

CARDIGAN

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HOW TO THINK LIKE A
MIDDLE SCHOOL TEACHER





Cardigan Chronicle

Summer 2024

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MISSION STATEMENT

Cardigan Mountain School offers a close-knit community that prepares middle school boys—in mind, body, and spirit—for responsible and meaningful lives in a global society.

To achieve our mission, we reward effort and accomplishment, helping each boy realize his academic, physical, and personal potential through honoring our Core Values of Compassion, Integrity, Respect, and Courage in all aspects of daily life.

CONTACT US

For more information about Cardigan Mountain School, please visit our website at cardigan.org.

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The Gifts of a Slow Summer



Head of School Chris Day at this year's Charles C. Gates Competition, learning about the Traverse Drawer, an invention developed by Jinwoo Ham '26.

As I write this letter, summertime has made her presence known on The Point, with heavy air, stillness and quiet, and daylight lasting long into the evening. Summer Session has yet to begin, and Cardigan has settled into a different rhythm than when the boys are here during the academic year. The pace for the people who work here through the summer does not slow down, but it does change. Summer allows for long-range work—like shampooing the carpet in Kenly Dining Hall. (The spilled ketchup and other “oops” stains require a lot of elbow grease and a little magic.) Student handbooks and academic plans for next year are also given our focused and undivided attention. In other words, we're still quite busy!

This summer, I am looking forward to attending a working retreat with our

trustees, staff, and faculty to review and update our *Strategic Plan for Cardigan 2032*. I often think about Cardigan and what it will look like five years from now, ten years from now, and so on; to have the opportunity to sit in a room and talk about a future Cardigan with smart, creative, diverse, and Cardigan-focused people is really exciting for me. In data-driven/whiteboard/sticky note/easel flip chart rooms this summer, we'll take the time to collectively define programming, determine the allocation of resources, and shape the points of emphasis for Cardigan for the next several years.

In my eight-year tenure at Cardigan, our strategic plan has always been a North Star in every decision we have made. During discussions with the board of trustees, it is always front and center; and for my colleagues on

The Point, the priorities of the plan color everything that we do. Take for instance, one of our stated strategic priorities: “Enhancing programming unique to Cardigan,” which focuses on Gates, PEAKS, and outdoor educational programming. While all of our academic programs are excellent, these three are seen as differentiators. Gates has received a real boost this year with the boundless energy and creativity of new Gates Director Jenny Sabados; she is working on ways to expand access to Gates programming to all grades, not just the sixth and seventh grades. Meanwhile, PEAKS supports the boys' learning and is always evolving in order to integrate more seamlessly with classroom instruction. We are looking to expand PEAKS' support of the boys in executive functioning, a skill vitally important in a world full of dis-



tractions. Lastly, our outdoor education programming is in the early stages of a growth spurt. This year, Dean of Academics Leo Connally formed a team made up of faculty outdoor enthusiasts whose goal it is to develop outdoor education programming that enhances and complements our current curriculum. These are all folks who have led—or participated in—outdoor education trips and have witnessed the life-altering impact of the natural world—whether it’s overnight backpacking in the White Mountains, whitewater rafting on the Androscoggin River, or learning about the aquatic life in our own Canaan Street Lake. This kind of learning—in which you are using all your senses—will stay with our boys longer than reading about the natural world in a book or viewing it through the limited scope of a video. Opportunities to be in nature and simply observe our surroundings seem to be decreasing as our daily lives are becoming more and more reliant on technol-

ogy. Cardigan’s Strategic Plan aims to reverse that trend.

This is just a small taste of a big strategic plan. Cardigan knows middle school boys (as much as anyone can—they are bedeviling at times!), and we know that in order to best prepare them for their futures in this ever-evolving world, we ourselves need to keep learning and growing as an institution. Boys thrive, challenge themselves, make mistakes, and ultimately figure out who they are at Cardigan. Taking the time as adults to perch and reflect on what will make up this terrain upon which our boys will tread is one of the gifts of the slower pace of summer. ■

Christopher D. Day P’12,13
Head of School

This kind of learning—in which you are using all your senses—will stay with our boys longer than reading about the natural world in a book or viewing it through the limited scope of a video. Opportunities to be in nature and simply observe our surroundings seem to be decreasing as our daily lives are becoming more and more reliant on technology. Cardigan’s Strategic Plan aims to reverse that trend.

Commencement 2024





WE ARE GROWING UP IN A WORLD

that seems to be becoming more complicated every day. People cling to their comforts and beliefs, and they fear the differences and the challenges that come with learning from mistakes. It seems like it is easier to dismiss something that is uncomfortable or new as wrong or fake, and it is hard to know where to turn. I am proud to say that Cardigan has taught us better. The faculty have painstakingly taught us to discern between right and wrong, derive value from character, and prioritize substance over flash or fanciness...WE OVER ME is present in all that we do.

TERENCE PARK LANGETIEG '24, SCHOOL LEADER





GENTLEMEN, YOU ARE NEVER TOO YOUNG TO ELEVATE YOUR ASPIRATIONS.

Greta Thunberg was 15 years old when she became an environmental activist in Sweden. Malala Yousafzai was 17 when she received a Nobel Peace Prize for her educational activism in Pakistan. So, elevate your aspiration and become responsible and transparent global citizens. Aspire to become faithful and proactive stewards of planet Earth. Aspire to become proponents of justice and equality, and aspire to become staunch guardrails of freedom and democracy.

EDILBERTO RAMOS H'06, P'91,'97, COMMENCEMENT SPEAKER





CARDIGAN BOYS CALL EACH OTHER BROTHERS

because they know that their individual strengths and successes can only come from being part of a team. For many of us, it takes a lifetime to realize this. These boys know it in their bones right now.

CHRISTOPHER DAY P'12,'13, HEAD OF SCHOOL



Cardigan’s Class of 2024 Matriculates to Impressive List of Secondary Schools

“This is a really impressive list, but what is not immediately obvious is that Cardigan’s ninth graders committed to schools that I believe most importantly fit them well,” says Director of Secondary School Counseling Kris Langetieg P’24. “These students and their families found their way to Cardigan, and as they prepare for high school, they are looking for the next community where they will thrive.”

With equal strengths in academics and athletics, Mr. Langetieg says these boys will be strong additions to any secondary school. But, he predicts, they will also contribute to community engagement

and care. “Rather than grand gestures,” he says, “at Cardigan these boys focused on the ‘little things.’ Their investment in mentoring younger students, honoring their commitments, and celebrating the rewards that come with hard work and character enabled them to serve as incredible role models. You do not have to speculate on their motivations because their actions make them clear; they want to make a difference and recognize that this is best achieved through collaboration.”

Congratulations to the Class of 2024!

Berkshire School (4)	Holderness School (2)	Northfield Mount	St. Mark’s School (6)
Blair Academy (3)	The Hotchkiss School	Hermon School (2)	St. Paul’s School (3)
Brooks School	Kent School	The Pennington School	Salisbury School (2)
Cate School (2)	Kimball Union Academy (2)	Phillips Academy Andover	Suffield Academy (4)
Culver Academies	King’s-Edgehill School	Phillips Exeter Academy (5)	The Taft School
Deerfield Academy	Lancing College	Pomfret School (2)	Western Reserve Academy (2)
Episcopal High School	Mercersburg Academy	Portsmouth Abbey School	Westminster School
The Frederick Gunn School	Middlesex School (2)	St. Andrew’s School (2)	Westtown School (2)
Groton School (2)		St. George’s School	Woodberry Forest School





Commencement Prizes and Awards

THE CALDWELL PRIZE

NATHAN CAPLES

The Caldwell Prize is awarded to the senior who has shown outstanding athletic achievement and sportsmanship.

THE DEWAR PRIZE

TERENCE PARK LANGETIEG

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

THE FOUNDERS PRIZE

YECHAN KIM

The Founders Prize is 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 HINMAN PRIZE

DAVIS SPENCE JAMISON

The Hinman Prize is 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

YICHEN LI

The Norman and Beverly Wakely Prize is 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 PANNA CI MEMORIAL AWARD

LANGSTON SEAN WILLIAMS

The Pannaci Memorial Award is 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

ANNABI ISSA DIALLO

The Skibiski Memorial Award is 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

MICHAEL ANTHONY MITCHELL, JR.

The William Knapp Morrison Award is presented 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

BENJAMIN DAVID CLARY

FINNEGAN MICHAEL DONELAN

TERENCE PARK LANGETIEG

The Faculty Prize is awarded to the seniors who, in the opinion of the faculty, have made special contributions to Cardigan Mountain School.

THE GILBERT FAMILY SERVICE AWARD

JACKIE AND JEFF HUDKINS P'24

The Gilbert Family Service Award is given annually to recognize a member, or members, of the Cardigan community whose service to the school has been exceptional.



WE BEGAN THIS YEAR WITH THE GOAL OF CONSTRUCTING

a House of Belonging. Along the way, we discovered that building a Cardigan boy takes time. Much like raising a house, it is an exacting, sometimes painful process, but if approached with patience, restraint, attention, and care, the finished product is a sturdy structure, able to withstand even the fiercest of storms.

CHERYL BOREK P'10,'12,'15, DIRECTOR OF SPIRITUAL LIFE





FINALLY, GRADUATES, ALL OF US HERE LOOK FORWARD

to watching you shine. I also look forward to watching you struggle. It's gonna happen. Life can be hard. We fail, make mistakes, and endure hardships. But you are going to be okay if you remember what you have learned here. Embrace the hard stuff and learn from it to be better. Be authentic, be grateful, and go for everything you want in your life.

DAVID GREGORY P'18, CHAIR OF THE BOARD OF TRUSTEES





PRUNING AND BLOOMING: HOW TO THINK LIKE A MIDDLE SCHOOL TEACHER

BY EMILY MAGNUS, EDITOR

In the human brain, trillions of synapses form connections between neurons, creating a communication network that allows our bodies to carry out countless tasks and functions. By around the age of 2, the number of synapses reaches its peak, after which both genetic and environmental factors play a role in eliminating up to 50% of them.

Yep, our brains shrink.

Fortunately, it's not quite that simple. While unused synapses do indeed die off, frequently used synapses become stronger and more stable, reinforced by a protective myelin sheath that promotes the efficient travel of electrical impulses.

"It's sometimes referred to as pruning and blooming," says Dean of Faculty and Assistant Head of School Joe Doherty. "It's why it's so important for middle school students to be practicing positive, healthy life skills. Everything they are doing is setting them up for the rest of their lives." Middle school teachers, then, truly have an opportunity to set students up for a lifetime of success.

But the teenage brain doesn't make it easy. A second pruning during adolescence occurs in the brain's prefrontal cortex—the part of the brain that controls decision-making and is responsible for a person's ability to weigh consequences, solve prob-

Perfection is not a reality. My job is not to produce finished products but to leave students better than when they entered my classroom. And for each student that means a different thing.

Marty Wennik, English Teacher



Dean of Faculty and Assistant Head of School Joe Doherty can often be found visiting his colleagues and interacting with students when he is not teaching his own classes: “Cardigan is poised to be a leader in middle school education for years to come due to our hustle, our willingness to innovate based on the latest scientific research, and, most importantly, our unwavering commitment to the boys.”

lems, and control impulses. During this rewiring, teenagers often become reactive, moody, forgetful, and intensely conscious of their social standing. Furthermore, each individual prunes and blooms at a different rate, so in any group of teenagers, each could be in a different stage of development.

So how do middle school teachers do it? Using what is currently known about the teenage brain, how do they get and retain the attention of students, motivating them to engage in academics and helping them to grow intellectually, socially, and emotionally? What allows them to thrive and find joy in a profession in which others feel overwhelmed? When things don’t go according to plan, what helps them persevere?

MEETING KIDS WHERE THEY ARE

“I may have eight kids during the first period of the day after breakfast who are dialed in and ready to learn, and then I might have the same lesson again right before lunch but with a different set of eight kids and they’re hungry and tired and silly,” explains sixth-grade teacher Courtney Bliss. “I can’t teach the lesson the same way; I have to be ready to adapt and be flexible. Teaching in middle school means always meeting kids where they are, regardless of what my planning book might say.”

In middle school, and particularly at a boarding school like Cardigan, the curriculum extends far beyond any academic subject. Teachers not only instruct students in solving algebraic equations and writing five paragraph essays, they also teach students to get to breakfast on time (and in dress code), to navigate personal differences with roommates, and to gracefully accept a disappointing outcome in an athletic contest. Cardigan teachers are masters of adapting and prioritizing lessons that may have little to do with academics, but which are equally important to the growth of a middle schooler.

“Perfection is not a reality,” says English teacher Marty Wennik P’15, ’16. “My job is not to produce finished products but to leave them better than when they entered my classroom. And for each student that means a different thing.” For an international student who has yet to master the English language, Mr. Wennik may need to help him with grammar and syntax even though the student’s intellectual maturity may be advanced and complex; another student may need to be pushed to connect with partners during a group assignment or simply to come to class prepared.

The benchmarks, then, have to be different. Grades only tell a part of the story; the narratives, the conversations, the positive words of encouragement have to be frequent and genuine, filling in the details of the students' progress. "The boys are always looking for benchmarks that tell them they are doing okay," says PEAKS coach Jessica Hunt P'26,'28. "They want black-and-white answers, but their progress is never that simple. There's a golden moment after a test, when they don't yet know their grade and can reflect and articulate what went well and why. I try to get them to focus on that, rather than on the grade that they learn about later."

RELATIONSHIPS ARE EVERYTHING

Cardigan's teachers understand that above all a positive emotional climate is important for optimal learning.

"When we can pause and acknowledge students' emotions, there's a much better chance that learning will be effective and academic lessons will be durable over time," says Mr. Doherty.

Middle school teachers, then, need to build relationships with individual students by taking time to find out what they care about. They listen to what is on students' minds at any given time—whether it is baseball, photography, or the fresh donuts at morning snack.

"To have leverage in the classroom—especially in PEAKS in which there are no achievement grades—I need to have frequent positive deposits throughout the day," says Ms. Hunt. "Talking with them in the dorms, watching their games, having positive interactions outside of the classroom allows me to ask them to do hard things when we get to work because I have already invested in my personal connection with them."

Assistant Dean of Academics and PEAKS Department Chair Jarrod Caprow agrees. "I actually like working weekends," he says, "because I get to see kids doing things that

Conventional Wisdom: Some Of Us Are Left-Brain Thinkers; Some Of Us Are Right-Brain Thinkers.

What Science Tells Us: While it is true that certain areas of the brain are involved in specific functions of the body, brain scans reveal that the notion that a person's thinking is dominated by one side or the other is false. A 2013 study from the University of Utah "looked at the brain scans of more than 1,000 young people between the ages of 7 and 29 and divided different areas of the brain into 7,000 regions to determine whether one side of the brain was more active or connected than the other side. No evidence of 'sidedness' was found. The authors concluded that the notion of some people being more left-brained or right-brained is more a figure of speech than an anatomically accurate description."

