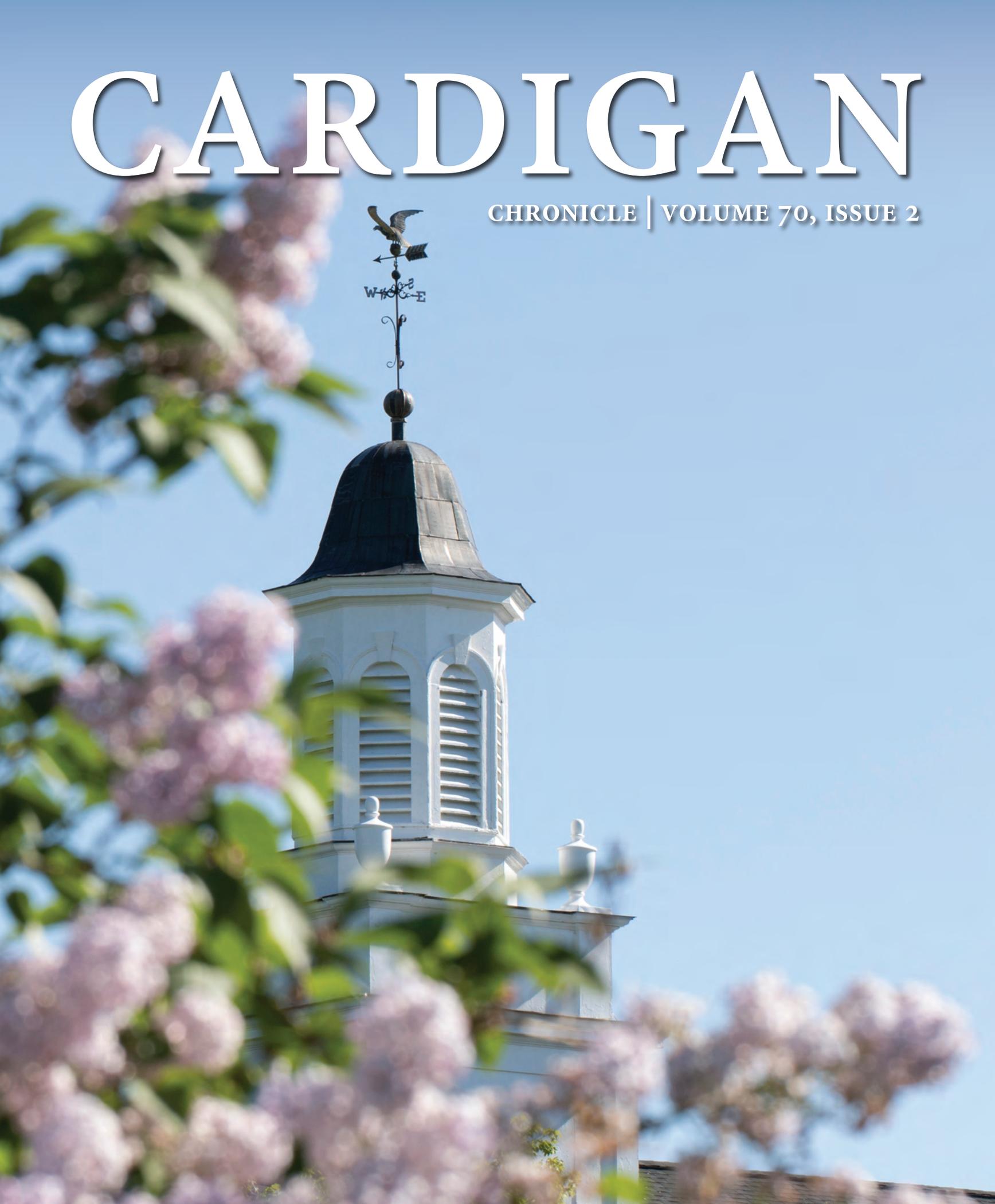


# CARDIGAN

CHRONICLE | VOLUME 70, ISSUE 2







WHILE THE NINTH-GRADERS COULD NOT PHYSICALLY ATTEND THIS YEAR'S TRADITIONAL SUNSET CLIMB, HEAD OF SCHOOL CHRIS DAY AND HIS FAMILY MADE THE TREK AND SHARED PICTURES AND VIDEO WITH THE BOYS. IT WAS A PERFECT SPRING EVENING FOR REFLECTING ON A DIFFICULT BUT POWERFUL YEAR.

## BOARD OF TRUSTEES

Jeremy T. Crigler '79, *Chair*

Karl G. Hutter '92, *Vice Chair*

George "Jory" Macomber P'12,  
*Vice Chair*

Robert V. Chartener '73, *Secretary*

Michael B. Garrison '67, P'94,'96,  
*Treasurer*

Christopher D. Day P'12,'13,  
*Head of School*

David H. Bradley H'13, P'78

Richard J. DellaRusso '82

Stewart S. Dixon, Jr. '80

Nabil Elkouh P'15,'17,'19,'22

Paula R. Glover P'22

David Gregory P'18

Christopher "Kip" R.F. Hale '95

Ping "Selina" Huang P'20

Francis J. Humann '80

Clayton D. Johnson '79, P'08

Craig M. Johnson '78, P'01,'03

Dr. Robert F. Kenerson H'04

F. Corning "Kim" Kenly III '68

Christopher J. King '79

P. Edward Krayer '82

Tyler L. Lewis

Candyce Martin P'14

Burton E. McGillivray P'07,'09,'09

Carole Mennen P'17

Pornphisud Mongkhonvanit P'20

Malcolm C. Moran '64, P'00

Richard D. Morrison, M.D. '50, P'76,'82

Barbara S. O'Connell P'03

Marc Porcelli '95

Jeffrey M. Roberts P'21

Kristi Ross P'18

Christopher M. Taliercio '95

Jonathan N. Wakely '75

Laura F. Waldron

Diane G. Wallach P'06, *Trustee Emeritus*

# The Chronicle Summer 2020

## IN EVERY ISSUE

### 1. LETTER FROM THE EDITOR:

A glimpse behind the curtain at the makings of every issue.

**2. LETTER FROM THE HEAD OF SCHOOL:** What's on the mind of Head of School Chris Day?

**34. ON THE POINT:** What's new on campus?

**46. FROM MARRION FIELD:** Keeping score and touching base with the Cougars.

**54. HISTORY'S MYSTERIES:** A visit to Cardigan's archives.

**56. FOUNDER'S PATH:** Updates from the trustees and founders of the School.

**62. ALUMNI DRIVE:** Catching up with alumni around the bend and around the world.

**66. CARDIGAN CONNECTIONS:** From your classmates, in their own words.

## IN THIS ISSUE

### 4. A TRIBUTE TO THE CLASS OF 2020:

On May 31, Cardigan celebrated the 74 members of the Class of 2020. This photo essay looks back at Commencement and honors the hard work of our most recent alumni.

**20. FEATURE:** When students graduate from Cardigan, who do they become? Of what value is a Cardigan education? In this issue, we check in with three Cardigan alumni who have followed their passions and never stopped exploring.



**EDITORIAL OFFICE:** Cardigan Mountain School, 62 Alumni Drive, Canaan, NH 03741; 603.523.4321; communications@cardigan.org.  
**EDITORS:** Chris Adams, Director of Communications and Marketing; Emily Magnus, Assistant Director of Communications. **GUEST CONTRIBUTORS:** Diego Escalante '20, Wim Hart H'08, Cam McCusker '10, and Judith Solberg. **PHOTOGRAPHERS:** Chris Adams, Joe Burnett '95, Martin Grant, Lynne Graves, Ken Hamilton, Sandy Hollingsworth, Emily Magnus, and Jeremiah Shipman '00. The *Cardigan Chronicle* is published bi-annually by the Communications Office for alumni, parents, and friends of the School. The magazine is printed by R.C. Brayshaw and Company on sustainably produced, chain-of-custody stock certified to Forest Stewardship Council (FSC) standards.

1945-2020

**75**  
YEARS

**CARDIGAN**  
**MOUNTAIN SCHOOL**

# SAVE THE (NEW) DATE

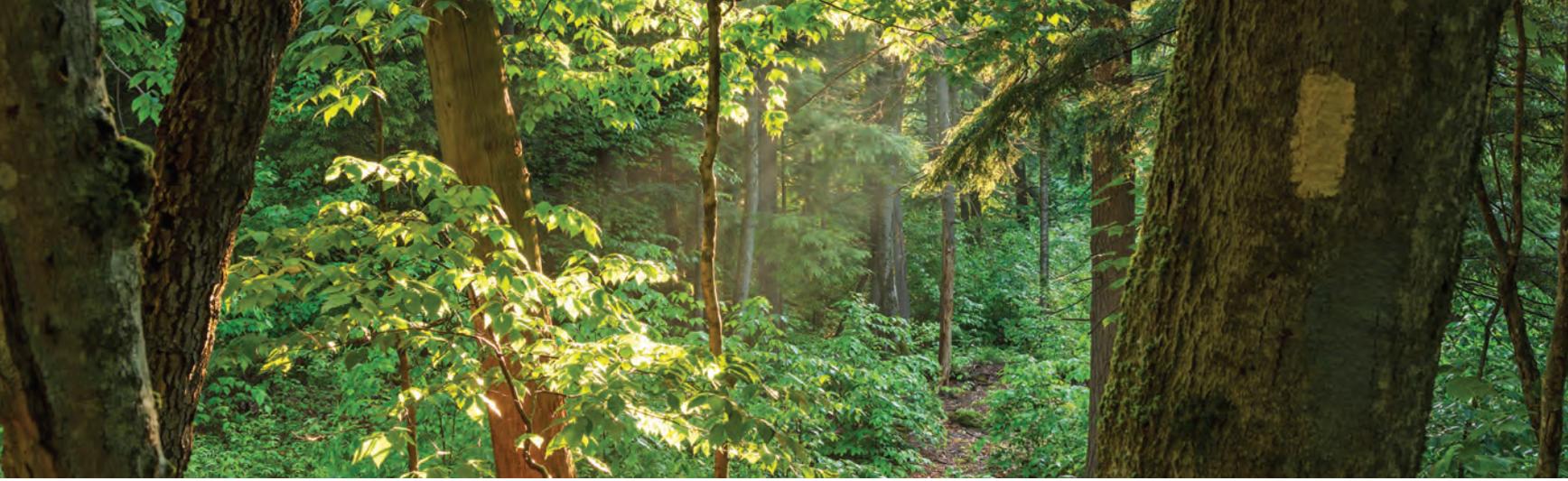
**Come Home to The Point on October 23, 2021!**

HEAD OF SCHOOL CHRIS DAY P'12,'13 AND THE BOARD OF TRUSTEES CORDIALLY INVITE ALL MEMBERS OF CARDIGAN MOUNTAIN SCHOOL'S GLOBAL COMMUNITY TO JOIN THEM IN CELEBRATING THE PAST, PRESENT, AND FUTURE OF THE SCHOOL.

While we have postponed the community-wide gathering by one year, we are more excited than ever to celebrate Cardigan's 75th Anniversary and our gratitude for everyone who has brought the School this far! We cannot wait to welcome back our alumni, friends, and family for some truly special events on The Point.

## DON'T BE LEFT OUT

Visit [cardigan.org/75](https://cardigan.org/75) to review a growing list of Cardigan community members who hope to be on The Point in October, 2021. Join them by submitting your RSVP online, or contact Mary Ledoux ([mledoux@cardigan.org](mailto:mledoux@cardigan.org)) or Judith Solberg ([jsolberg@cardigan.org](mailto:jsolberg@cardigan.org)) with questions about the anniversary year.



## Silver Linings

Sticks snap under my feet and I brush a cobweb from my face as I pull back a sapling arching over the trail. I peer ahead, lining up the yellow blazes as far as I can see. Barely visible, the trail snakes its way through dark pine forests, over ledge outlooks, between car-sized boulders crowned with thick mats of ferns and lichen. With spring barely on its way, abundant sunlight cascades through the bare branches, warming my shoulders and the crest of my head. I breathe deeply, exhilarated by every turn of the trail and grateful for this opportunity to explore; because of COVID-19 and because my commute is for now just a few steps across the hall, I've had more time in the afternoons to visit the conservation areas around my home. This is my silver lining.

When so many people are suffering and so many people's lives have been interrupted, it seems a bit insensitive to talk about silver linings. When tragedy still surrounds us and so much is uncertain, is it callous to celebrate the things that are going right? For me, I need look no further for an answer than Head of School Chris Day P'12,'13 and the Cardigan community.

In his Commencement address, Mr. Day pondered a quote attributed to former Headmaster Norm Wakely P'70,'73,'75: "It's a beautiful day in New Hampshire' is not a weather report...I believe it is a conscious outlook on life—a state of mind. Its lineage derives from the flinty, unyielding, and often

stubborn toughness of the people of this region, mirroring the rocky and hardscrabble land we inhabit. Farmers in New Hampshire didn't give up when they found big rocks populating their soil. They just built lots of stone walls." Likewise, the Cardigan community didn't crumble under the daunting tasks of teaching and mentoring under quarantine; they looked for the silver linings, the opportunities from which they could build and move forward, succeeding where others were struggling.

Despite a disease that shut down education and learning as we knew it, there has been good. As winter break drew to a close and the news became increasingly somber, articles I had written in January and February suddenly seemed irrelevant, resulting in a new lineup of stories that required a new round of interviews and research. At first, I worried that the faculty and staff would be too busy researching distance learning tools and methods to find time to answer my questions. But to my joy, not once was I disappointed. Faculty and students alike jumped at the chance to help, answering my emails almost as soon as I sent them.

I also had the opportunity to stop by more classes during the last couple weeks of school than I did the entire rest of the year. As I prepared to write articles about distance learning, I joined several Zoom classes and even got to participate in literature circles

with Pat Kidder's sixth-grade students. In every class, I was impressed with the sincerity and genuinely positive nature of the faculty as they engaged their students in conversations, checking in with each one personally.

The Cardigan community has taught me this spring that it's almost always appropriate to talk about silver linings. In fact, it's one of the most important things we can do right now. That's why we've dedicated an entire section of this magazine to the Class of 2020. These boys make up a very special class, and not just because they graduated in the year of COVID-19; they deserve to be acknowledged for the ways in which they have led the School this year and the positive energy they've helped spread. It's also why we chose to go forward with our focus on alumni; their successes and celebrations bring positive energy to a world that is struggling. Our alumni, both the most recent graduates and those from many years in the past, are our silver lining.

Be well, and keep looking for those silver linings. ■

Emily Magnus, *Editor*  
[emagnus@cardigan.org](mailto:emagnus@cardigan.org)



## Residing in the Hearts of These Brave Young Men

Our students—our boys—are together in their isolation. Pining for one another and for the community that they have built together, Cardigan boys, present and past, know the bonds that develop to create this brotherhood. The strength of that bond is never more noticeable than when we are necessarily separated from each other.

Our school is led by our ninth graders. As they go, we go. It has ever been that way and will always be so. This group of young men has led with empathy, they have shown ginormous courage and self-sacrifice, and they have cared for each other and helped each other find their way home. But whether they come from Melrose or Monterrey, Boise or Beijing, Seoul or San Francisco, their common home is here, on The Point, and inside of each one of them. This crisis has shown us that the Cardigan experience transcends borders. It resides inside the hearts of these brave young men.

The tears that often stream down the faces of our boys at Commencement reflect sadness...but not the kind of which most of us think. I have come to believe that they are tears shed to mark the value of shared experiences, often completely mundane, that combine to create this magical brotherhood—a bond which our boys aren't taught to articulate or describe by their teachers. They know it though; they know it because they built it...through races to the locker room after a rainy practice in the fall, through helping a hallmate do his job collecting the dorm trash. It's putting time in on a dish crew at mealtime, and it's supporting a brother as he stands on the stage in Humann and does his best to make music come out of his instrument. It's meshing so well with your teammates in hockey that you know—YOU KNOW—that you can sauce a no-look pass to the high slot and your linemate will be waiting, poised for a one-timer. The strength of our community is the amalgam of lots of delicate moments and pieces. So when we are confronted with a challenge like we all are now, the Cardigan boy knows how to react. The inner strength, which is the hallmark of a Cardigan boy, is the salutary residue of living in this community.

Each year at Cardigan is unique, comprised always of some rich admixture of people, programs, and shared experiences. Comparing one year or graduating class to another is like trying to rank one's children; it can't—shouldn't—really be done. This group, however, the Class of 2020, and those who surrounded them and helped shape their Cardigan experience—their younger brothers, faculty, staff, and supportive families—has featured a poise and strength that belies their existence as “middle school boys.” The reservoir of love—for one another and for this greater community and for the experience that is, and has been, Cardigan Mountain School—deserves special recognition. These are “foxhole boys,” the kind you want on your side during tough times and the kind who will provide a shoulder—free of judgment—and a laugh and folly in turn. These boys have led and continue to lead us through. Their composition, like that of a great sports team or orchestra, cannot be assembled through a selection of individuals. Their greatness comes from their existence in this moment as a collection of brothers, vibrating together from all corners of the globe, producing an exceptional whole, whose strength and core were revealed by the challenges it encountered—challenges that shed the layers of frivolity that all of us carry in our lives like pacifiers.

