The Caller

THE MAGAZINE FOR ALUMNI, PARENTS, EMPLOYEES, & FRIENDS OF CATLIN GABEL
WINTER 2024



Educating the Whole Child

HELPING EACH STUDENT DEVELOP THEIR INTELLECTUAL, SOCIAL, ETHICAL, AND PHYSICAL POTENTIAL

Catlin Gabel

Catlin Gabel is an independent, non-sectarian, progressive coeducational day school serving 785 students from preschool through 12th grade. Its roots go back to the Portland Academy, founded in 1859. The school occupies 67 acres on Barnes Road, five miles west of downtown Portland, and a neighboring eight-acre East Campus currently used for the Community Arts Program for adults.

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COVER
In an Upper School science class, students engage in inquiry and critical thinking while also practicing communication, collaboration, and kindness. Pictured (left to right): Sophomores Karen Heredia and Krish Caulfield with Upper School Science teacher Megan McLain.

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A Whole Child Model Designed with Intention

By Tim Bazemore
HEAD OF SCHOOL

Every day children show up in school, bringing their social and physical selves, as well as their thinking selves. Whether in third, seventh, or tenth grade, their focus is on each other, their relationships, and their surroundings. The structures of school—class schedules, subject areas, learning objectives, and teacher guidance—direct them to focus on learning academic skills and knowledge. But in that process what happens to that social self? That physical self? That moral self that is developing day-by-day? How intentional can schools be in developing those areas of human potential alongside lab and writing skills?

"Educating the whole child" has been a common objective in many schools since early 20th century educator John Dewey argued that education should be about moral and social development as much as academic skills and knowledge. But it's not clear to everyone what that means or how that happens. At Catlin Gabel, teaching the "whole child" means *knowing and nurturing individual children and designing learning opportunities that honor and develop their full identities so they can thrive as children and grow into happy and fulfilled adults*.

Delivering on this ambitious promise is both a design challenge and a relationship opportunity. Many schools believe that creativity is important, so children have art classes. The same for physical wellbeing and PE classes. Reading and writing matter, so we require literacy and English classes. And so on. All of these disciplines have unique skills and knowledge that children must learn. But in most schools that leads to an additive model, a series of disconnected and discrete learning experiences.

At Catlin Gabel we pursue an integrated model, one in which critical thinking, social interaction, physical activity, and ethical consideration are woven into, and transcend, every subject and classroom. Our whole child model is designed with intention by observant and intuitive teachers, in an environment with inspiring spaces and relevant resources. That looks like:

- Using differentiated and responsive approaches with opportunities for student-directed learning
- Ensuring children are represented in the curriculum, the classroom, and the adults on campus
- Providing opportunities for children to learn in various settings and modalities

An integrated whole child model also reflects our belief that relationships and values inform all learning. Parents and guardians have primary responsibility for fostering a moral, ethical, and cultural foundation for their children. The school, if it is to reinforce and provide opportunities for children to practice shared values and develop healthy relationships, must be explicit about this educational goal and its social-moral framework. At Catlin Gabel, that social-moral framework is informed by our values of kindness, integrity, and inclusion, and looks like:

- Curiosity and interest in students' whole selves
- Knowing and valuing children and families
- Nurturing safe and trusting relationships

Designing learning experiences that integrate academic skills, knowledge, values, and relationships is the goal of a Catlin Gabel education. In this issue of *The Caller*, our talented colleagues share how our integrated whole child model of education comes to life. What you'll see is that we take responsibility, with humility and passion, and by partnering with parents and guardians, to help each child develop their intellectual, social, ethical, and physical potential.

Top: In language classes, students practice creativity and self-expression, and engage with native speakers.

Middle: A group engineering project is designed to foster critical thinking as well as social interaction.

Bottom: With the Seniors-1st Graders Buddy Program, mentors model empathy and kindness.

















Opposite page: In a Mini Gym obstacle course, students move through a variety of unique physical challenges.

This page, top left: Every wellness class presents opportunities for students to have fun while exploring their potential.

Top right: Speed Stacking, an "instant game," gets students moving and warmed up at the start of class.

Bottom left: PS-2nd Grade Wellness teacher Celia Richard guides students through a fitness game.

Bottom right: 3rd-5th Grade Wellness teacher Sarah Coffman educates students about the importance of healthy habits, such as diet and sleep.

Finding Balance

WITH A WELLNESS PROGRAM BASED ON THE WHOLE-CHILD APPROACH, TEACHERS ARE HELPING STUDENTS DEVELOP SELF-UNDERSTANDING, SOCIAL SKILLS, AND HEALTHY HABITS FOR LIFE

By Sarah Coffman
3rd-5th Grade Wellness Teacher

What does the word "wellness" mean for you personally and how you live your life? At Catlin Gabel, students in the Beginning and Lower School are developing an understanding through wellness class. It's similar in many ways to traditional physical education, though wellness emphasizes different aspects.

Our model focuses on four areas of wellness: physical, mental, intellectual, and social. Physical wellness is taking care of your body in terms of activities you participate in, what you eat, and how much sleep you get. Mental wellness is taking care of your mind through mindfulness practices, noticing your emotions, having a growth mindset, and having strategies in place when you might be stressed or anxious. Intellectual wellness is how we continue to learn and grow our brain, such as by learning an instrument, traveling, and reading, or—in the case of our young students—learning new activities or games and using various strategies in those situations. Social wellness is who we interact with (peers, teachers, our community) and how we interact with those people.

A goal of the wellness model is that you find a balance in each area. Are students just focused on one or two pieces and neglecting the others? We talk about what being balanced in all of the areas might look like, provide specific examples, and then have students reflect and set goals.

One of our goals is for every student to leave Catlin Gabel as a physically literate individual. This means that they have the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in their own physical activity—which includes understanding what kind of movement they enjoy. That may be hiking, playing tennis, dancing, playing on a sports team, or doing yoga. There are so many options, and we want students to be exposed to as many activities as possible so they can find out what fits best for them. We stress that they might not like everything, but we're going to try all of the activities. Having a growth mindset is important because doing new things is hard and takes work. But the joy one gets from finding something they like and want to do more of is incomparable.

In our classes, we want students to know that everyone can do wellness, so we have different kinds of activities to meet the needs of all of our learners. For example, we might spend the first ten minutes of class doing an instant activity like jump rope, speed stacking, or various fitness games. Then we will have our current unit lesson, which may be, for example, doing Frisbee activities with 4th graders or having 1st-2nd graders focusing on dribbling skills (with their feet and hands). At the end of class, we have a closing circle where we practice yoga or mindfulness breathing techniques and share out appreciations of others. We are very deliberate about having a combination of individual activities and partner/group activities, and a time to calm our minds and bodies before moving on to the next part of our day.

Along with being physically active, we also teach about the importance of healthy habits, such as eating foods that help us to be alert and healthy, getting enough sleep, and basic hygiene practices. We do this in a variety of ways, but one of the best ways is to get students moving while learning.

For example, we know that kids should get their heart rate in the target zone for 20 minutes a day, and we want them to know what that actually feels like. So we do an activity called the Fantastic Card Chase where they run laps, and every time they pass me they get a playing card (we start with three minutes at the beginning of the year and progress as the year goes on). At the end of the "Chase," students take their heart rate. The zone for a 9- to 11-year-old is posted on the wall, and I have taught them how to take their pulse. I'll ask, "Who's in the zone?" By doing this activity and experiencing what the zone feels like, they can start to transfer that information to experiences outside of the school day as well.

Wellness is a great vehicle to teach students how to be good people for life. We want students to leave with an understanding of what being well means in all areas, but we also want them to understand what it means to be kind, have empathy, and act with integrity. So if we play a game, we talk about what it means to give your best effort, how to be a good sportsperson, and how to acknowledge the other team and your own teammates for their hard work and effort.

Being really intentional about a class focused around wellness means thinking about the little things that have great impact. How do we come into a classroom? We say hello. How do you work with someone if they don't know how to do something? We encourage them with positive words and feedback. Are we going to acknowledge the other team at the end of an activity, even if we lost? We absolutely are. That's just the way that we do things. Sport is ingrained in our society, and if we can teach students how to be good people and good humans in this setting, that's going to go a long way in their life.

EAGLES SOAR

Learn how Catlin Gabel is expanding its commitment to wellness for every student with the Community Center for Athletics and Wellness at campaign.catlin.edu



Inspired by the Middle School Garden restoration, the Upper School Environmental Action Team (EAT) planted dense groupings of native wildflowers to create natural pollinators throughout campus.

GROWING IN COMMUNITY

By Ken DuBois, Editor

A restoration of the Middle School's Tucker Garden is bringing the school community together and inspiring an awareness of the ecosystem on campus

With a dirt shovel in each hand, Media Arts teacher Tea Bear breezes through the Middle School corridors, a reminder that a school tradition has returned: the integration of classroom studies and hands-on learning in nature. As she continues out the side door and into the Middle School's Tucker Garden, Tea leans her shovels against the greenhouse and looks around. "It's all coming back," she says.

An essential part of a Catlin Gabel education since the 1950s, the study of nature on campus has returned gradually since the pandemic pause, starting with the Upper School's carbon-reducing Tiny Forest planting project launched in 2021. Now a restoration effort in the Middle School Garden—dormant for three years—has sparked a school-wide effort to improve the campus ecosystem as a whole while providing learning opportunities at every level.

As the new Middle School Garden Coordinator, Tea started the restoration this fall with a work party that engaged students and employees in preparing the garden's 17 raised beds for planting, and by distributing a garden-use survey to students. In a matter of months, hundreds were involved and dozens of related projects underway. "It happened organically," Tea says. "The community has been wanting this."

