

OES

THE MAGAZINE OF OREGON EPISCOPAL SCHOOL • SPRING 2003



OES Students Sweep
Top Prizes at Art Show

Students Take Risks and Reap Rewards

On the face of it, there may not appear to be a common theme in the articles in this edition of *The OES Magazine*. From my perspective as Head of School, however, there is a thread of purpose that is part of our mission for every student's learning, with every teacher, in every class. The variety of experiences represented in these articles reinforces the truth of learning: It is not the content that determines the success of a class; it is the engagement with the subject matter, the other students, and the teacher that creates successful learning.

Describing his climbing wall class, Tom Handel reports: "Every student got on the wall. It is intense and strong when the climber is really fearful. ... There is definitely a sense of camaraderie and teamwork." The climbing wall may be the most intense community-building activity we offer. Individuals take risks, stretching their skills, leaning into their courage with the help and support of their classmates. Support sometimes comes from fellow students whose strength and closeness are being felt for the first time in the climbing class. On the climbing wall, initiative is visual, risk is visceral, support is vocal.

In the article on Philosophy and Religion classes in the Upper School, the themes are quite similar. Although students are sitting in a circle engaged in discourse, the risks are significant. Students who are friends find themselves testing their relationships in debate about their own religious and philosophical positions on key questions. They challenge each other, yet maintain a warm and tolerant atmosphere of community. In many cases these students have spent many years getting to know and trust each other, developing the emotional and intellectual sophistication that allows them to both challenge and trust each other in ways that promote the maximum learning from the seminar format — with teachers who provide intellectual and formal context for engagement. "Open minds and intellectual sophistication," and a willingness "to work through ideas and answer each other's



It is the engagement with the subject matter, the other students, and the teacher that creates successful learning.

world often seems competitive enough. It would be a mistake, however, to gauge the quality of the programs at OES by the available contests. Our Philosophy and Religion Department is the envy of many schools. Any of you who have attended our Fine Arts Night the Wednesday before Commencement know the quality of our arts programs.

The theme runs through everything we do: Take initiative, think creatively, work cooperatively, take some risks. You will learn a great deal and become a valued member of our community. You might even win a contest.

Dulany O. Bennett
Head of School

questions," says Jordan Elliott, alumnus and religion teacher, allow our students to create the atmosphere of a college-level seminar in many OES religion classes."

Another article tells of the success of four of our seniors in an art contest — High School Art Northwest — three of them sweeping the top prizes of submittals from three states. Bishop Dagwell Hall, the center of the visual arts at OES for the last seven years, is a community of support and a place to find intense individual initiative and creativity. Teachers, who are themselves artists, inspire and instruct. Students can be found during classes and from morning to night working on projects alone and together. Again, community supports individual risk — and often, as in the case of these seniors, there is not only intrinsic satisfaction but also external recognition of achievement.

OES is often thought of as a "science school." Perhaps that is because there are more contests and expositions in the sciences than there are in rock climbing, religious studies, and the visual arts. I am not at all sure we would want more contests. Our

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is to prepare students with promise for higher education and lifelong learning and to enhance their intellectual, physical, social, emotional, spiritual, and artistic growth so that they may realize their power for good as citizens of local and world communities.

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Front Cover: Kate Murphy '03 is shown with her watercolor pencil portrait that won first prize at High School Art Northwest, a juried competition at George Fox University that featured the works of students from Oregon, Washington, and Idaho. A story about the exhibit appears on Page 12. The photo of Kate was taken by art instructor Jack O'Brien.

Back Cover: Seoyeon (Leavy) Huh '03 took third place in High School Art Northwest juried show with this acrylic painting, titled "One Night In Seoul." A story about the exhibit appears on Page 12.

ONE WORLD, MANY FAITHS

OES Students Take
Scholarly View of
Major Religions



This image is from a Tibetan Thangka created by Cathy Walitzki '03. A Thangka is a Tibetan banner that is hung in a monastery or a family altar and carried by lamas in ceremonial processions. Thangkas are frequently the center of Buddhist religious ceremonies.

Within 361 years after the death of Jesus, Christianity became the official religion of the Roman Empire. Within 100 years after the death of Mohammad, Islam had spread east to India and west through Spain. In less than an hour on Sept. 11, 2001, many Americans realized that religion plays an important role in the world and that they were woefully ignorant about what other people believe.

Knowing about the history of religious thought and practice around the world could put today's international situation in perspective. But nearly all American secondary schools ignore religion on the grounds that teaching religion is equal to proselytizing, which all too often has been true. OES is a remarkable exception.

"We're in such a unique position because we have the power of a college in what we can teach," says Jordan Elliott '97, who teaches Islam in the OES Upper School. "We can talk about religion in ways that public schools can't. An independent school is really the only place in secondary education that you can take this sort of class."

For the past decade, the Department of Philosophy and

Religion has offered semester courses in each of the world's five major religions as well as thematic courses that draw from all of them. Students study the history and culture of each religion, and they examine the beliefs and schools of thought by reading the sacred texts in translation. They try to get a glimpse of life as seen through the eyes of practitioners of a major faith so they can begin to get an idea what such terms as "belief," "God," and "religion" mean to those adherents.

Students in the Upper School are required to take two religion courses, and they tend to approach that requirement with indifference — until they experience a religion class. Students become very excited by the ideas they encounter and the openness with which they can discuss them. Although they may have learned about one religion through personal experience and may have discussed religious views with friends, in their religion class the topic is out in the open and subject to the same scholarly approach that is expected in other classes. The result is invigorating.

"I think you're afraid to talk about these things outside of the classroom for fear of insulting people sometimes," said senior



Department Chair Terry Hansen has a B.A. in Classics from Gonzaga University and has studied religion at the Jesuit seminary and through seminars. He teaches the following courses: Hinduism, Philosophy of Religion, Buddhism, and Religion and the Natural World.

Peter Farago, who is currently taking his fourth religion course. "When you're talking about it in class, there's an acknowledgment that you're not speaking from a personal level so much as from a scholarly one, and people are much more willing to voice their opinions."

Students are, of course, expected to back their opinions up with evidence, but the evidence may be more elusive than in their other classes. A recent topic in a class on Buddhism: Does the Buddha believe in the existence of Self? One student cites a sutra that indicates he does, and another brings up a different sutra that implies he doesn't. Well, did anybody ever ask the Buddha directly? Yes. The Buddha answered with a resounding silence. What do we make of that?

In their struggle to understand this important facet of Buddhist thought, they find useful the concept of conventional versus universal truth. Perhaps Buddha needed to use the convention of a self when talking with a person with very limited understanding, but when addressing an enlightened person he could discard the convention. Or perhaps his followers later changed the philosophy. That brings up another question: Is a religion bound to the pronouncements of a founder or can it evolve? And if it evolves, which is more valid, the founder's path or the current practice?

In such a milieu, questions are more common than answers, and the answers are seldom black and white. Assessing the validity of sources of information becomes critical. In the Hinduism class, the students work from a text, but they must consider that the author of the text is giving an interpretation. To deepen their understanding of a concept, they check a footnote with a reference to an earlier source. They go to the bibliography to find out more about the earlier source, then discuss what kind of agenda

the author of the original text might have had and what validity the text is given by other commentators. They trace the idea back through history until the thread vanishes in the mists of antiquity from which Hinduism itself arose.

