# CARDIGAN

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# Cardigan Chronicle

Winter 2025

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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.

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**AT RIGHT:** As part of Cardigan's outdoor programming, Dean of Academics Leo Connally and teaching apprentice Zachary Leeds led a Sunday fall hike up Rattlesnake Mountain overlooking Squam Lake.

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# Phone Free Since 1945



Head of School Chris Day greets student leaders during a ninth-grade reception at Frieze House in September.

Now in my ninth year as the head of school at Cardigan, there is one story that I have told often. So often, that you may have heard it. I call it "6-2-1." On a fall evening after dinner during our first year at Cardigan, Cynthia and I were sitting in front of Frieze House, enjoying the cooling temperatures and watching the campus transition from family-style dinner to study hall. The boys were pulling off their neckties and tossing their blazers on the ground so that they could play for the better part of an hour in the dimming light of the gloaming before study hall. We noticed *six* boys emerge from French Hall and watched as, in short order, they began playing a game between *two* trees with *one* ball (lacrosse or tennis—I forget now which). We sat and watched while the participants created and negotiated the rules—something about advancing the ball in the space between the trees, spread about 30 yards apart.

To this day I have no idea what the rules were, or how the points were earned, but I do know that by the end of that magic hour some boys were on the winning team, some had lost, and most had permanent grass stains on their new khaki pants. Maybe a button needed to be sewn back onto a dress shirt as well. But what I saw that evening confirmed for me what I was beginning to understand as the new head of school: Cardigan was, and is, an ideal place for boys to grow up and experience valuable lessons on the power of imagination, creativity, competition, negotiation, conflict resolution, the thrill of victory, and the agony of defeat. What we didn't see that evening were kids staring at their phones and falling into social media rabbit holes that damage so many people in our world today.

I tell this story often because it illustrates what makes Cardigan such a special place. On the surface, watching boys playing outside with each other probably doesn't seem like a big deal. For alumni and parents reading this, you likely remember similar outings when you were kids. Today, however, all over the world, this is a rare sight in the lives of our overscheduled and technology-saddled kids. More than pleasant bits of nostalgia, the activities like the one I just described are crucial to all children's development.They aren't playdates organized by adults; rather, they are organic, child-initiated games that emerge and evolve because we set aside time for children to play, wonder, and wander without any technological distractions. And, if you look deeper, you see the creativity unfold as they invent rules and strategies while navigating conflicts and building leadership skills. This kind of character building and creative learning is, I think, one of Cardigan's greatest strengths and is not replicated anywhere.

A big part of our program rests in not allowing students to have cell phones on campus, something to which Cardigan has been proudly adhering since 1945! In most public spaces in modern culture, kids, and adults too, pass time scrolling through their phones when they have free time—and sometimes even when they are not free. Free time and its aftermath look different here. Sometimes it includes a nap, sometimes it means going fishing with a beloved faculty member, and sometimes it entails just lying in the grass and watching the clouds. Free time created "6-2-1." It's also the space in which our community grows. There's no doubt that intentional programming is crucial to building community, but free

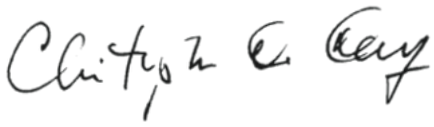


After the formal part of the reception, the boys quickly shed their jackets and loosened their ties, beginning the year "in real time, interacting with real people."

time—without the distractions of social media, video gaming, and livestreaming—encourages real connections and genuine friendships.

In this issue of the *Chronicle*, Editor Emily Magnus writes about building a "heads up" community at Cardigan. You won't find our students walking to Kenly Dining Hall with their heads down, staring at their phones. What you will see are students greeting each other with fist bumps, a simple nod or smile, and sometimes a playful shoulder shove. We teach our boys to say hello—and make eye contact!—as a simple way to make each other feel seen and a part of this place.

Being part of this community is not easy; the expectations are high and we are all held accountable. Growth at Cardigan is sometimes measured in grades and sometimes by the growing gap between the bottom of a boy's pant leg and his shoe…and sometimes by the sense of quiet communion earned by holding a door for others to pass through. But one thing is for sure, at Cardigan growth happens in real time, interacting with real people. ■



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

There's no doubt that intentional programming is crucial to building community, but free time—without the distractions of social media, video gaming, and livestreaming—encourages real connections and genuine friendships.

– CHRIS DAY P'12,'13,
HEAD OF SCHOOL



# BUILDING AN EYES UP COMMUNITY

We start by putting away our cell phones so we can be present and active participants in the real world. Practicing acts of kindness and generosity follow. **BY EMILY MAGNUS**





Ninth-grade students arrive at Cardigan before their younger classmates and begin to build the foundation of the community they are asked to lead each year.

Meditation with middle schoolers often incurs smothered giggles and fits of coughing. But as Dean of Students Nick Nowak stood in front of Humann Theatre during an all-school meeting and led students and faculty through a meditation exercise, silence ruled—eyes were closed, breaths were rising and falling softly, thoughts were focused inward.

"I'd like you to think of someone who you are grateful to have in your life, someone who has helped you and, in some way, has made your life better," Mr. Nowak instructed. "As you continue to meditate, send thoughts of gratitude to that person." In the silence, the students sat, their customary wiggles and fidgets absent. "Next, I'd like you to think of someone who you don't know very well, someone who hasn't had much impact on your daily life but, all the same, is important. Send them your gratitude." The silence continued, not the kind that is forced and fragile—like it will implode with any small disruption—but the kind that feels solid and communal, as if everyone in the room is breathing as one. "Lastly, I'd like you to think of someone who has made your life difficult, with whom you struggle to find common ground. Send them gratitude as well."

This meditation took place in September, just weeks after students had arrived on The Point and were still adjusting to the routines and traditions of Cardigan. The silence and stillness were remarkable to witness from a group more typically in constant motion, a roiling mass of atoms colliding and ricocheting off each other, often teetering on the edge of chaos. In this moment, the individuals—their needs, their grievances, their differences—were replaced with community, and a unity of breath, calm, and attention.

Former U.S. Surgeon General Dr. Vivek Murthy said in 2023 that one in two adults in America is living with measurable levels of loneliness, and that the numbers are even higher among young people.[1] A recent Pew Research Center survey found that 69 percent of parents and 44 percent of teenagers say it's harder to be a teen today.[2] Jonathan Haidt, author of *The Coddling of the American Mind* and *The Anxious Generation*, cites numerous studies that reveal staggering increases in depression and anxiety among teens. The why behind these numbers is complicated, and as yet not fully understood. It is unclear if we have even seen the apex of these disturbing trends.

The solutions are equally unclear. Do cell phones bring us together or pull us apart? Do we need more rules and regulations to protect us, or fewer? Should there be laws to limit teenagers' time online? Do AI companionship apps alleviate or exacerbate feelings of loneliness? Is there a cure to this loneliness epidemic? Meditation? Counseling? Playing in the outdoors? As scientists and medical teams conduct research and analyze the data, Cardigan has a few suggestions as well—ones that focus on community.

## Being Present in the Real World

In that theater of 239 students and their teachers, there wasn't a cell phone in sight. That goes back to the crucial first days, even the first

1. U.S. Department of Health and Human Services. "Our Epidemic of Loneliness and Isolation." www.hhs.gov/surgeongeneral/priorities/connection, 2023.

2. Cbaronavski. "Why Many Parents and Teens Think It's Harder Being a Teen Today." Pew Research Center, 5 Nov. 2024, www.pewresearch.org/feature/why-many-parents-and-teens-think-its-harder-being-a-teen-today.



Cardigan's Honor Code reads, "I will be honest, and I will respect all members of the Cardigan community. I will put forth my best effort in all areas of school life, including but not limited to academic endeavors, extracurricular activities, and dormitory living. I will support the standards of Cardigan Mountain School and encourage others to do the same." During a fall chapel service, all students sign the code that is then hung in the dining hall where it acts as a daily reminder of their commitment to the community.

hours, of the school year. As families arrive on campus, Head of School Chris Day and his wife Cynthia P'12,'13 greet each student. The boys make the rounds in Turner Arena, picking up their academic schedules, meeting the health services team, getting their measurements for their green Cardigan blazers, and locating their lockers in Marrion Gymnasium. They also give up their phones.

Today the negative impact of smartphones on teenagers is becoming increasingly clear. At worst, the hours spent scrolling social media can be a catalyst for depression and self harm; at best, they rob teenagers of sleep, and of time they could be spending connecting in the real world with peers and mentors—competing in athletics, learning to play a musical instrument, discovering a passion for woodworking. This reality informs Cardigan's technology policy.

While it is a huge adjustment, students often adapt faster than one might expect. "It's easy to get sucked in," says ninth grader Cole Brown '25. "When I get to school, it's a good reset. It for sure helps strengthen my relationships with my friends."

Assistant School Leader Cam Blatz '25 agrees: "It's always difficult at first, but when no one has a phone, no one is missing out. We are all together and talking."

In a guest essay he wrote for *The New York Times*, Jonathan Haidt cites a study in which over 60 percent of Gen Z adults (ages 18–27) said they spend at least four hours a day on social media; 23 percent said they spend seven or more hours each day using social media.[3] At Cardigan that temptation is removed; these hours are given back to the boys so they can focus on the real world.

What does the real world at Cardigan offer them in return? Dorm bonding activities—the Sneaker Game, the Great Race, pumpkin carv-

*CONTINUED ON PAGE 10*

> It's always difficult at first, but when no one has a phone, no one is missing out. We are all together and talking.
>
> – CAM BLATZ '25,
> ASSISTANT SCHOOL LEADER

3. Haidt, Jonathan, and Will Johnson. "Gen Z Has Regrets." *The New York Times*, 17 Sept. 2024, www.nytimes.com/2024/09/17/ opinion/social-media-smartphones-harm-regret.html.

# HELPING BOYS FIND THEIR WAY: CARDIGAN'S EQUATION FOR BUILDING COMMUNITY

Our purpose at Cardigan Mountain School is to help boys practice ethical skills and values with confidence and joy so that they may serve others, their communities, and this world. To do this, we need to understand the challenges boys are facing, partnering with them as they find their way. With that intent, we take our educational stance, our equation, a posture that communicates a readiness to go forth, while recognizing the throughline of relationships that supports our learning.




### ROLE MODELS

It's relationships, not programs, that change children. A great program simply creates the environment for healthy relationships to form between adults and children. Young people thrive when adults care about them on a one-to-one level and when they also have a sense of belonging to a caring community.

*— Bill Milliken, founder of Community in Schools*

#### WHAT DOES IT LOOK LIKE?

- People—peers, mentors, family, friends—who set an example that we are inspired to imitate.
- People who actively care for the whole person.
- These relationships are the foundation of the work we do at Cardigan. They come first.

## RESTORATIVE PRACTICES

A field within the social sciences that studies how to strengthen relationships between individuals as well as social connections within communities.

*— The International Institute for Restorative Practices*

**WHAT DOES IT LOOK LIKE?**

- Requires reflection, taking responsibility for behavior, and when necessary, repairing harm.
- Views conflicts as learning opportunities.
- Views students and their families as valued community members.
- Open-ended questions are used to understand reasoning and impact.
- Circle conversations establish shared expectations about respect, giving each person an equal opportunity to speak.
- Exercises critical thinking and practices Cardigan's Core Values of Courage, Integrity, Respect, and Compassion.

## SOCIAL & EMOTIONAL LEARNING

The process through which all young people and adults develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

*— The Collaborative for Academic, Social, and Emotional Learning*

**WHAT DOES IT LOOK LIKE?**

- Explicit instruction through advisory and school programming.
- Strong partnerships with families.
- A culture of respectful relationships and compassionate action.
- Includes mindfulness education.

# WHOLE CHILD DEVELOPMENT

## CULTURAL RESPONSIVENESS

The process of using familiar cultural information and processes to scaffold learning, emphasizing communal orientation and focusing on relationships, cognitive scaffolding, and critical social awareness.

*— Zaretta Hammond, author of* Culturally Responsive Teaching and the Brain

**WHAT DOES IT LOOK LIKE?**

- Cultivates critical thinking and problem-solving skills.
- Strengthens racial and ethnic identities.
- Promotes safety and belonging.
- Creates opportunities for students to share their cultural experiences and perspectives.
- Considers how we decorate academic, athletic, and community spaces to represent the global community.
- Builds relationships that make people feel valued, seen, and respected.
- Includes a shared vocabulary.

## WHOLE CHILD DEVELOPMENT

An educational approach that intentionally addresses the cognitive, physical, social, and emotional needs of students throughout the school's curriculum, instruction, assessment, staff development, culture, and family and community engagement.

*— Association for Supervision and Curriculum Development*

**WHAT DOES IT LOOK LIKE?**

- Each component of the Cardigan program should serve the goal of developing the whole boy—helping him discover a positive identity.
- Moments of oneness—the Dawn Climb, Sunset Hike, Polar Bear, victory bell clangs, theater applauses, and even final exams—are a reminder of our shared purpose and our role to play in it.





**MEMBERS OF THE STUDENT LIFE TEAM:**
**1.** Director of Residential Life Meredith Frost P'25; **2.** Assistant Dean of Students Matt Kinney; **3.** Dean of Students Nick Nowak; **4.** Assistant Dean of Students Malik Harvey; **5.** Director of Student Activities Doug Clark

# MORE THAN THE SUM OF ITS PARTS: CREATING A HEALTHY, RESPECTFUL, AND EMPOWERING LEARNING COMMUNITY

Cardigan is home to students from 13 different countries and 24 different states. And that is just their geographical differences. Students come from a wide variety of socio-economic, religious, cultural, and racial backgrounds. Their differences make Cardigan vibrant, nuanced, and unique. But in order to form a community—a network that is stronger than the sum of its parts—these individuals need to learn to support each other and work together. That work is guided and supported by the Student Life Office.

Over the past several years, Cardigan has restructured its Student Life Office, adding faculty positions and adopting strategies and policies that will best support all students on campus. "Our goal is to help create and maintain a healthy, respectful, and empowering learning environment and to develop self-discipline, social and emotional learning, ownership of the Core Values, and a desire to do good," says Dean of Students Nick Nowak.

Faculty members Matthew Kinney and Malik Harvey are the newest members of the Student Life Team, collaborating with Mr. Nowak to support the boys' behavioral, social, and emotional growth. In addition to overseeing the Student Senate and attendance, Mr. Kinney is focused on helping each student achieve his full potential through relationship and community building.

"Students build more salient relationships when they are part of a supportive community," Mr. Kinney says. "As we continue to utilize restorative practices that align with our Core Values, we're seeing kids grow into themselves and conceive of themselves in a different light."

As the school's assistant dean of students for equity and belonging, Mr. Harvey is working closely with Mr. Kinney, creating programming that builds bridges and develops understanding so that students can be themselves AND learn from others. "Stereotypes hold so much power over young minds, and I'm eager to break down the barriers they create," says Mr. Harvey. "I'm particularly passionate about the educational piece of my role. By educating our students about history, the roots of stereotypes, and why they persist, I hope to spark reflection and perhaps even revelation in their own understanding of themselves and others. That's what excites me most—the possibility of fostering critical thinking and deeper self-awareness in our young boys."

This fall, Mr. Nowak, Mr. Kinney, and Mr. Harvey attended a conference on restorative practices that have since then been at the core of their work. Through a process that is designed to promote healing, accountability, and personal growth, restorative practices focus on repairing relationships and fostering understanding

*CONTINUED FROM PAGE 7*

ing, and mid-winter races through the snow. On any given day, students eat three meals in the dining hall; they sit around a table and engage in in-person conversations with faculty and their peers. When they walk around campus, students' heads are up and they are greeted by other members of the community, participating in conversations that help them to feel seen and heard. It's also not uncommon for Cardigan to schedule large blocks of free time when computers are put away and students have to be out of their dorms—playing catch on Campbell Field, shooting baskets in Marrion Gym, and riding bikes on both the paved paths and wooded acres on The Point. Middle school boys need to be physically active—engaged in the real world, engaged in interactions with each other, and engaged in figuring out how things work. When the lure of electronics is removed, Cardigan boys naturally and joyfully spend time in their community doing just that.

It's also worth noting that the busy-ness of a Cardigan day offers numerous opportunities for boys to discover new passions and interests. Rather than reaching for their phones—seeking artificial validations in a virtual world, or scrolling through endless videos watching the accomplishments of others—these boys are trying, failing, testing, and creating on their own. In a Cardigan day, learning to paint, fly fish, dribble a soccer ball, act, build trails, construct a table, and program a robot are all options. These skills and pas-







between those who have been harmed and those responsible for causing harm.

"One of the most valuable aspects of restorative practices is the way it involves families and communities in the process," says Mr. Harvey. "This collaborative approach gives everyone a voice, allowing for more open dialogue and a deeper understanding of the underlying issues at play. It's not about punishment, but about finding constructive ways for individuals to take responsibility and restore their relationships with others. In my role, I've seen how restorative practices can transform the way we handle conflict, turning negative situations into opportunities for growth and strong community bonds. It's about creating an environment in which people feel safe to express themselves, and where we approach difficult situations with empathy, respect, and a shared commitment to repairing harm."

Building community also has a lot to do with simply being together in the real world. "Talking through technology or playing video games next to friends doesn't build community," says Director of Residential Life Meredith Frost P'25, who oversees the day-to-day operations of the residential program. "The boys need to engage in activities that offer them opportunities to rise and to be a part of things that are bigger than themselves."

Ms. Frost's work includes plenty of serious conversations about leadership in the dorms and learning to get along with others, but she also taps into the boys' predilection for fun. She calls them glimmers, moments of joy and happiness. There's a cardboard box Mario Kart race, a Masked Singer Competition, and a school-wide hunt for hundreds of tiny plastic ducks; and then there's the construction of gingerbread houses before winter vacation. This year, several dorms joined forces to build a replica of the Chapel, and another group figured out how to make a hockey rink out of melted Jolly Ranchers.

"When things are hard and they are struggling, the boys need to have moments of joy," says Ms. Frost. "The glimmers give the boys something to get excited about and build their bonds with each other. It brings out the little kids in them."

Doug Clark has also continued this year in his role as the director of student activities, which includes overseeing special events and the Thursday Clubs program. Mr. Clark additionally serves as the liaison for day students and families and assists the Student Life Office with various initiatives to support the boys and improve their experience.

"Cardigan excels at providing a wealth of opportunities and experiences for all students, not just in the formal curriculum but in the diverse ways students play in less formal settings," says Mr. Clark. "Thursday Clubs and weekend activities give students opportunities to expand their knowledge beyond traditional academic and athletic topics and discover other passions. Their chosen pursuits give them opportunities to grow in their knowledge of self as well as develop bonds with their brothers and build the strength of our community."

Cardigan's Student Life team operates at the heart of our school and does the important work that ensures the health and safety of both the individuals and the whole of our community. Thanks to them, our current school-wide theme, *As One*, is more than just a slogan; it is our living motto. ■

sions can last a lifetime, providing a base for self-discovery and personal growth far removed from the judgment and criticism of social media.

## Relationships Built on Mutual Trust and Respect

Back on that September day in Humann, you'd also have observed students playing a role in the leadership of the school. As the community meeting begins each week, it is the student leaders who are in charge of roll call for each dorm. The student leaders and the ninth graders also set the tone; students sit quietly, respect speakers, and engage in all-community activities—including meditation—because the older students participate and act as role models.

