveling roughshod all over the world.”

An equally meticulous approach will be key to the success of the longitudinal study as Fried and Maguire peel back layers of information and attempt to understand the complex “Andover effect.” They hope to discover patterns—positive or negative—about academic progression, value development, choice of college major, and career paths. The study may be the impetus for change or affirmation of certain practices—most likely some of both. Regardless of the findings, Fried believes the fact that Andover has taken on such ground-breaking work is a testament to its own values as a world-class institution.

“We are looking at the whole person and the Andover experience in the broadest possible way,” she said. “Understanding the difference Andover makes in its students’ lives will help us understand how we challenge and support our future students as they seek to make a difference in their communities and the world.”
**Storied Building Turns 200**

**Phelps House in The Age of Madison**

by David Chase

The handsome home of Andover’s Head of School, Phelps House bears the name of its longest occupant, the Reverend Doctor Austin Phelps, Bartlet Professor of Homiletics (preaching) at Andover Theological Seminary. He lived here from 1848 until 1890. But Phelps House has an earlier history, dating to James Madison’s era and the Seminary’s beginnings on the Phillips Academy campus. The house was begun in 1809 and completed in 1811.

Andover Theological Seminary (ATS) was the brainchild of Phillips Academy’s founders and other conservative Calvinists seeking to stem the tide of liberalization transforming New England religion during the early nineteenth century. A bastion of Puritan zeal, ATS remained influential for 75 years. Phelps House was one of many gifts provided by the Seminary’s most generous early patron, William Bartlet, a wealthy Newburyport merchant. Bartlet was hell-bent on hiring as Bartlet Professor a famous fire-and-brimstone divine — “the Prince of Preachers” — Edward Dorr Griffin, and the trustees accepted Bartlet’s choice. But Griffin was reluctant to come. He was being courted by a Boston group establishing an orthodox parish, known as Park Street Church, to replace city parishes that had gone Unitarian. Undeterred, Bartlet offered to let Griffin preach at Park Street and promised to underwrite whatever house and garden on Andover Hill Dr. Griffin might desire. Griffin agreed to come. What we know as Phelps House — with its imposing facade, fine Federal woodwork, and terraced gardens — was the result.

Griffin was spellbinding in the pulpit but hard to take. An enormous man with an ego to match, he could not get along with his colleagues and quit his professorship just as the house was completed. Consequently, the first resident of Phelps House was the second Bartlet Professor, Seminary president Ebenezer Porter. Rev. Porter’s study in the south wing of Phelps House became the Seminary faculty room. Here important initiatives were launched in what amounted to a Calvinist Counter-Reformation: temperance groups, the first religious newspaper, the American Tract Society, divinity student scholarships, missions to the American frontier and around the globe.

William Bartlet had allowed Edward Dorr Griffin to design what was to have been Griffin’s Andover home. It is thought Griffin turned for help to Peter Banner, architect and builder of the Park Street Church where Griffin preached. The church was built in 1809 while the Andover house was being designed. To erect the house, William Bartlet hired men he knew in Newburyport, chief among them contractor Andrews Palmer and master carpenter David Hidden.

Over the course of two years, David Hidden recorded in his ledger the days he and his crew worked on Phelps House. His normal per diem charge was $1.06. But Hidden charged William Bartlet $1.09, “3 cents more," he wrote in a memo to himself, "on account of rum." On account of rum? It was traditional for workers to receive cash wages plus a daily ration of rum. Bartlet was a teetotaler; he wouldn’t give his employees liquor. No matter: David Hidden charged Bartlet extra and bought his own rum.

Phelps House is 200 years old this year and has been the home of the last five Andover heads of school. See more photos of the restored interior at www.andover.edu/magazine.
Local Lake-Land Legend

by Sally V. Holm
Ankle-deep in freshwater spilling onto the deck of a battered pontoon boat, Peter Lowell ’66 sorts and bags mounds of long, stringy plants that are being “vacuumed” off the bottom of the Songo River in western Maine. Each day his three workers will pull in about a ton of the stuff. It’s a hot, humid August day, and Lowell is awash in irony. “Most Andover alums are probably out on their yachts this morning,” he laughs. Perhaps, but it would be hard to find any who were happier.

Lowell is in the sixth year of his mission to keep a virulent Asian aquatic plant, called milfoil, from invading Maine’s prize lakes—especially Long Lake and Sebago, the “Queen of Inland Waters.” The Songo, a short river with a 180-year-old lock from an old canal, links these two major lakes as well as others. Milfoil has taken hold in the Songo, spreading so fast and so thick that fish can’t swim through it and other aquatic life can’t survive.

Ignore it at your peril. It will kill native species, a body of water’s recreational opportunities, and property values in no time. Lowell figures it will be a 10-year effort to eradicate the milfoil, which invades by clinging to fishing gear and the bottoms and propellers of trailered boats. But he thinks they’re winning. Lowell has set out to make milfoil a household word in his native state—and milfoil has made Peter Lowell an unlikely hero.

Nearly up to his neck in milfoil, Lowell fights hard to stay ahead of the virulent invader.
Choosing the Local Route

After Andover, Lowell went directly back to his home state of Maine—to Colby College in Waterville. After Colby, he went straight back home—to Bridgton and his beloved Highland Lake. And he’s been there ever since, making a profound impact on the health of the fragile ecosystems of the glorious lakes and rivers that help inspire Maine’s motto: The Way Life Should Be.

Lowell, unlike many young graduates, never had a doubt about where he belonged. Nor did his twin brother, Roger ‘66, who went to the University of Maine after Andover, then became a teacher—as had many other members of the extended family—in a rural community not far down the road from Bridgton. He recently retired after 40 years as a beloved and respected teacher and principal—most recently of his hometown high school, Lake Region High.

Andover was no picnic for the Lowell boys. Their well-educated parents had wanted a solid education for their children. But although the Maine boys didn’t feel they fit in with the PA social scene, both found the academics “unbelievable.” Peter credits his biology instructor George Sanborn ‘24 with inspiring his fascination with the world of cells. “He made me receptive to and interested in science,” Lowell says, remembering 45 years later exquisite slides of the Venus fly-trap Sanborn had helped him prepare.