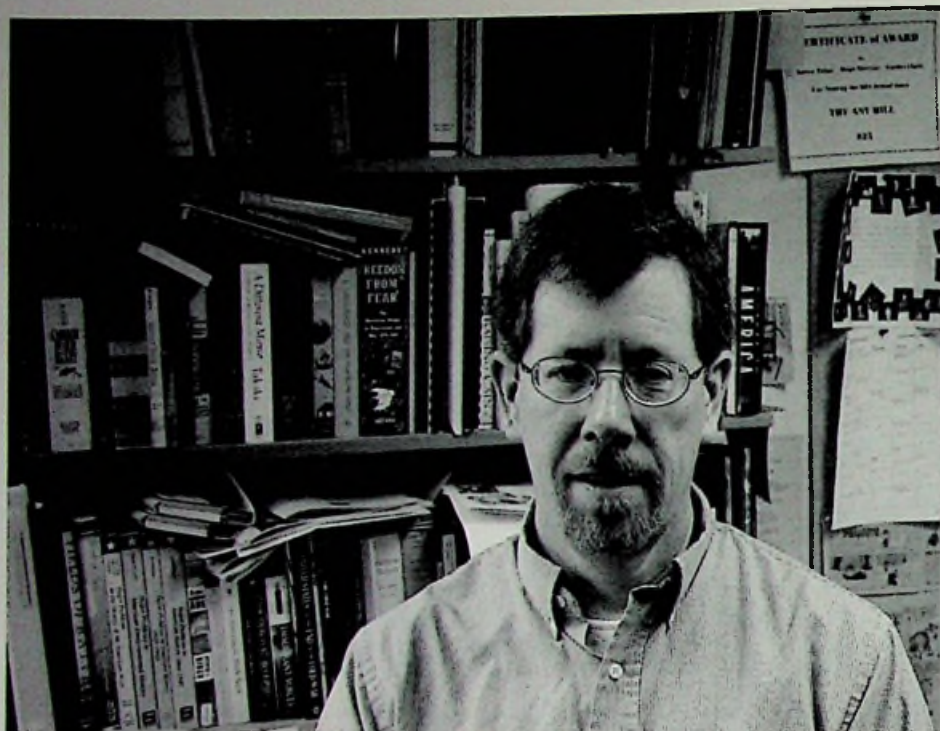
Seldom are comparisons made between major religions. In the class on Islam, for instance, the philosophical differences between the Shi'ites and the Sunnis merit in-depth study, but parallels are seldom drawn between Islam and Christianity. Studying each religion by itself rather in comparison with others is a conscious aim of the program, says Terry Hansen, who has chaired the Department of Philosophy and Religion since its inception in 1992.

"I think what tends to happen in a comparative religion course is the similarities get accentuated and the differences get glossed over," he said. "If we are going to be true to the field, the differences need to be acknowledged and celebrated. I think the western bias in the past has put us in a mode of doing comparisons in which we tend to see everything as a kind of variation on Christianity."

That willingness to go in-depth on all the major religions, seeing them in their own terms and studying their sacred texts and practices, is what sets the OES program apart from almost all other secondary school religious studies programs in the United States. In independent schools with no links to established churches, world religions are lumped together into one course, or in a few instances into separate courses on Eastern and Western religions. The acknowledgement of the importance of studying religion is lacking. Meanwhile, many independent schools with links to churches either ignore the other major religions or view them through the lens of their own religious bias.

The study of various religions can flourish at OES because of

Continued on next page



The Rev. Corbet Clark has an A.B. degree from Harvard University and an M.A. from Yale University. He earned his Master of Divinity degree at General Theological Seminary and is an Episcopal priest. He teaches the courses Christian Lives and Jesus and Early Christianity.

the Episcopal tradition of respect for other religions and for intellectual questioning. The Episcopal bishop is the chairman of the Board of Trustees at OES, and the Episcopal tradition is taught and practiced in required chapel services throughout the school. However, Episcopal doctrine is only included in the Philosophy and Religion Department insofar as it is part of the teachings of Christianity.

"The Episcopal tradition is not afraid to put the Episcopal Church in a context of all the major world traditions, and there's no real push in this department to highlight the Episcopal agenda," Terry said. "There's been a lot of academic freedom."

For Peter Farago, the scholarly approach is indispensable. He values the knowledge and experience of his teachers, but he has a mind of his own and doesn't appreciate being told what to think.

"There's no Christian bias in the way we approach religion in class," he said. "Even in the Jesus class I took, it's very scholarly and very disciplined as opposed to being dogmatic."

Students bring their own religious and secular backgrounds to the class, which makes for illuminating discussions. Buddhists are common among the international students, and Jews and Muslims also have taken the classes. But some of the more fervent debates occur between those with secular views and those with Christian beliefs. In last semester's *Philosophy of Religion* class, seniors Marina Lawson and Jocelyn Thomas often engaged one another from those viewpoints. The result left a lasting impression on both.

"In order for me to understand where (Marina) is coming from, I have to think like she does," Jocelyn said. "Looking at something from the perspective of someone else is really, really

hard, but you learn so much from doing that."

Marina believes a scientific rationale underlies events, which made it difficult for her to accept the idea of divine intervention, but she was willing to examine the idea.

"Over the course of last semester, we found a compatible way to work that out. We came to agree that it's a little bit of both," said Marina. "I now have a better idea of why other people hold their opinions."

Neither student changed her basic outlook, but both grew in their understanding of themselves and others.

"Thinking about other forms of religion has not diminished my own beliefs but has broadened them," said Jocelyn.

The heated debate they engaged in would not have occurred outside of class, they both agreed, and it whetted their desire for more knowledge about religion. Jocelyn says she wished she had begun taking religion classes earlier so she could take more of them, and Marina says she may take religion classes in

college on the strength of her positive experience at OES.

Their experience illustrates how much the success of the program depends on the attitude and engagement that students bring to it. From their earliest experiences with the chapel program in Lower School, students at OES learn to respect the beliefs of others. In Middle School they study the Abrahamic tradition, and in the ninth-grade Humanities program they get an overview of world religions. Those experiences, in addition to students' own initiatives and influences from families, result in open minds and intellectual sophistication. At times the atmosphere in the classroom is more like a graduate-level seminar than a high school class.

"They really are willing to work through ideas and answer each other's questions," said Jordan. "It's a testament to our students that they can even be a part of a class like that. I've been in classes in college where that was the idea but it didn't work, but it's working here."

That's the way the program was envisioned by Terry Hansen when it was created a decade ago. Now a veteran of 25 years at OES, he formed the religion department along with former teachers Tom Collins and David Streight. In addition to in-depth courses on each of the world religions, they incorporated David's courses, titled *Philosophy of Love* and *Mysticism* into the department. David, with a background in Arabic, developed the Islam class and a class on Jesus, and Corbet Clark, a history teacher who is also an Episcopal priest, taught Judaism and later took on the Christianity portion.

David left OES last year, and Jordan came on board. He graduated from OES in 1997 and was the first student who ever took four religion courses here. He was chosen for the Religion and Philosophy Department award, and his deep interest in the subject led him to major in religion at Colorado College. The major included an experiential element in which students observed and participated in religious practice, for which he spent four months practicing Tibetan Buddhism. He would like to augment his OES courses with observations of services at local churches, temples, and mosques so students get an idea how the religions they study manifest in the real world. He says globalization and the world political situation make knowledge about world religions essential.

"There's a natural synthesis happening now because we have encounters with other traditions, so we have to be accepting of them in terms of understanding," he said.

Terry believes that possessing information about religions of the world is a fundamental part of being an educated person, and he notes that parents have sued public school systems for failing to teach religious studies. He believes the day is not far off when public schools will realize the importance of teaching about world religions.

"The First Amendment of the U.S. Constitution was never meant to prohibit teaching about religions of the world," he said. "I think we will see more movement in this country to honor the teaching of religious studies in public schools."

When that day comes, a model for a scholarly approach to religion can be found here at OES. ■



Jordan Elliott '97 has a B.A. in Religion from Colorado College. He teaches the courses Islam and Buddhism. He is shown with Ben Mahasri '03.

THE 'E' IN OES

The following excerpts are taken from a document titled The 'E' in OES, which explains the relationship of the school to the Episcopal Church. They were chosen to illustrate the traditions that make the Upper School a hospitable place for unbiased study of world religions.

"OES is a place which values the diversity of its community, and the Anglican spirit of inclusion, respect, and love ...

"People of many faiths find a comfortable home at Oregon Episcopal School. Many world religions are represented in our community including Islam, Hinduism, Buddhism and Judaism. ...

