

Spring 1993 Volume 2 Number 3

# THE OES Belltower



## A Letter from the Headmaster

Dear Friends,

The story of Oregon Episcopal School, of St. Helens Hall and Bishop Dagwell Hall, is one of inspired leadership by so many, many women and men. This issue of the BellTower carries more vignettes to you, touchstones in this almost-125-year story, this continuum of extraordinary education.

People, of course, make up the stories of this school: Bishop Morris who founded the Hall over a century ago. The Rodney sisters, who carried on the work of The Hall, along with Gertrude Fariss, along with the story of The Rev. David Leech, so eloquently portrayed in this issue by Sally James '73 in her wonderful 20-year-old "thank-you letter". Harvey Zendt, dynamic Lower School Head, venturing off to Australia to test the waters for a Pacific Rim exchange with an Anglican school there. Commander Elizabeth Reeves '32 SHH & '35 JC, who led the way in astronaut training for the United States Navy. And this BellTower carries a note about Trustee Paul Schlesinger '70, who makes time in his own professional and family life to bring so much character, strength and leadership to our Board of Trustees with his service on the Executive Committee.

I think, too, of leaders these pages have featured before: Ruth Jenkins '20 who went on to lead the way for the education of young people in Episcopal-related schools on the West Coast.

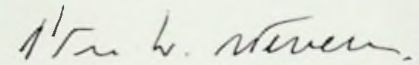
You will read here, too, of Summerbridge, a fascinating new program that brings middle school youth of Portland to our campus under the leadership of Edward Liu, a 1992 graduate of Yale University, and his counterpart at The Catlin Gabel School, Oye Carr. Youthful leadership here has given us new zest, purpose and direction. Together Ed and his co-director have raised over \$200,000, selected 35 Portland-area fifth graders from an applicant pool well over twice that and chosen the most promising student-teachers from across the nation.

This wonderful school community gives birth to, rears, supports, nurtures and challenges leaders. And such it should be. I hope in these pages in the future you'll meet people and characters like Jeff Marsh, who manages our all-important food service; like Diana Chenoweth, who leads probably the most exciting after-school program in the country; like Rich Sherwood, who has pioneered the teaching of Japanese in our Upper School and will lead a student trip to Japan this summer; like first-year teacher Moneeka Settles, who directed our ten-week ski team this winter; like Rosa Hemphill, who leads every day in her Chemistry lab/classrooms; like David Streight, one of the few ancient-language Provençale specialists in the world; like Matt Lyon, preeminent potter currently specializing in replicas and figures from pre-historic Japan; like Judy Lynch who is quietly "writing the book" about global/interdisciplinary/multicultural studies for middle school children. What wealth of leadership we have!

This June, Upper School Head Ed Rubovits will retire after a decade at OES. Ed follows, of course, in the rich SHH-BDH-OES tradition of leadership. He has led before and he will, no doubt, in years after OES, continue to lead without fanfare, and show grace, style, poise, character, service and love.

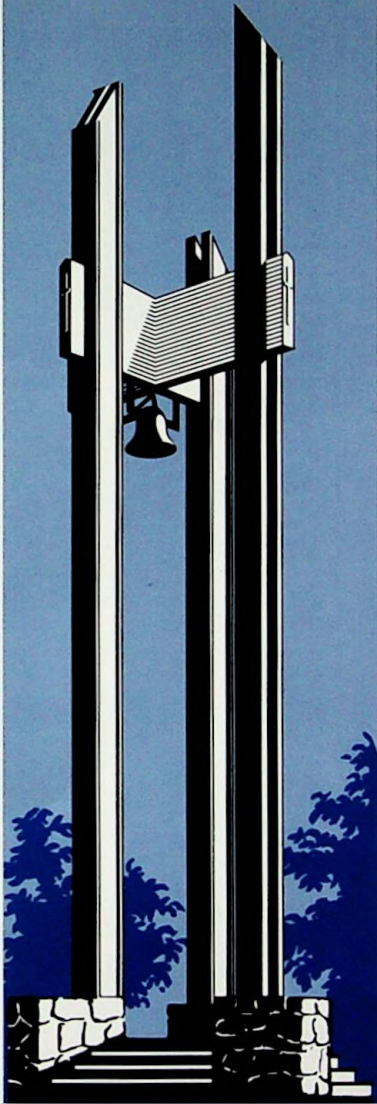
And, you know, at the heart of the leadership fostered by this remarkable School are service and love. At Oregon Episcopal School today, these are not anachronistic concepts. This is OES.

