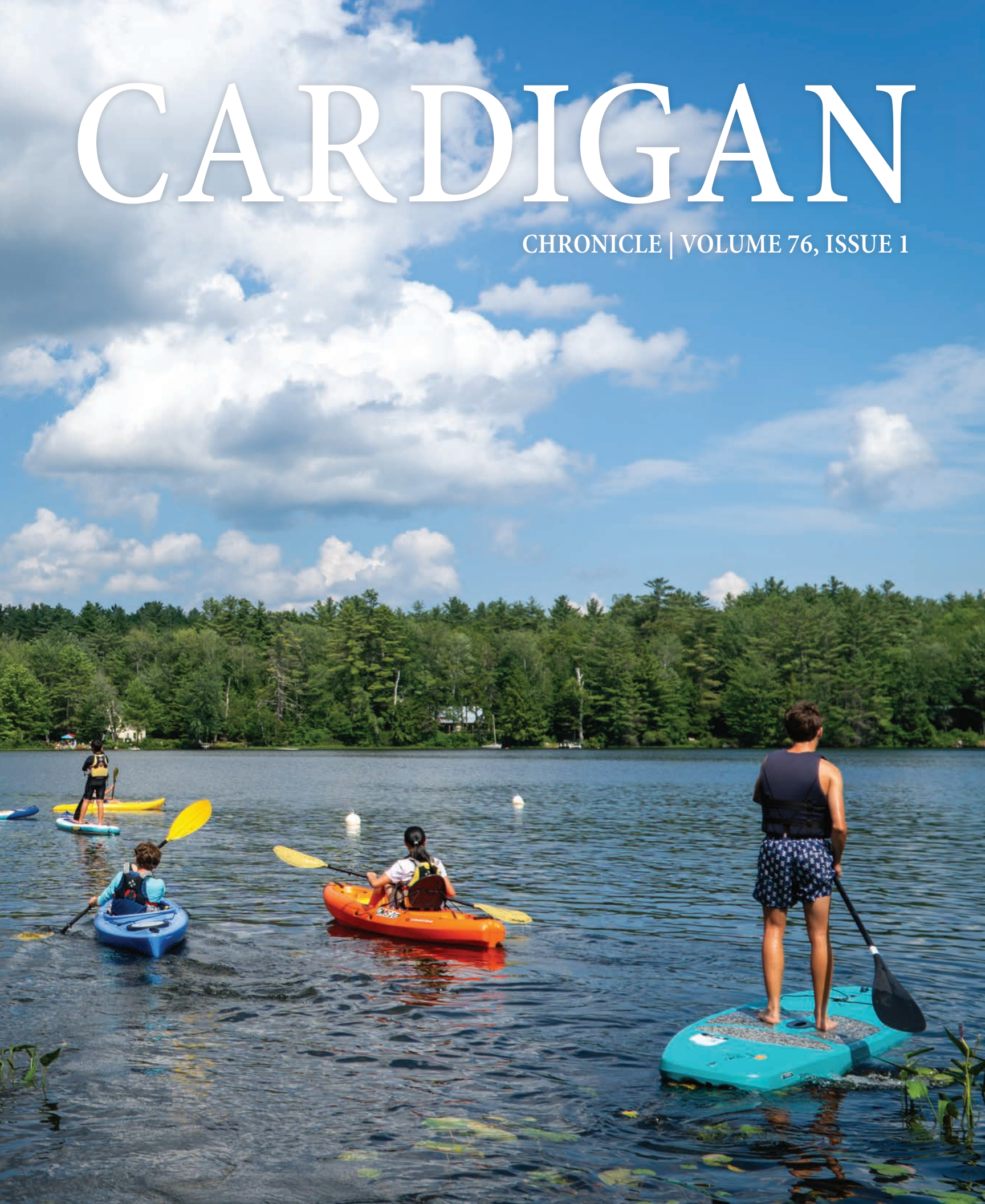
CARDIGAN

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Cardigan Chronicle

Fall/Winter 2025/2026

DEPARTMENTS

2 Letter from the Head of School

16 On The Point

28 From Marrion Field

34 History's Mysteries

38 Founders Path

40 Alumni Drive

67 Cardigan Connections

CONTRIBUTORS

EDITOR
Emily Magnus

PHOTOGRAPHERS
Chris Adams
Martin Grant
Emily Magnus

WRITERS
Chris Adams
Alan Goodrow
Emily Magnus
Pablo Rocha-Vázquez
Judith Solberg
Sosuke Imaizumi '26

MISSION STATEMENT

Cardigan Mountain School offers a close-knit community that prepares middle school boys—in mind, body, and spirit—for responsible and meaningful lives in a global society. To achieve our mission, we reward effort and accomplishment, helping each boy realize his academic, physical, and personal potential through honoring our core values of Compassion, Integrity, Respect, and Courage in all aspects of daily life.

CONTACT US

For more information about Cardigan Mountain School, please visit our website at www.cardigan.org. Letters and comments can be emailed to emagnus@cardigan.org, or mailed to Emily Magnus, Assistant Director of Communications, Cardigan Mountain School, 62 Alumni Drive, Canaan, NH 03741. The *Cardigan Chronicle* is published bi-annually by the Communications Office for alumni, parents, and friends of the school. It is printed by R.C. Brayshaw and Company on sustainably produced, chain-of-custody stock certified to Forest Stewardship Council (FSC) standards.





IN THIS ISSUE

4 Seventy-Five Summers

51 2024-2025 Annual Report of Gifts

One thing I love to do with the students is take them out around Cardigan's peninsula and do an outdoor art installation based on Andy Goldsworthy's artwork. The kids get to experience nature in a really intense way that some who are from other countries or different backgrounds have not experienced.

Liesl Madden, Summer Faculty 2017-2019, 2024-2025



LETTER FROM THE HEAD OF SCHOOL

They Know They're Home

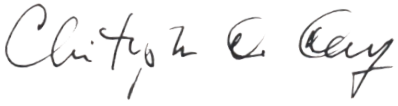
Every summer they return. Sometimes we wonder if they'll come…and thank goodness they always do. The loons on Canaan Street Lake are as much a part of life at Cardigan Mountain School as the towering namesake in whose shadow our community snuggles. During the winter, the loons congregate on the Atlantic coast from Maine to New Jersey, forming "rafts" to feed, socialize, and defend their territory. But each spring, they head north, navigating by an ancient and intuitive compass, eventually peeling off from their raft to return, as mating pairs, to the lakes where they spend their summers. I have to think that upon seeing the rocky summit of Mt. Cardigan our loons know they're home. They warp around and land with a whoosh; like airplanes on a runway, they come to a stop…and they are home. We know they've arrived when we hear their haunting and ancient calls—sometimes a wail, or a hoot, or a tremolo laugh. Their language is the sound of summer in Canaan.

And every summer, since 1951, kids from all over the country and the world have come as well. They come to Cardigan Summer Session to learn, play, and take advantage of one of the most beautiful and pristine locations on Earth. Cardigan's campus peninsulates into Canaan Street Lake, a spring-fed gem that boasts clear water (with New Hampshire ledge on the bottom, the lake does not take on the brownish hue that many others do). The kids' approach is the inverse of the loons; they start their journeys solo or in pairs—in cars, buses, planes, or trains—and they make their way to this brigadoon nestled in the mountains of the Upper Valley. When they arrive, they form rafts of giggly, chatty, enthusiastic boys and girls—learning, growing, and transforming during their four-week stay on The Point. Cardigan Summer Session is and has been a summer destination for boys and girls alike. Their splashes on the waterfront, songs at the campfire, and encouraging cheers during the Green vs. White competitions—these are the sounds of summer in Canaan.

Cardigan Summer Session celebrated its 75th anniversary this past summer, and we are commemorating this amazing program in the pages of this edition of the *Chronicle*. A mixture of academic enrichment and summer fun, Cardigan Summer Session has made lasting memories for boys and girls since it began only five years after Cardigan Mountain School's founding in 1945. It's one of the oldest summer programs in the country—and the best summer a kid could have.

Summer in Canaan ends when the call of the loons fades, and the majestic birds take flight, joining their rafts of fellow loons to head for the Atlantic…and when the kids of summer peel themselves from the final embraces of their new best buddies and head their separate ways…back to their "real" lives…until they can return next summer to this crystal lake so clear.

Articles celebrating Summer Session are marked with the artwork seen at the top of this article. Search for the icon throughout the magazine to learn more about the people, traditions, and history of one of Cardigan's most successful and impactful programs.



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





SEVENTY-FIVE SUMMERS

By Chris Adams, Director of Communications & Marketing

Cardigan's Summer Session has long offered young people the best of summer—adventure, community, and the simple magic of life by the lake. But as we celebrate its seventy-fifth anniversary, it is worth reflecting on what has made the program endure. Since its earliest days, Summer Session has been a place of transformation, where students discover new interests, new confidence, and a lasting connection to the program's guiding ethos: *Try Something New*.

A Parent's Perspective

She came home with a sun-tanned smile, a new interest in yoga, and a bamboo fan, a parting gift from a new best friend from Thailand. My daughter had just finished her second summer at Cardigan, and as she tumbled through the door—talking a mile a minute about Travelling the World in A Book (see page 15) and a trip to Canobie Lake Park—I quickly understood what generations of Cardigan families already knew: Summer Session isn't summer camp. Well, it is, but it's quite a bit more than that. It's a joyful, intentional extension of everything Cardigan stands for.

As it turned out, my daughter's transformation over those summers also made a lasting impression on me. I first saw the magic of Cardigan—the blend of purpose, personal growth, and fun that defines this place. A few years later, when a chance to join Cardigan as the director of communications and marketing arose, I jumped at the opportunity.

The summer of 2025 marked the 75th anniversary of a program that began quietly in 1951 with five students and a couple of teachers and has grown into one of Cardigan's most enduring traditions. It's an experience that has helped shape the lives of thousands of young people and, in many cases, those of the faculty and staff too.

Humble Beginnings

The summer of 1951 began with five boys—Patrick Finney, Thomas Anglem, Leonard Ainsworth, James Cleary, and Colton Ryan—who spent their mornings in the Lodge on Canaan Street studying English with Ms. Dorothy Emerson and mathematics with Mr. John Heagy. Afternoons were spent outdoors hiking the local trails, playing baseball in the shadow of Mt. Cardigan, and canoeing on the lake when the weather allowed. Meals were simple, classrooms informal, and recreation improvised (puppeteering substituted for outdoor activities during inclement weather). Yet something meaningful took root that first summer: a belief that a summer education, at its best, is about curiosity, adventure, and community.

For Cardigan's founders, the idea of a summer program was both visionary and practical: to provide an enriching experience for boys during the quiet months while keeping the school's best teachers—and the kitchen staff—employed. From the beginning, the trustees were clear that Summer Session should not be a camp in the traditional sense, but a "summer school which would take advantage of the outdoor facilities at Canaan Street Lake." The daily schedule would be the same as the academic year—classes in the morning and activities in the afternoon, much like it still is today.

By 1955, Summer Session had moved from the Lodge on Canaan Street to its current location on The Point, where more than 30 boys lived in the Mansion (now known as Clark-Morgan Hall) and attended an expanded list of classes that included history and foreign languages.

Becoming Coed: Welcoming Girls

Girls first attended Summer Session as day students as early as 1963, but Cardigan took a defining step forward a few years later by inviting girls to enroll as boarding students in 1970. It was a bold and forward-looking decision at a time when coeducation in a boarding environment was still uncommon—nearby Dartmouth College would not welcome women until two years later in 1972. The inclusion of girls helped to establish Cardigan as a leader in education while making Summer Session stronger, more dynamic, and more inclusive.

That decision reflected Cardigan's confidence in its mission—to understand, educate, and challenge middle school students through shared experiences as they prepare for lives beyond The Point—and it remains as perhaps the program's most significant milestone.

Trying Something New

Our community uses a vocabulary rich in what I call Cardiganisms—phrases that have grown to entrench themselves in our shared experience, like *Help the Other Fella* and *Lift While You Climb*. But there is at least one that was born during Summer Session: *Try Something New.* First heard on The Point maybe 30 years ago, those three words have evolved into the ethos of Summer Session (and have even graced more than one camp t-shirt along the way).

No one embodies that spirit more fully than Gus Means, a longtime Summer Session faculty member and the current activities director. Mr. Means arrived on The Point nearly three decades ago as a young teacher and never really left.

"It's my mantra during the summer," Mr. Means says, "I constantly urge the kids to try something new and sign up for an activity they have never done before, possibly discovering a new interest, passion, or talent. The only way to do that is by taking that first step."

Mr. Means' daily activities have become a signature feature of Summer Session—a blend of athletics, arts, fun, and adventure that ensures every child finds something to love and something to learn. Whether it's yoga, martial arts, kayaking, or mountain biking, students come to understand that curiosity is its own reward.

Going Global

Like Cardigan itself, Summer Session has grown stronger by becoming more intentionally global—welcoming students from a

(CONTINUED ON PAGE 9)











Summer Session is... COMMUNITY

I'm dyslexic and Mrs. Wakely changed my life. I learned I wasn't alone and had a place where I fit in.

Courtney Galluzzo '71, SS'69

Norman Wakely invited us into his home to watch the July 1971 moon walk. I will never forget it!

Marcy Innes SS'71

I think our group of girls were the youngest on campus that summer; we were in a little house, not dorms. I remember we had a blast running around and were kind of feral. The most memorable part of that summer was watching President Nixon's resignation speech on TV.

Mary Kay Dulworth SS'74



From the Director's Desk:

WHAT MAKES SUMMER SESSION SO SPECIAL?

BY MATT RINKIN P'28,
DIRECTOR OF AUXILIARY PROGRAMS

Each year as I prepare for our Summer Session, I find myself reflecting on what makes these four weeks so meaningful—not just for the students, but for all of us who have the privilege of making it happen. For me, the magic of summer lies in the people—the educators, the students, the families, and the friendships that grow stronger with every passing year.

One of the true highlights of my role has been the opportunity to collaborate with so many talented educators and administrators from schools across New England. The dedication these professionals bring to campus—working tirelessly, 24-hours a day for weeks on end, often giving up their own summers to support our students—is both humbling and inspiring. Their passion pushes me to give my very best, to make sure that each child who steps onto campus has the best summer imaginable. The teamwork and camaraderie that form among our staff during those long, often exhausting weeks remind me why I love this work.

And of course, at the heart of it all are the kids. Getting to know our students and their families—sometimes over the course of seven years—is a joy that never fades. The days are long, sometimes stretching late into the night, but in those shared moments of laughter, homesickness, and triumph, real bonds are formed. Through the traditions that make summer so memorable—Polar Bear swims, Fun Shirt Fridays, Canobie Lake adventures, late-night pizzas, and our ever-growing list of new favorites like International Cultures Night—our community comes alive.

Over the years, I've also had the privilege of partnering with educational consultants from around the world. These relationships have been both professionally enriching and personally meaningful. I've developed lasting friendships with agents from China, Korea, Japan, Azerbaijan, Turkey, Mexico, Germany, France, and Spain, to name a few. One partnership in particular—our 15-year collaboration with Round the World Spain and its director, Henar Landa—has been a cornerstone of our international program. Henar's commitment to connecting Spanish students with our community has not only strengthened our recruitment efforts but also added vibrancy, perspective, and culture to our summer experience. The Spanish students who join us each year have become an integral part of our story.

Closer to home, our connections with day schools across New York City have also enriched our program. Our partnerships with schools such as St. Bernard's, Buckley, Collegiate, Chapin, Marymount, and St. Luke's have allowed us to welcome remarkable young people each summer. Watching these students return summer after summer—growing from wide-eyed children into confident young adults—is one of the greatest rewards of this job.

> What makes Summer Session so special is not just what we do, but who we do it with. It's the friendships, the growth, the laughter, and the shared belief that, together, we can make this summer the best one yet—for every single child who calls our campus home.
>
> – Matt Rinkin P'28, Director of Auxillary Programs

What makes Summer Session so special is not just what we do, but who we do it with. It's the friendships, the growth, the laughter, and the shared belief that, together, we can make this summer the best one yet—for every single child who calls our campus home.

(CONTINUED FROM PAGE 6)

wider range of backgrounds, cultures, and home languages, and learning how to support that growth with care and planning.

International students have been part of the Summer Session story for more than 50 years. As early as the 1970s, students arrived from places as varied as Belgium, Brazil, Canada, the Dominican Republic, Mexico, and Switzerland—an early hint of the cultural diversity the program could achieve. By the early 1990s, that hint had grown into a defining feature. International enrollment had risen to 30 students, shaping classroom conversations, dorm life, and the everyday rhythms of campus in ways that made the program richer—and more complex.

It was during that period that then-director Mr. Jim Burnett P'95, GP'25 recognized an important truth: welcoming students from around the world is not simply a matter of admissions; it is a matter of infrastructure. He was the first to speak directly about adding specific staff positions to properly accommodate a growing international community—support roles that could help with communication, logistics, student experience, and the small, essential details that make a new place feel navigable and safe.

"I tried to make sure everyone felt welcome," he recalls. "I learned everyone's names and made sure they learned what was called the *Cardigan Way*. It was amazing to me how most of the kids fell into the flow. Cardigan was, and is, a good school, and we helped a lot of kids. I'm always impressed by Cardigan and proud to have been a part of it."

Today, roughly 35% of students arrive on registration day from outside the United States. China, South Korea, Mexico, Spain, Japan, and the Dominican Republic are the most common nations recently, and as many as 15 countries are represented during most summers. The numbers matter, of course—but what matters more is what those numbers represent: a summer community where friendships cross borders, where a lunch table or dorm room can host a geography lesson, and where *Try Something New* sometimes begins with something as simple as speaking up in a new language, in a new place, among new friends.