I've often remarked that there is no magic to this place, to this experience. The ordinary, when lived by the insistence of Cardigan's Core Values, becomes the extraordinary. The pages that follow are filled with examples—from this year, from these boys, to Cougars past. They share a bond that is earned by embracing the commitment to one another, to the healthy growth of a boy, at this time and in this place. Together alone, together. ■

Christopher D. Day P'12,'13  
*Head of School*

MEMBERS OF THE CLASS OF 2020 LAST FALL AT THE  
VERY BEGINNING OF THEIR NINTH-GRADE YEAR



# A TRIBUTE TO THE CLASS OF 2020



# The Graduates

**JERONIMO ARMIDA ALATORRE**

Mexico City, Mexico

**COLLIN SCOTT ATWELL**

Bow, New Hampshire

**VED BHAT**

Basking Ridge, New Jersey

**DYLAN BIGGS\***

Vineyard Haven, Massachusetts

**DEEGAN WALKER BLASKO**

Stony Brook, New York

**ROBERT KIM BLENK**

Busan, South Korea

**MICHAEL JAMES FRASER BRANNAN**

Madison, Mississippi

**GABRIEL W. BRONDEL**

Canaan, New Hampshire

**SANTIAGO BUENO FERNÁNDEZ**

Mexico City, Mexico

**JAKE TYLER CALVANI**

Lynnfield, Massachusetts

**DIEGO CARRANDI**

San Pedro Garza Garcia, Mexico

**WILFRIDO CASTILLO TOPETE**

Mexico City, Mexico

**KAIYI CHEN\***

Qingdao, China

**FRANKLIN CHOW**

Hillsborough, California

**PEARSE SPENCER COBB**

Bethesda, Maryland

**JUNO RALPH COWANS\***

Beverly, Massachusetts

**LUCAS DING**

Beijing, China

**DIEGO ESCALANTE\***

Canaan, New Hampshire

**YANEIK J. GALLEGO**

New York, New York

**MAURICIO GOMEZ SALINAS**

McAllen, Texas

**DYLAN WALTER GORMAN**

Rye, New York

**JIAYU "KEVIN" GU**

Beijing, China

**OSKARI HAKKARAINEN**

Hyvinkaa, Finland

**ZACHARY N. HAWTHORNE**

Hanover, New Hampshire

**JACK HINES**

South Strafford, Vermont

**JIHYEOK HONG**

Seoul, South Korea

**LOGAN ANDREAS HUETTER**

Del Mar, California

**CADEN L. HUTCHINSON**

Canaan, New Hampshire

**JASON JIANG**

Beijing, China

**NATE JOHNSON\***

Concord, New Hampshire

**HEEWOO JUNG\***

Seoul, South Korea

**SALVADOR REY KAMAR GUERRA**

Monclova, Mexico

**BILL KE\***

Avon, Connecticut

**SEOJIN KIM**

Seoul, South Korea

**TAEWOO KIM**

Seoul, South Korea

**CHARLES C. KNAPP**

Sunapee, New Hampshire

**CASE MICHAEL LASKOWSKI**

Herndon, Virginia

**HYUNJOON LEE**

Los Angeles, California

**MINSEOK "BRIAN" LEE**

Seoul, South Korea

**YOON-GI LEE**

Seoul, South Korea

**CHENGHAN LI**

Shenzhen, China

**CHENGZE LI**

Winchester, Massachusetts

**TOM CHOI WO LI**

Shenzhen, China

**XUANYU LI\***

Shenzhen, China

**ZEJUN LI**

Shenzhen, China

**JIHUN LIM**

Seoul, South Korea

**LUKE FORRESTAL LITOWITZ**

Pomfret, Connecticut

**CRISTÓBAL LÓPEZ DOMENECH**

Mexico City, Mexico

**WILLIAM HENRY LYONS**

Quechee, Vermont

**KALEB ROBERT VINCENT MACCIOLI**

Claremont, New Hampshire

**JACK MILTON MARSHARD**

West Tisbury, Massachusetts

**KOLAPAT JUAN MONGKHONVANIT**

Bangkok, Thailand

**KYLE MURRAY-SMITH**

Norwich, Vermont

**WILLEM HARRIS NAUGHTON**

Wellesley, Massachusetts

**SEUNGHUN "THOMAS" OH**

Seoul, South Korea

**ANDREW TRISTAN PILARO**

Southampton, New York

**CONNOR LEWIS POLLARD**

Hanover, New Hampshire

**AVAN QUIN PYLE**

New London, New Hampshire

**WILLIAM RASSIER**

Princeton, New Jersey

**ERIC ROACHFORD, JR.**

New York, New York

**WILLIAM JOHN SABAT**

New York, New York

**LACHLAN HAMILL SIMMERS**

Ketchum, Idaho

**JIAHE "JEFFREY" SONG\***

Qingdao, China

**BRYCE TERRY\***

Conway, New Hampshire

**AIDEN CALEB THEDE**

Bradenton, Florida

**CARSTEN PATRICK VIRAVEC**

Hinsdale, Illinois

**KEWEI "KEVIN" WANG**

Zhuhai, China

**QIANGANG WANG**

Bentonville, Arkansas

**XUFEI "FIGO" WANG\***

Shanghai, China

**GEORGE S. WILKINS IV**

Evanston, Illinois

**KAM WUN WONG**

Shenzhen, China

**JAESEOK YOON**

Daegu, South Korea

**JERRY ZHANG**

Hong Kong, China

**BOCHEN "VICTOR" ZHU\***

Acton, Massachusetts

\* Indicates membership in  
National Junior Honor Society



*Because the 2020 Commencement ceremonies took place virtually, faculty and staff never had a chance to say their goodbyes or express their appreciation for the leadership and service of these graduates. Below are their own words of praise and thanks for the Class of 2020.*

If we at Cardigan have learned anything together it is that every challenge must be viewed and embraced as an opportunity. You, gentlemen, you are the generation who will sort out what the opportunities will be and where the path leads...What I, and everyone in virtual attendance knows, is that lead you will—lead you must—perhaps sooner than you had planned...I am optimistic that you will lead with empathy, with defined and calculated risk, boldness, inclusivity, and, I hope, humility.

— CHRIS DAY, HEAD OF SCHOOL





I am profoundly grateful to have had you as students at Cardigan Mountain School. Know how deeply you are loved. Joyfully, I look forward to hearing about the wonderful lives you will lead after your time here on The Point.

– DONNA FEDELE, HISTORY FACULTY

Remember the good times, because they are what made you friends; but also remember the challenges, because they are what made you brothers. Good luck, gentlemen. Doubles!

– KEVIN FRANCO, DIRECTOR OF MUSIC



# COMMENCEMENT ADDRESSES

## The Moments that Craft Who You Are



BY MARIO ZAMBRANO '95

*This Commencement Address was originally shared with the Cardigan community via YouTube on May 31, 2020 during Cardigan's virtual Commencement ceremony.*

I stand here today on the shoulders of giants—not only the giants who have come before me and have given this Commencement speech in years prior, but also the giants who have crafted me to be here. Also, the giants who are here today and were there when I graduated—the parents and teachers who give us that extra height to see a little bit farther.

Like my grandfather Roberto said, “Try to say it better.” This is my pursuit.

We are sitting in a continental human divide, where we either become better or worse. For the first time, we see the entire world united in a solution of peace against an invisible enemy. For the first time in our short history as a species, there are no borders, no races, no sexes, no hierarchical state that will protect us against our enemy. The world is united in a pause, while humanity is evolving faster than ever. Medics, scientists, politicians, and most importantly, the general public share everything they know against the fight of this disease. Our most potent weapon right now has been distance. We distance ourselves from family, friends, and even strangers to save them. All with the goal that one day we can return to that warm hug we are eager to get. We never counted that distance could demonstrate compassion, but here we are.

This human divide will define us; either we become superhuman and evolve in peace, or it will pull us apart. It will be an historical unification or division of us. The world is in a pause, but we are going light speed ahead. It will take all of us to make this change, a change for the better.

I would like to also tell you what has shaped me for over 25 years with four different stories about life value, education, love, and change.

The first one is about *life value* and my grandmother, *Camille*. Before she passed away after a long battle with cancer, she called me up to her bedside and said to me: “Mario, I am going to give you my biggest treasure.” As a 12-year-old, I immediately imagined a treasure chest full of gold. She gave me a little box, and in it, there were the paratrooper wings of her brother Jorge, who died in North Africa during WWII. I am wearing them today. She said, “Mario, there are things in life that you have to hold on most dearest. Find them and treasure them.”

The second story is about *education* and my dad, *David*. He is my giant. I was living in Germany, finishing high school, when I called him up, uber excited that I had passed my Abitur exams, and I was eligible to enter university in Germany. This was after what I would say was my hardest year of studies. He told me, “Mario, I am as proud of you as if you would have failed.” That struck me like a punch in the gut. I didn't understand where I let him down. It took me some time to realize that it is the journey that makes life; our goals are just a glimpse. He was proud of me because of my journey, whether I won or lost. Think



When we are born, there is no expiration date on our lives. Nobody on this earth has the opportunity to know when their time is up. Maybe if we did know this, we would live our lives differently. Live your life differently... Today when your body is telling you to take it easy or if your body is telling you to take a shortcut in life, tell your body, not today, not tomorrow. Today is different. Tomorrow is different. Next week is different. Live life differently. If you live your life relying on a plan B, you will often fall back on your plan B. Live life without a plan B.

– BRYCE TERRY, SCHOOL LEADER, AN EXCERPT FROM HIS COMMENCEMENT REFLECTIONS

not only about where you want to go but think of the path to get you there. It is essential. Actions are what matter, not intentions.

The third story is about *love, Maria*. Maria is from Spain and I am from Mexico. We met 13 years ago in the mountains of Asturias and fell deeply in love. But after two years of a long-distance relationship, time, work, and distance took its toll. One day we found ourselves at airport security saying what was our last goodbye, because we could not change our geographic reality. We cried, said adios, and she went past security, only to stop just where I could see, run back to my arms, and say, "This is it, Mario, I don't care about anything else but you. I will quit my job and move to Mexico so that we can know each other entirely." You see, sometimes we think that we know everything, all the answers, even in love; we believe that we possess the answers within ourselves. That day I learned that it is in others that we learn and flourish with love. And we have to trust them.

And the last story is about *change*. When *Micaela*, our daughter, was born, after a complicated delivery, they put her in my arms, and I felt every molecule of my body change. Changes in life sometimes take time, and sometimes they are immediate. You could say that when Lucas, our son, was born three years after, it was less dramatic, but no, I changed again, immediately. Change will happen in your life. Expect it. It is what you do after that will say to the world who you are.

What do these stories about life value, education, love, and change have in common? That in life, you will have moments that will craft who you are. Some you will notice immediately; some take time to learn. Always stay present and not only wait for them to come but go out there and find them. Have those conversations with your giants. Trust hard lessons learned. Love and find love. And hold your most dearest treasure in your hands and feel your body change.

In closing, I want to tell you about my father's theory of improbability. It is most improbable that we were born or even

that we humans exist. It is unlikely that this world has life. Yet here we are on a sunny, windy, New Hampshire day, living in a fast-changing world. You exist, and that single fact should make you proud of yourself.

On top of that, you are now graduating from Cardigan Mountain School with a platform to go and change the world even more. Keep going, finish high school, find an alma mater in a college, get a good job, and grow roots somewhere in the world. Go and be who you want to be. You will always be Cardigan, and someday come back and give a speech about what you didn't learn today but the story that started today.

Be Honest, Be Humble, Serve People

Thank you.

As a group, you have influenced our community for the better; as individuals, you have affected the lives of many. Although your road to graduation has been diverted and your time here was shortened, you have left an amazing legacy at Cardigan. YOU have made an impression on those you have left behind, and that impact will never be forgotten. With gratitude and fondness,

– MEREDITH FROST,  
SCIENCE DEPARTMENT CO-CHAIR

Thanks for all your hard work and positive energy this year! You have been a wonderful group of young men to work with over your time at CMS. Remember: the harder you work, the more fun you'll have! Congratulations!

– CHRIS KENNY, ENGLISH FACULTY

I'd like to send a very special thank you to the Class of 2020 for setting the gold standard for what it means to be a ninth-grade class at Cardigan. Your modeling will be used as a shining example of Cardigan's Core Values for years to come. And to the boys that I've taught for several years, I'd like to say thank you for pushing me to become a better teacher.

– GRAHAM GAUTHIER,  
MATH FACULTY

You always brought many smiles and laughter my way. I will truly miss you all.

– JANE MARX, SCHOOL NURSE

If someone means a lot to you, tell them. Tell them today. Sometimes, tomorrow is too late.

– DANIEL PERRICONE,  
WORLD LANGUAGES  
DEPARTMENT CHAIR





Your health center team has had such joy caring for you and wishes you all the best as you graduate. "Within you is the power to rise above any situation or struggle, and transform into the brightest, strongest version of you ever!" – THOMAS GOMES  
 Congratulations. We will miss you.  
 – KAREN GRAY, DIRECTOR OF HEALTH SERVICES







## Commencement Awards and Prizes

### THE CALDWELL PRIZE

#### HEEWOO JUNG

Awarded to the senior who has shown outstanding athletic achievement and sportsmanship.

### THE DEWAR PRIZE

#### DIEGO ESCALANTE

Awarded annually in honor of Dr. and Mrs. Cameron K. Dewar to the member of the senior class with the highest academic standing.

### THE HINMAN PRIZE

#### BRYCE TERRY

A prize given annually in memory of Mr. and Mrs. Harold P. Hinman to the senior who, in the opinion of the faculty, by industrious application to his studies, through his attitude on the playing field, and by his behavior and integrity, most nearly approaches the ideals of manhood as conceived in the minds of the founders of Cardigan Mountain School.

### THE NORMAN AND BEVERLY WAKELY PRIZE

#### WILLIAM RASSIER

Awarded by the Class of 1989 to the senior who, in the opinion of his classmates, best upholds the tradition, spirit, and pride of Cardigan Mountain School, thus making every day "a beautiful day in New Hampshire."

### THE FOUNDER'S PRIZE

#### DIEGO ESCALANTE

Awarded to the senior who has the will to complete any project, regardless of the difficulties encountered, without thought of personal gain, and whose objective is a job well done in the same approach that characterized the life of Harold P. Hinman, one of the founders of Cardigan Mountain School.

### THE PANNACI MEMORIAL AWARD

#### NATE JOHNSON

Awarded annually by the Class of 1959 as a memorial to Karl J. Pannaci '59, to that member of the senior class who, in the eyes of his fellow students, has achieved the best attained ideals of honesty,

integrity, leadership, and general social and spiritual adjustment.

### THE SKIBISKI MEMORIAL AWARD

#### JASON JIANG

This award is to be given as a memorial to Michael R. Skibiski to that member of the senior class who has shown the greatest progress during his Cardigan Mountain School years.

### THE WILLIAM KNAPP

#### MORRISON AWARD

#### BILL KE

Awarded to the senior who, in the opinion of the students, best exemplifies the spirit of Willie Morrison '82 in academics, athletics, and as a campus citizen.

### FACULTY PRIZES

#### MICHAEL JAMES FRASER BRANNAN

#### FRANKLIN CHOW

#### CONNOR LEWIS POLLARD

Awarded to ninth-grade students who who, in the opinion of the faculty, have made special contributions to Cardigan Mountain School.



Seniors, I am so proud of you. I am thankful that I got the time I did to get to know you. You are leaving a significant impact on Cardigan! Your leadership, compassion, and fun nature have impacted the underclassmen who strive to be like you. I cannot wait to hear about the successes you will have in the future and the impact you will make on other communities. Be well!  
- KYLA JOSLIN, MATH FACULTY





Your greatest strengths—your TOGETHERNESS, your BROTHERHOOD, your commitment to your COMMUNITY—are your legacy, and even our global pandemic cannot change that! You will be remembered for your strong leadership, your curiosity and intellect, and your kindness towards everyone. You will be remembered for your strong unity!

– MELISSA ESCALANTE, SCIENCE DEPARTMENT  
CO-CHAIR AND ERIC ESCALANTE, DIRECTOR OF GATES

Even through a pandemic, your core values shine. You have been the epitome of Cardigan brothers. Your unique ability to lead with humor, compassion, spirit, and integrity is admirable and truly a testament to your collective character. We have been so proud, and so very fortunate, to have you all at the helm this year. Your legacy will run deep in our hearts and on The Point for years to come. We thank you for that. You are an amazing group

of boys, and I am confident that you are off to do great things. Please come back and tell us about your successes.

– TRICIA HUTCHINSON, SCHOOL COUNSELOR

Each and every member of the Class of 2020 is special in his own way, and as a collective group, the ninth grade did an excellent job setting an example of quality citizenship for the younger students. If there is any consolation to their time on campus being cut short so abruptly, it is that the Class of 2020 likely handled this challenge with more grace and maturity than should be expected of people so young. In doing so, they continued to set an example, showing all what it means to handle adversity like responsible young men. I'd like to thank them for the lasting impressions they've left on both the School as a whole, and me personally.

– CAM MCCUSKER, SIXTH-GRADE FACULTY



I will miss the Class of 2020. I loved how you had the courage to get involved in the plays, some of you for several seasons. You inspired others to get involved—that is your greatest legacy. I had a great time playing with you on the stage, on the fields, and on the court. Best of luck, and come back to see us.

– JEFF GOOD, THEATER FACULTY



Words do not do this class justice, as its impact on our community has been immeasurable. Our students know that we value service leadership because of the example this class set. The underclassmen aspire to live the Core Values because of them. They have been inspiring to work with, and I am so grateful that I had the privilege of learning from them throughout the year. I will always remember these boys for the good they accomplished, and I wish them all the best.

– NICK NOWAK, DIRECTOR OF STUDENT LIFE



# MATRICULATION

## Prioritizing Relationships

*“These guys are community builders,” says Director of Secondary School Counseling Kris Langetieg. “Time and again they stepped up and prioritized their relationships, building up the Cardigan community and acting as true leaders and role models for the younger boys.”*

Despite the uncertain global climate, the boys who matriculated this spring have made plans for next year. For some the decision was difficult, as secondary schools cancelled their on-campus second visits and there was no chance for the boys to reflect on any second impressions they could have gathered. But, that’s where the difficulties ended; the results of the boys’ applications were positive, and their choices many.

Overall, 86% of Cardigan’s matriculating students received acceptances from at least one of the three schools at the tops of their lists. They will be attending a staggering 44 different schools in 12 different states and one Canadian province. And while St. Paul’s School (NH) and The Lawrenceville School (NJ) consistently rank among the top ten schools to which Cardigan students matriculate, this year was exceptional in terms of the number of students choosing to attend each; five students plan to attend St. Paul’s while six plan to attend Lawrenceville. Phillips Exeter Academy (NH), Blair Academy (NJ), Kimball Union Academy (NH), and Pomfret School (CT) are also among the top schools Cardigan boys are choosing to attend in 2020-21. A new addition to the list this year is The Thacher School in California.

“It’s always interesting to see where students end up,” says Mr. Langetieg. “We emphasize finding schools that fit the individuals, so the final matriculation list can vary a great deal from year to year.”

So why are the results so outstanding this year? What makes these students special? It goes back to those personal connections and those strong leadership skills that these boys exhibit. At Cardigan, where connections between students and faculty are a priority, these boys thrived and made significant contributions to the community. As a result, their recommendations were strong. In addition, Mr. Langetieg says, during their interviews, the boys again prioritized relationships.

“They didn’t just list off their accomplishments, which were also many,” he says. “Instead these boys approached their interviews as conversations, offering a level of authenticity that impressed the secondary school admission officers.”

The entire Cardigan community is proud of these boys; we know the leadership they displayed during this very difficult spring will serve them well at their new schools. We can’t wait to hear about all the amazing things they do next!

### SECONDARY SCHOOL DESTINATIONS

Avon Old Farms (CT)  
Baylor School (TN)  
Berkshire School (MA)  
Blair Academy (NJ) (3)  
Boston College High School (MA)  
Brooks School (MA)  
Choate Rosemary Hall (CT) (2)  
Deerfield Academy (MA)  
Dexter-Southfield School (MA)  
Dublin School (NH)  
Episcopal High School (VA)  
Groton School (MA)  
The Gunnery (CT) (2)  
The Hill School (PA)  
Holderness School (NH)  
The Hotchkiss School (CT) (2)  
Kent School (CT)  
Kimball Union Academy (NH) (3)  
The Lawrenceville School (NJ) (6)  
Mercersburg Academy (PA) (2)  
Middlesex School (MA)  
Millbrook School (NY)  
Miller School of Albemarle (VA)  
New Hampton School (NH)  
Northfield Mount Hermon School (MA)  
Peddie School (NJ) (2)  
Phillips Academy Andover (MA) (2)  
Phillips Exeter Academy (NH) (4)  
Pomfret School (CT) (3)  
Portsmouth Abbey School (RI)  
Proctor Academy (NH) (2)  
Salisbury School (CT)  
SEK El Castillo International School (Spain)  
St. George’s School (RI)  
St. Mark’s School (MA) (2)  
St. Paul’s School (NH) (5)  
St. Stephen’s Episcopal School (TX)  
Stevenson School (CA)  
Stanstead College School (QC)  
Tabor Academy (MA) (2)  
The Taft School (CT)  
The Thacher School (CA) (2)  
Tilton School (NH)  
Woodberry Forest School (VA)

This group of boys made me excited to get up for work every day. Even though I never taught them in class, the culture they created this year made our campus a genuinely joyous place. Their presence will be sincerely missed.