This is true from the start of the school year. When the underclassmen arrive on campus, the ninth graders are on hand to help them move in. "Community means that there are always people who are quick to help," says Cole. "As a leader, it feels good to help the younger students instead of leaving them to figure everything out on their own."

School Leader Tigger Tanglertsumphun '25 agrees: "We live as one big family that's based on mutual respect and trust."

This mentoring is an antidote to the virtual video gaming community, into which boys are drawn in larger numbers than girls. In *The Anxious Generation*, Haidt observes the contrast between free play in the real world and video gaming in the virtual world: "One of the most beneficial parts of



**FACING PAGE:** Building a strong and resilient community also includes "glimmers," or moments of joy—often organized by Director of Residential Life Meredith Frost—that add levity and tap into the boys' playful nature.

free play is that kids must act as legislators (who jointly make up the rules) and judges and juries (who jointly decide what to do when rules appear to be violated). In most multiplayer video games, all that is done by the platform. Unlike free play in the real world, most video games give no practice in the skills of self-governance."[4] While there is evidence that video games can increase intellectual and cognitive functioning, online gaming communities do not offer the same support or guidance that real-world communities can. In online communities:

> children…skip through multiple networks whose nodes are a mix of known and unknown people, some using aliases and avatars, many of whom will have vanished by next year, or perhaps by tomorrow. Life in these networks is often a daily tornado of memes, fads, and ephemeral microdramas, played out among a rotating cast of millions of bit players. They have no roots to anchor them or nourish them; they have no clear set of norms to constrain them and guide them on their path to adulthood.[5]

By contrast, role models and mentors at Cardigan are numerous. From ninth-grade student leaders, to advisors, to coaches, to visiting alumni speakers, there is no shortage of real-world people who are willing to invest time and energy into the boys and help them to navigate and understand their journey into adulthood. Mentorship is woven into the fabric of Cardigan's community.

## Gratitude and Service

What's the opposite of loneliness and anxiety? Gratitude and service to others. Meditation itself can be calming, giving an individual time to reset and recenter. But during Mr. Nowak's meditation, students were also asked to express gratitude for the people in their lives, regardless of what those people had done or not done.

An increasing number of studies point to the impact of social media on teenagers, how it leads them to measure their self-worth against the carefully curated content of their peers and social influencers—an exercise that often results in negative emotions and self-doubt. The August Pew Research survey cited above found, "Among teens who say it's harder to be a teenager today than in the past, roughly four-in-ten mention technology as a reason. This includes a quarter that specifically cited social media. Some mention these sites broadly; others link them to harmful experiences like increased pressures to look a certain way or negative interactions with others."[6] At an age when social status is extremely important and friends have a huge impact on self-worth, the negative dramas playing out on social media can be crushing and isolating.

In contrast, moments of gratitude put the focus on what's good and has value in one's own life—regardless of what someone else might have, or seem to have. Once teens can put aside their own desires and wants and focus on gratitude, there's room for them to think about the experiences of others and even act in altruistic ways. "Through my school counselor lens," says School Counselor Trish Hutchinson P'20,'22, "I know through much-documented science that benevolence breeds a plethora of benefits for mental health and well-being."

The World Happiness Report explains,

> The positive feelings induced by altruism are sometimes described as a "warm glow" that corresponds to feelings of satisfaction and general positive affect. This effect may yield a range of positive downstream consequences. For example, behavioral and neural evidence demonstrates that donating money

Through my school counselor lens, I know through much-documented science that benevolence breeds a plethora of benefits for mental health and well-being.

– TRISH HUTCHINSON P'20,'22, SCHOOL COUNSELOR

4. Haidt, Jonathan, and Sean Pratt. *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness.* Penguin Random House, 2024, p. 192.

5. Haidt and Pratt, pp. 194–95.

6. Cbaronavski.

We need to understand the challenges boys are facing and partner with them as they find their way. If we can foster a community and culture that wills the good, that actively cares for the whole person, that is among the greatest gifts we can offer our students.

– NICK NOWAK,
DEAN OF STUDENTS

can reduce the experience of pain in altruists. These benefits may be durable over the long term. Altruistic actors report higher life satisfaction, fewer symptoms of depression, and higher job satisfaction that lasts up to two months after helping others.[7]

In other words, gratitude and helping others can be a powerful way to counteract the negative impact of social media, and perhaps even build lifelong resiliency.

In *The Anxious Generation*, Haidt suggests four child-rearing strategies to combat children's loneliness and anxiety and build their resilience and confidence:

- No smartphones before high school
- No social media until 16
- Phone-free schools
- Far more unsupervised play and childhood independence[8]

To this list, Cardigan adds "service to others." From holding the door for others to washing dishes in the dining hall, from cleaning common spaces in dorms to staying after practice to help a coach put away athletic equipment, Cardigan's culture provides daily opportunities to serve the community. In addition, Thursday Clubs and weekend activities provide opportunities to go beyond The Point and volunteer in the Canaan community. You can read more about their efforts on page 18.

Lastly, Cardigan leads with annual schoolwide themes that encourage altruism—*The Other Fella*, *House of Belonging*, and this year's theme, *As One*. These themes act as touchstones that are repeated throughout the year at group assemblies, during one-on-one conversations, and in chapel services.

The root causes of loneliness and anxiety are often complex and vary widely from person to person. Nevertheless, we know that developing practices of gratitude and placing others before self are powerful staples of wellness. These practices are also, coincidentally, important building blocks of any community, including Cardigan. They are what make the community work.

## Building Intellectual Skills for Responsible Choices

In many ways, Cardigan is an oasis, where students grow and develop in a supportive community that values their individuality and helps them to become kind and caring young adults. But to tout the successes of Cardigan students within the confines of our community would be naïve and ultimately short-sighted. In the world beyond The Point, there won't always be someone stopping a student between classes to ask him to participate in group meditation practices or have conversations about "the right thing to do."

"We can't operate in isolation," says Dean of Academics Leo Connally. "We recognize the communities the boys are coming from, and those they will be a part of after they graduate. The boys have to learn to act responsibly even when the guardrails of our community are no longer there to help them make the right decisions. They need to take what they've learned in the safety of the Cardigan community and apply these lessons to their experiences away from The Point."

Haidt likens it to being a gardener. A parent or educator's responsibility is not to take away all risks and roadblocks; rather their job is to protect and provide a nurturing space until a child is ready to live independently: "…we have underprotected our children in the virtual world by leaving them to their own devices and failing to do much weeding. We let the internet and social media take over the garden…It takes some work, but you don't have to be a perfectionist. Weed the garden, water it, and then step back and the plants will do their thing, unpredictably and often with delightful surprises."[9]

In keeping with this philosophy, Cardigan does not remove all forms of technology. While

7. *Doing Good and Feeling Good: Relationships Between Altruism and Well-being for Altruists, Beneficiaries, and Observers | the World Happiness Report.* worldhappiness.report/ed/2023/doing-good-and-feeling-good-relationships-between-altruism-and-well-being-for-altruists-beneficiaries-and-observers.

8. Haidt and Pratt, p. 290.

9. Haidt and Pratt, p. 268.




Mountain Day provides students with the opportunity to bond with their classmates in a less formal setting, free from the distractions of video games and social media.

students surrender their personal devices at registration, a few days later they each receive a laptop. Technology plays an important role in their Cardigan education—from scientific research on the internet, to music composition in GarageBand, to photograph editing in Photoshop.

"Students can access some social media through their computers," says Assistant Dean of Academics and PEAKS Department Chair Jarrod Caprow, "and there are plenty of games that are totally appropriate for middle school boys. But as I always tell them, they need to recognize the difference between using technology as a tool and using it as a toy."

Other aspects of Cardigan's curriculum—the Gates program, PEAKS[10], outdoor programming, and annual traditions like Polar Bear and the Lake Run—help students build confidence in making informed and independent decisions, regardless of the situations in which they might find themselves. They graduate with the tools to persevere when roadblocks hinder their path forward and with the skills to assess risk. And lastly, they learn to both advocate for themselves and remain true to their inner moral compass, monitoring their own behavior when the world may be encouraging them to act otherwise. When the Cardigan bubble no longer provides shelter, the boys have the tools to be kind, humble, lifelong learners.

## It Takes a Village

It's easy to get overwhelmed and despair over the statistics that point to the declining mental health and resilience of today's teenagers; the online culture and the technology companies driving the social media frenzy continue to prey on the youngest and most vulnerable.

In order to reverse the current trends, young people need protection, space, and time without the enticements of social media. But they also need to be believed and respected. Mr. Nowak cites the author of *10 to 25: The Science of Motivating Young People* David Yeager, who recognizes the vast potential of teenagers and is an advocate for adopting a mentor mindset that helps young people earn the status they crave through high standards and high support.[11] "We need to understand the challenges boys are facing and partner with them as they find their way," Mr. Nowak says. "If we can foster a community and culture that wills the good, that actively cares for the whole person, that is among the greatest gifts we can offer our students." The saying, "It takes a village to raise a child," is more important than ever.

As Cardigan begins the second half of the 2024–25 school year, what else is more important than ever? This year's theme: *As One*. "Our focus is on the importance of being 'as one' instead of 'the best one,'" says Mr. Nowak. "I think the pursuit of superiority leads to disappointment, isolation, and suffering, while the pursuit for togetherness leads to fulfillment, connection, and joy"—community, not individual; gratitude, not selfishness; connection, not division. Community is not the answer to all the world's problems, but it does provide an antidote, a calm harbor during children's most vulnerable years of development. ■

10. PEAKS is an acronym for Personalized Education for the Acquisition of Knowledge and Skills. In recognition of the innovation and value of this unique department, Cardigan was awarded a trademark for the PEAKS® brand in 2009.

11. Yeager, David. *10 To 25: The Science of Motivating Young People: A Groundbreaking Approach to Leading the Next Generation—And Making Your Own Life Easier*. Simon and Schuster, 2024.

# Why I Teach: Filling That Bucket

"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 KYLA JOSLIN, MATH FACULTY

Not many five-year-olds know what they want to do when they grow up. Most will answer with the name of their favorite cartoon character, police officer, nurse, superhero, or trash collector. If you had asked five-year-old me, however, my answer would have always been the same: a teacher. I played "teacher" with my friends in elementary school, mentored in classrooms in high school, and pursued a degree in teaching immediately after graduating. Except for a short time in third grade when I thought I would go to the Olympics as a figure skater, I have always wanted to teach.

In middle school, I distinctly remember having two very different math teachers. One of them was a more traditional lecturer. I found what we were doing easy, so I disengaged and went through the motions. I did fine, but I didn't find joy in the assignments I was given. The other teacher was a younger man, about the age I am now. He took a more hands-on approach. I looked forward to attending his classes during which we did projects, worked in groups, and were encouraged to take ownership of our learning. It was then that my "why" started to become clear. I realized that math could be fun, I loved learning, and I could share that with future students.

Later in college, my "why" took on greater clarity. I had enjoyed working with elementary students, but working with middle schoolers became my passion. I saw the need to build their confidence, to change their default perspective that led many of them to declare "I hate math." I too had hated math.

As a student teacher, I worked in an enrichment classroom and was assigned to work with a student who did not have a good home life and who just needed a cheerleader in her corner. Slowly over days and weeks, I took the time to explain math problems to her in words and in ways that used her prior knowledge and personal interests. I remember thinking, I wish I could do this for all kids. She came into the classroom saying, "I don't want to be here," and by the end, she had begun to love math. I wanted to be that cheerleader for many students to come.

Unfortunately, that didn't come easily at first. Upon graduating from college, I took a job teaching at a charter school in southern New Hampshire for a year, and then the next year, a job at a public school in northern New Hampshire. Neither of these jobs "filled my bucket." I had to follow a strict curriculum, I was bound by state tests, and I felt like I was failing to reach my students. I couldn't be the cheerleader I had hoped I would be.

My summer work, however, was a different story. In between graduating from college and working at these two schools, I began working for Cardigan's Summer Session. The math classes I was teaching still involved doing problems on the board, but I could also play games and assign hands-on projects. We played countless games of multiplication Jenga and multiplication war, and when we moved on to



Ms. Joslin and her students playing board games that they created. The board games reflect the students' personal interests as well as test their knowledge of the properties of positive and negative integers.

fractions, I shared recipes with my students and asked them how to double and triple the recipes. In Summer Session, I could incorporate games, make learning relevant, and connect with my students.

Fortunately, Cardigan hired me for their academic year program in June of 2013. Cardigan has exactly what I need. Here I have the freedom to teach the content in a way that reaches all of my students, and it begins with building relationships with them outside the classroom. When we sit around the lunch table discussing their latest sports scores or what they are doing over the weekend, we connect in ways that I can use in the classroom. If a student is struggling with operations with integers, and I know he plays football, I can explain the process to him in terms of football yardage. If I know a student needs to build a Ferris Wheel to learn fractions, we can do it. It is here that my bucket is at its fullest.

I still often work with students who say they "hate math," struggled with it previously, or weren't thriving at school before Cardigan. It again reminds me of my seventh-grade experience, and I strive to be better. When students step into my classroom, I look for ways to make learning accessible, as well as fun and engaging. It takes persistence, time, patience, and creativity, but the more time I spend working with them, the higher the likelihood they will find success. My hope is that when they leave, they leave with a joy of learning and the knowledge that they can be successful, regardless of past experiences! ■

# Reaping the Rewards of Altruism

Community service at Cardigan means giving back to the school, as well as to our neighbors in the surrounding towns. Those on the receiving end of the community service, though, are not the only ones to benefit.

Community service is an integral part of the Cardigan experience. Students are organically immersed in contributing to the welfare of Cardigan through the expectations of dorm jobs and other responsibilities; the emphasis on sportsmanship; and the blood and pulse of our culture, which roots itself in "lifting while we climb" and "helping the other fella." Additionally, there are opportunities for students to help out organizations beyond The Point. Below are just a few of the many service projects that occur each year.





### VISIONS CREATIVE HOUSING SOLUTIONS

Since its inception in 2014, Visions Creative Housing Solutions has provided residential options for adults with varying special needs and developmental disabilities. The organization's sprawling, beautiful campus is home to not only many human residents, but also to farm animals and beautiful landscaping. This lends itself to a vast variety of needs for upkeep. In 2020, School Counselor Trish Hutchinson P'20,'22 collaborated with Sylvia Dow, one of the owners of Visions, organizing consistent community service to Visions through Cardigan's weekly club programming. Since then, Ms. Hutchinson and a crew of Cardigan boys have visited Visions during spring Thursday Clubs. The boys have had the opportunity to rake leaves, wash windows, plant flowers, feed (and occasionally herd) goats, and play games with the human residents. One autumn, they also made homemade applesauce and a family of scarecrows.

"Sylvia and the residents always make the Cardigan boys feel welcome," says Ms. Hutchinson, "and it is evident through their smiles that they appreciate all of the hard work and courteous character that the boys bring with them to contribute to the important mission of Visions."

"I feel so very fortunate to have the opportunity to work with the boys and foster servant leadership through the Visions club program," continues Ms. Hutchinson. "Knowing that I am providing the boys with an experience that will serve the pioneer program AND promote confidence, stress reduction, and positive emotions for our boys feels like a perfect asset to our club programming."

### UPPER VALLEY HUMANE SOCIETY

Also during Thursday Clubs, a second group of students routinely volunteers to walk the four-legged residents of The Point. For an hour and a half, the boys walk, play with, and entertain the dogs, giving their humans a break and a bit of extra time to attend to their other campus responsibilities.

This fall, the dog walking club also gave back to the local community beyond The Point. They began by baking homemade dog treats—using sweet potatoes and oats—to feed to their furry friends at the next club period. Once the treats were in the oven, and with time left over, the boys recycled old Cardigan t-shirts and fleece blankets, turning them into dog toys. All of the toys were then donated to the Upper Valley Humane Society, where Dr. Devon Rinkin P'28, a former Cardigan registrar, is now the veterinary director.




## CANAAN ELEMENTARY SCHOOL

In addition to Thursday Club opportunities, students can also volunteer on Sundays. This fall, Cardigan Mountain School students returned to the Canaan Elementary School community garden for a second round of volunteer work, following their efforts in the spring. During their visit, the group focused on preparing the garden for seeding by weeding the pathways between the raised beds and meticulously tending to each bed. The boys learned the importance of removing rhizomes to ensure that the vegetables can grow freely.

"It was incredibly rewarding to show this new group of students the progress made by their predecessors," says Assistant Dean of Students Malik Harvey. "On our initial visit last spring, we worked diligently to clear the pathways and weed the beds, laying a strong foundation for future growth. Upon our return this fall, we were thrilled to see that the area we had worked on was nearly ready for planting."



## APPALACHIAN MOUNTAIN CLUB

Another weekend volunteer opportunity, offered by the outdoor program, involved trailwork on Mt. Cardigan, the same mountain on which students begin and end their Cardigan experiences with the Dawn Climb and the Sunset Hike. Working with a volunteer coordinator from the Appalachian Mountain Club (AMC), students used hand tools to shave the bark off of a log, cut it to length, and install it in a trail, creating two water bars to protect the trail from erosion.

"Hikers on the trail stopped to admire the work and to thank the students for their efforts in maintaining the trail," says Dean of Academics Leo Connally, who joined students for the work project. "It was challenging work, but, the students enjoyed getting outside and helping preserve the trails for future generations."

"I loved this experience," says Martin Ma '25. "If I hadn't come on the trip, I wouldn't have had a chance to do this, and it is actually so fun." The outdoor program hopes to organize additional volunteer opportunities throughout the rest of the year.



## NORTH CAROLINA FLOOD VICTIMS

Cardigan also supports a National Junior Honor Society (NJHS) through which students take the leading role in planning numerous fundraisers and service opportunities throughout the year, including bake sales and athletic tournaments. Additionally, these same students are also behind the scenes, lifting others up, supporting their brothers, and acting as role models to the younger members of the community.

This fall, NJHS members focused their efforts on raising money for the flood victims in North Carolina. In addition to sponsoring a dress-down day—during which students made contributions and in return did not have to be in class dress for morning classes—the NJHS also organized a bake sale. Together both events raised close to $2,000, which was donated to the American Red Cross. ■

# Inaugural Robotics Team Faces Fierce Competition in First Tournaments

Cardigan students in eighth and ninth grade now have the opportunity to become members of a new Robotics Team. The learning curve has been steep, but students are facing it with grit, determination, and smiles on their faces.

When the members of Cardigan's Robotics Team arrived at their first tournament and checked in, their primary order of business was getting a judge to measure their robots; all robots in the tournament were required to fit inside an 18" x 18" x 18" box. Unfortunately, despite all the careful attention to detail the students had put into building their robots over the preceding months, one failed; it was too tall. The robot would not be allowed to compete unless the boys could figure out how to modify the design before the tournament started.

This fall, Cardigan introduced new opportunities for eighth and ninth graders interested in participating in the Gates program. While sixth and seventh-grade students (Gates Inventors) will continue to invent physical prototypes for the Charles C. Gates Invention and Innovation Competition, students in the upper two grades can opt into the Gates Futurist program that offers three year-long tracks—Innovation, Science, and Robotics. Each track includes national competitions, providing students with external guidelines and guardrails on which to focus their research and development.