Learning by Doing

Summer Session feels unmistakably "Cardigan" because its teaching philosophy is, in many ways, the same. Middle-school learning is at its best when it doesn't live only in a notebook—it sticks when students can connect a new concept in their head with a project that engages their hands. That's why our mornings are designed around small classes, close faculty attention, and an

(CONTINUED ON PAGE 10)



Summer Session is...
OUT OF YOUR COMFORT ZONE

My internal monologue is constantly chanting "TRY! SOMETHING! NEW!" just like Mr. Means would have us chant it out on the grass the first day. As an adult, this saying has led me to be open to new opportunities and to push myself out of my comfort zone. As an educator, I have a new understanding of how vital this message was to hear, especially on the first day of Summer Session. I tell my students to put themselves out there and say yes to any and all opportunities, knowing that stepping out of your comfort zone is a practice, it is a skill, and kids that are encouraged to do that become adults who are lifelong learners.

Gabriella Hererra SS'12-'14

(CONTINUED FROM PAGE 9)

approach that rewards curiosity and experimentation.

Of course, there are the same steady, familiar anchors that defined those first years in the 1950s: core offerings in math, reading, writing, and world languages. But walk across campus on any given summer morning, and you'll see the Cardigan difference in motion—students launching model rockets, flying drones, investigating a mock crime scene, acting or dancing on the Humann Theatre stage, or leaving fresh chalk art along the paths as if the campus itself is part classroom, part canvas. This is education with sleeves rolled up: design thinking alongside drafting, problem-solving alongside prototyping, reflection alongside revision.

Taking the Lead

One of Cardigan's enduring strengths is the way our oldest students step naturally into leadership, setting the standard for younger boys—and Summer Session reflects that spirit in full. In 2003, Tom Pastore, the school's director of studies at the time, first suggested adding leadership programming (consisting of guest speakers and group discussions) into the summer curriculum. Then in 2017, Devon Rinkin P'28 helped to refine that simple idea into a comprehensive program with a powerful goal: invite students who have previously lived the Summer Session experience to help shape it for others while also instilling in them a skillset to become confident, compassionate, and inclusive leaders.

Today, the Leadership Program is a distinctive offering for rising 10th-grade students who have previously attended Summer Session and are ready to expand the breadth and depth of their experience—trying something new, even if they have attended Summer Session for multiple years. Enrollment is deliberately limited to a cohesive cohort of 10 to 12 students—intentionally small so that each leader can build confidence, strengthen real-world skills, and form lasting bonds with peers.

The curriculum blends interactive seminars presented by both faculty members and guest speakers, leadership challenges and games, and opportunities to guide younger students. Beyond the classroom, student leaders are woven into the everyday fabric of the summer.

(CONTINUED ON PAGE 13)

Summer Session is... A CENTERBOARD

Ever since the day I arrived for registration as a 13-year-old, Cardigan has remained to this day one of the most important experiences in my life, serving as a centerboard for so much of what I do as an educator, administrator, coach, and mentor. Cardigan's own Mt. Rushmore—Wakely, Collins, Marrion, Clark—laid the groundwork for today's administration and staff to perpetuate and preserve the joys and challenges of young adolescents.

Bob Low SS'78,'79
Summer Faculty 1994-2023







Summer Session is...FOR ASKING QUESTIONS

What made me come back the second summer was the opportunity to be a part of the leadership program. As a teenager, perhaps you don't ask yourself that many questions. The leadership program was that space; I was with 10 people my age, really close to each other, figuring out, "What are your skills? What can you support?" I really liked that role because I got to have the fun of a student, but also had more responsibility. I got to understand the community as a whole and take care of the younger students.

Macarena Beneytez SS'17,'18
Summer Faculty 2019









Summer Session is...
A LOLLIPOP MOMENT

One thing that has stuck with me from Summer Session leadership training is the power of lollipop moments—the important parts of somebody else's life that you affected by doing something small and kind. A person who creates a lollipop moment usually doesn't remember it, but it's one of the things that the receiver treasures most. That's really interesting to think about because you don't know if you're making a lollipop moment. You want to always make a good impression on people is what I took away from that—just make sure to always be trying to give lollipop moments.

Alfred Kaplinski SS'23-'25

(CONTINUED FROM PAGE 10)

They work alongside faculty in mentoring younger students, assist with activities in ways that elevate inclusion and joy, and help reinforce routines that keep the summer running smoothly. Each leader is encouraged not just to learn about leadership, but to live it—modeling the behavior, respect, and enthusiasm that define our school culture and ethos.

Attracting Students (and Teachers!)

Though originally conceived in part to retain important teachers and keep the kitchen staff busy, as Summer Session matured, it did much more than fill the months between academic years—it has introduced countless students, families, and teachers to our community and the *Cardigan Way*.

Many families first encounter Cardigan through Summer Session. A student—and his parents—fall in love with the campus, the lake, and the sense of belonging—and by August, he's applying for the academic year. The opposite is also true. Many boys already accepted to the academic year program will choose to attend Summer Session in order to acclimatize to the culture and structure of Cardigan.

The same is true for teachers. While the nucleus of the Summer Session faculty may be borrowed from the academic year program or longtime returning teachers from other schools, Summer Session has long been a place where educators discover the joy of teaching in Cardigan's environment—hands-on, outdoors, and deeply relational. Several of the school's best-known faculty members first came to campus for a summer job and stayed for a career. The Summer Session has become both a training ground and a proving ground for the kind of teaching that defines Cardigan's culture.

Traditions That Endure

Much has changed since that first summer—enrollment has grown from five local boys to more than 150 girls and boys from all over the world—but the essence of the Summer Session experience remains surprisingly constant, a continuum from year to year supported by intentional activities, games, meals, trips, and traditions.

Mornings still begin with a chilly, often foggy walk to the waterfront for Polar Bear. Evenings close with a Green vs. White competition or a few more minutes of laughter under the glow of the setting sun on Marrion Field. Sprinkled throughout each week are field trips and theme dinners, performance nights and guest speakers, campfires and s'mores—each a layer that adds richness to a summer on The Point.

Some traditions are as old as Cardigan itself; all students hike to the summit of Mt. Cardigan within the first few days of summer. Others have been added along the way, born from the imagination of students and teachers alike; a new highlight is International Cultures Night—a celebration of the global community that Summer Session has become—that includes dress, displays, and food.

Every summer, of course, closes with the Great Race. A celebration of the athletic, the silly, and everything in between, the race is a Green vs. White relay race, beginning at the victory bell in front of Clark-Morgan, weaving around campus—by land and water—and finishing at Cotting Rock overlooking Marrion Field.

(CONTINUED ON PAGE 14)

Summer Session is... EMPOWERING

I had a really good team of faculty around me who helped me understand what leadership means. Mr. Langetieg was a big part of that, and Mr. Wennik. Everyone was helping push me in a direction, so at the end of the summer, I really felt like I had changed. I felt ready for the responsibility of being a leader. A lot of the younger girls looked up to our girl leaders at the time, and I felt really empowered by it. I was able to give back, not just being cool, but being helpful and being a citizen worthy of a leadership position.

Reggie DeCossard SS'12-'17
Summer Faculty 2022-2024

Summer Session is... PHONE-FREE

I've made some of the strongest friendships I have ever made because of the no-phone policy. I think that's a really important aspect of it.

Alfred Kaplinski SS'23-25

(CONTINUED FROM PAGE 10)

Looking Ahead: The Next Seventy-Five

The spirit of *Try Something New* is as relevant to our summers now as it was 30 years ago. Summer Session will continue to evolve—integrating new technologies, new courses, new activities, and new calendars to fit the increasingly diverse ambitions and busy schedules of today's students. (Summer Session 2026 will return to two short sessions and/or one long session that was popular a few years ago.)

At the same time, Cardigan has a goal to share our campus—and our vibe, as the students say—for more uses beyond our traditional Summer Session (and our partnership with Cardigan Mountain Lacrosse Camp, which will celebrate its 50th anniversary in 2027). This past August, Cardigan hosted our first instructional mountain biking camp and there are plans to continue in 2026. The school also partnered with Jackson Hole Outdoor Leadership Institute and Northeast Mountaineering to host wilderness first aid and wilderness first responder classes on campus. Each reflect a spirit that embodies summer on The Point: a blend of purposeful learning and new adventures set on a lakefront campus alive with possibility.

Where Journeys Begin

More than a decade has passed since my daughter was a Summer Session student, and while those summers—and the years since—were fleeting, the impressions made are indelible. This past summer, she returned to The Point as a teaching apprentice, one of 10 Cardigan and Summer Session alumni who served on the 2025 Summer Session faculty.

She'll soon be a senior in college and is making plans to travel the world by herself in pursuit of her family's history—Greece, Italy, maybe England and Scotland—only this time it's not in a book, it's for real, and I can't help but think that idea was born a decade ago in a classroom on The Point.

This July, more than 150 students will arrive for registration day—many for the first time, and each with their own hopes and hesitations. Each of them will find the same thing those five boys found in 1951: a place that invites curiosity, discovery, and community. A place that says, in every possible way: *Try Something New.*



Summer Session is... GREEN AND GRAY

Green and gray flow through our family like the spring-fed waters of Canaan Street Lake. As a faculty member, I met my wife, Stacey, on The Point. Our children, Natalie and Cooper, learned how to make their beds, fold their laundry, and set a table, all while tracking The Hero's Journey and creating Miracles with Clay. They learned punctuality, collaboration, accountability, and the values of compassion, integrity, respect, and courage, all while making lifelong friendships...and memories.

Bob Low SS'78,'79
Summer Faculty 1994-2023

Summer Session Selected Courses

In recent years, the selection of courses students can pick from has grown. While we still offer instruction in world languages (French, Spanish, Latin, Japanese, and Mandarin), math (basic computations, geometry, statistics and probability), SSAT prep, ESL, and essential academic skills, students can also choose from a wide range of engaging and fun classes. Many alumni claim the courses they took during Summer Session sparked lifelong passions and careers. Below are just a few of the many options available.

MIRACLE OF CLAY

Miracle of Clay introduces students to hand-building and wheel-thrown techniques. The course emphasizes wheelwork, slab and pinch pot methods of construction, and the proper use of glaze application.

UKULELE FOR BEGINNERS

This course covers everything students need to know to start playing the ukulele, including uke anatomy, tuning, how to read chord diagrams, strumming patterns, popular chords, and chord progressions. Uke performances are a highlight of the end-of-summer talent shows!

DRONE BUILDERS: DESIGN, BUILD & FLY!

This course explores the fundamentals of drone technology by assembling and operating basic drones. Students learn about aerodynamics, basic circuitry, and the core engineering principles that make drones fly. The course concludes with flight tests that put their engineering expertise to the test.

ENGINEERING & FABRICATION: INVENT, CREATE, SOLVE

This dynamic course is perfect for young innovators who love to build, tinker, and solve real-world challenges. Students explore engineering concepts and work with a variety of materials, including wood, metal, plastics, and electronics. Through hands-on projects, they develop problem-solving skills, learn fabrication techniques, and bring ideas to life.

STORIES & POEMS: SEUSS TO SHAKESPEARE

Young storytellers who wish to express themselves in both written and oral forms creatively write and share both fiction and nonfiction stories and poems.

UTOPIA, GONE WRONG

Dystopian societies are common in many recent books, including *The Hunger Games, Divergent,* and *The Giver*, as well as in classics like *Animal Farm* and *Fahrenheit 451*. Students read, discuss, and write about themes prevalent in these books.

WILDERNESS EXPLORERS

Students get to know the natural world by spending substantial time outside exploring Cardigan's 525-acre campus. Students also learn how to pitch a tent, start a fire, and survive in the wild.

WORD PROBLEMS AND MATH RIDDLES

Students develop strategies for solving word problems and learn to look for patterns, decode math terms, and set up simple equations. Math riddles explore alternative ways to think about numbers and mathematics.

INTRODUCTION TO COMPUTER CODING

Using a variety of educational coding applications, students learn to write basic programs and tell computers what to do.

CSI: FORENSICS

In this hands-on course, students document a crime scene and implicate a suspect. Through collaborative activities, students learn about a variety of forensic techniques—simulated blood typing, blood spatter analysis, fingerprint analysis, glass analysis, luminol detection of simulated blood, and DNA analysis.

INTRODUCTORY SPORTS PSYCHOLOGY

In this course, students study the minds of athletes. Students are introduced to the history, concepts, and topics of sports psychology as well as contemporary issues and practices relevant to the field.

TRAVEL THE WORLD IN A BOOK

Stories and books have the ability to transport young adventurers to far-off places and cultures. In this course, students read, write, and research their way around the globe and create stories about places they dream of visiting. Oh, the adventures they will have!

MARITIME ADVENTURES

Ever wanted to explore the myths and facts of famous maritime adventures? This course offers students the chance to dive into both the facts and fiction of their favorite seafarers, including Black Beard, Davy Jones, and Francis Drake.

LEADERSHIP CLASS

Students define their leadership styles, identify their leadership competencies, and develop their leadership practices through class simulations and real-world experiences. Students identify areas for growth in their own lives and create leadership blueprints that include goals, action plans, and self-reflections.

ON THE **POINT**

Why I Teach: It's a Vocation, Not a Job

"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 ALAN GOODROW,
SUMMER SESSION CO-DIRECTOR OF STUDENT LIFE

When I was a teenager, I had friends who would leave school during the morning to go to what we all referred to as "voc." Voc was short for vocational school, and back then, voc classes included things like automotive repair, plumbing, welding, cosmetology, etc. I was not interested in any of it; rather, I enjoyed English and history, which meant, in turn, that I did not think I had a vocational skill set. Still, to this day, I would not consider myself someone who is handy. I don't repair things, or build anything. In fact, fixing a leaky faucet for me is a grand achievement. What I have come to understand, however, is that this does not mean that I do not have a vocational skill set. In fact, I would argue that teaching, more than anything else, is the most important vocation there is.

Growing up, becoming a teacher was always on the periphery of how I saw myself as an adult. Like most boys, I initially envisioned myself as a professional athlete, then as something else related to athletics. ESPN was at its peak, so being a "talking head" on the channel, someone who got paid to discuss sports, was a dream. However, I soon found that I did not enjoy doing the things that I would need to do to achieve my goals. What I enjoyed the most was reading, writing, and school.

Then, during my senior year in college, I was introduced to Cardigan Summer Session. Not only would I have the opportunity to teach reading and writing, but I would also be able to coach basketball, all while finishing out my undergraduate studies.





To be honest, I was not fully prepared for that first summer and all that it required and asked of me. I struggled with how "on" I always had to be, and how tiring that was. And related to that, when I was always "on," there were a lot more opportunities to feel the standard "impostor syndrome." Unlike simply teaching in a classroom, in a residential setting, that feeling of being unprepared and lacking authority came up at a variety of different points throughout my day. It took me a while before I became confident in my ability to teach and comfortable in my role as a mentor and guide to students. I had grown up going to public school and seeing my teachers as teachers only. Summer Session allowed me to experience not just being in a classroom, but everything else, and how great that can be. It was the most difficult and tiring summer of my entire life, but it was also the best. By the end of the summer, my vocation was clear. I was to be a teacher.

So, to answer the question, "Why do I teach?" my answer is because it has always been my vocation. The meaning of "vocation" that I was unaware of in high school, is, according to the Oxford English Dictionary, a "strong conviction that it is one's duty or destiny to follow a particular profession, way of life, etc." At the Westminster Schools in Atlanta, Georgia, where I work during the academic year, we like to say that teaching is a vocation, not a job. It wasn't until I heard this for the first time that I understood the full scope and weight of the word.

And what is the corresponding vocational skill set? Prior to working at Cardigan, I spent five summers working in customer service at a water park, and it was the best primer I could have asked for when it came to developing the patience necessary for working with kids. I've also come to understand the importance of being open. In teaching, what you anticipate happening rarely does, so when planning lessons and activities, I've found it's important not to be beholden to original ideas. Rather, I strive to be open and flexible. Lastly, I've come to see the importance of treating each day—and more specifically, each interaction with a student—as new. Every teacher I have worked with who has struggled in the classroom has had trouble with this. They struggle to move on. Kids can be upsetting, disappointing, and annoying, but ultimately teachers need in many cases to forget about students' previous transgressions.

Teaching, for me, has never been about the impact that I have on the students. Sure, I like to think that I am a positive role model in some way, and I hope they remember me when they grow up. But for me, teaching is about providing a space for students in which they feel welcome to learn, to grow, to make mistakes, to figure out who they are, and to be challenged. I have the privilege of doing this through teaching reading and writing skills. To me, reading and writing—responding to reading and writing anything, particularly creative or analytical pieces—are the most uninhibited forms of thinking and reflecting in which students can participate. Because of this, they often make mistakes, but when they are able to reflect on them, either in the moment or in revisions, this is where the most growth and learning occurs.

And, honestly, I teach because school was always my favorite place, and now I never have to leave.

For me, teaching is about providing a space for students in which they feel welcome to learn, to grow, to make mistakes, to figure out who they are, and to be challenged. I have the privilege of doing this through teaching reading and writing skills.