– CHRIS KLEIN, SIXTH-GRADE FACULTY

Congratulations Class of 2020! Thank you for all of your hard work over the course of your Cardigan career. I wish you the best of luck at your next school and encourage you to continue to take ownership of your education, by building upon your successes and helping others to do the same. We are very proud of you!

– JARROD CAPROW, ASSISTANT DEAN OF ACADEMICS AND PEAKS DEPARTMENT CHAIR

You boys are a special group, and I can assure you that none of us will ever forget Cardigan's Class of 2020.

– JOE BURNETT, DIRECTOR OF DEVELOPMENT AND INTERNATIONAL RELATIONS

We are so proud of how you, the Class of 2020, truly put the community first. By leading with your hearts and heads, prioritizing relationships, and truly embracing the *Cardigan Way*, you have left The Point better than you found it. We know you will do great things at your next schools!

– KRIS LANGETIEG, DIRECTOR OF SECONDARY SCHOOL COUNSELING





Congratulations, ninth graders! Look back on your years at CMS with well-deserved pride. You grew, learned, and did so much. May you embrace your next adventure with trust and confidence in yourself!

– ERZI WILLEMS, TRAVEL COORDINATOR

I will never forget a single member of the Class of 2020. Your spirit and commitment etched a lasting impression on me and every member of this community. We are filled with wonderful memories, sparked by your energy and enthusiasm, as we shared the million steps you took along the Cardigan path. You grew to be such fine young men before our eyes. It was a joy and a pleasure to have supported you along your journey. Congratulations.

– JOHN BURRITT, WOODWORKING FACULTY

I wish I could give each and every one of you a hug on graduation day. So, please feel my virtual hug. Go into the world with the same love, energy, and spirit you brought to Cardigan Mountain School. Be mindful that not everyone comes to the world with the same gifts. Be kind. Be thoughtful. And be sure to bring Cardigan's Core Values with you. They will be a guiding light, moral compass, and solid foundation. Know that you are LOVED and will be fondly remembered. Thank you for your gifts to me—gifts of laughter, love, and fellowship.

– PATRICIA J. KIDDER, SIXTH-GRADE FACULTY

To the Class of 2020, thank you for all you have done for our school community. You have deepened the bond and strength of the Cardigan brotherhood. You have followed the best parts of the path left for you and laid the groundwork for an even better path for the brothers that will come behind you. Despite the way this year is ending with all of us all over the world, you have created bonds and memories that will last a lifetime. We can't wait to see all of you again, as you will always be part of a great tradition and an amazing family. Go Cougars! BE THE BEST!

– RYAN FROST, DIRECTOR OF ATHLETICS



# The Building of a Worldwide Network

BY EMILY MAGNUS

## CMS LEGACIES

**49**

CARDIGAN BOYS WHOSE  
**FATHERS** ARE ALUMNI

**1110**

CARDIGAN BOYS WHOSE  
**BROTHERS** ARE ALUMNI

**3**

CARDIGAN BOYS WHOSE  
**GRANDFATHERS** ARE  
ALUMNI

**53**

CARDIGAN BOYS WHOSE  
**UNCLES** ARE ALUMNI

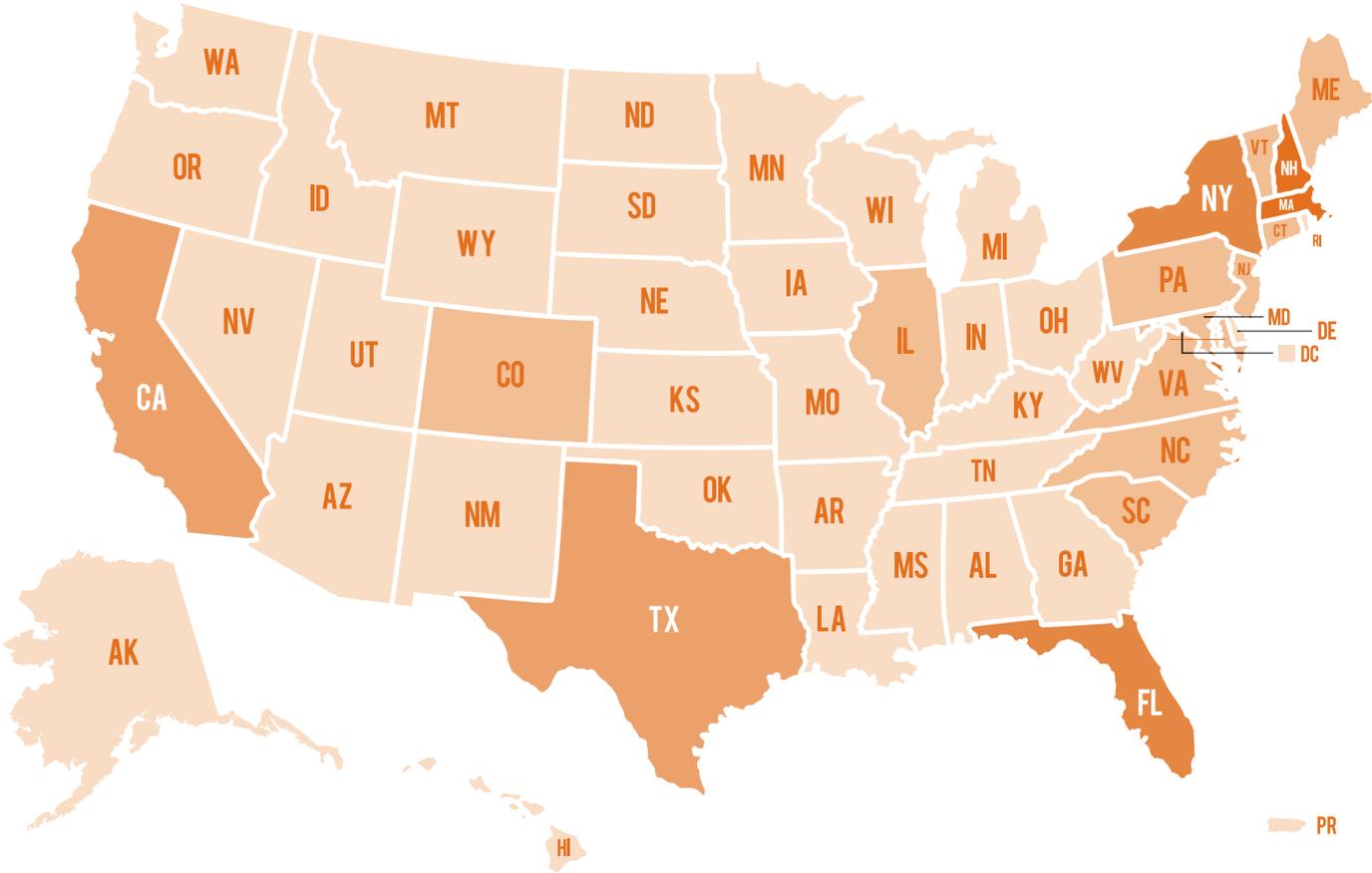
There are over 5,176 Cardigan alumni living around the world in 18 states and 11 countries. From the first seven graduates in the Class of 1947 to the 74 most recent graduates in the Class of 2020, Cardigan alumni have been pushing the boundaries of what's possible.

For the feature in this issue, we are focusing on our alumni, sharing some general statistics that we know about them and then checking in more in depth with three individuals. And while their paths are very different and have taken them all over the globe, grit and hard work are common to all their stories. These three individuals have led with curiosity, following their passions and pursuing mastery in their chosen fields.

What else do we know about our alumni? They have built a strong network of engagement, establishing a brotherhood that is based on both the bonds of family as well as the bonds of their shared experiences on The Point.

There are many expected and unexpected adventures big and small that shape an individual, but the strong foundation that Cardigan provides is a beginning, one that we hope lasts a lifetime and one from which our alumni can launch into the world, take chances, and find success.

# Alumni Around the World



1-50 ALUMNI
  51-150 ALUMNI
  151-250 ALUMNI
  251-350 ALUMNI
  OVER 350 ALUMNI

COUNTRIES WHERE MOST ALUMNI RESIDE OUTSIDE OF US:  
**MEXICO (540),**  
**SOUTH KOREA (136),**  
**CHINA (79)**

**5,176**

TOTAL NUMBER OF ALUMNI LIVING AROUND THE WORLD

OTHER COUNTRIES WHERE ALUMNI RESIDE INCLUDE: **CANADA,** **DOMINICAN REPUBLIC,** **FINLAND,** **GUATEMALA,** **JAPAN,** **THAILAND,** AND **VENEZUELA**



**FACING PAGE:** Canadian Harvard Mk IV and a URF-5 Gruman Goose flying by Augustine Volcano in Alaska. All photography in this piece by Toby Harriman.



## Creating Art All Day Long

*As a child, Toby Harriman '06 told his mother he wanted to create art all day long; he hasn't strayed from that objective yet. Ceramics and graphic design held his attention for a bit as a young adult, but photography has developed into a life-long pursuit, particularly when it involves hanging out of helicopters and capturing images with drones.*

**“W**HETHER YOU STARE INTO THAT NOCTURNAL ABYSS, OR MARVEL at city skylines at sunset, this world is a beautiful place,” Mr. Harriman writes on his website. “We are ambassadors of our reality. We’re setting it free as a creative revolution gives us a stage, puts the tools into our hands, and waits.”

This creative revolution caught Mr. Harriman’s attention in elementary school. By the time he reached high school, he did what he needed to do to get by in his core academic courses but spent most of his time exploring whatever art courses were offered. At Cardigan he remembers sculpting with clay, and at Holderness School he became passionate about ceramics.

“Boarding schools have these things called study halls, meaning every night (but Saturday) for two hours, we had study hours,” he explained in an interview with Aperture Academy, a California-based company that offers on-site, hands-on photography courses. “And if you had bad grades, you had to work in the proctored cafeteria rather than your dorm room. That was me! Until I found ways to get permission to get excused from it... [Then] I went to the ceramics room to throw pots every night. When I didn’t have my homework finished for classes, all the teachers knew why” (June 2015).

It wasn’t until he was attending the Academy of Art University in San Francisco for website design that he discovered photography’s potential for bringing his ideas to life. Rather than relying on stock photographs for his assignments, Mr. Harriman challenged himself to create his own images. In each website design or graphic project, he led with powerful images, building on his intuitive conviction that a strong image can direct a person’s attention more easily than words. The more photographs he created, the more he wanted to focus on photography full time.





Ice Cave Kayaking in Valdez, Alaska

“I found myself getting involved in the online photography community pretty young and interacting on pretty much every photo site I could,” he remembers, “Flickr, 500px, Google+, Facebook, Instagram, and so many more. Then I started gaining a following, and while I was sitting in web design with my buddy, kind of laughing over the fact I had just gained over a million followers on Google+, that moment kind of made me really think about what I was doing” (June 2015, apertureacademy.com). Decision made. Mr. Harriman graduated early with an associate’s degree and dove into a career as a freelance photographer.

“Now I hang out of helicopters, dodge waves on distant shores, and get up at oft-forsaken hours to glimpse our galaxy sprawled across the night sky,” he writes. “I am partners with a few companies as an ambassador and will continue contributing to National Geographic Travel, but for the most part I live day to day. I work as an aer-

ial director on various car commercials and with other clients, but my true passion is creating work for myself and telling stories where I have full control over the final product. Although they may not be as lucrative financially, they definitely highlight my true creativity and passions.”

For the past seven years Mr. Harriman has been fortunate enough to work for a variety of high profile clients including Apple, American Airlines, Verizon, Budweiser, Cartier, Dior, Facebook, Instagram, Google, National Geographic, BBC, Verizon, Adobe, Kia, Hyundai, Lucid Motors, Czinger Motors, and plenty more. While based in San Francisco, CA and Anchorage, AK, he has also worked in Hawaii, Colorado, and Massachusetts, as well as the Bahamas, China, Vietnam, Myanmar, and Canada.

Mr. Harriman is working on his personal projects all the time, but of note are two videos. In 2015 he released *Gotham City SF*

which features black-and-white timelapse videography of San Francisco and was recognized as a Staff Pick that same year on Vimeo, an online video sharing platform. Mr. Harriman worked on the project for three years while completing his schooling and waiting for access to better angles from which to complete his wish list of shots for the film. More recently in 2019, Mr. Harriman released *Myanmar, An Aerial Journey* in which he documents his travels through the country’s stunning waterways and lush temple-dotted landscapes. His photography projects have included images from Alaska’s ice fjords, aerials of US airports, and long-exposure seascapes of Hawaiian surfers.

After years of building his personal brand, Mr. Harriman established a multi-brand platform that brings other artists along with him. The overarching brand, Planet Unicorn, is “a high end collectible art gallery and original storytelling platform,



Sherbert Density, The Block Tower, Hong Kong, China. This was a National Geographic Photo of the Day in December 2018.

designed to help manage artists and represent their work as well as help fund and create original stories.” From environmental art activists to acrylic painters, from storm chasers to documentary cinematographers, Mr. Harriman’s newest venture showcases emerging artists in their quests to tell the stories they encounter.

More recently, Mr. Harriman divided the company. PEGACreative continues to act as the backbone and production studio for all Toby Harriman and Planet Unicorn projects; it also helps with production for the artists they represent and work with. “With this studio we work with various commercial clients, helping them tell their own stories for their own marketing and advertising purposes, product launches, brand videos, social media and much more,” says Mr. Harriman.

Along with PEGACreative and to continue building off his personal brand, Mr. Harriman has also started PEGAIR, which is

a creative aerial studio specifically set up to target the aerial industry. PEGAIR also includes a strategic partnership with an aerial company called Aerography, bringing together many years of aerial experience and a fleet of drones.

Mr. Harriman would never claim that his choice to create art every day has been easy; it’s taken countless hours of hustle and networking, not to mention a good deal of courage and agile thinking. Failure and experimentation play a role in his story, as well as perseverance and patience. In an often-crowded field that is constantly changing and evolving, it is difficult to get noticed and receive recognition. But at the end of the day, Mr. Harriman’s plan is working for him, allowing him to push his creative boundaries and document the beauty of the world in which he lives. ■

---

For years I have seen pictures of these [Hong Kong] public housing/apartment tower blocks being built and knew that it was something I wanted to see and document for myself. Rather than just creating stills from these, I went with the goal of taking abstract videos and displaying them more like art, showing off their true scale.

– TOBY HARRIMAN



**FACING PAGE:** Cardigan's first classroom in the Lodge on Canaan Street, where Stuart Kaplan started his educational career



# A Far Cry from the Bronx

*The important thing to know about Stuart Kaplan '47 is that above all else he considers himself a forensic researcher. Once he discovers a topic of interest, he digs deep, exploring all leads and studying even the smallest and sometimes seemingly insignificant details. And while his passion and thirst for knowledge have led him down some remarkable paths, only one subject has kept his interest for a lifetime: tarot cards.*

**M**R. KAPLAN IS THE FIRST TO ADMIT HE WAS NOT always curious. Born and raised in the Bronx, NY, Mr. Kaplan was very happy in his childhood neighborhood, playing stick ball and hanging out with his friends. His father, however, understood the limitations of life in the Bronx, and upon hearing about a new school in New Hampshire, he signed his son up for an interview. During that interview, young Mr. Kaplan told the school's founder he wasn't interested in attending boarding school. Nonetheless, four months later, his father put him on a train in Grand Central Station and sent him to Cardigan Mountain School in the fall of 1946. Mr Kaplan was one of 27 boys in the school's first student body.

"I was very shy and lacked confidence," recalls Mr. Kaplan, "but eventually I got over that. Getting out of the Bronx was life-changing."

Mr. Kaplan attributes much of his growth to faculty Ted and Dolly Peach, who were his dorm parents. In the evenings he remembers visiting their apartment and listening to *Rhapsody in Blue* on a hand-wound record player, and on Saturday nights Mr. Peach would take the boys into town to watch movies.

"We always sang the same song on those car rides," he recalls, "I've got sixpence, jolly, jolly sixpence. I've got sixpence to last me all my life." Mr. Kaplan also remembers climbing Mt. Cardigan, waiting tables in the dining hall—which at the time was still at the Lodge on

Canaan Street—and having to choose between one of three "sports"—skiing, working on a farm, or hiking.

There was also a visit from *Time* magazine in December of 1946. The magazine's short article reported that as the boys headed home for the Christmas holiday, they "were old hands at milking cows, plucking chickens, dressing hogs, and chopping wood" ("Bring a Broom," December 30, 1946). It was a far cry from the streets of New York City, and the experience helped Mr. Kaplan grow into an independent young man with a sense of adventure and a hankering for world travel. Six months later, in the spring of 1947, Mr. Kaplan became the second graduate of Cardigan Mountain School, just behind the first graduate, his classmate, Francis Lee Bailey '47.

After high school, Mr. Kaplan traveled to Paris, where he enrolled in the Sorbonne for 14 months, studying French language, art, and history. On holidays he hitchhiked 2,000 miles through 14 countries and made it as far south as the Sahara Desert during his Christmas vacation, trying to escape the cold, damp weather in Paris. When he eventually returned to the United States for college, he attended the Wharton School of the University of Pennsylvania.

Mr. Kaplan's first deep dive into research occurred while he was working on Wall Street, buying and selling coal and copper mines. Putting to use the knowledge he acquired through his profession, in 1995 he wrote and published his first book, *Mining, Minerals &*



One should live life to the fullest, and, like the Fool in a tarot deck, [one should] be willing to step out beyond the precipice into new adventure; people should not be held back by the fear that they might not succeed. My philosophy is to go for it.

– STUART KAPLAN

*Geosciences: A Worldwide Source Directory*. The book won a Library Journal Award and sold 5,000 copies.

Three years later, on a whim, Mr. Kaplan attended the Nuremberg Toy Fair in Germany, searching for products he might import into the U.S. There he came across a deck of tarot cards and, intrigued by their history and artwork, he bought them. Brentano’s—an independent bookstore in New York City—was interested in selling his cards, but encouraged him to write a companion book explaining the history of the cards and how to use them. Mr. Kaplan did some preliminary research and wrote his second book, *Tarot Cards for Fun and Fortunetelling*, this time selling over 800,000 copies; the book is still in circulation today.

The success of his tarot cards led Mr. Kaplan to found U.S. Games Systems, a publisher and distributor of books, board games, and decks of cards. His business has grown into a million-dollar venture that, according to its website, “now markets approximately 400 proprietary items from over 20 product categories of tarot, playing cards, games, children’s card games, muse-

um products, books, and educational/ motivational cards.” U.S. Games Systems continues to develop over twenty new products every year, many of which are original designs of new tarot decks.

Meanwhile, Mr. Kaplan continued to focus much of his attention on researching and writing. A first volume of *The Encyclopedia of Tarot* was published in 1978; volume four was finished in 2005. The complete encyclopedia includes descriptions and illustrations of more than 1,700 tarot decks from the 15th century to the present and shares the various theories on the origins of Tarot. Mr. Kaplan also collaborated with three other tarot scholars on another book, *Pamela Colman Smith: The Untold Story*, a comprehensive accounting of the artist’s life and accomplishments. Research for these books took him to Italy and France on multiple research adventures and resulted in the collection of over 6,000 books on Tarot and the history of playing cards.