He brought his new love of biology back to Maine, but entered Colby to study another science—the political variety—learning the mechanics of government and bureaucracy. Both sciences would play major roles in the adult life he was about to launch. Back in Bridgton, after a bit of teaching, working in town recreation, and starting a small leather business called The Cool Moose—which thrives to this day—Lowell found his passion in the path of destruction a bulldozer had carved on the shores of Highland Lake. “It was a personal insult,” he recalls, “and I realized there were not enough resources to protect the places I had loved and grown up with. I thought ‘I can do something about this!’ ”

A Knack for Creative Activism

The year was 1971, a fertile year for environmental awareness. The Lakes Region of western Maine was being assaulted by new development, and other citizens were concerned enough to start a small volunteer organization called the Lakes Environmental Association (LEA). Peter volunteered there part time, soon was named president for a year, then decided he had found his calling and became its first executive director, though for lack of funding, it was a part-time position. He had a war on his hands, a very small army, and no budget. He describes the time as “very contentious, very confrontational as developers—motivated by greed”—tried to fight land-use enforcement with lawsuits and threats.

Drawing on science skills gained at Andover and political savvy at Colby, Lowell threw himself into the fray. He worked with the state’s Department of Environmental Protection to develop tools for measuring water quality; he organized citizen watchdog groups; he introduced the “funnel development” concept to limit lake shore development and successfully lobbied to increase setback requirements for construction; he studied and taught town and waterfront residents how to protect the lakes from erosion and phosphorous contamination, all while working constantly to grow a loyal and generous membership to fund
these efforts so they wouldn’t have to be dependent on tax monies for operating funds.

Maine native and attorney Sonny Berman, a founder of LEA—which is celebrating its 40th anniversary this year—remembers those lean early days. “Peter came as a volunteer and never quit. He was hooked on lakes. He’s practically been volunteering ever since. But now we just throw him a little pay check once in a while,” he laughs, explaining how Lowell’s “inexhaustible energy and dedication” mean long hours for meager pay. “Unquestionably, he could have been a wealthy top executive somewhere if he had chosen differently. But he has devoted his life to these lakes.”

A Lake-Land Legend

Berman and many, many others believe the Lakes Region would be a very different—and less spectacular—place without Lowell at LEA’s helm. He cites Lowell’s multifaceted abilities to recognize problems immediately and respond to them, even those way beyond LEA’s original scope. In 1986, when the federal government put the region on the short list to become a radioactive waste dump site, Lowell switched gears and jumped quickly into the crisis. Thousands of Mainers joined the fray, money was raised, and the dump never happened. Berman credits Lowell as the prime mover. And LEA’s reach continues to expand under Lowell’s direction. He counts among accomplishments of which he is most proud the acquisition through fundraising of the 700-acre Holt Pond Preserve, with its quaking bog, trails, wildlife, and nature camp for children; the 66-acre Pondicherry Park he spearheaded, which follows Steven’s Brook right through the center of Bridgton; the town’s purchase of a beach and campground on Long Lake to serve the public; and, most importantly, a K–12 education program that reaches nearly 1,000 students each year.

Hijacked by a Plant

Which brings the Lowell story back to milfoil, which he says has “hijacked our agenda” at LEA by its ferocious assault. That fight, costing more than $30,000 a year, has made huge dents in the organization’s $450,000 annual budget. “We spent nearly a quarter of a million dollars on the upper Songo these past five years,” he says. Always looking at the longer term, Lowell won a major victory in 2001 when Maine passed—just barely—the country’s toughest milfoil law and a substantial federal grant last year, with the help of Sen. Susan Collins (R-Maine), to counter its spread. He was able to use some of the grant money to establish a research project that employs the only milfoil scientist in Maine at nearby Saint Joseph’s College. Communities statewide seek his help.

Lowell is constantly frustrated that the harmless-looking green stuff has blunted a lot of work on LEA’s central mission—everyday lake protection from erosion and development. “The real enemy,” he says, “is ignorance—people not understanding the depth of the problem and their individual responsibilities. That’s a long-term educational process.”

Some of this wisdom, he acknowledges, has roots at Andover. He describes the impact of his education there as “a time-release capsule. You don’t realize what you’ve learned at first, but as you go through life you realize how much you’re tapping back into that experience.”

Longtime LEA board member Jean Preis says Lowell is a true visionary. “When he gets an idea, Peter is like a hot knife through butter—he knows everyone, he knows the land, he knows how to laser focus and get the job done.” She believes that people now can’t begin to understand what he has done for the community. “But long into the future, it will become much clearer,” she says.

Peter Lowell’s life is compelling testament to how much of a difference one individual can make in his community, be it a rural village or the global one. Berman summed it up: “The ‘L’ in LEA stands for Lowell.”
Reunion 2010

Well over 1,600 alumni, family members, and guests convened on campus for Reunion 2010. Along with reconnecting with classmates, old friends, and favorite teachers, weekend highlights included festive welcome receptions and dinners, a compelling array of classes taught by PA faculty, a sneak peak at the renovated Addison Gallery, thought-provoking alumni panels, and Athletics Hall of Honor inductions.

Following the traditional Alumni Parade, this year’s Annual Meeting of the Alumni Association in Cochran Chapel included a special memorial tribute to Ted Sizer, PA headmaster from 1972 to 1981. The Reverend J. Philip Zaeder, Vic Henningsen III ’69, and Sizer’s widow, Nancy, spoke movingly about Sizer’s Andover legacy and national impact on education reform. Also remembered in separate gatherings were former art instructor Diz Bensley ’43 and former coach Steve Sorota and his wife, Stephanie.

Hundreds of reunion photos are posted on BlueLink, PA’s online alumni community. To see more, go to http://bluelinkalumni.andover.edu.

Members of the Class of 1985 fundraising committee present their generous 25th Reunion gift to Head of School Barbara Landis Chase at Saturday’s Non Sibi Breakfast. Pictured from left to right are Liz DeLucia, Bob Hopkins, Tim Timken, Pamela Paresky Zuker, Megan Carroll, Mike Margolis, Alison Smith Lord, Alex May, Chase, and class head agent Michael Schaus.

Gathered to honor Ted Sizer’s legacy are his widow, Nancy (second from right), and children Judith ’77, Lyde ’80, and Harold ’80; son Theodore II ’75 was unable to attend. Inset: The new Sizer plaque in Cochran Chapel.

Banner-bearers Pat Elliot Sullivan ’40 and class secretary John Foskett ’37 lead the Alumni Parade, followed by Tom Lenagh ’37 and Manny Cadenas ’40.