Middle School students saw the garden as an opportunity for community engagement, and started a gardening club with plans to grow and donate food to outside organizations. Sixth grade Social Studies teacher Jess Menard, who is teaching ancient civilization cultures, had her students study the climate and crops of ancient Egypt, India, Greece, and Asia, while attempting to grow some of the same herbs and plants in the garden beds. Michelle Campbell, who teaches 8th grade science, engaged her classes in soil testing in the garden, and introduced them to the study of bees and pollination, a research experience that led to their discovery of an endangered bee species on campus.

Inspired by the Middle School effort, interest expanded to include individuals and areas throughout the school. Upper School Social Studies teacher Patrick Walsh and Science teacher Megan McLain teamed up with Tea to formulate a plan for natural pollinators across campus—dense groupings of native wildflowers—and Kitty Firth and Mike Wilson of Facilities helped determine six prime locations for plantings. Woodshop teacher Kit Camp created stakes for student-made fences and signs designating and protecting the wildflower areas as they become established.

Cross-divisional collaborations blossomed. Seventh graders, working with Lower School Garden Coordinator and Science teacher Robbyn Leventhal, teamed up with second graders to work side-by-side tilling soil in their garden behind the Beehive. The Upper School Environmental Action team (EAT) embraced the pollinator project, laying down mulch and planting wildflower seeds in areas adjacent to the Middle School Garden and elsewhere on campus.

"It feels like all these things are lining up," Tea says, "and it's because there are so many people here who want to build an environmentally friendly, sound, educational, experiential place. More than ever, we're moving in that direction."

> "So many people here want to build an environmentally friendly, sound, educational, experiential place. More than ever, we're moving in that direction."
>
> TEA BEAR





Top: Students added stakes and signs to protect wildflower planting areas near the Middle School Garden.

Bottom: Middle School students harvest radishes and other produce grown in Middle School Garden beds.

Nurturing Critical Thinkers

In Lower School math classes, students are actively participating in the learning process and building a conceptual understanding that extends beyond the classroom.

BY ANNA BLAKESLEE
Lower School Math Specialist



Catlin Gabel's Beginning and Lower School math classrooms are buzzing with deep mathematical discussions while students draw diagrams and pictures to explain their thinking to their peers. Teachers circle, checking in with groups and asking thought-provoking questions—the focus is on the students, their work, and their words. Learning is happening. As educational practices continue to shift, the intent on learning also shifts not merely to equations and formulas but to cultivating a deep understanding and love for the subject.

Teachers have been engaging in professional learning, and Catlin Gabel's commitment to the math philosophy is at the core of the work. The school's goal is to empower students with mathematical skills, and also with the ability to think critically with curiosity and perseverance, collaborate effectively, and engage in meaningful discourse within a mathematical community. By focusing the curriculum on inquiry and problem-based methods, students have experiences that lead to thinking, making connections, and noticing patterns. This approach strengthens mathematical reasoning, procedural fluency, and rationale. Bringing the Catlin Gabel math philosophy to life requires dedication to bridging student experience with content and curriculum.

The primary objective this year is to foster a math learning environment where students are encouraged to think about math, moving beyond rote memorization of steps and procedures. The move is towards an approach where students actively participate in the learning process, building a conceptual understanding that extends beyond the classroom. Instead of mimicry, the focus is on meaningful comprehension.





Opposite page: In a 3rd grade math class, student deepen each other's thinking by working collaboratively.

This page, left: Lower School Math Specialist Anna Blakeslee encourages 3rd graders to discuss and articulate their thought processes.

Right: By arriving at solutions collectively, 1st graders develop skills in communication and teamwork.

To achieve this, Catlin Gabel has embraced teaching practices that emphasize creating an inclusive and collaborative math environment, where students feel empowered to share their thoughts and ideas openly. Content is introduced along a progression that we know is how all students learn. First students experience content at a concrete level, using manipulatives and actions, then move to represent their thoughts with drawings, diagrams, number lines, and models. Finally, students can abstract their thinking into numbers and equations. Throughout this progression, the emphasis is not on getting the right answer quickly, but on the process of thinking and problem-solving. This is supported by building the math community so that students work together to discuss, compare, collaborate, and deepen each other's thinking. The approach aligns seamlessly with Catlin Gabel's broader educational philosophy of nurturing the whole child as an individual capable of critical thinking and effective communication.

One of the standout features of the math program is the emphasis on peer discussions. Students are encouraged to articulate their thought processes, challenge each other's ideas, and collectively arrive at solutions. This not only enhances their understanding of mathematical concepts but also cultivates essential skills such as effective communication and teamwork. Students are exposed to real-world problem-solving scenarios, promoting a holistic understanding of the subject and its applications.

As Catlin Gabel continues to implement best practices and center student experience, the results are already tangible. Students are not only mastering mathematical concepts but are also developing a genuine passion for the subject. The focus on thinking about math, rather than mere procedural mimicry, shapes a generation of learners who are not afraid to tackle complex problems head-on.

In the coming years, Catlin Gabel aims to expand professional learning focused on best teaching practices and reorganize classroom spaces to ensure that every student engages and feels successful, and assures that math makes sense. Recently, classrooms received learning upgrades through a donation from a current family who believes wholeheartedly in supporting new and exciting teaching and learning methods. With a commitment to nurturing critical thinkers from the beginning, Catlin Gabel is setting a standard for math education, one that goes beyond textbooks and tests, by emphasizing the development of lifelong skills and a love for learning.

A conversation with the Upper School's Student Inclusivity Coordinators Team

Building Community by Letting Students Lead



Left to right: Sam Davis, Jack Ericksen '25, Jiya Mehta '26, and Ayaan Sait '24

With the goal of uniting the school and increasing a sense of belonging across all divisions, Sam Davis landed on a simple plan: Let students lead the way. In his role as Catlin Gabel's Equity and Inclusion Coordinator of Student Programs (and Interim Middle School Dean for Student Support and Community), Sam had seen how effective and influential a single Upper School Student Inclusivity Coordinator could be, and he decided to increase the impact by expanding the role. This year, responsibilities are shared by three student leaders, who work across divisions as individuals and as a team.

Jiya Mehta '26, Jack Ericksen '25, and Ayaan Sait '24—the 2023-24 Student Inclusivity Coordinators—joined Sam to discuss the ways they are working to create community and ensure a positive experience for every student.

> "We really want to develop the idea of understanding each other….We hope to continue to build that connection and, in doing so, build more community."
>
> JACK ERICKSEN '25

Bringing Diverse Experiences

SAM: There's so much experience and there are so many different skills that our Upper School students have. I felt it would be more organic to have a team that could have access to all divisions and bring diverse experiences. I figured instead of just having one person taking on that whole load, why not have a team who can collectively make decisions about what it means to be an equitable community.

AYAAN: I think that I was always interested in this type of work, and during COVID, I became a lot more interested. I've lived on three different continents, I've interacted with people all over the world, and I think that I'm able to provide a unique perspective. And I felt that my perspective could be valuable for this work.

JIYA: I'm doing it because I wanted to put the work in to make the school into what I think would make it better. I have always been interested in this as well. Last year I saw how things were run during Diversity Summit—I led a workshop as well—and I wanted to have a more inside perspective and offer my own ideas.

JACK: When you're here for a long time you realize how great the school is, but you also realize a lot of its small faults and little things that you can fix. Being here since first grade, I picked up on some of those, especially with teacher retention. That was a big issue of mine that I always wanted to fix.

Connecting Across Divisions

SAM: It's easier to have a message conveyed from the Upper School students to the Middle School and Beginning and Lower School students. It has more impact than if it's coming from me or another adult. So Upper School Affinity Group leaders have been going into the Middle School to build a little bit more community. In Middle School, students are actualizing how they show up in the world and who they want to be, so they're going into these Affinity Groups and trying out what fits for them or feels good.

JIYA: I work with the Lower School, and I hope that the Lower Schoolers can build more connections to the Middle Schoolers and High Schoolers, and know that there are people out there that they can connect to as well. I remember when I was in Middle School during Diversity Summit, we went to our Affinity Group and it was nice connecting with people older than me who shared the same part of my identity.

JACK: That's what we're striving for: that connection between the Upper School, Middle School, and Lower School. And I think it helps young kids to understand our mission and what we, as Inclusivity Coordinators, want the school to look like.

AYAAN: Having joint events across divisions has been important. With my Affinity Group specifically, the Desi Affinity Group, the leaders went to the Beginning and Lower School for Diwali and had a joint event. In the Middle School, a lot of our work has been joint Affinity Groups and meetings where the affinity leaders in the Upper School go down to the Middle School, work with them, and lead discussions. That's a good thing because it shows them that they have a space when they come into the Upper School, and they have Upper School role models.

Bringing the School Together

SAM: The biggest thing that we've lost with COVID is letting our students be leaders and giving them the outlets and platforms to go out into the community and do that. We say at Catlin that we're trying to be one school; now our coordinators are trying to cultivate a space where we can actualize being one school and also create leaders.

JACK: We really want to develop the idea of understanding each other. With COVID, we lost a sense of community and with that we lost a sense on how to treat others with respect and integrity. And we're hoping to build that connection stronger by making the idea of Affinity Groups stronger in Middle School. And along with that is showing leadership from Upper School down to Lower School and Middle School. We hope to continue to build that connection and, in doing so, build more community.

JIYA: Before the pandemic started, we had a really strong sense of community and all the grades were kind of connected. It felt like it was just one big community and we were all there to support each other. But once the pandemic started, we missed the cross-division connection that you got with being in-person at school. So I feel like what we need to do now is make sure that the kids in the Lower, Middle, and Upper Schools will get a chance to connect with each other, because it helps knowing that there are people older or younger than you that share experiences.