“If you ask me whether I believe in the myriad associations that people have come to believe about Tarot and where and how it started,” Mr. Kaplan said during an inter-

**AT LEFT:** Two versions of the tarot card The Fool. At top is one of the earliest known versions, from Milan, Italy, ca. 1450–80, attributed to Bonifacio Bembo and now part of the Visconti-Sforza tarot card collection at the Morgan Library and Museum (The Morgan Library and Museum. MS M.630.15). At bottom is the example from an early 1974 Tarot of the Witches deck, illustrated by Fergus Hall and used in the James Bond movie *Live and Let Die*.

view with Dr. Stephen Winick, a folklorist, writer, and editor for the Library of Congress. “I am very pragmatic in my approach. Show me proof. That’s why I tried in the encyclopedias to list all possible origins of Tarot, so people can draw their own conclusions. I’d rather be the catalyst to new ideas than the lecturer who insists on his interpretation as the only one that is valid” (“Stephen Winick Interviews Stuart Kaplan,” [usgamesinc.com](http://usgamesinc.com)).

There’s only been one situation during which Mr. Kaplan’s research skills failed him. In 1973, he received a phone call from the producers of the James Bond movies. The caller introduced himself and said that they wanted to use a set of tarot cards in their next movie, *Live and Let Die*. At the time, Mr. Kaplan had never heard of James Bond, and when he admitted this to the caller, the gentleman hung up.

But by then Mr. Kaplan was curious enough to find out more about James Bond and so, making up for lost time, he did his research, called the gentleman back, and became a consultant for the movie. Originally the producers had hoped to get Spanish Surrealist artist Salvador Dali to design the tarot cards for the movie, but when costs became prohibitive, they settled on working with a lesser-known Scottish artist Fergus Hall. The Tarot of the Witches cards used in the movie are still available for sale through U.S. Games Systems.

In a tarot deck, the Fool often represents new beginnings, having faith, and being inexperienced. It’s also the card to which Mr. Kaplan most closely relates. “...One should live life to the fullest,” he explained to Mr. Winick, “and, like the Fool in a tarot deck, [one should] be willing to step out beyond the precipice into new adventure; people should not be held back by the fear that they might not succeed. My philosophy is to go for it.” While Mr. Kaplan may no longer be a Fool with countless new beginnings and endless adventures ahead of him,



Stuart Kaplan reads from *The Green Sheaf*, featuring illustrations by artist Pamela Colman Smith, best known for her Rider-Waite tarot card designs. Kaplan’s research and collection of Smith’s art is compiled in a 2018 book, *Pamela Colman Smith: The Untold Story*, which documents her life and the wide scope of her little-known work.

he remains unafraid of what lies ahead, approaching every new day with positive energy and optimism.

Seventy-five years after his graduation from Cardigan, Mr. Kaplan has not slowed down or grown less curious. He still works full time managing the daily business of U.S. Games Systems and has two additional books in the works. One is a semi-autobiographical book about a 14-year-old boy; another is a non-fiction survey of the card game Authors for which there have been over 300 versions produced since 1861. He hopes to complete both books within the next year. Perhaps there will be a seventh book as well? ■

# REVISION

## Ceramics, Polity and Comics

Visually re-presenting formal archaeological publication

written & illustrated by  
John G. Swogger

Archaeological publication is a visual wasteland.

Our attitude towards the visual presentation of archaeology is fossilised.

We curate ancient standards, and transfer bygone ideologies of representation from old media to new.

For centuries, the visualisation of archaeology has not changed significantly.

In particular, the relationship between text and image has remained virtually static.

Images accompany text...

... they do not inhabit it.

As a result, visualisation remains a secondary practice in archaeological communication.

And - ironically for such a visual science - images all too frequently become an afterthought to text.

But what if that relationship were more...

... dynamic?

Artwork from: *Archaeology on Carriacou (Shakespeare Mas)*, John G. Swogger, The Carriacou Archaeology Project (University of Oregon; University College London)



## Making a Connection to the Ancient World

*John Swogger '84 has always been interested in archeology. "Even before I knew what it was," says Mr. Swogger, "I was fascinated as a child by things like Ancient Egypt and the Sutton Hoo treasure, the Romans, that sort of thing." Fortunately for him, he's been able to make a career out of his fascination, illustrating archeological digs and telling the stories of ancient cultures.*

**M**R. SWOGGER GREW UP IN HANOVER, NH AND attended Cardigan as a boarding student in the early 1980s. "Cardigan must have been much smaller in the 1980s—both in terms of buildings and in terms of student numbers," reflects Mr. Swogger, "but that small size gave it a very distinctive family-like atmosphere, like the school was just a big house full of somewhat rowdy distant cousins. Even the teachers felt like a collection of uncles and aunts at times."

That collection of aunts and uncles were the first ones to fuel and develop Mr. Swogger's passion for archeology. "Prior to Cardigan, my history classes had been pretty so-so, but at Cardigan I was totally inspired," says Mr. Swogger. "[My teachers] were extraordinarily passionate about history, and seemed willing to try anything to get us to share that interest and passion."

"At Cardigan, I also learned that history isn't just a subject, it's a place. I went on a trip [with the school] to Italy, Turkey, and Greece... That trip really brought it home to me that ancient history existed outside the pages of books—that it happened in real places that were part of the modern world. That absolutely had a lasting impact on me. So much of the work I do now with archaeology and cultural heritage is about making the connection between the ancient world and the contemporary."

By 1992, Mr. Swogger had received a bachelor of arts degree in the archeology of the Eastern Mediterranean from Liverpool University in England and started participating in archeological research all over the world. From 1993–98 he was a building illustrator for the North West Archeological Trust in the United Kingdom. He then became a site illustrator for various projects including Çatalhöyük excavations in Turkey and the Carriacou and the Nevis Island Archaeology Projects in the Caribbean.

"The ten years I spent working in Turkey on the Çatalhöyük project were extraordinary, not just because the site was so amazing (a Neolithic settlement made up of mudbrick houses with interior wall paintings, burials under the floor, and sculpted bulls heads with real horns on the walls), but also because it was a huge international project," says Mr. Swogger. "I spent that time working on a team of over 100 British, American, Turkish, Polish, Greek, and Serbian archaeologists. It was a unique opportunity to work on world-class archaeology in the company of world-class colleagues."

Mr. Swogger, however, struggled with what he saw as a disconnect between the artwork he was creating and the research and articles written by archeologists. "For centuries the visualization of archeology has not changed significantly," he wrote in "Ceramics, Polity, and Comics" in 2015. "In particular, the relationship between text and image has remained virtually static. Images accompany text, they do not inhabit it. As a result visualization becomes a secondary practice in archeological communication. And—ironically for a visual science—images all too frequently become an afterthought to text."

He found a solution in the use of comics. While once considered a popular form of entertainment for the masses, in the late 20th century, comics went through a rebirth when artists and writers began to use them to explore more serious topics. Will Eisner's book, *A Contract with God* (1978), is considered one of the first graphic novels and tells the stories of poor Jewish characters living in New York City tenements; *Maus*, *Watchmen*, and *The Dark Knight Returns* were other early successes in the mid-1980s. For Mr. Swogger, the medium has allowed him to more carefully connect textual and visual content, using their relationship to tell more complex stories.

"There's nothing more frustrating than having to describe in text, visual and spatial relationships—say, between the different layers



Another John Swogger comic that argues for the use of graphic narration to better report on the visual science of archeology

within a site trench, or different building phases in a structure,” Mr. Swogger shared in an e-panel for Comics Forum, which aims to increase the visibility and accessibility of the educational value of comics. “With a comic, you can create panels which show all these things, freeing up your text to do other things... I’ve found I can make my comics cover quite complex and sophisticated concepts as a result” (“The Future Art of the Past?” February 2014).

Mr. Swogger’s use of comics also led him to a side project with his sister-in-law. In 2010, he co-wrote and illustrated a graphic novel about Autism/Asperger Syndrome called *Something Different About Dad*. He is currently working on a second medically-related graphic novel, *One of Those People*, which will deal with issues surrounding dependence and antidepressant medications.

“Medical humanities makes a lot of use of comics because the medium does such an excellent job of balancing the two kinds of narrative: informational and emotional,” says

Being able to visualise complex and abstract information, being able to be explicit about who is telling a story—these are things which, in an era of “fake news” are important tools for giving information meaningful and necessary context.

– JOHN SWOGER

Mr. Swogger. “In doing so, medical comics often act as a really useful bridge between the two different kinds of stories one tells about medicine. Interestingly, the cultural heritage comics I’m now working on are beginning to resemble those medical ones in exactly that way. They cover the archaeological and historical information and facts, but they also describe how important archaeology and history are to descendant communities whose heritage it is.”

One such current project is in conjunction with the University of Colorado for which he is collaborating with the Kumeyaay peoples of Southern California on a comic-book history of the tribe. The NAGPRA (Native American Graves Protection and Repatriation Act) comics have been designed to show a side of the historical, archaeological, and cultural story—as well as the political and legal story—of the United States that is sometimes hard to see; more importantly, it also allows the communities to tell their stories in their own words from their own experiences.

“I’ve been working extremely closely with tribal elders, historians, archaeologists, educators, and activists when writing and

drawing these NAGPRA comics, and it’s taught me a lot about collaborating with all kinds of communities when telling the story of their past,” says Mr. Swogger.

“The project will also liaise with Comic Con International—the organization that runs the huge San Diego Comic Con every year,” continues Mr. Swogger. “That partnership will hopefully help us not only tell the Kumeyaay story to a completely new audience, but give the project global exposure. It’s part of a significant new direction in comics where writers and artists are making the argument that comics don’t just represent a new way to communicate; in some instances they represent a more effective way to communicate particular kinds of stories or information.”

Another current project for Mr. Swogger is *The Grid*, a comics and archeology anthology. Issue 0 was compiled and made available to the public in December 2019. With co-editor Hannah Sackett, Mr. Swogger’s intent is to provide a space for publishing comics that focus on anthropology, history, ancient history, and related subjects, whether for public outreach and education, or documentation and research. While Issue 0 was a trial run, he is now accepting submissions for Issue 1 which he hopes to publish in December 2020.

What started as a mere instinct or unconscious passion in the mind of a middle school boy has blossomed into a career that has led Mr. Swogger literally all over the world. What else has stuck with him from his time at Cardigan? Belts. “I’m not sure I ever paid any attention to whether I wore a belt or not before coming to Cardigan,” Mr. Swogger reflects, “but now I can’t not wear one.” ■



## Gift planning? Hoping to leave a legacy?

### Consider becoming a member of Cardigan's Heritage Society.

The Heritage Society recognizes those members of the School community who make a bequest or planned gift and acknowledges their role in expanding opportunities for future generations of Cardigan boys. With gifts large and small, members of The Heritage Society honor and sustain the mission of Cardigan Mountain School and inspire others to join in supporting the School.

Heritage Society members, like the School's founders, leave a legacy with continuing impact. We are honored to represent their philanthropic priorities in perpetuity, and are deeply grateful for the opportunity to assume that trust and responsibility.

For more information about why our Heritage Society members choose to support Cardigan Mountain School go to [plannedgiving.cardigan.org](http://plannedgiving.cardigan.org) or contact Sandra Hollingsworth at [shollingsworth@cardigan.org](mailto:shollingsworth@cardigan.org).

*Please note: Cardigan Mountain School does not provide tax advice. For your gift planning, please consult a financial advisor to discuss what will work best for you and your family.*

## Flexibility and Collaboration

### The Creation of a Distance Learning Platform



Lead with empathy. As COVID-19 gained intensity throughout the United States and it was clear that Cardigan Mountain School would initiate distance learning after spring break, this phrase was repeated again and again—during planning meetings, throughout conference calls, and in letters to the community. Assume that everyone is doing their best. Allow extra time. Listen. Understand that circumstances are different for everyone.

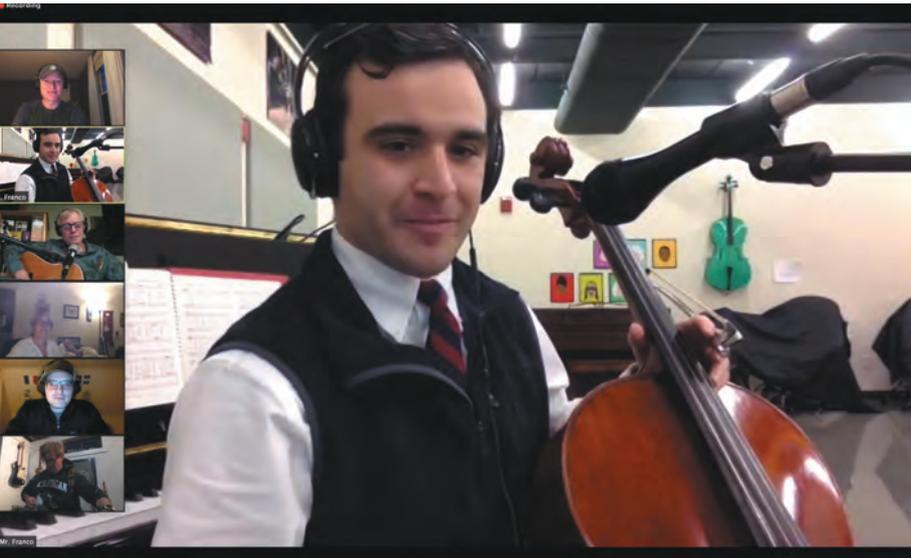
Cardigan’s brand of empathy, when confronting a world-wide pandemic, didn’t result in anyone giving up or resolving to do less. In fact, the opposite was true. Distance learning was a challenge to be embraced. Charles C. Gates GP ’06, for whom Cardigan’s invention and entrepreneurship program is named, believed that all good learning opportunities should begin with the courage to “throw your hat across the creek,” with the determination to engineer a solution. As weeks turned into months, the Cardigan community embraced the same outlook, not only having the faith to toss their familiar and often well-worn chapeaus but also having the energy and enthusiasm to collaborate, building on each other’s successes and developing creative methods to get across the creek.

The behind-the-scenes work began in March when students were still on break. Faculty met in the virtual world to share the tools they had used occasionally in their physical classrooms but now would need to depend upon more heavily. Overnight, Zoom and PowerSchool became familiar tools that provided the foundation of the Cardigan distance learning program. Through email, faculty shared video recordings, highlighting tips and tricks for Kahoots, Quizlet, and FlipGrid. And when their thorough research turned up the pitfalls that inevitably occur with new technology, they quickly adopted protocol, joining together to offer a unified and consistent learning experience for the boys.

Undaunted by the steep learning curve, the faculty persevered and adapted. In addition to working with new tools, they also scheduled their time differently, developing plans that provided both a structured routine and flexible accommodations, keeping in mind the wide variety of circumstances in which students were learning. At least four days each week, faculty met with their advisory groups in order to maintain close connections with their students. Actual classes began each day at 9:00 AM and finished by 12:00 PM Eastern Standard Time. Of course, these times varied depending upon where in the world the students were located: for those in Asia it was late evening, for others in California it was early morning. Each class was scheduled to meet four days a week—three times for synchronous learning and once a week for “Office Hours,” time set aside for individual instruction and guidance.

“Office hours were really productive,” says Science Department Co-Chair Missy Escalante. “I’d let students know when I would be available on Zoom and they’d just stop by and get the help they needed. I also tried to be available in the evenings as well for students who were across the world.”

Faculty collaboration continued as teachers adapted old teaching methods to the new realities. Take for example, Pat Kidder’s sixth-grade humanities class in which she had planned to spend the spring reading realistic fiction coming-of-age stories. With eight books to choose from, Ms. Kidder had planned to break students into



The great thing about the distance learning model Cardigan created was that it allowed students to work with students from other sections, leading to more robust discussions and investigations.

– MEG LLOYD,  
ENGLISH TEACHER

**FACING PAGE:** Juno Cowans during a virtual chapel service in which he shared his thoughts on setting ambitious goals and sometimes coming up short; **THIS PAGE, TOP TO BOTTOM:** Woodworking teacher and musician John Burritt leading students and faculty during a virtual Friday Night Coffee House this spring; Pat Kidder’s sixth-grade humanities class on Zoom, just before breaking into literature circles; Music Director Kevin Franco during a virtual Friday Night Coffee House.



Nate Johnson studying in his distance learning classroom

groups and allow them to lead their own discussions using literature circles, an approach that focuses on students' responses to the reading and gives each student in a group a job—word wizard, discussion director, summarizer, and illustrator/connector.

"Zoom allows for teachers to break students into smaller groups for discussions but doesn't provide a way to have oversight of all those groups at the same time," says Ms. Kidder. "So I sent out an email to my colleagues, asking for volunteers to lead the groups. Their responses were immediate." From the Arts Department to the Communications Office, she received volunteers to join the students in their breakout rooms.

Meanwhile in ninth-grade biology, Ms. Escalante dove into genetics. With the use of videos on YouTube, discussions on Zoom, and quizzes in Kahoots, Ms. Escalante dug deep into gene replication and dominant and recessive traits. And while there were some limitations, student engagement and questions flowed freely through the virtual cloud.

"I was so impressed with their discussion posts," says Ms. Escalante. "They were

incredibly rich. Some students quoted other articles they had read, and I could tell that some of them had read more than one article."

English teacher Meg Lloyd agrees; students embraced the distance learning model, resulting in some unexpected benefits. "The great thing about the distance learning model Cardigan created," she says, "was that it allowed students to work with students from other sections, leading to more robust discussions and investigations."

With classroom lessons settling into a routine, the community then collaborated on ways to continue the School's cherished spring traditions. Throughout the spring on Friday nights, you could still find Mr. Burritt and Mr. Franco leading students through songs during online music sessions; and on Thursday evenings, Mr. Franco took the time to teach students how to use Garageband—digital audio software that allows users to compose music, no matter the instruments they have at home. Later in the spring, a new edition of *Verbatim* was virtually shared, featuring an interview with Director of Student Life Nick Nowak in which he shared his thoughts on

Cardigan's leadership selection process—yep, that still took place too.

Any good entrepreneur or inventor also knows that an invention must be tested and retested, searching for weaknesses and glitches, and Cardigan had to do plenty of that this spring, analyzing previous models and coming up with adaptations. As new guidelines were announced, those adaptations needed adaptations as well. Would all students be able to access all academic programming? The tech team worked full-steam ahead to get students up and running across the globe in 14 different time zones. Would it be possible to feed a campus of hungry educators when it wasn't safe to gather in the dining hall or share serving dishes? The kitchen crew completely reorganized the ways in which they cooked and served food, supporting the campus with healthy and safe meals. And how, when all students departed in March with only a suitcase, could their belongings be returned to them? It took some scheduling wizardry on the part of the Student Life Office, but a courageous team of faculty and staff mobilized to meet virtually with every student and pack their belongings with them.

There still remain many challenges ahead. Summer Session and the opening of the 2020–21 school year will require adaptations and the ability of the faculty and staff to peak around the corner and keep asking "What if?" But this team of Cougars is nimble and energetic, and they will work together to answer each question with a solution, or perhaps several. But more importantly, they will remain empathic, utilizing technology to teach and support their students, never forgetting the human element. ■

ing the school year at Cardigan Mountain  
the school, its graduates and the student body.