Most sincerely,



Peter W. Stevens  
Headmaster

# THE OES Belltower



Founded in 1869, Oregon Episcopal School is a pre-K through 12, coeducational, independent, college preparatory school in the Episcopal tradition. A full boarding program is offered in grades 9 through 12. Exceptional teachers engage students in small classes that stress participation, creativity and a passion for active learning and living. Within a traditional framework, dynamic programs in the fine and performing arts and athletics encourage student participation. Located on the Pacific Rim, the School emphasizes global studies and an international outlook. Virtually all graduates attend fine colleges. Responsible citizenship, ethics and community service are important at OES—a School where students are encouraged to reach their fullest potential in a loving and caring environment.

**Photos** Jody McNannay, Moneeka Settles, Hope Stevens, Harvey Zandt, Mariann Koop

**Stories** Jody McNannay, Harvey Zandt, Bob Ciumbok, Anne Robinson, Mariann Koop

**Classnotes** compiled by Anne Robinson

**Editor** Mariann Koop

**Assistant Editor** Jody McNannay

**Layout and Design** Graphic Solutions

The Belltower is published by OREGON EPISCOPAL SCHOOL, 6300 SW Nicol Road, Portland, Oregon 97223

**On the Cover** In the American Southwest, it is said that when the legendary Hopi trickster Kokopelli plays his flute, the petroglyphs come to life. French teacher Moneeka Settles captured the members of the Utah Canyonlands Backpacking trip during Winterim in March. Perhaps they had heard the sound of a flute.

## Funding launches Summerbridge Portland for 1993

Oregon Episcopal School and Catlin Gabel School have joined efforts to offer a program that prepares Portland middle school students for the demands of rigorous high schools and colleges that will begin in June 1993. This year Summerbridge Portland will serve approximately 40 diverse, high-potential seventh grade students from schools around the city. The Portland project is co-directed by Ed Liu of OES and Oyè Carr of Catlin.

Encouraged by the success of the 12 Summerbridge programs nationwide, The InterPacific Group of San Francisco has pledged to support the Portland project over its first three years with a donation of \$25,000 per year. Locally, The Meyer Memorial Trust granted Summerbridge Portland \$160,000 over the next three years. Additional funding has come from First Interstate Bank, Nike, Viking Industries, the Wheeler Foundation and individual donors.

Newsweek Magazine said the program was "designed to get the younger kids into learning and the older kids into teaching". Using talented high school and college students as teachers and role models, Summerbridge provides academically stimulating summer sessions which emphasize reading, writing, mathematics and study skills. The program also stresses leadership, heightened self-esteem and creativity. School-year tutoring, counseling and enrichment ensure continuing support.

Summerbridge students, who represent the economic and ethnic diversity of Portland, have been recruited through classroom presentations given by Ed and Oyè. There is no tuition.

Since 1978, when the original Summerbridge was established at San Francisco University High School, twelve other programs have begun across the country, with six new programs planned for this summer. In 1991, The Summerbridge National Project was established to give support and guidance to the individual programs.

S P R I N G  
1 9 9 3

O R E G O N  
E P I S C O P A L  
S C H O O L

# Lower School goes

The Lower School Global Studies Focus turned its attention "down under" this year with a study of Australia. For the Focus, Program Coordinator (and LS Art Teacher) Shelley Stoffer organized a fantastic series of visits, activities and information sessions to build excitement and help students learn about the fascinating history and culture of the Australian continent.

The Australia Focus kicked off with a presentation where LS teachers dressed up to represent a different aspect of our Southern Pacific Rim neighbor. Highlights included 2nd Grade Teacher Eileen Preston dressed as a kookaburra singing (you guessed it) the Kookaburra Song, 3rd grade teacher Kathy Gross as a regal embodiment of the Sydney Opera House and LS Librarian Patty Walhood who came as Vegimite, the Australian equivalent of our American standby—peanut butter.