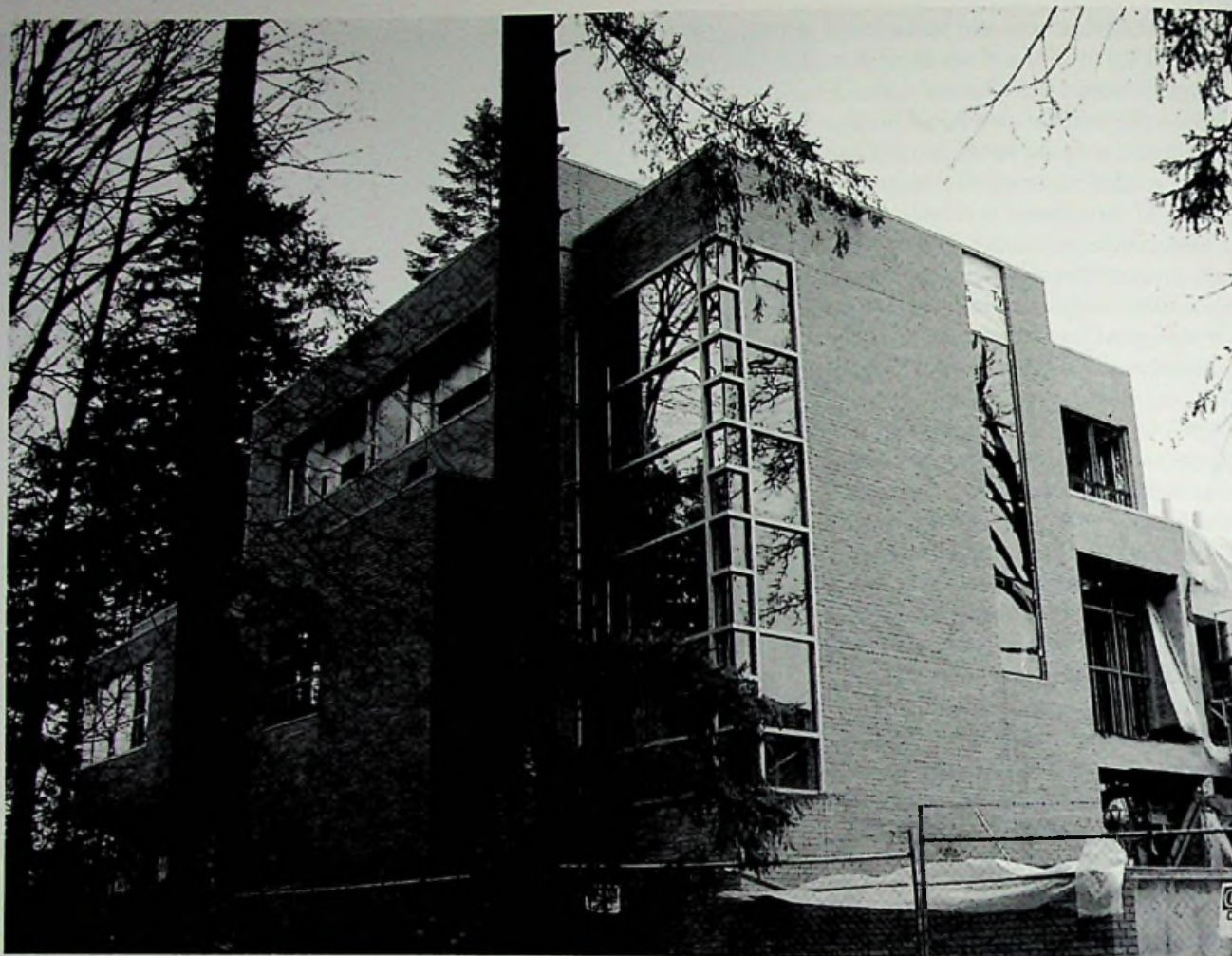
"Individuals and their faiths are respected at OES, as are all paths to God. Members of all faiths are invited and encouraged to share their traditions. ...

"Accepting truth and reason as gifts from God, the Episcopal Church looks at science as one of the ways we can come to understand the wonders of God's creation. ...

"Students are required in Middle School and Upper School to take religion classes in which they study the world faiths. These classes are academic and do not proselytize. ...

"Scripture, tradition and reason all bear equal weight in the Episcopal experience. The importance of reason, thinking and questioning, are what help to make an Episcopal school the powerful learning environment we find at OES. ...

"Grounded in the belief that 'Where love is, there is God,' OES celebrates the religious diversity within its community. ..."



The Math, Science, and Technology Building, which is under construction behind the Upper School, will be finished in time for classes in the fall. Fund-raising for the building is 80 percent complete, and a campaign to raise the remainder is being launched.

OES Kicks Off Public Phase of Capital Campaign

A celebration and informational event on Sunday, April 27, will provide activities for children while adults take tours of the unfinished Math, Science, and Technology Building and learn what comes next in funding and further improvements to the campus. Children's activities will include inflatable structures, face painting, temporary tattoos, popcorn and cotton candy, acting workshops, and other activities. While the kids play, adults can look at the building and hear how it will impact students.

As the new building rises in the southeast corner of campus, the tally of funds raised to pay for it is also rising. The school is pursuing a pay-as-you-go policy on funding campus improvements, and about 80 percent of the cost of the building has already been covered by major donors. The school is launching the public phase of the campaign in which all parents, alumni, grandparents, and friends will be asked to participate. After the April 27 kickoff, all parents will be contacted by

mail and phone to solicit their help with completing the project. Alumni and past parents will be solicited throughout the late summer and fall.

The new building will allow generations of students to do laboratory work safely and to learn with current technology. It will maximize the efficiency of teachers and students by providing space for science projects and demonstrations where they won't have to be dismantled and reconstructed repeatedly.

"I spend 90 minutes setting up a demonstration on the front table, and the students who sit at that table have to crowd together with students at other tables," said physics instructor Bill Lamb. "I have to take it down right after that class even though I will use that setup again the next day because other classes have to use that table for something else. In the new building, we will have enough space in each classroom for students to sit at their work tables, and for lab setup in the other half of the room, and



Science teacher Bill Lamb, right, stands in his future physics classroom with several students who recently won science awards. The students, from left, are Elyse Hope '06, Andrew Platt '03, and Michael Coulter '04.

for a teacher demonstration table. The new building will make a huge dent in the prep time for me."

Besides the additional space, the building will have state-of-the-art safety and ventilation equipment. It also will be wired for efficient use of electronic teaching aids and computers. Math and science offices will be located near the classrooms, and the science office will have windows to the research lab so faculty can keep an eye on student projects while doing their own work. The facilities will also include a computer lab, a math and science library, and a meeting room.

The building will have a permanent setup for studies involving gravity, a separate greenhouse, and a raised walkway for studying the canopy in the adjacent forest. When finished, the building will be eligible for designation as a "Green Building" by Portland General Electric because, among other factors, it will exceed the requirements of the Oregon Energy Code by 20 percent. It is being constructed with nontoxic materials, and runoff from the roof will be directed to a swale to avoid negative impacts on Fanno Creek.

Construction of the MST Building will be finished in time for classes to begin in the fall. Then the School can continue the first phase of campus improvements with renovation of the Upper School and increasing the endowment for financial aid and faculty salaries. Future phases include a performing arts building and reorienting walkways and roads to make the campus more pedestrian-friendly.

If you are interested in learning more about our building plans, naming opportunities, or how you can make a gift to help complete the new Math, Science, and Technology Building, contact John Lauerman, Director of Development, at 503-768-3156 or by email at lauermanj@oes.edu. ■

Celebrate!

April 27, 2003
Sunday, 3-5 p.m.

Bring the family...
See the new OES Math, Science,
and Technology Building
And learn what's next.

- ✧ Fun activities for the entire OES community
- ✧ Food, tours and demonstrations
- ✧ Activities for kids and teens

OES Senior Named Second in Nation



OES student Tianhui (Michael) Li '03 placed second nationally in the Intel Science Talent Search (STS), America's oldest and most prestigious science competition. Michael will receive a \$75,000 scholarship for his achievement.

His physics project is based on his three-year study of inertial-electrostatic confinement, a radically different and significantly less expensive way of controlling nuclear fusion than conventional methods. Other projects among this year's top 10 winners include identifying factors that contribute to the increase in cockroach allergy-induced asthma observed in inner city areas and a study that discovered a previously unidentified plateau on Venus that could lead to better understanding of the planet's formation.

Intel STS winners were selected based on their research ability, scientific originality, creative thinking and ability to apply science to the world around them.

Besides his work in science, Michael is an accomplished pianist who has performed with the Portland Symphony Orchestra.



DON'T LOOK DOWN!

Students Gain Confidence and Skill as They Conquer Fear



It's amazing how 20 feet of vertical progress is more exhilarating than traveling a mile in the horizontal plane. That's what makes the climbing wall at OES such a compelling way to gain self-confidence. Each step is a success.

"I feel like I've accomplished something," said eighth-grader Kasey Grewe after climbing the wall. "You don't get to do something like this every day."

She and her classmates recently worked on the climbing wall in the OES gymnasium during PE class for two weeks. They learned how to use a climbing harness, ropes, carabiners and a belaying device, how to tie a figure-eight knot on a bight, how to belay, how to climb safely, and how to work as a team. On a deeper level, they learned how to confront and conquer their own fear.

"It teaches them to trust themselves and to step out of their comfort zone and try something new," said outdoor programs specialist Tom Handel, who instructs the students. "For a lot of them, getting up high creates fear and angst and gives them the chance to approach that and break through it. That gives them self-confidence and builds their self-esteem."