In the program's inaugural year, four teams are participating in the Innovation track, which challenges students to develop business plans and generate solutions to some of the world's most complicated problems. One team of innovators is focusing on developing an economical impact-force data tracker; sensors placed in helmets will collect data and alert users when their equipment should be replaced. The data will also help research scientists to track minimally concussive incidents, ones that often go undetected but can build one on another and result in significant brain damage. Another Innovation team is developing a universal and reusable box that can be distributed through a subscription service and will help minimize waste in the shipping industry. We'll share more on these innovations and others in the next issue of the *Chronicle*.

In the Robotics track, there are two varsity teams—Syntax Errors and Robo Cougars—and one junior varsity team—Coded Cougars. The teams compete throughout the year against other teams from around the Northeast, building their robots according to specifications determined annually by VEX Robotics. This year's game, High Stakes, is played on a 12' x 12' field in which robots score points by placing rings on stakes. In the center of the field is a ladder on which bots can climb to score additional points.

Let's get back to the students at their first competition in Thetford, Vermont.

"It was a really intense moment," says Director of Gates Jenny Sabados. "We were all looking at the bot and couldn't figure out what we had done wrong. Even the students who are usually unflappable were pulling their hair and at a loss for solutions. It was an important learning opportunity that pushed the students' problem-solving skills and their ability to handle pressure."

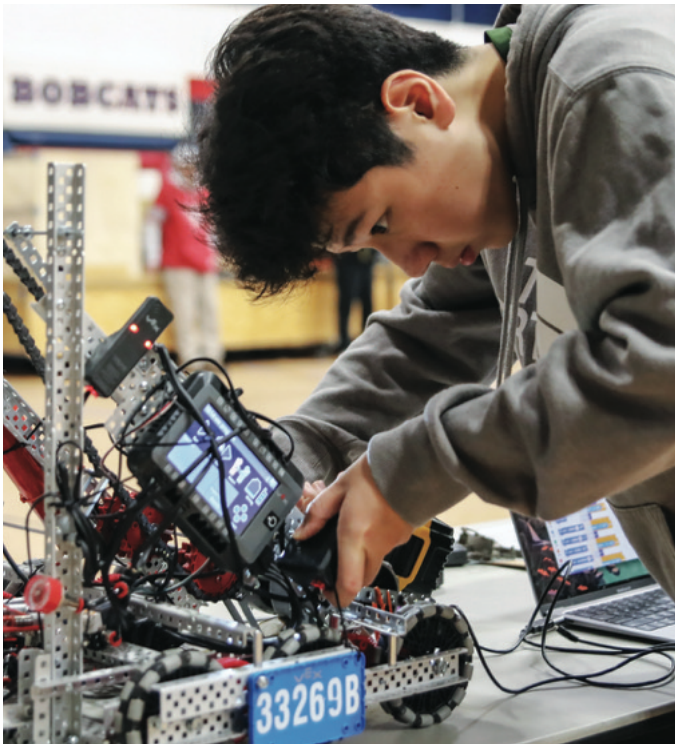
Eventually, the team captain visualized the solution, and all three teams competed through the quarterfinal rounds of the tournament. But more importantly, the students learned a great deal and came home with knowledge that they could use to rebuild their robots for the next tournament.

"These kids are incredibly motivated because they are choosing to be here," says Ms. Sabados. "It's an intrinsic motivation that teachers rarely get to see. They're putting in their own time outside of class and asking for more."

At their second tournament, held at Plymouth Regional High School in Plymouth, New Hampshire, in December, the students were more prepared. Competing against 59 teams from 12




**ABOVE:** Members of Cardigan's Robotics Team at their first tournament, held at Thetford Academy in Thetford, Vermont. All three Cardigan teams advanced to the quarterfinals, showcasing remarkable teamwork and creativity. **AT RIGHT:** Bob Liu '25 adjusts his robot between rounds at the Plymouth Regional High School tournament in Plymouth, New Hampshire.




schools, the Cardigan teams showcased resilience and ingenuity across 81 qualifying matches, three skill challenges per team, and a judges' panel interview, all of which culminated in a high-stakes final elimination round. The boys knew their competition, they knew the format of the event, and their reconstructed robots accrued more points.

"All three teams displayed outstanding teamwork, adaptability, and problem solving throughout the event," reported Ms. Sabados after the event. "The Robo Cougars, co-captained by Carlos Xie '26 and Owen Xu '25, even made it to the quarterfinals. The boys' enthusiasm was contagious, and the progress they made from the first event to the second was tremendous."

Spirits are high, and the boys are eager to continue improving as they set their sights on competing at home during the Gates Invention and Innovation Competition. Good luck, boys! ■

# Cardigan Community Responsible for Success of Cardigan's 36th Annual Auction



**ANSWER:** This annual event and Cardigan tradition raised over $665,000 for the Annual Fund for Cardigan.
**QUESTION:** What is Cardigan's 36th Annual Auction?

Jeopardy was the theme of Cardigan's 36th Annual Auction. Continuing its tradition of being the star fundraising event of the year, the auction raised over half of the goal for the Annual Fund for Cardigan. This year's auction saw a return to an in-person event led by auctioneer John Terrio in Humann Theatre, where there was standing room only for the finale. Thank you to all who donated items and experiences, sponsored the auction, and participated in the bidding. We are humbled by your generosity and spirit of giving!

**OVER $665,000**
WAS RAISED FOR THE ANNUAL FUND FOR CARDIGAN

**2,745** BIDS WERE PLACED

**53** UNIQUE FACULTY EXPERIENCES RAISED A COMBINED **$179,945**

OVER **170** ITEMS AND EXPERIENCES WERE DONATED

**$3,078,085** TOTAL RAISED BY THE AUCTION OVER THE LAST FIVE YEARS

**ONE** FACULTY MEMBER CHRIS KONDI WON THE OREO COOKIE CHALLENGE IN RECORD TIME, SECURING A DRESS-DOWN DAY FOR FRENCH I.

**$428,187** WAS RAISED THROUGH FUND-A-NEED, A LIVE CALL FOR DONATIONS DURING THE FINALE. FUND-A-NEED SUPPORTS ALL ASPECTS OF SCHOOL LIFE AND IMPACTS EVERY STUDENT.

**ONE**
STUDENT WON THE HEADS AND TAILS GAME










# A Focus on Art: Slowing Down and Learning to Take Risks

From the woodshop to the stage, Cardigan art teachers foster a lifelong love of creativity.

"We're not trying to turn kids into greats; our goal is to foster a lifelong love of creativity," says Art Department Chair Mike Tholen. Mr. Tholen is one of two new members of the Art Department, and while both have brought new ideas and fresh perspectives, their ultimate goals remain remarkably similar to the goals of the school's veteran teachers: get students to slow down enough to notice the extraordinary in the ordinary and to embrace the challenges that come with taking risks.

Mr. Tholen, who is teaching ninth-grade digital photography and eighth-grade two-dimensional art, began his career teaching art in public elementary schools. But after four years in the classroom, his love of the outdoors drew him to environmental education programs, and he spent several decades working on farms and with schools that engage students in cultivating and producing their own food. While over the last decade Mr. Tholen has been teaching in more traditional classrooms, his love of the outdoors has continued; most recently, in addition to teaching art at Hebron Academy in Maine, he was their director of outdoor programming. He also incorporated nature into the art projects he assigned his students, including one in which they were asked to create sculptures in nature in the style of Andy Goldsworthy.

"I'd like to complete a similar project with my Cardigan students in the spring," says Mr. Tholen. "It's a project that gets them to slow down, see things differently, and think about process—what they like about what they have built, what they would do differently if they began again."

New Director of Music Nate Plourde has a similar approach: "We're an academic program, but my goal is not to teach students traditional music theory. Instead I want to provide them with the tools and the space to explore and create." That has meant explaining to them the basics of rhythm and introducing them to audio editing software like GarageBand and other recording technology.

"I'm just a facilitator," he says. "Once they have the basics, I give them as much freedom as possible to explore, so each project they complete is different."

Mr. Plourde was trained classically and performed on the cello with the Southern Maine Symphony for four years, but he recognizes the careful balance he must strike when sharing his expertise. "I only see students for one term, and that's not enough time to convince them to be passionate about classical music," he says. "I've found if I share my knowledge in small doses and demonstrate my passion for the music, they often come along for the ride." He also recognizes the value of meeting his students where they are: "Lately, I've been honing my ability on the guitar, an instrument many of them are interested in playing."

Mr. Plourde has also been spending more time playing the piano. More specifically, he had to learn to play the "Cardigan Hymn," so he would be ready to lead the community in weekly chapel services: "As soon as I got to campus in August, I found a piano and started practicing," he says. "My head is still spinning from my first fall here, but I wouldn't want to be anywhere else."

That genuine desire to teach at Cardigan is echoed by the other Art Department faculty members who continue to reinvent their curriculum and share their own passions in order to engage students and help them to take risks in the creative process. For woodworking teacher John Burritt that has meant letting students choose their own independent projects, and for theater teacher Jeff Good that has meant introducing the boys to theater genres like Commedia Dell'Arte that explore comedy, improvisation, and pantomime.

"We are lucky," says Mr. Burritt. "The kids that come here are eager to learn."

Visual arts teacher Barrett Capistran agrees: "It's exciting to have a room full of middle schoolers with their heads down,



**1.** John Burritt working with students in the Willliams Wood Shop; **2.** Visual Arts Teacher Barrett Capistran working with students on a collaborative printing project; **3.** Art Department Chair Mike Tholen discussing shutter speed and lens blur with ninth-grade students during an outdoor photo shoot.





focused on their work and in the zone. I find it inspiring." It's inspiration that he uses to work on his own pieces alongside his students, modeling the creative process and the risks involved in experimentation.

"I'm always trying to get the students to slow down and pause before making a decision," he continues. "When students encounter the unknown, they either get stuck there or figure out a solution. I want to build in them the resilience and perseverance to figure it out, whatever the 'it' might be. It's the same in art as it is in athletics."

Mr. Capistran is excited about a recent collaborative project he assigned his students that again recalls lessons that are




1

Hands-on learning with art teachers **1.** Nate Plourde and **2.** Jeff Good.



2

repeated in athletics. Just before winter break he asked his student to design and carve linocut blocks and then combine them in different series. "Their individual blocks are personal," says Mr. Capistran, "but when they are printed in a series, it's interesting to see how their voices work together. It's a team approach and they've been really successful both in the process and in the final products."

Within this project, perhaps then, is another benefit of Cardigan art—the creativity that brings the community together. When we are all on one page, both literally and figuratively, the results are greater than if we had all worked individually. ■

# The Beginning of a New Tradition: Learning to Row on Canaan Street Lake

Cardigan's Rowing Team has much to celebrate at the end of its first season. The boys' skills improved, their strength increased, and most importantly they learned to work together.






On a fall afternoon, when temperatures rise into the seventies and the wind wisps gently across The Point, there is no better place to be than Canaan Street Lake. Red maples and yellow birches mixed with evergreens decorate the shore, dipping their lower branches into the clear dark water. The cloudless sky simultaneously crowns the gently rolling hills and reflects off the surface of the water; abundant sunshine refracts and scatters. Many days, the water remains flat, as all other boats have long been pulled from the lake and put in storage. The Rowing Team has the lake to itself.

Of course, not every day this fall was like this; the team also had its fair share of days when the wind pushed the boats sideways and late-day showers soaked through the boys' greens and grays. It was all part of embracing a sport in which they had to rely upon each other to overcome both physical and mental challenges.

Twenty student-athletes made up the inaugural Cardigan Rowing Team this fall. Most were brand new to the sport. Many were learning the rowing terms in a secondary language; others were discovering latent muscles, training them to push and pull to novel rhythms and sequences. Long oars, specialized shoes, and a sliding seat made for awkward and uncomfortable first sessions. It was a lot to take in.

But with the help of Coaches Tuffer Dow and Charlotte Berry, the boys learned the fundamentals—how to rotate their oars with every stroke to keep them from splashing, how to turn the bow of the boat at the end of the lake, how to move together as one efficient unit. All the boys also had the opportunity to be coxswains, wearing a headset to facilitate communications between the coaches and athletes. They learned to care for their boats and dress for an endurance sport.

During the first days of the fall, the Rowing Team failed more than they succeeded; as Mr. Dow put it, some of them even temporarily joined the Cardigan swim team. But the boys didn't give up, learning from their failures and building on their successes. As the season progressed, the boys took more proficient strokes and relaxed into their positions; as their muscles became accustomed to the rhythms of their oars, their speed and efficiency increased. And as they learned to depend upon each other, they began to move as one.

By all accounts the fall was a successful inaugural season; next year, the returning boys will be able to pick up where they left off, well-equipped to carry forward a new Cardigan tradition. ■



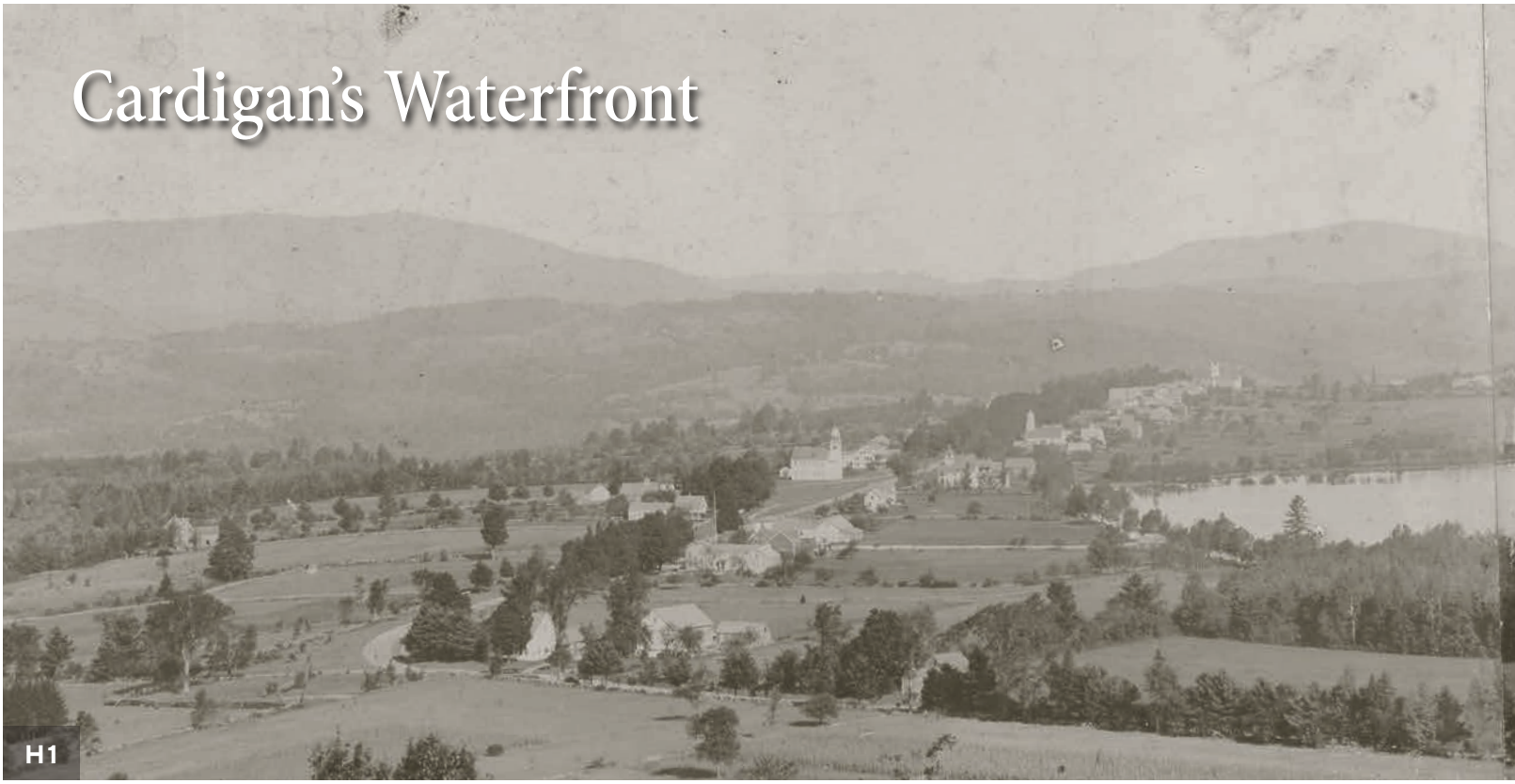








# HISTORY'S MYSTERIES



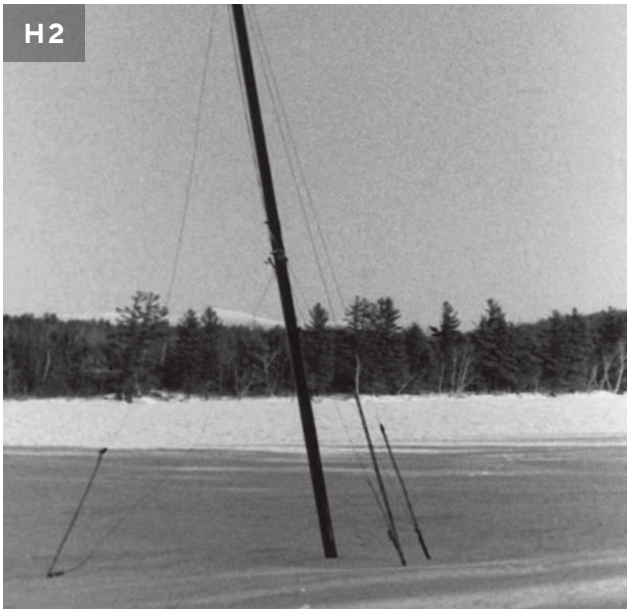

H1

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 our recurring *Chronicle* feature, the Cardigan community helps to shed light on both discoveries and puzzles from the archives.

Readers of our last issue were quick off the mark, identifying several Cardigan buildings that had begun to fade from memory. Sleuths Tony Ward '94 and Richard Clancy '67 win special archive accolades for spotting the Coutermarsh homestead (now the site of our community garden), Howe House, and the Clark Pond camp.

With Cardigan's new rowing program keeping Canaan Street Lake front of mind, in this round we're offering a few unexpected waterfront photos. They include a sailboat submerged under the ice, a boat lodged in the trees on The Point, and an early building (not quite Clark-Morgan) overlooking the shoreline. Do you know the stories behind any of these images? As always, if you have a solution to suggest or a memory to share, visit *cardigan.org/historysmysteries.* ■



H2







**H1, H3:** In this undated panorama, an early building (not quite Clark-Morgan) overlooks the shoreline.

**H2:** Fresh snow creates the impression that a sailboat is submerged under the lake ice.

**H4:** What events led to this boat coming to rest in the trees on The Point?



# This is Our Catalyst: Cardigan Dedicates New Rowing Program

During Fall Family Weekend in October, the Cardigan Mountain School community gathered on the picturesque shores of Canaan Street Lake to commemorate the launch of its new rowing program, marking a significant milestone for the school's Athletic Department.



Cardigan's dedication of the rowing program kicked off with a warm welcome from Head of School Chris Day P'12,'13, who introduced the 2024 Rowing Team to enthusiastic applause. Guided by Head Coach Christopher "Tuffer" Dow and Assistant Coach Charlotte Berry, these boys were the first to navigate this new chapter in Cardigan's athletic history.