Shmerling, Robert. "Right Brain/Left Brain, Right?" Harvard Health Blog, 28 July 2017, www.health.harvard.edu/blog/right-brainleft-brain-right-2017082512222. ■



Sixth-grade teacher Courtney Bliss, working with her students during a simulation of the solar eclipse: "At Cardigan we get to see students in a lot of different arenas; the kids who might challenge us in the classroom may be outstanding teammates in athletic practices. It means we know the kids and have opportunities to build relationships in a variety of circumstances."

Conventional Wisdom: We Only Use 10 Percent Of Our Brain.

What Science Tells Us: The facts that refute this statement vary depending upon how you define 10 percent. If it is 10 percent of the regions of the brain, neuroscientists can use magnetic resonance imaging to “see which parts of the brain are activated when [you] do or think about something. A simple action like clenching and unclenching your hand or saying a few words requires activity in far more than a tenth of the brain. Even when you think you are doing nothing, your brain is doing rather a lot—whether it’s controlling functions like breathing and heart rate, or recalling the items on your to-do list.”

Ten percent could also refer to the number of brain cells one uses, but science tells us that brain cells simply don’t lie dormant: “...they either degenerate and die off or they are colonized by other areas nearby. We simply don’t let our brain cells hang around idly. They’re too valuable for that. In fact, our brains are a huge drain on our resources. Keeping brain tissue alive consumes 20 percent of the oxygen we breathe, according to cognitive neuroscientist Sergio Della Sala.”

Hammond, Claudia. “Do We Only Use 10% of Our Brains?” Bbc.com, BBC Future, 2014, www.bbc.com/future/article/20121112-do-we-only-use-10-of-our-brains. ■

THIS PAGE: English teacher Marty Wennik, helping his ninth-grade students determine who will be leading the class for the day: “While I may be the teacher, I’m not a font of knowledge; I’m engaged in learning with them.”

FACING PAGE: Shop teacher John Burritt, brainstorming individual projects with students by looking back at photographs of other students’ projects: “If there are nine students in a class, there are likely nine different projects going on at the same time. It would certainly be easier to have them all build teacher-assigned projects, but there’s far more creativity, diversity, and variety generated from multiple projects, and greater buy-in as well.”

they choose to do. Knowing how they want to spend their time and being able to show a genuine interest in their passions becomes an important investment in my relationships with them.”

It is why the “triple threat” model of boarding school works so well. When faculty members coach students, live with them in the dorms, AND teach them in class, they get to see students through a multidimensional lens. It’s not efficient nor easy, but this exposure to students’ victories *and* struggles, likes *and* dislikes, strengths *and* weaknesses, allows teachers to invest in the learning process even before a lesson begins.

TAKING ON THE ROLE OF THE PREFRONTAL CORTEX

“Middle school teachers end up performing a dual, even triple, purpose,” continues Mr. Doherty. “First, they must act as the prefrontal cortex for their students—helping them to do the slow thinking that results in good decision-making. At the same time, they need to provide activities and situations in which students can take safe and healthy risks. Downhill skiing, acting in the school play, rising early to participate in the spring Polar Bear tradition—they’re all important opportunities for students to test limits in safe and positive ways.”

Woodworking teacher John Burritt knows this balance better than perhaps anyone at Cardigan. “The woodshop is probably the most dangerous space on campus,” he says. “And when students walk into



the shop, they often arrive with the same mindset as when they arrive in any other safe space on campus. I have to find ways to flip their switch, heightening their awareness of where they are and keeping them laser focused on what they're doing." Posters on the walls of the shop remind students of the rules Mr. Burritt has reviewed with them, and on the table where they begin class, he places photocopies of x-rays from construction accidents with missing fingers and nails embedded into hands. "Sometimes to jolt them out of complacency, I'll slap a block of wood on the table and remind them to 'do their napping somewhere else.' The risk fac-



When we can pause and acknowledge students' emotions, there's a much better chance that learning will be effective and academic lessons will be durable over time.

Joe Doherty, Dean of Faculty and Assistant Head of School

tor is huge, but the value of the woodshop is even more important."

What's the third purpose? Being a safety net when the boys inevitably fail. When a boy performs poorly on a test, forgets to turn in an assignment, makes a hurtful comment to a roommate, or misses his lines in the school play, the teachers are there to help them move forward. "Kids often come to us in boxes: 'I'm not good at math,' 'I can't play sports,'" says Ms. Bliss. "It's not always intentional but kids hear what adults say and then they step back and coast. At Cardigan we teach them to put in the hard work. They get frustrated but they learn to keep trying."

Mr. Burritt agrees: "The boys say to me, 'Just tell me what to do,' even when the answers are right there in front of them; I just ask them to look a little closer and figure it out on their own. Then when the light bulb comes on, it burns so much brighter than if I had told them what to do."

Conventional Wisdom: Teachers Should Teach To Each Child's Learning Style

What Science Tells Us: It is true that different types of information are processed in different parts of the brain. It is also true that individuals have differences in abilities and preferences. Since the 1970s, however, research examining learning styles and their application in education have come to the same conclusion: "There is no evidence that designing lessons that appeal to different learning styles accelerates student learning."¹

It is important to note, however, that varying teaching methods and providing students with different ways to learn information does help learning stick: "Processing information in multiple and varied forms (including multiple senses, abstract and concrete representations, diverse examples, and varied activities) creates elaborated and detailed memories, which enhances the long-term retention and generalization of that knowledge. Students who learn fractions with math symbols, words, visuals, and kinesthetic experiences should master fractions better than students who only experience a single approach."²

¹Furey, William. "The Stubborn Myth of 'Learning Styles.'" *Education Next*, 7 Apr. 2020, www.educationnext.org/stubborn-myth-learning-styles-state-teacher-license-prep-materials-debunked-theory/.

²"3 Common Myths about Learning—and What Teachers Can Do Instead." *Edutopia*, www.edutopia.org/article/common-myths-learning/. ■



THIS PAGE: When Jessica Hunt works with her students in PEAKS, she sees teaching as part art and part science: “So much of what I can accomplish in the classroom depends upon my relationships with the students, but I always return to the science and ground my actions in what the research says.”

FACING PAGE: Assistant Dean of Academics and PEAKS Department Chair Jarrod Caprow understands that job gratification in education is inherently delayed: “What makes teaching all worth it is seeing progress in my students,” he says. “But most of the time that’s not apparent on a daily basis. It’s usually when students return 10 years after they have graduated that you know you have made a difference in someone’s life.”

Conventional Wisdom: Concepts That Are Easily Learned Are Easily Remembered.

What Science Tells Us: Students often choose study techniques that are easy and result in their ability to recite the right answers, including rereading or recopying notes and focusing on a single concept at a time. Some difficulties during learning, however, actually help students remember information; “slowing down learning by creating desirable difficulties can create better long-term retention.” For example, students who answer a series of the same type of math problem make fewer errors; however, students who answer a mix of different problems ultimately remember more. Learning how to decipher between similar math problems slows down a student’s progress and is productive because it is teaching them to struggle over and pay attention to important aspects of a problem.

“3 Common Myths about Learning—and What Teachers Can Do Instead.” Edutopia, www.edutopia.org/article/common-myths-learning/. ■

COMMITTING TO A GROWTH MINDSET

Cardigan emphasizes growth mindset as one of the seven habits of learning integral to its curriculum. And when it comes to learning, middle school teachers understand that it’s an important quality not only to teach but to model.

“When I first started teaching,” recalls Mr. Wennik, “I had a teacher-centered approach. Now I try to be in it with them

and live by the same rules.” Mr. Wennik often uses the Harkness method, requiring students to lead book discussions with little input from him. He completes the same writing assignments that he gives his students and begins the day at breakfast reading through BBC headlines and talking with students about what is going on in the world. “I’m always conscious of how I can make students become more aware of their world,” he says. “I’m not telling them what to think but just to think.”

Mr. Burritt has had a similar philosophical change in his approach to teaching; while he used to have all his students make the same project—a footstool for example—he now allows them to choose their own projects: “I tell them, ‘You’re making your own Mona Lisa; there will be no other project like it anywhere in the world.’”

He also models his own learning process. When he begins preparing for a chapel performance, he picks songs that he thinks students might have heard before and that have repetitive choruses. Then he practices at the beginning of woodshop classes and during Friday evening coffeehouse jam sessions, inviting the boys to join in so that when they get to Chapel, at least some of the boys will have had an introduction to the music and won’t be as hesitant to sing. “For some reason, singing has fallen out of favor recently,” he says. “And I’m not willing to let that happen.”

Kids often come to us in boxes: “I’m not good at math,” “I can’t play sports.” It’s not always intentional but kids hear what adults say and then they step back and coast. At Cardigan we teach them to put in the hard work. They get frustrated but they learn to keep trying.

Courtney Bliss, Sixth-Grade Teacher

When teenagers submit to peer pressure and fitting in, they often shut down or curb their curiosity, creating a challenge for middle school teachers. To keep their youthful curiosity alive, teachers at Cardigan rely on experiential learning opportunities, peer-to-peer conversations, and adventures beyond the classroom. And they model what it looks like—to not always know the answers, to dig deep into the messy process of learning, and to sometimes even arrive at the wrong conclusion.

MAKING TIME FOR LAUGHTER

And when all else fails, middle school teachers know that laughter and silliness are indispensable. Head of School Chris Day P’12, ’13 is the first to take a seat in the dunk tank during the spring Head’s Holiday; Dean of Students Nick Nowak has been known to challenge students to a snowball fight on Marrior Field after the first snowfall of winter; history teacher Rich MacDonald P’18 doesn’t hesitate to dress up as Manifest Destiny and put himself on trial; and countless teachers can be found hanging out on Clancy Hill on a winter Sunday afternoon, riding the rope tow and taking their turns on the jumps.

“I know I am going to come to school and laugh,” says Ms. Hunt. And she is not alone. Middle schoolers’ neuro-wiring can make them difficult, cranky, and unpredictable, but their teachers know they can also be kind, inquisitive, funny, and enthusiastic. It takes time and energy and patience—and a good sense of humor—to bring out their best; but that’s where middle school teachers excel, seeking the best from their students and fertilizing the synapses that make them bloom.



“We know middle school boys,” has become a familiar mantra on the Cardigan campus, one that is stated with pride, and humility. Our understanding of the teenage brain continues to deepen and evolve, and with that comes new teaching methods and new ways of relating to and working with students. Technology impacts the educational landscape in both positive and negative ways; popular culture and shifts in societal norms play their own roles as well. To be a middle school teacher is often hard and intense work, but with the right research and an open mind, it can also be fulfilling. Cardigan teachers know well both sides of the same card and embrace the opportunity they have to impact the lives of their students, setting them up for success and a lifetime of learning and continued growth. ■

Why I Teach: I Am Because You Are

"Why I Teach" is a recurring column in which we invite Cardigan's teachers to share their thoughts in their own words. It explores why these individuals got into teaching in the first place and what it is that gets them out of bed each morning. It is also ultimately a testament to their hard work and dedication, to all the planning and preparation, as well as the heart, that they invest in each day on The Point.

BY MALIK HARVEY,
PHYSICAL SCIENCE TEACHER

I really didn't choose to teach; teaching chose me. When I told my friends, who were all embarking on their own professional careers, that I would be teaching, their responses included, "This is the perfect job for you," and "You will make an excellent teacher." I was taken aback. Me? I never saw teaching as a path for me to travel. I only knew myself as a lifelong learner.

Very early on in my college career, my passion for basketball dissipated and I found myself tugging around an injured body, playing a sport for which I had minimal interest. During this time, I was going through a metamorphosis; a change was occurring in my development. My attention shifted slowly away from basketball and to other things: What was the purpose of life? How did I get here? Where will I end up? Where do all the humans end up? This led me all around the St. Lawrence University campus, absorbing all types of literature focused on religion, cosmology, and nature. It was the first time in my life in which all future decisions were not weighed in relation to basketball. My love for the game did not falter, but the mental anguish that accompanied my participa-

tion in collegiate and organized basketball was gone. As I recovered from my injury, my pursuit of a single, narrowly-focussed goal subsided; my body was literally in a brace for six months, and there was nothing I could do physically. As my body slowed down, so did my mind. I explored interests that I had never considered while able-bodied.

This pivotal stage in my psychic development coincided with the global pandemic and the major events of the Black Lives Matter movement. There is a saying that good times make weak men and hard times make strong men. When I was going through the most unnerving parts of my own development, an array of turbulent issues had its grip on the world. I felt truly embedded in the world, and it became clear to me then that we are all interconnected. Zen Buddhist Monk Thich Nhat Hanh, whose YouTube lectures had a great influence on me during that moment, coined the concept *interbeing*:

"If you are a poet, you will see clearly that there is a cloud floating in this sheet of paper. Without a cloud, there will be no rain; without rain, the trees cannot grow;



Malik Harvey meeting with his advisees on the Academic Quad on a warm spring day in May.

and without trees, we cannot make paper. The cloud is essential for the paper to exist. If the cloud is not here; the sheet of paper cannot be here either. So, we can say that the cloud and the paper inter-are."

It may seem obvious, but I realized during that time how distant we have become from one another. Humanity has created vast expanses, not to be touched by others. We see this manifest in the lack of emotions in males in our population. Me included. The times we are in explicitly show us how vulnerable we are and how much we need each other.

When I choose to sit and grapple with my own purposes for teaching, it ultimately comes down to those moments in college when I saw that life is bigger than any one human. Society has become increasingly distant; the devices that I grew up using only allow us to connect mentally, but not connect heart to heart. I teach because I want children to get along. I want them to learn how to engage with each other, and when they disagree with each other, I want them to be able to depart with their self-esteem intact.

I teach because it takes time to parse through all the information and decipher what is counterfactual. In the digital age, in which I am just a little ahead of my students at understanding, it's important that the information that students obtain has no hidden or secret motivation. My only purpose is to help them map out their world; it will be up to them to decide how they want to move forward. I share Thich Nhat Hanh's definition of *interbeing* because I can perceive the interconnect- edness of all things—I exist because they exist. Within the African diasporic culture,

I teach because I want children to get along. I want them to learn how to engage with each other, and when they disagree with each other, I want them to be able to depart with their self-esteem intact.

– MALIK HARVEY



Malik Harvey working with his students to test the strength of the towers they built out of balsa wood.

we refer to this as *ubuntu*: I am because you are. I want to help my students understand this message.

As I teach and as my students develop, I develop alongside them. When one child has a breakthrough, we all have a breakthrough. Therefore, my motivations are also in part selfish. And, when I can facilitate the growth of a student, even if I have a marginal effect, I feel elated. Teaching is one of the few professions in which when you succeed, you don't get a monetary return. You get something even better: a rush of

endorphins and feelings of satisfaction and accomplishment that will last forever and are recurring through memory.