From left, Sandy Urie ’70, Melanie Fales Davis ’65, Amy Zimmerman ’90, Liz DeLucia ’85, and Tamara Elliot Rogers ’70 align outside McKeen Hall to kick off Friday evening’s Abbot alumna welcome dinner. All are past Abbot Academy Association presidents.
Andover is a family tradition for Charlie Helliwell ’55, daughter Holly Helliwell Fabyan ’80, and Charlie’s grandson, Wesley Fabyan ’13.

Dozens of alumni went “Back to the Classroom” for one of 10 special courses offered during the weekend. Here, English instructor Flavia Vidal leads a class titled “Literary Representations of Wars’ Real Victims.”

On hand for Saturday’s Athletics Hall of Honor induction ceremony were new inductees Gerry Jones ’55, Carter Marsh Abbott ’93, Harvey Kelsey ’41, Helen Bronk-Akerstrom (who accepted the honor for her late husband, trainer Jake Bronk), Artie Moher ’45, Ashley Harmeling ’00, and Joe Cavanagh ’67 (see story page 16).

Above: Pausing for a colorful shot before joining the Alumni Parade are the Class of 2005’s Yaa Frimpong, Colette Harris, Candace Mitchell, Vaishali Grover, and Katie Nadworny.

Members of the classes of 1945 and 1946 mingle after Saturday’s New England Cookout Lunch. From left are Kenneth Sutherland ’45, Hal McInnes ’45, Jack Horner ’45, Artie Moher ’45, Bruce Gelb ’45, Chet Homer ’45, Dick Phelps ’46, Jim Scanlan ’45, and Cliff Crosby ’46.

Savoring every minute of his 50th Reunion, Karl Ziegler ’60 is well prepared for Friday evening’s lobster bake.
The Reverend Becomes

A Pilgrim of St. James

Can I still do it? she asked herself. Rev. Anne Gardner, Phillips Academy’s director of spiritual and religious life, wondered if she was tough enough to survive her summer plans. She had just turned 50—and had grown quite comfortable in her daily routine.

The challenge was the hot, dusty 400-mile trek across the mountainous width of northern Spain, the pilgrimage route known simply as “El Camino.” The path, which has tested the mettle of its faithful followers since the Middle Ages, ends at the Cathedral in Santiago, where the remains of St. James are believed to be interred.

For the popular Episcopal priest, the trip was part of her search for ways to extend her ministry to Andover alumni, to invite them to consider an alternative way to experience their spiritual lives. But before she could hope to lead alumni on such a journey, she had to experience the challenges herself. Generous funding from the Abbot Academy Association, a PA faculty development grant, and the Episcopal Diocese of Massachusetts—along with personal resources—made the trip possible.

With a small, eclectic group including two new alumni from the Class of 2010—Meredith Rahman (former cohead of the Muslim student group) and Sascha Strand (former cohead of the Christian student group), her spouse Beth O’Connor, and Jana Lamberti, a close friend of former cohead of the Christian student group), her spouse Beth O’Connor, and Jana Lamberti, a close friend of the Christian student group—and two new alumni from the Class of 2010—Meredith Rahman (former cohead of the Muslim student group) and Sascha Strand (former cohead of the Christian student group), her spouse Beth O’Connor, and Jana Lamberti, a close friend of the Christian student group—Sascha Strand (former cohead of the Christian student group), her spouse Beth O’Connor, and Jana Lamberti, a close friend of the Christian student group—she set out from Pamplona on June 15. Their frequent e-mail missives told a kaleidoscopic story of interesting personalities, adventures, and challenging yet beautiful terrain. They also told the flip side—mud, heat, cold, dust, blisters, raucous roosters, the “snoring symphonies” of hostel life, and the ever-present bugs—with rueful humor.

Gardner says now, “The Camino was the hardest thing I have ever done—emotionally, physically, and mentally. When you take away all your comforts—familiar food, language fluency, family, friends, and your work—you are left with just the tender emotions, scars, and memories you carry within. My ‘outside’ was fracturing from the blistering heat, hunger, and physical discomfort I was encountering. Inside, I was churning. It was very powerful to have such a quiet, almost lonesome kind of experience be so disquieting, but also so provocative.” Not surprisingly, it was her spiritual vitality that provided comfort, supplying the “mental grit” to walk the 12 to 15 miles each day regardless of conditions or terrain.

When the group reached Burgos, three returned home as planned, having covered more than 100 miles. Gardner and Strand carried on. Known for her steady but slow pace, Gardner reported a few weeks in that she had actually passed another walker on the route. “Granted she was in her sixties and carting a harp behind her on a golf cart-like contraption,” she wrote, “but it was a victory nonetheless!”

The evening of July 11 was unforgettable. In Ponterredada’s main plaza, the pilgrims joined with hundreds of excited townsfolk to watch the World Cup final. Many hours later came Spain’s thrilling overtime victory, and all happily were caught up in the sea of flags, toasts, and exuberant hugs lasting on into the night.

Twenty more days of stifling heat and hundreds of miles would pass before the final e-mail arrived from Gardner and Strand: “It is finished. We have touched the granite and marble façade of the Cathedral of Santiago. We are officially pilgrims of St. James.” It had taken 40 days, half a bottle of Advil, 62 cans of Coke, and the camaraderie of hundreds of fellow pilgrims.

She had done it. “But I don’t think of it as some-
thing that I did as much as something I became,” she muses. “The lasting effects of the experience are yet to be seen. Will I seem the same to others now that I have completed this journey? I would hope not.”

And will she go forward with her plans to offer such spiritual journeys to Andover alumni? “I hope so. While this kind of venture requires much planning, I think it would be of interest to many of our alumni for many different reasons.” She says Rahman felt much more connected to her Islamic faith after the experience.

At journey’s end, pilgrims generally visit the crypt of St. James, hug the saint’s statue in the Cathedral, and attend the daily pilgrim Mass held at noon. Just prior to the worship service each pilgrim who has received a “compostela,” the certification record for all those who have walked at least 100 km, is recognized in front of the thousands gathered. When the priest announced the two pilgrims from the United States in his litany, Gardner instinctually reacted: “I leapt up out of my seat and threw my arms over my head in triumph,” a feeling she hopes to share with many Andover folks in years to come.