AYAAN: I joined in ninth grade, in 2020, so I came during Zoom school. And I agree: You can't really be a community online. But even though the Catlin community had a rough time during COVID, I think it's always been an open community and open to accepting new people and new perspectives. And I think the work we're doing will make people feel even more included.

OF NOTE IN FALL 2023

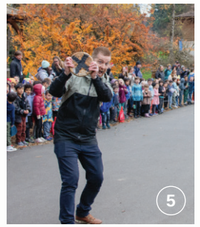
A collection of events, happenings, and recognitions that shaped our school


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(4) **Llama Day**, our annual first-week tradition, this year featured Beni the llama, who greeted students and adults at drop-off and received carrots and hugs.

For their innovative approach to teaching in 2023, Renjen Teaching Excellence Grants were awarded to **Javier Duque**, **Elizabeth Gibbs**, **Hana Hutchings**, and **Nicole Simpson-Tanner**. **Kathie Kimmy**, **An Nguyen**, and **Dave Whitson** were recipients of the Tal Honorarium for Differentiation.

(6) **Homecoming Week**, our annual celebration of all Catlin Gabel athletes and coaches, culminated in our largest community event of the year–the Homecoming soccer games–and dual victories against OES.

1540 The Flaming Chickens, Catlin Gabel's robotics team, hosted the BunnyBots: Rabbit Roundup competition, and exceled at the off-season events Girls' Gen (event winner), PNW Block Party (semifinalist), and FIRST Chance (quarterfinalist).

Catlin Gabel was again named the **Best Private K-12 School in Oregon** by the school and college information resource Niche, who also named the school **Oregon's Best Private High School** and **Best High School for STEM in Oregon**.

(8) As part of our **Hispanic Heritage Month celebration**, music teacher **Alex Juarez** led an outdoor salsa dancing class that brought together Beginning and Upper School students and teachers.

As part of the **Buddies Program**, seniors and first graders carved pumpkins and ate lunch together.

Middle School Drama students presented *The Kid Who Couldn't Stop Drawing*, an ensemble comedy about the perils of trying to "fit in."

(7) On Halloween, we held our first-ever **Beginning and Lower School Costume Parade**, with crowds of older students and adults lining the parade route to cheer them on.

For the **Upper School fall production**, the CG Players presented *You on the Moors Now*, a modern satire that celebrates and spoofs nineteenth-century literary classics.

(11) **Heritage Day** celebrated the cultures and heritages of the Catlin Gabel community with traditional food, cultural displays, art presentations, and performances of music, dance, storytelling, poetry, and spoken word.

The **Upper School Fall Music Concert** showcased students' talents in jazz, rock, choir, and chamber music pieces.

The Beginning and Lower School enjoyed a **Diwali celebration**, with traditional decorations and music, in which performers demonstrated classic dance forms and invited students to join the fun.

(5) Lower Schoolers held their annual **Fall Fest** in which they gathered in the Fir Grove to sing songs around a bonfire, and then cheer for the traditional oat cake roll.

With the annual **Winter Story Time**, 8th graders prepared stage versions of three stories, and presented an interactive show to all Beginning and Lower School students and 6th and 7th graders.

Beginning and Lower School students led a joyful sing-along at **Winter Sing**, then joined voices with the Upper School Morning Choir.

(2) At the **Grotto Festival of Lights**, a choir comprised of Beginning, Lower, and Upper School students, along with Upper School Chamber Music groups, presented this first-ever collaborative public performance.

The Catlin Gabel **Community Arts Program**, which offers small-group art classes for adults in our East Campus studios, reached a milestone of 1,000 enrollments in its third year of operation.

Middle School Soccer: The girls and boys Blue soccer teams defended their league championships by defeating OES in finals. The boys Silver soccer team made the first round of the league playoff.

(1) **Middle School Cross Country:** For the first time, 5th graders participated in the Middle School program; the girls won districts and boys finished second.

Middle School Volleyball: The girls Silver and Blue teams were competitive throughout league play.

Middle School Tennis: Twenty-six students participated and competed in four matches with OES.

(10, 12) **Upper School Soccer:** The Varsity girls team won the State Championship, defeating Valley Catholic in a penalty shootout that earned goalie **Holland Swan '24** MVP honors. Three players–**Campbell Swaim '24**, **Addi Dauler '26**, and **Alana Hill '27**–were named to the OSAA All-State Girls Soccer First Team. The boys Varsity team made it to the semifinals game of the State tournament. **Raul Rendon Benitez, Jr. '24** and **Owen Jones '24** were named to the OSAA All-State Boys Soccer First Team. The JV girls and JV boys soccer teams were strong competitors, with the boys posting a winning record for their season.

Upper School Cross Country: Runners trained hard and performed well throughout the season, improving with each race.

(3) **Upper School Volleyball:** The Varsity volleyball team finished 4th in a highly competitive Lewis and Clark league, and **Hayley Schaaf '26** received an All-State Volleyball Team Honorable Mention.

Creating Possibilities for the Future

An interview with Mark Holliday, Chair of the Board of Trustees



Over the past two decades, the Holliday family—Mark, Ingeborg, and their children Annika ’20 and Lucas ’23—has embraced opportunities to work in service of the school community and beyond.

As a Board member, Mark played a key role in the school’s growth and improvement with his involvement on the Creative Arts Center, Finance, and Advancement committees; during their time as students, Annika and Lucas led community service and engineering projects that benefited others locally and nationally; and Ingeborg joined Mark as co-chair of the *Eagles Soar* campaign, which includes designing and building the Community Center for Athletics and Wellness. Now in his eighth year of Board service, Mark was named Chair of the Board of Trustees in August 2023.

In what way is the service ethos—contributing to the welfare of others—an essential part of the Catlin Gabel experience?

I want to begin by recognizing, on behalf of the entire Board, that many, many parents selflessly volunteer their time and talents, and give generously to help make Catlin the special place it is.

My observation, after 17 years as a parent of two Catlin students, is that people who work in education have a service ethos. The teachers here are brilliant, hard-working, creative—all the qualities that would make them super-successful anywhere. We’re so lucky they choose to put their talents to work teaching our kids.

Is the work of the Board most often focused on long-term objectives—thinking about what future generations might need or want?

It’s true that the Board is future-oriented. We try to provide a 30-year outlook, like ensuring that Catlin is resourced for scholarships, compensation, capital improvements. We spend a lot of time on fiscal security. A good example of this is the purchase of the East Campus. That sort of vision, to landbank an incredibly valuable asset, was done by the Board to provide future generations options for growth and new programs—possibilities for future Catlin leaders to capitalize on.

How have you seen your children and their classmates benefit from their experience at Catlin Gabel?

We chose Catlin as the place for our kids because we hoped that Catlin’s values would stay with them. They both entered Catlin as preschoolers, and now they’re off in college, doing well. Both made great friends here, played sports, and they are (if I may say it) “compassionate and curious citizens of the world”—really reflecting the school's mission. They come home from college on holidays and get together with their Catlin classmates. These graduates are eager learners, leaning into their studies, joining college clubs, volunteering, paying attention to the environment, politics, arts, and culture. Catlin launched them not to be spectators, but to get involved. Going back to the mission statement again, Catlin teachers really do instill “a love of learning.”

As a Board member, there’s nothing more motivating than knowing your work supports putting more Catlin graduates out into the world.

How have you and Ingeborg benefited as well?

The Catlin Gabel community has enriched our lives. From the friendships formed on the soccer sidelines to the camaraderie of fundraising. Yes, I said that. Fundraising can lift one’s spirits. When we get the new Community Center for Athletics and Wellness open, *Eagles* [will] *Soar* and Ingeborg and I, the Campaign Committee, and many, many others will be able to sit in the bleachers and feel like we helped raise the rafters.

Your collaboration with Head of School Tim Bazemore has been important to your leadership work at the school. What is it about that dynamic that makes it so productive?

Tim values the Board. He knows when to take our advice. He knows when to seek his own counsel and just lead. And I think the Board does a good job of knowing our boundaries. We don’t make operational decisions or second-guess the administration’s excellent leadership. Bottom line: Tim wants every trustee to feel appreciated, valued, and listened to. And the Board wants Tim to feel supported as he leads Catlin Gabel into the future.



ANNUAL REPORT

CATLIN GABEL 2022–2023

Please enjoy the following 2022-23 Annual Report for a look at how we prioritize people and programs in our budget, and how philanthropy and volunteerism create the difference between good and great!

As you may have heard me say a few (hundred) times, participation matters. All amounts of time, talent, and treasure make a difference to our students and to the school itself. And when taken together, these individual efforts make a significant impact on this community. Thank you for showing up and often for Catlin Gabel!

The Advancement team is proud of the work we get to do for this community, alongside each and every one of you. It is so much more than asking for money. We find purpose and joy in:

- creating access through financial assistance so deserving students can attend Catlin Gabel and fully participate in all aspects of school life;
- supporting every educator with the tools and materials they need to inspire the next leaders, inventors, educators, artists, and thinkers;
- ensuring all employees have livable wages and annual compensation increases so they can bring their best professional selves to campus;
- helping every community member feel a sense of belonging through robust professional development and training programs.

Thank you for all the ways you support our students, teachers, staff, campus, and community.