The students arrive with a range of climbing experience. Some are novices, while others have climbed walls in summer camps or gyms. A few have even gone on rock climbing expeditions with family members or guide services. They also bring differing physical abilities to bear, but regardless of

their background or abilities, they can experience success on the wall.

"Every single student got on the wall," Tom said. "Not every one made it to the top, but it still gave them a sense of adventure. They didn't feel let down by not going to the top because they were nervous about getting on the wall in the first place so the fact that they went up halfway really gave them a sense of 'Wow, I can do this.'"

Students spend a week of PE classes climbing the wall as fifth-graders and another week when they are in the seventh-grade. During those experiences, the instructors are holding the belay rope, but in eighth grade the students are on belay for each other. Four students hold onto the rope to make sure the climber doesn't pull the first person off the floor.

"There's definitely a sense of camaraderie and teamwork I notice in terms of the people on the ground and the people belaying cheering their friends on," Tom said. "It is really intense and strong when the climber is really fearful. A lot of the OES students really rally behind and encourage the climber to go a step further when they are nervous and having a difficult time."

Students can choose to grapple with an even higher level of fear by using the Giant Swing. They climb to the top of the wall and sit on a tiny platform. Then they attach their harness to the swing and jump off. They briefly free-fall before the rope swings them out over the wooden gym floor.



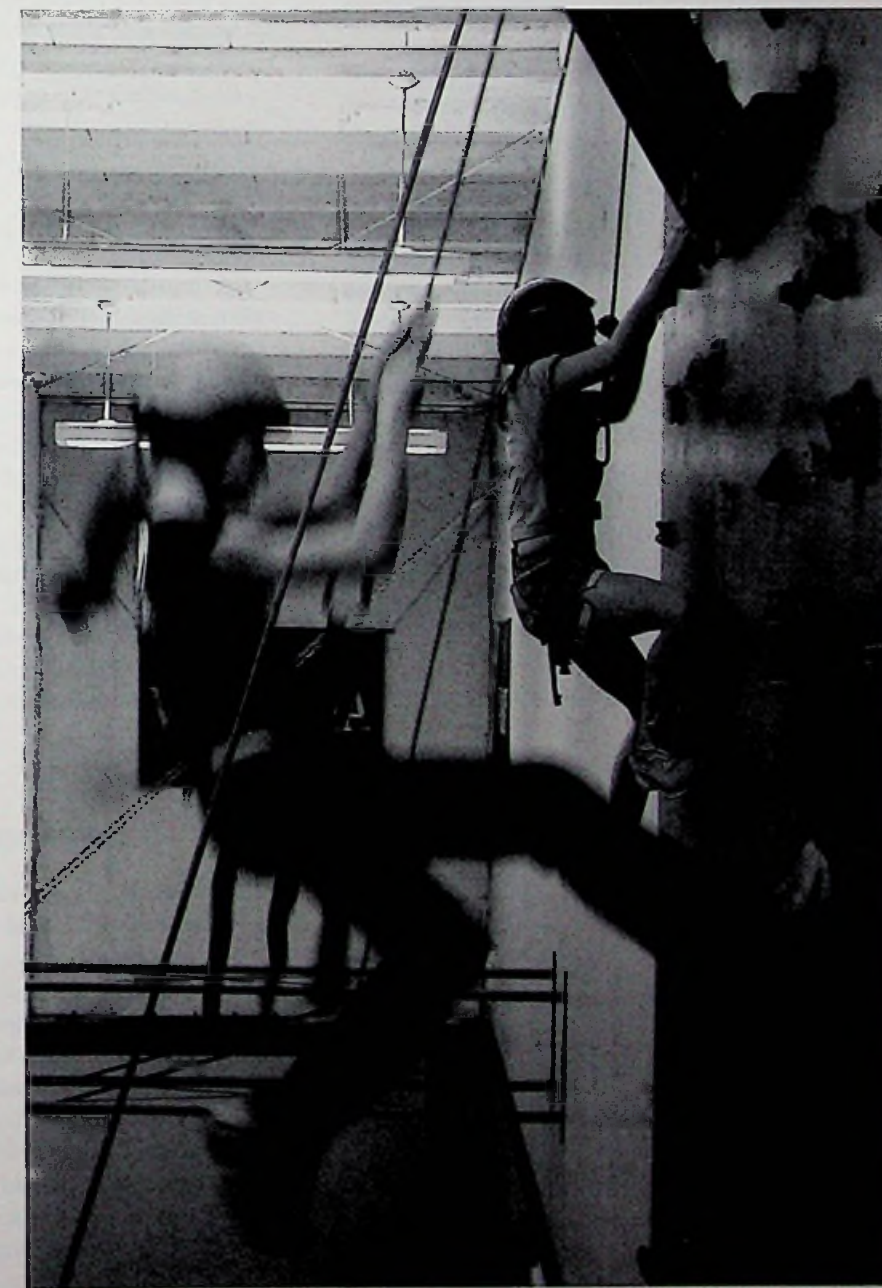
On facing page, a climber tests one of the handholds, some of which provide a good grip while others offer a minimal toehold. At far left, classmates ensure the safety of climbers. Stephen Buker '10, like all the climbers, puts on a helmet before getting on the wall. Two students at a time can climb on the wall in the gymnasium. Below, one student slowly climbs up while another quickly belays down, pushing off the wall with her foot.

"I was kind of nervous, but it was really fun," said Sarah Haas after completing a swing. "You have to go for it. You can't really think about it. It's like making friends or going to another school. You have to take opportunities without letting your fear get in the way."

Tom says the gear and precautions that are taken make the climbing wall an extremely safe activity. Safety will also be emphasized during the other part of the Adventure Program, which involves the Challenge Course in the OES woods. Students will use some of their climbing skills to complete tasks that involve communication, leadership, planning, responsibility, respect, and sensitivity.

When they get to the Upper School, the students will be able to put their skills to use on a rock-climbing trip such as the trip to Smith Rock that some US students took this month. Their teamwork and leadership will be instrumental in other areas of the experiential learning program including the sophomore backpacking trip, the senior trip, Winterim trips, and weekend trips. For some, climbing may become a lifelong activity.

"It's just a whole new avenue for recreation and physical activity," Tom said. "It's not a team sport, and there's plenty of skill to build on and plenty of challenge. There's plenty of climbing in gyms and on rock in the area, so it's a nice introduction to that whole field." ■



Art Students Take Top Prizes in Show

Art by four OES seniors was accepted into the High School Art Northwest 2003 show, and three of them swept the top prizes. The juried show at George Fox University accepted 35 artworks out of 125 entries from Oregon, Washington, and Idaho.

Kate Murphy took first place for a watercolor pencil portrait (see magazine cover), Cathy Walitzki took second place for her Buddhist Thangka painting (see Page 4), and Leavy Huh took third place for an acrylic painting of the skyline of Seoul, South Korea (see back cover of magazine). An acrylic portrait by Lia Kim was accepted into the show.

The four students have studied with Jack O'Brien, who encouraged them to submit their work to the show. He doesn't often urge students to enter art contests because he doesn't want to tailor the curriculum to the contests, but this show permitted them to submit work in a variety of styles that had already been completed.

"I was really pleased to see them take the top three positions," he said. "Our goal is to show students that art is enjoyable, worth practicing and worth studying."

Cash awards were presented to the three winners.



Sixth-Graders Make Link to Kenya

Sixth-graders celebrated their budding relationship with an Anglican primary school in Ekwanda, Kenya, recently by learning about the African country. Students tried on kangas and other pieces of traditional clothing, and they played instruments made by Africans. A slide show provided insights on the geography and culture of the country. Each sixth-grader has written a letter to a pen pal in the village of Ekwanda, and other forms of interaction will be explored in the future. "The goal is to have a long-term relationship," said math teacher David Levine. "I know what a moving experience it is to visit places like Kenya, and I want to be able to share that with this community. It provides possibilities for learning for both Ekwanda and OES." David said that several years ago OES provided books for the children of the Kenyan village, and he chanced upon a plaque honoring that contribution when he visited the school in Ekwanda two years ago while leading a trip through Global Routes, an international travel organization.