Board Chair David Gregory P'18, Board Secretary Robert Chartener OBE '73, Real Estate Chair Candyce Martin P'14, Development Chair Karl Hutter '93, and Director of Athletics Ryan Frost P'25 were also recognized for their contributions to the launch of Cardigan rowing.

A highlight of the event was a celebration of the school's new rowing facility, the Jennings Boathouse, named in honor of Tim Jennings P'05, who retired as Cardigan's director of facilities in May 2024, after 25 years of dedicated service. Mr. Jennings, who oversaw countless construction projects on The Point, was celebrated for his lasting impact on the school and our community.

In his remarks, Mr. Day emphasized the unique opportunities that rowing will offer Cardigan boys. Established as a program that will welcome newcomers, the Cardigan Rowing Team fosters teamwork, perseverance, and character development. "Rowing is the ultimate team sport," he said. "The success of the boat depends entirely on the ability of the crew to work together in perfect harmony."

The captains of the inaugural team, Sunjoon Lee '25 and Christopher Deoki '25, shared their excitement and aspirations for the program, which aims to grow into a competitive squad by the fall of 2025 and plans to host races on Canaan Street Lake in the near future. "From land to boat to rowing as one, each day and each challenge has brought us together," shared Sunjoon. "Whenever I feel stretched to my limit, I remind myself that what we are doing here builds the tradition of the Rowing Team at CMS. This is our catalyst."

Mr. Day then invited the assembled guests to participate in the dedication of the Cougars' two new boats. Ryan Frost dedicated the *Integrity*, followed by Board Secretary Robert Chartener '73, who dedicated the *Robert Chartener OBE '73*. Mr. Day explained that "OBE" stands for "Order of the British Empire."

The launch of the rowing program represents a new era for Cougar Athletics, expanding the range of athletic options available to Cardigan students and setting the stage for many future successes on the water. Cardigan wishes to thank everyone whose hard work and generous support made this possible. ■


COMPETITOR
Robert Chartener OBE '73
Integrity




artener OBE '73

# In Memoriam: Penelope B. Peck

**It is with a heavy heart that we share the sad news that former faculty member and honorary alumna Penelope B. Peck H'17 passed away on August 7, 2024, after a prolonged and courageous battle with glioblastoma brain cancer.**



Penny Peck H'17

Penny was born on June 26, 1947, in Bay Shore, New York, as the only child of Charles Oliver Banks and Dorothy Greenwood Banks. Penny graduated from the Dana Hall School in Wellesley, Massachusetts in 1965 and later from Colby Sawyer Jr. College (then a two-year college) in New London, New Hampshire. In 1969, she graduated from Wheelock College in Boston, Massachusetts, with a BS in elementary education.

It was in Bay Shore where Penny met the love of her life, Schuyler V. Peck '63, at the age of 16 on July 15, 1963, at a dance at the Babylon Yacht Club after sailing in a regatta. They fell instantly in love and were married on August 24, 1968 at her family's home in Bay Shore, New York. They moved to Cardigan Mountain School in 1970, when Schuyler became a teacher and hockey coach; Penny taught second grade at Canaan Elementary School. There they started their family with the arrival of their daughter, Nikki, and son, Jason.

At Cardigan, Penny became a beloved dorm mom to the boys in her care, baking chocolate chip cookies and brownies and helping them with their homework. She was also the biggest fan of the hockey team. After 12 years at Cardigan and an additional five years at Cushing Academy, Schuyler and Penny moved to Acton, Massachusetts, and also built a home in Chatham. Penny cherished her time in Chatham where she enjoyed boating, golfing, and watching her grandchildren race their sailboats.

Penny loved life and making people laugh and was always seeking ways to give back to others. She ran the Acton Food Pantry for 12 years and, in Naples, Florida—where her family had a second home—she volunteered at the Boys and Girls Club and at the Shelter for Abused Women and Children.

Penny and Schuyler also continued to give back to Cardigan. In later years, Penny remained one of Cardigan's staunchest supporters, and befriended many members of the Cardigan community during Schuyler's time serving on the board of trustees. Even after receiving a cancer diagnosis, she was determined to use her remaining time helping others. She lived to see those efforts bear fruit in the fall of 2023 when the Peck and Greenwood Houses were dedicated. The project included the addition of a new faculty apartment and the renovation of Greenwood House, a dormitory and faculty house originally constructed through funding from Penny's parents Charlie and Dorothy.

Penny was a warm and wonderful person who possessed unwavering support for Cardigan and had an abiding love for the school's boys. Her presence on campus will be missed. She is survived by her husband Schuyler, their two children Nikki (husband Marshall) and Jason, and their five grandchildren. ■

# Patrick Sullivan Joins Cardigan Board of Trustees

Cardigan is excited to welcome to its board of trustees Patrick Sullivan P'25, who has lived with his wife Jamie in Big Sky, Montana, since 2020.



During Spring Family Weekend last year, new trustee Patrick Sullivan had the opportunity to experience a Cardigan education in real time when he attended a science class with his son Connor '25.

Mr. Sullivan is a founding member and partner of Two Creeks Capital Management. Two Creeks was founded in 2014 by a team that originated within Ziff Brothers Investments (ZBI). Previously, he worked at ZBI on the global public equities investment team. Mr. Sullivan also spent three years at Veritas Capital, a private equity firm focused on government services and aerospace and defense industries.

Mr. Sullivan graduated *cum laude* from Vanderbilt University, where he majored in economics and minored in finance and managerial studies. While at Vanderbilt, he was a member of the varsity soccer team. Mr. Sullivan also obtained an MBA from Columbia Business School as a member of the Applied Value Investing Program.

Mr. Sullivan learned about Cardigan from a close family friend and has quickly become a supporter of Cardigan's Core Values and mission. "Our son Connor '25 is in his second year," says Mr. Sullivan. "With the benefit of over a year on The Point, we have become strong believers in the value of the Cardigan experience. I am humbled to be a part of the leadership team and help guide Cardigan's future."

Mr. Sullivan spends most of his free time chasing his four active kids—Connor, Catherine (age 10), Gracie (age six), and Grant (age four)—around Big Sky. He is a sports enthusiast with a passion for soccer, skiing, golf, and fly fishing. He serves on the boards of the Big Sky Community Organization and Big Sky Futbol Club. ■



# 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.*

# ALUMNI DRIVE

BY JER SHIPMAN '00, DIRECTOR OF ANNUAL GIVING AND ALUMNI RELATIONS

Cardigan takes community building seriously—so much so that the first tenet of its mission statement reads, "Cardigan Mountain School offers a close-knit community..." There are many marks of a successful graduate, but we're especially proud of those who continue living the school's mission after leaving The Point. Those who create communities inspired by Cardigan teachers and coaches are the school's best ambassadors.

From the sidelines and benches of familiar NEPSAC fields and rinks to midtown Manhattan and the Mexican desert, our alumni are bringing people together and spreading the culture and values of Cardigan. Just as it is in Canaan, these intentional team-building efforts result in a better understanding of oneself and others, a deeper sense of belonging, and a greater strength as one.

## Confidence Comes from Community

As an eighth grader, suiting up for his first game in Turner Arena, Sky Silverstein '13 had dreams about hockey someday taking him around the world. Now, at age 27, the recent college graduate has turned his focus to bringing the game to others.

Sky is the executive director of the 43 Oak Foundation, a non-profit which supports the educational development of young athletes—who are either minorities or underprivileged—through the sport of ice hockey. 43 Oak assists players and families to overcome what Sky and his team see as the three most significant barriers to getting into youth hockey: financial strain, player mentorship, and the navigation of the puzzling network of teams, schools, coaches, and scouts.

Hockey is notoriously one of the most expensive youth sports, and the financial burden is just the beginning. Sky says, "If you can't afford the extra training, you can't compete. If you don't know who to talk to, you won't get a shot." For a youth hockey player from the South Bronx (where 43 Oak was founded), simply getting back and forth to practices, games, and tournaments presents difficulties. And, even if a player shows real promise, without a connection to the right coaches or an introduction to the right school, a player may still never reach his potential.

Sky knows firsthand how difficult it is for a player to get noticed and make an elite team. His parents (both doctors) had plenty of insights into academia but were out



Sky Silverstein '13 talks with his 43 Oak players at the UBS Arena, home of the New York Islanders.




Sky with 43 Oak athletes during a hockey practice in January 2024.

of their element in the hockey arena. In the hypercompetitive world of youth hockey, they saw cliques of parents who all seemed to know industry secrets; Sky and his family were on the outside looking in. In a clever move to break into the inner circle, Sky's father volunteered to be the doctor for his son's team. With a foot in the door, Sky and his parents were suddenly able to meet influential people who helped Sky take his game to the next level. At the suggestion of one of his coaches, he attended the Supersonic Danglers camp, where he found Cardigan, and from there, he was on his way. From Cardigan he attended St. George's, spent two seasons playing for the Junior Islanders, and then enjoyed a successful college career split between Endicott and UMass Dartmouth.

Sky knows that not all hockey parents can do what his dad did, and that's where 43 Oak steps in: "We want to build a community, make friends, and show others that getting into hockey isn't impossible... Hockey is competitive, but it doesn't mean you can't help the people around you."

With significant funding from UBS, partnerships with the New York Islanders, and a network of coaches and mentors that Sky and his team have been building since 2015, 43 Oak makes navigating the hockey world easier. Primarily, the foundation helps make the sport financially attainable by providing equipment, transportation assistance, and ice time. As a player progresses, there are opportunities for mentorship from older players who share lessons they've learned on and off the ice. Further, mentors can suggest the most appropriate camps, clinics, and showcases for players, and they can facilitate introductions to coaches and schools according to an individual's skills, personality, and hockey aspirations. If a player is considering professional hockey, professional and former professional players, along with wealth managers from UBS, assist by teaching financial literacy and budgeting to prepare players for the uncertainties of a career in professional athletics.

Beyond the benefits for the players, parents can get involved too, connecting with coaches and each other and learning



how to put their kids in the best positions for success. "Confidence comes from the community," Sky says. "When you're not alone, when you have friends, you know what to do."

Professionally, Sky's background is in marketing and advertising, which ties in perfectly with promoting and expanding the reach of 43 Oak. As of now, there are 170 members from ages six to 24, and an average of two new players join the program each week. Though based on the East Coast, 43 Oak has mentors all over the country, and players can join no matter their location. To see some of Sky's work and learn more about the foundation, visit 43oakfoundation.org. ■

# Pro Players: Where Are They Now?

While they no longer display a cougar on their game jerseys, we are proud to cheer on these alumni! Below are updates on the athletic careers of many Cardigan Cougars who are playing professionally.




**REILLY WALSH '14:** On April 26, 2022, Reilly was called up for one NHL game with the New Jersey Devils, where he tallied his first NHL point. Since then, he's spent time in the AHL with the Utica Comets and the Providence Bruins, and he's currently in the King's organization wearing number 2 with the Ontario Reign.



**DREW BAVARO '15:** Following a college career at the University of Notre Dame, Drew was signed by the Boston Bruins in March 2024, and played in seven games for the AHL affiliate Providence Bruins at the end of their 2023-24 season. He's back with the team this year and is looking forward to his first full season with Providence.



**GAVIN BAYREUTHER '09:** After a seven-year career in the U.S. playing in the AHL and NHL (103 games and 23 points with Columbus and Dallas), Gavin has moved to Switzerland to play in the National League, the country's premier hockey league, with the Lausanne HC.



**MO BAMBA '14:** Mo is entering his seventh season in the NBA. After appearing in 57 games with the 76ers in 2023, Mo was traded to the LA Clippers, where he is now wearing number 4.

# A Focus on Culture: The Building of a Lacrosse Community

When Dave Madeira '99 was driving west to take over as the executive director of the Jackson Hole Lacrosse Club, he called Coach Lars Tiffany—his former coach at Brown University and the current coach at the University of Virginia—to ask for advice. "Focus on the culture," he told Dave. It would take years for Dave to appreciate the scope and full extent of this advice, but as he approaches his seventh season as director of the club, this advice continues to guide his approach to leadership and coaching.



Dave Madeira with Jackson Hole Lacrosse Club athletes.

Dave Madeira's passion for athletics started early. When he joined the sixth-grade class at Cardigan in 1995, soccer was his sport of choice, with skiing following as a close second. Then when the spring athletic season came around, and his friends were playing lacrosse, Dave decided he would too. By his ninth-grade year, he was a tri-varsity athlete, and the Varsity Soccer Team won the Eaglebrook tournament.

His athletic strengths continued to develop at Holderness School, where he was a two-time captain of their lacrosse team and was named All-New England and a High School All-American. He was also selected to the North-South HS All Star game in 2003, where he was the leading scorer. Never giving up on his first love, he also captained the Holderness soccer team that won two New England championships during his time.

It was not until college that Dave's primary focus became lacrosse. He went to Brown University, where he was a four-year starter at attack, led the team in goals for three years, and was named co-captain and offensive MVP his senior year. He was a two-time All-Ivy and All-New England athlete and was named to the 2000–09 Brown All-Decade team.

If you ask Dave why he chose lacrosse, he'll tell you about the relatively small tight-knit community surrounding the sport and the historic roots it has in Native American religion. He'll also tell you about the coaches and teammates who have become his mentors and friends and have impacted his life's work.

"When I graduated from Brown and stopped playing, I started coaching because I missed the sport so much," he recalls. Even as he took on jobs in construction and commercial real estate in Bozeman, Montana and Norfolk, Virginia, he used vacation time to return to the Northeast to coach at lacrosse camps, including Cardigan's summer lacrosse camp under the direction of his former Holderness coach Bob Low.

Eventually, Dave wasn't satisfied with coaching lacrosse as a side gig. When he and his wife moved to New York City, where his wife had accepted a job, Dave switched gears and accepted a job as the director of events for Trilogy Lacrosse,

overseeing and running all event operations for their tournaments and spring break training programs. Then in 2018, when Dave and his wife decided to get out of the city and start a family, the Jackson Hole Lacrosse Club (JHLC) welcomed his expertise, so they headed west again.

Looking back over the past six years, Dave recognizes how naive he was when he first moved to Jackson Hole: "I thought I knew everything there was to know about how small ski towns work and figured I could just run clinics, and the program would build itself." But thousands of miles away from his tight network of lacrosse mentors and colleagues, it wasn't quite that simple.

First, there were practical hurdles to overcome. "In Wyoming, there's no history of lacrosse, and the program takes place outside of the public school system," he says. "That means lacrosse takes athletes away from the traditional sports; plus there are too many other fun things to do here and the kids have to make hard choices." As a young program, Dave had trouble getting athletes to commit and make lacrosse a priority.

"I realized the kids needed to love the sport, they needed a positive feedback loop that would keep them engaged," he says. And for that he had to dig deep; he became a student, relying on the wisdom of his former coaches as well as the greats, including *Sports Illustrated* journalist E.M. Swift and *Coaching for Champions* author Doug Lemov. Fun became important, as well as the leadership of the older players, who helped provide continuity and connection from one year to the next.

Dave also relied on traditions to help build the new lacrosse community. With the mantras of his former coaches ringing in his ears, Dave considered his options, knowing that for a new tradition to stick, it needed to come from his athletes. One particular mantra that he learned as a young player took on special significance in 2022, when one of the JHLC coaches was killed in a skiing accident. "In lacrosse, the call 'one more' tells a player to look up and make the extra pass; if you're working on building a team culture, it can also be a call to give that little bit of extra effort to separate yourself from your competition, such as one more sprint or pushup," explains Dave. "When Rad Spencer died, our mantra became 'One more for Rad.'" The mantra has stuck and is printed on the backs of the athletes' jerseys each year.

Today, JHLC offers a spring and fall season for boys and girls from first grade through high school. Over 300 athletes are now enrolled in the program each year. The Jackson Hole Boys High School Team has won the last two Idaho HS State Championships, while the Girls High School Team has won two out of the last three Montana State Championships. The first NCAA Division I male players from Jackson Hole matriculated to Princeton University and Hobart College this fall, and three more players originating from JHLC will be playing Division I next fall. The first female NCAA Division I commits from Wyoming and Jackson also occurred this fall.

Dave's family has grown to include three boys (ages four years, two years, and four months), so his time to dedicate to JHLC is no longer unlimited. And while he still hopes for winning seasons for his teams, his goals have evolved. "It's unclear how much better we will get, so we keep thinking about other metrics," he says. "Sportsmanship? Impact on kids? How do we make it a special and transformative experience? And how do we know if we have achieved that?" It's a lot to ponder, but one thing is for certain; the culture, the community at the center, is more important than ever. ■

In lacrosse, the call "one more" tells a player to look up and make the extra pass; if you're working on building a team culture, it can also be a call to give that little bit of extra effort to separate yourself from your competition, such as one more sprint or pushup.

– DAVE MADEIRA '99

# Find Your Role

Last October, Mike Marsal '03 returned to his alma mater, connecting with Cardigan students and revving up excitement with a chapel talk on team building—a theme closely tied to this year's Cardigan theme, *As One*.

With diverse experiences selling New York City real estate, managing a 500-acre organic farm, and supporting various philanthropic organizations, Mike could have shared stories from any of these worlds during his chapel talk. Instead, he captivated the Cardigan community with an unexpected focus: the exhilarating world of off-road racing. Blending lessons from blazing through the Mexican desert with insights from his lacrosse days and career journey, Mike offered an inspiring perspective on the power of coming together as a team.

Mike's parents enrolled him at Cardigan because they hoped the school's structured environment would help him academically. But Mike had other plans. "I came to Cardigan to play hockey," he shared. "In the fall, though, I chose to run cross country and unexpectedly found speed, endurance, and success. I also found myself in an impossibly hard science class with former faculty member Allan Kreuzburg H'24, P'14,'17. I was a decent athlete but a stubborn student; I worked extra hard in athletics but only moderately hard in class."

Mike never made the varsity hockey team, but in the spring, Mr. Kreuzburg, who had gotten to know Mike, suggested he try out for lacrosse—a sport he'd never played—as a long stick midfielder. On the field, Mike discovered his niche, and with Coach K's guidance, he began to understand what it takes to build a team. Mike went on to play two seasons of lacrosse at Cardigan and another three at Millbrook.

Reflecting on his experience, Mike explained to the boys, "Now here comes the lesson. What had Mr. Kreuzburg seen? Presumably, a fast sprinter with decent endurance. With a little stick training, I could be effective. Though I had no experience in lacrosse, he identified a role in which I could support the team, and he plugged me in."

Mike went on to draw on his experiences in car racing to talk further about team building. As a driver, he may get most of the spotlight, but he understands that he's just one piece of the puzzle. "It was racing that solidified my *As One* mentality," he shared. "No car runs without a team. Role selection is key, and everyone plays a part. There are main characters and supporting roles, but you don't cross the finish line alone, and you'll never stand at the top of a podium without a carefully selected group of people…Engineers must sync with their drivers, mechanics with strategists, and everyone needs to be aligned with the shared mission. It is easy to identify raw talent, but it is far more difficult to find the correct group formula."

Mike discovered his passion for car racing the summer before starting high school. He began with karts, quickly rose through the ranks, and was offered his first professional contract with BMW at eighteen. He raced full-time from 2009 to 2012 before taking a break to consider his future. Mike wanted a more sustainable




career than auto racing, so he set out to build his own team—this time in the world of real estate. As he began this new chapter, he recalled the lessons from Coach K.