Nicole Rinetti-Clawson
DIRECTOR OF ADVANCEMENT

Year in Review

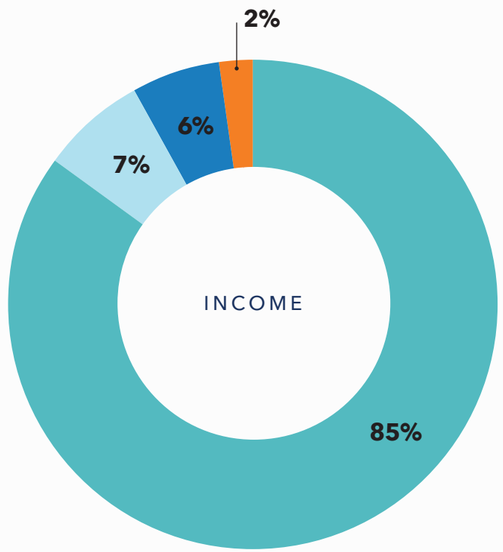
SEPTEMBER 1, 2022-AUGUST 31, 2023

School Financials

We are committed to transparency of financial reporting and maintaining a balanced budget. Donations to the school are essential components of our income as a nonprofit.

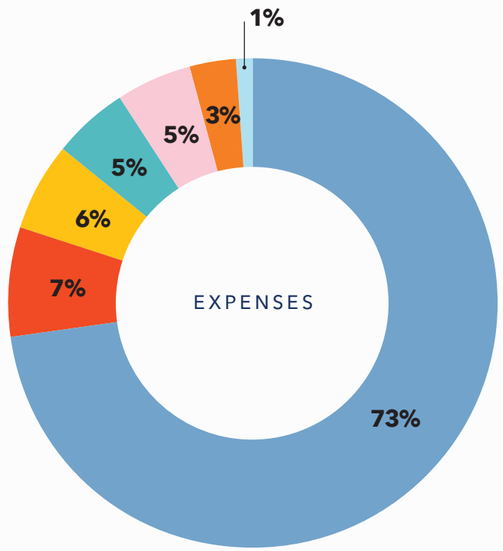
Total Income	**$27,382,000**
Tuition*	$23,152,000
Gifts Used in Operations	$2,000,000
Endowment Transfer	$1,698,000
Other Income	$532,000

*NET OF FINANCIAL ASSISTANCE



Thanks to the generosity of donors like you, we ended the year with a balanced budget. There are always unexpected needs that appear throughout the year, and your gifts helped us to meet the needs of students and teachers all year long. Thank you!

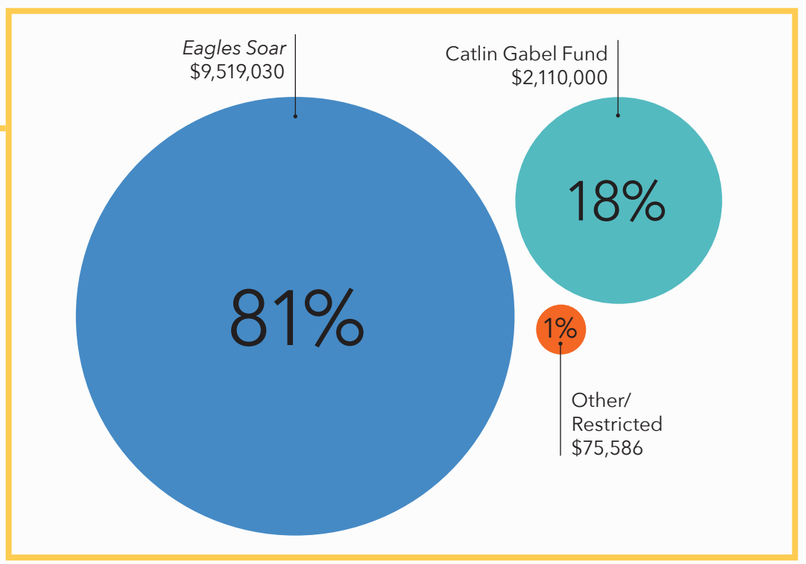
Total Expenses	**$27,382,000**
Salaries and Benefits	$20,106,000
Administration Operating Costs	$2,019,000
Reserve	$1,616,000
Facilities and Transportation	$1,456,000
Instructional Costs	$1,212,000
Information Technology	$666,000
East Campus	$307,000



Philanthropy

$11.7M
TOTAL RAISED IN FY23

Philanthropy makes up 13% of annual income.



Eagles Soar Campaign

The most ambitious campaign Catlin Gabel has ever launched, *Eagles Soar* promises to propel our school forward while ensuring our tradition of progressive education continues. The investment we make now will extend the values and impact of a Catlin Gabel education for years to come.

Our vision is purposely focused on three strategic initiatives that will advance community building, athletics, and wellness, support faculty excellence, keep our school accessible, and help all students feel a sense of belonging.

For more information, visit campaign.catlin.edu







Our Three Campaign Priorities

Build the Community Center for Athletics and Wellness
The new Community Center will become the heart of Catlin Gabel, a gathering space for all, supporting athletics, wellness, and connection.

Grow the Endowment
Growing the endowment will ensure Catlin Gabel is accessible for more families, and that our school reflects the growing diversity of our community, both in our student body and in our faculty.

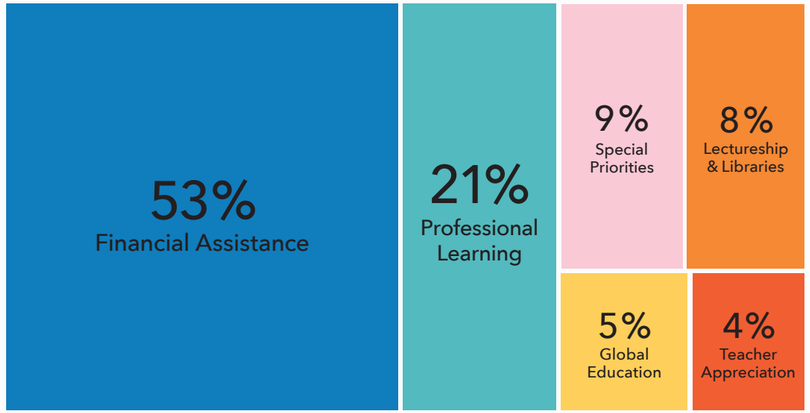
Strengthen the Catlin Gabel Fund
This is our highest annual priority, benefiting today's needs, supporting important campus improvements, employee compensation increases, and providing resources for classrooms, trips, and student activities.

Endowments

Endowment Areas

Endowed funds provide a constant, yearly revenue stream that helps Catlin Gabel maintain financial stability and plan for the future. Typically, endowed funds cover six percent of the operating budget each year.

The Catlin Gabel Endowment currently has over $37M in total with 74 funds, which cover a variety of needs for the school. The majority of endowed funds contribute to financial assistance and professional development.

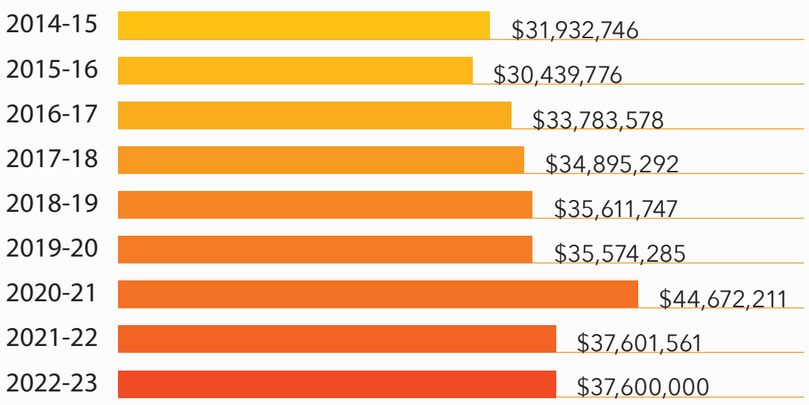


The Special Priorities category includes a variety of funds that provide support for unique opportunities such as visiting arts educators, campus tree improvements, and financial assistance for second global trips.

Endowment Growth

Catlin Gabel has worked with Angeles Investment Advisors to manage our endowment since 2002. The Endowment Committee (a volunteer sub-committee of the Board of Trustees) is tasked with overseeing and approving all aspects of endowment investments and annual transfers. Like many entities, the fluctuations in the stock market impacted the value of our endowment.

$37.6M
FY23 ENDOWMENT TOTAL

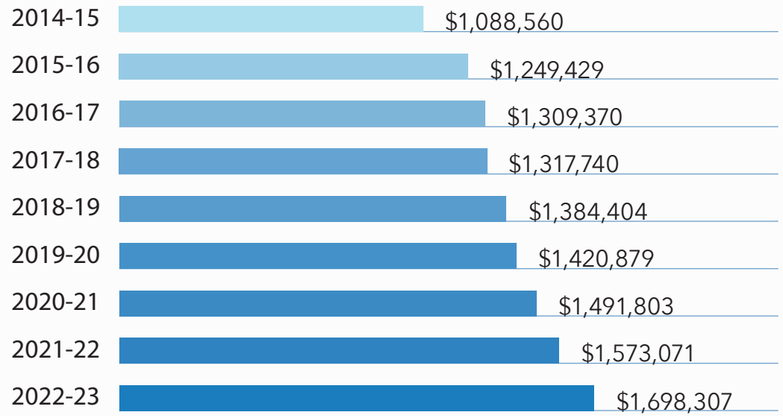


Transfer Amounts

Each year, the transfer of funds from our endowments ensures a predictable contribution to our institutional goals. With a 4.2% draw calculated from a 12 quarter rolling average, these funds support a variety of needs.

$1.7M
FY23 TRANSFER

$1.16M
FY23 GIFTS TO ENDOWMENT



Planned Giving: Create your Legacy

Catlin Gabel is the incredible school we know today because of the foresight of individuals who came before us. With a little planning, you can help the school continue to stand out as an exemplar of progressive education for generations to come. With the help of an advisor and the support of our Advancement Team, it's easy to include language in your will or trust designating Catlin Gabel School as a beneficiary.