Science Bowl Team Wins Regional Contest

Two OES teams gave stellar performances in the regional Science Bowl competition, with one of the teams taking the regional title and progressing to the national contest. The top team is composed of Andrew Platt '03, Tommy Bennett '03, Erik Garbacik '04, and Ryna Karnik '04. They will compete May 1-5 in Washington, D.C. A second team, which was undefeated in the first round but lost two close matches in the final round of the regional contest, was composed of Jared Mueller '05, Tucker Page '04, Yvonne Yamanaka '04, and Sergio Zenisek '06. Andrew Platt and Jared Mueller were both named to the tournament all-star team. The OES teams competed in a field of 64 teams from Oregon and Washington on March 8 at the University of Portland. The contest is sponsored by the Bonneville Power Administration and the U.S. Department of Energy.



Attending the opening of the High School Art Northwest show are Lia Kim '03, Kate Murphy '03, teacher Jack O'Brien, Cathy Walitzki '03, and Leavy Huh '03.



Avery Johnson '11, from a Lower School class that participated in the event, and Torben Noto '09 try on traditional clothing from Kenya.



From left are Tommy Bennett '03, Andrew Platt '03, teacher Bill Lamb, Erik Garbacik '04, and Ryna Karnik '04.

'Real Inspector Hound' Was Unforgettable

This year's All School Play opened to critical acclaim, but by the time it ended, the critics were all dead. The all-star cast of faculty and students presented the cliché-ridden masterpiece in a stunning coup de maitre marred only by the lifeless performance of David Goodman-Farley. Student stars were the sultry Cathy Walitzki '03 as Cynthia, the enigmatic Eric Morgan '03 as Magnus, and the rakish Ryan Goodwin '03 as Simon. Faculty and staff actors were the bouncy Nancy Pickering '97 as Felicity, the beautifully bumbling Ann von Ofenheim as Inspector Hound, the volcanic David Levine as Birdboot, and the scheming Peter Langley affecting an unconvincing British accent as Moon. The imperturbable Debby Schaffler tied it all together as the housekeeper, Mrs. Drudge. The show was directed by the impish David Gomes, assisted by the unflappable Julia Baldwin '03. An excellent time was had by all who survived.



Jan Eliot Provides Laughs and Lessons

Imitation is not just the highest form of flattery, it's also a great way to learn. Imitating cartoonists she admired provided Jan Eliot with a way to learn her art. Her cartoon strip, titled *Stone Soup*, is now syndicated by 140 newspapers.

On a recent visit to OES, Eliot used an overhead projector to show students from the Lower and Middle School how she goes about drawing a cartoon. She demonstrated how they can begin with a stick figure and then expand it. Sometimes she doodles until an idea comes to her, but usually she comes up with an idea before she begins to draw. Those ideas come from her own family, from her visits with children, or from readers of her comic strip.

"My kids did so many funny and aggravating things that I had to write about it," she said.

Eliot believes that tragedy plus time equals comedy, and in a meeting with OES parents, she told them to share the heartbreaks of family life along with the good times. Both will someday provide cherished memories.

For her, those cherished memories have been expressed in about 2,500 comic strips, but she never runs out of ideas, and she never tires of what she does. "I really love that I get to make people laugh," she told the students.



Mock Trial Team Wins Regional Contest

The OES Mock Trial Team came in first in the regional competition this year. The team defeated Catlin Gabel, Valley Catholic, and Glencoe to advance to the state competition.

Team members took on roles as witnesses and attorneys in a fictitious case of a defendant accused of first-degree arson in connection with a fire at a ski lodge. Head Coach Julie Frantz, who is an Oregon Circuit Judge for Multnomah County and a member of the OES Board of Trustees, said the team members learn a great deal about the legal system as well as the benefits of working collaboratively together.

"Individually, they learn poise, public speaking, and thinking on their feet," she said. "As a group, they learn to be supportive of each other and perform their roles in a consistent manner. It's a team effort; everybody counts."



Appearing in *The Real Inspector Hound* were, from left, Ann von Ofenheim, Debby Schaffler, Eric Morgan '03, Nancy Pickering '97, Cathy Walitzki '03, and David Levine. Oh, and in the foreground is David Goodman-Farley, who maintained that position throughout the show.



Jan Eliot, creator of *Stone Soup*, uses an overhead projector to give students a lesson in drawing.



Members of the OES Mock Trial Team are, front row from left, Mary Warrington '06, Kate Murphy '03, Mariam Totonchy '03, Katelyn Brack '04, Kevin Cudahy '05, Lucia Foulkes '06, and Trevor Hancey '04; back row, Tommy Bennett '03, Tim Hatfield '04, Jared Mueller '05, and Jacky Youm '04.



Tony Furnary and John Hall



Administrators Rob Brisk, David Lowell, Sidney Gold, and Charyl Cathey

Buoyant Spirits Find Berth at OES Auction

OES parents, staff, and friends gathered for a gala celebration on Saturday, February 22, at which they socialized with old friends, made new friendships, and helped support school programs. The event's cruise

ship theme inspired a variety of costumes from pirates and sailors to ship's officers and elegantly attired passengers. Participants enjoyed a sumptuous dinner from The Stockpot Restaurant and dancing to music provided by Byll Davis and Friends. Co-chairs for Auction 2003 were Jodee Midura and Cindy Plummer, who put

in countless hours to ensure a flawless auction and a entertaining evening. The money raised by the auction will purchase new equipment, fund professional development, and support the AASK program and other benefits for the school. A heartfelt thanks goes out to all who helped organize the event or attended.



Desirea and Rocky Muraoka



Raj Garg and Chris Palmedo



Kevin and Kimberly White



Bronwen and Barry Dalgie '80



Brad Kuhns and David Gomes

for the Alumnae of St. Helens Hall



Development Administrative Assistant Lynn Regelin shows the historical class photos that she has helped restore and preserve.

Class Photos Saved For Posterity

Working with painstaking detail, a member of the Development Office has arrested a stealthy intruder who was destroying the treasured photos of graduating classes from St. Helen's Hall, Bishop Dagwell Hall, and Oregon Episcopal School. The culprit was none other than Time itself, which in its silent but persistent way was causing the photos to fade, yellow and turn to dust. Thanks to administrative assistant Lynn Regelin, the destruction has been postponed for at least 300 years.

Racing against Time, Lynn removed the photos, cleaned them, remounted them, relabeled them, and oversaw the creation of archival negatives that last for centuries. Then the photo displays were covered with Mylar, sealed, and returned to the poster frames where they are displayed. The photo collections are available for perusal by alumni, students, faculty and visitors, and they are brought out for class reunions.

"Rescuing these photographs was the first and most pressing step in preserving the archives of historical documents, photographs and objects," Lynn said. The decision was made to preserve the photos on negatives because they are not so dependent on technology for retrieval. Putting them on a more modern medium such as CDs could be futile because CD players may not exist a century from now. However, the photos are also in the process of being put onto a disk for easier access. At some point in the future, alumni may be able to obtain digital copies of their graduation photos and those of classmates.

Fortunately, the class photos had been updated and maintained over the years by art teacher Sue Jensen, so Lynn had good material to work with. She took over the job after funds were made available by sales of a cookbook by the Alumni Board several years ago. Work will continue on the photos, Lynn said, and other historical documents, photographs, and objects that are stored in boxes under the Charlton Room will be cataloged and preserved. ■

OES ALUMNI EVENTS SPRING 2003

SUNDAY, APRIL 13

Two Sisters and a Piano,
by Nilo Cruz
(at Artists Repertory Theatre)
Play at 2 p.m.,
dinner and discussion
after at Cassidy's

In Havana, 1991, just after the collapse of the Soviet Empire, two sisters—a writer and a pianist—are placed under permanent house arrest after speaking out for Perestroika and against Castro's regime. For the sisters, their sentence is an excruciating test of the soul. Still, amidst Cuba's new political chaos, on an island awash with possibility and fear, tenderness can appear in the most unlikely places.

TUESDAY, MAY 13

Mt. Hood Speaker and Eucharist
The Rt. Rev. Robert Ladehoff
OES Campus

WEDNESDAY, MAY 14

Mt. Hood Service Day

Join Upper School students as they participate in community service all over the Portland area.

FRIDAY, JUNE 6

Class of 1953 Reunion!

Please contact Lisa DeGrace at
503-768-3137 or degracel@oes.edu in
the Alumni Office for more information.

FROM AARDVARKS TO ARMADILLOS

A day in the life of cowgirl Amy Greene '96

In the wintertime, sunrise finds Amy Greene already hard at work. A layer of ice forms overnight on the stock tank, so in the morning she breaks it up with a shovel to let the cattle drink. The same metal tank will be her bathtub tonight.