– ALAN GOODROW, SUMMER FACULTY 2015-2025

Letters from the Boys

Much of the reporting in the Chronicle *is written from the perspective of the adults in the Cardigan community, highlighting what we feel is important and relevant to the strategic operations and educational goals of the school. But what about the boys? For the 230 boys who call Cardigan home during the school year, what do they care about? What informs their aspirations and goals? In "Letters from the Boys," we want to capture the voices of our students, providing them with a platform through which they can share their thoughts and reflections.*

In this first installment, School Leader Sosuke Imaizumi '26 shares his thoughts on Artificial Intelligence (AI) in the classroom. His reflections are in response to last spring's Commencement speaker and Cardigan trustee Alva Taylor P'22, who compared many of life's decisions to crafting prompts in AI: "What do we know about effective prompts? Lazy prompts lead to dull answers. The best prompts are bold and open-ended, rooted in values and full of examples—those lead to discovery…Don't let the world make you an average AI output. Use what you've learned during your time here—integrity, curiosity, resilience—to be EXTRAORDINARY." At the beginning of the school year, Sosuke and his classmates were asked by English teacher Marty Wennik P'15,'17 to reflect on their use of AI and what role it should have in the classroom. Sosuke's classmates' responses are also included alongside Sosuke's more in-depth essay.

It is worth noting that Cardigan recognizes the importance of AI and has taken the step to add language into its strategic plan that highlights the need to consider the technology's role in education. The answers are few and the questions are many at this point, but Cardigan remains committed to preparing our boys for "responsible and meaningful lives in a global society," which in the years to come will certainly include the use of AI in all its iterations and areas of influence.

Members of the Class of 2026 pause for a photo on the Academic Quad on the first day of classes in September.



Writing in AI: Authenticity Over Convenience



> While I would agree that work at Cardigan is not heavily impacted by AI, I would add that the work that we do at Cardigan will directly impact how we will use AI. In other words, our experiences here at Cardigan will help us navigate AI and help mold us into prompt engineers who have the ability to look at AI and its outputs critically.
>
> – REED OBERTING ’26

BY SOSUKE IMAIZUMI ’26, SCHOOL LEADER

Honestly, I used Google Translate for assignments when I was in seventh grade, my first year at Cardigan. I was indifferent to the process of work and honesty. The only thing that was in my head was finishing my work on time. At the time, I was desperate to bluff my way through assignments, to hide that I was getting behind my classmates. This action did nothing great for me. I started realizing how important it was for me to write by myself in my own words, even if I used vague grammar and word choice. For example, this year, I was able to write a graduation speech in English class without any help. I have begun to realize the joy of writing stories and essays about myself, and my writing confidence has grown.

Time at Cardigan goes quickly, and communication is crucial to a successful year. Why do people still keep using AI for assignments or essays? This is a current problem for all schools and educational institutions. Maybe it saves time and allows students to use their time more efficiently. AI tools are extremely useful when searching for solutions or getting advice. And when using AI, the dopamine hit comes from the instant satisfaction of a finished assignment and the pleasure of having the extra time to do other activities. It’s hard to stop using it since AI is helpful and convenient.

The thing that I really want to share is that AI cannot create sentences that humans have written with emotion for a long time. Every speech is different, and word choice and quotes reveal a person’s personality and what they want to communicate. If I were to ask AI to write an essay for me, even if it could write exactly like it was written by a human, it would have a hard time expressing how *I* really feel and what *I* want to convey to everyone. Words that are written by a human are stronger and authentic. AI cannot create sentences that move people’s hearts.

The reason why I think people should not use AI in communication is because then people are not sharing or talking with others. There are so many reasons why students come to Cardigan—to learn English, to play new sports, to get a better education. However, one of the things that everyone has to do, even if they have different purposes or goals, is to communicate and coexist within our Cardigan family. I think we cannot live here without that. Sharing something about yourself in your own words is the first step to making a trustful and great community. Essays or other writing assignments are one of the best ways that people can realize and understand something about you. If it’s made up by AI, it is not genuine and not what you actually want to share. Cardigan provides the best environment for students to have the best time. Why not give back to Cardigan, the school that gives you the best “now” with authenticity?

If you listen to Silicon Valley discussions, you will realize that the entry-level job is dead in many fields. If we are to prepare for the future, we must be able to recognize that many will have their jobs taken by AI. The difference between a generalist and a specialist is that the specialist will have lost their entire life's work, and a generalist has a toolbox that allows him to pivot into new fields. Generalists can reinvent themselves, allowing them to stay competitive in an ever-changing job market. Our school already does a great job at ensuring everybody does a little bit of everything....At the end of the day, the goal of Cardigan is to teach students how to write, think critically, analyze texts, etc.

– EVERETT LO '26

When Dr. Taylor tackles AI and its ever-changing and seemingly infinite applications, he views it only as a tool. And like any tool, AI is something that is only as strong as its wielder. Eerily similar to life, when a person exhibits laziness or subpar effort as a wielder, they get back results that reflect what they put in. But, to receive the best result and truly utilize AI, one must do so in a way that is, as said best by Dr. Taylor himself, "bold, open-ended, rooted in your values, and full of examples." These words ring flawlessly true in my young life as well. It is when I embody Dr. Taylor's ideas that I not only grow the most as a human being, but also where my greatest successes lie.

– REED OBERTING '26



New Faculty Join Cardigan Community

One of the best things about working through the summer at Cardigan is being the first to welcome the new faculty when they arrive in mid-August. This year's cadre of new faculty is particularly engaging. Several of them speak multiple languages, and many were collegiate athletes. No less than three are alumni of Cardigan, one is a parent to two current students, and many have spent summers on campus, teaching during Summer Session. Our new faculty come from as far away as Texas, Florida, and Missouri, and are passionate about music, running, the Bruins, and sewing. They have already contributed a great deal to our community, and we are excited to introduce them to you!



MICHAEL TEMPLETON

As Mr. Templeton embarks on a new career at Cardigan, he compares teaching to his previous career in radio: "All the things that drew me to radio are also part of teaching—the performative aspect, the sharing of information and knowledge, and the collaboration." On campus, look for Mr. Templeton behind the scenes in Humann Theatre, where he hopes to continue engaging in his passion for acting that was ignited at Lawrence Academy.

Noteworthy: During his senior year in high school, Mr. Templeton was a member of an honors theater ensemble and directed his own 10-minute play for a final project.
Teaching: Intern
Coaching: Mountain Biking, Recreational Skiing, and Tennis
Dormitory Residence: Hinman
Hometown: Groton, Massachusetts
Education: Curry College (BA)



ETHAN WARREN

Mr. Warren can read Ancient Greek as well as Italian, German, Latin, and French. He was also a dig participant at the San Martino Archaeological Field School in Torano di Borgorose, Italy, in 2016.
As a child, Mr. Warren had a plaque on the wall of his room that quoted Winnie the Pooh: "Always remember, you're braver than you believe, stronger than you seem, and smarter than you think."

Noteworthy: Mr. Warren has a dog—a Labrador/Border Collie mix who goes by the name of Kobe.
Teaching: Latin
Coaching: Cross Country and Basketball
Dormitory Residence: Hinman
Hometown: Austin, Texas
Education: University of Rochester (BA) and University of Texas at Austin (MA with plans to finish a PhD in 2026)



ADONIS WILLIAMS '14

When Mr. Williams was a Cardigan student, the Commons was still under construction, and he and his classmates had the opportunity to sign their names inside its walls. The building continues to be one of Mr. Williams' favorite places on campus because of the sustenance it provides both in terms of food and time with friends.
Mr. Williams says he has returned to Cardigan because he wants "to give back to the community that poured so much into me."

Noteworthy: Mr. Williams' favorite quote is "Negativity is a thief that steals happiness."
Teaching: Math
Coaching: Basketball and Lacrosse
Dormitory Residence: Brewster
Hometown: Spring Valley, New York
Education: Adelphi University (BS) and Pace University (MBA)







JON HUNT P'26,'28

For Mr. Hunt, joining the Cardigan faculty completes a full circle. Mr. Hunt's first love is lacrosse, and as a college graduate in 2000, he figured that if he wanted to coach, he should also learn to teach. His first classroom was with fifth and sixth graders in Connecticut. Mr. Hunt is excited to connect with the sixth graders and teach them about the Cardigan culture: "I'll be able to get to know them from the beginning and watch them grow for the next four years."

Noteworthy: Mr. Hunt's wife Jessica is a PEAKS coach, and his sons Sam '26 and Baxter '28 are students.
Teaching: Sixth Grade
Coaching: Football and Lacrosse
Dormitory Residence: McCusker
Hometown: Guilford, Connecticut
Education: Plymouth State University (BS)

CARTER SULLIVAN

When Mr. Sullivan applied to work at Cardigan, he wrote in his cover letter, "I firmly believe that teachers are most impactful when they root their classroom in the beliefs of community, inclusivity, and academic rigor, and I believe that Cardigan is the place that can help me build them into my teaching skills." When asked what's on his bucket list, Mr. Sullivan doesn't hesitate: "Win the student vs. faculty hockey game!"

Noteworthy: Mr. Sullivan's favorite quote is, "Everyone you meet knows something that you don't."
Teaching: History
Coaching: Football and Baseball
Dormitory Residence: Hayward
Hometown: Duluth, Minnesota
Education: University of South Florida (BS)

AUGUSTE BAYRAMGELDIYEV

Mr. Bayramgeldiyev believes, "Language learning not only strengthens cognitive abilities but also broadens students' worldviews, fostering empathy and a deeper appreciation for diverse cultures." His favorite language to speak—aside from his native tongue—is Portuguese. "I love its melodic tones," he says. Russian, French, and English, meanwhile, just make his mouth tired.

Noteworthy: Mr. Bayramgeldiyev speaks eight languages—English, Turkmen, Russian, French, Spanish, Italian, Portuguese, and Korean.
Teaching: Spanish and French
Coaching: Cross Country and Tennis
Dormitory Residence: Hinman
Hometown: Mary, Turkmenistan
Education: Missouri State University (BA and Masters)









JACK SWARBRICK ’16

Mr. Swarbrick says he is excited to again be a part of the Cardigan community that shaped him into the person he is today. “I want to be in an environment in which I know people will push me and challenge me,” he says. As a recent college graduate, his experience as an NCAA Division II student-athlete will be invaluable to Cardigan’s athletic program.
Noteworthy: Mr. Swarbrick’s favorite quote comes from his time on The Point: “Cougars don’t cut corners.”
Teaching: Intern
Coaching: Football, Hockey, and Baseball
Dormitory Residence: French
Hometown: Haverhill, Massachusetts
Education: Emory and Henry College (MBA)



JACKMAN BAYREUTHER ’17

When asked if he thought he would ever return to the Cardigan campus to teach, Mr. Bayreuther says, “No! At first, I really just wanted to get out of Canaan, but now I can’t think of any other place I’d rather start my career in teaching.” His favorite place on the Cardigan campus? Clancy Hill!
Noteworthy: Mr. Bayreuther likes to sew. “It was the best class I took at St. Lawrence,” he says. “Next, I want to learn to make five-panel hats.”
Teaching: Math
Coaching: Hockey and Lacrosse
Dormitory Residence: Brewster
Hometown: Canaan, New Hampshire
Education: St. Lawrence University (BS)



CHRIS DUFFY

In addition to his love of Latin and linguistics, Mr. Duffy is also passionate about tennis. He holds Level 1 USPTA certification in tennis instruction, and if given the chance to meet a famous person, he’d travel back in time to meet tennis legend Arthur Ashe.
Noteworthy: Mr. Duffy plays six instruments—saxophone, guitar, bass, percussion, piano, and ukulele.
Teaching: Latin
Coaching: Tennis and Basketball
Dormitory Residence: Brewster
Hometown: Hamden, Connecticut
Education: Connecticut College (BA) and Universitat Pompeu Fabra (Masters)







Discourse Over Discord:
Practicing the Habits of a Civil Discussion

What are the hallmarks of civil discourse? What skills do students need to acquire to be effective communicators? Is civil engagement a responsibility or a choice? At Cardigan the answers are remarkably consistent.

BY EMILY MAGNUS, EDITOR

When I walk into Marty Wennik's ninth-grade English class, students are already deep into a discussion about *Montana 1948*, a novel by Larry Watson. They are trying to identify the protagonist and decide whether the novel is a coming-of-age story or a cautionary tale. The conversation flows easily; by this point in the school year, the students are both practiced in their discussion skills and knowledgeable about the structure of a novel.

It's worth noting that technology is absent; students sit around a table facing each other with only their books, pens, and reading journals in front of them. Based on the Harkness method or Socratic style of teaching, the students lead; there are no side conversations, only the flow of the dialogue about the book, building their collective knowledge and perspective.

For the most part, Mr. Wennik P'15,'16 doesn't contribute. He too is listening, occasionally writing questions on the classroom whiteboards, but for the most part just following the students' conversation. Only once does he interrupt: "Be careful of using general language. You may know what you are talking about when you use 'it' or 'that,' but make sure the rest of your classmates know. Be specific!"

In the ninth-grade year, Mr. Wennik is preparing these boys for high school academic discussions during which their understanding of a topic, and consequently their grade, will depend upon their ability to participate and contribute. But the skills they learn are not only consequential for their high school preparation but also for their real-world engagement, for living "responsible and meaningful lives in a global society." And fortunately, the lessons learned in Mr. Wennik's classroom are reinforced throughout the Cardigan curriculum—both formally and informally. In a world that encourages discord, not discourse, Cardigan is challenging students to behave differently.

Words Have Impact

Considering the impact of words goes beyond Mr. Wennik's instructions to use clarifying language. One of Mr. Wennik's favorite sayings, "Think before you ink," also challenges students to choose their words carefully. In the case of literature discussions, he asks his students to consider, "How do I say something so it doesn't create animosity?" This does not mean that his students all agree, but rather that they learn to add to discussions and their collective knowledge, instead of escalating an argument in which there is a winner and a loser.

It's a message that history teacher Corey Lawson also supports: "Often students are not conditioned to listen to their classmates; I intentionally use discussions in my class to remind them that they can learn just as much from each other as they can from their teachers." At the end of a unit, Mr. Lawson will ask students to discuss an open-ended question, relying on published essays to support their theses.

Prior to the discussion, Mr. Lawson makes sure his students recognize the difference between disagreeing with each other and arguing. "An argument is a disagreement in which your emotions outweigh your sensibilities," he explains. "I'm asking students to have productive conversations in a professional environment. I emphasize that it is not about being right or wrong. The goal is to understand a topic better."

It's a way of thinking that Mr. Wennik hopes will spill over into the students' personal relationships: "We have a diverse community, but it doesn't do any good if we don't get to know each other. The classroom setting is an opportunity for the boys to practice asking questions that promote understanding and discussion."

Every Voice Is Heard

Mr. Wennik and Mr. Lawson also insist that all students contribute to their classroom discussions. It means that students have to be prepared—there's no hiding in a classroom of 10-15 students—but it also means students get used to articulating their thoughts.

Cardigan's peer mediation program, overseen by Director of Community Life Meredith Frost P'25, has similar goals. Students who receive training negotiate minor student-to-student disputes, often resolving roommate disagreements and other residential life issues.

"At first, the mediators think they are going to give advice, but they quickly learn that their role is to facilitate a conversation in which all voices are heard," says Ms. Frost. "The mediators learn to listen and remove their personal judgments and feelings, and they learn that entering a conversation or asking a question isn't about coming up with an answer but about seeking to better understand each other, to become aware of each other's different perspectives. It's an empowering experience for all the students, to solve their own conflicts without the intervention of a faculty member."

Currently, 18 students have completed the training; 12 are new to the program this









year. Ms. Frost hopes to build the program further to include more students from all grades: “The more we can normalize peer mediation, the greater the impact will be on our community.”

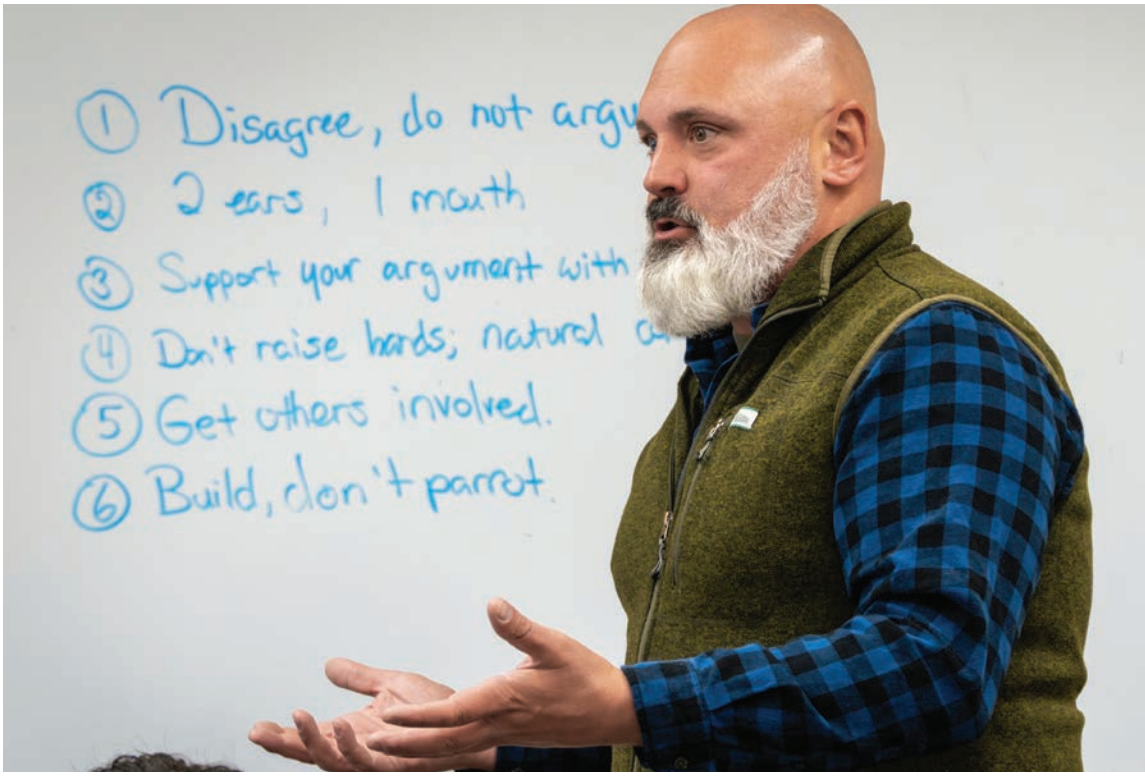
Discomfort is Normal, Even Necessary

Back in Mr. Wennik’s classroom, there is a break in the conversation. And while Mr. Wennik admits it’s tempting to prompt the students and restart the conversation, he allows the awkward silence to continue. In fact, Mr. Wennik savors moments like these. “Silence is golden,” he says, “because that means the students are thinking.”