Editor-in-Chief  
Assistant editor  
Advertising manager  
Sports editor  
Staff photographer  
Circulation manager  
Assistant

REPORTERS

Harold Randall '56  
Charles Schutt '38

ULTY REPRESENTATIVE

Clifton T. Holman, Jr.

ing the school year at Cardigan Mountain  
the school, its graduates and the student body.

oes On

yet!  
s sum up the present state of the fight  
lysis.

Mountain School  
is a tremendous  
e good reason to  
hope for the event  
t a vaccine does  
not eliminate a dis-

this are the tens  
n high school students,  
who were strick-

1955. Today th  
those from former  
years - 60,000 in  
struggle to rebuild  
their lives. Throu-

it by the disease  
can reduce the tol  
victims of polio—pa  
s stands ready t  
to limit is put  
has been spent on  
e training of hund  
l workers and especially  
skilled nurses

gently needed to  
g.  
ational Foundation  
r primary school  
the first shot of Salk  
This vaccine is  
tists, working un  
ing to learn wher  
developed.

a time of great  
It is not a time  
The March of Dime  
to it, as often and

You Know Polio?  
Answers  
prevalent  
?  
ree out of  
l cases of  
s 19 years

at serious  
he United  
tly to the  
ldwide di-  
been re  
inent.  
back the

\* Tommy  
March of  
hit by polio  
he was  
\* Theron  
chemic  
with po  
paralyz  
year c  
\$13,225. He  
now has  
returned  
home to  
his wife  
and two  
children.

\* In 1944,  
12 percent  
of all polio  
patients  
were adults.  
Now it's  
25 per cent.

\* During  
the 1955  
polio epidemic  
in Massachusetts,  
March of Dimes  
rushed in  
244 iron  
lungs from  
all

What we don't  
know about  
polio today  
will some  
day fill a  
great many  
text books.

We know  
enough to  
be able to  
say that  
polio will  
eventually  
be controlled,  
but there  
remain wide  
areas where  
we lack  
knowledge.

High School Recruits

If you are a career-minded high school student looking for a field where you may gain great personal satisfaction, please take note.

The call is going out to high schools across America for many more students to choose the health professions. These recruits are desperately needed to rebuild the lives of tens of thousands of Americans disabled by polio and other causes.

Shortages of nurses, physical therapists, occupational therapists, medical social workers and other specialists capable of caring for handicapped patients are both serious and continuing, according to the National Foundation for Infantile Paralysis. The nationwide need for additional nurses is estimated at 50,000 while vacancies in occupational therapy and physical therapy amount to 2,500 each. Right now, another thousand medical social workers are needed.

Meeting Crises at Cardigan

Meeting Crises at Cardigan

BY JUDITH SOLBERG

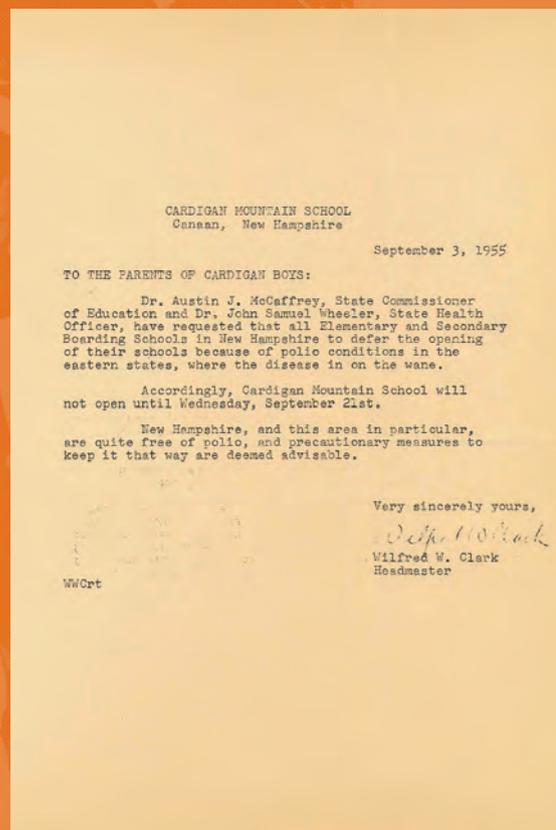
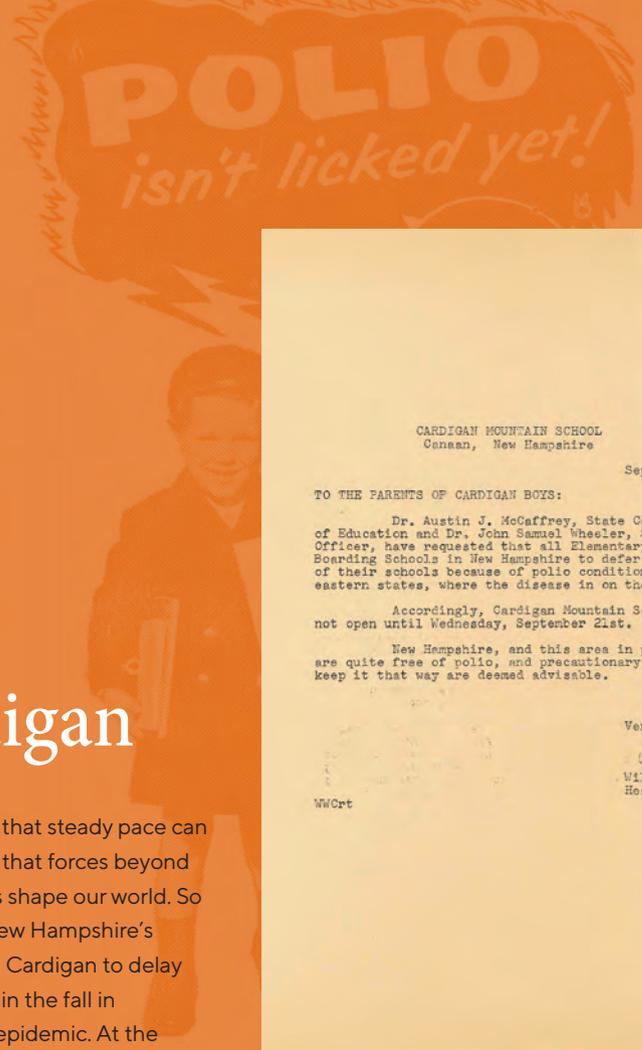
Circumstances demand that Cardigan consider its mission within the context of Maslow's Hierarchy of Needs: how do we safely provide food and shelter for students and faculty, even as we create opportunities for intellectual, physical, and creative growth? Cardigan's programs and traditions, no matter how time-tested, cannot be taken for granted. They can, however, adapt and evolve, offering through-lines that carry us beyond the current crisis.

As unfamiliar and uncomfortable as this current moment feels, Cardigan has faced challenges to the community's well-being before. Echoes of political, military, and public health crises always reach The Point in some form and, to some extent, shape students' experiences: a civil defense curriculum was adopted in the 1960s; elections and assassinations have been soberly discussed in student publications; travel restrictions followed 9/11, the SARS scare, and even the H1N1 pandemic of 2009.

Still, we think of our Cardigan campus as an oasis, a place that moves through crises without being of them. We count on the rhythm of school life to continue, year in and year out, marked by the milestones that generations of Cardigan boys have

shared. Disruptions to that steady pace can be startling reminders that forces beyond our control sometimes shape our world. So it was in 1955, when New Hampshire's Board of Health asked Cardigan to delay the opening of school in the fall in response to the polio epidemic. At the time, life at the School was at a fever pitch—managing the departure of Headmaster Wilfred "Dutch" Clark, as well as the move from Canaan Street to The Point—but student welfare took precedence. When it was safe to come together again, the community did so with barely a backward glance. (The late start is not even remarked upon in the official minutes of the Board or Corporation!)

In the present, the School's response must be a recommitment to our mission. This calls us to prioritize community; tend to our boys' physical, intellectual, and spiritual needs; and do our part within the greater world. We know that programs and traditions will evolve to meet circumstances, but it is also true that they will remain "Cardigan" to their core. It was ever thus. ■



ABOVE: A letter from the Cardigan Archives, documenting another time in the history of the School when classes were interrupted by a world-wide epidemic; BACKGROUND: During the 1955-56 academic year, the Chronicle ran a number of stock articles and graphics to raise students' awareness about polio.

Manuel and Jack  
BARBERS for CARDIGAN  
MOUNTAIN SCHOOL  
VISIT OUR SHOP IN  
HANOVER, N. H.

For the Best in Transportation  
CHEVROLET-PACKARD  
Rogers Garage, Inc.  
Phone 7 - Hanover

"BUILD WITH BRICK"  
DENS MORE  
BRICK CO.  
Lebanon New Hampshire



## “Helping the Other Fella” Remotely

Social distancing doesn't have to mean we are isolated from the world beyond our campus. In fact, it is from this position of safety and health that several members of the Cardigan community have figured out ways to help.

For the most part, the Cardigan community has been lucky. Situated in a small town in central New Hampshire, the campus has been insulated from much of the heart-break that many areas of the globe have faced. We are doing relatively well and, thanks to the kitchen crew, we were well fed through the spring semester. While isolated from each other, we also have plenty of room to explore; long walks around campus offer the perfect break from virtual classrooms and online meetings.

And from this position of strength, many Cardigan Cougars have found ways to help. Take for example, math teacher Kyla Joslin. Early on, she decided to help by making cloth masks. Ms. Joslin found a pattern online and used scraps of fabric from old sewing projects. “I researched a little bit and found that double sided bias tape had

the best results for a tie-style mask,” she says. “By doing it this way, it makes sure that anyone who has a latex allergy, has sensitive skin, or can't put straps around their ears has access to a mask.”

So far Ms. Joslin has made over 250 masks. “I have sent some with Gracey Welsh (wife of Dean of Academics Jamie Welsh and a veterinarian at SAVES Pet Hospital),” she says. “My best friend from home, who works at a nursing home in Bradford, VT, also needed some; and I had a few personal requests. One student reached out after a post on Instagram and asked if I could send some to his mom who works at a hospital in Boston.”

Anders Silitch '21 also wanted to help by making masks. Although he doesn't own a sewing machine, he does have a 3D printer, and when he heard others were

printing N95 masks, he wanted to give it a try. After talking with engineers in Michigan and Nashua, NH, Anders says, “I printed a few prototypes at home and then connected with Cardigan and [Director of the Gates Program] Eric Escalante so that I could use the School's 3D printers in the E.P.I.C. Center. These masks could not have been produced without generous donations from Canaan Hardware and Cardigan Mountain School as well as other individuals.”

“Typically, the N95 mask is used by healthcare workers and others more exposed to the virus,” continues Anders. “The particular mask that we are making has a replaceable filter and can be easily disinfected after use. One New Hampshire ER nurse reported being very happy with the design and comfort of her 3D printed

mask. She changes the filter after each 12-14-hour shift.”

For those who were in the mood for something more athletic, Diego '20 and Mateo '22 Escalante provided another way to give back. When local non-profit Positive Tracks announced they were organizing a race to raise funds for the fight against COVID-19, the boys decided to get in on the action.

“We found out about the Crush COVID Virtual 5k from Liz Gray [wife of English teacher Al Gray and mother of Emery '14 and Seth '16 Gray], who works for Positive Tracks,” says Diego and Mateo. “Then, Mr. Frost [Cardigan’s Director of Athletics] emailed and said that the Athletic Department would like to support the cause too! We decided to get involved to help do our part.”

Diego and Mateo created a video announcing the competition on April 10, in which any child ages 12–25 could register with Positive Tracks and run five kilometers anywhere in the world. In return, Positive Tracks donated \$10 per child to a National COVID-19 Response Fund at the Center for Disaster Philanthropy.

“We are not sure how many Cardigan students participated,” says Mateo, “but in total over 2,300 people were involved and just over \$21,000 was raised.”

Later in the spring, Tedy O’Keefe '21 and his mom also found a way to help in their own community.

“My state has been really hit hard by the virus,” says Tedy who is from Massachusetts, “and was one of the worst in the country, so when my mother and I heard that there was a shortage of food, we decided to volunteer right away.”

Together they packed meals on an assembly line for the Greater Boston Food Bank. It is estimated that their group fed about 20,000 people alone.

“For me, the feeling I get when I am giving back and know that I am making a



difference in others lives, is surreal, and really makes me feel like I am helping someone,” says Tedy. He and his mom continue to try to get to the warehouse once or twice a week.

Even those on the other side of the planet got involved. In March and April, the families of Mac Wang '21, Figo Wang '20, Tiger Yang '22, Randy Xiao '21, Jack Lin '22, Alex Chen '22, John Li '20, Engel Zhang '22, and new student Jerry Sun '24 donated and shipped thousands of masks and gloves to Cardigan—enough to keep our nurses and doctors safe and healthy as well as plenty to share with Mascoma Community Health Center.

We are indeed in this together, and while isolation is the best way to fight the virus, there are still ways in which Cougars have found to reach beyond campus and help those in need. Go Cougars! ■

**HELPING THE OTHER FELLA. 1:** Cardigan Medical Director Ben Gardner with his team at Mascoma Community Health Center displaying just some of the supplies donated to them by the Cardigan community this spring; **2:** Cloth masks created by math teacher Kyla Joslin; **3:** Tedy O’Keefe at the Greater Boston Food Bank where he volunteered this spring with his mother; **4:** A screenshot from Diego and Mateo Escalante’s promotional video for the Crush COVID Virtual 5K; **5:** Anders Silitch displaying a completed N95 mask he designed and created using Cardigan’s 3D printers.

# New School Leaders Carry the School Forward



The 2019–20 student leaders, who announced their eighth-grade successors during this spring’s Investiture ceremony on Zoom. The ceremony acknowledges the role the current leaders play in both helping to run the School and setting an example for those who come after. As the ninth-graders read the names of the newly elected leaders, they put their trust in them to take over where they left off, carrying the school forward.

As the 2019–20 student leaders prepared for graduation and their transition to secondary school, eighth graders had the opportunity to stand up and express their interest in leading the School next fall. In all, an impressive 54 students submitted applications.

The first step in the election process—in which the entire Cardigan community evaluates each of the candidates individually on their ability to live the Cardigan Core Values of Compassion, Integrity, Respect, and Courage—determines who will be the dorm leaders, job leaders, and green key leader. Then, before the school leader and assistant school leader are elected in a separate ballot, they have a

chance to speak to the community during a special all-school assembly.

Cayden Van Dolah ’21 opened his speech with memories of his first days at Cardigan and the leaders who helped him settle into the school’s routine: “I will never forget my first day on The Point and how quickly the student leaders made me feel comfortable around everyone. I have taken the way those student leaders helped me using servant leadership and applied that knowledge to my everyday life.” Cayden finished by saying, “I will leave you with this. I plan to live, promote, uphold, and sustain the *Cardigan Way*. I will bring the community even closer and make every Cardigan student feel they belong in our outstanding

community. I will be a mentor, a role model, and most importantly a friend to all.”

While Daniel Valenti ’21 has only been a member of the Cardigan community since September, he shared that he quickly learned how much everyone at Cardigan cares for each other. He recalled that when he broke his elbow mountain biking in the fall, “I realized that if the faculty could show me so much compassion and support, I could show other Cardigan students how to be patient with themselves and help them aim high...I realize now that Cardigan’s Core Values are how you get things done and fix things both as a leader and a student.” He went on to talk about the Cardigan brotherhood and the need to give everyone a voice so that each boy can contribute to the Cardigan community.

Zihan “Harrison” Huang ’21 also shared memories about the Cardigan community. As an international student, Harrison and many of his classmates had trouble getting home this spring when the School made the choice to transition to distance learning. “After safely arriving home and thinking back about these past experiences,” Harrison said, “I was grateful to the dedicated faculty and to Cardigan Mountain School for demonstrating its culture and Core Values by caring for each individual.” Harrison went on to share that he wants to step up and help Cardigan realize its goals and mission, and as the school leader he “wants to make Cardigan your second home and us a part of your family.”

That family is what drew Conley Bohan ’21 to Cardigan when he was just eight years old. He shared in his speech that he still remembers attending a hockey tournament on campus: “I could tell on that day that the atmosphere was different at Cardigan...I am proud to call Cardigan Mountain School my home, and what I do on The Point will stay with me for life.” Conley also shared, “I have thought a lot about leadership over the past few weeks.

To me, leadership is about service—to the school, to the students, to the community. A leader is someone who helps others make the right decision. It is someone who sets the bar, only to then help others surpass it.”

For Heesung “Daniel” Jung ’21 leadership looks different. He admitted that he is often quiet and that sometimes people don’t think of him as a leader. He pointed out, however, “One of the most important qualities of being a good leader, and a courageous one, is to listen...I truly feel that all good leaders are outstanding listeners...They try to absorb what people are saying, to understand their frustrations and feelings, so in the end they can take action and make a difference.” Daniel finished by saying, “I, Daniel Jung, will always have time to listen to my Cardigan family.”

Brian Xi ’21 finished the service, again remembering all the leaders who had come before him and who helped him learn what it means to lead through service and support his brothers. “As a leader,” he said, “I would act as a role model but also someone to approach when you need help. I also plan to proactively take feedback from students and report their major issues back to the director of student life to improve the student community.”

This slate of candidates was impressive, and the Cardigan community will count on their help running the School next year, not just those who have received titles but the entire eighth grade. Their leadership will be crucial in building community and forging the bonds that will make the 2020–21 school year successful. It will take compassion and courage and respect and integrity—all things we know they have learned from this year’s graduating seniors. We are looking forward to working with this new group of leaders next year; congratulations to all the boys who are continuing this powerful tradition. ■

## 2020–21 Student Leaders

**SCHOOL LEADER:** Conley Bohan

**ASSISTANT SCHOOL LEADER:**

Heesung “Daniel” Jung

**ACADEMIC ASSISTANT:**

Chadchanad “Chad” Naothaworn

**ATHLETIC ASSISTANT:** Owen Tatro

**CHAPEL LEADERS:** Wilson Knapp and

Jaeseong “Arthur” Lee

**DINING ROOM HEAD STEWARD:**

Kaixuan “Leo” Li

**KITCHEN HEAD:** Beau Brissette

**GREEN KEY:** Brian Xi

**HEALTH CENTER LEADER:**

Zi “Damian” Zhu

**STUDENT ACTIVITIES ASSISTANT:**

Jaeyoung “Jay” Hong

### **FLOOR LEADERS**

**BANKS:** Jenson Smock

**BREWSTER I:** Miles Kim

**BREWSTER II:** Edward “Tedy” O’Keefe

**CLARK-MORGAN:** Daniel Valenti

**DEWAR:** Christian Maro

**FRANKLIN:** Delin “Michael” Liu

**FRENCH I:** Zihan “Harrison” Huang

**FRENCH II:** Cayden Van Dolah

**FUNNELL:** Kam Hung “Ken” Wong

**GREENWOOD:** Shijia “Mac” Wang

**HAYWARD I:** Jack Dec

**HAYWARD II:** Jack Roberts

**HINMAN I:** John “Jack” Diemar

**HINMAN II:** Anders Silitch

**MCCUSKER I:** Matthew Chow

**MCCUSKER II:** Sam Pfefferle



## Lessons from the Kitchen Table

### David Auerbach Talks Retirement after Two Decades of Teaching at Cardigan

BY EMILY MAGNUS

Science teacher David Auerbach H'14, P'11 knew that he wanted this to be his last year of teaching. But after 23 years at Cardigan, he could never have imagined he would end his career instructing his students from his kitchen table.