—Sally V. Holm
Alumni Help Student Journalists See the Future

by Julia K. Dean ’11
Phillipian News Editor

“The future of print may be in question, but the future of news will continue,” Chuck Lane, of Shattered Glass fame, assured his enraptured audience crowded into Las Canteras restaurant. We, the Phillipian CXXXIII board, had traveled to Washington, D.C., for just this purpose: to learn firsthand about the future of journalism. On a long weekend in April, 18 of us and our two faculty advisors—professional journalist Sue Greenberg and English instructor Nina Scott—embarked on a long bus ride to Washington, D.C., to learn about careers in journalism and how to adapt the Phillipian to the evolving digital age.

We all were very thankful to Andover trustee Gary Lee ’74 for hosting us at his restaurant for the evening and acting as moderator for the stories that the alumni shared with us. Many of the alumni imparted journalistic wisdom and talked about their own experiences. Deputy Secretary of State James Steinberg ’70 began by discussing the necessary relationship between the press and the government, and also fielded some hard-hitting questions about U.S. relations with Iran. Associated Press editor Tom Strong ’82 then spoke about the transition of news outlets to a digital media via search engines such as Yahoo.

We really identified with Dan Schwerin ’00, one of the younger alumni, who currently works as a speechwriter for Secretary of State Hillary Clinton and is a past Phillipian editor in chief. He spoke to us about how a firm journalistic background enhances the speeches that he writes. Schwerin’s advice to us was to keep writing and never get too attached to a particular piece, as it is always subject to change. “Dan’s advice was pretty inspiring—from what he did while editor in chief of the Phillipian to how he made writing work in his career,” said Adam Levine ’11, Phillipian director of production.

The next day, in a smaller setting, Ian Cropp ’01 spoke about the emerging popularity of digital news, such as blogs, and gave us some insight into how to maintain journalistic integrity on the Internet. Cropp shared his opinions on a physical newspaper versus its online equivalent, and spoke from experience about successful news blogging. He maintained a popular blog while writing for the Vail Daily in Colorado. Many students were intrigued by Cropp’s suggestions and, thanks to his advice, the Phillipian will work to achieve a greater online presence. “Cropp compared different forms of online media with those of traditional print media,” said Kevin Song ’11, head of the Phillipian Online. He inspired us about how to allow these two forms of media to coexist and to take initiative to improve our online presence.”

Following Cropp, Priya Sridhar ’03, a news correspondent for Russia Today, spoke to us about working in television. Sridhar studied journalism and international relations in college. She told of long days working as the program’s only TV reporter in Maine and the path that led her to her current position in Washington. “Priya’s love for journalism was passionate and infectious,” said Phillipian news director Yerin Pak ’11.

Another main event on the agenda was a trip to the recently remodeled Newseum. We all agreed that we could have spent the entire trip there, where we got the chance to view the complete collection of Pulitzer Prize–winning photographs, read the news in front of a live camera, and peruse exhibits on the Berlin Wall and the 9/11 attacks.

Thanks to Lee and Greenberg, we ended our trip with visits to the offices of the Washington Post and Newsweek. Greenberg, who is also culture editor for Newsweek International, introduced us to Jeff Bartholet, chief of the Newsweek Washington Bureau. He shared stories about his time overseas reporting on the war in Iraq and detailed the daily happenings in the Newsweek office. “I loved hearing about firsthand journalism experiences,” said Sophie Gould ’11, managing editor. At the Washington Post, Lee introduced us to Al Kamen, writer of the “In the Loop” column, and Phil Rucker, an up-and-coming writer at the Washington Post. Kamen and Rucker discussed a typical news day at a daily publication such as the Post. Rucker’s story of beginning as intern at the Post and advancing to become a full-time writer especially resonated with us and spoke to our own journalistic aspirations.

Late on Monday night, we returned from a weekend full of learning and interaction and jumped right into producing the next issue of the Phillipian, putting our new skills and ideas to use. “This weekend made me proud to be a journalist. We’re still needed, and we still have work to do,” said Julia Zorthian ’11, editor in chief.
Harvard awarded Dr. David G. Nathan '47, emeritus of Dana Farber Cancer Center, an honorary doctor of science degree at its May commencement... Armed with a Fulbright-mtvU Fellowship, Tina Wadhwa '02 is studying the impact of music on Indian society, particularly focused on Mumbai's slum children, and will produce a documentary film on her work... David Downs '73 serves as USA World Cup Bid Committee executive director, vying for the 2018 World Cup... Jesse Bardo '03 has been named the first director of edSocial Media (ESM), a new company that aids private schools in developing social media... The newly elected president of the American College of Physicians is Dr. J. Fred Ralston Jr. '72... Michael Kontaxis '10 had two films accepted into the Palm Springs International Short Film Festival in June... Tom Foley '71 won the Republican primary in August in his run for governor of his home state of Connecticut... Andrew Hung '06 has been awarded the J.E. Wallace Sterling Award for Scholastic Achievement, one of the highest university-wide honors at Stanford. The committee asked Hung to name his most influential teacher to attend the ceremony, and he selected PA English instructor Greg Wilkin... Juan Mario Laserna '86 has been elected to the senate in Columbia, representing the Conservative Party... Two members of the Class of 2009 volunteered in Haiti for several months in the spring; Hannah Turk studies at Vassar, and Blaire Pingeton is a voice student at NYU... Sound designer Rob Kaplowitz '91 won a Tony award for “Best Sound Design of a Musical” for his work on Fela! and has been featured in a video interview segment on the website of the American Theatre Wing... Eric Van Oss '07, a student at Claremont Colleges, is a featured author in Global Climate Change and Natural Resources: 2010... Cellist Bobby Chen '10 was named a Presidential Scholar by the U.S. Department of Education’s Commission on Presidential Scholars... Yale hockey defenseman Tom Dignard '06 has been named second team ESPN The Magazine Academic All-American... and finally, the ever-eclectic fashionisto Cassius Clay ’09 (on a break from Yale) has become personal advisor, sartorial stylist, and traveling companion to rapper Kanye West.