A few options include designating:

- An area of interest to support
- A specified amount
- A percentage of your estate/assets
- The residual of your estate

For more information, visit catlin.edu/plannedgiving or contact Evan Lewis, Donor Relations Director at lewisev@catlin.edu.





The Bernstein family, left to right: Owen '28, Kei '28, Matt, and Carey

Living Up to Our Goals & Fulfilling Our Mission

INTERVIEW BY EVAN LEWIS '99
DONOR RELATIONS DIRECTOR

Catlin Gabel parent Matt Bernstein reflects on his family's commitment to progressive education, why he chooses to play an active role in the community, and the importance of leaving a legacy for the next generation of families.

Why Catlin Gabel?

We were living in New York City and Upstate NY when the pandemic hit in 2020.

It was such a crazy time. Everyone's lives were completely uprooted, and we saw many of our friends making bold moves, one family traveling across the country in a motor home, one family moving to Costa Rica…etc. My husband and I always loved the Pacific Northwest and thought maybe one day we'd move out there when the kids graduated high school. We had a big family meeting and as it turned out, everyone was up for an adventure. We were open to any area north of San Francisco, but needed to find a culturally diverse community in hopefully a fun and food-oriented city. And most importantly, we needed to find a progressive independent school like our beloved school in New York City.

When we came upon Catlin Gabel, we knew we had found our new home—the school had everything we were looking for on a gorgeous 67-acre campus. So we packed up our homes, two kids, and two dogs and moved out to Portland, Oregon one week before remote school was to start in August of 2020.

Why is progressive education so important to you and to your family?

I did not respond well to the traditional education I received as a kid—sitting at a desk all day, staring at a blackboard, and regurgitating information back at a teacher sitting at his/her desk.

We like that progressive education understands that not all kids learn the same way and acknowledges that there are many different ways to get to one solution. We like that kids in progressive schools take an active role in their own education and are encouraged to be creative and make mistakes. And given the fact that we have two kids that are very different types of learners, progressive education was the only option for us.

Why do you believe in supporting the school? What is your family's relationship to philanthropy?

First and foremost, I grew up in a household that believed in philanthropy and believed that we have a responsibility to care for and look after our friends and neighbors. Catlin Gabel is our community and the most important institution in our lives, so we feel it's important to support the school in every way we can. It was eye-opening for me when I learned years ago that yearly tuition for independent schools does not cover all costs—there is always a gap, and it's up to us as a community to raise that extra money to help ensure our school lives up to its goals and fulfills its mission. Whether it's extra training for teachers or exciting and life-changing trips and adventures for our kids, these are the types of programs that make Catlin Gabel a very special place.

> "Catlin Gabel is our community and the most important institution in our lives, so we feel it's important to support the school in every way we can."

You made an incredibly generous gift to the Community Center for Athletics and Wellness. Why do you want to support that particular project?

First, I think our school truly needs this type of Community Center—not just for athletics and wellness, but as a central meeting place/hub for our entire community to gather. And whether our kids are in 11th grade or 1st grade, it's important that the folks that are here now leave a legacy for the next generation of Catlin Gabel families. Surely we are benefiting today from specific programs and initiatives that families instituted years ago.

I love that the *Eagles Soar* Campaign includes growing our endowment. Whether it's to help support and grow a diverse community, one that's inclusive and equitable for all, or to ensure that our school is able and prepared to hire and retain the best and brightest teachers around. And of course, always making sure that Catlin Gabel is accessible to exceptional kids no matter what their families' economic status might be.

Why do you lead the AWARE (Alliance of White Anti-Racists Everywhere) affinity group? What was your reason for taking on this role?

I started getting passionate about DEI (diversity, equity, and inclusion) work about 10 years ago when our kids were in pre-K. For the first time I really started to delve deeply into how pervasive white supremacy is in our country/culture and was forced to look at my own privilege and what part I play in our inequitable society. For me, once my eyes were opened, there was no shutting them again. At Catlin Gabel (like some other progressive independent schools), DEI work is a big part of the culture, where most in the community are doing at least some work in this area. Our kids are getting this education in their classrooms, teachers and administrators are taking seminars and consistently learning about equity and inclusion, and parents of color are living these issues every day. That leaves white parents. Without us white folks "doing the work" and educating ourselves, there's only so far our community can grow. I hope AWARE can support and enrich our school's commitment to diversity, equity, and inclusion.

Thank You

2022-23 Volunteers

We are grateful for the many ways our volunteers supported the Catlin Gabel mission this past year. Thank you to our extraordinary volunteers for their service. In addition to the individuals listed here, we wish to acknowledge the efforts of all Catlin Gabel volunteers.

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June Kim, US Representative
Yang Yang, BLS Representative



Dr. Damin Spritzer '93

The internationally acclaimed organist, scholar, and recording artist on her journey from the choir room at Catlin Gabel to the Berliner Dom and beyond

Were there teachers or experiences at Catlin Gabel that influenced your choice to pursue a career in music?

Oh, absolutely. Gail Durham was tirelessly supportive, I loved drama with Robert Medley, and can name more but the teacher who had the biggest influence on me was Don Wolfe, the choir teacher for my entire time at Catlin. He heard me playing an organ work on the piano in the choir room and encouraged me to apply for a scholarship for a year of free organ lessons. That obviously changed the direction of my entire life.

I used to leave during the day to go to my music lessons, and that was an opportunity that was provided because of the flexibility of the Upper School schedule. I would go into Portland for piano lessons at the University of Portland and organ lessons elsewhere in the city, and drive farther up beyond Catlin to take my violin lessons. I was also able to do—for credit—a chamber music piano trio with two other students in the Upper School, a violinist and a cellist, and Don got us some performance opportunities in Portland, so that was also part of the educational experience. All of these things combined made a high school experience that was vastly different from anything that would have been available elsewhere. It really did change the trajectory of my life.

Of your many professional pursuits—including work in academia, recording, and performing—do you consider one area to be your primary focus?

Though I am absolutely passionate about teaching the organ, a significant focus for me is as a performing artist, and my performing and programming is tremendously influenced by the time I spend researching music and music history. If I am fortunate to be invited somewhere to perform, it's my job to make that organ sound as good as possible. And they're all unique. Some of them just take my breath away. I played in the Berliner Dom two summers ago, and that was truly unforgettable. That's one of the most beautiful spaces and most important historic instruments I've ever touched. I recently performed in Belgium, where so many places are full of museum-quality art and instruments. You get stunning paintings, massive triptychs, all kinds of statues and art that represents hundreds of years of preservation and human experience. And these instruments sometimes are in these breathtaking acoustical spaces. It's very powerful. And the organ is uniquely interesting because it's so old in comparison. I teach four semesters of organ history and literature at the University of Oklahoma because we're talking about 2,300 years of recorded music, recorded building of pipe organs, recorded cultural usage of pipe organs varying from continent to continent and culture to culture. There's just so much. I feel like I'm part of a continuum and it's very humbling, but it's beautiful.

In addition to the articles you contribute to scholarly journals, are you also trying to educate directly through music?

In my field, what is also considered publishing are the recordings that I make. Each recording represents years of scholarship. I specialize in music that hasn't been recorded before as opposed to the complete works of Johann Sebastian Bach or something, which is amazing, but that's been done hundreds of times. So I've really turned my focus in my discography and my publishing to music that is underrepresented and that's been forgotten, and that I'm trying to get published to enhance the canon, to enhance teaching, to fill in some gaps in our historical narrative of music for the organ. I have a lot of interest in composers that were connected to important pedagogues, but themselves were not as revered during their own lifetime sometimes because they were in the shadow of a major pedagogue or performer. So I focus a lot on underrepresented, unheard music. Right now I'm working on securing grant funding to do a project that's focused entirely on unrecorded female composers.

> "I'm trying to be an ambassador for the instrument, an ambassador for music. I'm trying to show that it is alive."

Why has it been important to you to share art widely and connect with an international audience?

I think that the universality of music is very important, and we do live in a time when the arts are perhaps not as well supported as they have been in other eras. I also simply love to travel. But, pipe organs, or organs as it is more conventionally said, are expensive. When you are asking a community, say Notre Dame Cathedral or the Meyerson Symphony Center in Dallas, to commit to the price tag for building one of these, you're talking about something that ideally is going to be part of the fabric of a musical community for potentially hundreds of years. This past summer, I made a recording in France on an organ that is 174 years old. That's a commitment from so many people, over such a vast stretch of time. I'm trying to be an ambassador for the instrument, an ambassador for music. I'm trying to show that it is alive. I'm excited about this, and I want to share that enthusiasm and beauty because I want people to support the arts. Of course, I love making a living doing this, but I want people to be enthused by music and go support other people who are doing music well. A high tide raises all ships.

BIODATA

Associate Professor of Music (Organ) and Area Chair, University of Oklahoma (since 2015)

Artist-in-Residence for Cathedral Arts, Saint Matthew's Episcopal Cathedral, Dallas, Texas (since 2014)

Musical performances include historic venues and instruments in Iceland, Germany, France, Brazil, Italy, Israel, England, Norway, and Belgium

Performed and lectured for the National and Regional American Guild of Organists conventions in Austin, Kansas City, Denver, Dallas, Columbus, and Seattle

Recorded seven CDs of pipe organ music on historic instruments in England, France, and the U.S. (for Raven Recordings) focused on unrecorded/undiscovered composers

Earned a Bachelor of Music degree from Oberlin Conservatory of Music (1997), Master of Music degree from Eastman School of Music (1999), and a Doctor of Musical Arts degree from University of North Texas (2012)

Performance videos available on YouTube.com/@daminspritzer

Alumni & Friends Holiday Social

This December we welcomed alumni spanning 59 years of Catlin Gabel classes to the James F. Miller Library on campus for the annual Alumni & Friends Holiday Social. We heard updates from Head of School Tim Bazemore, Assistant Head of School Kama Bruce, and Alumni Director Rebecca Allen on the vision for Catlin Gabel today and how vital alumni are and will be to the future of the school. It was a lively night of reconnecting with alumni, parents of alumni, and former faculty!

