It's a blessing and honor to hold the title of teacher. My superpower is just in my acknowledgment and acceptance of the predicament that I am in: I am a stranger, in a strange place, that I never made. But as I find my way, I help my students find theirs. Teaching has graciously given me this opportunity, and I am thankful for it. ■

WE KNOW Middle School Boys

The years from grade 6 through 9 are an essential time for boys to develop leadership, deepen their talents, and master the skills to learn for life. From the academic curriculum to athletics to dormitory life, we have designed a program that is tailored for boys in these crucial years. The spirit of brotherhood that defines Cardigan empowers every boy to achieve his best.

If you know a boy that can enhance our community and benefit from Cardigan's unique and powerful programming, please reach out to the Cardigan Admissions Office.



CARDIGAN
MOUNTAIN SCHOOL

A boarding and day school for boys in grades 6 through 9.

www.cardigan.org



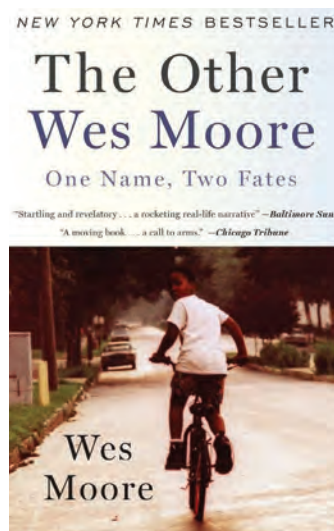
603.523.3548



admissions@cardigan.org

What We're Reading

In this recurring column we'll check in with individuals on the Cardigan campus and beyond to find out what they're reading. From students to faculty, from staff to administrators, from parents to alumni, this community is engaged in lifelong learning, and the resulting reading list is diverse and insightful. If you have a book you'd like to share, email Editor Emily Magnus at emagnus@cardigan.org. We'll print your recommendation in the next issue!

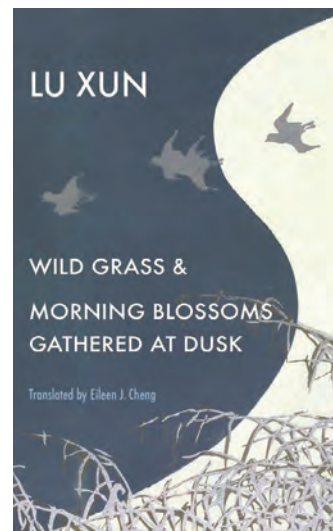


THE OTHER WES MOORE (2010)

Wes Moore

Reviewed by Annabi Diallo '24

A *New York Times* bestseller, *The Other Wes Moore* is a compelling and thought-provoking book that sheds light on the very real struggles and challenges faced by two young men with the same name but drastically different life paths. The author, Wes Moore, does a phenomenal job of delving into the complexities of poverty, crime, education, and the impact of family and environment on shaping an individual's future. Through his intimate storytelling and in-depth research, Moore offers profound insights into the power of choice and the potential for transformation and redemption. I like this book because of its theme of believability; if there was no belief in ideas or people, the story would never work out. This book is a must-read for anyone looking to understand the social and cultural factors that shape our lives and the importance of mentorship and community support in breaking the cycle of adversity.



WILD GRASS AND MORNING BLOSSOMS GATHERED AT DUSK (2022)

Lu Xun, translated by Eileen J. Cheng

Reviewed by Chance Zhu '24

Wild Grass and Morning Blossoms Gathered at Dusk is a combination of two collections of translated short stories by the most prolific Chinese author of the 20th century, Lu Xun. Throughout his writing, Lu Xun constructs a wild and vivid world with dreamlike and detailed prose, challenging the limits of form and forcing the reader to take a step back and really think about the underlying message in between the lines of text. *Wild Grass* served as a method for Lu Xun to comment on the social and political setting of early 20th-century China, a time characterized by chaos and turmoil. His metaphorical and often lucid settings were a clever way to hide his criticisms, which were often at risk of being censored by the government. Lu Xun's words inspired and encouraged the souls of millions of Chinese amidst a country

overridden with darkness during China's Century of Humiliation; he is known as "the saint of modern China."



ROAR (2017)

Cora Carmack

*Reviewed by Jennifer McAlister,
Facilities Administrative Assistant*

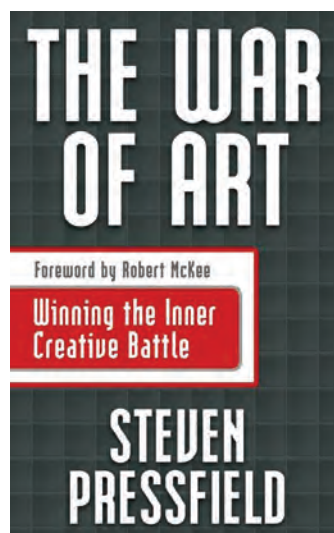
Winds whip and fog mesmerizes during storms that ravage the wildlands, the storms acting as if they are sentient. It is a world in which those who can take the hearts of storms and tame them, known as stormlings, are the rulers and protectors of kingdoms. Here lives a girl named Aurora, the only remaining child of the ruling queen.

The only foreseen problem is that Aurora's power to control the storms has never manifested. Her life has been manipulated to keep everyone at bay, thus not allowing them to find out her secret. Then a marriage arrangement pairs her with a man from another powerful court to bring together two powerful lines.

After meeting her betrothed, she finds out his secrets and has to make a choice—stay and marry a man she loathes, or leave behind her home. What if there is a third choice? Storm hunters—black market sellers of storm hearts who are born without

innate gifts for defeating the storms—are somehow cultivating their abilities instead.

I loved this audible book because the main protagonist grows throughout the story and I got to hear her insights as she reflected on and changed through adventure, falling in love, and finding her life's ambition. The absolute best part is that I wasn't sure I would like the book due to her swooning in the beginning chapter; then it all changed and I was hooked, listening impatiently until the end cliffhanger, a twist I didn't see coming.



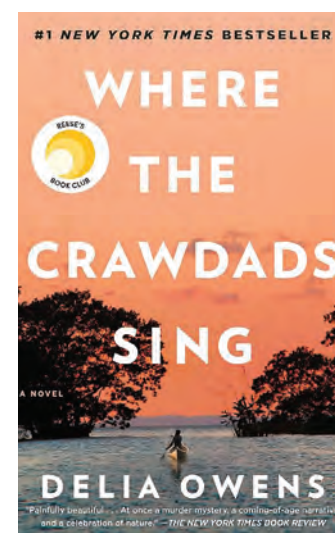
THE WAR OF ART (2002)

Steven Pressfield

Reviewed by Jeff Good, Theater Teacher

I enjoy reading books about the creative process and love the way Steven Pressfield describes the mental toughness needed to be a successful creative. With the urgency of a general preparing his troops on the eve of a great battle or a coach rallying his players to reach deep and give everything they have in the second half, Pressfield asks us to fight for our creative selves against the constant, pernicious enemy he calls resistance, whose sole purpose is to keep us from ever reaching our full potential.

For teachers working with young, growing boys, this field manual—a spin on the famous book *The Art of War* by Sun Tzu—provides valuable lessons on how to combat resistance and nurture the budding artist, writer, and entrepreneur. Often when someone does not reach their potential, we think they are lazy, but this book argues they are just out of options when it comes to battling the many forms of resistance that bombard us every day. This is an inspiration to keep fighting the fight, because like any athlete or warrior, you're only as good as your last battle.



WHERE THE CRAWDADS SING (2018)

Delia Owens

Reviewed by Finn Donelan '24

Where the Crawdads Sing, by author and naturalist Delia Owens, is a *New York Times* bestseller. It is a beautiful novel that contains love, passion, survival, and natural beauty. The main character, Kya, lives on her own in a marsh in North Carolina and must overcome many obstacles to survive and grow. I highly recommend anyone reading this book to consider what Delia Owens is trying to teach us, and how to grow and learn with Kya. ■

In the Path of the Solar Eclipse

Time out of time—those moments when daily events and routines are interrupted, when time takes a step sideways, expanding, bracketing itself off from the rest of our linear record. Often moments like these are personal—weddings, funerals, graduations—but on Monday, April 8, over 30 million people, spread out across 15 states and three countries, were in the path of a total solar eclipse. Time stood still as the sky turned dark and millions of Americans stopped everything and looked to the heavens.



While Cardigan was not in the path of totality—the official percentage was 98.4—we were fortunate to have a cloudless sky to witness the celestial event. In the morning between classes, students heard from guest speaker Dr. Malcolm Wilkinson—an amateur astronomer and father to math teacher Morgan Wilkinson—and for lunch the community was treated to special solar eclipse-themed cookies. Meanwhile, the sixth graders also

created working models of the eclipse, properly aligning Play-Doh Earths and Moons with the real sun to generate shadows.

At 3:00 p.m., the community gathered on the lawn outside Clark-Morgan Hall. Faculty, staff, students, faculty children who had the day off from school, and the school's furry four-footed residents all stood in anticipation. As the temperature dropped and the sunlight dimmed and turned silvery, we all put on our



A POEM FOR THE SOLAR ECLIPSE

By Rex Huang '27

As the moon creeps slowly across the sun,
A hush falls over everyone.
The world grows dark and still and then,
The magic of the eclipse begins.

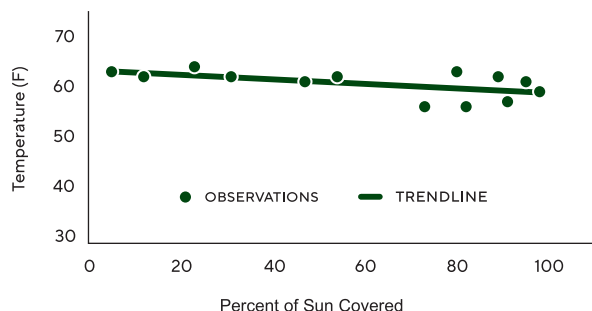
The sun turns into a ring of light,
A truly wonderful lunar sight,
And as the world falls silent,
We begin to truly focus on the present.

We gaze up with wonder and awe,
Ready to remember forever what we saw.
We have been reminded of our place in space,
To cherish the world that gives us grace.

As the eclipse begins to near its end,
Our troubles and worries have started to mend.
This world is truly mysterious,
And we begin to wonder if we have always been so oblivious.



Percent of Sun Covered vs. Air Temperature During Total Solar Eclipse (April 8, 2024)



JUNE KIM '27

SCIENTIFIC OBSERVATIONS OF THE ECLIPSE

We saw the solar eclipse on April 8, 2024. The weather became darker and colder when the moon covered the sun. It was amazing that the street lights on campus turned on by detecting the lack of sunlight. The chart introduces the air temperature versus the percent of the Sun covered. The lowest temperature was 56 Fahrenheit when the moon covered an estimated 82 percent of the sun at 3:40 p.m., and the highest temperature was 64 Fahrenheit when the moon covered an estimated 23 percent at 4:15 p.m. It was amazing that we got to see a great event which happens only once in 20 years. – June Kim '27



glasses and looked to the sun. Cameras, phones, and telescopes captured the event, which last took place in New Hampshire in 1959 and won't take place again until 2079.

Shortly after 3:28 p.m., the sun broke free of the moon's shadow and everyone headed off to athletic practices and back to email correspondences, but not before science teacher Meredith Frost collected their solar eclipse glasses; she's planning to donate them to an organization that will send them to school children in northern Africa where the next total eclipse will occur in 2027. They too will get to experience one of those once-in-a-lifetime events when time stands still. ■







Cardigan Artists Celebrated at Regional Exhibits

The creative spirit continues to thrive at Cardigan! This spring Cardigan students were recognized for their exceptional artistic skills in two different competitions.

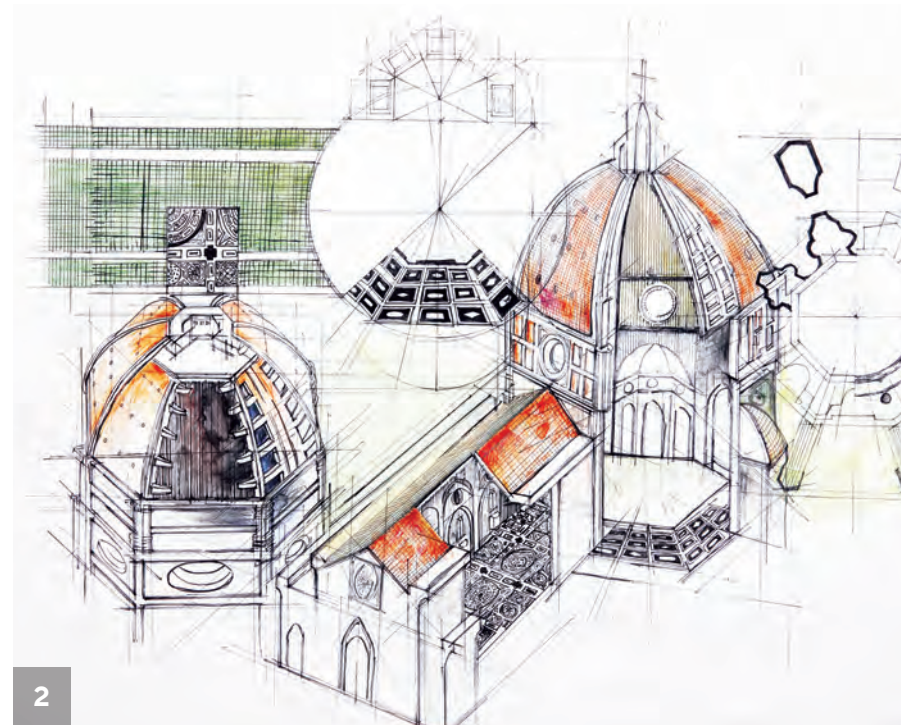
1. "Dichotomy" by Johnny Xu '24 was selected for the 16th Annual Regional High School Exhibition at the AVA Gallery, Lebanon, NH; **2. "Warrior"** by Jason Zhao '24 was selected for the 16th Annual Regional High School Exhibition at the AVA Gallery, Lebanon, NH; **3. "Truman"** by Johnny Xu '24 was a Gold Key Award winner in the Photography Category of the National Scholastic Art and Writing Competition. It was also selected for Cardigan's permanent collection of student artwork.

First, students submitted artwork to the AVA Gallery in Lebanon, New Hampshire for the 16th Annual Regional High School Exhibition. The exhibit is juried by practicing artists and includes selected student artwork from Vermont and New Hampshire public, private, and vocational high schools, including Hanover High School, Holderness School, Kimball Union Academy, and Proctor Academy.