FIFA World Cup Draws Large Andover Crowd

Andover fans celebrated the start of the World Cup in Johannesburg at the home of Kanyi Maqubela ’03’s aunt. Front row from left: Mike Spiak ’06, Aldun Andre ’03, Pumi Maqubela ’06, and Kanyi. Blue row: Tim Marchese ’11, Anthony Pucillo ’03, Katherine Sherrill ’10, and Stephen Sherrill Jr. ’05. Back row: James Watson ’06, Pat Kinsel ’03, Marc Anderson ’03, Stephen Sherrill ’71, Will Sherrill ’07, Steven Lee-Kramer ’09, and T.J. Thompson ’06. Not pictured: Kanyi's PA faculty parents, Temba (dean of faculty) and Vuvu (instructor in English), and several other Andover families who were part of the festivities. “There was lots of dancing, telling stories, and getting to know my extended family and their friends in South Africa,” says Kanyi. “The experience was amazing.” Nearly 50 alums attended an Andover party in Capetown on July 4.
Phillips Academy Alumni Events, October 2010–January 2011
Hundreds of alumni, parents, and friends reconnected with each other—and with Andover—this summer. In July, Head of School Barbara Landis Chase met with alumni and their families on Martha’s Vineyard, Nantucket, and Cape Cod. In August, Dean of Faculty Temba Maqubela was the special guest at alumni and parent gatherings in Shanghai and Beijing. And in September, young alumni from 34 colleges and universities attended get-togethers on 10 campuses.

Upcoming Events

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Campus Events

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Please visit the Office of Alumni Affairs event calendar at www.andover.edu/alumni for additional listings.

SAVE THE DATES!

Bid on Blue
Andover Auction to Support Financial Aid
Online Auction Begins April 15, 2011
Auction Dinner—April 30, 2011
The Smith Center at Phillips Academy
Student entertainment, silent and live auctions, Webcast and International bidding
Preview the online auction catalog in March
www.andover.edu/auction
One Two One
by David Tresemer ’66 and Lila Sophia Tresemer
Lantern Books
Tresemer and his wife encourage couples to experience their relationship as a spiritual path. Through creating a deep partnership, individuals can grow from one to two then into “communion with something far vaster than the two.” The self-help book includes exercises plus suggestions for creating a conscious wedding or commitment ceremony.

Traditional Box Projects
by Strother Purdy ’85
Taunton Press
A professional woodworker and a former editor at Fine Woodworking magazine, Purdy now designs and builds custom furniture as owner of Purdy’s Fine Furniture. Here, using clear diagrams and color photos, Purdy leads the home handyperson through the construction of eight beautiful and useful classic boxes.

The Raven’s Gift
by Jon Turk ’63
St. Martin’s Press
An adventurer, scientist, and author of travel and environmental books, Turk recounts his journey through Siberia’s frozen tundra wilderness. He writes of how an elderly female Koryak shaman forever changed him when she used her ancient powers to heal his fractured pelvis, awakening his view of the connection between the natural and spiritual realms.

The First Thing and the Last
by Allan G. Johnson ’64
Plain View Press
Author of The Gender Knot and Privilege, Power and Difference, sociologist Johnson has produced his first novel, a story about a female victim of brutal domestic violence. Through his perceptive and moving portrayal, the reader gets a glimpse into the abuse victim’s reality and her courageous journey of recovery and triumph.

No Small Matter
by George Whitesides ’57 and Felice Frankel
Harvard University Press
Subtitled Science on the Nanoscale, this is a big book about little things. Striking microscopic photographs are accompanied by clear descriptions plus commentaries about the structure of the nanouniverse. Scientist Whitesides writes about a sponge, “This design is as elegant as anything engineers can conceive.” In comprehending the micro, understanding of the macro is expanded.

Long for This World
by Sonya Chung ’90
Scribner
Short-fiction and essay writer Chung has produced her first novel, an engaging story about a contemporary Korean-American family and their extended family in South Korea. Demonstrating insightful wisdom and an understanding of the two cultures, Chung offers a powerful portrait of both.

On the Grill
by William Cooper ’79
Oxmoor House
Cooper’s large-scale, colorful book of grilling recipes goes way beyond shrimp on the barbie. Grill master and chef Cooper offers healthful and creative options for cooking most anything on a grill. The book also covers equipment, grilling methods, and menus for various occasions. Do not read while hungry.

Boris by the Sea
by Matvei Yankelevich ’91
Octopus Books
This curious little book of snippets of stories and poetry by and about a fictional being named Boris poses thoughtful questions and imaginative observations about the human experience. Boris wonders why people need each other, then supposes, “For solving the problem of what is inside.” He also ponders, “Without a role a person is dead…. Who am I alone.”

—These capsule notices were prepared by Sharon Magnuson.
For Phelps, It Was the Perfect Game

by Victoria A. Harnish

The Andover baseball players who had gathered at Phelps Park for a pick-up game that hot May afternoon paused—then cheered—as he took the field. Winding up, he threw the ball to the boy crouched behind home plate. Gloving the return, he pitched again, harder this time. “You’ve still got it, Mr. Phelps!” a nearby player hollered. The pitcher, Dick Phelps ’46, P’73, GP’14, smiled modestly. He just needed to brush up a bit before the spring 2010 Andover-Exeter game that weekend, where he would throw out the opening pitch to classmate and battery mate Cliff Crosby ’46.

Phelps, a top pitcher while at Andover and a former Big Blue varsity football and hockey player, is frequently called upon to throw out the first pitch at the Andover-Exeter matchup. But when he turned 80 in 2008, he realized a dream on a slightly bigger field. “There were a few things I wanted to do that year—and throwing out the first ball at Fenway was one of them,” says Phelps. That same year, he had a hole in one and he and daughter Ann Phelps Jacobs, P’14, won the USTA National Father Daughter Tennis Championship in the Ultra Senior Division.

A loyal philanthropist and consummate gentleman, Phelps vividly remembers his first introduction to Andover—on the Academy’s baseball field in 1944. Phelps was pitching for Watertown High School in a game against Andover, which his team won. As he walked off the field, he was approached by Jim Gould, Andover’s treasurer. Gould congratulated Phelps on his pitching performance, inquired about his academic ability, and asked if he would ever consider attending a school such as Andover. Indeed, Phelps was a very good student, but the young athlete knew his family would not be able to afford Andover.

Phillips Academy, however, refused to let financial circumstances stand in the way of the boy’s education. “My father told me that Phillips Academy charged him $5 for my health insurance,” Phelps recalls. “That was the only bill we ever received.”