Dean of Students Matthew Kinney sees value in dwelling in similar moments of discomfort. “If you commit to being a part of a community, you have to be willing to have uncomfortable conversations,” he says. Mr. Kinney and his team use restorative practices to manage conflicts and tensions when they arise. The process focuses not on punishments but on repairing harm and relationships, and it almost always begins with a conversation, helping those involved in the conflict to understand the impact they are having on others.

“Our Core Values [Compassion, Integrity, Respect, and Courage] are a beacon during these conversations,” says Mr. Kinney. “Because the boys have agreed to live by these words when they join the Cardigan community, we have a starting point when we sit down together.”

But in a community with students from 18 countries and 25 states, the differences are sometimes more evident than the similarities, and resolutions are not always easy to come by. “As mentors and role models, it’s important for faculty to help students recognize and accept that we are all different,” says Mr. Kinney. “Empathy does not always come easily to middle-school students, and it’s our job to create the space where the boys can both learn to articulate their thoughts and feelings and actively listen to the thoughts and feelings of others.” Discomfort becomes an integral part of the process.



The boys, with the help of the faculty, engage in discussions all over campus that are focused on enhancing their understanding and building a strong community. The skills they acquire will serve them well when they begin their secondary school education. But with practice and consistency, Cardigan students can use these skills long after they graduate high school and become leaders of the communities in which they settle, leaders who intentionally listen to the thoughts and experiences of others and insist on civil discourse, regardless of how vast the differences may first appear.

Cardigan Celebrates Success of Annual Auction

Cardigan's 37th Annual Auction lived up to its reputation as the star fundraising event of the year. Thanks to our incredible community, the auction raised more than half of the Annual Fund for Cardigan. Humann Theatre was filled to the brim—standing-room only—as supporters came together to make the night a remarkable success. Thank you to all who participated!



$670,000
WAS RAISED FOR THE
ANNUAL FUND FOR CARDIGAN



$3,247,375
HAS BEEN RAISED OVER
THE LAST 5 YEARS

54
UNIQUE
FACULTY
EXPERIENCES
RAISED A
COMBINED
$179,945



$534,043
WAS RAISED DURING
FUND-A-NEED



1 STUDENT WON THE OREO
COOKIE CHALLENGE



2,001
BIDS WERE PLACED

170
ITEMS AND
EXPERIENCES
WERE
DONATED



FROM MARRION FIELD

Cardigan Cougars Prove Grit in First Regatta

In October, Northfield Mount Hermon visited The Point to participate in Cardigan's first rowing regatta. While the Cougars performed remarkably well—finishing first and second in both races—the NMH rowers were not the only force that tested the boys' grit and mettle.

BY EMILY MAGNUS, EDITOR

"Are you sure you want to go out in this? Do you have enough clothes?" asked Head Rowing Coach Tuffer Dow, looking at me skeptically. I nodded, showing him my layers of fleece and Gore-Tex. Weather reports were predicting wind speeds would reach 20 mph with gusts up to 30 mph throughout the afternoon; Canaan Street Lake would be rough, but I was determined to photograph Cardigan's first official rowing competition.

The first boat out on the water held a JV team that included Coxswain Allen Zhang '26, Harry Xu '28, Yuha Nishida '26, June Kim '27, and Logan Shainker '28. They would be the first rowers to test the new course in a solo time trial. In the shelter of Cardigan's peninsula, the weather looked favorable, kicking up just a ripple on the surface of the lake. Encouraged, I stood in the motorboat and snapped photos, framing the rowers against the distant mountains and the fall foliage. I even began to wonder if my fleece hat would be necessary.

But as the Cardigan campus receded into the background and the boys rowed out into the open water, the ripples grew. White caps began to form and barrel down the length of the lake, building tails of foam as they rolled south. Despite their rigorous warmup, the boys shivered in their seats, rounding their shoulders against the wind. The weather report hadn't gotten it wrong after all, I thought, as I pulled my hat down over my ears.

"We have had unbelievably perfect weather all fall," bemoaned Coach Dow. "The boys aren't used to these conditions."

As they drew close to the start, the boys prepared to turn their boat, momentarily steering parallel to the waves and putting the boat in danger of capsizing. Coach Dow shouted directions through a bullhorn, but it was unclear if the boys could even hear him; the crashing waves, the brisk wind, and the motorboat engine built a cacophony against his voice. Waves crashed into the starboard hull, pushing the scull further down the lake and sending a cold spray into the boys' faces.

I put down my camera and gripped the gunnels of the motorboat, ready to pull boys from the water if necessary. Minutes seemed like hours.

As I watched, however, it became clear that the boys weren't in danger. With slow and deliberate strokes, they turned their boat and headed back into the wind, seemingly unfazed by the roiling whitewater. By the time they reached the buoys marking the start, the boys were pulling in sync. And with a blast of the start horn, they moved as one, slicing through the wind and waves, suddenly aerodynamic and unstoppable despite the conditions.

I watched this scene play out three times in three different heats of Cardigan and NMH athletes. Each time the boys, by this time dressed in winter hats and long sleeves, looked like they might capsize, but each time they deftly and calmly handled their boats. Even when Coach Dow's bullhorn stopped working temporarily, the boys kept working, putting into practice all that they had learned throughout the fall.

And as they drew close to Cardigan's waterfront, the cheers of their classmates and the faculty cut through the wind and gave the boys the boost they needed to finish strong. Their arrival at the dock was truly a celebration, and while I shivered for them as they lifted their boats over their heads and let cascades of cold lake water shower over them, they just grinned and laughed. They had known all along that which I had not; as our school-wide theme for this year states clearly, *Practice is Purpose*.

Congratulations to the Cougar rowing teams and their coaches for their outstanding finishes in the first Cardigan regatta on Canaan Street Lake.



INAUGURAL CARDIGAN REGATTA RESULTS

TIME TRIAL
(1250 meters)

BOAT 3 — 8:24
- Coxswain Allen Zhang ’26
- Harry Xu ’28
- Yuha Nishida ’26
- June Kim ’27
- Logan Shainker ’28

RACE 1
(shortened to 1000 meters due to wind)

BOAT 1 (CMS) — 4:04
- Coxswain: Xavier Villegas ’26
- Mac Navins ’26
- Sunny Xia ’26
- Raphael Kim ’26
- Caleb Clough ’26

BOAT 2 (CMS) — 4:23
- Coxswain Poon Promphan ’27
- Sam Jiao ’26
- Henry Price ’27
- Emmett Rand ’26
- Eason Gu ’26

BOAT 3 (NMH) – 4:46

RACE 2
(also shortened to 1000 meters)

BOAT 1 (CMS) — 4:10
- Coxswain Bob Zou ’27
- Seonho Lee ’27
- Henry Moskowitz ’26
- Tom Andrews ’29
- Cayden LeRoy ’27

BOAT 2 (CMS) — 4:14
- Coxswain James Harris ’28
- William Zhu ’26
- Derek Zhou ’27
- Bo Pepper ’29
- Benjamin Ficek ’27

BOAT 3 (NMH) – 4:55











Funsie Onesie Runsie Raises Money for Mental Health Awareness

What do a traffic cone, basketball legend Larry Bird, and a unicorn have in common? They all ran in Cardigan's sixth annual Funsie Onesie Runsie, this year raising money for NAMI (National Alliance on Mental Illness)! Organized by cross country co-captains Jack Manley '26 and Jason Kim '26 and School Counselor Trish Hutchinson P'20,'22, the event raised over $500.








PYLE




CELTICS
33





HISTORY'S MYSTERIES

Separate Yet Inseparable:
Summer Session and the Academic Year Experience

We often describe Summer Session as a self-contained, independent entity at Cardigan Mountain School. However, its history tells a different story: Summer Session has been entwined with Cardigan's academic year since July 1951, when the inaugural summer program launched with two instructors and five students.

BY JUDITH SOLBERG,
ASSOCIATE DIRECTOR OF ADVANCEMENT

That first summer, Summer Session operated at a loss, but the trustees had confidence in the key benefits of the program. Summer Session enabled Cardigan to employ faculty and staff year-round, and it created a pipeline to increase fall enrollment. By 1957–58, the program began contributing financially to Cardigan's bottom line, and over half of Cardigan students had also attended Summer Session. The "double alumni" percentage would settle between 25 and 30 percent as the school grew, staying within that range from the 1960s to the early 2000s.

For many of those years, enrollment flowed in both directions, as certain prospective academic year students (international students and boys struggling with academics at their previous schools) were required to attend Summer Session. Attendance helped these students prepare for campus life and learn to manage challenging fall courseloads. For international students, Summer Session gave them time to adjust to cultural differences and practice speaking and learning in a second language.



1969

As it grew in scope, Summer Session directly impacted most of Cardigan's academic year faculty. Partly because of limitations in faculty housing, faculty members were required to teach during Summer Session in order to keep their campus housing. Even senior faculty members who declined to teach during the summer would be asked to vacate their apartments to accommodate visiting Summer Session faculty. This became a recruiting hurdle and led some faculty to depart Cardigan for good.

At the same time, the enforced continuity between summer and "winter" faculty brought tremendous benefits to both programs. New summer faculty and interns were mentored by experienced Cardigan faculty and often returned to teach during the academic year themselves. For those faculty who taught year-round, Summer Session created an opportunity to test curricula that they hoped to implement during the academic year. The first Summer Sessions focused on individualized learning and piloted approaches that would later form the basis of the Language and Math Learning Labs and (much later) PEAKS. Similarly, courses like ESL (English as a Second Language) and Computer Programming got a Summer Session trial run before they went live in the fall.

And of course, along with the pastoral setting of The Point itself, continuity in faculty has helped to provide a cultural bridge between the summer and academic year at Cardigan. Despite differences between the two programs—coeducation is an obvious distinguishing factor—they have always shared elements of the ineffable "Cardigan Experience." Perhaps this is why, as we increasingly discover, Summer Session legacies abound. These include more than the father-and-son relationships we know from academic year alumni. They present an intricate tapestry of more complicated alumni relationships that include double alumni; mothers and daughters; aunts and nieces; sisters, brothers, and cousins; and countless other permutations of the Cardigan family. As the program looks to its next 75 years, this interwoven community is perhaps the most obvious reflection of how Summer Session has always been integral to Cardigan Mountain School itself.




1969


1956

In the midst of distractions which are common to most homes—radio programs, movies, social functions, comic books, and now, television—[a boy] is forming habits and ideals which govern his future life. First things should come first, and it was with this idea in mind that the founders of Cardigan Mountain School provided a situation which is ideal for the proper growth of young minds. Because there is no pressure, there are no fatigued bodies, no befuddled minds.

– 1952 SUMMER SESSION BROCHURE


1979





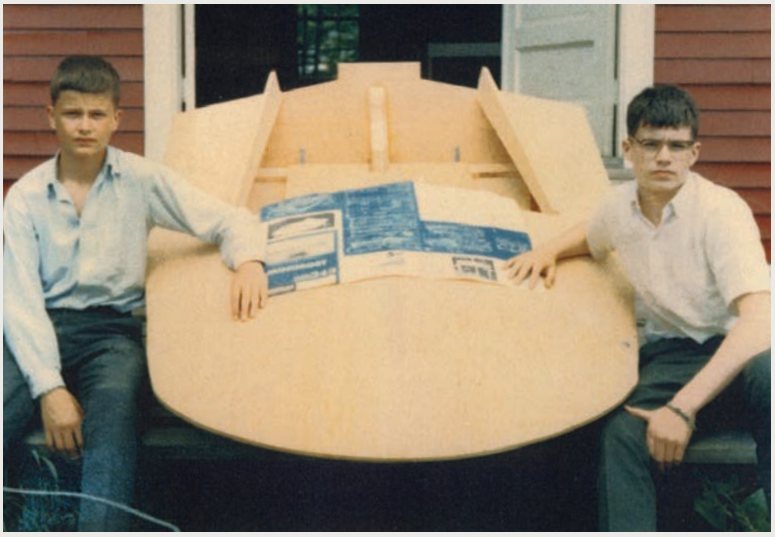
Those Ships Have Sailed

Cardigan Mountain School's Archives brings together familiar and not-so-familiar items to give us a better understanding of the school's past. In this recurring Chronicle *feature, the Cardigan community helps to shed light on both discoveries and puzzles from the archives.*

In our most recent installment of History's Mysteries (Summer 2025, Volume 75, Issue 2), we dove into the history of student-built boats, and the accompanying images prompted an outpouring of updates from our alumni base. It seems that many Cardigan boys rolled up their sleeves to make their waterfront dreams a reality! A call from Bruce Marshard '64, P'20 was the first hint that there were more handmade watercraft on The Point than we'd been led to believe. See below his 1963 photo as proof.

Our very own archives volunteer, Wim Hart H'08, returned from his summer in Maine with even more context. First, Wim notes that faculty member Jim Crowell's contributions to the ice boat project were somewhat more than advisory. Second, Wim is proud to report that he himself was gifted a student boat built at Cardigan. Wim relocated the vessel to his family home in Maine, and for many years he invited adventurous visitors to take it out on the water. While he describes the boat as "very tippy," it never did capsize. Bravo to all of our tenacious student shipwrights of the past, named and unnamed!

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



Bruce Marshard '64 (at right) poses with a classmate next to his handcrafted vessel in 1963.

FOUNDERS PATH

Board of Trustees Welcomes Naomie Leccima

Naomie Leccima P'19 was elected during the summer of 2025. Her leadership experience, as well as her personal passion for Cardigan, make her an invaluable addition to the board.

Naomie Leccima currently serves as head of strategy and transformation and chief of staff to the COO at MassMutual. Across a global workforce of over 2,500, she architects and leads enterprise-wide transformation efforts and translates corporate strategy into actionable execution plans across operations.

Ms. Leccima's career spans more than 20 years of driving transformation and performance management across global insurance and financial services organizations. Prior to MassMutual, she served as a senior manager in Accenture Insurance's strategy and consulting practice, architecting transformation roadmaps for Fortune 500 insurers. She previously led the Project Management Office at Harvard University, directing strategic portfolio governance for $120 million in technology initiatives across 13 school units, and served as director of digital program management at Prudential Financial, managing a $30-million budget and delivery organization of 200+ technologists.

She holds a Master of Science in Management from Saint Elizabeth University and a Bachelor of Science in Finance from Rutgers University.

At Cardigan, Ms. Leccima will be serving on the Strategic Planning and Admissions & Marketing Committees. "I joined the board of trustees because Cardigan transformed my son Leopold '19 in extraordinary ways," she says. "When I chose Cardigan, I hoped he would be challenged academically and gain independence. The school delivered far beyond those hopes. Through the supportive boarding community, he discovered new passions (like winter sports), embraced leadership opportunities, and built resilience and confidence that prepared him for both the academic rigor and social demands of college. Most meaningfully, Cardigan broadened his worldview through a diverse community that welcomed different cultures, perspectives, and traditions." Leopold is now a senior at Cornell University, majoring in computer science.





> I joined the board of trustees because Cardigan transformed my son Leopold '19 in extraordinary ways.... Most meaningfully, Cardigan broadened his worldview through a diverse community that welcomed different cultures, perspectives, and traditions.
>
> – Naomie Leccima P'19

In Memoriam: Robert F. Kenerson H'04

It is with sadness that we share the news that our friend and former trustee, Dr. Robert "Bob" F. Kenerson H'04, passed away on September 6.

Robert Kenerson was a 1956 graduate of Wellesley High School, where he was an exchange student to Switzerland and a piano accompanist for choral groups. He graduated from Dartmouth College in 1960 and pursued a career in psychiatry, graduating from Boston University School of Medicine in 1965. While completing his medical education, Bob also served in the Massachusetts National Guard, in which he was a Captain MC and commander of the 293rd Medical Detachment, stationed in Quincy, Massachusetts.

Later Bob joined the psychiatric residency program at Harvard University, and continued to be associated with Harvard Medical School for 40 years. He was in private practice for 53 years and was on staff at Winchester Hospital. In 2007, Bob was recognized by the American Psychiatric Association as a Life Fellow, an award for life achievement and "a significant contribution to the field of psychiatry."

Bob's connection to Cardigan stretches back to our founding. His father, John, was among the school's original visionaries, and Bob himself was elected to the board in 1970. One of his first orders of business as a trustee was to formalize the nomination process, ensuring the quality and integrity of the board, elected not for their familial relations but for the contributions they could make to the school. For more than five decades, he carried forward his family legacy with a deep commitment to the boys, the faculty, and the Cardigan mission, advocating tirelessly for the mental health of both students and adults. In 1989, he helped establish a board-level Counseling Committee, ensuring Cardigan boys had access to resources that were rare in middle schools at that time.



Serving six different heads of school, Bob guided us through the early understanding of ADD and ADHD, advocated for the Life Skills and PEAKS curricula, researched policies that still guide our Health Services Team, and championed health facility improvements. His fingerprints are on many aspects of life on The Point that we now take for granted.