"It's definitely a weird way to end my career," says Mr. Auerbach sitting in front of his computer screen miles away from where I sit at my desk. It is late May and COVID-19 stay-at-home protocol has become routine; he joins me in my home via Zoom.

Normally, Mr. Auerbach would be in his classroom by this time on a Monday morning, circulating between groups of students, answering their questions, offering input on their projects, using every moment of class time for teachable moments, no matter the subject. Instead he is at home, reaching out to his students and granting interview requests through Zoom sessions. For someone who has dedicated his career to hands-on learning, to helping students problem-solve and grow through doing, spending the last two months teaching virtually is definitely out of character.

But with COVID-19 spreading rapidly throughout the world, consistency has been thrown out the window and connections are made the only way they can be—virtually. Our conversation is lovely, filled with laughter and joy; I especially love the moments when Mr. Auerbach's wife Suzanne chimes in, prompting her husband with memories of her own. I get a sense of what's next for Mr. Auerbach, this summer and into the fall; most days he will be at home, tinkering away at one project or another with Suzanne as his sometimes partner in crime; he will also, however, continue to be available to Cardigan, a place he isn't ready to leave, not just yet anyway.

"You can never leave a place you love," he admits.

Mr. Auerbach began working at Cardigan in 1996 after six years of teaching in public schools in Arizona and Washington. Cardigan was expanding its

science curriculum, and as the new department chair, Mr. Auerbach was charged with developing, “a fuller and more rounded science program which focused on a comprehensive study of the fundamentals of physical science and on ecological and environmental concerns” (*Cardigan Chronicle*, Fall 1996). Shortly thereafter, under Mr. Auerbach’s guidance, the Living Laboratory was built, providing students with a place to observe the habits and habitats of several animals and learn how to respect and care for them. Mr. Auerbach has also been involved in the Charles C. Gates Invention & Innovation Competition, encouraging the students to ask “what if?” and guiding them through the creative process.

“When I arrived 15 years ago,” says English teacher Marty Wennik P ’15, ’16, “David welcomed me into his classroom as a colleague...His genuine compassion for the student learner and making sure that his approach was authentic and not canned was something that I immediately tried to emulate in my classroom.”

Part of that authenticity came from Mr. Auerbach’s own passion for learning and his desire to bring his own experiences into the classroom. Participating in professional development opportunities whenever he could, Mr. Auerbach’s training included certification in LEGO robotics from Carnegie Mellon, a fellowship with Siemens Corporation, and two Space Academy experiences with Honeywell Corporation at the U.S. Space and Rocketry Center. He has also been a Honeywell Space Academy worldwide ambassador and completed a week-long NuVu studio innovation course at the Massachusetts Institute of Technology.

Determined to provide students with as much real life and hands-on learning as possible, Mr. Auerbach also sought out grants and funding for projects at Cardigan. In 2011, for example, he applied



**FACING PAGE:** David Auerbach setting off homemade rockets with students in the spring of 2019; **THIS PAGE, TOP:** Mr. Auerbach on Canaan Street Lake; **BOTTOM:** Mr. Auerbach with students during the 2019 Charles C. Gates Invention & Innovation Competition.

for and received a \$10,000-grant from Toyota Motors U.S.A. that allowed him and his students to study turtles in Canaan Street Lake. A *Chronicle* article from that time shared, “By studying lake-water samples and capturing (and marking, then releasing) turtles in the lake, David hopes to teach his students to gather and assess data and then develop hypotheses regarding factors that affect the turtle population.” (*Cardigan Chronicle*, Fall 2011).

Mr. Auerbach is the first to point out, however, that his job at Cardigan has entailed far more than just classroom instruction. When he interviewed at Cardigan in 1996, he recalls with a smile, he was told that his day would start at 7:00 AM and end at 11:00 PM. “I cast that off, thinking they were mistaken,” Mr. Auerbach chuckles. “I didn’t really know what I was getting myself into.” Since then, in addition to teaching life, earth, and physical sciences, biology, geometry, woodshop, and

---

David's handwriting is art. Each letter is beautifully written and the time and care he takes writing either class notes on the board or a note to a colleague or student is truly a gift. I have always refused to erase his handwritten messages on the chalk boards and whiteboards in the classrooms.

– AL GRAY,  
ENGLISH TEACHER

industrial arts, he has coached sailing, soccer, skiing, and cross-country running; he has organized the rocket-building club, participated in student plays, been a resource for Jewish students, joined the Summer Session staff, and advised both his students and peers.

Then there were all the ancillary jobs that weren't included in his contract but were just a routine part of taking care of middle school boys. "Years ago one Sunday duty was 'letter checker,'" he tells me. "Every Sunday night we had to make sure the boys had written letters home to their parents and not just stuffed envelopes full of blank paper. I also remember a job in the dining hall I called 'butter boy;' for each meal there was one faculty member who was in charge of making sure every table had butter and then was also in charge of removing the butter at the end of the meal."

Mr. Auerbach also recalls a time when the night before Commencement the ninth-grade students were allowed to stay up all night and hang out with their friends. That meant that the faculty, of course, had to take turns staying awake as well. "One of the traditions on that night was an all-night cookout near the athletic facilities," he recalls. "Burgers and hot dogs on the grill with students and faculty hanging out together—it was one of the traditions that rang true to me...Ski Holidays and Head's Holidays and Founder's Days...Those have always had an allure as well. I love seeing the boys faces light up when they find out."

"When I taught in public school, we would start work at eight and watch the clock all day until we checked out at four," he continues. "At Cardigan, as I've often said over the years, we're with the boys from the moment they wake up until the moment they wake up. But at the same time, I've never watched the clock." It's an environment in which Mr. Auerbach thrived as a self-professed workaholic.

In his 23 years at Cardigan, Mr. Auerbach has worked alongside countless faculty and staff, many of whom have become role models, mentors, and lifelong friends. The feelings are mutual. "When I think of Dave," says Assistant Dean of Academics and PEAKS Department Chair Jarrod Caprow, "I think of a lifelong learner, someone who is always ready to give his best and encourage others to do the same. He is a kid at heart but has high standards for himself, the boys, and all of the rest of us."

English teacher Al Gray H'12, P'14,'16 agrees: "I have always appreciated his willingness to coach any sport, regardless of his experience or interest level. He always manages to make the season fun and valuable for the student-athletes."

As Mr. Auerbach and I finish our conversation, I find myself wishing our interview could have taken place under different circumstances. I am certain much has been lost. I remember the kind smiles he directed my way in the dining hall during the first months that I worked at Cardigan last year; they were sincere and genuine. Virtual conversations, while better than nothing, can't replace the connections made over real cups of coffee.

Fortunately, this probably won't be my last conversation with Mr. Auerbach. While he is retiring so that he can spend more time reading (*Pompeii* by Robert Harris is at the top of his reading list) and tinkering (he's looking forward to setting up his floor loom and sewing machine) and traveling (this plan has been put on hold for a bit), he also wants to stay in touch with Cardigan. "If someone calls me at 7:00 AM and needs my help covering a class," he says, "I'll do it." I think I can speak for the rest of the community in saying that I will look forward to these visits. ■



# FROM MARRION FIELD

## Virtual 5K Connects Community

Arts Department Chair Nina Silitch P '19,'21 is a master at building community and cultivating joy.

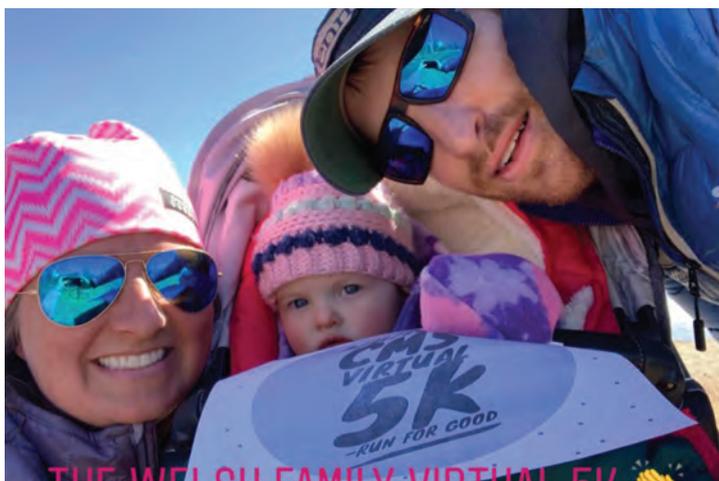
Of course, this spring her community art projects and invitations to celebrate creativity were put on hold, but she still found ways to bring the community together. In April, we all received an email inviting us to participate in a virtual 5K. "Join us from anywhere in the world," she wrote. "Get out; get some exercise. Let's do this together as an amazing community."

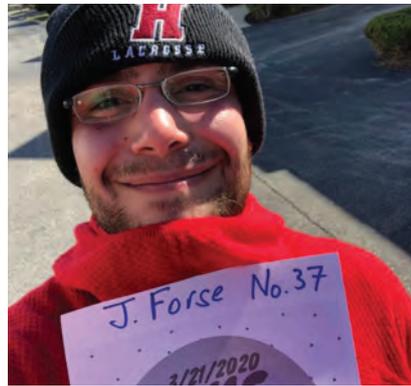
The details were simple. Pick a route. Print a bib. Take a selfie wherever you go. Participants were encouraged to set a personal record or gather their family members for a group effort.

Fortunately, race day, at least in New England, was perfect. Saturday dawned with a cloudless blue sky and a gentle breeze. While the air still held a trace of winter's chill, the sun hinted at warmer days to come. By 8:00 AM, early results started to come in, with the Burnett family posting the first finish. Faculty and staff had the strongest showing but current students and alumni had significant numbers as well. Team Escalante (Diego Escalante '20, Mateo Escalante '22, Figo Wang '20, and faculty Eric and Missy Escalante P '20,'22) reported running from an alligator—they were in Florida—while many campus families were just grateful to wave to each other from afar.

"It was fun to get outside and enjoy the nice weather while knowing I'm connected with the community, though I'm not physically on The Point," reported one participant. Indeed. Getting outside was fun, but connecting with the Cardigan family was the important part.

It was the beginning of a creative spring season with many challenges and lots of training. While there were no games or competitions on the Cardigan campus, thanks to Ms. Silitch, as well as many other Cardigan faculty, the Cougars are still strong and ready to compete when the time is right! ■





# Taking the Plunge



THE AUTHOR ON THE FIRST DAY OF POLAR BEAR THIS SPRING, TAKING A PLUNGE IN CANAAN STREET LAKE

BY DIEGO ESCALANTE '20

It's a frigid, silent morning and the lake shimmers, still as a mirror. Abruptly, the stillness is broken and The Point echoes with the shouts of a hundred Cougars. They are embarking on a challenging but gratifying journey. Polar Bear has started.

I first joined the Polar Bear club in fifth grade, and every spring since, I've made the difficult, yet exhilarating decision to plunge. Simply put, Polar Bear is a great way to start the day off right, and after dipping in the crystal lake, I can't help but feel enlivened for the rest of the day. On top of the cool brisk wake up though, there is the solidarity in the camaraderie that I get when I join my fellow Cardigan brothers in the painful experience. On bright and sunny days, large masses of boys will line up on the far end of the dock and swim together to the beach.

Despite the extra time in the freezing cold water, I barely notice when the air gets sucked from my lungs. Instead the overwhelming feeling is one of warmth and elation because of the unity and togetherness. That's undoubtedly the best part of this long-standing tradition.

Throughout the five years, I have seen all kinds of weather—from sunshine to snow storms—but by far the most challenging days are those when the wind is howling and the sand is wet. On these days, getting out of the water and making the treacherous walk back to my dorm is the most agonizing portion of the morning. I can always tell when the polar dunk is going to be painful because the windmill by the Commons is turning so fast it looks like it might detach from its shaft. Those days, I often stare at the bitter, cold lake, hoping that it will disappear before I inevitably have to dive in. Afterwards,

though, I am reminded that without the hard days, Polar Bear would not be the rewarding "activity" that it is.

English teacher Al Gray would tell you that every year new strategies are developed to make the plunge more bearable. I have personally witnessed a wide variety of dunks ranging from wading into the water waist deep before letting yourself fall in, to leaping from the floating dock, to doing a pushup close to shore to minimize your time without the warm embrace of a towel. Eventually, everyone figures out what works best for them, and it's always fascinating to see the latest developments in Polar Bear tactics. It's fun to stand next to Mr. Gray while he both lifeguards and narrates the morning's activities.

Over the years, I have experienced my fair share of lack of motivation, but my family and friends always manage to lure



me into subjecting myself to another year of gratifying torture. This year, I had no intentions of joining the Polar Bear club, but when COVID-19 hit, I came to the jolting realization that my Cardigan experience was very close to ending. Polar Bear isn't just an amusing way to gain pride and earn a tie. It's a means to connect with people, to pause and share a "beautiful day in New Hampshire" with our community. ■

### THIS YEAR'S STATS

#### On-Campus:

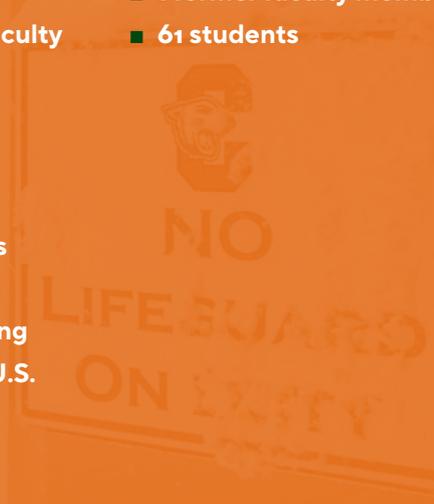
- 30 faculty/staff/family members
- 2 students
- 4 alumni who are not faculty
- 2 faculty children

#### Off-Campus:

- 7 faculty/former faculty/family members
- 3 alumni
- 32 students, representing China, Korea, Mexico, U.S.

### LAST YEAR'S STATS

- 72 total
- 9 faculty
- 1 faculty child
- 1 former faculty member
- 61 students





# Blending Passions

## Cardigan's New Varsity Basketball Coach Reflects on His First Year

BY CAM MCCUSKER '10

A well-traveled man with more life experience than most others his age, Ishmael Kalilou has brought with him to The Point the wisdom he acquired through each chapter in his life. Now, in a new home—just a few hours up the road from where he grew up—Mr. Kalilou has found his footing, and has dug into his role at Cardigan.

Ishmael Kalilou joined the Cardigan community at the inception of the 2019-2020 academic year, and has, like many of his colleagues, played several different roles thus far. Coaching football, teaching Gates, and residing in Hinman II—among the 15 or so much younger residents—has consumed much of Mr. Kalilou's time and attention. He has also taken on the role of varsity basketball head coach, blending his passions for basketball and mentoring adolescents with his life experiences and wisdom.

Although he grew up in New England, Mr. Kalilou spent the first several years of his life in Accra, Ghana. When his family moved to Connecticut just before the turn of the millennium, they settled in Windsor, where he developed his love of basketball. In 2009, Mr. Kalilou was a member of the Windsor High School team that won the state championship.

Following his graduation from Windsor High School, Mr. Kalilou enrolled at Taft for a post-graduate year to hone his bas-

ketball skills and to fine-tune his academics. "It was a great decision because I formed valuable relationships at Taft; I still keep in contact with friends and teachers from Taft to this day," he says.

Mr. Kalilou's path led him next to Brandeis University, just outside of Boston. At Brandeis, he excelled on the basketball team for four years, and made what would later become his first Cardigan connection. Teammate Ben Bartoldus, shortly after his graduation from Brandeis, joined the faculty at Cardigan, teaching Leadership and Global Community Initiative. Mr. Kalilou didn't know it then, but it would be just a few short years before he would follow a similar path.

While Mr. Kalilou's first year on The Point came replete with new experiences and circumstances, he has handled them all with the grace and nuance of someone several years his elder. To what does he attribute his success? One must only ask him what he values and who has influenced him.

His first answer is simple: basketball. "Basketball has opened so many doors for me," Mr. Kalilou says. "It has provided me with a college education at a top school, allowed me to travel the country and around the world, given me the opportunity to do commercials for companies like Nike, NBA, AT&T, etc." A smile makes its way onto Mr. Kalilou's face before he adds, "It has also allowed me to start an awesome career working here at Cardigan."

Mr. Kalilou lists several other influences as well that have helped to shape who he is as both a person and a coach. The list includes Mr. Kalilou's high school basketball coach, several Cardigan colleagues, and even a few former Cardigan commu-



---

If our guys are working to the best of their abilities and trying to better themselves as student-athletes each day, on and off the court...that is a win for us.

– ISHMAEL KALILOU,  
TEACHER AND COACH

**FACING PAGE:** Ishmael Kalilou coaching the varsity basketball team; **AT TOP:** Mr. Kalilou doing a different kind of coaching with student inventors during preparations for the School's Gates Invention & Innovation Competition.



**CLOCKWISE, FROM TOP LEFT:** Mr. Kalilou working with sixth graders in the Gates I.D.E.A. Shop; Mr. Kalilou dodging varsity basketball player Yaneik Gallego during a student vs. faculty game at the end of the season; Mr. Kalilou collaborating with Director of Gates Eric Escalante.

nity members who have gone on to new experiences—though not before leaving their indelible mark on both Cardigan and Mr. Kalilou.

One thing that Mr. Kalilou has both learned about and maintained throughout each of his experiences, is the value of hard work. As a young man in Windsor, the ideals of hard work and goal-setting were impressed upon him, and he has held them close at every stop along his journey. Now, Mr. Kalilou has the opportunity to pass these values on to his players and the numerous Cardigan students who look up

to him. It's an opportunity that he does not take lightly.

The importance Coach Kalilou places upon hard work becomes evident as soon as you watch the Cougars play. "I like to run and apply pressure in the full court a lot because that's how I grew up playing team basketball...we use our defense to help fuel our offense," Kalilou offers. A full court press often requires more effort from the Cougar players, but it also ensures that no team will have an easy time against the Cardigan squad. When you step into Marrion Gym—regardless of what team you play for—you're going to be working hard. Hard work takes a backseat to nothing.

It's fitting then, that Mr. Kalilou measures the successes and failures of his team on their effort and work ethic, as opposed to the numbers that burden the scoreboard. Real winning is done when players compete and give their all; everything afterwards is just a bonus. "If our guys are working to the best of their abilities and trying to better themselves as student-athletes each day, on and off the court...that is a win for us," states Mr. Kalilou.

Fitting that Mr. Kalilou recognizes the same hard work in others that he preaches himself. ■

# Staying Active During Stay-at-Home Orders

No competitions. No team members with whom to throw and catch. No hands-on training with coaches. Is it even possible to organize an athletic program when so much is lost? Cardigan Athletic Director Ryan Frost and Assistant Athletic Director Julia Ford remained optimistic throughout the spring, building a program that didn't require any special equipment or even much space.