Sixty-four years later, Phelps continues to honor the tradition of giving that had made it possible for him to attend Andover. In 1990, he contributed $3.7 million to the Academy. Those funds created the Richard J. Phelps Fund for Scholar Athletes and helped to support the Addison Gallery of American Art, teaching, and athletics—including the renovation of the baseball field later named in his honor.

continued on next page
As CEO and director of Superior Brands, a pet products innovator, Phelps has traveled the world. Among his numerous directorships and board appointments, he was an Andover alumni trustee, a Tufts School of Veterinary Medicine overseer, a member of the advisory committee at Harvard’s School of Education, and a member of Yale’s development board. But of all the things he’s done, he receives “the most fulfillment from the ‘Phelps Scholars.’”

Each year, the 18 to 24 PA scholar-athletes gather with Phelps and his wife, Sally, for dinner and conversation. “It has been extremely gratifying to help young people and watch how they will leave an imprint on the sands of time,” he says. To date, more than 150 Phelps Scholars have graduated from Andover. “The letters I receive from them are incredibly heartwarming,” Phelps adds.

Brian Safstrom ’10, a native of Woodinville, Wash., was one of those scholars. “When I was accepted to Andover, I knew my parents already were paying college tuition for my brother and sister,” Safstrom says. “When my packet arrived from the school, I realized just how far someone’s generosity can go. Enclosed in my envelope was a certificate confirming my scholarship and a letter that stated a man named Richard Phelps had decided to support my education at Andover.”

Phelps, ever humble, attributes his commitment to philanthropy directly to his upbringing. “My mother passed away when I was a baby, and my aunt raised me,” he explains. “She inculcated in me the importance of giving back.” In spring 2010 he continued his generous support of the Academy with a $3 million pledge to The Campaign for Andover.

“What Mr. Phelps’s generosity means to me extends far beyond just the money he has donated,” says Safstrom. “He took a chance on me—someone he had never met—and I have done my best to respect and honor that great gift.”
The Class of 2010 has set a new class-giving record, with 96 percent donating to the senior class gift. Beating the 93 percent participation record set by the Class of 2009, this year’s seniors chose to dedicate their gift to the faculty.

“Andover has made a profound difference in all of our lives. Here, we matured from shy teens to educated adults,” says Caroline Gezon ’10, student alumni representative. “Andover is sustained by our non sibi spirit just as much as our Big Blue spirit. We’ve shown that every gift makes a difference.”

The Class of 1985, which celebrated its 25th Reunion in June, helped spur the seniors’ success by pledging to match dollar-for-dollar every gift seniors made up to $10,000 if they reached 90 percent participation.

“Our goal not only was to have more seniors involved, but also to become a valuable resource for the Class of 2010,” says Michael Schaus ’85, class agent. “Their strong leadership inspired us to act. We wanted to demonstrate to the Class of 2010 that Andover represents both an outstanding education and a much wider community of all ages throughout the world that helps each other.”

His skinny legs, electrifying smile, and athletic prowess were a sight to behold on the basketball court. You knew when he was in the dining hall because everyone liked to be near him. He had the humor and timing of a seasoned comedian. His extraordinary wit, his force of nature drew people to him. And so did the haircuts he occasionally gave classmates to earn extra pocket money.

Todd Isaac ’90 died in the 9/11 terrorist attack, but his spirit and legacy live on. The Todd A. Isaac Memorial Scholarship Fund was created in 2002 by friends from alma maters Andover and Holy Cross and business associates. The scholarship has enabled a student to attend Phillips Academy each year since 2003. In June, the endowed scholarship reached a milestone $500,000, commemorating what would have been Isaac’s 20th Andover reunion. “Todd would be proud that his life inspired so many in such a positive way. He transcended the various high school cliques, and he embodied the Andover ideal,” says Uche Osuji ’91.

Isaac grew up in the Bronx. He attracted the attention of the ABC (A Better Chance) program, which helps talented minority students raise their educational sights, and later entered the Academy on an ABC scholarship. Bobby Edwards, former dean of Community and Multicultural Development, remembers Isaac well. “He soaked up this remarkable opportunity, and Andover unlocked his excellence. Then, for his life to be cut short just when he was able to realize his capacity to give back as much as he had gained at Andover, well, that could bring you to your knees—but not this community,” says Edwards.

“His scholarship embodies the belief that people can do extraordinary things if given the opportunity,” says Chris White ’93, a junior when he met Isaac, who was a proctor in his dorm. “It allows a child with promise and need to have his or her shot, just like Todd did.”

“Todd’s life and legacy are testament to the invaluable lesson we learn at Andover, that no matter how smart or popular or talented you are—or how little or how much you have—character matters,” says Tiffany Chanel Corley ’91. “That is the reason Todd is so revered to this day. It’s why we loved him and why we love Andover.”

The creators of the fund hope to raise a total of $750,000 toward this scholarship in the upcoming year. To make your gift to The Todd A. Isaac Memorial Scholarship Fund, please visit www.andover.edu/todd90.
Fund Honors William E. Thomas
by Victoria A. Harnish

William Thomas, beloved conductor of the Phillips Academy Orchestra and Cantata Choir, retired in 2008 after 33 years of inspiring generations of students. In 1976, he created what would become one of his most powerful legacies at Andover—the Cantata Tour.

Since then, students and faculty have traveled during spring break nearly every year to perform in concert halls from Florence to Shanghai, from New York to San Francisco. The tour invariably is a highlight of the year, serving both to motivate and to unify the musical life of the Academy.

To continue to offer these unmatched experiences to all music students, the Academy seeks to fully endow the William E. Thomas Music Fund, which was created with a generous lead gift from Taylor Bodman ’79. “William’s legacy is everywhere in the men and women whose lives he touched, whose standards he pushed higher, whose occasional teenage funks he jolted into an awareness of something much larger than ourselves,” says Bodman.

On average, 55 percent of the music students are on financial aid and require some assistance to pay for the cost of the tour. Currently, the Department of Music must evaluate the expenses each year and determine if there will be enough funding to support the students who are unable to afford the trip. It is the Academy’s...
Music Tour Facts

Average cost for domestic tour, per musician .................... $1,100
Average cost for foreign tour, per musician ..................... $2,950
Percentage of students needing assistance to pay for trip ......................... 55%

“The Venetian community came to see us—high school musicians—some of us aspiring professionals, others involved simply for the love of music. To be in such a prestigious position builds enormous inspiration in a young person. One of the audience members was a descendant of Felix Mendelssohn, the composer of the piece we were performing for that spring tour. Amazing chance happenings like this are remembered for a lifetime. They would not be possible without the generosity of our school and its benefactors and their devotion to the lifelong joy of music.”