In recognition of his extraordinary service, Bob received the Meritorious Service Award in 1995, was named an honorary alumnus in 2004, and received the Heart of the Cougar Award in 2007. Beyond these accolades, Bob will be remembered for his thoughtful presence, his gentle humor, and his unwavering dedication to the wellbeing of Cardigan boys.

I hope we never get to a point where we have so many applicants that we can pick all the best. I think this is a place for young boys who haven't had a chance to develop, who won't present as ideal but who show great potential.

– Robert Kenerson H'04

ALUMNI **DRIVE**

A Legacy of Growth:
One Family's 16-Year Journey with Cardigan

In 2007, when Monica and Raul Ramonfaur P'10,'16,'18,'25 began considering boarding schools for their eldest son, Diego '10, they weren't just seeking academic rigor; they were searching for a place that would help shape their young boy into a well-rounded, independent man. Cardigan was many miles away from their beautiful home in Monterrey, Mexico, but it would come to define a chapter in their family's story that lasted for nearly two decades.

BY PABLO ROCHA VÁZQUEZ, DIRECTOR OF ALUMNI AND INTERNATIONAL RELATIONS

In order to choose a boarding school, the family took a methodical approach. The Ramonfaurs sat around their kitchen table and created a chart, listing the family's most important values: academic rigor, small classes, supportive dorm life, daily sports, cutting-edge technology, access to the arts, and above all, community. After visiting Cardigan, the whole family agreed that Cardigan stood out across the board.

"The academics were strong, but it was the sense of connection and character development that set it apart," Raul explains. "The boys wouldn't just be students; they'd be part of something more profound." Cardigan's comprehensive approach, its bond with nature, and the personalized attention to each boy's journey made it clear: Cardigan would be their new home away from home.

Why Cardigan?

Of course, sending each child away came with emotional weight. "Saying goodbye never got easier," Raul and Monica expressed. "But knowing they were in a place that was safe, nurturing, and inspiring gave us peace."

As the eldest, Diego's experience set the tone, and his success and growth sparked a sense of aspiration in his younger siblings. "They looked up to him," says Monica, "and Cardigan became a dreamland they each wanted to explore."

Quick to adapt to every endeavor, Diego discovered a passion for biology during his ninth-grade year with former science teacher Allan Kreuzburg H'24, P'14,'17. This early spark set him on an academic journey in science that would eventually lead him to study cardiology. Diego went on to pursue clinical research at Harvard Medical School and completed his medical training at Tecnológico de Monterrey. Today, he is a resident physician at the Cleveland Clinic and continues to make remarkable strides in his field.

David '16, while inspired by his older brother, initially struggled at Cardigan with math and English. But with the guidance and support of his teachers and advisors, he not only overcame those challenges but also became the varsity soccer goalkeeper, leading his team to a victory during an Eaglebrook Jamboree. After this formative experience, he continued his studies in the U.S. at Avon Old Farms before returning to Monterrey to graduate from Universidad de Monterrey. A passionate explorer, David enjoys traveling around the world and capturing breathtaking photographs, including many during his most recent adventure to Antarctica.

Daniel '18, the most attached to home, had a more emotional start but grew to love Cardigan so deeply that he requested to stay for a second year. Beyond excelling on the soccer field, during his ninth-grade year, he helped younger students from Mexico adapt smoothly to life at Cardigan. Daniel then crossed the Atlantic to further explore the field of business at IEB University in Madrid before returning to Monterrey to earn a degree in international business. Today, he is the co-founder of RIKOMX, leading initiatives that integrate food services with restaurant point-of-sale and logistics platforms.

Eugenio '25, who grew up hearing stories about The Point, felt at home on day one. Always eager to contribute to the family tradition, he broke new ground by joining the wrestling team. In addition, he was a two-year varsity soccer player, where his strength and dynamic play were evident from the start. Recently, Eugenio visited San Francisco, participating in an exclusive international program with Prepa Tec (a high school in Monterrey, Mexico) at the University of California, Berkeley. During his stay, he and his team will be developing a real startup project, an experience that has him excited and completely inspired. As part of the program, they will visit Silicon Valley, where they'll tour the offices of major tech giants such as Google, Apple, Meta, Tesla, and NVIDIA. Back in Monterrey, Eugenio is also training intensively in Jiu-



The academics were strong, but it was the sense of connection and character development that set [Cardigan] apart. The boys wouldn't just be students; they'd be part of something more profound.

– RAUL RAMONFAUR P'10,'16,'18,'20

Jitsu, a discipline in which he competes at the state level, demonstrating the same determination he brings to his studies.

Despite their differences, all four boys shared a wealth of common experiences: the excitement of Sandwich Fair, the tradition of Mountain Day, the thrill of Polar Bear, the freedom of weekend adventures on the ski slopes, and, above all, a collection of unforgettable friendships.

The Lasting Impact

The Ramonfaurs credit Cardigan with shaping their sons into the young men they are today: "They learned responsibility, resilience, and leadership. They were challenged in ways that a regular school could never do." Boarding school prepared their sons not just for high school and college, but most importantly for life. The independence, time management, and interpersonal skills they gained continue to serve them well in all aspects of their lives.

"It's the end of a beautiful chapter in our parenting journey," the parents say. "Cardigan gave our sons more than we could ever have imagined."

To other parents just beginning this path, their advice is simple: "Trust the process. Let your children grow. Cardigan will challenge them—but it will also nurture them in ways you can't do alone." For the Ramonfaurs, Cardigan wasn't just a school. It was a home away from home, a proving ground, and a place where four boys grew into the best versions of themselves.

Summer Session:
The Start of Something Great

Summers on The Point are truly special. There's no better place to be. Cool breezes float up from the waterfront, across Marrion Field, and through the main campus, making even the hottest days bearable. The lake, seen from almost every path on campus, invites one to embark on any number of classic pursuits—fishing, boating, and of course swimming; Cardigan's athletic fields and wooded trails provide ample space as well for limitless games and adventures.

But if you talk to alumni of Summer Session, they will tell you that the program provides more than just fun. They will tell you about the life lessons they still remember decades later and the passions they continue to pursue that were first sparked during Summer Session. With help from the dedicated and enthusiastic faculty who return every summer to help and encourage them, Summer Session students build confidence, independence, and friendships that last a lifetime.

But don't take our word for it. Join us in reading stories from Summer Session alumni from every decade for the past 75 years, and counting!



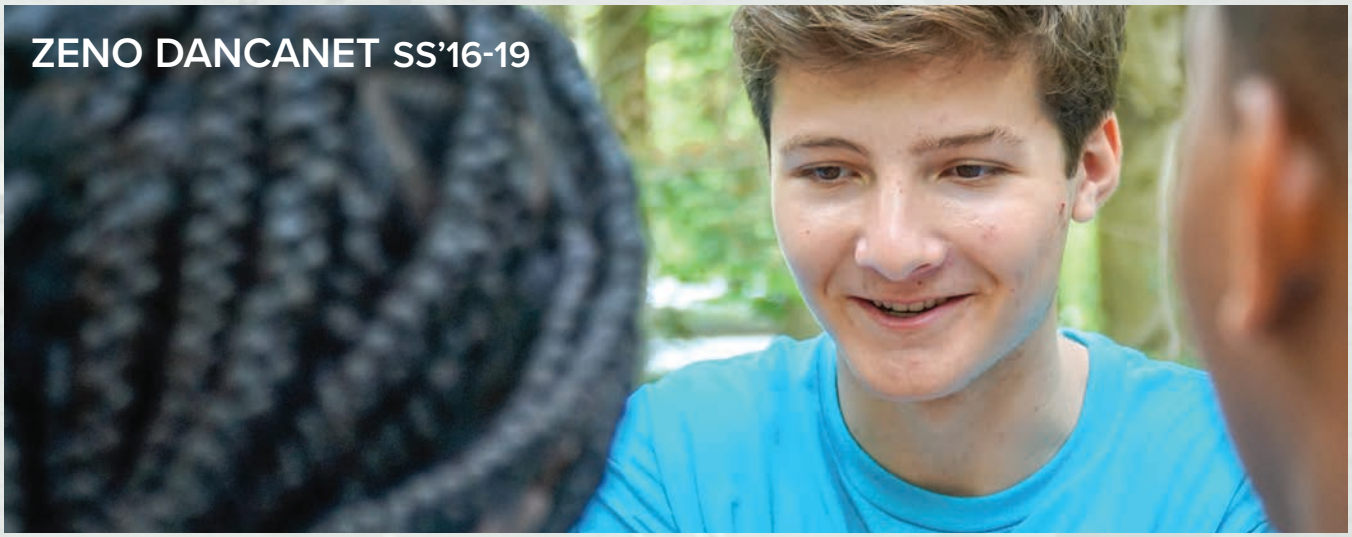
Mr. Brad Yaggy, the director of the summer program [from 1963-1965], became a mentor. After Cardigan, I went on to Mercersburg Academy, where Mr. Yaggy, as well as my father, had gone. I took a slower route to completing my undergraduate degree (eight years), but by 1976, Brad Yaggy had become the headmaster of Friends Academy in Dartmouth, Massachusetts, and he put me to work as a teacher and school counselor. For that I will always be indebted. I went on to school leadership and I believe that it all started in the summer at Cardigan.

– ED ROSSMOORE '64, SS'62

I just remember the diversity of students. I was from a homogeneous southern town and loved meeting so many people from different backgrounds and cultures. After college, I moved to Los Angeles and never looked back.

– COREY SILVERSTEIN COSBY SS'84





ZENO DANCANET SS'16-19

"I grew up in Manhattan," says Zeno Dancanet. "I was a city kid. I was very much of the mindset that in the United States, there was New York, and then there was not New York. Everybody who grows up there has to break out of that mindset eventually." For Zeno, Cardigan's Summer Session was the catalyst. Since then, he has visited 49 U.S. states and nine Canadian provinces. He has plans to visit the rest this summer. "Cardigan showed me how diverse the world is," he says. "I became addicted to learning people's perspectives, and it drove me to become more empathetic."

Zeno was lucky enough to attend Summer Session for four years, returning to The Point each year to reconnect with the students who became his close friends and the faculty who knew him well. "I thought the faculty were impressive, personally; after a year and so many kids to look after, they still remembered individual faces," he reflects. "They already knew me. And Cardigan had so much variety, so many activities, there was never a point when I got bored. There was always something new that I could learn."

In his last year in the program, Zeno participated in the leadership program. "I blame, in the best way, that leadership role for me enjoying a lot of outreach in this stage of life," says Zeno, who is currently a senior at the University of Pennsylvania and has plans to stay an additional year to pursue a master's in electrical engineering. "I led UPenn's rocketry team and mentored the youngest incoming freshmen on how to use CAD programs, the basics of rocketry design. I loved it. I don't think I would have had that experience if it had not been for Cardigan's leadership program."



Living a Deliberate Life By Design

Braelin Thornton P'29 believes in giving life everything she has; there's no time allotted for coasting or doom scrolling. Instead, she runs her own wealth management firm, raises her son single-handedly, trains for triathlons, supports the Kyle Pease Foundation, snow skis, and water skis. Most recently she has taken up 29029 Everesting, events in which participants hike the equivalent height of Mt. Everest in a 36-hour challenge. While it is not a race, if you manage to climb all 29,029 feet, you earn a red hat and bragging rights. Braelin has completed six of them, as well as a similar trail event, and isn't done yet. Along the way, she has found a remarkable community of like-minded people.

BY EMILY MAGNUS, EDITOR

Braelin grew up in Lyme, New Hampshire, so Cardigan Mountain School was always right down the road. And while she couldn't attend the yearlong program with her brother Hunter Holland '09, in the summers of 1997 and 1998, prior to high school, Braelin attended Summer Session. (Later her younger brother Graeme Thornton attended Summer Session between fifth and sixth grade.) "I believe in life, everything compounds in one direction or the other," she says. "The younger you can start, the better. If you take what happened at Cardigan those summers, that got me ahead in math and science. It launched me ahead, and then I was able to just continue that in middle school and high school and college. When I started at Goldman Sachs, things were a little bit rougher for women than they are today. I feel like that leg up really helped me."

Braelin also remembers that Summer Session was the first time that she had met people from around the world. "It was an eye-opener for me," she says. "Children need to understand how big the world is. I think that we can travel with our kids, but that's taking them somewhere and putting them somewhere else. That's not as influential as really getting to know how someone thinks and how they work day-to-day and what matters in their culture. Summer Session does a really good job creating that diverse group."

Summer Session, however, wasn't all fun for Braelin. She remembers being particularly challenged in her SSAT prep

class. “I was sitting in [Humann] Theatre, and we were doing tests, and I remember thinking, ‘I don’t like this. This is impossible.’ I was so frustrated. But it was also a lesson in getting through tough moments. Then comes the confidence.... Those soft lessons are important because then you go on to do something else, and you think, ‘Oh, I did that. I can do this.’ The next thing seems easier. It’s the same mental trigger.”

Buoyed by her lessons in mental toughness and self-confidence, Braelin attended Kimball Union Academy and then Alfred University, earning degrees in accounting and business administration. Braelin then went to work for Goldman Sachs and in 2009, started an MBA program at Union Graduate College.

But despite the demanding professional and educational goals she had set for herself, she felt restless. “I played soccer in college,” she says, “and when I got out of school, it was kind of boring. There was nothing besides work. So I started doing sprint triathlons, just winging it. I didn’t know what I was doing, but I enjoyed them; it was a rush.” Ultimately, she made the jump from the sprint distance (usually spanning a half-mile swim, 12-mile bike, and 3-mile run) to the Ironman distance (a 2.4-mile swim, 112-mile bike ride, and 26.2-mile marathon). She competed in her first Ironman in 2013 in Lake Placid; in 2022, she ran the race a second time and cut her time by two hours.

Braelin found that the same consistency and perseverance she relied on to excel in triathlons was instrumental in 2010 when she founded Thornton Wealth Management in Albany, New York. Twenty-five years later, she continues to educate her clients, helping them to create individualized and holistic financial strategic plans that allow them to live deliberate and balanced lives.

She is also busy raising her son Reed ’29, who is now a sixth-grade boarder at Cardigan. This fall he ran the Lake Run for the first time, and Braelin cheered him on from afar. “That part’s really neat, that Reed is at Cardigan,” she says. “He knows that I was there in the summer, and he knows the backstory of it all. He said he’s going to put it all out there and give it everything he’s got. I love that. When you’re 42 and you’re a single mom and you’re paying for your son to go to Cardigan, it feels good to be able to know that every decision started back there.”

What’s next? She is looking forward to a time when she and Reed can enter an Everesting event together. “He’s seen me do an Ironman,” she says, “and he’s been out there with me on 14-hour training days.... he has seen what’s possible.” She also wants to continue her partnership with the Kyle Pease Foundation (KPF) whose mission is “to improve the lives of people with disabilities through sports and beyond.”

“When you climb with purpose, in business or in sport, you realize the summit isn’t just about you. It’s about who you bring with you,” she explained in an interview with KPF last September. “That’s why this partnership matters.”

“I think a lot of people go through life and just meander,” she continues, “but if you set a goal and you reverse engineer it, you’ll hit it every time with a system in place. And you build that confidence. I’ve taught this to Reed; if you do what you say you’re going to do time and time and time again, your self-confidence is going to grow. Boarding schools, summer programs, reiterate this.”

I think a lot of people go through life and just meander. But if you set a goal and you reverse engineer it, you’ll hit it every time with a system in place. And you build that confidence....Boarding schools, summer programs, reiterate this.

– BRAELIN THORNTON P’29, SS’97,’98



PETER DARBEE SS'64



When Peter Darbee was in fifth grade, his teacher explained to his mother that she needed to lower her expectations of her son as she believed he would likely never amount to anything. "Many thought I was a dope. Some bullied me," he recalls. "I failed with regularity whether it was in school or in athletics. I hardly thought I was in control of my destiny."

That changed when Peter's mother enrolled him in a new school that had one condition for his admittance: he must attend Cardigan Summer Session. In the summer of 1964, Peter arrived at Cardigan and remembers, "I was smart enough not to cry about it but my attitude had not changed."

And while he never really warmed up to the morning classes, the afternoon activities piqued his interest, particularly sailing and riflery. "Sailing gave me the opportunity to break out of this cycle," he says. "I loved being out in the sun, in the wind, and on the water. About a third of the way through the summer, I stopped hating the school and ultimately came to love it. Cardigan Mountain was the critical catalyst at precisely the right time to facilitate an unbelievable turnaround." While he was not immediately a star student, Peter took his modicum of success from Cardigan and slowly improved, attending Buckley Country Day School, Friends Academy, and eventually Dartmouth College, graduating *Magna Cum Laude* and with distinction in economics.

Peter recalls the lessons that kept him going: "I learned that I loved winning and being respected. I also learned that I had to work hard, much harder than others if I wanted to succeed. I did this over and over with substantial success. I also learned that I would fail from time to time. I learned to slough it off and try again harder."

Following 35 years of success in business, Peter retired to Florida. He continues to sail—even at one point attempting a circumnavigation of the world—and hasn't given up his determination to work hard in the face of failure. "These days," he reports, "I am trying to master sporting clay shooting. For several years I have been low gun in my weekly foursome; however, year by year and month by month, I am closing on them."



A summer school visiting faculty member gave a talk down at faculty beach. He handed out pieces of soap and said to keep them in our sock drawers; someday, he said, it would help us remember this time. I just found that piece of soap again, and boy did the memories come flying back, 50 years later.

