

To Be or Not To Be: Varsity and Junior Varsity?

Kate Preziosi
Staff Writer

The new school year has gone relatively smoothly so far: no shattered glass, schedules arranged to perfection, and kilts hemmed to just below the finger tips. *Just* below.

We also return to another beloved aspect of this great institution: sports. Some chose soccer, which everyone should know has officially graduated to a varsity sport. Others chose crew, but the team is seriously considering renaming it to crew/soccer/cross country. Many chose field hockey, while some decided to torture themselves and run for two hours every day. To cross country, I applaud you.

But no matter the sport, there always seems to be that crucial distinction: defining an athlete as Varsity or Junior Varsity. Even when a sport does not offer the differentiation, there is still a line that we as athletes draw in the sand. Usually the athletes can tell where they stand, and the teams are formed without even having been announced. We will always make boundaries, even if they are not there.

In the hype surrounding who makes which team, the real question is often overshadowed: what is each team ultimately trying to accomplish? Ms. Tammaro, Director of Athletics and Head Coach of the Varsity field hockey team, answered this question as it applied to her girls. “We hope to win New



Girls at Field Hockey preseason

Picture by Maggie Duus

England’s again,” she said.

Regarding the selection process for Varsity and Junior Varsity field hockey, what exactly makes a Varsity player? “The selection process is subjective, based on the observations of all the coaches combined. We assess the position of each girl, and determine what we need to make a well rounded team. We look for stickwork ability, game sense, ability to run off the ball, and speed,” said Ms. Tammaro.

When asked how she would compare the training of the Varsity and Junior Varsity teams, she answered that with the exception of some differing practice days, the training is equally

intense.

Where’s the line in the sand? From my information so far, field hockey is really divided into two teams, each with the same practice schedule, each with the same practices, each winning the majority of their games.

Despite this, JV players often feel frustrated by the lack of adversity they face on the field. One JV player offered her thoughts: “[Playing the varsity] is the only true competition we face all year. JV in most schools is the equivalent to our thirds team. Last year the thirds won the JV championships with little difficulty. So who do we play?”

The problem of a deficiency in

competition is not due to unfairly picked teams but rather to an overabundance of talent at GA. Adds another JV player, “Varsity doesn’t have enough room to incorporate all the Varsity players at GA.” Varsity player Lauren Amicucci comments “I feel like JV might not think they’re as important because of the title, but in reality, JV is not that far off from Varsity. In most of our games, JV could definitely beat the majority of the teams we play.”

Varsity player Jessica Overlander has seen both sides of the argument. Having been a member of both teams, she has some perspective to offer. “When I was on JV, all the teams we played weren’t up to our skill, and we finished the season undefeated. Even though that’s nice, it’s good to play teams of equal level also. Playing Varsity was probably the hardest team we played.”

Another issue surrounding the team this year is the lack of upperclassmen, mainly juniors, chosen for the Varsity team. One JV player remarked “The Varsity coaches might prefer a fresh face. I feel like they want to have younger players to bring up as ‘future stars.’”

But then it all comes back to what the team hopes to accomplish. Do they really want all “stars” or do they want the well rounded entity? Amicucci responded, “Yes they took sophomores. They *are* the future of our team. But Ms. T’s not looking for ‘future stars,’ she’s looking for the best team to put on the field against our main competition.”

Allie Brandenburger Talks About GA Sports

Moirá Vyner
Arts Editor

GAP sat down with incoming Athletic Board president Allie Brandenburger to discuss her role for the year.

As president of Athletics Board, what will your job entail?

Athletics Board is in charge of school spirit and the main job is getting people pumped for sports. This includes green and gold assemblies and civvies days, the preparations for the homecoming dance, and food at games. We’re also looking to add to the addition Lacey [Farrell ‘04] made last year with the flip flops, possibly with sports bras or t-shirts.

Do you have any ideas for how you

will make sports different this year?

We’re really pushing to have a field day this year. Lacey tried to get one going last year, but there was a scheduling issue with the James Turrell assembly. On another note, we have an idea to have all games at the King Street field/court. That way we can increase attendance by having everything in the same place.

Have you run into any problems?

It’s hard to schedule things. For example, I wanted to start intramural ice hockey, but there’s no ice time, or the games would have to be at six o’clock in the morning or something like that. Athletics Board doesn’t schedule the sports games, so we have to make sure nothing conflicts with the games or the assemblies.

Does Mrs. King have any ideas for

sports?

Well, she used to coach field hockey, lacrosse and basketball, and she also played lacrosse and field hockey in college. She’s not just all about sports though, because her daughter is very involved in the arts, and Mrs. King definitely is encouraging both the sports and the arts at GA. Though she thinks she might spend her first year settling in, she is definitely happy to fill in for any coaching jobs the athletic department might need.

Is there anything else you’d like us to know?

I’m really excited for homecoming and I’m happy I was elected. It’s going to be a great year. We’re looking forward to the team spirit and we’re really hoping to boost attendance at games.