—Mia Rossi ’10

For more information, contact Pauline Carpenter in the Office of Academy Resources at pcarpenter@andover.edu or 978-749-4525. To make a gift online, please visit www.andover.edu/thomasfund.
ABL

The Andover Bread Loaf (ABL) program, a collaboration between Phillips Academy and Middlebury College’s Bread Loaf School of English, brings U.S. and international students and teachers together in creative ways.

Established in 1987, ABL offers summer and school-year professional development programs and writing workshops that enhance the learning of writing and help catalyze educational renewal in classrooms, schools, school systems, and communities.

“The approximately 100 students who participate in the ABL’s Lawrence Student Writer Workshop receive a rich, creative experience in a supportive environment. Students leave the program with much improved writing skills, greater confidence, and a better sense of themselves and their own abilities. Many ‘turn around’ their academic performance during the regular school year, showing significant improvement in grades and test scores. Those who stick with the program year after year develop as leaders and often grow into teachers themselves. Andover Bread Loaf has shown me the greatness of humanity. Middle school students in New Orleans, high school students in Lawrence, teachers from New York who attend our teacher program—all have tremendous talents waiting to be tapped.”

—Richard Gorham ’86, ABL instructor, Lawrence High School teacher

IRT

The Institute for Recruitment of Teachers (IRT) aims to reduce over time the critical underrepresentation of African Americans, Latinos, and Native Americans on school faculties and to address the attendant educational consequences of these disparities.

Each year, throughout the graduate school application process, the institute assists outstanding minority college students and graduates in pursuing advanced degrees in teaching, counseling, and administration. Providing positive role models to youth, the IRT serves the related goals of supporting school and campus environments.

“Through this experience, I have learned how to find my voice in the classroom. The IRT faculty pushed me to go outside of my comfort zone and challenged me to be confident in my beliefs.”

—Jennifer Lopez, IRT ’10

“At IRT, I surpassed my personal and intellectual limits. I found some of my best allies and peers. IRT provides a united fight for social justice and access to education for all.”

—Maria Carambo, IRT ’10

“IRT gave me a support system that I could lean on long after my summer at Phillips Academy. From the many phone calls made to polish my personal statement when I returned home to my fellow cohort of interns (some who would later become my roommates and support system in graduate school), my IRT experience did not end when I left Andover. I think that was and continues to be the most valuable assistance I received from IRT.”

—Kirk LaRue, IRT ’05
(MS)²

Mathematics and Science for Minority Students (MS)² was established more than three decades ago to help public school students prepare—over the course of three summers—for high school and college courses in math, science, and technology, and ultimately for careers in those fields. Several universities have established similar programs utilizing the (MS)² model.

This year, a record number of applications were processed—450 in all—and nine percent of the students were admitted. All 40 of those students accepted the offer and joined the second- and third-year (MS)² scholars on campus in July 2010.

“Through a series of classes in which I participated daily, I was able to better myself on a personal as well as an academic level.”

—Andrina Spencer, (MS)² ’08

“At Andover, I encountered students who shared my academic interests and who were excited about learning. They were self-proclaimed math and science nerds—and proud of it! Through Cultural Sharing, I learned about Native American and African American history, but I also learned about the vast diversity among Latino cultures. In the dorm, I lived with girls from all over the globe, and I realized how big the world truly is. Being surrounded by such a diverse group of peers truly enriched my learning experience and made me a better student and a better person.”

—Karina Hernandez-Guarniz, (MS)² ’97

(MS)² College Counseling instructor;
Assistant Director, College Counseling,
Phillips Academy

PALS

The Phillips Academy/Andover High School/Lawrence Schools (PALS) partnership, established in 1988, is a two-year summer and winter program that provides enrichment in math, language arts, and the sciences for middle-school students from the nearby city of Lawrence.

The key factor in the growth and success of PALS students is the active engagement they have with their teachers—an outstanding group of high school students primarily from Phillips Academy’s and Andover High School’s community service programs. Each year 20 to 30 energized and high-achieving individuals are trained to teach and serve as role models and mentors, motivating the younger students to stay in school, study, and develop a sense of responsibility for themselves and others. In turn, these older students gain skills and insights into the teaching profession, while solidifying their motivation for a lifetime of public service.

Funded through Phillips Academy alumni, parents, and friends and through support from foundations, the PALS program is free to all students.

“I teach in the PALS program because it allows me to see firsthand how students can improve in academics. It’s great to be a part of their learning environment.”

—Joe Wilkin ’08

PALS teacher

“I’ve seen students who couldn’t read clocks learn the Pythagorean theorem in the month we worked with them. That sort of transformation is due completely to their dedication and that of the teachers. I quite frankly never thought that much progress could be made in such a short period of time.”

—Erika Langley ’08

PALS teacher
Academy Increases Annuity Rates

For the first time in 12 years, Andover has increased its rates on new gift annuities. These arrangements provide fixed lifetime income to one or two beneficiaries; in total, the Academy sends more than $800,000 each year in distributions. Payments are sent quarterly in March, June, September, and December, and the donor also receives an immediate charitable income tax deduction at the time of the gift. These arrangements benefit the Academy following the income beneficiaries’ lifetimes, and donors have the option of directing their ultimate proceeds toward general support or particular purposes.

A sample of Andover’s new annuity rates:

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<th>Age(s)</th>
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<th>Sample Gift</th>
<th>Deduction*</th>
<th>Effective Rate**</th>
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</table>

Thanks to the new higher rates, the Academy has seen a recent increase in giving. “We received four new annuities in the first two weeks of the new fiscal year,” says David Flash, director of gift planning. “What’s interesting,” he adds, “is that these are all from individuals who already were annuity donors and have seen firsthand how they benefit. In fact, one of the most recent gifts is from an attorney in the Class of 1941 who was funding his 13th annuity.”

Virtually anyone can establish an Andover gift annuity; funding starts at $10,000. For additional information, contact Andover’s gift planning office at 978-749-4297 or giftplanning@andover.edu, or run your own calculations anonymously at www.andover.edu/webcalc.