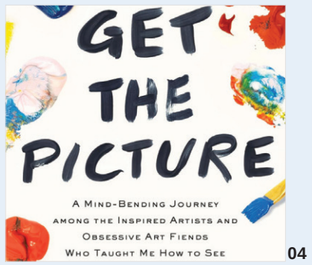
CLASS NOTES

SEND US YOUR NEWS

We are pleased to publish all Class Notes submitted by alumni or their class representative. Notes and photos may be submitted at any time through the online submission form at **catlin.edu/classnotes**.


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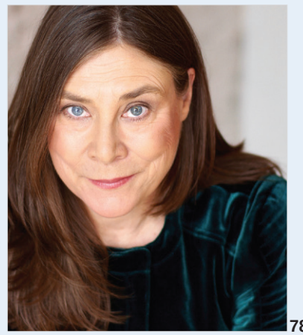

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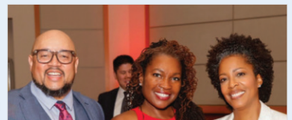

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Class Year: Class Member

69: Jordan D. Schnitzer (right) and 2023 National Medal of Arts Award Winner Hank Willis Thomas

73 and 03: Coaches Dana Stillwell '73 (second from right) and Chris Dorough '03 (far left) with the State Champions varsity girls soccer team

75: On the Oregon Coast in October 2023 (left to right): Suzi Ehrman, Dania Caron, Alison Holland Thompson, Sam Hillman, Laurie Gray Mootz, and Sarah Kelley

78: Darroch Herndon Cahen, as skipper of a launch boat

78: An informal reunion on campus in August 2023 with Bill Polits, Steven Saslow, and Richard Powell

78: Tinne Rosenmeier

80: Kristen Hege hiking the PCT in Northern California

82: Matthew Galaher in French Valley Torres del Paine, Chile

90: Class of 1990's 2023 holiday get-together

91: The Urban League of Portland honors Rukaiyah Adams (right) as a leader of Portland. With D'Artagnan Bernard Caliman '91 (left), Vice Chair of the CG Board of Trustees, and Nkenge Harmon Johnson '93 (center), CG Trustee and President of the Urban League

94: Molly McAllister and her children

94: Eric Weston Wert and his grandson

95: Class of '95 mini-reunion at Back to School Night: (left to right) Ashley McCarron, Addie Gronquist, Chris Nakayama, and Chris Farrington

98: David Shankar with Iris and Renee in Ko Olina, HI, October 2023

00: Nicole Vorhees and family

04: Cover of Bianca Bosker's new book, *Get the Picture*

07: McCall Renold with husband Nick, Renee (2), and Coco (1)

07: A Class of 2007 holiday get-together in December 2023

13: Class of 2013 10-year reunion

17: Winter snow in Krems, Austria, with Gunnar Fairbairn

21: Makayla Stout in the Catlin Gabel East Campus

54 **Suzanne (Munk) Ragen** graduated from Mills College in 1958, and married Brooks Ragen in Portland. They lived in New York City for three years and then moved to Seattle where they have been ever since. They have three children and nine grandchildren. She writes, "Brooks and I were very involved in Seattle institutions during those years. I have been a docent at the Seattle Art Museum (SAM) since 1965, still giving tours there—currently touring a collection of 50 works by Alexander Calder that were recently gifted to SAM. Brooks died in 2017. I am living in our house, love to garden and have been fortunate to do quite a lot of traveling these last years, most recently to London for theatre. Remember fondly my Catlin years on Culpepper Terrace. The school seems very different now."

1963 CLASS REP: Jennie Tucker, jtucker@oregonwireless.net

1966 CLASS REP: Tom Tucker, tuckert6671@gmail.com

1969 CLASS REP: Steve Bachelder, steve.bachelder@gmail.com

69 **Jordan D. Schnitzer** loves sharing art with people. He has enjoyed recent international recognition for his "teaching collection" of over 22,000 pieces of art. *ArtNews* named Schnitzer one of the world's Top 200 art collectors and the *New York Times* featured him for his unique relationship with major artists as a collector who purchases art with the sole intention of sharing it. Schnitzer also opened his Portland art exhibition space this fall, The Schnitzer Collection, with free admission. The Schnitzer Collection's first exhibition, "We Are The Revolution," was lauded by *Forbes* as "a star-studded roster of post-war and contemporary art heavyweights." *The Portland Business Journal* also awarded Schnitzer Properties and the Harold & Arlene Schnitzer CARE Foundation its top award for corporate philanthropy. Schnitzer's two sons, **Sam '34** and **Simon '35,** both currently attend Catlin, following in the footsteps of their sisters, **Arielle '15** and **Audria '17**!

1973 CLASS REPS: Debbie Kaye, djek53@aol.com; Ted Kaye, kandsons@aol.com; and Steve Swire, sswire@gmail.com

73 **Tom Blumenfeld** calls retirement from Fred Meyer after 43 years "awesome." He spends quality time with his wife Lisa, heading to their family beach house every chance they get. They have three grown children, four grown grandchildren, and two great-grandchildren. **Gwynne MacColl Campbell**, dealing with early-stage multiple myeloma, stays physically active with tennis, biking, and daily workouts. She and her husband Doug, dealing with ALS, visited daughter Caroline (two boys, ages 5 and 7) in Melbourne, Australia, last year; their son Colin (two girls, ages 5 and 7) is in D.C. She volunteers with the Darien Book Aid, shipping used and new books throughout the Third World to schools and libraries. **Bart Cole** and his wife Karen recently celebrated their 32nd wedding anniversary. He is in sales with the Walter Nelson company; she retired twelve years ago. They often go to their beach house in Seaview, located on the Long Beach Peninsula. They have lived in the Irvington neighborhood for many years. **Lynne Glickman** reports, "In recent years I have turned more attention to family and home, still including all that is right in front of me in the present moment...plants, animals, birds, sun, moon, stars, clouds, ocean. I love taking photos of these things and my garden, all the changes and wildlife coming and going—don't want to miss a thing!" **Lannie Hamilton** just retired from general veterinary practice but still does low-income and shelter surgeries in addition to a feral cat program. Very busy, she is "married to her small ranch" in Wyoming, saying, "Think cows, horses, chickens, hay, etc." **Randy King** works in a venture providing cybersecure communications between renewable energy and electrical utilities. After losing his home in a 2017 California wildfire, he resolved to contribute to the battle against climate change. He and his wife have two grown sons. **Betsy Menefee** continues to work full time in real estate and feels fortunate to be busy with clients and friends. Aside from work and chauffeuring grandchildren to and from school, she has jumped into the joy of e-biking—some recent rides include Crater Lake, the Columbia Gorge, McKenzie Pass, and Idaho trails. **Steve Naito** practices law in Portland, as do his children, Kirsten (with the Oregon DOJ) and Alex (with Steve). He enjoys his grandchildren—Kirsten's Nico (6) and twins Estella and Selene (1), and Alex's Cole (5) and a newborn. **Polly Newcomb** writes, "Kicking and screaming, I just retired from a long academic career in cancer epidemiology (professor and department chair at the Universities of Wisconsin and Washington/Fred Hutchinson). After 35 years my multiple sclerosis is an increasing challenge. I have

two amazing children: Em (now a counselor in NYC public schools) and Eliot (a PhD from Rice and in Houston public schools). I'm looking for any retirement opportunities—any ideas?" **Dana Stillwell** writes, "Fantastic year with girls and boys soccer teams. We almost pulled off both but the effort all year was fun to watch. Tradition of being in the finals race is a part of both programs. Proud of the Eagles." **Liz Powell Pastor** writes, "Our five kids are doing well: Paul James (38) works for HarperCollins as senior acquisitions editor; Irene (35) has a housecleaning business; John (28) works at Nike headquarters; Tim (25) is a well-known skateboarder in Portland with a number of sponsors; and Luke (22) is bartending and also works at a skate shop. Our five grandkids are a huge delight to us—we get together often." **Melet Whinston** still works (part time), and lives in Beacon Hill (mid-Seattle). She is a performing artist for the Ladies Musical Club and the Music Performance Group and continues to direct her singing group (the Beaconettes). She enjoys a good portion of every summer at her remote cabin in Alaska. Her girls are launched: Whitney is a medical resident in Anchorage; Ella/Bee is an industrial engineer in Seattle. Since 2007, **Kimery Wiltshire** has been president of Confluence West (confluence-west.org), a consortium of preeminent western water leaders bringing new approaches and allies to climate-driven water challenges. She also serves on the City of Sausalito's Sustainability Commission.