The first guest speaker was Steve Einhorn, who brought a didgeridoo—an aboriginal musical instrument. A few lucky students had a chance to play the didgeridoo, and after the January 12 presentation, some classes constructed their own didgeridoos, which they played happily for parents at the Lower School Open House.

According to Shelley, when Australian teachers Leeann Doughty and Justine Thompson visited OES and read from *Wombat Stew* by Mem Fox—Australia's most famous children's author, "Even the older kids were laughing their heads off." Students from Pre-K through 5 really enjoyed their reading, particularly with Leeann and Justine's accents. "Even though they are very humorous and easy going, Leeann and



▲ *This one's real—Sissy Roo, a Bennet wallaby, delighted everyone with her visit.*



▲ *Shelley Stoffer made a splendid kangaroo, complete with bops.*



▲ *Australia Focus Coordinator Shelley Stoffer shares a lamb with Karen Murray, Tiiu Magi, Ann-Katrin Koenige, Corey Janoff and Lynne Adams.*



▲ *Lower School teachers gave the Australian Focus a spirited kick-off with their impersonations of themes from *Down Under*. Can you find the Sydney Opera House?*

# “Down Under”

Justine expected students to be unusually quiet [by American standards], attentive and to ask good questions. Even the little ones.”

While students enjoyed all aspects of the Global Studies Focus, the two most popular visitors were Sissy Roo and Lynn Hilbert. Sissy Roo—a Bennett wallaby who has gained fame starring in local television ads—delighted children and adults alike as she hopped around the OES Gymnasium. During her visit, students literally held their breaths to keep quiet and not startle the young marsupial, proving they can, indeed, be amazingly quiet.

Though Lynn Hilbert, the final visitor for the Australia Focus, could not come until March, it was well worth the wait. After demonstrating how to card, spin and dye wool, Lynn Hilbert brought out his special “companions”—baby lambs and goats—who universally enchanted students and teachers.

Next year during the Global Studies Focus, students will explore China.



▲ Guest Steve Einhorn shared the unique buzzing music of the didgeridoo.

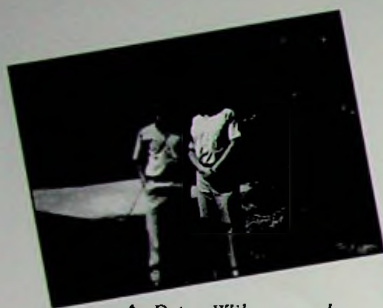


▲ Australia Focus projects included this large map depicting natural resources made by Eileen Preston's second grade. Brett Stuvland, John Karamanos, Erica Anpo, Scott Gawlick, Kristin Brown, Ian Farr, Lauren Haskins, Patrick Daniels, Garrett Sweigart, Nick Brown, Ben Turney, Eileen Preston, Allison Davies, Andrew Platt, Zara Azhar and Kate Murphy.



▲ Jennifer Marsb, Holly Flack and Scott Harwood waited patiently to pet one of Lynn Hilbert's lambs.

# Lower School Head explores exchange possibilities in Australia



▲ Peter Wilson and me



▲ The Minimbab Pool



▲ I tried a little teaching



▲ Class garden plots



▲ I went looking for the big one...

As an outgrowth of this year's Global Studies Focus on Australia, the Lower School is planning to set up a variety of exchanges with St. Paul's School near Melbourne. "Supported and encouraged by the Anglican Church in Australia", St. Paul's was founded in 1856 and is similar to OES in size and scope. In March Lower School Head Harvey Zendt flew to Australia to explore possible future interactions with St. Paul's. He also visited a variety of schools and took time to catch some surf. According to Harvey, who kept a brief journal on his trip "down under", there are no definitive plans yet, but there are a number of exciting possibilities.