The second competition was the National Scholastic Art and Writing

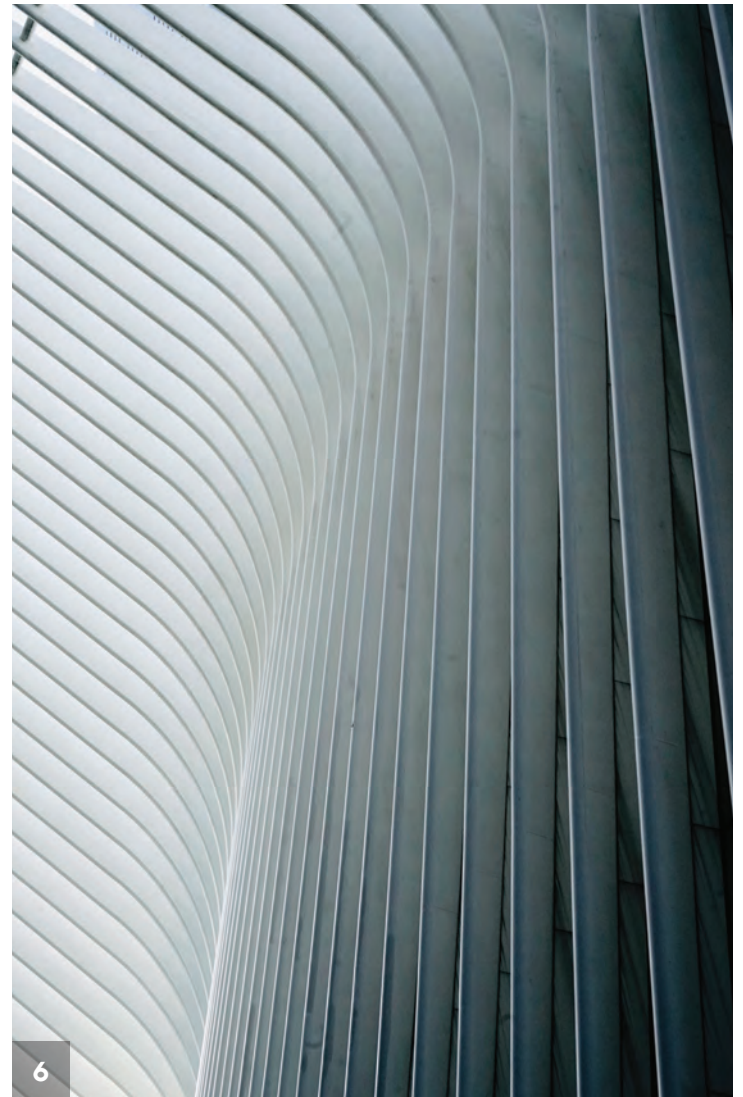
Competition, the oldest art competition in the U.S. Cardigan students competed in the New Hampshire regional competition which included entrants from 58 schools, including Phillips Exeter Academy, St. Paul's School, Holderness School, New Hampton School, and Kimball Union Academy. This year, over 50 New Hampshire art leaders reviewed thousands of student works of art from grades 7–12 in 16 visual art categories. ■





3

Jaiden Lee/21



1. "Which Way" by Leo Yin '25 was a Gold Key Award winner in the Photography Category of the National Scholastic Art and Writing Competition; 2. "Florence Duomo" by Sungjune Park '25 was a Gold Key Award winner in the Architectural and Industrial Design Category of the National Scholastic Art and Writing Competition. It was also the recipient of the New Hampshire Art Education Association President's Award and was selected for Cardigan's permanent collection of student artwork; 3. "Clark Morgan Hall" by Jaiden Lee '25 was selected for the 2023–24 cover of *The Blaze*, Cardigan's yearbook; 4. "Ain't Bad for a Nice Cold Bath" by Binbin Tang '24 was a Gold Key Award winner in the Photography Category of the National Scholastic Art and Writing Competition; 5. "Lazarus" by Eric Lee '25 was a Gold Key Award winner in the Drawing and Illustration Category of the National Scholastic Art and Writing Competition; 6. "Oculus Wings" by Chance Jai Zhu '24 was a Gold Key Award winner in the Photography Category of the National Scholastic Art and Writing Competition; 7. "Wet Rose" by Riley Caples '25 was a Gold Key Award winner in the Digital Art Category of the National Scholastic Art and Writing Competition.

25 Years of Service, Three Times Over

The average tenure of an employee at a U.S. company is 4.1 years, according to the Bureau of Labor Statistics. Even when considering older employees, between the ages of 55 and 64, the average tenure is still only 9.9 years. Cardigan, on the other hand, employs people who regularly dedicate decades of their lives to the school.

This year, three members of the community, who have all served Cardigan for over 25 years, are retiring. It's a timespan that tends to blur the lines between professional partnerships and personal friendships. While all three say their work at Cardigan has been satisfying and fulfilling, they also cite that their reasons for staying had a lot more to do with community and friendship.

"For 25 years, I came to a beautiful place and spent my days with a lot of really energetic and interesting people," says Tim Jennings P'05 who retired from his position as the director of facilities planning and construction at the end of May. "Eating lunch in the dining hall was probably one of my favorite times of day. Over the years, we'd sit together and talk about everything."

Tim began his career in June 1999, leaving behind a decade of service as the director of public works in Enfield, New Hampshire. Under his watchful eye, the campus has grown exponentially; a comprehensive list of buildings that have been constructed and/or renovated during his tenure is long and would include the Cardigan Commons, Wallach, McCusker Hall, and Campbell Field.

"Tim's knowledge of Cardigan's facilities is wide and deep," says Director of Development and International Relations Joe Burnett '95, P'25. "No matter the project, he was always approachable and reliable. With his hands-on approach, he took care of everything behind the scenes, right down to the dedication plaques."

"He was, and is, a soft-spoken man who never needed to raise his voice in order to be heard," agrees Director of Leadership and Planned Gifts Sandy Hollingsworth. This spring the community recognized Tim's legacy, naming the school's new boathouse in his honor.

But Tim's impact on the community went far beyond the physical campus; his connection to the people was equally important—a skill he says he learned from Director of Athletics Jim Marrion

H'03, P'88, GP'03,'05,'14. "I never heard that man say anything negative about anybody," says Tim. "He'd be talking in a group of three or four people, and he would make sure that he opened that ring up to where you could join in. He just was always conscious of everybody around him. He would even know the names of our contractors before I did; I'd never seen anybody do that before. He made me realize how important that actually is."

Mary McCarthy, who is the second Cardigan community member this year to retire after 25 years of service, knows Tim's kindness and personal approach to leadership better than anyone. Mary began working in the Housekeeping Department at Cardigan in 1998, and when she went through some personal hardships three years later, Tim counseled Mary to take some personal time off. She returned six weeks later, and by 2008, even before Mary knew she was ready, Tim asked her to take over as the head of housekeeping. "At first, I told him he was crazy, so he hired a man who lasted only nine months," says Mary. "When Tim asked me again, I said yes. From that day on Tim always had my back and was always there to help."

Together the pair has led the exceptional crews that have kept Cardigan in outstanding condition for over two decades—cleaning the dorms and classrooms, making repairs to the buildings and grounds, keeping the school's infrastructure humming efficiently in the background so its residents can focus on the important work of educating middle school boys.

And while their work often involved hard, physical labor, Mary remembers the lighter moments as well. "When [faculty member] Ryan Sinclair first came to Cardigan, for some reason he decided to scare me any chance he got," she says. "One time I chased him with a mop and after that he found other ways to tease me."

"In my early years here (a long time ago), I used to have way too much energy," Ryan admits. "It became almost routine for me to



Jill Cavalieri, Tim Jennings, and Mary McCarthy dedicated a combined 75 years of service to Cardigan! Their hard work and attention to detail will be felt on campus for years to come.

hide in the various nooks and crannies around campus, eagerly awaiting Mary's arrival just to surprise her with a playful scare. Despite the initial shock, Mary always responded with laughter, and our encounters would often segue into delightful conversations."

A third retiree after 25 years of service is Jill Cavalieri, who worked in the Business Office as the school's comptroller beginning in February of 1999. "The number of people employed by Cardigan has increased significantly since I first started, so the responsibilities of the position have really changed," says Jill. "But the benefits also increased. When I first started, we just had health insurance. Now we have dental, and we have HSA, and we have FSA, and we have life insurance." And while Jill's colleagues will tell you that she took her responsibilities in

human resources seriously and conducted herself professionally, she developed strong friendships as well.

"The people I worked with at Cardigan are now my friends," she says. "I'm the piper of kayaking, and we now ski together in the winter too."

What else has she taken with her? "I call them my antique azaleas," she says. "When the Commons was built, they were getting rid of several azalea bushes, so I drove in with a truck that day and picked up three huge ones." But three was more than enough, so when her colleague Karen Colburn took an interest, Jill offered to deliver one to her house: "I drove to her house, and her husband wasn't there, and it was just the two of us. We had to struggle so hard. We finally got it off, and it just plopped on the ground, and part of it

broke. It was hysterical. So she has one, and I have two of them at my house."

Cardigan owes a great deal to the professional dedication of these individuals who all departed the campus this spring. Their impact on the physical campus and its financial stability will be felt long after they are gone, but as it is with most friendships, what they have given they have also received.

"I owe this school a big thank you," says Mary. "Every morning for 25 years, I got up and came here; it is my second home. I will find it hard to not have this school in my life every day." And chances are, Cardigan won't be the same either. Fortunately, although their tenure at Cardigan may have come to an end, Jill, Mary, and Tim continue to be our friends, and we can't wait for them to visit. ■



Cardigan's Spring Play: Deciding Shakespeare's Next Fool

"I like to say that there are three things that make theater," said Theater Director Jeff Good to the audience at the opening to this year's spring play. A space in which to perform and actors to play the characters are crucial, he explained, but most importantly, theater needs an audience. "Without you guys, this doesn't happen. Without you guys, it's just a rehearsal."

While audience participation usually means listening politely and clapping and laughing when appropriate, this spring's play also included other moments of participation. In addition to answering during call and response opportunities, the audience was also relied upon to decide Shakespeare's next top fool. More on that in a moment.

In *Shakespeare's Next Top Fool*, written by Lavinia Roberts and produced in special arrangement with Big Dog/Norman Maine Publishing, Shakespeare's characters meet in a talent show that seeks to determine the next top fool. Hosted by Roselind (*As You Like It*) and Touchstone (also from *As You Like It*), the play is chaos from the start. The judges include Julius Caesar, Bianca from *The Taming of the Shrew*, and Macbeth; the contestants include the clown from *Othello*, King Lear's fool, and the gravediggers from *Hamlet*. In addition, the camera crew—consisting of Montagues and Capulets—can't stop fighting, and security guard Nick Bottom (from

A Midsummer's Night's Dream)—complete with donkey ears—keeps trying to take other people's jobs. Then the judges begin to disappear. Bianca is dragged offstage by her sister, Caesar returns to the senate, and Macduff argues with Macbeth. Needless to say, the next top fool is never chosen, and the plot devolves into a dance party.

"This show was a fun way to introduce students to a variety of Shakespearean characters, and perhaps pique their interest for when they read the bard's plays in the future," reflected Mr. Good after the performance. "And while the characters on stage never manage to pick the next top fool, our audience voted, and the People's Choice Award for Shakespeare's Next Top Fool went to Touchstone from *As You Like It*, played by Brad Kim '24."

The boys did a terrific job with their lines, keeping the energy high and the wit quick. A special congratulations goes out to faculty actors Jenny Sabados and Steven DeVellis. ■





Director of Gates Jenny Sabados in the Charles C. Gates I.D.E.A. Shop, helping to prepare students for their competition.

Words to Live By: Reflections from Director of Gates Jenny Sabados

Director of Gates Jenny Sabados arrived at Cardigan in August of 2023. She was new to New Hampshire, new to the boarding school lifestyle, and new to the all-boys education model. She had never coached before, never lived in a dorm, and knew nothing about Cardigan’s annual traditions. But using the same skills she has taught her students all year, Ms. Sabados dug deep and embraced the unknown.

Mrs. Sabados came to Cardigan from Bay Farm Montessori Academy in Duxbury, Massachusetts, where she was the creator and director of The Shop, a maker lab specifically designed for middle school students. Previously, Mrs. Sabados had also worked as the director of community and external relations at the Cloud Foundation Idea Translation Lab, where she helped to

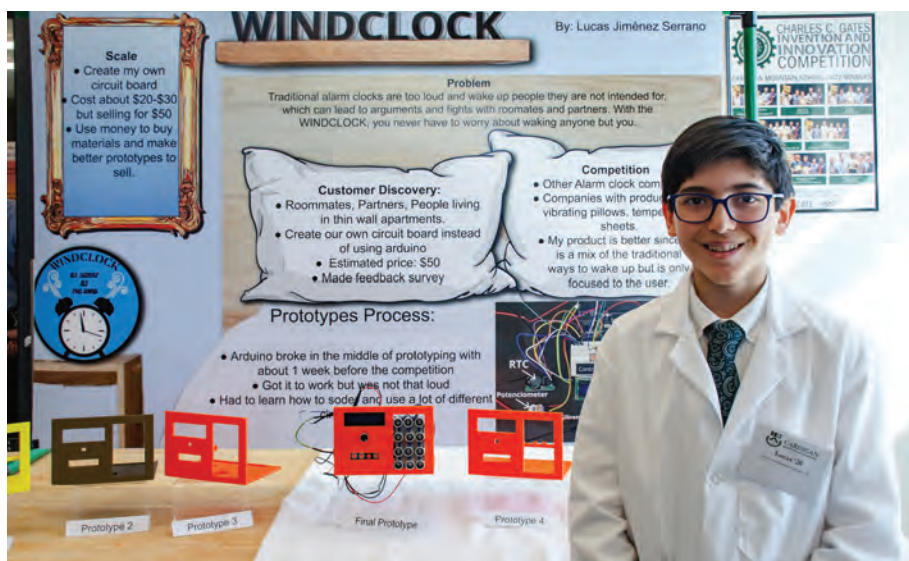
develop the Boston 100K ArtScience Prize, an innovation competition established in 2009 for Boston public high school students, modeled after the MIT 100K Business Plan Competition.

At Cardigan, she jumped in with both feet—hiking Mt. Cardigan with the new students on the Dawn Climb, running in the annual Lake Run in November, and per-

forming in both the spring play and concert in May.

“I felt like I was living at least half a second behind everyone else,” she remembers. “I kept wondering, ‘Can I do this?’”

A year later, she no longer wonders if she made the right decision. She and her family have found a home at Cardigan. “I’ve fallen in love with coaching, with advising, with



Lucas Jimenez Serrano '26 during the Charles C. Gates Invention and Innovation Competition. Lucas won second place for his invention of a directional alarm clock which can be programmed to be heard only by those it is intended wake up.

dorm living,” she says. “The administrative team has been incredibly supportive, and it feels like Chris and Annie and I have been working together forever.” Chris and Annie, of course, are her colleagues in the Gates program—Lead Instructors Chris Kondi and Annie Clark.

Mrs. Sabados’s enthusiasm for Cardigan is clear, especially in the Gates lab, where she is all-in—helping students to clarify the developments of their inventions, collaborating with her colleagues to learn how to use new makerspace tools, and overseeing her first Charles C. Gates Invention and Innovation Competition. What’s her vision? A few mantras have been guiding her forward.