– KIRK FRANKLIN ’78, P’10,’13, SS’75,’76



As a kid who moved around a lot, Cardigan Summer Session was my constant and steady place. I was lucky enough to have friends who came back every year that I did, so it was incredible to grow up together every summer. Cardigan certainly impacted my life as I went to boarding school and then returned to Summer Session for my first teaching job. I currently work at Kimball Union Academy—teaching history, residing in a dorm, and coaching. I also met my husband while we were both teaching at Summer Session!

– TAI (HALUSZKA) RIVELLINI SS’97-’01
SUMMER FACULTY 2012-2019



A Lifelong Cardigan Journey

When I look back on my earliest Cardigan memories, one name stands out: Zach Wennik ’15, SS’17–’20. I can still picture him—small, blond, and full of energy—darting barefoot across Marrion Field during endless soccer games with friends. That same spirited boy has since grown into a remarkable educator whose enthusiasm and dedication continue to inspire both students and faculty.

BY PABLO ROCHA VÁZQUEZ, DIRECTOR OF ALUMNI AND INTERNATIONAL RELATIONS

Whether in the classroom, on the soccer field, or with students in an advisory meeting, Zach embodies the new generation of outstanding teachers that Cardigan Mountain School has been fortunate to welcome to The Point. His journey from student to faculty member is a testament to the lasting power of the Cardigan experience.

When I sat down with Zach to talk about his journey, it was clear how deeply Cardigan has shaped him. Looking back on his first summer on The Point as a Summer Session student, he admits, he was overwhelmed. Despite being familiar with the campus, he quickly realized that Summer Session offered new challenges and opportunities for growth. “It was humbling,” he recalls. “It’s rare at such a young age to meet kids from all over the world, experience independence, and learn who you are. It was challenging, but it was worth it. I learned that I was just one among many, and that realization opened me up to new experiences and people.”

Through his summers at Cardigan, Zach learned valuable lessons that continue to guide him today. “I became more open and empathetic,” he reflects. “I used to stick with people who had similar interests to my own, but Summer Session taught me to reach out, especially to people who seem quiet or different. That openness has shaped who I am as a teacher.”

Zach says his love for history also began during Cardigan’s Summer Session, when he took an interactive mythology class that captured his imagination. After graduating from Cardigan, Zach attended Kimball Union Academy and later Goucher College, where he received a Bachelor of Arts in Economics and minored in history. His first job after college was at Dublin School where he worked in the Admissions Office,



lived in a dorm, and coached Ultimate Frisbee. But it wasn't long before Zach realized his true passion was for teaching history, and when a history position opened at Cardigan in the fall of 2023, he jumped at the opportunity.

"Coming back felt natural," he says. "Cardigan at that point had been my home for over 20 years. It gave me the confidence to step into teaching in a place where I already had support." Two years later, Zach continues to teach, coach, advise, and lead several clubs at Cardigan. His favorite part of the day, he said, is interacting with the students during advisory times and on the sports field; he also enjoys celebrating the smaller personal victories with students—participating in a school drama in Humann Theatre, figuring out a complicated piece of music, or completing a tough assignment.

Zach has also returned to Summer Session, teaching the same course that originally inspired him to teach: mythology. He is also teaching a new course on nautical adventures. And while the program has continued to change and develop, at its heart it is still about relationships. Students from around the world—some as young as 9—live, study, and play together, forming friendships that often last a lifetime. "I still keep in touch with friends I met 15 or 20 years ago," Zach says with a smile. "Now, as a teacher, I meet alumni who attended after me, and it's amazing to share those cross-generational experiences."

When asked to describe the people of Summer Session in one word, Zach doesn't hesitate: "Harmonious. Everyone contributes to a sense of balance and belonging. We create our own culture, one that blends learning, fun, and connection."

In an age when childhood often feels rushed, Cardigan Mountain School's Summer Session stands out as a rare opportunity for young people to be curious, kind, and authentic. It's a place where lifelong friendships form, where educators like Zach Wennik renew their calling, and where the next generation learns the value of community, empathy, and growth.



GRACE WYNTER SS'08-'13

"I'd never been to New Hampshire," recalls Grace Wynter. "The idea of driving five hours felt incredibly long. It felt like a whole other world." But despite the difference in geography, Grace quickly adapted and embraced all that Summer Session had to offer. She took classes in creative writing, drama, forensic science, and natural science. She remembers hiking, kayaking, and picking blueberries. By her third summer, she was helping out with the annual publication, also called the *Chronicle*.

"I felt ownership of the project and it gave me reason to keep going back each summer," she says. "One year, one of the faculty leaders of the *Chronicle* gave all of us a gift at the end of the summer, which was a little red notebook called *The Designer Says: Quotes, Quips, and Words of Wisdom*, and it was all about fonts and kerning and all these abstract things that I had never really thought about concretely. But I treasure that book. I still have it."

Grace also remembers the clear moral imperative that was laid out each summer. "Mr. Kreuzburg would get up and talk about citizenship and stewardship a lot," she remembers. "I always went to large public schools, and so most messages were delivered via screaming into a microphone. But at Summer Session the approach was always like, 'What do you want out of the people around you? How can you facilitate that?'"

WE NEED YOUR HELP!



CHRONICLE READER SURVEY

While Gregory Hall and the Armour Squash Center are under construction, much of Marrion Field has been fenced off, enclosing the mountains of dirt and massive construction vehicles; a stretch of Alumni Drive is closed to traffic.

Change can be hard, but when the new facilities open in the fall of 2026, they will expand on-campus housing for faculty, improve student residential options, and create more athletic opportunities for our community. The disruption is temporary; the payoff will be worth it.

That same idea is guiding the *Cardigan Chronicle*.

We are conducting a brief reader survey so that we can continue to evolve the *Chronicle* in ways that matter to you. We're proud of what we publish, but we also know we can do more to serve our community—build a stronger network of alumni, families, and friends who share our core values and support Cardigan's growth now and into the future.

We don't want to guess at what you want. We want to hear it directly from you. What brings you back to the news from Cardigan? What stories do you read first? What do you want more of—and what can we do better?

Thank you for being part of the Cardigan community—and for helping us make the *Chronicle* even better.

Please take 5–10 minutes to complete our reader survey at cardigan.org/survey or scan the QR code above.

2024-25 ANNUAL REPORT OF GIFTS

Dear Cardigan Alumni, Families, Trustees, and Friends,

Our school theme in 2024–2025, *As One*, was a fitting reflection of the unity, momentum, and shared purpose that defined the academic year. From the launch of our inaugural rowing season to the debut of our first competitive Varsity Robotics Team, Cardigan continued to evolve in a cohesive, familial way that honored tradition while embracing innovation.

Thanks to your extraordinary generosity, we raised over $11 million this year to fuel our continued evolution. Not only did we surpass our ambitious $1.25 million Annual Fund goal, but we also broke ground on Gregory Hall, a new dormitory that expands our residential capacity and strengthens our commitment to faculty housing. In addition, we fully funded the four-court Armour Squash Center—which will welcome its first athletes in 2026–2027—and added High Camp to our growing outdoor education facilities.

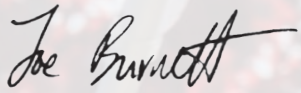
Importantly, all three of these projects were endowed, with more than $1 million collectively secured to sustain them. Through these gifts and by meeting the Gates Frontiers Fund Challenge, Cardigan donors added $3.6 million in commitments to our endowment, our top advancement priority. Your generosity in 2024–2025 grew Cardigan's endowed funds past $50 million in value for the first time, a remarkable milestone that will help sustain our school's growth for generations to come.

Cardigan's endowment and annual fund underwrote 13.8 percent of the total cost of operating our school during the 2024–25 year, and we aspire to double that figure in the coming years. This will enable us to expand signature programs, attract and retain world-class educators, and welcome more families who might otherwise be unable to afford a Cardigan education.

In the report that follows, we honor every donor who gave between July 1, 2024, and June 30, 2025. Each gift—whether funding scholarships or pizza dinners, endowed chairs or art supplies—helps our faculty and staff go the extra mile and do what they do best: educate middle school boys.

On behalf of our students, faculty, and staff, thank you for standing with us—as one.

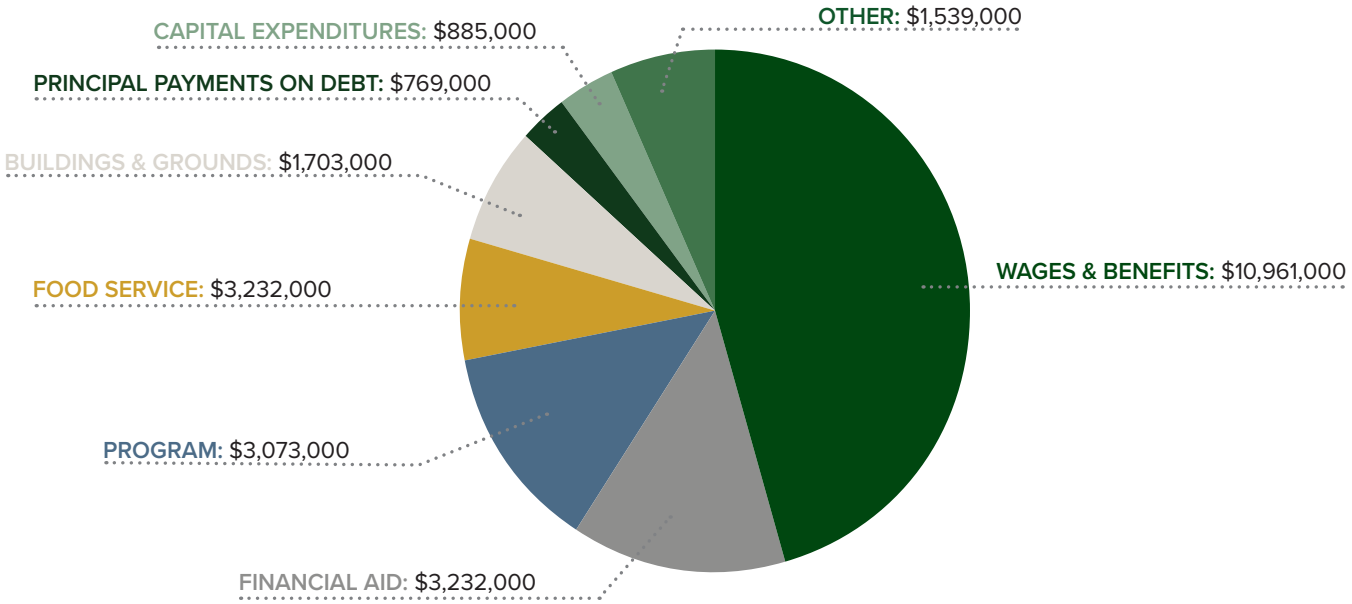
With sincere gratitude,



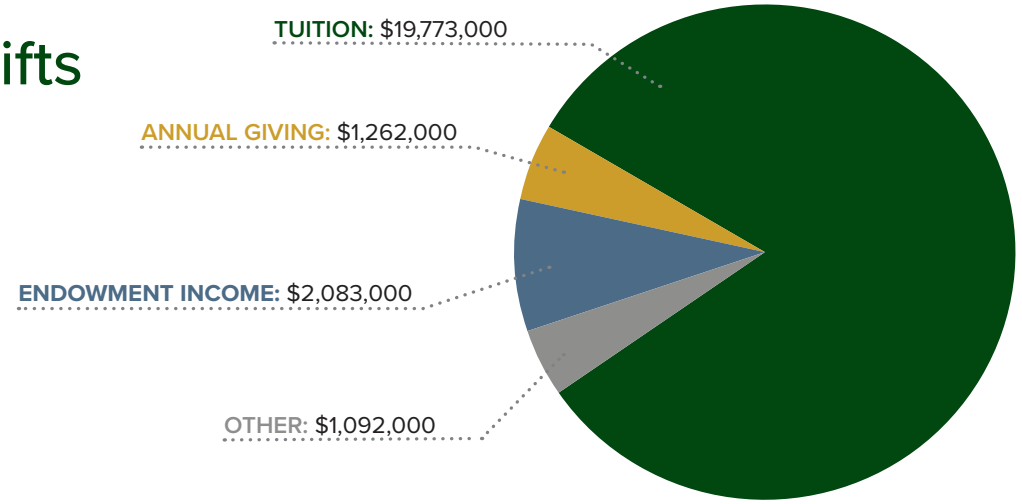
Joe Burnett '95, P'25
Director of Advancement

FISCAL YEAR 2025 FINANCIALS

Expenditures



Income



Annual Fund Gifts

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

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

The Willard and Ruth Johnson Charitable Foundation

Mr. and Mrs. Clayton D. Johnson ’79, P’08

David and Sally Johnson P’78,’79, GP’01,’03,’08 †

Cynthia Armour Landreth P’94

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

Tony Ward ’94



GIVING CLUBS

THE 2024-25 ANNUAL REPORT OF GIFTS ACKNOWLEDGES GIFTS RECEIVED BY CARDIGAN MOUNTAIN SCHOOL DURING THE FISCAL YEAR OF JULY 1, 2024, THROUGH JUNE 30, 2025. CARDIGAN MOUNTAIN SCHOOL IS GRATEFUL TO THE FOLLOWING DONORS WHO HAVE MADE CONTRIBUTIONS. CARDIGAN'S GIVING CLUBS HONOR THE CRUCIAL SUPPORT PROVIDED BY ALUMNI, CURRENT PARENTS, PARENTS OF ALUMNI, GRANDPARENTS, FACULTY, STAFF, TRUSTEES, AND FRIENDS OF THE SCHOOL EACH YEAR.

THE POINT CLUB: $75,000 AND ABOVE

The Chicago Community Foundation
Hee Ju Shim and Hyun Ouk Cho P'25
DAFgiving360
Tara and Derek Duggan P'28
Fidelity Charitable Gift Fund
Firehole Foundation
Gates Frontiers Fund
Beth A. Wilkinson and
David M. Gregory P'18
Samuel E. Kinney
Cynthia Armour Landreth P'94
Heeyoung Sohn and Jay Lee P'25
The Marsal Family Foundation
Kathleen M. and Bryan P. Marsal P'03
Alison and Michael P. Marsal '03
Candyce Martin P'14
New Hope Community Church
Jesse D. Schwamb '95
U.S. Charitable Gift Trust
Diane G. H'16 and
Marshall F. Wallach P'06
Alicia and James A. Ward '94
Andrew R. Zinsmeyer P'83
Sandra and Daniel M. Zinsmeyer '83

PINNACLE SOCIETY: $50,000–$74,999

Kathleen and Jeffrey Amling P'25
Hyeonseo Song and
Yeongsik Choi P'26
So Young Ko and Dong Kun Jang P'26
The Willard and Ruth Johnson
Charitable Foundation
Kathy and Craig M.
Johnson '78, P'01,'03
Hyunsun An and Doowhan Ko P'23
Weihong Zhu and Junqiang Liu P'25
Jamie and Patrick Sullivan P'25
Worarat Paiboonbudsrakum and
Supot Tanglertsumphun P'23,'25,'27
Xiangyue Li and Haixin Wang P'27
Huan Zhao and Ziming Wu P'25
Lei Jiao and Peng Xue P'26

HEAD OF SCHOOL'S CLUB: $25,000–$49,999

Anonymous
Stephanie Jensen and Adam Beal P'25
Janette and Patrick Byrne P'26
Roniece and Henry B. duPont IV '83
Jane and Robert Durden P'25
Roger C. Earle '64
Jennifer and Karl G. Hutter '92
Sowon Joo and Yongmin Kim P'23,'28
Youngseo Kim and Injun Ko P'26
Nor' Easter Foundation
Buntharika and
Chanatip Promphan P'23,'27
Renaissance Charitable Foundation
Elizabeth R. and
Michael J. Santini P'23,'24
Sung Eun Kim and
Sung Yong Shin P'27
Yoonhee Kim and Daewon Suh P'26
Kimberly Ming Xu and
Jason Junyan Tao P'27
TIFF Charitable Foundation

FOUNDER'S CLUB: $15,000–$24,999

Anonymous
Ji Hye Jun and Heejea Cho P'24,'26,'29
Hyun Jung Park and
Hyun Seok Choi P'26
Ye Zhao and Guanxiong Feng P'23,'27
Karin and Nicholas Fink P'27
Leslie Fernandez Jaimes and
Gerardo Gonzalez Meza
Hoffmann P'27
Guifang He and Yubing Cheng P'19,'22
J.P. Morgan Charitable Giving Fund
Minjoung Kang and Joowan Lee P'25
Lingling Yu and Hongjun Liu P'25
Allison and Steven Lockshin P'16
Minxia Chen and Zhengbing Lu P'25
Martha and George C. Macomber P'12
Yugo Minemura P'25
Morgan Stanley Gift Fund
Michelle Connolly Roberts and
Jeffrey M. Roberts P'21
Santini Family Charitable Fund
Jennifer and Stephen W. Tansey P'23
Zhaomin Wei P'26
Dongmei Chen and Guoqin Wu P'26
Yanling Ren and Yongsheng Yin P'25
Noemi Aguilar and
Jose Felipe Ytuarte Nuñez P'25
Yongmei Tang and Yong Zhang P'26