Excerpts from Harvey Zendt's Australian journal:

3/19

*Sometimes life works. So far this trip has fallen into place as things rarely do. It's 5:30 am and I am watching a brilliant pink pre-dawn sky over the strait, listening to the activity of the magpies and crickets with occasional reminders from the sheep and cows... After an incredibly long flight, my Aussie experience began with a quick trip through customs (always say you have something to declare) and a friendly greeting from Peter Wilson from St. Paul's.*

*Peter Wilson's school Minimbab ("a place of learning in Aborigine") is a cozy, alive campus for 200 children, ages 4-11, located on the outskirts of Frankston, a small city of 20,000 on the Mornington Peninsula...*

*I am struck by the openness of Minimbab... the mild weather allows for a more communal feeling. It doesn't quite have the facilities we do in some areas, but in others it is better—art studios, swimming pool, compact campus.*

*There is no real financial aid program... but they receive tremendous support from the state—1-3 thousand per child, so their need for development is less...*

*The classrooms are ALIVE—walls covered, animals, etc...*

*We drove out to the peninsula to Peter's 300-acre cattle and sheep farm...*

*I borrowed a "Trigger Bros." board from a shop and had a good go [at surfing]... so nice to be in warm water again... between surf sessions, saw a country school—not well funded but cheerful...*

*Talked shop at dinner with Peter's two assistants...*

3/20

*Storm came in overnight and fired up the magpies. I tried my hand at driving and got the left lane down fairly expertly...*

3/21

*Breakfast with the cockatoos...*

3/22

*Banter first thing in the faculty room—discussed America's impact on Aussie Society... kids learn to work well together early on... In general, classroom teachers are using "things" to learn with rather than paper and pencil... for recess there's lot's to do. They spread out with little supervision.*

*Visited Peninsula School—all boys, a tougher school. We came upon a boy lying in infirmary—sling, black eye, blood—he said, "I got into a little argument, sir." Class size ranges from 8-30... They have parent conferences at night; they couldn't lose school for a day.*

*Peter Wilson took me for a hike at sunset to see a field of kangaroos. He is in his element, spotting and tracking them easily.*

*Farewell dinner at hotel... the only eating establishment within 20 km... included a true Australian seafood spread... We recognized that in 10 days a friendship between schools—and individuals—had been formed. I hope to encourage others at OES to further this new relationship.*

# Winterim

—a remarkable kind of learning

**W**hat happens when a group of students join the Head of the Upper School to spend a week in March cycling through the San Juans, another group goes with the Director of Experiential Education for backpacking in the Utah Canyonlands, an US English teacher takes students mountain biking around the Portland area and the ESL director shares quilting secrets? The answer is simple—*Winterim*.

Each year, Upper School students, faculty and staff take a week to explore opportunities for learning which are not offered in the regular academic program. While freshmen and sophomores travel the world, take cooking or unlock the mysteries of stained glass artistry, seniors explore career options through *Discovery*, an experiential apprenticeship program which is required for graduation.

The hands-on learning experiences inherent in *Discovery* offer unique opportunities to develop skills and attitudes which aid in the identification of realistic career choices. *Discovery* also helps bridge the



▲ Vince Stoffer and Ben Chessar help Gary Crossman check a tent for their Winterim preparation.

gap between School and professional life—allowing students a first-hand glimpse at careers they may only have read about in the past. Students are responsible for identifying an organization, business or non-profit agency they would like to work with and then designing their own project. Elena Jakubiak, for example, is very interested in theatre, so she spent a week working with *Tygre's Heart*, a Portland-based Shakespearean theatre group.

tions from which to choose: Middle Eastern cooking, beginning sailing, woodworking and how to make research data dazzling, to name just a few.

In addition to the 15 half-day and full-day courses offered on campus, eight different trips introduced students to a variety of areas in the world beyond OES.

The enthusiasm of both student and adult Winterim participants is contagious. After returning from an archaeological site in Arizona where students were kept busy digging for artifacts and branding cattle, Rich Sherwood, who teaches Japanese and coaches the Girls Varsity Basketball Team, said "I'm sure it was the greatest Winterim ever. The trip was great; the kids were great. It was just fantastic." Though others might hold that their experiences were "the greatest", there is little doubt that Winterim '93 succeeded in giving students and teachers the opportunity to explore learning in enjoyable new contexts, as well as broadening perspectives and horizons.



▲ Ed Rubovitz and Kay Washington work together at the Winterim bike clinic.

For Juniors, Winterim is used for *College Decisions*—a program designed to introduce and/or familiarize juniors with the college search and application process. An important part of the OES curriculum for more than 10 years, *College Decisions* acquaints juniors with resource materials, techniques and the college visitation and interviewing process.