Allie Brandenburger

picture by Claire Kiechel

"In The Fish Bowl" by Emma Corbishley



Greenwich Academy Press

October 2004

200 North Maple Ave., Greenwich, CT 06830

Vol. 21, Issue 1

Wolff Intrigues, Inspires Students

Lizzy Rodkin
Staff Writer

The national best-selling author Tobias Wolff visited our school for a spectacular day of discussions, lectures, and an assembly on Monday, September 20. His reputation as a terrific speaker, and the readability, complexity, and thoughtfulness of his newest novel *Old School*, led both GA and Brunswick to choose Tobias Wolff as the all-school read, said Mr. Feiner, GA English Department Chair.

This year’s seniors also read *This Boy’s Life*, a book about the challenges Mr. Wolff faced growing up and how he conquered them.

In one of the classes the author visited, he was asked how he could be sure he remembered events correctly, to which he responded with a lecture about how subjective memory is. Mr. Wolff told the class that his memoir was “an attempt to understand [his] younger self.”

For the 2004-2005 school year, all Upper School students

were asked to read the seemingly autobiographical *Old School*, which Tobias Wolff assured us is entirely fictional.

One of the most intriguing aspects of the novel, which was also brought up in one of the class discussions with the author, was how he could be sure he was portraying Robert Frost, Ayn Rand, and Ernest Hemingway correctly. Mr. Wolff explained to the group how he reread

letters the authors had written during their lifetimes.

Wolff described how he created characters for each of the authors, placed them in a school setting, and imagined how they would respond. What resulted was a highly accurate portrayal of all three famous and influential writers. He said, “that was the thing I enjoyed most” when writing *Old School*.

Teachers and students alike were impressed with Wolff’s references to other famous authors such as Hemingway, Tolstoy, and Salinger. The author seemed incredibly well-read, intelligent, and detail-oriented, and the assembly was interesting and applicable to most of our lives today.

“The author taught us lessons that could not be taught in classrooms, not by lectures, but by examples,” said one Brunswick sophomore.

One of the best pieces of advice Wolff gave GA and Brunswick Upper School students, through a literary reference to Tolstoy,

was not to get caught up in a quandary of small-talk, but rather to take charge and accomplish what they wish to.



Photo: Michelle Arader

some of each of the authors’ works, read biography after biography, and perused

The Coronation of Mrs. Molly King

Katie Semida
Editor-in-Chief

You’ve probably seen Mrs. King a lot over the past few weeks, cheering at a volleyball game, addressing the Upper School at morning assembly, eating lunch with a few students. In fact, you can expect to encounter her anywhere and everywhere you might be as you go through the school day.

Mrs. King admitted that although she’s been here since June, preparing for the “opening day was the pinnacle of my experience. The opportunity to connect with the girls is what means everything to me.”

Mrs. King’s efforts to develop relationships with the students are evident in her daily schedule. She works to balance her many meetings with parents, faculty and trustees with opportunities to meet with students.

Mrs. King has started shadowing the girls whose names were picked at the Opening Day assembly – a fourth grader, an eighth grader, and a senior. She explained that this year, she is focusing on the leading grade in each division, but she plans to choose three new students to shadow every year, shifting grades to eventually have experienced the typical day of a GA girl in every grade.

To further interact with students,

Mrs. King attends sports games at GA. “Mrs. Barnes alternates sports games and puts them on my schedule so that I’m sure to get to every sport,” she explained.

On the day I interviewed her, Mrs. King had an appointment with a lower school student to be interviewed for the lower paper. She cherishes opportunities to talk to girls of all ages. In fact, her favorite aspect of her job is incredible variety. How wonderful to experience this developmental spectrum.”

Of course, Mrs. King’s role at GA’s helm brings difficulties along with its rewards. “Learning everybody’s name is a mighty goal,” she said, “one I have to conquer one name at a time. What becomes important is making authentic connections. Every time you make a meaningful connection with someone, you don’t forget her name.”

In explaining the most significant challenge she faces as Head of School, Mrs. King compared her job to being the mayor of a small village. “When people in the school or in the village go through

challenging experiences, you want to be very brave and very positive for the sake of the community. Sometimes that’s tough -- but it’s so important. That’s something you can never underestimate - extending love and support to people

“But it’s the very thing that draws me to this job, because GA’s such a loving and caring community and I want to contribute to that.”

Mrs. King’s sense of purpose has been strengthened by exploring GA’s history in *Academy Days*. “I think that reading [*Academy Days*] reinforces my confidence in GA’s sense of itself. When you’re confident, you learn to value what’s good in your community and you know how to embrace change rather than fear it. This is a community that has evolved from a coed day school to a single sex highly diverse and achievement-oriented institution.”



Molly King connects with Upper School Students

Photos: Internet



Varsity Books: Convenient or Not?

Page 3



I Know What You Did Last Summer - Summer Trips

Page 4-5



Interviews with New Officials and Teachers

Page 6



Sports Teams: The Difference Between Varsity and JV

Page 8