HINMAN SOCIETY: $10,000–$14,999

Anonymous
Jessica Abramson Lott and
Jeremy Lott P'23
Emily and Finn M. W.
Caspersen, Jr. '84
Kate and Robert V. Chartener '73
Bingqian Chen P'25,'27
Xufeng Li and Shunxiang Chen P'18
CTW Foundation, Inc.
Richard & Irma
Frank Charitable Trust
Lavinia Olivares Pena and
Dionisio Garza Sada P'26
Elizabeth M. Gordon P'89
The Hamilton Family
Charitable Trust
Collie L. and
Charles G. Hutter III P'92
Min Kyung Kim and
Moon Seok Kang P'27
Sooyoung Jeoung and
Kunsung Kim P'27
Hee Jeong Yang and Taewan Kim P'26
Seojeong Lee P'25
Luo Li P'28
Huiting Ding and
Menghuan Li P'26,'27
Heather and Scott Norby P'25,'27
Pilar and William O'Leary P'26
Jounglim An and
Myunghan Rhee P'25
The Tulgey Wood Foundation
Saifeng Yang and Meitan Tian P'26
Vanguard Charitable
Endowment Program
Yanping Tong and Bin Wang P'26
Zhiqing Huang and
Haoming Wang P'26
Qian Zhou and
Kaixiong Wang P'23,'27
Whittier Trust Company
Jean and Clinton Wright P'26
Tao Xin P'26
Faye Yao P'27

E.M. HOPKINS CLUB: $5,000–$9,999

Hyeyoon Park and Joohyun Baik P'26
Lori and Scott Bohan P'21
Carolyn T. and
John M. Camp III P'06
Camp-Younts Foundation
Lucy Llaguno and
Daniel Coindreau Garza P'26
Christine and Kevin Costello P'26
Pamela C. and Jeremy T. Crigler '79
Daniel Hogan Foundation
Cynthia W. and
Christopher D. Day P'12,'13
Jie Duan P'27
Elizabeth S. and
Dean C. Durling '70, P'11
Elizabeth Ewing and James Elkus P'26
Scottie Ferry GP'17,'19
Xi Zheng and Qinxian Gong P'23,'27
Na Jung Yoon and
Sang Woo Ham P'22,'26
Samantha and
Crawford C. H. Hamilton '04
Miles N. P. Hamilton '10
Nelson Willis and David S. Hogan '66



Maximilian Hoover P'25
Eun Kyoung Cho and Bumjin Im P'27
Yingji and Zhijiang Jin P'27
Lorna and
F. Corning Kenly III '68, GP'27
Yong Jin and Jae Yeon Kim P'28
Heather and Eric Knapp P'20,'21
Susan A. and P. Edward Krayer '82
Zhizhi Zhang and Yulong Ma P'25
Ellen MacNeille
Charles P'75,'77,'80, GP'02
Patricia Sanchez Alvarez and
Jorge Fabian Marcos Zablah P'25,'26
National Philanthropic Trust
New Hampshire
Charitable Foundation
The New York Community Trust
Ju Hee Sung and
Hoonseok Park P'23,'25
Jiyoung Kwak and Jun Hyun Park P'26
John H. Pearson III '98
Pamela G. and Edward B. Righter '62
Robert & Hoyle Rymer Foundation
John Hoyle Rymer '11
Robert A. Rymer '14
Sharon S. Rymer P'11,'14
Emily and John Sands P'25
Ying Shen and Lei Tong P'25
Lida and Richard Treadwell P'24
Laura F. and Neil Waldron
Virginia and Michael B. White '72
Caiping Pan and Haipo Wu P'27
Jin Sun and Gang Xie P'26
Qinyi Yin and Jinfeng Zhou P'27
Rong Cui and Yan Zhu P'26
Beili Gu and Huajie Zong P'26

BREWSTER SOCIETY: $2,500–$4,999

Rose-Lynn and Steven Armstrong P'19
Nancy and John J. Bello P'05
Analisa Galletti Birks and
Bradley Birks P'24
Linda and Thomas M. Birks GP'24
Janice and James A. Carter P'91
RuoLin Chen P'25
Elizabeth O. and Mark V. Cleveland '69
Click Bond, Inc.
The Edward H. Butler Foundation
Victoria and Joshua Ellis P'24,'27
GiveClear Foundation
Edward T. Griffin '60
Yvonne D. and Rupert C. Hall P'11,'21
Gray P. R. Hamilton '08
Weixia Meng and Fugang Jiao P'26
Patricia Kinney Bozich
Eunjoo Lyu and Jinkyu Lee P'25
Mary and Kenneth Lee P'25
Brenda and Kevin Lo P'26,'28
Valerie and Steve Loring
Marchab Foundation
Piet H. Marks P'88
Patricia and
Pornphisud Mongkhonvanit P'20
Barbara S. and Frank J. O'Connell P'03
Brooke and Chris Ooten P'23,'24
Phyllis A. Powers and
Edward G. Philie P'06,'10,'16,'17
Princeton Area
Community Foundation, Inc.
Edward B. Righter Charitable Trust
Susan and Clayton Simmers P'20
Pammella S. Starbuck Family Trust
Pammella S. Starbuck GP'05,'07 †
Gail and Alva Taylor P'22
United Way of San Joaquin County
Catherine E. VanderBrug GP'24,'27
Ning Li and Wenliang Wang P'25
Nancy and Anderson B. White '76
Xiao Huang and Liang Yin P'28

CARDIGAN CLUB: $1,000–$2,499

Anonymous (2)
Melissa and John Almeida, Jr. P'18,'19
Baldwin Foundation Trust
Patti and Sherman C. Bedford, Jr. '65
Benevity, Inc.
Tamra and Kenneth E. Bentsen, Jr. '74
The Boston Foundation
Jane and Richard J. Brickell '77
Sara Reineman and
Ronn M. Bronzetti '89
Vaughan W.
Brown Family Foundation
Cristel de Rouvray and
Jonathan Bruck P'22
Josephine E. and Roger C. Bullard '49
Liz and Christopher Bunnell P'28
Yukiko and
Jotham W. Burnett '95, P'25
Marci and Jeremy D. Cohen '84
Mary and Richard J. DellaRusso '82
Mary M. and Michael L. Doyle P'08
Gretchen and Russell Evans
Jacqueline and Daniel Fein P'28
Fidelity Giving Marketplace
Justin P. Flessa-LaRoche '04
Ethan T. Frechette
E. Benjamin Gardner GP'25
Melanie and
Michael B. Garrison '67, P'94,'96
Roberta and Peter R. Garrison '70
Maria Helena and
Christopher R. F. Hale '95



Anne and S. Matthews V. Hamilton, Jr. P'01,'04,'08,'10
Suzett and Samuel M. V. Hamilton III '01
Jonathan M. Harris Family Foundation
Jonathan M. Harris '86
Helma and Charles T. Haskell, Jr. '80
Ruth H. Hazel P'09
Peiyu Ding and Wentao Huang P'24
Susannah and David Kavanaugh P'15
Becky Kidder Smith P'19
Soo Jin Choi and Dong Won Kim P'26
Suzanne and Andrew King P'16,'19
Victoria V. and Christopher J. King '79
Florence and George P. Kooluris P'89
Ann B. and David H. LeBreton P'09
Eugene J. M. Leone '72
Jianni Chen and Zhiguo Liu P'24
Allison and Ryan Longfield P'24,'27
Jean and Doug Loudon GP'25
Maureen White and Kendall H. MacInnis, Jr. P'19
Robbin and Paul F. MacVittie P'99
Pamela and John Manley P'26
Regina M. and James A. McCalmont P'00,'11
Mr. and Mrs. Sanford N. McDonnell Foundation
Christina and Brian McKahan P'27
Harry A. Metz, Jr. '50
Kathleen C. and Charles F. Morgan, Jr. '77
Clarke M. Murdough '87
Bridget and Gregory Nikodem P'24
Schuyler V. Peck '63
John M. Pratt †
Denise and Mark R. Rainville '76
Monica Gracia Pons Ramonfaur and Raul Ramonfaur P'10,'16,'18,'25
Paige and Nathaniel Rand P'26
Joyce and Peter † Rand '51
Emily and Michael Ricard P'26
Paulina Cueva and Manuel Rivero Zambrano P'26,'27
Laurie and Richard Rosato P'18
Kristi and Charles Ross IV P'18
Shireen and John Sabat P'20
Ana Maria Arsuaga and Leonel Schofecker P'24,'25
Laura and Richard M. Sincerbeaux, Jr. '81
Xinru Zhou and Lei Song P'27
Gladys and John B. Sullivan, Jr. P'97
Kate and Michael Tith P'27
Elizabeth Tourangeau P'25
Jane and Geoffrey M. Troy '68
Susan Turner and Richard E. Atkinson P'86
Zachary K. Turner '93
Howard S. Tuthill III '62
Jane Moran and Jonathan N. Wakely '75
Xu Wang P'00
Fountain V. Whitaker '23
Bonnie and William K. Whyte '63
Jia Tang and Weidong Xu P'25,'28
Yuge Xue

COUGAR CLUB: $500–$999

Judith and Eric R. Anderson '71
Raymond L. Anstiss, Jr. P'21
Anne M. and Steven W. August '69
Mary-Helen and Richard C. Boothby '63
Daniela Sanchez Navarro and Alexis Braun '98
Debra Boronski and Daniel S. Burack '63
Antonio J. Caballero, Jr. '99
Cambridge Trust Company
Liane and James Caples P'24,'25
Jarrod Caprow
Ruyi Zheng and Daniel Chu P'24,'27
Jacqueline and Robert L. Clarke, Jr. '86
Andrew F. Conrad '00
Ann and Bradford B. Cowen '62
Cunningham Family Trust
Laura and Joseph Doherty
Fidelity Brokerage Services LLC
Julia Ford and Halley Gartner
Andres Gavito '01
Joseph B. Glossberg P'87
Zheng Gong '23
Soosun Jung and Kilnam Han P'23,'26
Catherine and Philip D. Harrison P'10
Taylor and Raymond Hindle P'17,'19
John L. Hogan '87
Ping Huang and Song Chen P'20,'23
Bo Yoon Chung and Leeseok Hwang P'26
Jennifer and Troy Jamison P'24
The Joseph B. Glossberg Foundation
Mikiko and Ken Kidosaki P'24
Pierce J. King '05
Courtney B. and Matthew Kinney
Joanne and Paul J. Leahy '76
Jeneal and James Leone P'15
Honghua Piao and Fengzhe Li P'18,'23
Roger K. Lighty '48
Francis C. Lockwood '05
Susan and Winthrop C. Lockwood P'05
Mary C. and William E. Major '62
Renzo Martinez Yanez '22
Stephanie G. H'16 and David J. McCusker, Jr. '80, P'09,'10
Jelena and Keith Milone P'23,'25
Nancy and William B. Morrison P'94
Erika and William B. Neuberg P'92
Madge Nickerson P'96
Elizabeth K. and Peter A. Nitze P'04
Jenna and Jacob Z. O'Brien '00
Paola Perez P'25,'28
Meryl Katz and John Peurach P'22
Ashley and Anthony Ragno III '95
Karen C. Ragno and Don W. Griffith P'95
Patricia Pierce and D. Bradford Reich P'07
Jared I. Roberts P'09
Sacramento Region Community Foundation
Nicole M. and Jeremiah P. Shipman '00
Jennifer and Noah J. Shore '88
Robert D. Small P'85
Kimberly and Peter Stern P'15
Mary Clare and Samuel B. Sterrett, Jr. P'19
Valerie G. and John C. Stowe '60
Stanford Stratton P'26
Taryn and Kenneth Vikse P'27
Eric B. Wald '02
Laurie Sammis and Peter G. Whitehead '87, P'18
Fang Yang P'19
Xia Chen and Chunsheng Yuan P'24
Joan Zoltanski P'27
Zhenya Xue and Rong Zou P'19,'26

GREEN TEAM: $1–$499

Anonymous (6)
Jordan R. Abisch '13
Katie and Ben Adams P'22
Katherine and Christopher C. Adams
Lucia Choi and Won Ahn P'25
Janet and Peter A. Albee, Sr. '58
Shirley R. and David G. Alessandroni P'08
Phyllis Alleyne-Holland P'02
Lisa Anderson P'26
Margaret and Donald Andrews P'23,'29
Anmarie and Leonard Angelli
Mark R. Anstiss '21
Tina L. and William Antonucci P'95,'14
William Z. Antonucci '95
Sunshine J. Greene and Ian N. Arnof '84
Helen O. and Evans Arnold '69
Gail R. and Ted Ashford P'84,'86,'90
Kyle and Edward Audett, Jr. P'16
Christina Baddar
Alison R. Bagley P'12
Lynn Baker P'90
Malcolm G. Baker, Jr. P'90
Jennifer M. and Peter A. Baker '78, P'14
Emily Baldwin P'24,'26
Matthew R. Banks '13
James E. Barker '62
Andrew P. Bay '92
Gavin Bayreuther '09
Jasper E. Beever '12
Silvia Gonzalez and Jorge Belden P'26
Maria Echave and Juan Carlos Benavides P'26
Carol F. and John H. Bergeron
Penny and David W. Bergeson '59
Christy and Joseph B. Bergner '77
Winifred Bixler
The Blackbaud Giving Fund
Ellen and Clark Blanchard P'25
Casey H. Blatz '23
Daryl and John Blatz P'23,'25
Jack J. Bliss '14
Richard Boardman P'96
Cheryl S. Borek P'10,'12,'15
Jill and Scott G. Borek P'10,'12,'15
Matthew R. Borghi '10
Anthony J. Bourdon '09
Alex J. Brennan '11
Eleanor Brown P'25,'25
Holly and Erik Bruguiere P'18
Judith Bruguiere GP'18
Parkins T. Burger '92
Kristina and James S. Burnett P'95, GP'25
Julia Burns P'22

Mary Ellen and John Burritt
Tricia Butterfield
Jacob A. Caffrey ’10
Evelyn L. and Steven G. Caron P’05,’11
Douglas Case ’95
Shawn P. Chippendale ’95
Feifei Li and Simon Choi P’18
Annie and Douglas Clark
Megan O. and Robert S. Clark
Donna and Michael Clarke
Gabriela F. and Dwight M. Cleveland P’13
Michelle and Joseph Collins ’74
Christine T. and Kevin M. Collins P’16
Miranda Young Connally and Leo Connally
Sewell H. Corkran III P’06,’07
Mary and Arthur C. Cox ’62
Margaret H. and Robert L. Crawford
Andrew R. Creed ’92
Juliette Robbins and Sean Cullen P’23
Christopher M. Cyr ’06
Melanie A. and Noel W. Dalton P’19
Thomas Dana ’18
Ultima and William H. Danforth, Jr. ’69
Alice E. Dantos P’87
Jackson D. Davies ’22
Kimberly and Nicolas Davies P’22
Charles M. Day ’12
Henry Day ’13
Brooke and John P. D’Entremont ’94
Janet L. and Cameron K. Dewar H’02, P’93
Jennifer and Bill Diamond P’27
John G. Diemar, Jr. ’21
Jody and John G. Diemar ’90, P’21
Lorraine and Lawrence T. Diggs ’72
Brendan C. Dinan ’89
Dennis A. Dinan P’89
Stewart S. Dixon, Jr. ’80
Colleen and Kwadwo O. Dodi ’81
Mariana Lambreton and Alberto Domene ’98, P’26
Sean Donahue ’95
Christopher Dow
Michael L. Doyle, Jr. ’08
Kevin Drury P’25
Joan W. duPont P’83
Elizabeth and Jeffrey B. Elizardi ’92
Jennifer and Eric Elsinger P’26
Susan M. Emery P’94
Cleve C. Emmons ’94
Engelberth Construction, Inc.
Melissa and Eric Escalante P’20,’22
Barrie Fahey P’84
Giovanni Fassina
Catherine and John Faust P’13
Laura M. and Paul B. Fay III ’65
Danielle Fedele
Brendan D. Feitelberg ’94
Emily and Kyle I. Fellers ’90
Rina and Corey-Joe Ficek P’23,’27
Lisa and James Fluty P’19
Colin J. Flynn ’05
Lori and Duane Ford
Susan and James J. Ford, Jr. P’06
Frank Corp. Environmental Services
Austin G. Franklin ’13
Cole Franklin ’10
Dawn and Kirk J. Franklin ’78, P’10,’13
Barbara J. H’25 and Joseph A. Frazier P’88,’95,’00
Christine L. Frazier and Owen Denzer
Kate Erstling and Timothy A. Frazier ’00
Dale Frehse P’89
Neal Frei
Donna D. Fried P’97
Meredith and Ryan E. Frost P’25
Laura and Thomas Funkhouser
Nicholas P. Funnell ’09
Ian F. Gagnon ’08
Dina and Francois Gallien P’26
Alissa and Michael D. Gallo ’05
Jenna Garber
Frances and Paul B. Gardent ’62
Helena and Ryan Gardner P’25
Christine and Michael G. Garrison ’94
Alfonso Garza ’95
Maureen A. and Andrew L. Gilbert P’08,’10,’13
Maxwell L. Gilbert ’13
Kerri and Joshua Glass P’13
Amy and Jeffrey Good
Susan and Kenneth B. Gould ’71
Elizabeth and Alexander L. Gray H’12, P’14,’16
Emery L. Gray ’14
Karen Gray and Ed Neister
Seth W. Gray ’16
Greater Cincinnati Foundation
Caroline Grey P’19
Christopher F. Grilk ’06
Stephanie M. and David F. Grilk ’06
Margot and Derek Gueldenzoph P’22
Christine B. and Charles H. Hall ’60
Laura Palumbo-Hanson and David G. Hanson ’68
Erland B. Hardy
Alison and Duncan Harris P’23
Tucker M. Harris ’23
Virginia and William Hart H’08
Jill and John Harvey P’24
Malik Harvey
Patricia and Henry M. Haskell ’49, P’75
Michelle and Steven M. Haskell ’75
Andrea Mattisen-Haskins and Sherwood C. Haskins, Jr. P’89,’91
Sunnie and Timothy Heekin P’18
Hudson C. Heinemann ’22
Michelle-Marie Heinemann P’22
Itziar Tapia and Roberto Henriquez ’00
Jeanne and Alan C. Herzig ’48
Mary-Pierre and Jeffrey D. Hicks P’84
Raymond Hindle ’17
William S. Hindle ’19
Jeffrey J. Hindman ’69
Sandra M. and Ken Hollingsworth
Louise and Philip Hoversten P’02
Stephen M. Howard ’97
Jaime and Terrence Humphrey P’24
William R. Humphrey IV ’13
Jessica and Jon Hunt P’26,’28
Richard G. Hunter P’90
Warren D. Huse ’52
Kumiko and Tadahisa Imaizumi P’26
Rupert P. Ingram ’23
Debra Alleyne-James and Patrick James
Davis S. Jamison ’24
Alice R. and William S. Janes P’00
Monica Jangro P’75,’78, GP’03,’05
Hayden Jenkins ’10
Jiyoung Cha and Hae Seok Jeong P’25
Reagan V. Jobe ’98
David Johnson
Nathaniel L. Johnson ’20
Sharon and Richard B. Johnson P’20
Linda and Alfred Johnston, Jr. ’66
Jones Lang LaSalle Americas
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David L. Glossberg ’87
Davis S. Jamison ’24
F. Corning “Kim” Kenly, III ’68
Kris Langetieg
Corey Lawson
Brian Lee
Nicolas Marcos Sanchez ’26
Kolapat “Pi” Mongkhonvanit ’20
Coach Travis Nevins
James W. Nitze ’04
Jungwon Park
Sungjune “June” Park ’25
Jonathan Saklad ’16
Jacob W. Slaughter ’16
Gabriel A. Taylor ’22
Bev Wakely’s 95th Birthday
Shujun “Jayden” Wang ’26
Marten J. Wennik

IN MEMORY OF

Hamilton Wallace Baker
Gloria Barton
Michael F. Bixler ’62
Gordon R. “Gordie” Borek ’10
J. Dudley Clark III H’05
Carol Fellers
Nicholas P. Humphrey ’14
Hyeong Dae Kim
Craig Lighty ’52
Capt. Frederick G. Lippert III, M.D. ’49
James N. “Jim” Marrion H’03
Warren F. Morris ’66
Penny Banks Peck H’16
John Oliver Rich





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.