“JUST OPEN THE BOX.”

Whether starting a new job or inventing a new widget, there are countless unknowns and it is easy to get stymied by unanswered questions and unfamiliar processes. In both situations Mrs. Sabados relies on the same mantra: “Just open the box.” Sometimes the best way to make forward progress is just to take one step—open a box, set one meeting, connect two wires. For Mrs. Sabados, literally opening a box led to the beginnings of a robotics program.

“I knew coming in that Cardigan owned several VEX IQ kits, educational robotics products, but the training to use them was minimal,” she explains. “Sixth-grade teacher Amy Kreuzburg P’14, ’17 and I decided to just figure it out. We started a Thursday Club for robotics, enlisted the help of a student who has some familiarity with VEX products, and started at the beginning. Twelve boys joined us. It was a really positive experience and resulted in two students utilizing VEX for their Gates inventions.”

There’s still much to do—become proficient with the technology, find funding to attend competitions, grow the number of students in the club—but the box is open.

“IF YOU DON’T HAVE ENOUGH HANDS, FIND OTHERS TO HELP YOU.”

With around 50 unique inventions in development by over 70 students, the Gates lab was a busy place this spring; consequently, Mrs. Sabados relied upon individuals all over campus to help, and encouraged her students to do the same. Need a specific aluminum rod for a customizable telescope? Director of Facilities Joe Roberts can order the right size. Want to develop a visual campaign for eliminat-

ing food waste in school cafeterias?

Director of Dining Services Joe Hines P’20 can provide useful input.

Mrs. Sabados also drew on the expertise of people beyond campus. Ian Grant, the former director of the Peter T. Paul Entrepreneurship Center at the University of New Hampshire and a current special advisor to the African Wildlife Foundation, met online with the eighth-grade Gates classes, discussing with them the invention process and emphasizing the importance of consumer discovery in product development and refinement. Later, along with six other entrepreneurs, Mr. Grant judged the spring Gates competition.


In February, Mrs. Sabados also took a group of seventh and eighth graders to Boston Dynamics, where they spent the day learning about the company’s ongoing development of robots to solve automation challenges.

“I love the ‘wow’ factor of taking students off campus and exposing them to new technology,” says Mrs. Sabados. “Our trip to Boston Dynamics directly influenced at least three student projects.”

And even after the Gates competition was over, Mrs. Sabados sought out opportunities to engage students in the invention and innovation process. In May, former faculty member David Auerbach H’14 visited the Gates classroom with an MG convertible he rebuilt from scraps, and students had the opportunity to learn about his problem-solving process and his indefatigable passion for hands-on projects that require him to learn new skills and think outside the box.

“CONSIDER THE GLOBAL PERSPECTIVE.”

As Mrs. Sabados began preparing students for the Gates competition back in November, she asked students to create a mind map of their own interests, listing their passions and exploring areas of their



GATES INVENTION AND INNOVATION COMPETITION 2024 WINNERS

FIRST PLACE

Bottom-Line Bottle by Thomas Tanglertsumphun '27 and Oliver Ellis '27

SECOND PLACE

Wind Clock by Lucas Jimenez Serrano '26

THIRD PLACE

Ramen Kool-er by Princeton Jackson '26

PATENT NOD

Bottom-Line Bottle by Thomas Tanglertsumphun '27 and Oliver Ellis '27

BEST SALESMAN

Function Fashion by Everett Lo '26

BEST PRESENTATION

ModuScope by Noah Kim '25

BEST DESIGN

Down Pour by Cameron Blatz '25 and Elliott Watson '25

COMMUNITY CHOICE AWARD

L-TAC Ski Strap by Leo Tao '27 and Angelo Chu '27

GLOBAL PERSPECTIVE AWARD

SpillSense by William Zhu '26

JUDGES' CHOICE AWARD: MOST IMPROVED

PaperBall 2.0 by Jesse Whiting '26



Princeton Jackson '26 with trustee Alva Taylor. Princeton placed third in the Gates competition with his invention of the Ramen Kool-er, a cup that is meant to cool Ramen noodles more quickly and prevent burns.

lives about which they were curious. "A lot of them initially and predictably focused on sports," says Mrs. Sabados, "but I encouraged them to think more broadly and spent a lot of time focusing on empathy. How might a product help someone? How is it going to affect their life and the everyday problems they might encounter? For each solution to a problem they created, I had them map out who it would impact—and not just the primary customers but secondary and tertiary customers as well."

The Gates students embraced this directive. "These young men attacked big problems like food waste, a lack of clean drinking water in certain areas of the world, city development under rising sea levels, and the day-to-day needs of the visually impaired," says Mrs. Sabados. "This 'thinking outside of themselves' is some of the most important work they will do in Gates. These boys approached these challenges with confidence and resilience, knowing they would fail on many levels, but they kept getting back up and moving forward. That is what Gates is all about, learning that failure is a necessary step toward success."

By all accounts this year's Gates program was a success, building on the past successes of an already robust and impactful program. But for Mrs. Sabados, that is only fuel for next year and what else she hopes to accomplish. "Project-based, student-led learning prepares students for the modern world, a world in which they are no longer climbing a ladder, but rather navigating a maze of opportunity," she says. "We can not confidently identify the careers for which they will apply, but the Gates program at Cardigan teaches them to be inquisitive, flexible, independent, life-long learners with a sensitivity to possibility and global thinking. I can't wait until next year when I can introduce a whole new group of students to a program that I believe can truly change the way they think." ■



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1: Gates students and their instructors prior to the Gates competition; **2:** Trustee Emerita Diane Wallach H'16, who has been a generous and active supporter of the Gates program, talking with one of this year's inventors; **3:** Billy Diamond '27 and Ron Zhu '27 demonstrating the various features of their hands-free dog walking belt; **4:** Hugo Li '27 explaining his invention, The Mail Dog Hugo 3000, a robot that can be programmed to deliver mail on a boarding school campus.

Short Takes



CARDIGAN COMMUNITY SENDS COMFORTS OF HOME TO UKRAINE

In March, during the last days of school prior to spring vacation, the Cardigan community came together to support Ukrainian servicemen and women fighting to save their homeland from aggression.

The idea, initiated by then Director of Facilities Planning and Construction Tim Jennings P'05, was to source, pack, and ship kits of personal comfort items to soldiers on the war's front lines. Before long, the project came to be known as "Operation Foxhole."

After receiving support from Head of School Chris Day P'12,'13, Mr. Jennings joined forces with Assistant Dean of Student Life Meredith Frost P'25. Ms. Frost invited students—including members of Cardigan's National Junior Honor Society—to work with our Ukrainian students in the Klein Theater to pack more than 100 individual kits. Adam and Jennifer McAlister, members of Cardigan's Facilities Department and former members of the U.S.

Army, helped by suggesting items that would be useful and appreciated. The kits contained everything from a toothbrush and toothpaste to socks, hand warmers, matches, gum, and hot chocolate—anything that might make a winter night in a war zone just a little more bearable. The last item placed in every kit was a handwritten note of support and encouragement from a student.

The School Store Team of Jamielynn Garland P'22 and Audie Armstrong organized the kits into a shipment to Kyiv, Ukraine, where Cardigan parent Vadym Tatus P'24 was waiting, ready to organize the distribution of the kits to the front lines. A few days later, we began to receive messages of thanks from the soldiers, who were grateful for a night with warm, dry feet, but more grateful for the words of support from the other side of the globe. ■



MATHLETES AND LATIN SCHOLARS COMPETE BEYOND THE POINT

In April, nine Cardigan students traveled to Massachusetts for the annual Deerfield Math Competition. The daylong event allows mathletes to use graph paper, rulers, protractors, and compasses, but not books, calculators, slide rules, or any other computational aids. Two 45-minute individual rounds take place in the morning; in the afternoon there is a 45-minute team round followed by a final hour-long team round. What a day of math! Souta Kidosaki '24 earned an individual third place overall in the individual relay round; Yujin Minemura '25 came in fifth in that same round. The Cardigan Constants team (Daniel Rhee '25, Jayden Oh '24, Souta, Yujin, and Daehwan Kim '25) tied for third place in the team general round and took fifth place overall in the team rounds.

Another competition, the National Latin Exam, consists of 40 multiple-choice questions on a range of topics, including Latin grammar and vocabulary, and Ancient Greek and Roman history and culture; over 100,000 students from 20 countries take part in the competition. While we do not have a photo of them, 33 Cardigan students took the exam this year, and six students won prizes. Davis Jamison '24 won a *cum laude* award (fourth place), Jesse Whiting '26 won a *magna cum laude* award (third place), Jayden Oh '24 and Angelo Chu '27 both won *maxima cum laude* awards (second place), and Eric Lee '25 won a *summa cum laude* award (first place). ■



CELEBRATING KEVIN FRANCO: MUSIC DIRECTOR, COMPOSER, AND FRIEND

Kevin Franco directed his final Cardigan concert in May, leaving his position in order to attend graduate school in the fall. Under his direction, the music program at Cardigan has grown immensely, supporting any boy who chooses to pursue a music education—whether he is just beginning to learn to identify the notes on a scale or has already developed the skills necessary to play a sophisticated sonata. During his time at Cardigan, Mr. Franco also composed a hymn that he originally planned to play during the National Junior Honor Society induction ceremony but ultimately completed for the school's annual Investiture ceremony during which student leaders are announced for the following school year.

"A nod to the myriad hymns that acclaim honor, virtue, victory, and brotherhood, both the triumphant tune and the imposing

words capture not only the significance of the ceremony, but also the gravitas that our boys place upon it," Mr. Franco explains. "The opening bars, akin to a trumpet call, comprise notes that soar higher each measure, elevating the listener to attention and awe. Meanwhile, each verse begins in the form of a toast, addressing a specific category of honorees who embody different manifestations of leadership."

This hymn will not replace Cardigan's traditional hymn but will provide an opportunity for a second tradition to emerge as part of Cardigan's most important leadership ceremony of the year. ■



SIXTH GRADE VISITS SQUAM LAKES NATURAL SCIENCE CENTER AND SQUAM LAKE

New Hampshire provides a beautiful backdrop for the Cardigan campus, and there's no better place to dig a little deeper and learn more about the area's ecology than the Squam Lakes Natural Science Center. During one of the final days of the spring term, the sixth grade traveled to the Science Center, viewing animals native to New Hampshire and engaging with hands-on exhibits that include information on the dietary needs of bobcats, the incredible athletic feats of mountain lions, the challenges of protecting Squam Lake, and much more. Before heading back to campus, they finished the day at Chamberlain Reynolds Memorial Forest and took a swim in Squam Lake. ■





FROM MARRION FIELD

Full Court Press

A New Outlook and Relentless Defense Combine for a 20-Win Season

During a practice in early December, Head Coach Chris Kelleher realized the 2024 Cougars had the potential for a special season. He and Assistant Coach Jeff Good had just taught the team the full-court press, and the results were immediately apparent. “We couldn’t break our own defense, even in practice,” he recalls. By late February, the Cougars had ridden that relentless mindset to a twenty-win season. The closest margin of victory during their regular season was a seven-point win over Fessenden.

BY CHRIS ADAMS, DIRECTOR OF
COMMUNICATIONS AND MARKETING

The 2022–23 season was Coach Kelleher’s first at the helm of Cougar basketball. That varsity team had won seven games, but all of the starters had graduated, except one—Mikey Mitchell ’24. As the new season began, expectations for the 2023–24 season were unclear; the roster included several boys new to Cardigan—brothers London and Lyric Raysor ’25, Markus Jones ’25, and Ethan Okafor ’25—and one, Colton Boorda ’25, was also new to organized basketball.

On the first day of practice, Coach Kelleher gathered all the basketball players from all four teams to set expectations and begin building a program culture. He began by stressing the importance of schoolwork. “Being a student-athlete means you are a student first,” he recalls telling them. “And players who do well in class also tend to do well on the floor.” Next, in order to fertilize camaraderie among and support for all of the teams in the program, he challenged all of the boys to attend the other teams’ games and cheer on their fellow Cougars when their schedules allowed.

Within the varsity squad, Coach Kelleher credits Mikey Mitchell—who was selected to be captain—with setting a tone that encouraged the team to gel quickly. “Mikey was a presence on the floor, period,” Coach says. “But he was also a calming force, and he did a great job pulling in our new guys and getting them to buy into the way we do things at Cardigan.”

By midseason, all of the boys on the varsity roster were working hard toward a shared goal. The reserve players continued to improve and were pushing the starting players for more minutes, which in turn motivated those players to keep improving. The full-court press was also fueling an explosive offense.

Then, during a February home game against Eaglebrook, Coach Kelleher felt enthusiasm for the program spread across campus. During halftime, the team was gathered in the stairwell adjacent to Marrion Gym, when their pep talk was interrupted by boisterous noise from the full “Cougar Corner” of the stands. It only grew louder when the team emerged for the second half. “That was some awesome energy,” Kelleher remembers.

The season, however, wasn’t without adversity. In the last weeks of February, Mikey Mitchell went down with an injury, and the team had to play their remaining games with their captain cheering from the bench. So far, the team had not lost a game, but that wasn’t discussed, at least not openly.

On the last day of the regular season, the team played at New Hampton and struggled at first to maintain momentum. It was then, during halftime, that the players spoke of their undefeated season for the first time, acknowledging the hard work they had all contributed. “That was the first time I heard them use that word, and I know it was the first time I used it,” says Coach Kelleher. “But it seemed to work because they went out and won the second half and the game.”

Several players from the team will return next year, and they will certainly be joined by some new boys. But Coach Kelleher says he isn’t thinking about the expectations for wins and losses; instead he’s thinking about how well the returning boys can pull in the new boys and get them to believe in the process. “If they can do that,” he says, “then I’ll know we are starting to build something.” ■

FACING PAGE: Senior Mikey Mitchell ’24 drives to the basket in a 71–41 win over Hillside. Mikey will be attending Berkshire School this fall.

Coach Kelleher credits all of the boys for the dedication and teamwork that led to their outstanding record. He also celebrates their willingness to “help the other fella” as they raised more than \$2,500 to support a Special Olympics basketball team from Laconia, New Hampshire.



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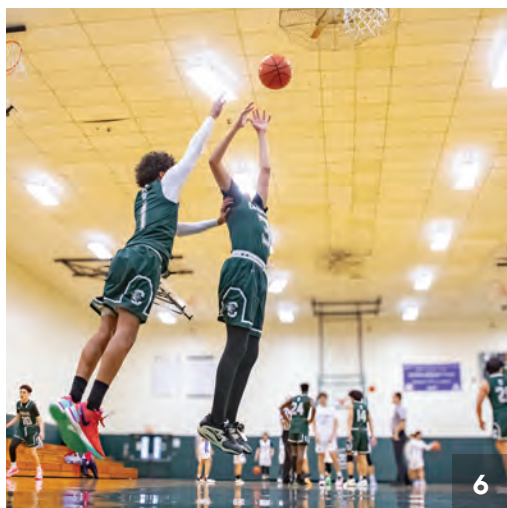


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1: Owen Yuan '24 leading the charge down the court; 2: Coach Kelleher and Coach Good with their players during halftime; 3: Lyric Raysor '25 looking for an opening during a game against Hillside in January; 4: Coach Kelleher with the Varsity Basketball Team; 5: Assistant Coach Good talking with Ethan Okafor '25 during a break in the action; 6: Cougars practicing their jumpshots before a game against Hillside; 7: London Raysor '25 going in for a basket against Eaglebrook in February.