"I recruited friends and leaders in four key fields: acquisitions, brokerage, construction management, and asset management," he said. "Skill, personality, and team dynamics are the pillars I used to build my business. Whether it's building a racing team, creating a business, or filling a lacrosse roster, the process is the same. First, define your goal. Then, identify key individuals, understand their talents, and find the best ways to harness their strengths for the benefit of the team."

Since founding his real estate firm in 2012, Mike has built a thriving business that has provided the long-term stability he was seeking. His passion for racing, however, has never faded. So, in 2019,



At speeds over 140 mph, Mike Marsal pilots the Spy Optics Spec Truck upwards of 20 hours and 1,000 miles per race.

when Mike was given the opportunity to get back in the driver's seat, he did not hesitate. Though this time, the European sports cars were swapped for Trophy Trucks, and the paved surfaces and full grandstands of the world's most famous road tracks gave way to the rugged, barren deserts of Baja. Mike was up for the challenge, and once again, with his team-first focus, he found success. When this article was written, Mike was sitting in third place in the standings of the SCORE Trophy Truck Spec series, heading into the final race of the season, the Baja 1000. Win, lose, or DNF (which, in the brutal conditions of Baja, happens about 30% of the time), Mike advised, "Slow down and enjoy the process. With a demanding real estate career, wife, and young kids in the mix, my focus has naturally shifted away from a singular result or outcome and more toward the journey itself...Study, look for opportunities, and find fulfillment in the process."

With 1,000 miles and 20 hours of driving ahead of him, Mike will have plenty of time to reflect on the journey—though we doubt he'll be slowing down anytime soon. Mike closed his chapel talk by encouraging the students to consider what *As One* means to them and to discover their roles as vital members of Cardigan's team: "Empower your team, lift each other up. Encourage teamwork. Recognize each person's role and foster collaboration. When talented people are motivated by a common goal, they can really band together. The results of a group will always outpace and outperform the capacity of an individual."

You can follow along with Mike's progress on his YouTube channel at *youtube.com/@mikemarsal_racing236*. ■

Empower your team, lift each other up. Encourage teamwork. Recognize each person's role and foster collaboration. When talented people are motivated by a common goal, they can really band together. The results of a group will always outpace and outperform the capacity of an individual.

– MIKE MARSAL '03

# 2023–24 ANNUAL REPORT OF GIFTS

## From the Director of Development



Dear Cardigan Alumni, Families, Trustees, and Friends,

Our school's theme for the 2023–24 academic year was *House of Belonging*, and in many ways, you are building that house through your financial support. Your gifts help ensure that Cardigan remains a place where boys from increasingly broad backgrounds feel that they belong.

Last year, you gave our house the sport of rowing (at long last!), which is especially fitting in its use of our natural resources and the opportunities it opens to our young men. In addition, your gifts to endowed scholarship funds quite literally opened the doors for more students to enter Cardigan's *House of Belonging*. We added two named scholarship funds to our endowment last year, totaling $1,500,000. Those gifts ensure that two additional boys, whose families cannot afford the full price of tuition, will be able to attend Cardigan this year—and two more every year thereafter.

Cardigan's fulfillment of its mission and the transformational change that we have witnessed over the past few decades are largely due to your collective generosity. Cardigan's endowment and Annual Fund underwrote $3,333,316 (14%) of the total cost of operating our school during the 2023–24 year, and we aspire to double that figure in the coming years. This will enable us to sustainably expand our signature programs, attract and retain the leading educators of middle school boys in the world, and open our doors to more families who struggle to meet the rising costs of a Cardigan education.

Cardigan is a remarkable community of students, alumni, parents, faculty, staff, foundations, businesses, grandparents, and friends. In the report that follows this letter, we share the name of every donor who gave back between July 1, 2023, and June 30, 2024. That's because each one of your gifts is crucial to funding the invisible but indispensable costs of a Cardigan education, whether those are scholarships or pizza dinners, endowed chairs or art supplies. Your philanthropy empowers our faculty and staff to go the extra mile and do what they do best: educate middle school boys.

Your support makes the continued evolution of our *House of Belonging* possible. The more welcoming our house becomes, the more impact we have on boys' lives—and the more that we give back, the more success we achieve. This virtuous cycle is fueled by the countless ways you contribute to, and engage with, our Cardigan community.

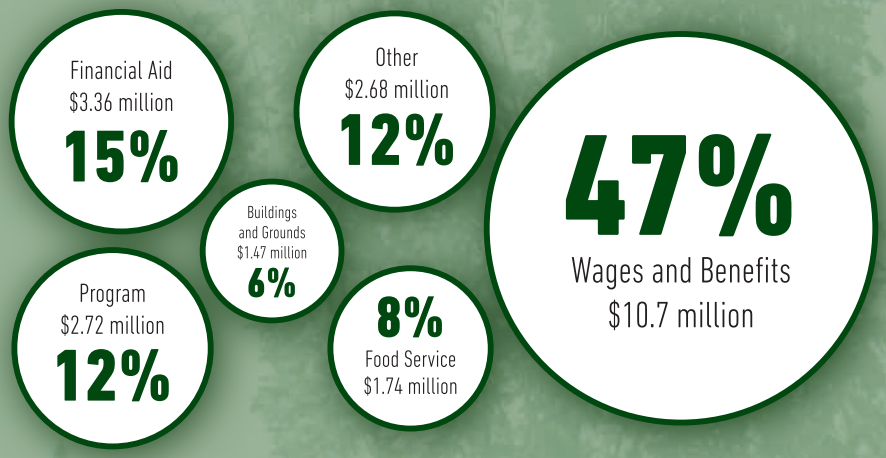
On behalf of our students, our faculty, and our staff, I thank each and every one of you for your continued support of our school and its mission.

With sincere gratitude,

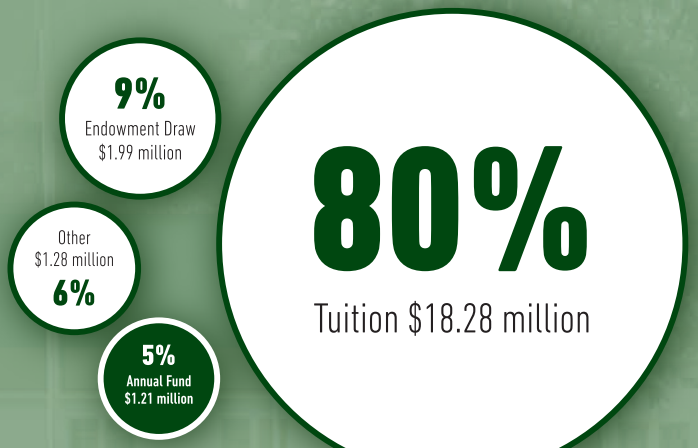
Joe Burnett '95, P'25
*Director of Development and International Relations*

# FISCAL YEAR 2024 FINANCIALS

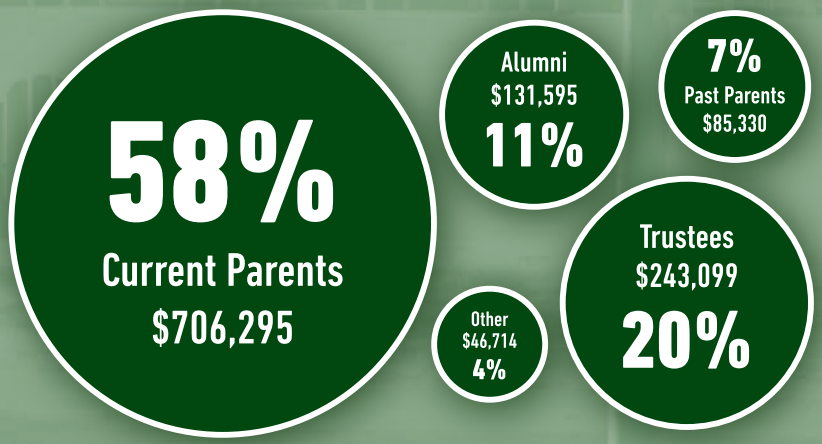
## Expenses, by type: $22.67 million
AND PERCENTAGE OF TOTAL




## Revenue, by source: $22.76 million
AND PERCENTAGE OF TOTAL



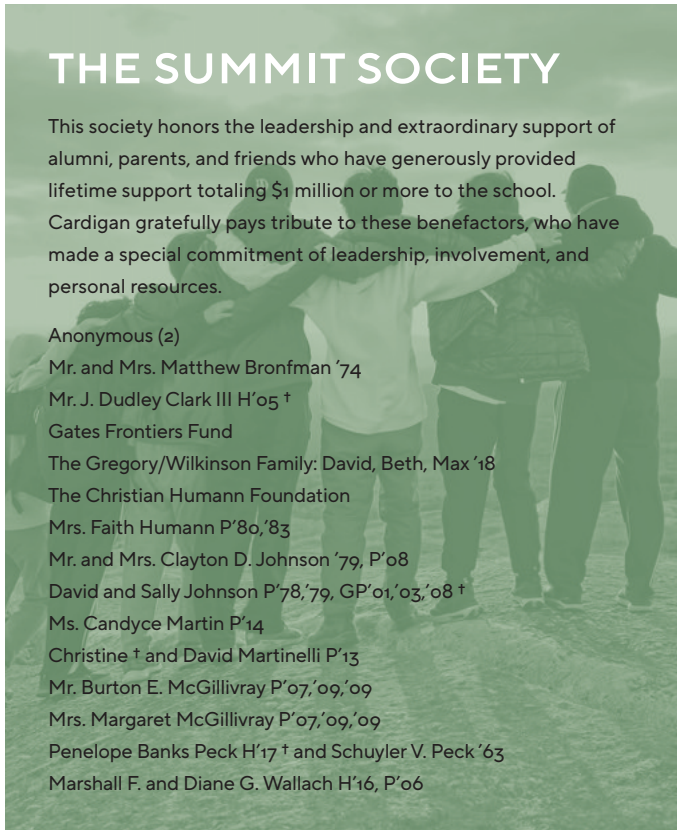

## Annual Fund Gifts, by constituency: $1,213,033
AND PERCENTAGE OF TOTAL



THE 2023–24 ANNUAL REPORT OF GIFTS ACKNOWLEDGES GIFTS RECEIVED BY CARDIGAN MOUNTAIN SCHOOL DURING THE FISCAL YEAR OF JULY 1, 2023, THROUGH JUNE 30, 2024. CARDIGAN MOUNTAIN SCHOOL IS GRATEFUL TO THE FOLLOWING DONORS WHO HAVE MADE CONTRIBUTIONS.

# GIVING CLUBS

CARDIGAN'S GIVING CLUBS ACKNOWLEDGE THE CRUCIAL SUPPORT PROVIDED BY ALUMNI, CURRENT PARENTS, PARENTS OF ALUMNI, GRANDPARENTS, FACULTY, STAFF, TRUSTEES, AND FRIENDS OF THE SCHOOL EACH YEAR.



## THE SUMMIT SOCIETY

This society honors the leadership and extraordinary support of alumni, parents, and friends who have generously provided lifetime support totaling $1 million or more to the school. Cardigan gratefully pays tribute to these benefactors, who have made a special commitment of leadership, involvement, and personal resources.

Anonymous (2)
Mr. and Mrs. Matthew Bronfman '74
Mr. J. Dudley Clark III H'05 †
Gates Frontiers Fund
The Gregory/Wilkinson Family: David, Beth, Max '18
The Christian Humann Foundation
Mrs. Faith Humann P'80,'83
Mr. and Mrs. Clayton D. Johnson '79, P'08
David and Sally Johnson P'78,'79, GP'01,'03,'08 †
Ms. Candyce Martin P'14
Christine † and David Martinelli P'13
Mr. Burton E. McGillivray P'07,'09,'09
Mrs. Margaret McGillivray P'07,'09,'09
Penelope Banks Peck H'17 † and Schuyler V. Peck '63
Marshall F. and Diane G. Wallach H'16, P'06

### THE POINT CLUB: $75,000 AND ABOVE

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Mr. Chihoon Oh and Mrs. Seungim Lee P'24
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### PINNACLE SOCIETY: $50,000–$74,999

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Mr. and Mrs. Clayton D. Johnson '79, P'08
Mr. Jay Lee and Mrs. Heeyoung Sohn P'25
Mr. Schuyler V. Peck '63 and Mrs. Penelope B. Peck H'17 †
Mr. Huizhen Ye and Mrs. Dan Sun P'24

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Mr. Roger C. Earle '64
Mr. Guanxiong Feng and Mrs. Ye Zhao P'23,'27
Ms. Diana P. Kelly
Mr. Doowhan Ko and Mrs. Hyunsun An P'23
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TIFF Charitable Foundation
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### FOUNDERS' CLUB: $15,000–$24,999

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Mr. Sheng Ge and Ms. Li Xie P'25
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CTW Foundation, Inc.
Mr. and Mrs. Henry B. duPont IV '83
The William Stamps Farish Fund
Mrs. Scottie Ferry GP'17,'19
Mrs. Elizabeth M. Gordon P'89
Gorman, Jr. Fire Alarm Consulting, Inc.
Mr. and Mrs. Walter Gorman P'20

† = deceased

The Hamilton Family Charitable Trust
Mr. and Mrs. Charles G. Hutter III P'92
Mr. Sun Wook Hwang and
Ms. So Yeon Choi P'23
Mr. and Mrs. F. Corning
Kenly III '68, GP'27
Mr. Eunjong Kim and
Ms. Sunil Han P'25
Mr. Kunsung Kim and
Mrs. Sooyoung Jeoung P'27
Mr. and Mrs. Seung W. Kim P'24
Mr. and Mrs. Eric Knapp P'20,'21
Langworthy Foundation
Charitable Trust
Mr. Joowan Lee and
Mrs. Minjoung Kang P'25
Mr. Jun Li and Ms. Wei Wang P'25
Mr. Hongjun Liu and
Mrs. Lingling Yu P'25
Mr. Junqiang Liu and
Mrs. Weihong Zhu P'25
Marsteller Family Foundation
Mr. Yugo Minemura P'25
New Hampshire Charitable Foundation
Nor' Easter Foundation
Mr. Salvador Onate and
Mrs. Denisse Iberri P'24,'24
Mr. Jun Hyun Park and
Mrs. Jiyoung Kwak P'26
Mr. Robert Power GP'22 †
Mr. and Mrs. Michael J. Santini P'23,'24
Mr. and Mrs. Patrick Sullivan P'25
Mr. Peter Theocharis and
Mrs. Aspasia Choremis P'25
Vanguard Charitable
Endowment Program
Mr. Marshall F. Wallach and
Mrs. Diane G. Wallach H'16, P'06
Mr. Bin Wang and
Ms. Yanping Tong P'26
Mr. Kaixiong Wang and
Ms. Qian Zhou P'23,'27
Whittier Trust Company
Mr. Guoqin Wu and
Ms. Dongmei Chen P'26
Ms. Huiyan Xue P'25
Mr. Peng Xue and Ms. Lei Jiao P'26
Mr. Yongsheng Yin and
Mrs. Yanling Ren P'25
Mr. Chunsheng Yuan and
Ms. Xia Chen P'24
Mr. Zhenhua Zhao and
Ms. Jun Zang P'24
Mr. Zhijun Zhao and
Ms. Jiayin Wang P'24
Mr. Rong Zou and
Ms. Zhenya Xue P'19,'26

## E. M. HOPKINS CLUB: $5,000–$9,999

Mr. and Mrs. Jeffrey Amling P'25
Mr. and Mrs. Edward A. Ball '60
Mr. and Mrs. Scott Bohan P'21
Mr. John A. Camp '06
Mr. and Mrs. John M. Camp III P'06
Camp-Younts Foundation
Mr. Yin Cheung and
Mrs. Ming Chan P'24
Mr. Jeremiah Cho and
Ms. Eunjin Chang P'26
Mr. Hyun Seok Choi and
Dr. Hyun Jung Park P'26
Mr. and Mrs. Jeremy T. Crigler '79
Mr. and Mrs. Christopher D.
Day P'12,'13
Mr. and Mrs. Nicholas Fink P'27
Firehole Foundation Inc.
GiveClear Foundation
Mr. and Mrs. Crawford C. H.
Hamilton '04
Mr. Miles N. P. Hamilton '10
Mr. and Mrs. John Harvey P'24
Mr. Dong Kun Jang and
Mrs. So Young Ko P'26
Mr. and Ms. Ken Kidosaki P'24
Mr. Sung Hwan Kim and
Mrs. Jihye Hwang P'24
Mr. and Mrs. Christopher J. King '79
Mr. Matthew Kinney
Mr. and Mrs. P. Edward Krayer '82
Mr. Hyuk Ryul Kwon and
Ms. Myun Seung Kim P'24
Mr. and Mrs. Kenneth Lee P'25
Mr. Menghuan Li and
Mrs. Huiting Ding P'26,'27
Mr. Zhiguo Liu and
Mrs. Jianni Chen P'24
Mr. and Mrs. Kevin Lo P'26
Mr. Yulong Ma and
Mrs. Zhizhi Zhang P'25
Mrs. Ellen
MacNeille Charles P'75,'77,'80, GP'02
Mr. Sang Jun Mah and
Mrs. Eun Jin Park P'22
Mr. and Mrs. Burton E.
McGillivray P'07,'09,'09
The New York Community Trust
Mr. and Mrs. Gregory Nikodem P'24
Mr. and Mrs. Chris Ooten P'23,'24
Mr. Hoonseok Park and
Mrs. Ju Hee Sung P'23,'25
Mr. Marc Porcelli '95
Mr. and Mrs. Chanatip
Promphan P'23,'27
Mr. and Mrs. Raul
Ramonfaur P'10,'16,'18,'25
Robert & Hoyle Rymer Foundation
Mrs. Sharon S. Rymer P'11,'14
Salesforce
Mr. and Mrs. Christopher M.
Taliercio '95
Mr. Supot Tanglertsumphun and
Ms. Worarat
Paiboonbudsrakum P'23,'25,'27
Mr. Lei Tong and Ms. Ying Shen P'25
Mr. and Mrs. Richard Treadwell P'24
Mr. and Mrs. Neil Waldron
Mr. Wenliang Wang and
Mrs. Ning Li P'25
Mr. Gang Xie and Ms. Jin Sun P'26
Ms. Tao Xin P'26
Mr. Kyunghoon Yoon and
Ms. Jung Hwa Shin P'24
Mr. Jose Felipe Ytuarte Nuñez and
Mrs. Noemi Aguilar P'25
Mr. Yong Zhang and
Mrs. Yongmei Tang P'26
Mr. Yan Zhu and Mrs. Rong Cui P'26
Mr. Yanming Zhu and
Mrs. Sipei Ouyang P'24