"I walk out and jump in that tank and jump out as fast as possible, and that's your bath," she says. In between those trips to the stock tank is a day of breaking horses and bucking hay. And the routine goes on day after day without a break, because she's alone on this ranch and animals don't take vacations. She and her red heeler dog, Trooper, are responsible for 30 horses and a couple hundred head of cattle on the Matthews Ranch in West Texas.

After breaking up the ice, she gets in a round pen with a 2-year-old horse that's never been touched by human hands, much less ridden. In the round pen, she builds trust with the horse, and later in the day she'll be up on its back, but in the beginning it shies away, looking down its long nose with big, frightened eyes. She steps toward its hindquarters and it moves forward to keep its distance from her. Then she moves toward its shoulder and it backs away. She does it again.

"It's like dancing only you are never touching," she says. "Once you move them around, they see you are not threatening them and they'll let you in their space and let you touch them. Once they realize you're not going to kill them, they won't try to kill you. It's a predator-prey relationship and we're predators and they know that. You let them know you're not there to hurt them."

After a while, she touches the horse and it doesn't shy away. Once it trusts her, she puts a halter on it and teaches it to be led around. Then she puts a saddle on its back and tugs it around so the horse gets used to it. When she feels the horse is ready, she gets on. Mostly the horse just stands there or bucks a little bit and then stops, but occasionally it becomes terrified and tries its best to throw her off.



Amy Greene '96, shown here on a recent visit to OES, had a reputation as a rough and tumble soccer player when she played for the Aardvarks. Now she works on Texas ranches, training horses and roping cattle.

animal and, yeah, it can be dangerous. If you're thrown or if they flip over on you, hopefully you'll walk away with just being sore, but every once in a while you break something or sprain something or dislocate something. Occasionally if you're mending fence you'll slice your hand. There are a lot of tractor accidents. Hay bales are anywhere from 50 pounds to over 100. If you're haulin' a thousand bales of hay a day it's hard on your body and after awhile your body gives in a little bit.

"It's not only hard on your body, but emotionally it's very

"If they stand still and are calm, I just hop right on. There are times when I think a horse is ready and I get on and they buck me over the fence. The more horses you ride that buck, the better you get at staying on. If you learn the rhythm you can stay on. For the most part, if you've done your foundation correctly they'll usually stop. They won't buck from now till dark."

The next day, Amy gets on the horse again in the pen, and if the animal is calm, she takes it out for a ride.

"I'll take them out and put the miles on them," she says. "You ride them for miles and miles and miles. Over rocks, through brush, opening and closing gates, through streams, up hills, responding to different situations with cattle. ... I wouldn't call it fun because the horse you're on is still very inexperienced. You're on a horse that can spook from a leaf crossing its path. It takes a lot of patience. They have no idea of left and right. They have no idea that a nudge means go and sitting deep in the saddle means stop. At any moment they can explode and you have to be ready. There's nothing worse than riding a horse out into 4000 acres and they buck you off and you have to walk back to the barn."

Not long ago she was on a horse that slid and she fell off onto a rock, cracking the edge of her hip. Like all cowboys, she often gets injured.

"I've had tons of broken bones. You get injured in a lot of things. I ride 10 colts a day, which is quite a bit. You're trying to train an instinct out of an



Amy Greene, left, inoculates a calf that is being held down by OES students Michelle Lewis '04 and Couper Moorhead '05, who participated in her "cowboy school" on the YO Ranch in West Texas during Winterim in March.

draining and it can be pretty painful. People die all the time in this profession, and since the community is very small, if you're not friends with that person, you know someone who is."

Life can be hard for the animals, too, and Amy is often in the position of having to help them out of their pain. Guns are the tool of choice for that difficult task, and she uses them regularly.

"I didn't grow up with guns and guns still do make me nervous, but down here they are very much a way of life for food, protection and mercy. I've had to shoot a lot of horses. I've had to put a lot of horses down if they broke their leg or if they're old and can't get around anymore, if they have a snakebite. It's the most humane way, it's fast, it's painless. It's the hardest thing I've had to do ever. And I've had to put down quite a few. The same thing with your dog.



Working with horses is the part of her job Amy likes best. She was involved with horses as a girl, and after spending a number of years focusing on soccer, she returned to horse training. She starts with untamed horses and trains them for ranch work.

"Being a woman out here, I've had to let men know I'm not an easy target. I carry a .40-caliber Glock and a .357 Colt revolver. They are on me at all times – I have a concealed handgun permit. I definitely have had to show my firearm a few times and I've had to physically fight my way out of situations. Luckily I know how to punch."

Amy's social life suffers during the winter, but there are breaks. She drives about an hour to Kerrville once a week to pick up food for herself and feed for the animals, and occasionally she gets to take part in her favorite leisure activity, which is roping.

"A man might have a barn with a ropin' arena and every Saturday a bunch of people will go and just have fun," she says. "I haven't been able to do it lately because I'm running this single-handedly over here, but when I do get help it gives me a few hours to go rope and socialize and have fun."



Amy coaches Couper Moorhead '05 as he ties up a calf he has roped during "cowboy school." She also taught the students to repair fences, stack hay, herd longhorns on horseback, and cut calves from the herd.

"They push the steers into a chute and there's one person on one side and one person on the other. When the chute opens, the person on the left ropes the head of the steer and the person on the right ropes the back legs. Basically what they've done is they've taken what we do at work for brandin' and doctorin' and made a sport out of it.

"They have the rodeos that you all see on TV, with the bull ridin' and the bronc ridin' and all that. Then they have the Ranch Rodeos, which are everything you would do on a ranch made into a sport. I do the Ranch Rodeo. It's basically just a lot of good old boys and gals going out there and having fun."

She also occasionally attends the more spectator-oriented rodeos, and she sang "America the Beautiful" at the World Champion Quarterhorse Cutting Finals.

Continued on next page



Amy, in the front row wearing a cowboy hat, poses with her dog Trooper and OES students who went on a Winterim trip to Texas in March. Shown with her are, front row, Lucia Lai '03, Michelle Lewis '04, Molly Sheffield-Eisler '04, and Ashley Morganstern '03. In the back row are teacher Deri Bash, Alden Carrithers '03, Andrew Kushner '05, Matt Hartzell '05, Couper Moorhead '05, Rob Davenport '04, Eric Morgan '03, Caitlin Scherr '05, Garrett Sweigert '04, Colin Ackerman '04, and head wrangler Jane Brown.

Continued from previous page

She spends the summer at the YO ranch, which has 42,000 acres and offers warm showers and the company of other cowboys and cowgirls.

Life at the YO has other diversions, too. In addition to its cattle operation, the ranch offers clinics and schools to bring in extra revenue. Amy is a certified backpacking and hunting guide, and she is a wilderness medic. She teaches wilderness skills at a hunting camp on the ranch every summer. In March, she taught ranch skills to a group of OES students on a Winterim trip.

None of the OES faculty members who knew Amy as a student is surprised to hear she is now a cowgirl. Having seen her play soccer as captain of the 1996 girls varsity state champion team, they know that when she wants to she can be as intimidating as a red-hot branding iron. But they also talk about how funny and compassionate she is. Teacher Sean McEnroe describes her antics on a backpacking trip, serving her classmates Vienna sausages from a flat piece of slate like a stone-age cocktail waitress. Librarian Kate Loggan tells about how Amy was given the Susan E. McClave Award, whose description says it is for the student who "best exemplifies a giving spirit toward

others." Amy epitomized that spirit, Kate said.

Teacher Hope Stevens describes Amy as having "grit, organization, and determination." She said Amy could just as easily be an aggressive advertising saleswoman as a roughstock cowgirl, if that's what she wanted. But that's not what Amy wanted. After OES, she went to the Olympic Development

Team and then to Randolph-Macon Woman's College for a couple of years. She was on track to be a professional soccer player, but she realized that the path she was headed down just didn't feel right. She did a stint as a wilderness guide, and a colleague told her about a job at the YO. As a girl, she had worked with horses in a 4H Club, and her grandmother had actually been a cowgirl in Colorado. She returned to her roots, and to what she loved, and she doesn't regret it.

"The rewards are at the end of your day you can see what you've done. For the most part when I'm not getting thrown around by colts it keeps me healthy because I'm moving all day. Definitely the animals play a big part in it. I do enjoy working with young horses and stock. It's a way of life, that's all I can say about it." ■

"The rewards are at the end of your day you can see what you've done."

CLASS NOTES

ORAL HISTORY PROJECT

NORMA ATKINS FISHER '57

INTERVIEWED BY ARI CONNOLLY-SMITH '05

Years at OES ... Norma came to St. Helen's Hall as an eighth-grade boarding student.