ABOVE: Cardigan's Alpine Ski Team at the Lakes Region Championship this winter at Proctor Academy.

In Recognition of Hard Work and a Strong Support System

Cardigan's Alpine Ski Team continues to build on its momentum and forge a name for itself in the ski racing community. But their impressive results this season went far beyond the slopes. These boys recognize that the benefits of their hard work can manifest in other ways, especially with the support of a strong community.

BY CHRIS ADAMS, DIRECTOR OF
COMMUNICATIONS AND MARKETING

CARDIGAN SKI TEAM WINS LAKES REGION CHAMPIONSHIP

Months of skill development and teamwork came together at the right time for the 2023-24 Cardigan Alpine Ski Team. Racing against varsity teams from St. Paul's School, Holderness School,

Kimball Union Academy, and others at the Lakes Region Ski Championship in February, the Cougar middle schoolers beat the older competition in both the slalom and the giant slalom to claim the overall championship.

"The Lakes Regions Championship is the best event of the year," said Coach Doug Clark after the awards in February. "Ski racing is an individual sport, but here you need a team to push you to ski your best, and we did that today."

The Cougars found themselves in third place after the first run of the giant slalom, but then Cameron Blatz '25 charged the second run to set the pace and take the race win, with Thomas Choi '25 close behind in third. Simon Manners' '25 11th-place finish sealed the race victory for his team, while Ely Steffen '24, Riis Peterson '26, Jinwoo Ham '26, and Everett Lo '26 contributed to the full team effort with top-25 finishes.

Soft snow conditions for the afternoon's slalom race were challenging, but the Cougars skied with confidence on the difficult track. This time, Thomas Choi claimed the win and Cam Blatz took second, only .17 seconds behind. John Stadler's '25 strong seventh-place finish secured the slalom win and the overall Lakes Region Championship for Cardigan. Ely Steffen added another strong result, while sixth-grader Jackson Vikse '27 scored an impressive top-25 finish, skiing against the considerably older racers.

"It was great to have the entire squad out there," added Coach Clark. "And it was awesome to see our boys waiting at the finish to cheer on each one of their teammates, regardless if they were starting at the front or the back of the field."

CHASING THE ENDLESS WINTER

After celebrating the team championship, the Cougars turned their focus to racing for individual results within their respective age groups. The skiers call this "championship season," and good results mean you get to keep skiing through March and possibly into April.

Jackson Vikse qualified for the U12 Piche Invitational at Gunstock Mountain Resort in New Hampshire, perhaps the most prestigious race for youngsters in the East, and skied to a top-10 finish in all three events—SL, GS, and parallel slalom (PSL).

Simon Manners also scored a pair of top-10 finishes at the U14 State Championships to secure his invitation to the Eastern Championships at Sugarbush Resort in Vermont. A solid top-15 finish in GS at Sugarbush further qualified Simon for the Can-Am Championships, though he declined this invitation to concentrate on his school work. Meanwhile, two other Cougar U14s, Jinwoo Ham and Everett Lo, skied fast at the U14 Francis Piche Invitational, also held at Gunstock Mountain Resort. Jinwoo won the parallel slalom while both he and Everett scored top-10s in the giant slalom the following day.

Moving up to the U16 age bracket—the oldest we have at Cardigan—Cameron Blatz and Thomas Choi each scored top-10 results at the Ronnie Berlack Invitational at Burke Mountain Resort in Vermont, earning coveted invitations to the U16 National Championships in Vail, Colorado—a first for Cougar skiers!

At Nationals, Thomas found his groove and a top-10 finish in the Super G. A few days later both boys skied fast in the slalom,



ABOVE: Thomas Choi '25 skis to the slalom victory at this year's Lakes Region Championship.

with Cam racing his way onto the podium in third place and Thomas securing another top-10 finish for the week.

Both boys qualified to compete at the Whistler Cup, an international event in Whistler, Canada. Thomas won last year's U14 Whistler Cup slalom and chose this year to return to campus to catch up on his studies and join his teammates on the JV Baseball Team, where he was a pitcher and infielder.

Cam made the most of the opportunity and skied possibly his best runs of the season to take the win in the slalom. Strong finishes in the Super G (fifth) and the GS (15th) rounded out a tremendous week and season for Cam, the team, and their coaches.

"This is such a huge achievement for Cardigan," shared a proud Director of Skiing Julia Ford. "It is remarkable to have back-to-back wins in Whistler. This sport takes such a strong support system to be successful. Thank you to our coaches for their total commitment to our team and thank you to our entire community for being our support system all winter."

ATHLETES, STUDENTS, AND LEADERS

The ski team can miss some class days, but thanks to hard work (and that support system!), the boys generally don't miss a beat in their work and other aspects of campus life. This spring, this meant carefully managing the development of their inventions for the annual Gates Invention and Innovation Competition in April, during which two members of the team were awarded prizes—Everett Lo for "Best Salesman" and Cam Blatz (with partner Elliot Watson '25) for "Best Design."

A few days later, the school began the process of electing ninth-grade leaders for the 2024-25 school year, and perhaps it is not surprising that two leaders of the team—Cam Blatz and Thomas Choi—were also selected as finalists to present speeches to our entire community. Thomas will serve as McCusker II's floor leader and Cam as assistant school leader. ■

We Are All Kids: Reflections on Cardigan's Finnish Exchange Program

The fellowship between Cardigan Mountain School and Hyvinkää, Finland is a special one. Countless Cardigan hockey players have had the opportunity to travel to Finland to experience the country's culture, and at least one Finnish student has called The Point home during most academic years since the exchange program began decades ago. We asked Assistant School Leader Davis Jamison '24 to reflect on his experiences.



BY DAVIS JAMISON '24,
ASSISTANT SCHOOL LEADER

Decades ago, the Cardigan hockey team traveled to Finland for a tournament. This was back when cell phones were nonexistent and people still used landlines. Upon arriving in Finland, the Cardigan boys quickly realized that the tournament had been canceled; however, a small town, about 45 minutes by car from Helsinki, accommodated the stranded guests and provided games against the local school, the Vehkoja School. Since the mid-1970s, this tradition of kindness and hospitality has continued. This year the Finnish boys came to The Point and celebrated the

49th year of friendship between Cardigan and Vehkoja School.

I traveled to Finland last March, and it was one of the best experiences of my life. I stayed with a host family and one of my teammates. It was magical to experience Scandinavian culture and life through living in a household. I enjoyed the trips to the sauna most nights and met life-long friends. It was a special bond to experience. The boys from Cardigan were treated with the utmost respect and hospitality. We attended classes, played floorball, explored the Hyvinkää mall, toured Helsinki, enjoyed Finnish cuisine, and even went to the disco one night. I am so happy that I went!

This February, the Finnish boys traveled to Cardigan, and when the Finns entered the dining hall, there was an immediate connection. All the boys who made the trip last year recognized familiar faces and friends. What relationships! They experienced the Cardigan way of life for a week, just as we had experienced their way of life a year before. The Finns also explored Boston and the New Hampshire state capitol, getting a sense of American life. The Cardigan Varsity Team and Vehkoja School Team faced off one night. Unfortunately, we lost in overtime, but it was an incredible game and matchup. Additionally, the Finns played other local school teams.

Scenes from the Cardigan vs. Vehkoja hockey game in Turner Arena.

I had the great opportunity of living with four of the Finnish boys in my dorm, two upstairs and two downstairs. Every night, all the Finnish boys and some Cardigan boys congregated in the French 1 common room. The conversations lasted for hours. We discussed likes, dislikes, travel, favorite sports teams, and what it is like to live in our respective countries. It was so cool to catch up with past friends! The language barrier made no difference in the meaningfulness of our conversations. If anything, it made the experience more powerful! We exchanged candies from our countries and laughed until we had to return to our rooms for the night. I continue to value the friendships created during this short span of time.

I interviewed a few teammates about the Cardigan-Finnish exchange. Here are their responses:

QUESTION: How do the experiences compare as you have been a part of both hosting the Finns and traveling to Finland during your time at Cardigan?

NATHAN CAPLES '24: *Although the team did not get to travel to Finland like last year, it was still a blast to host the Finns and see familiar faces from the 2023 trip.*

QUESTION: What is your biggest takeaway from this memorable exchange experience?

NATHAN CAPLES '24: *I learned that people of different cultures and backgrounds can still collaborate and create meaningful friendships. I also learned that Finnish guys can really play hockey.*

I also interviewed our current Finnish exchange student. Eetu Lindholm '24 has been the goaltender for the varsity squad this year and was a large contributor to the team's success. He was a one-year ninth grader like most of the Finns who study at Cardigan.

QUESTION: What was it like to play against the Finnish boys in a Cardigan jersey?

EETU LINDHOLM '24: *It was different to play against old friends. Last year I played on the Vehkoja team and played against Cardigan. It was a special experience.*

QUESTION: Have you enjoyed your Cardigan experience and are you proud to join the group of Finnish alumni—also known as the “Old Boys”?

EETU LINDHOLM '24: *Yes! It is an important thing to me. My father is a part of this group and graduated from Cardigan in 2000. It's been a great experience!*

I have joined a selective group through the Cardigan and Hyvinkää connection. This is a tremendous opportunity to learn



and grow. Through traveling to Finland and hosting the Finns, I learned how different yet quite similar our lives are. We are all kids. The Finns returned to their everyday lives in Hyvinkää as I have here at The Point, but I am thankful that I was able to partake in this interaction. If I ever return to Finland, I will definitely visit Hyvinkää!

EDITOR'S NOTE: The Varsity Hockey Team enjoyed another successful season, skating to a 18-7-3 record and winning both the Belmont Hill Holiday Freshman Invitational in December and the end-of-season Belmont Hill Hockey Invitational in February. ■

2024 Eaglebrook Day

In late May, Cardigan traveled to Eaglebrook School to play our friendly rivals for the traditional conclusion of the season. The Cougars may have won a few more than they lost that day, but what most will remember is the camaraderie built among teammates through wins, losses, road trips, and games in the rain. Thank you to all the coaches, parents, and officials who made these memories possible!









HISTORY'S MYSTERIES

Reconstructing the History of Cardigan's Long-Forgotten Buildings

BY JUDITH SOLBERG, DIRECTOR OF ARCHIVES

Cardigan Mountain School's archives collection brings together familiar and not-so-familiar items to give us a better understanding of the school's past. In this recurring *Chronicle* article, the Cardigan community helps to shed light on both discoveries and puzzles from the archives. In this issue, we present images of some Cardigan buildings that, so far, have evaded our collective memory. Can you help place these structures in context?

As always, whether you have a solution or just want to celebrate successful sleuthing, you can go to cardigan.org/historysmysteries to watch our progress on identifying the people and places that define our community. The online galleries, established in 2020-21 in honor of Cardigan's 75th anniversary, are part of the Cardigan Archives' growing digital collection. ■





G4



G5



G6

G1-G3: Around 1950, a few Cardigan structures had seen better days, and students helped the faculty and staff dismantle them. Can you place these Haffenreffer-era buildings on today's campus?

G4, G5: Former Faculty Wim Hart H'o8 recalls that faculty used to start the school year with a cookout at a nearby camp. Where was this building located, and how was it connected to Cardigan?

G6, G7: Properties near The Point have been a part of school history as much as the campus. In the archives are glimpses of past neighbors; can you put a name to these homes? One features in its own photo, while another is pictured tucked behind our barn.



G7

FOUNDERS PATH

Cardigan Welcomes Dedicated Parents to Its Board of Trustees



Robert Durden

ROBERT DURDEN P'25

Cardigan is excited to welcome Robert Durden to the school's board of trustees. Mr. Durden and his family live in Charlottesville, Virginia, where he is the chief executive officer and chief investment officer for the University of Virginia Investment Management Company (UVIMCO). As CEO, he leads UVIMCO's operations and serves as UVIMCO's primary representative to the university, related foundations, and the public. As CIO, Mr. Durden is responsible for the investment management of UVIMCO's Long Term Pool, overseeing asset allocation, portfolio management, and risk management.

Prior to joining UVIMCO, Mr. Durden served as senior vice president and chief investment officer at Texas Children's Hospital in Houston, where he oversaw the hospital's foundation and other investment assets. He also served as managing director of private investments at Morgan Creek Capital Management, and worked with Legg Mason/Western Asset Management, Ritchie Capital Management, and Merrill Lynch. Mr. Durden is currently chair of TIFF Investment Management's TAS Advisory Board and a member of the investment advisory committees for Fund Evaluation Group (FEG) and Eighteen48 Partners.

Mr. Durden attended Princeton University, where he earned a BA in eco-



Brooke Ooten

nomics, and the University of Chicago Booth School of Business, where he received an MBA in finance and entrepreneurship. He and his wife Jane are the parents of Cardigan ninth grader Jack '25 and his sisters Eleanor, a senior at the New Hampton School, and Lily, a second-year student at the University of Virginia.

"Reflecting on my son's transformative eighth-grade year at Cardigan Mountain School, I have been inspired by the school's

commitment to academic excellence and character development,” says Mr. Durden. “It’s why I chose to serve on their board of trustees—to contribute however I can and ensure future generations benefit from the same exceptional education and supportive community that are shaping my son.”

BROOKE OOTEN P’23, ’24

Brooke Ooten is excited to bring her background in education to Cardigan’s board. Mrs. Ooten began her professional life in the world of finance but quickly realized her passion for teaching was more important. After earning a master’s degree in teaching in 2004, Mrs. Ooten taught at several well-known educational institutions in New York City, including Fiorello H. LaGuardia High School, Marymount School, The Chapin School, and St. Thomas More Play Group.

Currently, Mrs. Ooten is the co-founder of EnrichedNYC, a literacy education program that provides in-person and virtual enrichment services for children in nursery school through twelfth grade in both residential and institutional settings. Prior to co-founding EnrichedNYC, Mrs. Ooten was a private tutor for 10 years, working both privately and at The Brearley School in New York City. She continues to work with individual families, nonprofits, independent schools, and public school districts to end the illiteracy crisis in the United States.

“The character development, autonomy, and willingness to ‘help the other fella’ that we have seen fostered within our boys while at Cardigan is extraordinary,” says Mrs. Ooten. “These intangibles are what make the Cardigan experience singular.”

Mrs. Ooten attended The Taft School before earning a BA from Colgate University and an MA from Teachers College, Columbia University. She and her husband Chris are the parents of two Cardigan alumni—Harrison ’23, a junior at The Taft School, and Watts ’24, a first-year student at St. George’s School—and two younger children, Sarah-Jane and Freddy. The Ooten family lives in Palm Beach, Florida.