*Charitable deduction rates based upon IRS discount rate available in August 2010. The rate changes monthly; future deductions may be lower or higher.

**Effective rate takes into account charitable income tax deduction for those in maximum federal tax bracket and tax-preferred treatment of income when annuity is funded with cash.
Frozen Nose

by George S.K. Rider ’51

Sitting in my den office on New Year’s Day 2010, the clock approaching game-time. Boston Bruins vs. Philadelphia Flyers at Fenway, temporary ice rink constructed for the game. My mind raced back to a cold day, February 14, 1951, snow falling for the game. My mind raced back to a Fenway, temporary ice rink constructed for the Andover-Exeter game.

God bless the NHL for the outdoor hockey game that is becoming a tradition.

Saturday’s 10 a.m. English class seemed like it lasted a week. I ate nothing at lunch.

We had just dressed in the old Borden Gym. Pulling the game jersey over shoulders and elbow pads was never easy. It was the biggest game of my life, and as captain, I was also part of the dedication ceremony of the Sumner Smith outdoor rink. Mr. Smith had generously donated $75,000. Then, according to the Lawrence Eagle-Tribune’s Fred Cole, we were the only school with its own artificial rink. Reporters had observed our practices all week.

The butterflies came early. Mother and Dad had arrived Friday. Brother Ken and I ate steak dinners at the Andover Inn that night. Next day, Coach Leavitt rallied us. I added a few words. We banged sticks on the locker room floor. I led the team to the gym’s side door. Manager Nat Reed opened it. I stepped out, my heart pounding.

The rink was down an incline, across a road and down again. As we moved down the hill, the crowd spotted us and began to cheer. Goosebump time! Th first breaths I took, as we exited the gym, froze the hairs in my nose. Y ou could chin yourself on our exhales.

Mom and Dad were bundled against the cold, standing behind the boards on the near blue line. In the driving snow, we took the ice for the warm-up skate.

Before the game could begin, a pre-dedication luncheon. Guests, including the Boston Globe’s John Ahern, the Boston Post’s Warren (Doc) Mooney, Fred Cole, and a reporter/cartoonist from the Boston Herald, joined Andover Headmaster John Kemper, Exeter’s Headmaster William Saltonstall, Sumner Smith (Class of 1908), Sumner Smith Jr. ’38, former captains and coaches, faculty from both schools, WBZ sports announcer “Bump” Hadley, alumni and friends, and Dad.

John Ahern wrote: “The dedication took place at center ice, before the playing of the 46th game in the series, in a driving snowstorm. Larry Shields, Andover’s secretary, introduced headmasters Kemper and Saltonstall. Two more inches of snow fell. Th e rink shoveler could not keep up with it. Sumner Smith thanked both schools and those who took part in building the new rink in a brief speech.” His son Charlie was skating for Yale, and couldn’t attend.

Conditions were severe. School officials and referee Cleary (father of 1960 Olympians and Harvard greats Billy and Bobby), discussed canceling the game.

Bill Saltonstall grabbed a broom and headed for center ice. Ahern wrote: “He hadn’t cleared a lane six feet long when John Kemper joined him. In two minutes 30 more volunteer sweepers were hard at it. Under an hour, the surface was clear. Th e game was on. Andover hadn’t won since 1947. Bill Saltonstall was set to view the slaughter.”

Mr. Cleary dropped the puck. Th e ice was hard. You could hear the skates cutting into it. Th e pace was fast. Midway through the first period, I checked the Exeter captain, Richard McNutt. He fell awkwardly with a broken leg. At 11:31, Hi Upson ’51 scored our first goal on passes from Charlie Pratt ’50 and Bill Duffy ’51.

Now it’s 3:10 of the second period. I scored the only goal of my career on a pass from Duffy. Then he scored, at 7:45. At 8:20 Ed Carey ’51 scored from Pratt, and at 9:40, George Scragg ’52 scored from Joe Crehore ’52.

The third period was scoreless. A distinct underdog, we had done the unthinkable, shutting out archival Exeter, 5-0, and adding an exclamation point to the ceremonies surrounding the dedication of Andover’s new gift from Sumner Smith.

NBC’s announcer’s voice boomed. Back to 2010, and Fenway Park!

Thoughts of events long ago: Ken and me, Mom and Dad standing in the snow, Abby Oakes ’52, my defense partner, Billy Van Alstyne ’51’s shut out, teammates no longer with us, and Mr. Cleary urging me early in my career to work on my back skating after banishing me three times in one period for charging.

The next time you walk outside on a blustery day so cold that when you inhale the hairs in your nose freeze, think of what hockey used to be.

Thanks again, NHL, for the trip back.

P.S. On my desk is the puck I put in the center, the coin flipped to determine who got which end. Heads are up!

George Rider went on to play freshman hockey, then varsity for two years at Yale, served aboard the USS Preston and the USS Abbot (where he was joined by brother Ken ’52) from 1955 to 1957, and spent his civilian life in institutional equity sales trading. He retired in 1995 and recently moved to Essex, Conn. where he enjoys his grandchildren and writes.
Andover Fund Online Giving Guide

Make a world of difference where it matters the most to you.

www.andover.edu/af

The Andover Fund Giving Guide offers you 12 different areas for gift designation: unrestricted, need-blind admission, faculty and program, technology, environmental citizenship, Addison Gallery, Peabody Museum, ACE, IRT, PALS, ABL, and (MS)².

Learn Where Your Money Goes
See examples of ways your gift might be put to use. Every gift matters!

Watch the Progress
Follow the progress of gifts and pledges to date—and check back regularly to see if the area you supported will reach its goal.

Share with Others
Through social media, encourage your friends to support one of Andover’s priorities.

Your Contribution
Your gift, joined with those of fellow alumni, parents, grandparents, and friends, helps to keep the Andover experience unrivaled. Visit www.andover.edu/af to make your gift.
Coming Attractions at the Addison

Sheila Hicks: 50 Years
November 5, 2010–February 28, 2011

The diverse and provocative works in fiber by contemporary artist Sheila Hicks compose the Addison Gallery of American Art's first loan exhibition since its September reopening.

This exhibition will include miniature weavings and drawings, commissions for public spaces, industrially produced textiles and workshop hand-productions, bas reliefs and sculptures, and process works made of recuperated textiles, clothing, and other found objects.