## BREWSTER SOCIETY: $2,500–$4,999

Mr. Casey E. Barber '03
Mr. and Mrs. John J. Bello P'05
Ms. Courtney Bliss
Ms. Patricia Kinney Bozich
Mr. and Ms. ChaoNan Chen P'25
Mr. Weijun Chu and
Ms. Ruyi Zheng P'24,'27
Dr. and Mrs. Mark V. Cleveland '69
Mr. and Mrs. George Davis P'22
Mr. Ethan T. Frechette
Ms. Michele J. French P'07
Mr. and Mrs. Michael B.
Garrison '67, P'94,'96
Mr. and Mrs. Larry Glover P'22
Mr. Qinxian Gong and
Mrs. Xi Zheng P'23,'27
Mr. Gray P. R. Hamilton '08
Mrs. Guifang He and
Mr. Yubing Cheng P'19,'22
Mr. Wentao Huang and
Mrs. Peiyu Ding P'24
Mr. Hae Seok Jeong and
Mrs. Jiyoung Cha P'25
Mr. Fugang Jiao and
Ms. Weixia Meng P'26
Mr. Jinkyu Lee and Ms. Eunjoo Lyu P'25
Mr. Wei Li and Mrs. Chunjing Han P'24
Mr. and Mrs. James A.
McCalmont P'00,'11
Mr. and Mrs. Pornphisud
Mongkhonvanit P'20
Mr. and Mrs. Frank J. O'Connell P'03
Mr. John H. Pearson III '98
Mr. Edward G. Philie and
Mrs. Phyllis A. Powers P'06,'10,'16,'17
Princeton Area Community
Foundation, Inc.
Mr. Siliang Pu and Ms. Ying Wang P'24
Mr. and Mrs. Charles Ross IV P'18
Mr. and Mrs. D. Bryan Ruez P'06
Mr. and Mrs. John Sands P'25
Mr. and Mrs. Clayton Simmers P'20
Drs. Alva and Gail Taylor P'22
Mr. Frederic F. Taylor GP'16,'19
Mrs. Catherine E. VanderBrug GP'24,'27

Mr. and Mrs. Anderson B. White ’76
Mr. and Mrs. William K. Whyte ’63

## CARDIGAN CLUB: $1,000–$2,499

Mr. and Mrs. Steven W. August ’69
Baldwin Foundation Trust
Mr. and Mrs. Sherman C. Bedford, Jr. ’65
Mr. and Mrs. Kenneth E. Bentsen, Jr. ’74
The Boston Foundation
Vaughan W. Brown Family Foundation
Mr. and Mrs. Roger C. Bullard ’49
Mr. and Mrs. Jotham W. Burnett ’95, P’25
Dr. and Mrs. Olaf Butchma P’14,’16
Hacker and Kitty Caldwell Family Foundation
Mr. and Mrs. Joseph H. Caldwell ’01
Mr. and Mrs. James Caples P’24,’25
Carney Family Charitable Foundation
Ms. Bingqian Chen P’25,’27
Mr. Woon Young Choi and Mrs. Haknim Son P’25
Mr. and Mrs. Kevin Costello P’26
Mr. and Mrs. Fairfield Day P’24
Mr. and Mrs. Richard J. DellaRusso ’82
Mr. Parsana Deoki and Mrs. Mary Magsanoc-Deoki P’25
Mr. and Mrs. Michael L. Doyle P’08
Mr. and Mrs. Joshua Ellis P’24,’27
Mr. and Mrs. Patrick Fox P’24
Ms. Jane W. Gage P’00
Dr. E. Benjamin Gardner GP’25
Mr. and Mrs. Peter R. Garrison ’70
Mr. and Mrs. Peter C. Gerard ’66
Mr. Edward T. Griffin ’60
Mr. and Mrs. Samuel M. V. Hamilton III ’01
Mr. Jonathan M. Harris ’86
Jonathan M. Harris Family Foundation
Mr. Charles T. Haskell, Jr. ’80 and Dr. Helma Haskell
Mr. and Mrs. Tadahisa Imaizumi P’26
Mr. and Mrs. David Kavanaugh P’15
Mr. and Mrs. Herbert A. Kent IV ’05
Ms. Becky Kidder Smith P’19
Mr. and Mrs. George P. Kooluris P’89
Mr. and Mrs. David H. LeBreton P’09
Mr. Sangwook Lee ’01
Mr. and Mrs. Tyler L. Lewis P’24,’27
Ms. Ruth H. Little P’09
Mr. Doug Loudon GP’25
Mr. Kendall MacInnis and Mrs. Maureen White P’19
Dr. and Mrs. Paul F. MacVittie P’99
Mr. and Mrs. Todd Mann P’25
Mr. Jorge Fabian Marcos Zablah and Ms. Patricia Sanchez Alvarez P’25,’26
Mr. Piet H. Marks P’88
Mr. David J. McCusker ’80 and Mrs. Stephanie G. McCusker H’16, P’09,’10
Mr. and Mrs. Sanford N. McDonnell Foundation
Mr. and Mrs. Charles F. Morgan, Jr. ’77
Mr. and Mrs. Katsuya Mori P’25
Mr. Clarke M. Murdough ’87
National Philanthropic Trust
Mrs. Madge Nickerson P’96
Mr. Leigh W. Otzen ’91
Otzen Family Foundation
Mr. Christopher R. Payne ’96
Mr. Thomas Priest and Mrs. Sarah Davis Priest P’21
Mr. and Mrs. Mark R. Rainville ’76
Mr. and Mrs. Peter Rand ’51
Mr. and Mrs. William Rice, Jr. P’22,’24
Mr. Jack W. Roberts ’21
Dr. Richard Rosato and Dr. Laurie Rosato P’18
Mr. and Mrs. John Sabat P’20
Mr. Leonel Schofecker and Mrs. Ana Maria Arsuaga P’24,’25
Mr. and Ms. George Schwab P’25
Mr. and Mrs. Richard M. Sincerbeaux, Jr. ’81
Mr. and Ms. Chris Smith P’24
Ms. Jennifer Tracy P’24
Mr. and Mrs. Geoffrey M. Troy ’68
Ms. Susan Turner P’86
Mr. Howard S. Tuthill III ’62
U.S. Charitable Gift Trust
Mr. Jonathan N. Wakely ’75
Mrs. Xu Wang P’00
Mr. and Mrs. James A. Ward ’94
Ms. Zhaomin Wei P’26
Mr. and Mrs. Bryan Welker P’25
Mr. and Mrs. Michael B. White ’72
Charles R. Whitney Charitable Foundation

## COUGAR CLUB: $500–$999

Mr. Ronn M. Bronzetti ’89 and Mrs. Sara Reineman
Mr. Daniel S. Burack ’63 and Mrs. Debra Boronski
Mr. Antonio J. Caballero, Jr. ’99
Cambridge Trust Company
Mr. Jarrod Caprow
Dr. Emilie Cheung and Mr. Michael Cashman P’27
Mr. and Mrs. Robert L. Clarke, Jr. ’86
Mr. Andrew F. Conrad ’00
Mr. and Mrs. Gary S. Cookson P’12,’17
Dr. and Mrs. James Fluty P’19
Mr. Andres Gavito ’01
Mr. and Mrs. Andrew L. Gilbert P’08,’10,’13
Mr. Joseph B. Glossberg P’87
Mr. Xiaogang Gu and Ms. Xia Feng P’18
Mr. Sang Woo Ham and Ms. Na Jung Yoon P’22,’26
Mr. and Mrs. Philip D. Harrison P’10
Mr. and Mrs. Koichiro Hirata P’17
Mr. John L. Hogan ’87
Mr. Maximilian Hoover P’25
Mrs. Ping Huang and Mr. Song Chen P’20,’23
Mr. and Ms. Terrence Humphrey P’24
Mr. and Ms. Troy Jamison P’24
Mr. Yongguang Jia and Ms. Miao Wang P’23
Ms. Yingji Jin
Mr. and Mrs. Mark D. Kelly ’78
KW Real Estate Inc.
Mr. and Mrs. Paul J. Leahy ’76
Mr. Eugene J. M. Leone ’72
Mr. and Mrs. James Leone P’15
Mr. Chen Ma and Ms. Yaping Shi P’21
Mr. and Mrs. William E. Major ’62
Mr. and Mrs. Kenneth M. Martin IV
Mr. Edward A. McNaught III ’94
Mr. and Mrs. Chapin B. Miller II
Mr. and Mrs. William B. Morrison P’94
Mr. and Mrs. William B. Neuberg P’92
Mr. and Mrs. Jacob Z. O’Brien ’00
Mr. and Mrs. Andrew Paul P’25
Mr. John Peurach and Ms. Meryl Katz P’22
Mr. and Mrs. Anthony Ragno III ’95
Mrs. Karen C. Ragno P’95
Dr. D. Bradford Reich and Ms. Patricia Pierce P’07
Mr. John H. Roach III ’98
Sacramento Region Community Foundation
Mr. Julian M. Santini ’24
Mr. and Mrs. Jeremiah P. Shipman ’00
Mr. and Mrs. Noah J. Shore ’88
Mr. Robert D. Small P’85
Dr. and Ms. Eric Steffen P’24
Mr. and Mrs. Samuel B. Sterrett, Jr. P’19
Mr. and Mrs. John C. Stowe ’60
Mr. Stanford Stratton P’26
Ms. Elizabeth Tourangeau P’25
Dr. and Mrs. Nicholas Viens P’26
Mr. Eric B. Wald ’02
Mr. Haixin Wang and Mrs. Xiangyue Li P’27
Mr. and Mrs. Mark J. Weisberger P’07
Mr. Peter G. Whitehead ’87 and Ms. Laurie Sammis P’18
Mr. John C. Woods, Jr. ’72, P’18
Mr. Peng Zhang and Mrs. Xinying Xu P’28
Mr. Jinfeng Zhou and Ms. Qinyi Yin P’27

## GREEN TEAM: $1–$499

Anonymous (7)
Mr. Jordan R. Abisch ’13
Mr. and Mrs. Christopher C. Adams
Mr. Won Ahn and Mrs. Lucia Choi P’25
Mr. and Mrs. Peter A. Albee, Sr. ’58
Mr. Robert W. Allen ’79 † and Mrs. Christine Allen
Mr. Leland Alper
Mr. and Mrs. Eric R. Anderson ’71
Ms. Lisa Anderson P’26
Mr. Mark R. Anstiss ’21



Mr. Raymond L. Anstiss, Jr. P'21
Mr. and Mrs. William Antonucci P'95,'14
Mr. William Z. Antonucci '95
Mr. and Mrs. J. Kevin Appleton P'13
Mr. Ian N. Arnof '84 and Ms. Sunshine J. Greene
Mr. Hank Backhoff de la Garza Evia '24
Mr. and Mrs. Jun H. Bae '96
Mr. Raymond Bai '14
Mr. Wei Bai and Mrs. Yongmei Wang P'14
Mr. and Mrs. Peter A. Baker '78, P'14
Mr. James E. Barker '62
Mr. Alejo Bay Jimenez '24
Mr. Andrew P. Bay '92
Mr. Beckham J. M. Bayreuther '15
Mr. Gavin Bayreuther '09
Mr. Jackman S. Bayreuther '17
Mr. and Mrs. John M. Bayreuther P'09,'15,'17
Mr. and Mrs. Bryan Beasley
Mr. and Mrs. Alan Bemiss GP'24,'25
Mr. and Mrs. John H. Bergeron
Mr. and Mrs. Joseph B. Bergner '77
Mr. Joel A. Bergstrom '06
Ms. Charlotte Berry
Mr. Bradley Birks and Mrs. Analisa Galletti Birks P'2
Mr. Thomas Birks '24
Mr. and Mrs. John Blatz P'23,'25
Mr. Richard Boardman P'96
Mr. Tyson J. Bolduc '98
Mr. and Mrs. Richard C. Boothby '63
Ms. Cheryl S. Borek P'12,'15,'10
Mr. and Ms. Nathan Bowolick P'25
Mr. Alex J. Brennan '11
Mr. Cole T. Brennan '12
Mr. Daniel Briseno '99
Prof. Eleanor Brown P'25,'25
Mr. and Mrs. Nathaniel K. Brown
Mr. Parker J. Brown '69
Mr. Anthony Brunetti '24
Mr. and Mrs. Stephen Brunetti P'24
Mr. Parkins T. Burger '92
Mr. and Mrs. James S. Burnett P'95, GP'25
Mr. Desmond O. Butler '87
Mr. and Mrs. Donald Butterfield
Mr. Austin Cabot
Mr. and Mrs. Ray Cabot
Mr. and Mrs. James Caccivio P'16
Mr. Jacob A. Caffrey '10
Mr. and Mrs. Trevor B. Capon '94
Ms. Jill B. Cappeller
Mr. Alexander F. Caron '05
Mr. and Mrs. Steven G. Caron P'05,'11
Mr. Douglas Case '95
Mr. Matthew J. Chapman '97
Mr. Conley M. Chen '24
Mr. and Mrs. Dale Chen P'24,'25
Mr. Lei Chen and Mrs. Mingqui Xu P'23
Mr. Shunxiang Chen and Ms. Xufeng Li P'18
Mr. Hexiang Cheng '22
Mr. Chun Cheung '24
Mr. Yoonwoo Cho '24
Mr. Jeongung Choi '24
Mr. and Mrs. John H. Christy '62
Mr. Kyle Chu '24
Mr. and Mrs. Douglas Clark
Mr. Matthew R. Clark '90
Mr. and Mrs. Robert S. Clark
Miss Tess K. Clark
Mr. and Mrs. Dwight M. Cleveland P'13
Mr. and Mrs. Kevin M. Collins P'16
Mr. and Mrs. Richard T. Conly III '88
Mr. and Mrs. Warren Cook GP'19,'21
Mr. Sewell H. Corkran III P'06,'07
Mr. Juno R. Cowans '20
Mr. and Mrs. Bradford B. Cowen '62
Mr. and Mrs. Arthur C. Cox '62
Mr. Andrew R. Creed '92
Crest Lincoln Mercury Inc.
Mr. Sean Cullen and Ms. Juliette Robbins P'23
Mr. Christopher M. Cyr '06
Mr. Douglas B. Dade '62
Mr. and Mrs. Shawn D. Damon '91, P'23
Mr. and Mrs. William H. Danforth, Jr. '69
Mr. Tim Dauphinais
Mr. and Mrs. Chris Davenport P'23
Mr. Charles M. Day '12
Mr. Henry Day '13
Mr. Enrique De Alba '95 and Mrs. Regina Gutierrez, P'22
Mr. Thomas Deck and Dr. Deborah Henley P'22
Mr. Pablo del Mazo Puente '24
Dell EMC
Mr. George E. Demos '92
Mr. and Mrs. John P. D'Entremont '94
Dr. and Mrs. Cameron K. Dewar H'02, P'93
Mr. Annabi I. Diallo '24
Mr. Conor M. Diebel '12
Mr. John G. Diemar, Jr. '21
Mr. and Mrs. John G. Diemar '90, P'21
Mr. and Mrs. Lawrence T. Diggs '72
Mr. Brendan C. Dinan '89
Mr. Dennis A. Dinan P'89
Mr. Chenqi Ding '20
Mr. D. Frederick Dirkes '00
Mr. Stewart S. Dixon, Jr. '80
CPT. Sean Donahue '95
Ms. Jie Duan P'27
Mr. and Mrs. Brett C. Duffy '80
Mrs. Joan W. duPont P'83
Mr. and Mrs. Jeffrey B. Elizardi '92
Mr. Ethan D. Ellis '24
Ms. Susan M. Emery P'94
Engelberth Construction, Inc.
Mr. and Mrs. Eric Escalante P'20,'22
Mrs. Barrie Fahey P'84
Ms. Danielle Fedele