Dancing lessons ... Sports were not emphasized, so many of the girls instead took daily dancing lessons. They learned ballroom dances such as the waltz, foxtrot and tango, which prepared them for the frequent formal dances.

Missing courses ... Norma needed physics and trigonometry to apply for college, and those courses were not offered at the Hall. She managed to complete the courses by taking summer classes at Lincoln High School and Clark College.

Sneaking out ... After the dorm parents went to bed, girls sometimes sneaked out of the dorm by climbing out a window and then climbing down to the ground using protruding bricks on the wall. Once they were outside, they would talk, and once they sat atop the statue of Teddy Roosevelt and his horse that was near the school.

A favorite teacher ... Her history teacher was Miss McCurdy, and they studied the conflicts between the Israelis and Arabs. She wishes Miss McCurdy were alive today because she would like to hear her views on recent events in the Middle East.



1940's

Gloria Jokstad Jones '49

Have just renewed my friendship with former roommate Eleanor Coles Wyatt whom I have not seen since her graduation in 1943. It was great! Thanks to OES magazine and the Alumni organization I found out where she resided!

Bonnie Dunbar Hahn '49

Taking a break from sailing the Arctic Seas, having been aboard as crew for 13 years on a 60-foot sailboat. My days are filled as a foster mom now and perhaps next summer will be back on the seas.

1950's

Caroline Kuhn Meehan '51

We have moved to Wilmington, North Carolina. Our mainframe crashed last August and have been out of touch. We love our new home and community. We are only five miles from Wrightsville Beach, which satisfies my gills from another life! The city (well, town) of Wilmington is a charming baby Savannah. The live oaks drip Spanish moss and the waterfront activity on the Cape Fear River hums with liveliness. Family is all healthy, happy and doing well in their lives, as are we.

Jemi Cain '55

Daughter Amy Tryon just returned from Jerez de la Frontera, Spain, where she competed as one of four members of the United States Equestrian Team in the sport of 3-Day Eventing. Our U.S. team earned the gold medal for the first time since 1974, and are now called "World Champions." In addition to her equestrian "career," Amy is also a full-time firefighter in Issaquah, Wash., near her home. With three horses competing successfully at the top level of the sport, Amy is a very strong candidate for the 2003 Pan American Games and the 2004 Olympics. If anyone would like to receive Amy's newsletter, please email her proud mom, jemicain@AOL.com

Alice Harrington Davino '59

I am Director of Grace Middle School, an

Episcopal Nativity Network school in North Attleboro, Mass. We began this fall with one fifth grade of 16 students from low-income families (qualify for federal free/reduced lunch program) and will add another fifth grade each year until we have full enrollment in the fifth-8th grades of 65 students. An independent, tuition-free school funded by donations, we provide an extended day program with free breakfast and lunch. I took over Jan. 10 as director - was doing volunteer service since last spring.

Patty Harriman Page '59

My husband David and I just returned from a Habitat for Humanity build in New Zealand. Now it's back to work at our software company.

1960's

Jody Daniels '69

Business is growing - started a new

Garden Center in Rifle, Colo. I also completed my private pilot licenses in January 2001. Drought hurt us in Colorado this year, but snow is falling now, so maybe it will help us. Skiers are loving it here in Vail, which is only 20 miles from Gypsum, Colo.

1970's

Beth Laun UrsIn '79

Beth is Vice-President of Ascension Entertainment, a leading independent producer and distributor of interactive DVDs and CD-ROM products in Portland. Ascension Entertainment has partnered with Portland Community College in the creation of Oregon's first interactive DVD for prospective college students this year. They have offices in Portland and Los Angeles and can be reached by visiting their website at www.ascensionent.com.

ORAL HISTORY PROJECT



MARYLYN HUTCHINGS HOGREFE '54
INTERVIEWED BY JOSH SKLAR '03

Chose St. Helen's Hall ... Marylyn came to the Hall halfway through her sophomore year because she planned to study pre-med in college and wanted a strong science background, which the Hall was known for. Speak French or starve ... "At lunch time in the dining room the lunch was served by French maids - French French maids. You had to speak to the maids in French, so if you wanted something to eat you needed to learn how to speak in French."

Hawaiian flair at dances ... "The dances during this period were very elegant. We would have these dances with the Hill Military School. This was the boys' school in town. Because there were so few girls we would actually have our dances with Catlin as well. It was a girl's school at this time as well. One of my classmates had a father who owned several hotels in Hawaii. Before the dance he would fly in leis for all the participants."

Ceremony at Trinity Episcopal ... "Graduating at Trinity at that time was an amazing thing. I had grown up a member of the church and this was a very crowning event. As there were only 13 of us, graduation was a very personal thing."

January. My husband and I are often busy raising children. I miss all of you. Please write to me.

Heidi Fromm Jackson '85

Life has been very busy—I began a new job with a legal nurse consulting firm in October 2002. I was also just remarried and my new name is Heidi Jackson. My two sons from my first marriage, Maxwell, age 7, and Spencer, age 5, are now joined by my two new stepsons, Nickolas, age 15, and Phillip, age 12. It's a very active household of boys! I'd love to hear from my old classmates ... I can be reached at Heidi (Fromm) Jackson, 5402 SE 131st Court, Portland, OR 97236.

Debbie Rath Kennison '86

I gave birth to a child recently. Henry Lawrence Kennison was born on Jan. 24, 2003. He is doing great and is being constantly amused by his sisters Charlotte, 7, and Beatrice, 3. We'll bring him by the next time we're in Portland!

Chelsea Emery '87

Stephen and I were married in my mom's backyard on the slopes of Mt. Hood! In a rare stroke of luck, it was a clear, warm, SUNNY perfect day. Making it even more perfect, Jenny Achilles '87 came in from Utah, and Kate Marble '87 flew in from Baltimore! After honeymooning in Costa Rica, we're back to the New York Rat Race and full-fledged 'DINK-dom.'

Chris Giles '88

My wife, Teri, and I are celebrating the recent birth of our third child. Marlie Kate Giles was born Sept. 4, 2002. She has an older sister (Olivia, 18 months) and an



The first Annual Guys Weekend, sponsored by Todd Husband '80. From left are Michael Shepherd '80, Greg Wiens (spouse of Brenda Graves Wiens '80), Henry Stevens '79, Carl Markley '79, Barry Daigle '80, and Regan Leon '82.

between '76 and '80. Additionally, I welcome the opportunity to share experiences with students considering a career in nursing.

James Cheung '82

My wife and I are living in Hong Kong. We have a 5-year-old-child whose name is Michael. I play a little golf on the weekend. Please write to me at my email address: golface@doramail.com

Jeffrey Cornell '82

I've been living in Saudi Arabia for the past 10 years. I'm a teacher with the Saudi Aramco Schools, which serve the expatriate population within the oil company. I am married with two children, a fifth-grader and a third-grader. When I was a student at OES, my parents lived here in Saudi Arabia. I always wanted to come back, and so I did.

Yuri Takinoshi Goda '85

Dear class of '85, I just had my second baby girl this

1980's

Barry Daigle '80

Barry is subbing in math in the Beaverton School District and is working towards a BS in Math. He got his Masters in teaching last year. He hopes to be teaching full time in a Portland area high school in the fall.

Margo Lalich '80

"Living in Cannon Beach, Oregon. Have two wonderful children, Lujac and Gabriel, ages 11 and 13. As a family, we are passionate about the outdoors. I have a career in public health and community health nursing, working for both Providence Health System and Clatsop County Health Department. Currently, I am the Public Health Emergency Preparedness Coordinator for the health department. Also, I am a medical volunteer for Northwest Medical Teams International. I went to Moldova in Eastern Europe last year and am planning a mission to Africa in the summer. Completed my Master of Public Health from Oregon Health Sciences University in June 2002. I would welcome a call or visit from classmates or dorm-mates



Kathleen Dehen Martin '89 and John Martin

older brother (Brennan, 6 years.) We are living in Sherwood where I have had my own business since 1997.

Tiffani Lee Mastronardi '88

I gave birth to a girl this time! Molly Janice was born July 16, 2002, at 7 lbs. 14 oz. and 19.9 inches. Other exciting news was my sister Brittani Stump giving birth to Katherine Pricilla Providence just a week later on July 23, 2002, at 8 lbs 5 oz and 20.5 inches. We can't wait to watch the cousins grow up together!