For much of their distance learning outreach Mr. Frost and Ms. Ford had assistance from Strength and Conditioning Coach Ben Adams, who was the star of their strength and conditioning videos. Each day of the spring semester, Mr. Adams consistently posted, explaining each exercise and how to do it correctly. Longer videos also tackled specific areas of fitness including stretching, agility, and lifting with kettlebells.

"We decided early on that our fitness program would be voluntary this spring," says Mr. Frost. "We wanted students to focus first on academics, so we developed a series of short videos that could be done at any time, anywhere, and be adapted for any level of fitness."

But athletics aren't just about staying physically fit. "Some coaches organized Zoom meetings with their athletes," says Mr. Frost. "It was an opportunity for the boys to catch up and dream about the first things they are going to do when the quarantine is lifted." (the boys unanimously agreed the first thing they want to do is hang out with each other.)

And while Eaglebrook Day did not take place this spring, Cardigan still marked the occasion with a friendly competition, pitting the faculty against the students. Over 118 students and faculty participated in a variety of events, including the Polar Bear

challenge, a mile run/walk, jumping jacks, burpees, and a post on Tik Tok. In the end, the numbers were tabulated, checked, and verified for accuracy. While the faculty appeared to be in the lead with 361 points to the students' 349 point, a challenge flag was thrown by the students, and several faculty Polar Bear plunges were found to have been afternoon swims, disqualifying them from the official Polar Bear plunge count. In the end, the students prevailed, taking the win for the day 349-348! Their prize? Mr. Frost and Head of School Chris Day P'12,'13 took a plunge in Canaan Street Lake in full Chapel dress code!

This spring has been a roller coaster ride with the cancellations of countless important events and milestones. Thanks to Mr. Frost and his team, however, not all was lost. We were in it together—staying active, bonding with teammates, and having a little fun along the way. ■

**BELOW, LEFT TO RIGHT:** Joe Cougar in a day-in-the-life video showing students what it means to be a dedicated student-athlete during distance learning; Coach Ben Adams demonstrating an agility drill during one of his daily training videos; Athletic Director Ryan Frost with his wife and Science Department Co-Chair Meredith Frost, sending virtual messages of encouragement to the Cardigan boys.



# HISTORY'S MYSTERIES

## Helping Out in the Archives

BY WIM HART H'08

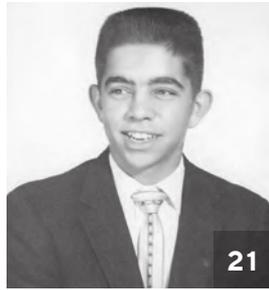
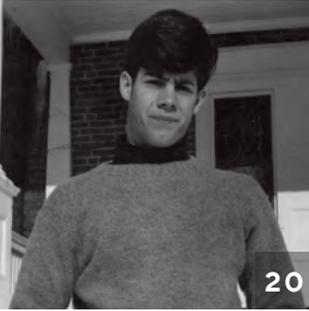
After retiring from teaching English, I wanted to stay involved with Cardigan, to keep "in the loop" as they say. Walking around campus, I stumbled upon Director of Archives and Special Projects Judith Solberg. I thought that working with Ms. Solberg, if she wanted help, would be a great way for me to keep in contact with the School. Ms. Solberg said she could use some help, so I came in one day a week throughout the fall and winter. It was wonderful; I schmoozed in the teachers' room during my tea break and got a free newspaper and lunch!

My job centers around putting hundreds of loose photos in particular folders, depending upon what facet of school they depict. One project involved putting portraits of boys in separate folders and adding the boys' graduation years. I became very intimate with the *Blaze*, the school's annual yearbook.

But some pictures are pre-*Blaze* and in others I wasn't able to identify the subjects. It's funny (strange) how I can remember the names of boys I dealt with in the 1970s and 1980s much more clearly than I do of those in this century.

I am asking the alumni to help me identify any of the boys' photos found below. If you have any information, please contact Judith Solberg and me at [archives@cardigan.org](mailto:archives@cardigan.org) or go to [cardigan.org/historysmysteries](http://cardigan.org/historysmysteries). Thank you! ■







## Shifting the Gears

### Fifty Years of Living the *Cardigan Way*: Richard D. Morrison, M.D.

BY CHRIS ADAMS

#### A GREAT HONOR

On the night I met Richard D. Morrison, M.D., '50, P'76,'82, I knew only two things about him: he has been serving Cardigan Mountain School as a trustee for over fifty years, and he really enjoys model trains. It was the Heart of the Cougar Dinner, and Cardigan was honoring him with the award for his dedicated service to the School. At the conclusion of the formal ceremony, Head of School Chris Day P'12,'13 presented Dr. Morrison with a custom Lionel train he had commissioned to mark the occasion—painted in green and white, adorned with the Cardigan seal, and named the Cardigan Mountain Express.

Dr. Morrison joined the board in 1969 after trustee Robert Gillette, accompanied by Governor of Vermont Deane Davis, visited him at his home in Essex Junction. He readily accepted, stating that it was a “great honor.”

As a trustee, his first assignment was to research the potential of co-education at Cardigan and advise the board. Working with fellow trustee Walter Smith and Headmaster Norm Wakely, he presented his findings and recommendations to the board in January 1970. Since then, he has advised and guided the School on dozens of issues, especially matters of student and faculty health.

A few months after the Heart of the Cougar Dinner, I made plans to visit Dr. Morrison at his home in Essex Junction, VT, to better understand this accomplished man and his motivation for “continuing Hap’s work in trying to help young boys succeed” as a trustee for fifty years. Sandra Hollingsworth, director of The Campaign for Cardigan 2020, and Judith Solberg, director of archives, joined me. While I hoped to see the Cardigan Mountain Express in action, it was clear our conversation would be about a lot more than models.

#### I LIKE TO SHIFT THE GEARS

As a young boy growing up in Canaan, Dr. Morrison (“Dickie” as he was known then) worked in his family’s drug store. Cardigan Mountain School founder Harold “Hap” Hinman was a regular customer, and upon noting Dickie’s work ethic and learning of his strong academic record, offered him a scholarship to Cardigan. Dr. Morrison would go on to graduate from Cardigan in 1950 and matriculate to New Hampton School and Dartmouth College. After graduating from Dartmouth, he enrolled at the The Robert Larner, M.D. College of Medicine at the University of Vermont.

After medical school, Dr. Morrison became a family physician and later was affiliated with the Rutland Regional Medical Center and the University of Vermont Medical Center. As of this past spring, at

age 84, he was still treating patients at the office he's owned since the mid-1960s. The story does not end here, though. Dr. Morrison's full, rich life as a physician has been an extraordinary backdrop and foundation for a lifetime of trying new things—and finding success at most of them.

On the early summer afternoon we visit Dr. Morrison, he is waiting for us on his rear patio. He suggests we begin our visit with lunch and insists on driving.

In the driveway are two vehicles, a large red late-model Ford pickup truck and a yellow Volkswagen Beetle. As Dr. Morrison motions us toward the pickup, I walk past the Beetle, pausing slightly as I notice the gearshift for the manual transmission. Dr. Morrison, sensing what I am thinking, simply says, "I like to shift the gears."

On the dashboard of the pickup is a dark blue Army National Guard ball cap, and I ask Dr. Morrison when he joined the Guard. "In my fourth year of medical school," he answers, adding that many of his medical school mentors and fellow students also signed up. He begins to describe his long and distinguished military service, the first of many stories he'll share during our visit. As he tells it, he first served as a general medical officer for a year or two before being promoted to preventative medical officer. Eventually he was named Brigade Surgeon and ultimately Commander of the Medical Company.

Dr. Morrison was soon dissatisfied with the traditional pathway for doctors in the military. In order to "seek a little more stimulation" in his Guard experience, he applied to armor school, where he learned to drive tanks. By the time he retired from the Guard, he was the executive officer of the brigade.

As he parks the truck, Dr. Morrison winds down his National Guard story, sharing that he fondly remembers driving tanks for two weeks every year, and that he might have enjoyed driving tanks as



**FACING PAGE:** The Cardigan Mountain Express, a custom Lionel train, given to trustee Richard Morrison by Cardigan to commemorate his 50 years of service to the School; **THIS PAGE, TOP:** Dr. Morrison at home with his collection of Lionel trains; **BOTTOM:** Dr. Morrison with former Headmaster Chip Dewar and several members of the Cardigan Board of Trustees in 1990.

much or more than treating people, adding gravity to his words when he adds that driving a tank is an "unbelievable, awesome power."

### **SMILE AT IT WHEN YOU MAKE IT**

As the four of us enter the Tavern at the Essex Junction Inn for lunch, it's apparent that it's not Dr. Morrison's first time here; he is greeted warmly by the staff while he

motions us past a modern oak bar toward a booth in the corner.

Our waitress greets us at the table and introduces herself as Molly. Dr. Morrison breaks the ice by inquiring if we might like to join him in a Rob Roy. Two of us agree, and young Molly cannot hide that she has not before heard of this traditional concoction. Almost anticipating this, Dr. Morrison patiently explains the steps in

---

I feel that years ago being asked to serve on the board of trustees with these distinguished gentlemen was a high point of my life. I feel that I've been able to continue Hap's work in trying to help young boys succeed.

– RICHARD D.  
MORRISON, M.D.

making a perfect Rob Roy, concluding with a reminder to “smile at it when you make it.”

By the time Molly returns with our Rob Roys, Dr. Morrison is deep into story-telling, relishing both an interested audience and the atmosphere. For the next couple of hours, we are treated to an astounding array of memories: attending Cardigan in the early days, completing medical school and starting a medical practice, meeting his wife Beverly, driving tanks in the National Guard, getting his real estate license and investing in properties in and around Burlington, serving as a Cardigan trustee, serving as board president at New Hampton School, breeding and racing horses, and buying a farm, all while raising four children.

#### **WELL, WHY DON'T YOU?**

In Cardigan's early days the School taught horsemanship and riding and kept several horses on campus. During the School's welcome dinner in 1948, Dr. Morrison's first night at Cardigan, the boys were invited to go see the horses. Young Dr. Morrison quickly became interested and chose to train with an old cavalry horse named Yankee Doodle, beginning what would become a life-long love of horses.

After graduating from medical school, Dr. Morrison settled in Essex Junction, VT, “because he was too poor to leave,” and began practicing family medicine. There he met a man named Giles Willey, a horse trader, real estate man, and auctioneer. Though Dr. Morrison did not know it as a Cardigan student, Mr. Willey was also the man who had leased horses to Cardigan. Over a decade later the older Willey became an important mentor to Dr. Morrison. Before long, they were making trips to watch harness races at Hinsdale Raceway in New Hampshire, and Willey advised Dr. Morrison on the purchase of his first horse. At first, he was content to

be the owner and let others do the racing. Then late one night, when he and his wife were driving home from the track, Dr. Morrison voiced some discouragement that their horse was “never in the thick of it,” adding, “I could do as well as that, probably better.”

His wife's reply was simple: “Well, why don't you?” Dr. Morrison quickly set about qualifying for his racing license, first by driving to Messena, NY, and racing on Sunday afternoons at the local horse club. After working his way up through the ranks, his biggest thrill was winning the 1979 Gentlemen's Trot, a Grand Circuit race in Lexington, KY.

At the same time that he was learning to race and win as a harness racer, he and Beverly were also learning how to raise and breed champion horses, and owned more than forty at one point. A trio of their horses, Majestic Charlie, Majestic Willie, and Majestic Andy, named after their sons, combined to win over \$1,000,000 in purses.

#### **HE ALWAYS RAN, HE WAS FAST**

Dr. Morrison becomes a little subdued when he mentions his son Willie, his second-oldest child, and for the next few moments, he weaves between recollections of Willie his son and Willie his horse. “He was fast!” he declares, and I assume he means the horse. “I used to coach him in baseball, of course,” he remembers, and I am embarrassed that I assumed incorrectly. “I could send him. He could steal a base.” Dr. Morrison continues telling stories of Willie's days as a young boy, running all over Essex Junction with his friends. “He always ran,” he says. “He was fast.”

Willie Knapp Morrison '82 was one of Cardigan's first legacies—his older brother Charlie '76 was the first. Willie passed away after a brief illness in 1980, just a few weeks after completing his seventh-grade year at Cardigan. Six years later, the School dedicated the William Knapp

Morrison Infirmary, a gift of Dr. and Mrs. Morrison. Additionally, every May at Commencement, The William Knapp Morrison Award is given to the senior who best exemplifies Willie's spirit.

### THE LAST GREAT SELF-MADE MAN

As lunch plates are cleared, Ms. Solberg inquires about Dr. Morrison's relationship with Hap Hinman, which they maintained until Mr. Hinman's death in 1964. Dr. Morrison's respect for his mentor is palpable. "He was one of the last great self-made men," he explains. "I was very fortunate to have a relationship with him that was not superficial."

Back in the pickup, Dr. Morrison treats us to a brief tour of his neighborhood, including the field hospital for Fort Ethan Allen, which he bought in the mid-1960s and developed into Green Mountain Nursing and Rehabilitation. Though he later sold the nursing home, his medical office is still on an adjoining property today.

As the afternoon winds down, we return to Dr. Morrison's house, and he invites us in. He's lived here for decades, and there are artifacts and interesting adornments throughout. He clearly enjoys walking us through the house, meticulously explaining each piece, and sharing his memories of how he acquired them.

Downstairs, the walls are covered with model trains on display, and I immediately notice the Cardigan Mountain Express on the track. Dr. Morrison settles in behind the control panel, and the Express comes to life. I attempt to take a photo of the train as it rolls past him, though I have difficulty finding the right angle. After twenty minutes, we all seem mesmerized by the soothing, hypnotic cadence of the train on the track, and we decide it's time to go.

As we drive home, I am struck by the breadth and depth of Dr. Morrison's interests, accomplishments, and half-century of service to our School. Mr. Hinman was



Images of Dr. Morrison during his years at Cardigan in the early 1950s

not one of the last great self-made men; he would be proud to know the self-made man his protégé, Dickie Morrison, became—a local boy to whom Hap had given an opportunity to live the *Cardigan Way*, and who seized it by trying new things, shifting the gears, and always smiling while he made it.

And I haven't even told you about his penchant for real estate, his insurance business, or getting a tryout to pitch for the Red Sox. ■



## Robert F. Kenerson: Celebrating 50 Years of Service to Cardigan

Robert F. Kenerson's H'04 name first began appearing in trustee minutes in 1970. Newly elected to the board, Dr. Kenerson became a spokesperson for the Nominating Committee, reporting its progress and welcoming recently-elected members. Later contributing to a long list of other committees, Dr. Kenerson's hands-on and supportive leadership has led to significant progress at Cardigan for over five decades.

"Dr. Kenerson has a wonderful manner that makes you feel heard and appreciated," says Director of Health Services Karen Gray. "He is truly an advocate for all that we do at Cardigan."

That advocacy is a family legacy, reaching back to his father's role in the founding of the School. In the historical records from the School's first days, it is clear that John B. Kenerson was heavily invested in helping the School to succeed. In addition to serving on the board until 1990—an impressive 45-year commitment—he

was involved in everything from purchasing furniture for the fledgling School to designing the School's official seal, from hiring faculty and headmasters to funding the construction of the School's first athletic facility (originally named the Kenerson Gymnasium then rededicated as the Marrion Athletic Center in 2014, by gracious permission of the Kenerson family).

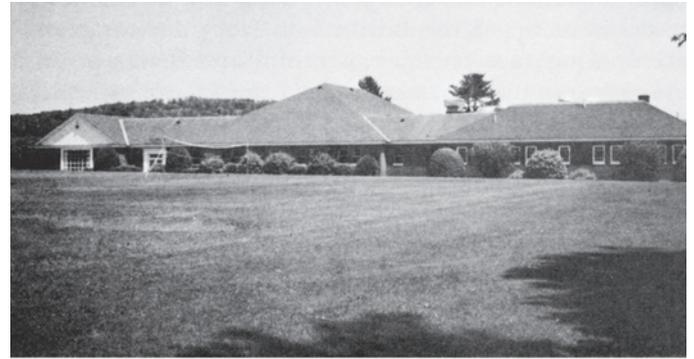
During the 1970s and 1980s father and son worked together on the board, supporting Cardigan during years of tremendous



growth and success. Robert Kenerson’s first area of interest lay in the selection of board members. At the time, membership was informal and trustees were mostly chosen from the families of the founders. Dr. Kenerson felt it was important to change that practice and advocated for a more formalized procedure. Bylaws were written and a committee was formed; Dr. Kenerson was its chair for 17 years. He worked closely with then-Headmaster Norman Wakely in approaching a wide range of board candidates, including the first women.

Dr. Kenerson also worked closely with former Headmaster Cameron “Chip” Dewar H’02, P’93. “There was a 14-month transition from when I was hired to when I took over as headmaster,” explains Dr. Dewar. “Bob spent significant time with me during that period, helping me get to know the School. On one special occasion we drove up from the Boston area to Canaan. Along the way, Bob revealed in depth the School’s fascinating history. He was a steady hand and a reliable resource throughout my tenure as Cardigan’s headmaster. His unparalleled commitment, sustained enthusiasm, and unquestioned integrity are vivid memories from my 15 years leading Cardigan Mountain School.”

One frequent topic of their conversations was the medical care of the boys. Both a Health Services Committee and a Counseling Committee were formed to advise Dr. Dewar, and as a practicing psychiatrist Dr. Kenerson played a key role on the



*Kenerson Athletic and Social Center*

**FACING PAGE:** Robert Kenerson and the Cardigan Board of Trustees in front of Frieze House (date unknown); **THIS PAGE, AT LEFT:** Dr. Kenerson with his wife Ruth at a Cardigan gathering on Cape Cod in 2011; **ABOVE:** An original image of the Kenerson Athletic Center in 1977.

Counseling Committee. With his colleagues, Dr. Kenerson helped the school contract with the first professional therapist for student consultations, evaluations, and treatments. He also supported the School’s efforts to understand and teach students with learning differences, leading discussions and staff development workshops on ADD/ADHD and dyslexia. Lastly, working closely with school nurse Ros Burke, he was instrumental in the development of the School’s health center—first with renovations to the Fifeild House office and later centralizing its location in Hinman Dormitory. When planning for Cardigan’s renovations, Dr. Kenerson’s wife, Ruth, joined him in visiting other schools to see how their health centers functioned, where they were located, and the programs they offered their students.

Fifty years into his tenure at Cardigan, Dr. Kenerson’s interest in the School is unwavering. He rarely misses trustee meetings and continues to seek out Nurse Gray to check on the latest news from the health center. “He is very concerned about the mental health of the students, in particular the vaping culture of the country, stress and resiliency factors, technology use, and the stigma of counseling that can still be felt, especially with some cultures,” says Nurse Gray. “I value every moment of interaction with Dr. Kenerson. He is an amazing clinician but also a very kind, positive, compassionate man.”

Cardigan has been blessed by the service leadership of both John and Robert Kenerson. Their continuous care for Cardigan Mountain School and the personal well-being of the individual students has been a sustaining force since the School’s founding. As Cardigan celebrates its 75th year, the Kenerson legacy lives on, still as relevant today as it was in 1945. ■

# ALUMNI DRIVE

## A Life of Service to His Country and His Hometown

Warren Huse '52 remembers convincing his mother to type the newspapers he created as early as first grade, but his first semi-professional gig was at Cardigan Mountain School in 1950 when he, Byron Koh '52, and a half dozen others started a student newspaper, the *Cardigan Chronicle*.