1975 CLASS REP: Len Carr, carrl@catlin.edu

75 **Len Carr** writes, "**Hester** and I had two big trips in 2023. We returned to New Zealand for a month back in February visiting beautiful, glorious north and south island sites and connecting with old friends from our year there back in the 80s when I taught high school for a year. This past fall we spent three weeks in Europe with a week in Sweden with cousins, a Tuscan villa with a group of Portland friends, and a week in France highlighted by a nice visit in Paris with close friends **Jane Zalutsky '76** and husband Mark Kantor. We broke up our return trip with a week in New York seeing daughter and son-in-law **Emily and Alex Bellos '02** and grandchildren Noah and Lily. Sadly, this year we lost both of Hester's delightful, creative, and wonderful parents **Tom** and **Joan Buell** in April and August respectively and that has been a big and emotional journey for us. Looking forward to seeing 1975 classmates at any turn but especially fall 2025 at our 50th reunion!" **Susan Ehrman** writes, "In October 2023 we celebrated a glorious long weekend gathering on the Oregon Coast. Dubbed the 'Western Women' by Sam's friends in New York at her wedding several years ago, we were delighted to come back together for a reunion. We were sorry that **Cindy Pinkus** and **Lisa Peters Wakefield** were unable to join us." **Alison Holland Thompson** writes, "It's been a busy and happy year with the birth of our second grandchild in London in July and the wedding of our daughter Jane in October in San Francisco. We have had a wonderful year of travel, including a fantastic tour of Jane Austen sites in Hampshire and visiting some exquisite gardens in the UK over the summer. Our family is all together now for Christmas which is very special, and we're taking the grandkids to Disneyland for the first time!"

1976 CLASS REP: Hester Buell Carr, hbc58@aol.com

1978 CLASS REPS: Ken Naito, kennaito@comcast.net, and Peggy Schauffler, schaufflerp@catlin.edu

78 From March 2023 through the end of September, **Darroch Herndon Cahen** was Bosun aboard the M/V SAFARI ENDEAVOR in Southeast Alaska. The ecotourism vessel carries up to 80 passengers on a Juneau-Glacier Bay-Sitka route (seven days/six nights) and then reverse. He is now back at Oregon's maritime college, MERTS, in Astoria preparing for a USCG exam for a raise in grade from Mate 200 Oceans to Master 200 Oceans. **Bill Polits** writes, "Members of the classes of 1977, 1978, and 1979 gathered on campus on August 31 for an informal reunion. In attendance were honored faculty emeriti, and we had a few minutes with Mr. Bazemore. Hats off to **Ms. Schauffler** and **Mr. Naito** of the class of 1978 for organizing this very special time together." **Tinne Rosenmeier** writes, "In semi-retirement, I continue to act, teach, and write in varying measure from month to month and year to year. Since emerging from the pandemic, I've performed with Commonweal Theatre, in Lanesboro, MN, most recently as Helga Ten Dorp in 'Deathtrap.' My husband, Jon, is an oncology nurse, we're at 32 years of marriage already, and our life remains good. Our lovely kid, Hannah, lives nearby and is happy, well, and loved, which is really all I hoped for. At home in Saint Paul, we've moved the cat boxes and my sewing chaos into her old room. There are nine chickens out back, taking December off from laying, but charming and goofy in their way."

80 **Kristen Hege** writes, "After a career in cancer research and clinical cancer care, I 'retired' in March of 2023 to fulfill my decades long dream of thru hiking the Pacific Crest Trail. Along with my husband of 32 years, Gibson Biddle, we completed 2,516 miles of trail including tripling down on the state of Oregon by hiking the PCT, the full Oregon Coast Trail, and the Rogue River Wilderness trail. I turned my hike into a fundraiser and raised nearly $300K in support of early career women physicians and scientists pursuing research careers in cellular cancer immunotherapy."

82 **Matthew Galaher**, parent of **Culla Galaher '18**, writes, "In late 2022 I spent a life affirming two months backpacking in Padagonia (all the while silently thanking my Catlin Spanish teachers for patience with me). Last year I finished a book of my father's artwork (Robert Galaher: Museum Art School, Portland, Oregon, 1946-50; Kunstgewerbeschule Der Stadt, Zürich, Switzerland, 1950-51) titled simply *Robert Galaher - The Anthology*, which has been added as a reference piece to his work owned by the Portland Art Museum. I recently bought a house with my partner Rhonda Piasecki in Astoria, Oregon, and invite folks to look me up if they are in town."

1983 CLASS REPS: Traci Rossi, traci.j.rossi@gmail.com, and Adrienne Wannamaker, adrienne@wannamaker.com

88 **Claire Darling** writes, "Still thriving as a massage therapist. Helping people unravel chronic pain and resolve post-concussion symptoms keeps life extremely satisfying. Currently living in Boise. Sending warm wishes for courageous critical thinking to all."

89 **Vinesh Lal** writes, "Since graduating from Catlin Gabel, I completed my Bachelor of Science in Mechanical Engineering from Portland State University, and have been working for Intel Corporation for the past 29 years as a Senior Manufacturing Engineer. I have been married for 28 years and have two beautiful daughters who are now living in Perth, Australia, and Phoenix, Arizona. My passions are hiking, spending time with family/friends, singing and playing musical instruments, and traveling. Recently, I have traveled to Peru, India, Belgium, Netherlands, UK, Australia, New Zealand, Canada, and back to my home country of Fiji Islands. To pursue my further travel plans, I am considering early retirement from Intel."

1990 CLASS REP: Pippa Arend, pippaa@gmail.com

90 **Pippa Arend** writes, "All is well in my life. I'm currently spending most of my time working on portraiture, and preparing for a show next November in Astoria, OR (Imogen Gallery—if you'd like to attend!). I've also moved into the Board Chair role at the James Beard Public Market, so spending a good deal of my pro-bono development work time on that venture. Here's looking at you, Portland!"

1991 CLASS REP: D'Artagnan Bernard Caliman, dbcaliman@gmail.com

91 **D'Artagnan Bernard Caliman** and **Rukaiyah Adams** earlier this year began a new startup philanthropic company named 1803 Fund. This was an initial investment of $400 million from Penny and Phil Knight to rebuild the Black community of Albina. Rukaiyah serves as the CEO and D'Artagnan as the VP of Community Partnerships. Please check out the webpage for more information: https://1803fund.com

1992 CLASS REP: Melanie Novack Piziali, melaniepiziali@yahoo.com

92 **Georgie Friedman** will have a solo exhibit, BREATHING–LIGHT, at the Oregon Center for Contemporary Art in Portland, January 19-March 10, 2024, in conjunction with the Portland Winter Lights Festival. Friedman will be in attendance at one of the First Saturday reception events: February 3 or March 2. If you'd like to come by and say "Hi!" please check her website for updates and exhibit details: georgiefriedman.com.

94 In 2023, **Molly McAllister** was promoted to Global Chief Medical Officer for Mars Veterinary Health, overseeing the delivery of veterinary care in over 3,000 veterinary clinics in 21 countries. When not traveling the world visiting the teams and driving for access to veterinary care for underserved communities, she is busy as the founding board chair of the Diversify Veterinary Medicine Coalition, aiming to advance BIPOC representation in the veterinary profession. She and her two children, Anders (9) and Harper (6), and their pets, live in Camas, WA. **Eric Weston Wert** writes, "My wife Marci and I have become grandparents! Oliver Weston Voigt was born in July to my son Eli Voigt and his wife Lucy. He is very healthy."

95 **Chris Farrington** writes, "So many alums from '95 have Catlin 4th graders that we had a mini-reunion at Back to School Night."

1996 CLASS REPS: Daniel Karlin, danielkarlin7@gmail.com, and Trace Hancock, tjhancock@gmail.com

1997 CLASS REPS: Katey Flack, katey.flack@gmail.com, and Phoebe Wayne, phoebevwayne@gmail.com

97 **Katherine Chavigny** writes, "Greetings from the Republic of Georgia! Last year I spent nine months on a Fulbright U.S. Scholar Grant lecturing on the history of American democracy, then returned in September of this year to pursue follow-up research and continue Georgian language study (Clint Darling of yore predicted, accurately, that I would regret quitting language study in favor of science!). It is very likely that I will be moving back to Portland in late spring, and look forward to being more in touch with family and friends, including my Catlin cohort." **Liz Gilkey** writes, "I manage research and evaluation at Portland Public Schools. My team conducts mixed methods research projects to help our educators and district leaders use data to make important decisions."

1998 CLASS REP: David Shankar, david.shankar@gmail.com

98 **David Shankar** writes, "Iris, Renee, and I had a wonderful time reconnecting with old friends, teachers, and their families at Homecoming, the Gala, and various events throughout the past year. We're genuinely grateful to be part of this special community and look forward to seeing what lies ahead at Catlin!"

2000 CLASS REP: Alex Youssefian, ayoussefian@gmail.com

00 **Vikram Shankar** is an Emergency Medicine Physician and Chief Medical Officer of Tribal Health, a medical organization managing hospitals on Indian reservations across the country. **Taylor Sisk** works in the fields of education and animal behavior and welfare. She lives in Portland with her partner, their two children, and their dog. **Nicole Vorhees** moved back to Portland with her husband and two boys—Elias (6) and Jacobian (9). She works with Mercy Corps as Senior Director, People Development and loves to cycle, play at the beach, and rediscover Portland's best breweries. Her husband works in the geothermal space and helps bring transparency around green energy. This year they celebrated 13 years of marriage with a three-week adventure around the Wallowas. Next year the plan is three months in Alaska. **Alex Youssefian** writes, "It has been a pleasure getting back on campus the past couple of years. Introducing Catlin Gabel to Tracie, my wife, and Penelope, our daughter, has been a wonderful experience for us all. We regularly visit campus to explore and play and enjoy a mix of seeing things I remember and want to show them while discovering new adventures together as well."