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Brewster Hall Endowment Fund
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Van Nice Endowment Fund
Vickery Family Fund

CARDIGAN CONNECTIONS


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Spotted

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

1. Director of Advancement **Joe Burnett '95** met with **Malcolm Moran '64** in Greenwich, Connecticut.

2. Joe Burnett '95 connected with **Nick Loeb '90** in Purchase, New York.

3. While **Hannu Lignell '92** helped out with Cardigan Summer Session this year, his daughters Gretchen and Gerthrud attended as campers.

4. Joe Burnett '95 and Director of Admissions **Chip Audett** connected with Summer Session alumnus **Justin DuClos** when he returned to campus for a visit.

5. Joe Burnett '95 caught up with former faculty **Cooper Hemphill** at the Albany Prep Soccer Showcase.

6. Gustavo Turull '93 and his son **Gustavo** posed with the Cardigan cougar when they were on campus in July for Summer Session.

7. Joe Burnett '95, former faculty **Jim Burnett**, and **Tony Ward '94** summited Mt. Cardigan together in September.

8. Former faculty **Mike Fitzgerald** and **Joe Burnett '95** met at Hotchkiss School in the fall.

9. Director of Alumni and International Relations **Pablo Rocha Vázquez** shared a meal with **Iñigo Castillo '96, Juan Covarrubias '98,** and **Santiago Mancebo Landa '94** at Jesse's Steakhouse in Hanover, New Hampshire. All three alumni now have sons attending Cardigan as eighth graders.

10. **David Elizondo ’97** and his family visited campus in July to drop off his son for Cardigan Summer Session.

11. **Juan Covarrubias ’98** connected with tennis coach and former faculty **Eddie Ramos H’06** after dropping off his son **Juan Arturo ’27** at registration in September.

12. **Constantine Theocharis ’25,** former faculty **Cam McCusker ’10,** and **Isaac Oberting ’23** met up after a football game at Dexter Southfield.

13. Long-time faculty members **Audie Armstrong, Alex Gray H’12,** and **Isabelle Turcotte** greeted **Giorgo Caripidis Soto ’16** and **Nicholas Slaughter ’13** in Cardigan’s school store.

14. Faculty members **Donna Clarke** (holding baby Danielle!) and **Danielle Fedele** connected with **Jason Jiang ’20** and **Lucas Ding ’20** when they visited The Point in September on a warm fall day.

15. **Joe Burnett ’95** and **Ansel Dickey ’10** connected during a Wednesday ride in Norwich, Vermont, in July. Ansel is filming longstanding amateur group bike rides around the country for Velocio, a bike apparel brand. His first child is 2 and another one is on the way soon. He and his wife are still living in Woodstock, Vermont.

16. **Michael Chang ’13** met with **Pablo Rocha Vázquez** in Seoul, South Korea.

17. Director of Secondary School Counseling **Kris Langetieg** stopped by to see **Mo Bamba ’14** in Austin, Texas, in September.

18. **Joe Roberts ’18** and **Pablo Rocha Vázquez** had a chance meeting at the Carter Country Club in Lebanon, New Hampshire, this past summer.

19. **Conor Caccivio ’16, Michael Tansey ’23,** and **Pablo Rocha Vázquez** connected at Tree House Brewery in Massachusetts during a Cardigan golf event.


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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. David H. Bradley H'13 (Former Trustee):
May 8, 1936–May 21, 2025

Mr. Arthur G. Broadhurst (Former Faculty):
July 3, 1936–August 15, 2025

Mr. Gardner L. Cox '64:
February 3, 1948–February 7, 2025

Mr. James P. Cutler '71:
May 14, 1955–May 2, 2025

Mr. Chase P. Dunlavey '99:
March 15, 1984–January 14, 2025

Mr. William J. Dunne, Jr. '77:
July 26, 1962–December 17, 2024

Mr. Daniel F. Fedor (Former Faculty):
September 5, 1947–October 9, 2024

Mr. Eduardo J. Grullon '78:
April 23, 1962–April 8, 2025

Mr. Scott E. Johnson '68:
November 25, 1952–February 22, 2025

Dr. Robert F. Kenerson H'04 (Former Trustee):
July 1, 1938–September 6, 2025

Mr. Grant V. Kingswell '56:
April 23, 1940–April 3, 2025

Mr. John C. Lindgren '85:
October 29, 1969–July 25, 2025

Reverend Harry R. Mahoney H'01 (Former Faculty):
July 30, 1933–May 20, 2025

Mr. Timothy M. McClellan '71:
December 12, 1955–January 30, 2025

Mr. John P. Nelson '62:
October 2, 1946–December 1, 2024

Mr. Landen Prince '19:
July 29, 2003–July 23, 2024

Mr. Jake T. Ridinger '00:
May 24, 1984–July 5, 2024

Mrs. Sally G. Riley '73:
January 16, 1958–August 4, 2025

Mr. David M. Warder '21:
April 26, 2005–March 23, 2025



SALLY GOODSPEED RILEY '73

January 16, 1958–August 4, 2025

Sally was one of four girls who attended Cardigan Mountain School on an experimental basis starting in 1969. Sally's father, Edward Goodspeed, taught Latin and social studies. After her family moved back to Connecticut, Sally attended and graduated from Greens Farms Academy (GFA) in 1976. In 1980, she graduated from Tufts University with a degree in Early Childhood Development. In 1980, Sally married Arch Riley, Jr. at GFA, and together they raised two daughters: Ann Jerome Riley and Sarah Paull Riley Scheinert. Throughout her career, Sally touched countless lives as a teacher at King's Daughters Child Care Center and later as a maternal infant health outreach worker for Northern Head Start, where she worked until her retirement.

20. **Colin Rosato ’18** attended **Mitchell Coope’s ’18** graduation from Wake Forest University in May.

21. **Jack Park ’19** visited the Langetieg family—**Kris, Stevie ’29, Assistant Director of International Relations Jungwon Park, and former School Leader Terry ’24**—in Dewar House on The Point in July.

22. During new faculty orientation at Cardigan, **Pablo Rocha Vázquez** welcomed **Jack Swarbrick ’16, Adonis Williams ’14,** and **Jack Bayreuther ’17.**

23. **Collin Atwell ’20** and current parent **Emily Ricard** met on the summit of Mt. Cardigan this summer.

24. **Tinashe Muhlauri ’20** visited campus to train with **Rio Burnett ’25** and saw the new turf for the first time. Tinashe is playing for a soccer team in Merrimack, New Hampshire.

25. **Jason Jiang ’20** stopped by campus on his way to hike Mt. Cardigan with a friend.

26. **Jack Diemar ’21** celebrated with Cardigan’s Varsity Mountain Bike Head Coach **Doug Clark** after winning the green jersey (signifying the leader of the spring competition) during the Green Mountain Stage Race this summer.

27. **Pablo Rocha Vázquez** visited with **Kenny Chen ’20** and **Stephen Chen ’23** during an alumni dinner in Shanghai.

28. **Aubie Robbins ’23** connected with Cardigan Alpine Skiing U16 Head Coach **Gio Fassina** on The Point after a Cardigan vs. Proctor soccer game on the turf.

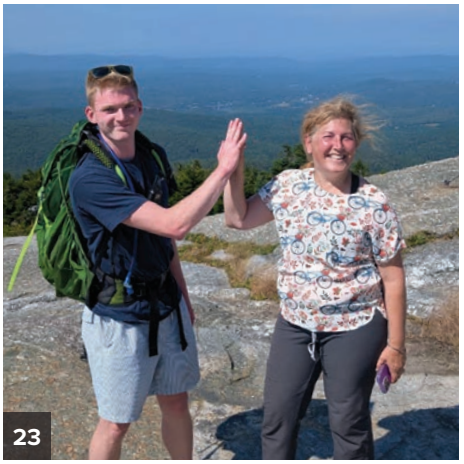


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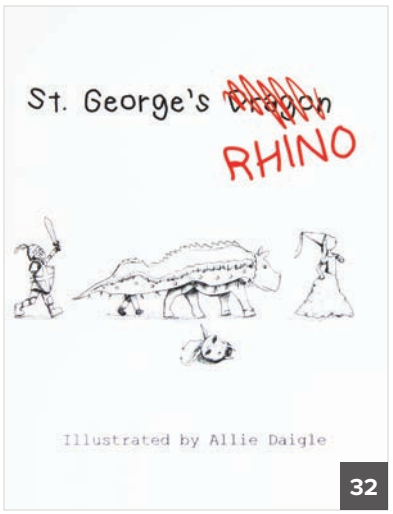


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29. Congratulations to **Jacob Zhao ’22,** who won a National Gold Key in the 2025 Scholastic Art & Writing Awards contest. “The Wall,” which he completed for a summer independent project while at Brooks School, required an understanding of plant and human cell movement, computer coding, motor building, wood cutting, and crocheting. Jacob is now a student at the Massachusetts Institute of Technology where he plans to study architecture.

30. Enrique De Alba ’22, Alejandro Rojas ’22, Enrique Rojas ’23, Francisco Artigas ’22, Gustavo Struck ’22, and **Alejandro Schlesinger ’22** connected in Mexico City in September.

31. Jason Ko ’23 visited woodshop teacher **John Burritt** and Assistant School Leader **Jinwoo Ham ’26** on The Point.

32. Congratulations to **Matthew Paskus ’77,** who self-published a book of his life experiences. Matthew currently lives in Fort Wayne, Indiana.

33. Amanuel Levine ’23 returned to The Point this summer to play a tennis match with **Pablo Rocha Vázquez.**

34. Assistant Director of International Relations **Yuki Burnett** connected with **Toshi Moriyama ’23** at Kent when she visited the campus this fall.





Congratulations to **Jackson Davies ’22** (Kimball Union Academy) and **Josh Kim ’23** (St. Paul’s School), who both participated in the 2025 Men’s U20 World Lacrosse Championship in Jeju, Korea, in August. Jackson (#12), who has committed to Middlebury College, played in goal for England, helping his team finish seventh overall in the tournament. Josh (#7), who also plays football for St. Paul’s, played midfield for Korea, finishing 14th overall in the tournament. *Photos courtesy of World Lacrosse.*











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35. **Daniel Blenk ’23, Joe Burnett ’95, and Rio Burnett ’25** connected during Kent School’s fall registration.

36. **Noah Humphrey ’24** and **Brandon Hennessey ’23** got a chance to catch up after a Brooks vs. Governor’s football game.

37. **Ben Clary ’24, Colin Smith ’24, Michael Tansey ’23, and Pablo Rocha Vázquez** joined a CMS golf event at Tree House Brewery in Massachusetts in July.

38. **Noah Humphrey ’24** met up with **Joshua Kim ’23** after a Brooks vs. St. Paul’s football game in September.

39. **Charlie Kaplinski ’24** and **Talmage Treadwell ’24** fished together in Colorado last summer.

40. **Leo Yin ’25, Yuki Burnett,** and **Owen Yuan ’24** connected at Kent School’s preseason athletic practices.

41. **Noah Humphrey ’24** and Cardigan math teacher **Hal Gartner** had a chance encounter at a Patriots game this fall.

42. **Brady Drury ’25** helped his mom and former Cardigan staff member **Erin Drury** get his sister **Leah** registered for Summer Session in July.

43. **Elliott Watson ’25, Devin Cokinos ’25, Matty Bowolick ’25,** and **Marshall Paul ’25** met up on the ice this summer.

44. Cardigan Gates Instructor **Chris Kondi** and **Kanata Mori ’25** ran into each in Hooksett, New Hampshire, this fall.

45. **Frank Ge ’25** connected with **Hal Gartner** in Shanghai, China, over the summer.

46. **Daniel Rhee ’25** and **Jun An ’23** caught up at Philips Andover this fall.

47. **Linden Beal ’25** returned to campus in July with his sister to help her register for Summer Session.

48. Gates Instructor and Director of Rowing **Tuffer Dow** encountered **Ryan Sands ’25** at KUA in September.

49. **Wilson Yu ’25** and **Pablo Rocha Vázquez** dined together in Tokyo in August.

50. **Mike Liu ’27, Jasper Tian ’26, William Wang ’27, Hal Gartner, Leo Yin ’25,** and **William Li ’23** trained together at a football camp in Shanghai, China, last July.



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51. World languages faculty **Patrick Turcotte,** Director of the Annual Fund and Planned Giving **Jeremiah Shipman '00,** former Head of School **Jamie Funnell H'09,** and **Pablo Rocha Vázquez** reunited during a secondary school fair during which Jamie was representing Groton School.

52. **Sam Hunt '26 and Ryan Sands '25** hung out after a soccer game on The Point.

53. **Thomas Choi '25** and former Assistant School Leader **Cameron Blatz '25** reconnected at a soccer game at Stratton Mountain School this fall.

54. Former staff members **Sarah Smith, Barbara Frazier H'25,** and **Jess Pecora** met on Mascoma Lake in September.

55. Head of School **Chris Day** and former faculty **Max Maurer** reunited in Maine over the summer.

56. Parent of an alumnus **Candace Swango** met with **Chris Day** in September.

57. Former Faculty **Max Maurer** connected with Dean of Academics **Leo Connally** in Hanover, New Hampshire, over the summer.

Gatherings

Whether it is a chat at a local pizza joint, a shared meal on the other side of the globe, a fun day on the golf course, or a cup of coffee in a cozy cafe, Cardigan alumni, parents, faculty, and friends enjoy connecting with other members of this community and sharing their Cardigan stories.



Young Alumni Gathering
Hanover, New Hampshire — July 14, 2025



Tree House Golf Event
Tewksbury, Massachusetts — July 11, 2025



Montcalm Golf Event
Enfield, New Hampshire — August 14, 2025

Seoul, Korea: August 2 & 3, 2025











Shanghai, China: August 5 & 6, 2025











Tokyo, Japan
August 7, 2025



Local Gravel Ride
August 15, 2025



Boston, Massachusetts
September 1, 2025



Concord, New Hampshire
September 17, 2025



Mothers Brunch at Frieze House
September 20, 2025



West Lebanon, New Hampshire
October 16, 2025



Houston, Texas
October 28, 2025



Chicago, Illinois
October 29, 2025

We'd love to hear from you!

Have you recently celebrated a milestone? Share your news with the Cardigan community!
Contact Director of Alumni and International Relations Pablo Rocha Vázquez at procha-vazquez@cardigan.org.



HOW CAN I HELP?

THE PRACTICE AND PURPOSE OF SUPPORTING CARDIGAN

At Cardigan, purpose takes shape through practice. Each day our faculty challenge boys to think creatively, grow in mind, body, and spirit, and build the confidence and character needed for meaningful lives. Your support makes this growth possible.

THE ANNUAL FUND

A gift to the Annual Fund makes the daily work of Cardigan possible. The gifts fuel Cardigan's daily operations—creating inspired classrooms and supporting athletics, the arts, faculty development, and financial aid. They ensure every boy and teacher is welcomed, challenged, and supported.

THE HERITAGE SOCIETY

Planned gifts and bequests sustain Cardigan for future generations. Including the school in your estate plans can strengthen scholarships, endow programs and places, and ensure our school's continued innovation and growth—creating a legacy that endures beyond a lifetime.

Your practice of generosity brings purpose to every person on The Point. Thank you for your partnership in support of our mission.

For more information on supporting Cardigan, contact Director of the Annual Fund and Planned Giving Jeremiah Shipman '00 at jshipman@cardigan.org or visit www.cardigan.org/mygift.

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