Mr. and Mrs. Kyle I. Fellers ’90
Mr. and Mrs. Corey-Joe Ficek P’23
Fidelity Brokerage Services LLC
Mr. and Mrs. Henry Flanagan
Mr. Colin J. Flynn ’05
Mrs. Jennifer S. Fogg
Mr. Richard K. Fox and
Mrs. Karen Wolk P’84
Frank Corp. Environmental Services
Franklin Utility Corp.
Mr. Austin G. Franklin ’13
Mr. Cole Franklin ’10
Mr. and Mrs. Kirk J.
Franklin ’78, P’10,’13
Mr. and Mrs. Joseph A.
Frazier P’88,’95,’00
Ms. Christine L. Frazier and
Mr. Owen Denzer
Mr. and Mrs. Timothy A. Frazier ’00
Mrs. Dale Frehse P’89
Mrs. Donna D. Fried P’97
Mr. and Mrs. Ryan E. Frost P’25
Mr. Jiong Fu and Mrs. Haijie Yang
Mr. Thomas Funkhouser
Mr. Samuel W. Funnell ’07
Mr. Ian F. Gagnon ’08
Mr. and Mrs. Michael D. Gallo
Mr. and Mrs. Paul B. Gardent ’62
Mr. and Mrs. Ryan Gardner P’25
Ms. Arolyn Garnell P’91
Mr. and Mrs. Michael G. Garrison ’94
Mr. Halley Gartner and Ms. Julia Ford
Mr. Alfonso Garza ’95
Mr. Adolfo Garza Vera and
Mrs. Natalia Chico P’25
Mr. Jacob A. Gilbert ’10
Mr. Maxwell L. Gilbert ’13
Mr. Nathan J. Gilbert ’08
Mr. and Mrs. David J. Giller ’68
Mr. and Mrs. Albert Gilpatrick ’50
Mr. Avery R. Glass ’13
Mr. and Mrs. Joshua Glass P’13
Mr. Caleb Glover ’11
The Goldstone Family Foundation
Mr. Zheng Gong ’23
Mr. and Mrs. Kenneth B. Gould ’71
Mr. Ian Grant
Mr. and Mrs. Alexander L.
Gray H’12, P’14,’16
Ms. Karen Gray and Mr. Ed Neister
Mr. Christopher F. Grilk ’06
Mr. David F. Grilk ’06
Mr. Victor Geronimo Grisi Haddad ’24
Mr. Mingyang Gu ’18
Mr. and Mrs. Derek Gueldenzoph P’22
Mr. Gonzalo Gutierrez Jourdain ’24
Mr. Nolan Hackett ’24
Mr. and Mrs. Tate S. Haire ’91
Mr. and Mrs. Christopher R. F. Hale ’95
Mr. and Mrs. Charles H. Hall ’60
Mr. David G. Hanson ’68 and
Mrs. Laura Palumbo-Hanson
Mr. Erland B. Hardy
Mr. Tucker M. Harris ’23
Mr. and Mrs. William Hart H’08
Mr. and Mrs. Henry M. Haskell ’49, P’75
Mr. and Mrs. Steven M. Haskell ’75
Mr. Sherwood C. Haskins, Jr. and
Mrs. Andrea
Mattisen-Haskins P’89,’91
Ms. Terry Hausner P’92
Mr. and Mrs. John C. Hays
Mr. Chenglin He ’19
Mr. and Mrs. Timothy Heekin P’18
Ms. Christina Hennessey P’21,’23
Mr. Roberto Henriquez ’00 and
Mrs. Itziar Tapia
Mr. and Mrs. Jeffrey D. Hicks P’84
Mr. Ty R. Higginbotham ’24
Mr. and Mrs. Ken Hollingsworth
Ms. Tatiana Hoover P’25
Mr. James O. Houssels ’79
Mr. Junyan Huang ’24
Mr. and Mrs. Jeff Hudkins P’24
Mr. Magnum T. Hudkins ’24
Mr. Noah Humphrey ’24
Mr. William R. Humphrey IV ’13
Mr. and Mrs. Jon Hunt P’26,’28
Mr. Richard G. Hunter P’90
Major Warren D. Huse ’52
Mr. and Mrs. Michael
Hutchinson P’20,’22
Mr. and Mrs. George D. Iverson ’75
Mr. Patrick James and
Ms. Debra Alleyne-James
Mr. and Mrs. William S. Janes P’00
Mrs. Monica Jangro P’75,’78, GP’03,’05
Mr. Hayden Jenkins ’10
Mr. Reagan V. Jobe ’98
Mr. David Johnson
Mr. Nathaniel L. Johnson ’20
Mr. Raleigh W. Johnson III ’74
Mr. Richard B. Johnson and
Dr. Sharon Johnson P’20
Mr. and Mrs. Alfred Johnston, Jr. ’66
Jones Lang LaSalle Americas
Mr. Charles Jones and
Mrs. Octavia Man P’25
Ms. Kyla Joslin
Mr. and Mrs. Frank B. Judge ’57
Mr. Charles B. Kaplinski ’24
Mr. Kris Kaplinski and
Dr. Heather Crisp Kaplinski P’24
Dr. Robert F. Kenerson H’04
Mr. and Mrs. Christopher J. Kenny
Mr. and Mrs. Andrew King P’16,’19
Mr. Bennett L. King ’19
Mr. Pierce J. King ’05
Mr. Wesley T. King ’16
Mr. and Mrs. Michael J. Kinnaly ’81
Kirkeby Foundation
Mr. Charles B. Kissel ’10
Mr. Kari O. Kontu ’80
Mr. Toby M. Kravet ’56
Mr. Allan Kreuzburg H’23 and
Mrs. Amy Kreuzburg P’14,’17
Mr. Tomonari Kuromatsu ’95
Mr. Sean Kwon ’24
Mr. Peter L. Lane
Mr. Kristofor Langetieg and
Ms. Jungwon Park P’24
Mr. Terence P. Langetieg ’24
Mrs. Mercedese E. Large P’12
Mr. and Mrs. Kenneth E. Lary ’71
Mr. and Mrs. Philip F. Law ’76
Mr. Benjamin Lewis ’24
Mr. Fengzhe Li and
Ms. Honghua Piao P’18,’23
Mr. Jichao Li ’24
Mr. Kaixuan Li ’21
Ms. Luo Li P’28
Mr. Roger K. Lighty ’48
Mr. Shengying Lin and Ms. Yao Liu P’22
Mr. Charles Lister-James
Dr. and Mrs. Tzu-Shang T. Liu P’18
Mr. Zhengyuan Liu ’24
Mr. and Mrs. Benjamin N. Lovejoy ’99
Mr. and Mrs. Edward L.
Lovejoy GP’09,’15,’17
Mr. and Mrs. Robert T. Low
Mr. Federico Lujan Lalieu ’24
Dr. and Mrs. Leonard W. Luria ’63
Mr. and Mrs. Michael L. Lyon P’05,’13
Mr. David B. Madeira ’99
Ms. Emily Magnus
Maine Community Foundation
Mr. and Mrs. James S. Mainzer ’66
Mrs. Florence Mallory P’95
Mr. and Mrs. Richard C. Mallory ’95
Dr. Steven Mann and
Mrs. Susan Taylor-Mann P’03
ZouZou Mansour
Mr. Marvin Marks
Dr. and Mrs. Peter Maro P’21
Mr. and Mrs. Juan-Bosco Marti ’91
Mr. George Martinecz
Dr. Katharine W. Mauer P’97
Mr. Maxwell Maurer
Mr. and Mrs. Beau C. Maville ’00
Mr. and Mrs. Cory McClure P’21,’24
Mr. Mark S. McCue and
Mrs. Vasiliki M. Canotas P’09
Mr. Cameron C. McCusker ’10 and
Ms. Hedi Droste
Mr. and Mrs. Joseph P. McHugh
Mrs. Faith K. McLean P’77
Mr. and Mrs. Michael P. McLean ’77
Mr. Brian R. McQuillan ’07
Mr. and Mrs. Scott McQuillan P’07
Mr. Augustus G. Means and
Mrs. Sarah Carpenter
Mr. Harry A. Metz, Jr. ’50
Dr. and Mrs. Craig Mines P’14,’16
Mr. Jared A. Mines ’14
Mr. Sage R. Mines ’16
Mr. and Mrs. Jesse A. Minneman ’96
Mr. and Mrs. Albert J. Mitchell, Jr. ’73
Ms. Dianna M. Mitchell
Mr. Michael Mitchell and
Ms. Rasheda Edness P’24
Mr. Michael A. Mitchell ’24

Mr. and Mrs. Ryan T. Mitchell ’92
Mr. Carl C. Moerer ’95
Mr. and Mrs. Peter B. Moore ’58
Mr. Sho Moriyama and
Mrs. Ying Dai P’23
Mrs. Warren F. Morris
Ms. Erika M. Mosse P’08
Mr. and Mrs. W. Carter Neild ’85
Mr. H. J. Nelson III P’98
Mr. James Q. Nikodem ’24
Mr. and Mrs. Peter A. Nitze P’04
Mr. and Mrs. Nicholas Nowak
Mr. Thomas M. O’Connell ’03
Mr. Heejoo Oh and
Ms. Woosun Lee P’23
Mr. Salvador Onate Iberri ’24
Mr. Robert W. Ooten ’24
Mr. Stephen E. Ordway ’94
Mr. Dean Pappas
Mr. Maxon W. Parker Bartlett ’24
PayPal Giving Fund
Mr. and Mrs. John A. Pereira ’87, P’19
Mr. and Mrs. Joshua G. Perelman ’86
Ms. Paola Perez P’25
Mr. and Mrs. David G. Perfield
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Mr. Fountain V. Whitaker ’23
Mr. and Mrs. Anderson B. White ’76
Mr. and Mrs. Frank P. White, Jr. ’74
Mr. and Mrs. Michael B. White ’72
Mr. and Mrs. Patrick White P’18
Mr. Peter G. Whitehead ’87 and
Ms. Laurie Sammis P’18
Mr. and Mrs. Tim Whitehead P’16
Mr. and Mrs. Richard Whiting, Jr. ’71
Mr. Charles W. Whitlock ’85
Charles R. Whitney
Charitable Foundation
Whittier Trust Company
Mr. and Mrs. William K. Whyte ’63
Mr. Langston S. Williams ’24
Mr. and Mrs. Derek Wilmot P’25
Mr. Jonathan Wimbish
Mr. and Mrs. Lawrence M. Wolman ’69
Mr. and Mrs. Bob Woods P’06,’07
Mr. John C. Woods P’72, GP’18
Mr. John C. Woods, Jr. ’72, P’18
Mr. Lucas S. Woods ’18
Mr. Chengjun Wu ’25
Mr. Guoqin Wu and
Ms. Dongmei Chen P’26
Mr. Haipo Wu and Ms. Caiping Pan P’27
Mr. Hon Sing Wu ’26
Mr. Sung Wai Wu ’27
Mr. Ziming Wu and
Mrs. Huan Zhao P’25
Mr. and Mrs. Christopher A.
Wyskiel P’06,’08
Mr. Jun Xiao and Ms. Yan Cui P’21
Mr. Gang Xie and Ms. Jin Sun P’26
Mr. Jiaxi Xie ’26
Ms. Tao Xin P’26
Mr. Dexiang Xu ’24
Mr. Weidong Xu and
Ms. Jia Tang P’25,’28
Mr. Ho Sing Xue ’26
Ms. Huiyan Xue P’25
Mr. Peng Xue and Ms. Lei Jiao P’26
Ms. Yuge Xue
Mr. Enjie Yang ’26
Mr. Huizhen Ye and Mrs. Dan Sun P’24
Mr. Fangji Yin ’25
Mr. Yongsheng Yin and
Mrs. Yanling Ren P’25
Mr. Zicheng Yin ’13
Mr. Joonki Yoon ’24
Mr. Kyunghoon Yoon and
Ms. Jung Hwa Shin P’24
Mr. Byoung Taek You and
Mrs. SoYoung Yun P’23
Mr. Jose Felipe Ytuarte Nuñez and
Mrs. Noemi Aguilar P’25
Mr. Chunsheng Yuan and
Ms. Xia Chen P’24
Mr. Owen Yuan ’24
Mr. Chuanjiang Yue and Ms. Jin Xu P’24
Mr. Kaien Yue ’24
Mr. Alexis M. Zambrano ’03
Mr. Mario A. Zambrano ’95 and
Mrs. Maria Ybanez
Mr. Christopher H. Zamore ’67
Mr. Allen Zhang ’26
Mr. Peng Zhang and
Mrs. Xinying Xu P’28
Mr. Yong Zhang and
Mrs. Yongmei Tang P’26
Mr. Bingrui Zhao ’24
Mr. Yucheng Zhao ’24
Mr. Zhenhua Zhao and
Ms. Jun Zang P’24
Mr. Zhijun Zhao and
Ms. Jiayin Wang P’24
Mr. Zimo Zheng ’27
Mr. Jinfeng Zhou and
Ms. Qinyi Yin P’27
Mr. Hanwen Zhu ’25
Mr. Keming Zhu and Ms. Lin Li P’25
Mr. Qi Jin Nuo Zhu ’25
Mr. Qi Zhong En Zhu ’27
Mr. Yan Zhu and Mrs. Rong Cui P’26
Mr. Yanming Zhu and
Mrs. Sipei Ouyang P’24
Mr. Yiming Zhu ’26
Mr. and Mrs. Daniel M. Zinsmeyer ’83
Mr. Hairong Zou ’26
Mr. Rong Zou and
Ms. Zhenya Xue P’19,’26



# TRIBUTE AND MEMORIAL GIFTS

PARENTS, ALUMNI, FRIENDS, AND EVEN CURRENT STUDENTS OFTEN MAKE GIFTS IN HONOR OR MEMORY OF LOVED ONES WHO HELPED MAKE A CARDIGAN EDUCATION POSSIBLE. OTHERS GIVE TO RECOGNIZE TEACHERS, COACHES, AND MEMBERS OF THE COMMUNITY WHO MADE THEIR EXPERIENCE UNFORGETTABLE. THE FOLLOWING LIST RECOGNIZES THOSE HONORED THROUGH SUCH GIFTS.

## IN HONOR OF

Mr. Gordon R. Borek '10 †
Mr. Jeongung Choi '24
The Clancy Family
Class of 1992
Mr. Peter L. Cleveland '13
Mr. Blake A. Collins '16
Mr. Dillon S. Corkran '07
Mr. Spencer W. Corkran '06
Mr. Hamilton P. Day '24
Mr. Diego Escalante '20
Mr. Mateo Escalante '22
Mr. Giovanni Fassina
Ms. Julia Ford
Mr. Dalton J. French '07 †
Mr. Ryan E. Frost
Mr. Michael G. Garrison '94
Mr. Felix Hoover '25
Mr. James O. Houssels '79
Mr. Jeehoo Jeong '25
Mr. HanJun Lee '25
Mr. Benjamin N. Lovejoy '99
Mr. Sechang Mah '22
Mr. Jeremy D. Marks '88
Mr. James N. Marrion H'03 †
Mr. Aaron J. McClain '08 †
Mr. Augustus G. Means III
Mr. Preston T. Miller †
Mr. Michael A. Mitchell '24
Mr. William A. Moeller '95 †
Mr. Kolapat J. Mongkhonvanit '20
Dr. Richard D. Morrison '50, P'76,'82 †
Mr. James W. Nitze '04
Mr. Jiho Park '26
Ms. Jungwon Park
Mr. Eugenio Ramonfaur Gracia '25
Mr. Bayard B. Roberts '09
Mr. Thomas P. Rouillard
Mr. T. Ryan Sinclair
Mr. Jacob W. Slaughter '16
Mr. Nicholas Q. Slaughter '13
Mr. Wenbin Tang '24
Mr. Constantine Theocharis '25
Mr. Blumes L. Tracy '24
Mr. Richard Treadwell '24
Mr. Addison G. Walker '15
Mr. Po Yin Wang '25
Mr. Allen J. Weisberger '07 †
Mr. Marten J. Wennik
Mr. Zachary J. Wennik '15
Mr. Morgan Wilkinson
Mr. Jiaxi Xie '26
Mr. Joonki Yoon '24
Mr. Felipe Ytuarte Aguilar '25
Mr. Chengtian Yu '25
Mr. Kaien Yue '24

## IN MEMORY OF

Mr. Kevin Callahan P'11,'13,'15 †
Mr. Charlie Emal †
Mr. Craig Lighty '52 †
Mr. Warren F. Morris '66 †
Mr. Andrew B. Noel III P'16,'19 †
Mr. Thomas G.D. Stein '03 †



# THE HERITAGE SOCIETY

HONORED MEMBERS OF THE HERITAGE SOCIETY INCLUDE ALUMNI, CURRENT PARENTS, PARENTS OF ALUMNI, FACULTY, STAFF, TRUSTEES, AND FRIENDS OF THE CARDIGAN MOUNTAIN SCHOOL COMMUNITY WHO HAVE MADE PROVISIONS IN THEIR ESTATE PLANS FOR THE BENEFIT OF CARDIGAN. THANKS TO THEIR FORESIGHT AND COMMITMENT, THE CARDIGAN EXPERIENCE WILL CONTINUE FOR GENERATIONS TO COME.

IF YOU HAVE INCLUDED CARDIGAN MOUNTAIN SCHOOL IN YOUR ESTATE PLANS AND HAVE NOT YET MADE THE SCHOOL AWARE, OR IF YOU WOULD LIKE MORE INFORMATION ABOUT THE HERITAGE SOCIETY, PLEASE CONTACT DIRECTOR OF LEADERSHIP AND PLANNED GIFTS SANDRA HOLLINGSWORTH AT 603.523.3745.

Anonymous (3)
Mr. Steven W. August ’69
Mr. Geoffrey A. Blair ’68
Mr. Ronn M. Bronzetti ’89
Jotham Burnett ’95, P’25
Dr. Olaf Butchma P’14,’16
Mr. Stephen G. Carpenter ’55
Mr. Robert V. Chartener ’73
Mr. Richard A. Clancy ’67 and
Mrs. Joy Michelson Clancy P’17
Mr. Juan A.
Covarrubias P’98,’01,’03,’06,’11
Pam and Jeremy Crigler ’79
Rick ’82 and Mary DellaRusso
Mr. Thomas P. Dierl P’09
Mr. Stewart S. Dixon, Jr. ’80
Mr. Roger C. Earle ’64
William T. Fleming, Esq. ’70
Mr. and Mrs. Michael B.
Garrison ’67, P’94,’96
Mr. David S. Hogan ’66
Mrs. Sandra M. Hollingsworth
Mr. Il-Sup Huh P’08
Mrs. Ellen Humphrey P’13,’14,’16
Mr. F. Corning Kenly III ’68, GP’27
Mr. Kenneth S. Klaus ’73
Mrs. Mercedese E. Large P’12
Reverend Harry R. Mahoney H’01
Dave ’80 and
Steff H’16 McCusker P’09,’10
Mrs. Nancy Hayward Mitchell
Ms. Erika M. Mosse P’08
Mrs. Meg M. Moulton
Mr. Joseph L. Mroz, Jr.
Mr. Dan Murphy
Mrs. Barbara S. O’Connell P’03
Mr. Larry W. Prescott P’88
Mr. Peter Rand ’51
Ms. Nancy Rathborne P’83
Mr. Jared I. Roberts P’09
Mr. Palmer D. Sessel ’58
Ms. Carolyn Shapiro-Wall P’14
Jeremiah ’00 and Nicole Shipman
Mrs. Barbara J. Shragge-Stack P’10
Mr. Geoffrey Thornton P’09
Mrs. Patricia Thurber P’73
Mrs. Diane G. Wallach H’16, P’06
Mr. Anderson B. White ’76
Mr. Roger C. Woodberry ’83

## EMERITI

Mr. Edwin Allday P’78 †
Mr. Finn M.W. Caspersen P’84 †
Mr. J. Dudley Clark III H’05 †
Mr. Richard J. Cullen †
Mr. Frank S. Fifield †
Mrs. Elizabeth S. French †
Mr. Savage C. Frieze, Jr. H’96, P’70 †
Mrs. Janet F. Gillette H’11 †
Mr. Robert S. Gillette H’93 †
Mr. Theodore Goddard ’51 †
Mr. Archibald R. Graustein †
Mrs. Dorrance H.
Hamilton GP’01,’04,’08,’10 †
Mr. Albert F. Hill †
Dr. and Mrs. Crawford H.
Hinman H’94 †
Mr. Charles H. Hood †
Mr. Donald R. Joyce ’36 †
Mr. John B. Kenerson †
Mr. F.C. Kenly, Jr. P’68 †
Mr. Craig Lighty ’52 †
Mr. J. Michael McGean †
Dr. Richard D. Morrison ’50, P’76,’82 †
Mr. John H. Pearson, Jr. ’65, P’98 †
Mr. and Mrs. Marc M. Spiegel †
Dr. Walter G. Staley, Jr. P’85 †
Pammella S. Starbuck GP’05,’07 †
Mrs. Helen E. Stoddard †
Mr. Davis P. Thurber P’73 †
Mr. and Mrs. John Tower †
Mr. and Mrs. Samuel C. Williams †

*Questions regarding the Annual Report should be addressed to Joe Burnett ’95, P’25, director of development and international relations, Cardigan Mountain School, 62 Alumni Drive, Canaan, NH 03741 or 603.523.3838; jburnett@cardigan.org.*



# ENDOWED FUNDS

WE ARE GRATEFUL TO OUR ALUMNI, PARENTS, GRANDPARENTS, TRUSTEES, AND FRIENDS WHO HAVE CHOSEN TO MAKE GIFTS TO THE SCHOOL'S ENDOWMENT. BY CONTRIBUTING TO THE ENDOWMENT, THESE DONORS LEAVE A LEGACY OF PERPETUAL SUPPORT FOR CARDIGAN'S STUDENTS, FACULTY, PROGRAMS, AND FACILITIES. IF YOU ARE INTERESTED IN HELPING TO BUILD CARDIGAN'S ENDOWMENT, PLEASE CONTACT DIRECTOR OF DEVELOPMENT AND INTERNATIONAL RELATIONS JOE BURNETT '95, P'25 AT 603.523.3838.