2001 CLASS REP: Tyler Francis, tyler.p.francis@gmail.com

2004 CLASS REP: Hannah Aultman, hannah.aultman@gmail.com

04 **Bianca Bosker**, author of the *New York Times* bestseller *Cork Dork*, has a new book, *Get the Picture*, about art and the people who live for it, coming out on February 6 from Viking. In brief, the

book is about the years she spent disowning her regular life as a journalist to sell art at galleries, help artists in their studios, patrol museum wings as a security guard, and more—all as part of a journey to understand why art matters, how any of us can engage with it more deeply, and just how messy the "fine art" world can be. **Brian Farris** and his wife Alexis welcomed their baby girl in December, in the morning hours of a lightning storm. Her name is Paxton Jade Farris, she is adorable and set to take over the world. **Jonathon Parker** writes, "Olivia is now 1.5 years old! Danielle, Olivia, and I are loving Scottsdale! It's super hot but the winters are amazing! I'm working as an Epilepsy and Functional Neurosurgeon at Mayo Clinic and running the Device-Based Neuroelectronics Lab! It's fun to see the javelina, bobcats, roadrunners, snakes, and other SW Fauna! We encourage visitors!" **Andy Young** is working in Medford practicing cardiac anesthesia and loving southern Oregon.

2005 CLASS REP: Donna Canada-Smith, donna.canadasmith@gmail.com

2007 CLASS REP: Rob Kaye, robert.e.kaye@gmail.com

07 **Sherwin Ameri** recently moved from San Francisco to Dallas TX for a new software engineering job at Wells Fargo. He's grateful to be working again after enduring a long-term period of pandemic unemployment. He's an uncle now too! Last year he also travelled around the U.S. quite a bit for other people's weddings. He's happy to meet up with anyone who visits Dallas. **Kayce Coulterpark Hawks** and family have moved to Kentucky, and started homeschooling their child Emma. They are now hosting her mother, and all of them love exploring and learning together. **Jing Tao Liu** and **Laura Hays Liu** celebrated their 10-year anniversary this July by taking a week-long trip to Cancun. Jing writes, "It was both wonderful and hilariously poorly timed going in the hottest part of the year. Laura has been powerlifting competitively and plans to attend her federation's national competition next March in Reno, NV. Our three (3!) boys are keeping us busy and growing up fast! Thomas (2-year-old) is nominated most likely to put a hole through the wall, Bennett (5-year-old) is...well...the middle child and started kindergarten this year, and Henry (8-year-old) is taking tennis lessons and reminding us every week he wants a Nintendo Switch for Christmas. You guys will be the first to know that he and Bennet will each be getting one, but shhh don't tell them." **Colby Mills** writes that she and her partner Justin "are still happily holed up with two sweet baby angel hellions (female black cats might actually be demons. All black cats?! All cats) in our corner of NW by Forest Park. We're spending more and more time in the Hood River Valley with family and friends (looking at you Sarah, Joey Rose, and as I just discovered, Jenna Stewart!) who have made their way out of the city. One day we'll make the move too, but for now we're still enjoying Portland's food, wine, arts, music, soccer, and the list goes on. Hit us up if you need wine tasting recommendations haha. A fun recent Catlin reunion was having **(Dr.!) Laura Liu '07** as our new veterinarian! We had a lovely catch-up while she checked up on our babies and we saw photos of hers." **Andy Moerer** is enjoying still making her co-workers scratch their heads on "so where DO you live," and is returning to the U.S. for the holidays after three months in Barcelona and Athens (which she reports is "such an under-appreciated, cooler-than-you'll-ever-be vibrant city"). She got married at Gaudi's Bellesguard, and for those who remember **Lola Berbiela Bustamante '06** from Catlin, she was her maid of honor! She enjoys still teasing her now husband about his continued lack of language skills. **Corey Morrow** and his family have developed their land in a variety of ways, now focusing on growing apples and building out more infrastructure for farming and general land management, all while working on designing an addition to the house. His security consulting and training business has been fairly busy and is looking to partner with all local institutions if they would like additional training. **McCall Renold** writes, "Still living in Bozeman, Montana with my little girls (Renee is two and Coco is one). My husband and I are taking a mini-retirement to spend time with the girls while they are little (so we are both fun-employed!). We just got seven chickens and the girls love collecting the eggs every morning in their princess dresses and muck boots. We are running an Airbnb in a 1905 mansion that we renovated ourselves—check out @thebrickhouselivingston in Livingston, MT!" **Virginia "V" Stone Rogers** launched a new business this year, Mountain Mama Parenting, which runs caregiver/child playgroups in the Portland area and offers one-on-one support for families and caregivers navigating the first three years of life with a new little one. She spends her free time chasing her own three-year-old, Milo. **Stew Towle** writes that he is living in the Overlook neighborhood of North Portland (in the shadow of the Adidas building and just down the street from Raph) with partner Katie Parry, two wonderful cats, Purrsephone and Slartibartfast, and "a more or less constant stream of friends in need of a place to crash in the extra room (wow, an extra room, thanks career change!)." Stew is working as a software engineer for Driveway.com and recently got a bachelors in Comp Sci from OSU, but still puts that theater degree to use every summer performing in the parks of Portland with the Original Practice Shakespeare Festival (opsfest.org). Stew's other big pasttime is playing Go and organizing for the Portland Go Club. This summer PGC is hosting the annual national gathering of Go players and recently put out a short promo video (YouTube: "2024 US Go Congress Preview") with probably a little too much Stew in it. Stew loves catching up with folks when they are in town and has a guest room which hates being empty.

08 **Murphy Pfohman** and her husband Brian welcomed their son, Cillian Robert, in July. Murphy transitioned out of the Army in 2022 and now works as a business consultant for Ernst & Young. She and her family live in Washington, DC, with their cat and dog.

2013 CLASS REP: Alexandra van Alebeek, alexandra@vanalebeek.com

2014 CLASS REP: Chris Park, parkcgs@gmail.com

17 **Gunnar Fairbairn** writes, "I'm in Austria and doing really well. Catlin students may want to consider obtaining a European degree. I go to a technical school and I'm studying International Business & Economic Diplomacy. It combines the Stats I studied briefly with Rick White with my passion for Business and Geopolitics. It being a masters, we compress classes into only two days a week. The rest of those days I work on HW, search for jobs, and explore this beautiful country. Becoming Austrian thus far has meant learning German, learning some cultural cues, and shifting my perspective to that of the EU. Every day I fall in love with the trees, the trains, and the stunning views. I feel an awesome future coming in the EU and most importantly I feel I found a sense of home too. The message I would like to leave Catlin alums with is, 'find your peace.' Your peace is worth having and it deserves to be treated as sacred."

18 **Mia Ponzi Hamacher** writes, "My brother (**Nico Hamacher '15**) and I opened a three-room bed and breakfast in the Willamette Valley this summer! Sosta House is right outside Beaverton on one of the oldest vineyards in Oregon. We offer breakfast every day and paired wine dinners twice per week. We just finished building a barrel sauna and cold plunge and are launching our artist residency program in the new year!"

2019 CLASS REPS: Miles Asher Cohen, milesashercohen@gmail.com; Layton Rosenfeld, sparkyrosenfeld@gmail.com; Sydney Nagy, sydneycnagy@gmail.com; and Helene Stockton, hlfstockton@gmail.com

19 **Solomon Jacob Olshin** writes, "Hello from Beijing! Proud to be sharing memories from my time at Catlin and as an Oregonian in China this year as part of the 8th cohort of Schwarzman Scholars at Tsinghua University. I highly recommend that anyone interested in building up peaceful collaboration and dialogue between the U.S. and China as the two great superpowers of this century apply. Happy to be a resource for those interested. Happy holidays, Solomon."

2020 CLASS REPS: Annika Holliday, annika.holliday@icloud.com, and Eamon Walsh, eamonreedwalsh@gmail.com

21 **Makayla Stout** has just finished her sophomore year at Scripps College. Through an internship program supported by Scripps, Makayla came to Catlin Gabel East Campus (EC) this summer to work, study, and learn about our Community Arts Programs. Her focus was on her studio practice in both visual arts and ceramics. She worked in the clay studio, loading kilns and mixing glazes, and became an active studio member. One long-term project Makayla worked on was the design and creation of a glazing guide. The ceramics studio has 12 different glazes and three different clay bodies. Students are always asking how a particular glaze might work with different clays. Makayla made clay tiles for each glaze and applied the twelve different glazes on all three types of clay. She completed this successful project, as well as taking two classes and creating an impressive body of work on her own. The glaze guide will inform glaze applications and techniques for the whole EC ceramics studio from now on.

IN MEMORIAM

The Caller is honored to print In Memoriam notices for alumni and family members. Notices may be submitted at any time through the online submission form at **catlin.edu/inmemoriam**.

Karen (Vedvei) Atiyeh '43

Suzie Black '49
Mother of Jennifer Black '73, Patty Boday '75, Katie Willoughby, Sally Douglas, and Diana Harrell

Rachel Brown
Former Lower School teacher

Greg Chaillé
Father of Peter Chaillé '98

Mark Hebenstreit
Father of John '07, Tyler, and Jake Hebenstreit

Irene Hecht
Mother of Rick '75, Matthew '77, and Toby '82 Hecht

Wilson Hully '56

Helen Lindgren
Mother of Mark Lindgren '68

Valerie (Coit) Luckenbill '04

Peter Maier
Husband of Sandra Maier; father of Amy Maier '84, Karl Maier '85, Molly Maier '87, and Sally Maier Gerlach '90; former trustee

Emily Pritchard
Former Middle and Upper School art teacher

Susan Runtz
Mother of Brian '07 and Beth '08 Runtz

Joanne Hardman Senders
Mother of Kathy Senders '72

Barbara Simons
Mother of Katherine (Simons) Wilcox '81

Audrey Englebardt Zalutsky
Mother of Jane Zalutsky '76, Diane Zalutsky Alexander '79, and Sam Zalutsky '87

Theodore "Ted" Zell
Father of Adrienne Zell '84; grandfather of Andrew '12, Joseph '14, and Abby '16 Huntgate

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