KEVIN LO P’26

Kevin Lo is an operating partner at S2G Ventures, and also serves as senior advisor to the Defense Advanced Research Projects Agency (DARPA) working on food security, biology, and oceans.

Mr. Lo is a technology executive who’s spent most of the last decade leading human health and food system companies. Previously, he was a senior executive at Meta where he led the company’s efforts to connect the unserved global population to the Internet, and at Google where he led its telecom businesses, working to improve the quality of U.S. consumer broadband.

Mr. Lo is a member of the board of directors of several non-profit organizations, including serving as board chair of Benetech, a leading global literacy firm supporting communities with disabilities and learning differences.

Mr. Lo earned an AB from Harvard University in 1995. He and his wife Brenda are the parents of Cardigan eighth grader Everett ’26 and his brother Elliott. The Los split their time between Menlo Park, California, and Truckee in the Lake Tahoe area. ■



Kevin Lo



Gift planning? Hoping to leave a legacy?

Consider becoming a member of Cardigan's Heritage Society.

The Heritage Society recognizes those who make a bequest or planned gift to Cardigan. Their generosity expands opportunities for future generations of students.

With gifts of all sizes, members of the Heritage Society honor and sustain our mission, inspiring others to support our school. Like the school's founders, theirs is 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, or how to do so yourself, visit plannedgiving.cardigan.org or contact Sandra Hollingsworth at shollingsworth@cardigan.org or 603.523.3745.

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.

Their Best Option in Life

BY EMILY MAGNUS, EDITOR

He says the problem with teachers is
What's a kid going to learn
from someone who decided his best option in life
was to become a teacher?
He reminds the other dinner guests that it's true
what they say about teachers:
Those who can, do; those who can't, teach.

And so begins Taylor Mali's poem "What Teachers Make."
Teaching, for sure, requires special individuals, those who perhaps
might not make good lawyers—not because they "can't," but
because their aspirations are most likely focused elsewhere. Mali
replies to the insolent dinner guest:

You want to know what I make? I make kids wonder,
I make them question.
I make them criticize.
I make them apologize and mean it.
I make them write.
I make them read, read, read.

Cardigan alumni can usually tell you what they took with them
when they graduated. They talk about the life-long friends with
whom they have kept in touch. They cite the discipline and organi-
zational skills they learned in PEAKS that contributed to their
successes in high school. They recall the hours spent in the Gates
lab that inspired them to study engineering and pursue entrepre-

neurial opportunities. Cardigan for sure makes a lasting impact on
our alumni.

But just as often, alumni recall the individuals who supported
them and helped them to accomplish those things which they
thought were impossible—the teachers who taught them to never
give up, even when dead ends threatened to derail their projects;
the coaches who taught them to persevere even when the score
wasn't in their favor; the advisors who taught them how to compro-
mise and seek common ground even when none was in sight.

And sometimes, as these same alumni begin considering a vari-
ety of careers, they decide to follow in their teachers' footsteps,
choosing to dedicate their lives to the growth and development of
others. Teaching for these individuals *is* their best option.

There are countless alumni who have chosen to dedicate their
lives to teaching, including three who have recently returned to
The Point—Jack Kavanaugh '15, Cam McCusker '10, and Zach
Wennik '15. We reached out to four others to find out what inspires
them and what excites them about the careers they have chosen. ■

John D'Entremont: Does the Perfect School Exist?

For over two decades, John D'Entremont '94 has dedicated his professional career to educating others. And for two decades he hasn't stopped trying to emulate the teachers who came before him and encouraged his development into a lifelong learner.



John D'Entremont '94 at the Lyme School in Lyme, New Hampshire. John says he still remembers with gratitude the care his Cardigan teachers had for him and his peers and values the confidence, independence, and self-advocacy that he developed as a student.

I meet John D'Entremont in the Cardigan Commons and we set ourselves up in front of a gigantic box fan, attempting to combat the fierce mid-morning heat that has been gripping New England for the past two weeks and seems to have no intention of departing. John has taken the day off and has graciously agreed to meet with me; a lesser man would have found a cold

lake in a remote location and stayed there. But John's love for Cardigan, his passion for teaching, and his generous nature have him here, talking to me on one of the hottest days of the year.

As our conversation meanders from the current state of education in the U.S. to his Cardigan mentors and then on to his experiences in both private and public education, he greets the Cardigan employees he still knows; his wife Brooke is a longtime Summer Session faculty member, so he knows not only some of the regular academic year employees but many longtime Summer Session teachers as well. Development Database Manager Barb Frazier P'88,'95,'00 stops long enough to say hello and reminisce about the times when John was still teaching at Cardigan and Barb and Associate Director of Development Tricia Butterfield used to stand outside his classroom, hoping to catch a few minutes of his history lessons.

"He was always talking about really interesting things," recalls Barb. "I always just wanted to sneak into the back row of his class and listen."

John remembers being equally engaged, not just in what he was teaching his students but in what they were teaching him. As a self-described lifelong learner, John recalls with delight the times when his students have shared with him something he didn't already know. It's a growth mindset that has punctuated his

career in education and has given him the energy to keep going.

John says he has known since he was in high school that he wanted to teach. After graduating from Cardigan and Avon Old Farms School, he chose to attend Union College where he could graduate with a master's in teaching after five years. "At all levels of my education, there were teachers who took a genuine interest in me and made an effort to get to know me," he says. "I admired that and it seemed like the right fit for me."

After Union, John returned to Cardigan, where he taught social studies, coached, advised, lived in a dorm, and even stuck around in July and August to teach Summer Session. By 2007, John was serving as the director of studies, a position he held until 2012 when he—along with his wife and two daughters—moved south to work at the Tower School. There he took on the titles of assistant head of lower school, director of summer programs, and director of auxiliary programs.

Before long, however, John and his family were drawn back to the Upper Valley, and he and his wife both took positions at Lebanon Middle School. Within two years, he had returned to leadership, serving as the school's assistant principal and then principal for five years. He is currently the principal of the Lyme School.

While John enjoys the opportunities his administrative positions have given him to

think about the bigger picture and to impact education in the Upper Valley, he misses the connections he was able to make with students when he was a classroom teacher. “As an administrator, it’s much harder to connect with and know the students,” he says. “I have to be intentional about getting to know them.” His solution is to be in front of the school at the start of every day, ready to welcome kids when they arrive. John also serves as an advisor, visits classrooms regularly to ask students what they are learning, and attends games and other after-school events. “All those iconic teachers who I still remember knew how to build relationships,” he says. “Everyday I try to do the same; I see it as my job to help every student find success, and I can’t do that without knowing them.”

But just getting to know kids doesn’t solve the problems that John sees in education as an administrator. The influx of dollars that came with the world-wide pandemic are now ending, teachers’ salaries remain comparatively low, there is a lack of young people seeking careers in education, and politics increasingly make the jobs of educators difficult. “Educational institutions have taken on an increasing number of services—athletics, free and reduced meals, social work, mental health,” says John. “All these additional services, and the demands that are consequently put on teachers, have come at a cost.”

John also sees a lack of trust in educators that troubles him: “Many people think because they went to school, they know what’s going on in their children’s classrooms. The only people who know are the people who are there everyday experiencing it. I genuinely believe that educators want to help; they want what is best for their students. Most people don’t realize how hard that job has become.”

But despite all this, John remains optimistic. “As educators, I think we also have

to be learners,” he says. “The educational system in our country was established over four centuries ago, and it doesn’t serve our current needs. We have to be willing to adapt; we can’t be afraid of change”—change not just in the tools that are now used by teachers but also in the research that informs new classroom pedagogy and best practices.

“Research into the ways we learn best is relatively new, so it’s still evolving,” says John. “But, we are getting closer to finding some concrete answers. We now know that learning has to be exploratory, relevant, and engaging; but at the same time, there’s no one model, no one-size-fits-all school. It will always be changing and will look different for different regions and cultures and communities.” Good educators, he says, look at the contents of a lesson, keep in mind the students present in their classroom, and then choose a methodology that fits, not the other way around.

What are his hopes for the future? With more involvement and transparency, John hopes for more common ground, a willingness by the public not to judge but to engage in respectful dialogue and renew its trust in educators. It will continue to take the hard work of dedicated educators and the growth mindset of lifelong learners, but John still believes it is worth the effort: “I don’t think the perfect school exists, but that doesn’t stop me from trying to find it.”

As we finish our interview, Summer Session students are arriving in the Commons for lunch. John looks for his daughters—Genevieve (12) and Grace (15)—who are both on campus as students. As the dining hall fills with chatter and laughter, John does what he does best, engages students—and faculty—in conversation and gets to know the latest group of Summer Session Cougars. ■

As educators, I think we also have to be learners. The educational system in our country was established over four centuries ago, and it doesn’t serve our current needs. We have to be willing to adapt; we can’t be afraid of change.

– JOHN D’ENTREMONT

Hugo Turcotte: Preaching Discipline and Fun

Hugo Turcotte '15 is starting his teaching career at the Winchendon School in Massachusetts this fall. Most recently, Hugo played hockey in France with the Corsaires de Nantes, who won the league championship in April. Ending on this high note, Hugo decided to hang up his goalie pads for good and return to New England to teach.



Hugo Turcotte in April after winning the French hockey league championship while playing for the Corsaires de Nantes.

Hugo is no stranger to boarding school, having lived at Cardigan twice, during his parents' tenure as faculty members from 2008–10 and again from 2013–22. After graduating from Cardigan in 2015, he attended Kimball Union Academy—where his team won the NEPSAC hockey championship three years in a row—and then St. Michael's College in Burlington, Vermont.

Please share your thoughts on the state of education in the United States.

This is a great question! Since I have been abroad for the past two years, I have been out of the American educational loop. I am looking forward to experiencing it again, and perhaps seeing how things have changed since my time in school.

I believe that the American educational system gives students the freedom to choose what they want to study. Unlike in France, where students often have to

choose a specific area of focus when nearing the end of high school, students in America (in my opinion) have a greater say in their education due to the freedom in their curriculum.

Lastly, more and more diverse books are used to illustrate the different perspectives that are much needed in our ever-evolving world. Diversity in materials breeds a better understanding of the world around us.

What do you expect will be the hardest part of your job?

To be quite honest, I think the hardest part of the job will be establishing some sort of work-life balance. Having attended and lived on boarding school campuses, the line between work and personal life can quickly blur. I plan to make a conscious effort to do my best to separate the two as much as I can.

What are you most looking forward to as you begin your career?

I am looking forward to helping students realize their goals, whatever they may be. I want to be a resource for them. I have lived at, attended, and experienced boarding school, so I have an intimate understanding of what they are going through.

From an educational perspective, I am looking forward to introducing students to the beautiful French language, and the Francophone countries that speak the language. I want them to gain an appreciation and understanding of the

language, which will hopefully come in handy when they decide to travel one day. Athletically, I want to put my past experiences to good use and help athletes reach their goals. I want to be a key person in their athletic development.

Which former teacher inspired you to teach?

I had this one particular Spanish teacher at Kimball Union Academy, Tom Kardel (who just retired this year). He made Spanish the best class of the day. He put lots of effort and time into creating engaging classroom materials and, more importantly, hands-on activities. He created a murder mystery plot in which we had to find a killer amongst our classmates, all while speaking in Spanish. It made learning fun, engaging, and almost effortless. I wouldn't say he inspired me to teach, but his teaching style definitely played a role in what I want to bring to the classroom.

Does your Cardigan education reflect your current teaching style?

I just think Cardigan's overall approach to discipline and attention to detail will be reflected in my teaching style. At Cardigan we were always taught to be disciplined and detailed with what we did; I believe that these two crucial habits have been a key part of my life ever since. I will preach discipline and fun in the classroom and on the ice, all the while paying attention to details. Consistency compounds, details matter, and fun will follow. ■

Adonis Williams: The Importance of a Holistic Education

Adonis Williams '14 is a graduate of Cardigan, Brooks School, and Adelphi University; most recently he earned his MBA from the Lubin School of Business at Pace University. He's a youth mentor with Inspiring Young Minds and the Boys Club of New York and an active participant in the Cardigan Career Network. This fall he will begin his career at the Rectory School in Pomfret, Connecticut, where he will be teaching fifth-grade math and pre-algebra.

Please share your thoughts on the state of education in the United States.

I think education in the U.S. is heading in the right direction and is continually evolving. Innovative teaching methods and technology integration are improving student engagement and learning outcomes.

What do you anticipate will be the hardest part of your job?

I anticipate that the hardest part of teaching will be getting used to being in front of the class and introducing new material. I also feel that lesson planning will be another challenging aspect. Balancing time between administrative duties and student interactions might also be difficult.

Where do you find hope?

I find hope within my own family; they push me to be great in everything I do. Their unwavering support and encouragement inspire me to overcome challenges and strive for excellence.

Which former teacher inspired you to teach?

Cardigan theater teacher Jeff Good inspired me to teach; he encourages students to think outside the box, leading them to expand their knowledge and maximize their education. His creative approach and genuine care for students' growth left a lasting impression on me.

Does your Cardigan education reflect your current teaching style?

Yes, my Cardigan education reflects my current teaching style. It instilled in me the importance of a holistic education—focusing on both academic and personal development—which I aim to incorporate into my teaching.

What are the myths about education that you'd like to change?

I want to change the myth that "most teachers don't care." I'm looking to do this by going above and beyond for my students, mentoring them, and promoting public recognition of their achievements. Building strong relationships with students and showing genuine interest in their successes can make a significant impact.

What do you do in the summer to recharge?

During the summer, I like to spend time with family and friends. This downtime allows me to relax, reflect, and prepare for the upcoming school year with renewed energy and enthusiasm. ■



Adonis Williams will be teaching at the Rectory School in Connecticut this fall.

Stewart Steffey: When What You Do Becomes an Obsession

Stewart Steffey '94 has been a faculty member at Belmont Hill School in Belmont, Massachusetts, since 2003. He holds an undergraduate degree from Bowdoin College and a master's from Middlebury College, where he studied Spanish language and literature. At BHS he teaches Spanish, chairs the Modern Languages Department, and coaches third soccer and third squash.

Please share your thoughts on the state of education in the United States.

It is clear that the pandemic had a particularly pronounced effect on the educational system in the U.S.—especially elementary school. Even my own kids found learning to read hard to do on a computer. It will take many years for us to normalize things, but I have faith in our educators, public and private.

After having been exposed to other educational systems throughout the world, I firmly believe that our philosophy of offering students a breadth of options, both in high school and college, is effective. While specializing in a particular trade may be good for some, overall, having to learn how to type (thank you, Ruth Greenwood), write out math equations, and even give CPR—all things I learned at Cardigan—create a well-rounded profile. These skills enable our young to be well-prepared for college and beyond.

What is the hardest part of your job?