## FACILITIES

Artificial Ice Endowment Fund
Cardigan 2020 Commons Endowment Fund
Cardigan 2020 Hayward Endowment Fund
Clark-Morgan Hall Endowment Fund
John B. Coffin Utility Fund
Greenwood House Endowment Fund
Gymnasium Endowment Fund
McCusker Hall Endowment Fund
Science Building Endowment Fund
Wallach Endowment Fund

## RESERVED PROGRAM FUNDS

Athletic Uniform Fund
Cardigan 2020 Endowment for Excellence Fund
Chinese Family Fund for Faculty Excellence
Cameron K. Dewar Faculty & Staff Endowment Fund
Cameron K. Dewar Prize
Dramatic Arts Fund
Faculty & Staff Fund
Ryan G. Feeley Faculty Excellence Fund
Gates Invention and Innovation Competition Endowment Fund
Graduation Awards Fund
Health Center Fund
Harvey P. Hood Library Fund
Christian Humann Theatre Fund
Keith Wold Johnson Faculty Fund
Learning Center Fund
Richard & Beverly Morrison Infirmary Fund
Thomas and Wendy Needham Fund
Outdoor Education Program Fund
Michael Skibiski Prize Fund
Norman & Beverly Wakely Faculty Salary Fund
Arthur Ashley Williams Foundation Fund

## SCHOLARSHIP FUNDS

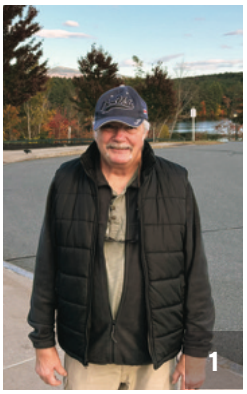
James C. Alden Endowment Fund
Anonymous Endowment Fund
Gordon Borek '10 Memorial Scholarship Fund
O.W. Caspersen Fund
Richard J. and Nellie Clancy Fund
J. Dudley Clark III H'05 Scholarship Fund
Joseph M. Collins Scholarship Fund
Cameron & Janet Dewar Scholarship Fund
Dewitt Wallace Fund
Diebel/Rich Scholarship Fund
Frehse Family Foundation Fund
Edward French & Robert Gillette Scholarship Fund
Frieze Alumni Legacy Scholarship Fund
Patricia L. & Savage C. Frieze Jr. Fund
Thomas E. Gordon '89 Scholarship Fund
Gregory Wilkinson Scholarship Fund
Charles Hayden Foundation Fund
William Randolph Hearst Endowed Scholarship Fund
Albert F. Hill Fund
H.P. & M.H. Hinman Memorial Fund
Jennie Drew Hinman Memorial Fund
John H. Hinman Fund
John T. Hogan Memorial Fund
Xu Jin and Chuanjiang Yue Scholarship Fund
Christian A. Johnson Fund
The Laverack Family Fund Endowment
Theodore F. Linn Jr. Fund
James N. Marrion Scholarship Fund
McCusker Legacy Endowment Fund
William Knapp Morrison '82 Scholarship Fund
Andrew B. Noel III Memorial Scholarship Fund
Elizabeth Porter Fund
Prescott Family Scholarship Fund
Scholarship Fund
Robert & Thurza Small Scholarship Fund
Robert W. & Helen E. Stoddard Endowment
Robert W. Stoddard Fund
Student Scholarship Fund
Norman C. Wakely Scholarship Fund
Wayne G. Wickman Jr. Fund

## UNRESTRICTED FUNDS

Rodd Brickell Foundation Crisis Education Endowment
Campaign 2000-Board Designated Endowment
Cardigan 2020 Board Designated Fund
Cardigan 2020 Unrestricted Endowment Fund
Marie Heye Clemens Fund
Edward B. Hinman Fund
Harold P. Hinman Fund
John B. Kenerson Fund
Krannert Foundation Fund
Unrestricted Endowment
Van Nice Endowment Fund
Vickery Family Fund

# Spotted

**1:** *Pat Russ '68 and his wife Susie traveled from their home in Indiana and made a stop at Cardigan along the way;* **2:** *On a trip to visit his son, who is studying engineering at Northeastern, Pedro Echeverria '78 visited campus with his family;* **3:** *Dann Swallow '81, who is living in Missoula, Montana, visited campus for the first time since his graduation;* **4:** *Tyson Greenwood '93, working as a private chef for events in southern Turkey and Cape Cod;* **5:** *Gerardo Mahuad '94, who is living in Mexico City, visited campus over the summer and connected with Director of Summer Programs Matt Rinkin;* **6:** *Steff McCusker H'16, Hedi Droste, former Head of School Dave McCusker '80, and current Cardigan Varsity Hockey Head Coach Cam McCusker '10 after an alumni golf outing in July;* **7:** *Robert Conkling '86 visited campus in September and caught up with Director of Development and International Relations Joe Burnett '95 and Director of Annual Giving and Alumni Relations Jer Shipman '00;* **8:** *Eduardo Grullon '78 was on campus with his family to drop off his four children for Cardigan Summer Session;* **9:** *Chris Mann '83 recognized the Cardigan logo on current faculty Hal Gartner's jacket, introduced himself, and snapped this photo after a chance encounter in Massachusetts;* **10:** *Alberto Domene '98 reconnected with Jer Shipman '00 at Cardigan*


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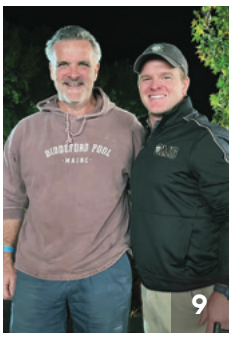

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*registration while dropping off his son Beto '26;* **11:** *Jeannette Boucakis, her friend Barry, Jon Boucakis '95, and Joe Burnett '95 at the Cardigan Montcalm Golf Event in August 2024;* **12:** *Ryder Arsenault '10 and Head of School Chris Day had a chance meeting in the Chicago airport and paused for this photo;* **13:** *Tyler Wilmot '09 and his wife Christa welcomed their first child, a boy named Silas, in August 2024;* **14:** *Mike Marsal '03 returned to campus for the first time in 20 years and reconnected with friends and classmates Jeremiah Shipman '00 and Mikal McCalmont '00;* **15:** *Gage Perry '17 returned to campus to teach "Making Things Go" during Cardigan's Summer Session;* **16:** *On a tour of the East Coast, brothers Jose Manuel '11, Javier '16, and Santiago '17 Soto Gonzalez returned to campus and reunited with Matt Rinkin and wood shop teacher John Burritt;* **17:** *Leo Tejavibulya '13, Director of Admissions Chip Audett, and Chris Day reunited in Thailand in November;* **18:** *Classmates Cale Quasha '00 and Jer Shipman '00 reunited in Houston, Texas for the first time since their graduation;* **19:** *Classmates Jake O'Brien '00, Mikal McCalmont '00, Beau Maville '00, and Beau's brother Ross reuniting on the golf course;* **20:** *After winning the 2024 NCAA Baseball Triple Crown, setting the University of Tennessee record for homeruns, and leading the Vols to a College World Series championship, Christian Moore '18 was drafted in the first round (eighth overall) by the Los Angeles Angels of the MLB;* **21:** *Cardigan's Assistant Director of International Relations Yuki Burnett with Peter Feng '23 during a campus visit in September 2024;* **22:** *Joshua Kim '23 and Terry Langetieg '24 after a Saint Paul's vs. Groton football game*


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**1:** *Archer Davenport '23, Talmage Treadwell '24, and Zeze Probstein '22 connected and raced against one another this fall at a mountain bike race hosted by Proctor Academy;* **2:** *Teo Ryder '22 visited campus in the fall and connected with current faculty John Burritt;* **3:** *Jordan St. Jean '08 visited campus with his partner and parents over the summer;* **4:** *Magnum Hudkins '24 reunited with his former teammates while home on a fall break from Lancing College (West Sussex, UK). Magnum is the starting goalie for Lancing and is enjoying his high school experience in England;* **5:** *Caden Hutchinson '20 taught computer programming at this year's Summer Session;* **6:** *Paul Scull '19, who is a sophomore at Ohio Wesleyan University, returned to Cardigan to teach "Fabrication" during Cardigan's Summer Session 2024;* **7:** *Cardigan Mountain Bike Head Coach Doug Clark ran into Engel Zhang '22 at Boston's Logan Airport;* **8:** *Joe Burnett '95, Owen Yuan '24, Justin Gong '23, Rio Burnett '25, and Yuki Burnett at Kent School in October 2024;* **9:** *Former faculty David Auerbach H'14 shared the following: "My wife and I were in Amsterdam at the Rijksmuseum—four floors, 50+ galleries, wall-to-wall people—and we ran into former Head of School Chip Dewar H'02 and his wife Janet…unbelievable!";* **10:** *Alex Calabro '24 and Rio Burnett '25 after Taft defeated Salisbury 11-0 at the end of October;* **11:** *Noah Humphrey '24 and Brandon Hennessey '23 played one another in a Brooks vs. Governor's football game this fall;* **12:** *Gabe Raphael '21, who is a senior at Berkshire this year*


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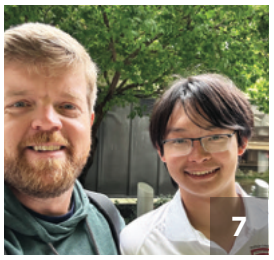

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# In Memoriam

Cardigan Mountain School has been notified of the passing of the following alumni, former board members, former faculty, and former staff:

- **Mr. Robert W. Allen '79:** December 16, 1962–December 18, 2024
- **Michael F. Bixler '62:** November 24, 1946–September 1, 2024
- **Mr. Peter C. Lanman '67:** February 3, 1951–September 13, 2024
- **Mr. Hubert C. O'Keefe II '64:** November 1, 1947–April 23, 2024
- **Mrs. Penelope B. Peck H'17:** June 26, 1947–August 7, 2024
- **Mr. John H. Prescott '54:** October 9, 1939–May 10, 2024
- **Mr. Richard A. Rose '52:** May 16, 1937–October 11, 2023
- **Mr. Hare D. Stuart '65:** March 29, 1949–October 20, 2023

*and played midfield on their soccer team, was named as one of 20 players to represent the East in the 14th Annual Boys High School All-American Game, which was played in December. Gabe has committed to continuing his soccer career at Holy Cross next year;* **13:** *Cross Country Running Head Coach Morgan Wilkinson, and runners Marshall Paul '25, Stevie Wales '25, and Riley Caples '25, met up with Langston Williams '24 at a cross country running meet at Holderness School;* **14:** *Cardigan's mountain bike coaches caught up with Will Rice '22, Teo Ryder '22, Fountain Whitaker '23, and Talmage Treadwell '24 after a mountain bike race on Cardigan's home course;* **15:** *Davis Jamison '24 and Ben Clary '24 reunited at a soccer game between Groton and St. Paul's this fall;* **16:** *Cardigan's Assistant Director of International Relations Jungwon Park and Director of Secondary School Counseling Kris Langetieg, along with their sons Stevie and Terry '24, connected with Davis Jamison '24 and his dad Troy Jamison at Groton School;* **17:** *Jack Diemar '21 continues to have success in cycling. He represented team USA at the 54th Tour de L'Abitibi in Quebec where 150 elite riders raced in the 7-day, 667-kilometer stage race;* **18:** *John Hoins '18 and former faculty Wim Hart H'08 connected in Maine over the summer;* **19:** *Ben Lewis '24 and Chris Day at KUA this fall;* **20:** *Yuki Burnett, Rio Burnett '25, Joe Burnett '95, and Julian Santini '24 at Berkshire School in October;* **21:** *Yuki Burnett, Kai Kinoshita '23, Joe Burnett '95, and Rio Burnett '25 at Taft School in October*


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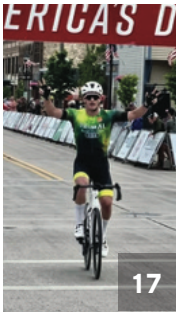
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# Events




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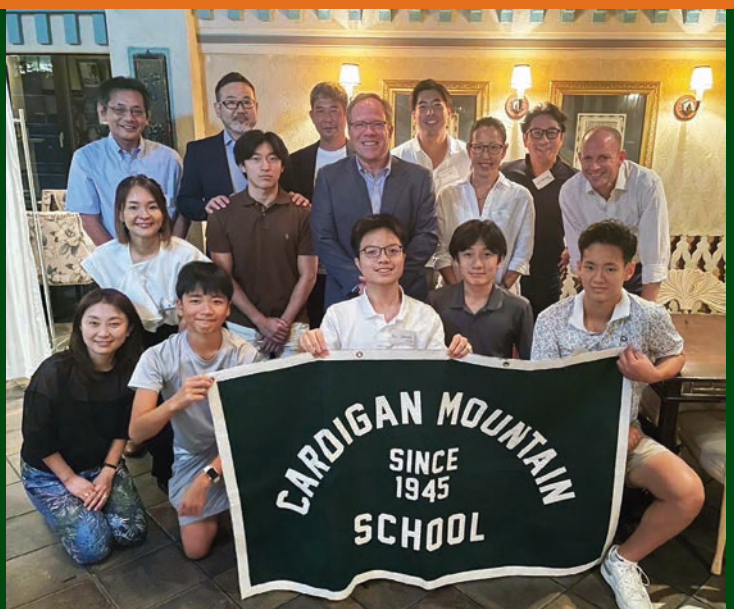
## Summer Gatherings in New England

This past summer, Cardigan organized two golf outings for alumni, parents, and friends:

1. Montcalm Golf Club in Enfield, New Hampshire
2. Tree House in Tewksbury, Massachusetts

## Japan

On August 8, Cardigan students, alumni, and parents came together for dinner in Tokyo.



## South Korea

In August, Cardigan held several events in South Korea:

**1.** A Cardigan golf outing, hosted by trustee Doowhan Ko and Hyunsun An

**2.** An alumni reunion in Seoul

**3.** A community dinner in Seoul for Korean students and parents

**4.** A lunch for current and past Korean parent leaders







## Marblehead

**1.** In September, parents of current student Stevie Wales '25, Stu and Karen Wales, hosted a community gathering at their home in Marblehead, Massachusetts.

**2.** During the event, Director of Annual Giving and Alumni Relations Jer Shipman '00, Assistant Director of International Relations Pablo Rocca, and Associate Director of Admissions John Bayreuther posed for a photo with Cardigan's young alumni.

**3.** Stu and Karen Wales with Head of School Chris Day.

## China

In August, Cardigan organized several events in China's biggest cities:

**1.** A community dinner in Shenzhen

**2.** A community dinner in Shanghai

**3.** A community dinner in Beijing

**4.** A dinner in Shanghai for Cardigan's current and past Chinese parent leaders





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## Fall Gatherings

**1.** Anderson White ’76 and Dan Moody ’80 hosted friends of Cardigan at River Oaks Country Club in Houston, Texas in November.

**2.** Trustee and past parents Jeff and Michelle Roberts hosted a reception for parents, alumni, and friends at their home in Illinois in November.

**3.** In September, current Cardigan mothers gathered together on campus for a brunch hosted by Assistant Director of Secondary School Counseling Cynthia Day at Frieze House.

**4.** Alumni, friends, and parents from Thailand hosted Chris Day and Director of Admissions Chip Audett for a community gathering in Bangkok in November.



# THE ANNUAL FUND FOR CARDIGAN

**THE THEME FOR THE 2024–25 ACADEMIC YEAR IS *AS ONE*. IT IS BOTH OUR GOAL AND** our charge to understand that progress and growth are best achieved when individuals are united in pursuit of a shared mission. We strive for this in the classrooms, in the dorms, and on the fields, and the result is the inimitable Cardigan community—our school's greatest strength and the element that most influences and shapes a boy's Cardigan experience.

Coming together *As One* is especially essential in raising the Annual Fund, and we seek the support of all members of this community to help us reach our $1.25 million goal. We're grateful to you for joining in the effort.

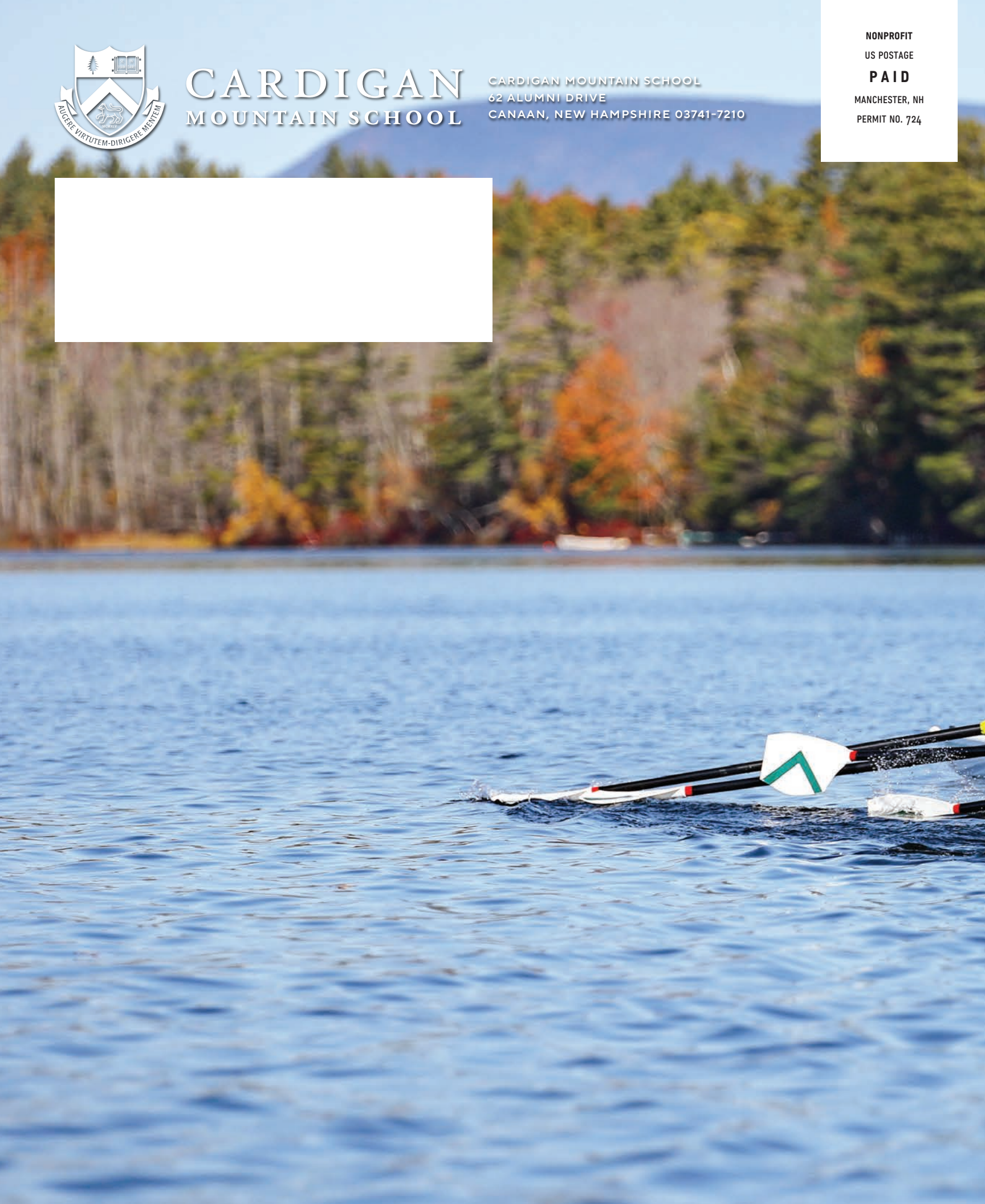
## YOUR ANNUAL FUND GIFT HELPS US:

- **Open our doors.** Your generosity increases our ability to provide financial aid to deserving families, helping boys from all backgrounds find their place in this community.
- **Learn together and stay together.** The Annual Fund supports our faculty by funding their professional development pursuits—experiences they bring back into the classroom—and providing incentives for them to remain a part of our community as long as possible.
- **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.

The Annual Fund for Cardigan

**MAKE YOUR GIFT TO CARDIGAN'S ANNUAL FUND TODAY AT WWW.CARDIGAN.ORG/GIVING.**

**QUESTIONS?** CONTACT JEREMIAH SHIPMAN '00 AT 603.523.3601 OR JSHIPMAN@CARDIGAN.ORG



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