"This paper aims to bring to you the important happenings of school life and expects to go places," they wrote in their first issue. The *Chronicle* did indeed go places, documenting the life of the school and eventually growing into the bi-annual magazine it is today. As for Warren, he too went places and played an important role later in life, recording the daily events in his hometown and documenting its history.

Mr. Huse will tell you that he believes that most of the paths on which he has walked throughout his life were not chosen intentionally but were rather serendipitous wanderings during which he did little to direct his course. Take, for example, his career in the military. "I did ROTC in college because my father did," says Mr. Huse. "A colonel suggested that I

transfer to the regular army, and the next thing I knew I had been there for 21 years." Assignments took him all over the world from Japan to the Dominican Republic, from Vietnam to Germany.

Then there were the 23 years Mr. Huse worked for the New Hampshire Music Festival. Mr. Huse says that it all started because he went to a concert when he returned from the army and by chance met Executive Director Phil Walz, who asked him if he wanted to be the assistant stage manager for \$2.50/hour. Mr. Huse said yes. The next summer he was promoted to stage manager and filled that position every summer until 2004.

Perhaps a bit of serendipity has played a role in determining the paths down which life has taken Mr. Huse, but hard

work and showing up have certainly helped as well. The *Chronicle*, for instance, was completely student run, and Mr. Huse and his classmates faithfully wrote, designed, printed, and distributed seven eight-page issues that first year.

In return for his hard work, Cardigan provided Mr. Huse and his staff with opportunities to learn about journalism from professionals. In 1951, Mr. Huse and Mr. Koh traveled to New York City with Cardigan teacher John Marr to a Columbia Scholastic Press Association (CSPA) conference, during which Mr. Huse says he first learned about the 5 Ws and 1 H (Who, What, Where, When, Why and How), how to write a good lead, and the journalistic practice of using a descending order of importance. Mr. Huse remembers

**FACING PAGE:** Warren Huse, at work for *The Laconia Daily Sun* (photograph courtesy of *The Laconia Daily Sun*); **THIS PAGE:** Images from Warren Huse's years at Cardigan, when the School was still located in the Lodge on Canaan Street.

meeting UN peacekeeper Ralph Bunche and hearing *New York Times* correspondent Harrison Salisbury. He attended a second CSPA conference the following year, this time with fellow staff member David Fox '55.

Returning home to New Hampshire, Mr. Huse continued his preparation for a career in journalism, first enrolling in a six-week summer typing course at the Laconia Business College. The typing skills he learned there, he says, made a tremendous difference in all his later academic and journalistic endeavors. In high school, Mr. Huse worked on the student newspaper at Kimball Union Academy, and in college he wrote for *The Dartmouth*, America's oldest college newspaper.

After his 21 years of military service, Mr. Huse returned to his hometown of Laconia, NH in 1981, and found a job at *The Citizen*, working as a typesetter and later overseeing the obituaries and pitching in on stories when deadlines were pending. Mr. Huse also became an active member of the Laconia Historical Society and utilized his passion for local history to write a weekly column, "Our Yesterdays." For almost 30 years (first for *The Citizen* and later for *The Laconia Daily Sun*), he has researched and shared the events and news from 10, 25, 50, 75, 100, and 125 years ago. He also features photos of then and now, documenting the historical changes in Laconia from one era to the present.

"Every day, I learn something new," Mr. Huse says. "More times than not, I discover that what I thought was the case 25 years ago, may not have been that clear-cut; occasionally I'm dead wrong. Journalists are trained to try to cover all the opposing points of view and to pursue inconsistencies in 'the facts.' Historians need to do the same."



In addition to his weekly column, Mr. Huse has also written four books about the history of Laconia. In the 1990s, he published three volumes in the Arcadia Images of America series: *Laconia* (1995), *The Weirs* (1996), and *Lakeport* (1999). In 2017, *Celebrate Laconia: 125 Years of the Lake City*, a hardcover coffee-table type book of 160 pages, was published by *The Laconia Daily Sun*.

Serendipity? Perhaps. But that would disregard the unwavering commitment Mr. Huse has demonstrated, mastering his craft and showing up when there is work

to be done. His commitment to telling the stories of his hometown and sharing Laconia's rich history is noteworthy and required far more than just a few chance encounters. From the *Cardigan Chronicle* to *The Laconia Daily Sun*, Mr. Huse's voice has made a difference in the communities in which he has lived. ■

# Alumnus Named New Hampshire Football Player of the Year



MALCOLM BUSSEY IN NOVEMBER, CELEBRATING WITH ST. PAUL'S FANS, INCLUDING FELLOW CARDIGAN COUGAR GRAYSON SHAW '17

Malcolm Bussey '18, of Nova Scotia, Canada, was a standout varsity player in football, hockey, and lacrosse while he was at Cardigan. After graduating from Cardigan in 2018, he matriculated to St. Paul's School in Concord, NH, where he has helped the Big Red varsity football team record back-to-back undefeated seasons and NEPSAC Bowl Championships.

Playing running back, Malcolm ran for 1,436 yards and 22 touchdowns on 123 carries this past season and was named to the All New England Preparatory School Athletic Council (NEPSAC) for the second time. In early December, he was also named the 2019-20 Gatorade New Hampshire Football Player of the Year.

The award recognizes, "the nation's most elite high school athletes for not only athletic excellence, but also for high standards of academic achievement and

exemplary character." In conjunction with the award, Gatorade makes a donation to an organization of the winner's choice. Malcolm selected the Cardigan football program.

"Malcolm was one of the hardest working student-athletes we have had the pleasure of working with on and off the field," says Cardigan Athletic Director Ryan Frost. "He was a true brother to everyone he came in contact with and always pushed himself and helped others in everything he did."

Bussey, in return, attributes much of his competitive drive to Cardigan's culture and the habits he developed while wearing green and white. "Cardigan helped me so much in terms of my play and work ethic...to this day I still think of the quote 'Be The Best'," Bussey reflects. "I still use it for motivation."

As a young man, Bussey has played just about as many sports as possible, including hockey, lacrosse, football, baseball, soccer, track and field, and boxing. For him, the benefits of playing different sports during each season are quite clear—and have been since before his time on The Point. "The main reason I came to the U.S. from Nova Scotia was to actually play both football and hockey, because many of my teammates in both sports at home were picking one or the other going into middle school," Bussey says.

It brings the Cardigan community immense pride to watch someone so influential on The Point move on and continue to succeed and improve. Whatever the future holds for Malcolm, his character and talent will take him far—and he will have a pack of Cougars behind him the whole way. ■

# Spotted

It's been a busy year for our alumni, but even so several have made the trek to Canaan and taken the time to visit the Cardigan campus. Check out who's stopped by and who's been spotted out and about.

**1:** Malcolm Bussey '18 with Aiden McDonnell '18 and Cal Bussy P'18 at Gillette Stadium in Foxborough, MA. Aiden is attending Berkshire but was on-hand to watch his Cardigan brother play for St. Paul's during their victory against Dexter Southfield in the NEPSAC Dave Coratti Bowl last fall. After an amazing, record-breaking season, Malcolm was awarded the Gatorade New Hampshire High School Football Player of the Year Award!

**2:** In November, Adam Philie '10, who is the vice president of the Alumni Board, returned to campus and spoke to the community in Chapel. His message focussed on what it means to be part of the Cardigan network: "I want you to know that if you give your heart to this School and this community, they will be there for you."

**3:** In November, Ansel Dickey '10 returned to The Point to compete in the annual Lake Run, and won! Ansel, now retired from professional cycling, owns and operates a media and production company called Vermont Social, which partners with athletes and organizations to promote all things outdoors, especially the exciting, emerging field of gravel bike racing in New England.

**4:** In December, Ben Lovejoy '99 visited campus and helped coach the Cardigan Varsity Hockey Team. The team's coaches also happen to be alumni and posed for this photo before practice. From left to right: Cam McCusker '10, Ben Lovejoy '99, Brady Leisenring '98, and Mike Jangro '05.



# Cardigan Connections



**CARDIGAN IN BOSTON.** For Cardigan's holiday party in Boston, George and Catherine Welles P'o8 hosted the community at their store American Rhino on December 5. In addition to marketing responsibly sourced clothing, the couple donates a portion of their earnings to support wildlife conservation, specifically for critically endangered and threatened African wildlife. **1:** Austin Franklin '13, Adam Philie '10, and Jeremiah Shipman '00; **2:** Marc and Jennifer Brissette P'21, Jon Roth '81, and Sandra Hollingsworth; **3:** George and Catherine Welles P'o8 with Chris and Cynthia Day P'12,13; **4:** The Boston group at American Rhino; **5:** Simon Choi and Feifei Li P'18 and Joe Burnett '95.





**CARDIGAN IN CONNECTICUT.** Casey Barber '03 hosted a wonderful reception for Cardigan alumni, parents, and friends at his home in Greenwich, CT on November 7.  
**1:** Stuart Kaplan '47, Bobbi Bensaïd, and Chris Day P'12,'13;  
**2:** Chris Day P'12,'13 presenting Casey Barber '03 with a vintage lacrosse jersey to commemorate his days as a Cougar on Williams Field; **3:** The Greenwich group; **4:** Chris Day P'12,'13 and Larry Glover P'22; **5:** Shireen and John Sabat P'20, Chris Day P'12,'13, Malcolm Boyd '03, Casey Barber '03, and Diego Benitez '03; **6:** Jeremiah Shipman '00, Nik Nugnes '09, Tyler Wilmot '09, and Henry Baker '92.



**CARDIGAN IN MEXICO.** Head of School Chris and Cynthia Day P'12,'13, Associate Director of Admissions Jessica Bayreuther P'09,'15,'17, Assistant Director of International Relations Pablo Rocha, and Director of Alumni Programs Jeremiah Shipman '00 visited Mexico for a week this winter, spending two days each in Guadalajara, Monterrey, and Mexico City to connect with alumni, parents, and prospective families.

**1:** Alejandro Valenzuela '15 reconnecting with Pablo Rocha; **2:** Brothers JM Gomez Malacara '15 and Juan Cristobal Gomez Malacara '17 with Pablo Rocha;

**3:** Chris and Cynthia Day P'12,'13 reconnecting with Rodrigo Saavedra '12, who hadn't seen the Days since he enjoyed a homestay with the family eight years ago! **4:** Pablo Rocha and Jeremiah Shipman '00

enjoying lunch with Chris de la Garza '09 in Monterrey. Chris has opened a gym in the city and is currently working to open a second; **5:** Pablo Rocha and Eduardo Lobiera '12.





**CARDIGAN IN MEXICO.** **1:** Pablo Rocha, Alejandro del Valle '14, and Chris Day P'12,'13; **2:** Pablo Rocha with Juan Pablo Mangino '16; **3:** Joaquin Echenique '18 and the Cardigan crew at the golf tournament; **4:** Pablo Rocha and Diego Armida '19; **5:** The Cardigan group enjoying lunch and a walk with Diego and Monica Martinez P'10,'11,'13,'20 and their family in Guadalajara; **6:** In Guadalajara, Pablo Rocha joined young alumni for a doubles tennis match. Pablo and Nico Gomez '21 defeated Mattias Martinez '20 and Alejandro Pena '19 in a hard fought match. Mauricio Padilla '19 was sidelined with an injury but is eager to get on the court next year.



**CARDIGAN IN MEXICO. 1:** The parents of current and incoming students gathering at the home of Alfredo and Blue Orozco P'22 for dinner; **2 AND 3:** Mario and Nina Villarreal P'19,'20 hosting the parents of current students and a group of young alumni at their lovely home in Monterrey; **4:** Wilfrido and Adriana Castillo P'20 hosting the families of current and incoming students in Mexico City; **5:** Chris and Cynthia Day P'12,'13 with Mario and Nina Villarreal P'19,'20.



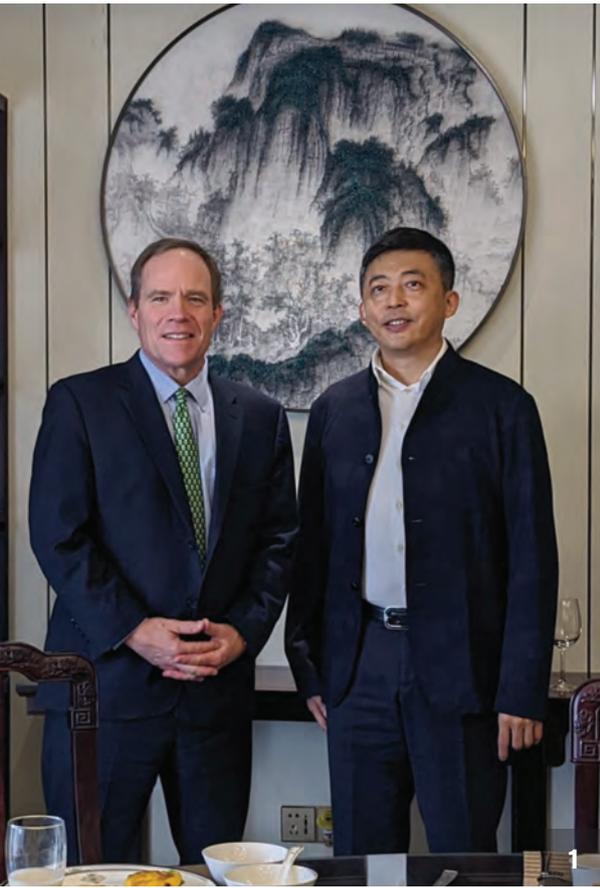
**CARDIGAN IN MEXICO. 1 AND 2:** Roberto Henriquez '00 playing host to a group of alumni of all ages at his home in Mexico City; **3:** Chris Day P'12-'13 and Jess Bayreuther P'09, '15, '17 with Jose and Adriana Harb P'14, '18, getting a tour of Mexican art, including works by Frida Kahlo and Diego Rivera; **4:** Gustavo and Martha Escamilla P'10, '17 also opened their home in Monterrey to alumni and parents. Their oldest son Arick '10 has graduated from law school and is now practicing in Monterrey. Their youngest, Akar '17, is a senior at Kimball Union Academy; **5:** The Escamillas with the Cardigan crew!



**CARDIGAN IN TURNER ARENA.** In February an enthusiastic group of alumni visited campus for the 33rd Annual Alumni Hockey Game in Turner Arena. **1:** Dave Grillk '06 joined the Cardigan alumni board in the morning and played goalie in the afternoon at the Alumni Hockey Game; **2:** Varsity Hockey Head Coach Brady Leisenring '98 reconnected with old friend Andy Noel, GP'16,'18; **3:** Current faculty member and hockey coach Mike Jangro '05 caught up with former teammate Cam Fisichelli '06; **4:** Alumni posed with current students at Turner Arena before the games began! **5:** Sean Powers '87, P'21, suited up to skate with his son Brendan '21, caught up with Bob Jangro P'03,'05, who was on hand to cheer for his boy Mike '05; **6:** Bruce Marshard '64, P'20 dropped the puck to Charlie Day '12 and Chris Cyr '06, who looked to make a pass to Cam McCusker '10 at the wing.



**CARDIGAN IN CHINA. 1:** In Shanghai, Chris Day P'12,'13 and Joe Burnett '95 presenting a Cardigan scarf to Yubing Cheng, whose son Tony He '19 is now attending Deerfield Academy; **2:** Chris Day P'12,'13 with Feng Liu, a past parent leader, whose son Justin Liu '15 is now studying at NYU; **3:** Joe Burnett '95 and Chris Day P'12'13 meeting with past parents Feng Liu P'15, Xiaodong Wang P'20 (son Figo is headed to Taft this fall), Rong Zou P'18 (son Tony is at Lawrenceville), Hui Xu P'20, Yubing Cheng P'19, Jue Chen P'19 (son Danny is at Kent), Linda He P'19, and Xinfeng Cai P'19; **4:** Chris Day P'12,'13 and Joe Burnett '95 also met with this group of current parents.



**CARDIGAN IN CHINA. 1:** Chris Day P'12,'13 sharing lunch with Yuguo Ren in Shenzhen. Yuguo's son Jack Ren '19 now attends Northfield Mount Hermon; **2:** Chris Day P'12,'13 meeting with current and past parents in Shenzhen in December; **3:** Chris Day '12,'13 and Joe Burnett '95 also stopped in Beijing to meet with this small group of parents; **4:** Chris Day P'12,'13 and Joe Burnett '95 dining with the parents of Sky '20 and Ken '21 Wong and Kyle Jia '21 in Hong Kong.





**CARDIGAN IN BANGKOK. 1:** In November Cardigan made its first official trip to Thailand! Chip Audett P'16, Joe Burnett '95, and Chris Day P'12'13 met with this group of parents and alumni in Bangkok: Patricia Mongkhonvanit P'20, Rika Dila P'13, Nisakorn Wanglee '85, trustee Pornphisud Mongkhonvanit P'20, Petch Wanglee '79, Santsith Naothaworn P'21; **2:** Proudly waving the Cardigan banner in Bangkok: Nisakorn Wanglee '85, trustee Pornphisud Mongkhonvanit P'20, Chip Audett P'16, Joe Burnett '95, Patricia Mongkhonvanit P'20, Nick Bhirombhakdi '73, Chris Day P'12'13, Santsith Naothaworn P'21, and Petch Wanglee '79.

**CARDIGAN IN SEOUL. 3:** At a gathering in Seoul, four generations of Korean parent leaders joined a Cardigan celebration: Chanshik Kim and Hyunjoo Chang P'18 (son Terry is a currently a student at Pomfret), Saecbyul Kim P'17 (son Justin is at Middlesex), Byungjin Min P'17'19 (son Jaewon is headed to UChicago this fall and son Taewon is at Brooks), Joe Burnett '95, Chris Day P'12'13, Helen Lee P'20 (son Justin is headed to St. Mark's this fall), Eunkyung Kang and Dongchung Jung P'20'21 (son Heewoo is headed to Phillips Exeter this fall), and Sungjun Moon P'17'19; **4:** A strong group of current Korean parents gathering in Seoul; **5:** Joe Burnett '95 catching up with French 2 dorm mate Junho "Joe" Bae '96 in Seoul.



# Happy 75th Birthday Cardigan!

# You're Invited to Our Annual Auction

October 23, 2020



For more information, contact Hedi Droste  
at [hdroste@cardigan.org](mailto:hdroste@cardigan.org).



AT CARDIGAN, TRADITION DICTATES THAT ALL GRADUATING STUDENTS JUMP FROM THE CHAPEL STEPS ON THE MORNING OF COMMENCEMENT. WHILE THEY COULDN'T BE HERE ON CAMPUS THIS SPRING TO CARRY ON THE TRADITION, SENIORS AROUND THE WORLD FOUND SOME PRETTY GOOD ALTERNATIVES. HERE JAIYU "KEVIN" GU JUMPS INSIDE OF THE FORBIDDEN CITY IN BEIJING, CHINA.



# CARDIGAN MOUNTAIN SCHOOL

CARDIGAN MOUNTAIN SCHOOL  
62 ALUMNI DRIVE  
CANAAN, NEW HAMPSHIRE 03741-7210

NONPROFIT

US POSTAGE

**PAID**

MANCHESTER, NH

PERMIT NO. 724