When you adore what you do and just want to get better, it becomes an obsession—much like [professional hockey player] Patrice Bergeron trying to master

the faceoff. I often have trouble balancing my school work, lesson planning, and grading with my obligations at home.

What is the most rewarding part of your job?

The inherent nature of the “summer recharge” is so valuable. I relish being able to start a new school year with a new batch of students, trying to make my craft even better. I feel blessed to live in New England as well where the winters can be dark and long, but the rewarding spring blossoms and summer pauses are so special. My three years at Cardigan helped me begin to appreciate—knowingly or not—the beauty, as Robert Frost describes, of our changing seasons.

I also have come to appreciate students' successes as a reflection of my instruction. For a student to say that they enjoyed a class, gleaned some knowledge, or simply enjoyed a game we played, reinforces the axiom: it's not so much what we teach, but how it makes them feel.

Cardigan is littered with educators who live and breathe this unspoken yet powerful truth.

Which former teacher inspired you to teach?

I would be declaring this for any article—not just Cardigan—but the school on The Point continues to be one of the greatest gifts my parents, Nick and Beth, gave me. To be surrounded by such caring and supportive adults was exactly what I needed in seventh grade. Neil Brier H'11 shared his soccer knowledge and wit; Bill Barron imparted life lessons and an education far beyond the proverbial classroom walls; Chip Dewar H'02, P'93 and his entire family were stalwart leaders of the school; Jim Marrion H'03, P'88, GP'03,'05,'14 was the consummate positive, supportive role model; Andy Noel P'19, Jim Burnett P'95, GP'25, and Ed Ramos H'06, P'91,'97 were tremendous coaches, dorm parents, and educators; and Kendrick Capon was such a good listener, advocate, and supporter. This is to say that the school succeeded in fulfilling its mission of educating my mind, body, and spirit.

Does your Cardigan education reflect your current teaching style?

Yes, particularly with role models like Mrs. Greenwood, Mr. Ramos, and Mr. Barron,



Stew Steffy in his classroom at Belmont Hill School.

who educated with clear expectations and standards, but led with support, love, and care. I try to be a challenging instructor, knowing that each pupil possesses tremendous talent if given the confidence to succeed and believe in themselves.

What are some myths about education that you'd like to correct?

A person once asked Taylor Mali—an educator and poet—what he made. This was, of course, insinuating that his paycheck was lower than most. True as that may be, he responded brilliantly. In his poem “What Teachers Make,” he talks about how he makes a difference; he empowers young men and women to realize their true potential and reach heights they did not fathom possible. In sum, our American system does not value educators on an equal playing field with doctors, lawyers, and entrepreneurs. Conversely, in many other

parts of the world, it is quite the contrary; educators are revered and given the proper deference they deserve. There is a myth here in the U.S. about the societal value of educators that I believe is slowly improving, but we still have a ways to go.

What do you do in the summer to recharge?

I spend the summer trying to be as fully invested as possible with my kids, Eliza and Oscar. We travel as a family a bit; I’m an avid bike rider, so I try to get more riding in. This summer I’m striving to be a better cook and landscaper than I’ve been—which is pretty mediocre. ■

I have also come to appreciate students’ successes as a reflection of my instruction. For a student to say that they enjoyed a class, gleaned some knowledge, or simply enjoyed a game we played, reinforces the axiom: it’s not so much what we teach, but how it makes them feel. Cardigan is littered with educators who live and breathe this unspoken yet powerful truth.

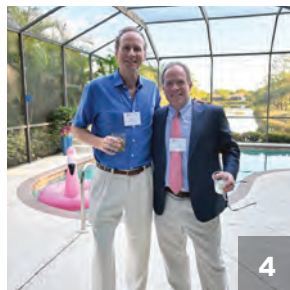
– STEWART STEFFEY

CARDIGAN CONNECTIONS

Spotted

These alumni have been spotted by our Cardigan friends out and about.

1: Director of Annual Giving and Alumni Relations Jer Shipman '00 paid a visit to Harry Metz '50 in St. Augustine, Florida, during a trip this spring; **2:** Bruce Marshard '64 was on hand at Cardigan's Alumni Tie Ceremony to congratulate the Class of 2024. Also in the photo are Director of Development and International Relations Joe Burnett '95 and Mikal McCalmont '00; **3:** Joe Burnett '95 met Brad Lederman '74 in Key Biscayne, Florida over March break; **4:** Tyler Wood '89 and Head of School Chris Day in Naples, Florida; **5:** Former Summer Session Faculty Bob Low and Jack Diemar '90 met up at Holderness School's Commencement in May. Jack's son—also Jack and a member Cardigan's Class of 2021—was in Holderness School's graduating class this spring, and Bob's daughter Natalie (a Cardigan Summer Session alumna) is Holderness School's president-elect for the 2024–25 school year; **6:** Chip Haskell '80, with his glider after



soaring 150 miles over the Georgia coast, setting a new state record; **7:** Tyson Greenwood '93 visited campus in June and caught up with Joe Burnett '95;

8: Doug Case '95 and Cardigan trustee Marc Porcelli '95 with Head of School Chris Day in Boston at a Bruins game;

9: Brandon Wagner '92 reunited with old friends Joe '95 and Yuki Burnett in New York City; **10:** Joe Burnett '95 reunited with Pablo Machado '96 in Key Biscayne, Florida; **11:** Tye Korbl '96, current faculty Ryan Sinclair, and Chris Taliercio '95 met up at a Dartmouth hockey reunion in June;

12: Joe Burnett '95 and Hernando Caicedo '97 caught up in Miami Beach, Florida, in March; **13:** Chris and Cynthia Day caught up with Ethan Dahlberg '98, who's now living in Seattle, Washington;

14: Finnish alumnus Tommy Lindholm '00 attended Cardigan's graduation this year to watch his son Eetu '24 graduate and present him with his tie at the Alumni Tie Ceremony; **15:** Jamie Funnell H'09, prior to Cardigan's Commencement exercises, receiving a boutonniere from Maurene Gilbert; **16:** Jamie Funnell H'09, Hannu Lignell '92, Margaret Funnell, Dave '80 and Steff H'16 McCusker, Director of Athletics Ryan Frost, Tim LeRoy, and Bob and Stacey Low reunited at Groton School to watch a hockey game; **17:** Steve Mastalerz '08, who's now the director of player development for the UMass Hockey Team, and former Head of School Jamie Funnell H'09, connected before a Groton game.



10



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17

1: Tucker Powell '14 returned to The Point for a hockey game and reconnected with Director of Summer Session Matt Rinkin;

2: Senior Associate Director of Admissions Jessica Bayreuther, Santiago Ruiz '17, Assistant Director of International Relations Pablo Rocha, Gerardo Ruiz '16, and Juan Pedro Barroso '18 enjoyed lunch in Mexico City in February;

3: Adonis Williams '14 reconnected with his former Cardigan coach and theater teacher Jeff Good at Suffield Academy. Adonis will be teaching and coaching at Rectory School this fall;

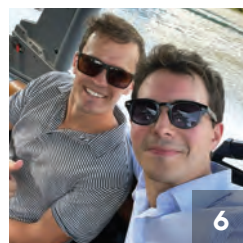
4: Pablo Rocha visited with Daniel Ramonfaur '18 and Pablo Villarreal '19 in Monterrey, Mexico in February;

5: Nate Johnson '20 with Director of Secondary School Counseling Kris Langetieg and Assistant Director of International Relations Jungwon Park at Groton;

6: Classmates Auden Menke '12 and Eduardo Lobeira '12 got together for a boat ride this spring;

7: James Greene '18 and Pablo Rocha connected in Brooklyn this winter;

8: Alumni from the Class of 2008—Joshua Ryu, Young Soo Jang, Jinhoon Huh, Se Han Cho, Kunjoo Park, and Robert Dong Yeon Kim—stopped by campus in March to visit with Cardigan faculty members Marty Wennik, Eddie Ramos, and Jarrod Caprow;



9: Pablo Rocha, former faculty member Tai Rivellini, Jer Shipman '00, and Andile Muhlauri '21 connected at a KUA playoff hockey game in February; **10:** Former teammates Ben Seiler '19 and Dalton Donovan '19 met on the court for a St. Joseph's vs. University of New England basketball game; **11:** Everardo Lujan '20 was on hand at the Alumni Tie Ceremony at Cardigan's graduation to present his brother Fede '24 with his tie; **12 AND 13:** Former School Leader Conley Bohan '21, who graduated from St. Paul's School this spring, was on hand to present alumni ties to this year's Cardigan graduates who will be attending St. Paul's in the fall; **14:** Gilbert Lignell '22 and Spencer Hutchinson '22 reunited at the Cardigan at Dartmouth event in January; **15:** Tinashe Muhlauri '20 stopped by campus in May and caught up with current Cardigan student Rio Burnett '25; **16:** Max McClure '21 presented a tie to his brother Griffin at the tie ceremony during Cardigan Commencement in May; **17:** Congratulations to Blake Hodges '22, who has committed to playing lacrosse at Virginia State University this fall.



1: History teacher and basketball coach Chris Kelleher, Jun An '23, Willy Park '23, and woodshop teacher John Burritt reconnected at a basketball game on The Point;

2: Following this spring's Alumni Tie Ceremony, alumni and honorary alumni gathered on the steps of Clark-Morgan Hall for a group photo;

3: Will Rice '22 returned to campus this spring to present his brother Channing '24 with an alumni tie during Cardigan's Commencement Ceremony;

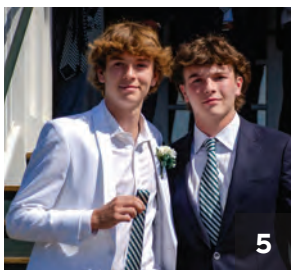
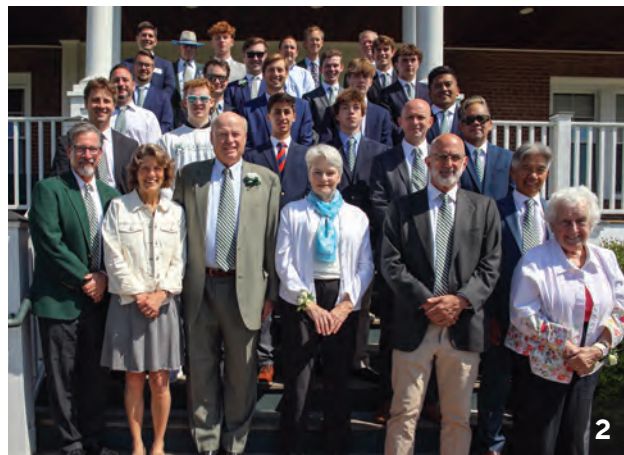
4: In May, alumni Drew Hemenway '23, Ethan Roy '22, Danny Valenti '21, and Nick Sumner '23 posed for a picture at Danny's graduation from Brooks School;

5: Alexis Santini '23 presented his brother Julian '24 with a tie during the Alumni Tie Ceremony in May;

6: Harrison Ooten '23 and brother Watts '24 at the Alumni Tie Ceremony this spring; **7:** Zoumana Ouattara '22, Miles Kim '21, Jordan Pham '23, Dylan Ness '23, and Jayden Lee '22 connected for a Cardigan alumni photo at Westminster School's fall formal;

8: Former faculty member Cooper Hemphill, John McNair '23, Adrian Moon '23, Teddy Stettinius '21, and Alexis Santini '23 reunited after a St. Mark's vs. Pomfret hockey game;

9: Joe Burnett '95 connected with Fountain Whitaker '23 at Holderness School



Congratulations Christian Moore!

Congratulations to Christian Moore '18 and his University of Tennessee teammates for winning the College World Series! After hitting .375 with 34 home runs and 74 RBIs for the season, Christian was the first player since 1954 to hit for the cycle at the College World Series and led off the final game vs. Texas A&M with a home run. A few weeks later, the Los Angeles Angels selected Christian with the eighth pick in the 2024 Major League Baseball draft. Way to go, Christian! *Photo courtesy of Tennessee Athletics*



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OCTOBER 12-18, 2024



[CARDIGAN.ORG/AUCTION](https://cardigan.org/auction)



Events



Florida Receptions

In March, Cardigan organized several gatherings in Florida—including in Miami, Hobe Sound, Naples, and Orlando—for alumni, parents, and friends.

1. Reception in Hobe Sound, Florida, hosted by Cory and Bill Laverack.
2. Hernando Caicedo '97, Lee Ambrose, Joe Burnett '95, Alex Brennan '11, Jordan Abisch '13, and Wayne and Kathy Wilkey at an alumni event in Miami, Florida.
3. Jonathan Castillo '06, Winston McDavid '94, Jer Shipman '00, Peter Diebel '88, and Jay Woods '72 in Orlando, Florida.
4. Naples, Florida event, hosted by Rick '88 and Mary Kate Conly.



Cardigan Hike

Prior to Commencement this spring, families of the graduates took advantage of a perfect blue-sky day and hiked Mt. Cardigan.



Japan Reception

In March, Cardigan organized a gathering in Tokyo that included Souta Kidosaki '24 and his mother Mikiko; Kanata Mori '25, his parents, and his younger brother Seiya; Sosuke Imaizumi '26 and his parents; Shoki Inoue '26 and his mother; and the father of Yujin Minemura '25. (Yujin stayed in the U.S. to study English with his mother.)



Networking

In April, Cardigan joined forces with other Lakes Region schools to host networking events in both Boston and New York City. At left, Nat Evarts '86 (managing director and head of trading for the Americas with State Street Global Advisors) represented Cardigan and led a discussion on banking and finance with young alumni networkers in Boston.



Mexico Receptions

In March, Head of School Chris Day, Senior Associate Director of Admissions Jessica Bayreuther, and Assistant Director of International Relations Pablo Rocha visited Mexico and organized several events for alumni and friends of Cardigan.



THE ANNUAL FUND FOR CARDIGAN

THE THEME FOR THE 2024–25 ACADEMIC YEAR IS “AS ONE,” AND LIKE THE LAKE RUN, raising money for the Annual Fund for Cardigan is a test of the strength of a community. Whether it’s a five-mile race or a year-long drive, success is found when all participate and give their best effort. At the end, we can celebrate, knowing that we are all stronger together.

This year, we have a \$1.25 million goal for the Annual Fund, and we will rely on the entire community of alumni, parents, faculty, staff, and friends to help us get to the finish line.

YOUR ANNUAL FUND GIFT HELPS US:

- **Open our doors.** Your generosity increases our ability to provide financial aid to deserving families, helping boys from all backgrounds find a place at Cardigan.
- **Learn together and stay together.** The Annual Fund supports our faculty as they pursue professional development opportunities—gaining experience which they bring back into the classroom, and giving them a reason to call Cardigan their home year after year.
- **Focus on what’s important.** The Annual Fund covers the day-to-day operating costs of Cardigan, allowing us to focus on that which is most important—the education of middle school boys.



**MAKE YOUR GIFT TO CARDIGAN’S
ANNUAL FUND TODAY AT
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