Daniela Brod '89

Daniela's last name will change to Cargill in summer 2003 when she marries Robert Cargill. She and Bob will continue to live in Portland where they enjoy hiking, skiing, and surfing the Oregon Coast during their free time. Also this summer they, with friends Kathleen Dehen Martin ('89), John Martin, and Dylan Coulter ('89) will be traveling to Denmark to celebrate Pernille Marten's graduation from medical school in Copenhagen. Daniela continues enjoying her work at the City of Portland Bureau of Environmental Services where she works with many other dedicated citizens and staff to restore Johnson Creek. To date, the City has purchased over 100 acres of floodplain property which will be future open space parks for people, wildlife, and floodwaters alike.

Timothy Herlocker '89

I moved to sunny San Diego three years ago and currently work as a systems administrator (computer guy) for

Realage Inc. Feel free to drop me an email if you're in town!

Kathleen Dehen Martin '89

Kathleen Dehen Martin '89 and John Martin were married on Sept. 21, 2003, at the Oswego Lake Country Club at a very OESian wedding. David Streight was the officiant. In attendance: Adrienne Houser Kuhn '89 (Matron of Honor), Pernille Martens '89, Daniela Brod '89, Courtney Hayes-Lattin '89, Todd Farris '89, Michelle Bell '90, Anna Martens '91, Suzanne Geary Paymar '91, Jessica Sankey Spiker '91, Kirsten Martens '95, Janelle Johnson Jimerson '76 and several current students. They spent their honeymoon in the Greek Islands. Kathleen, a human resources manager and John, an engineer, live and work in Portland. They take full advantage of the Great Northwest by skiing and windsurfing as much as possible.

David Russell '89

Despite recent allegations regarding my career as a therapist, I am now Chief of Staff for United States Senator Ted Stevens. Sen. Stevens is the senior Senator for Alaska, and will be both the President Pro Tempore of the Senate and Chairman of the Senate Appropriations Committee in the 108th Congress, which began in January 2003.

1990s

Dan Laun '90

Things are going OK. I am still at the start-up and we are still starting up ... Hopefully we'll start to gain momentum soon. I am also starting the application process for the PSU MBA program including preparing for the GMAT ... it brings back memories of freshman year math class ... too bad I didn't study much then.

Kar-Yee Wu '90

I have now moved back to the Portland area after too many years away. I've finished up residency in Connecticut this June and have spent the time traveling and setting up house in Multnomah Village. The highlights of travel included



Owen, son of Sarah Bechen Raymond '91

a neat three-week trip to Kenya and Tanzania on safari and a weeklong SCUBA-diving trip to the Galapagos Islands. Now I'm working in a family medicine clinic in Scappoose until I figure out what I'll be doing next.

Sarah Bechen Raymond '91

Sarah gave birth to Owen Bechen Raymond on Dec. 21. The baby was three to four weeks early, but still weighed 7 lbs, 15 oz. Sarah and Owen are doing well.

Britanni Lee Stump '91

Gave birth to Katherine Pricilla at Providence on July 23, 2002. 8lbs, 5 oz, 20.5 inches.

Courtney Brown '92

After clerking for a justice at the Vermont Supreme Court I accepted a position as staff attorney, practicing public interest environmental law in Taos, New Mexico,



From left, Todd Munn (fiancé of Jessica Davidson '92), Troy Witt, Kevin Wilborn, Tara Sorensen Witt '92, Jason Wilborn (Kevin's brother), Ina Hunt Wilborn '92, Courtney Kaempf '95



From left, Jim Ott, partner of Ted Lederas, Ted Lederas '94, Eric Gebbie '94 and Dana Mosher Lewis enjoy time together at our December Alumni get-together.

at the Southwest Regional Office of the Western Environmental Law Center (WELC). WELC has litigated some of the nation's most important environmental cases, including the first case to protect the Northern Spotted Owl. My dream job!

Cristan Reali Morales '92

On July 31, 2002, I had my first little girl. Her name is Kaylee Noreen. She weighed 7 lbs 9 oz. She just turned six months several days ago and is growing, growing, growing!

Tessa Williamson White '92

You can add a couple more Oesians to the list of wedding attendees from the December 2002 magazine: Kyle Williamson '97, brother, was a groomsman in the wedding party, and Tara (Sorenson) Witt '92 was in attendance.

Julia Weltzer '96

Julia is living in Barcelona, coaching volleyball at her other old school, the Aula School (her team is 3-0), playing on their alumni volleyball team and teaching English at another school. She has an apartment with her brother near the center of the city; amazes her Spanish friends by cooking Thai food for them. (from her father, via Debby Schaffler)

Alice Gray '97

Attending University of San Diego majoring in Chemistry/Pre-Med. Am still dancing with a ballet company down here.

Andrew Hoffman '97

This is Andrew Hoffman from the class of 1997 with an update. I graduated from the University of Montana in December

2002 with a BS in Management and a BA in Spanish. I will be leaving in March of 2003 to teach English in Tokyo, Japan, for a year. I will update you when I get my address in Japan. I hope everything is well at OES.

Tunde Sosanya '97

Here's a brief overview of the past few years for Tunde. In spring, 2000, he studied abroad at Beijing University, following this up with a summer internship at J.P. Morgan, in the

Private Client Group (PCG). Tunde graduated in spring 2001 with a BA in Economics, and then spent a year teaching English in Kaohsiung Taiwan. Since then, Tunde has been working in China, starting a manufacturing and trade company. Select Global Sources (www.selectglobalsources.com). He has also recently accepted a marketing and sales position in a LED factory in Guang Zhou, marketing Hi-Tech LED products to end-users in the U.S. and Canada.

Lindsey Blauer '98

I am now working at St. Mary's Academy downtown as their Special Events Coordinator. I just began the job about two weeks ago and love it. My main job at St. Mary's is working with their auction, the second biggest school auction. That is in April, and I enjoy getting my hands dirty in that kind of stuff. I went late to a reunion night last month and had a great time!

Piper Iles '99

I am about to graduate with a Bachelor of Science in Psychology from Davidson College in May of 2003. I was cast in our college opera production of The Marriage of Figaro (Mozart), which we performed in late January. And that is about it.

2000's

Whitney Alexander 2000

I am getting ready to spend my spring semester studying Spanish and Dominican-Haitian relations in the Dominican Republic.

In Memoriam

Doris Henningsen Harkson '20
Doris died Jan. 25, 2003, at age 102.

Mel Murphy '82
Mel Murphy died on November 4, 2002. A longtime Portland resident, Mel went to Linfield College after OES, and worked in the past in advertising for NIKE and other organizations. Mel enjoyed the outdoors, and lived life to the fullest. Outgoing and gregarious, he always had a smile and brought smiles to others.

Benjamin Bales Bullwinkle
Benjamin Bales Bullwinkle, husband of Jean Groves Bullwinkle '37 and father of Martha Bullwinkle Dorrell '73 died in Portland, Oregon, on Feb. 12, 2003.

Ardess DeJong Benjamin '49
Ardess died Feb. 27, 2003.

Correction

The following people were left off the Bell Society list in the Annual Report section of the December OES magazine:

Cdr. Elizabeth Reeves '32, Betty Lou Roberts '36, Jim Rue and Mignon Mazique, Geraldine Hanny Sargent '35, Michael and Lenita Scheetz, Chai and Ing Sophonpanich, Leigh Stephenson-Kuhn, Peter Stott and Julie Neupert-Stott, Lani Thornton, Peter and Michelle Trumbo, John and Fran von Schlegell, Frances Watzek Warren '33, Allen and Rebecca Williams, C.N. and Dolores Winningstad, Mark Workman '69 and Leslie Workman, Betty and James Wright, Masatoshi and Susan Yamanaka.

We regret the omission.

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Ways to make a planned gift to Oregon Episcopal School:

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- A life income gift which pays you, and your spouse, income for your life and donates the remainder to OES after your life or lives.
- A gift of appreciated property, stock, or life insurance policy.
- A beneficiary designation of an IRA, life insurance policy, or retirement plan.

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- You may list my name in the Annual Report as follows: _____
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Please return this form to John Lauerman, OES Director of Development at 6300 SW Nicol Rd, Portland, OR 97223. If you prefer to discuss these matters in person or by telephone, contact John Lauerman at 503-768-3156 or email him at lauermanj@oes.edu.



"One Night in Seoul," acrylic painting by Seoyeon (Leavy) Huh '03



OREGON EPISCOPAL SCHOOL
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Parents: If this issue is addressed to your son or daughter who no longer maintains a permanent address at your home, please notify us of the correct new mailing address by contacting: Lisa DeGrace at 503-768-3137 or degracel@oes.edu. Thank you.

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