Since *College Decisions* is a half-day course, juniors also participate in other half-day classes offered during Winterim. Like many students who prefer to remain in Portland during Winterim, juniors had a variety of selec-

# Upper School science students explore current events through mock hearings

*"We're talking stewardship not domain."*

*"Jobs are more important than some stupid bird or fish."*

*"If we only worry about the human species, and nothing else, we'll all die."*

Students continued to hotly debate the question "Should the Endangered Species Act be changed?" as they filed out of the Mock Public Hearing, held annually as part of John LeCavalier's 9th grade biology class. The passions of Upper School students who had been part of the audience at the public hearing on Tuesday, February 2, had obviously been fired.

Such reaction doesn't surprise John, who requires his students to research issues at the fore of the public conscious each year. John selected the Endangered Species Act (ESA) because it will go to congressional committee this year for reauthorization. "We've done the spotted owl and the salmon in past years. The ESA is a real issue this year; it's pretty timely."

The "public hearing" is the culmination of weeks of research on the part of students. After John selects the topic, students work together, brainstorming to create a list of potential special interest groups who they think might be involved in the issue—in this case, groups included the Sierra Club, Bonneville Power Administration, Native American Tribes, National Marine Fisheries Service and Weyerhaeuser. As representatives of these organizations, small groups of students gather information to support their positions.

Since information on some of the organizations was limited, students personally contacted many of the selected special interest groups for additional facts. After completing the research phase, the small groups prepared brief, two-minute presentations for the mock public hearing.

The February hearing opened with an introduction by the mock congressional committee, charged with final responsibility for determining whether or not the law should be changed, and if it should be changed, what those changes should be. The committee explained the agenda for the mock hearing and advised participants to keep in mind that this was not a forum for debate.

Due to the depth of the legal issues involved in the ESA, the first group to present was charged with explaining the legal aspects of the issue—information they felt was essential to discussion of the ESA.

Presentations by the special interest groups went smoothly until a group of irate loggers, (represented by fellow students in stereotypical buffalo plaid) interrupted the hearing during the Sierra Club's presentation. Sierra Club presenters quickly recovered, and the hearing continued.

After the students had concluded their presentations, the "public" was invited to speak. Opinions ran the full gamut. Though John expects his students to make a decision based purely on biological, as opposed to environmental, data, ninth grader Kay Washington observed, "This is a multi-faceted issue involving more than just those who are for it and those who are against it."


In addition to increasing students' awareness of career opportunities and familiarity with the environmental and economic issues surrounding controversial issues like the Endangered Species Act, this unit provides "a chance to organize thoughts and speak in front of a large group. Since they've learned about energy flow and bio-diversity, I want them to pursue this issue from a biological rather than an environmental view," explains John.

"From the biological perspective, it is imperative that students use hard scientific data to support their positions, particularly on issues like the Endangered Species Act, since special interest groups often gain influence based on economic or emotional appeals. People often confuse the two arguments—biological versus environmental, or scientific as opposed to special interest arguments. If you believe in science, however, you have to believe the ecologists (who are scientists and are not to be confused with environmentalists). In many cases, whether we like it or not, the facts are there; I know this as a biologist. Economic issues, however, often persuade people that the scientists aren't legitimate."

One of the most insightful observations came from Junior Mikael Sterner, who is from Sweden. Mikael, who had been part of the legal group said, "It seems that this is becoming an issue of the Environmentalists vs. Industry, but life is not black and white. People need to recognize there are grey areas. Since we can't do everything right, it's time to focus on compromise."

*"Tree" from a silkscreen design by Nora Kobos '93*

## Middle School science students hold Mock Forest Summits



When President Bill Clinton decided to hold his Forest Summit in Portland, he might have been surprised to discover his was not the only Forest Summit in town.

Thanks to the quick thinking of Middle School Science teachers Joan Schaller and Tye Steinbach, OES students held their own Forest Summit to decide the fate of Northwest timberlands.

While most students spent Spring Break concentrating on fun and relaxation, Joan and Tye used the time to develop a Forest Summit curriculum. "It's very important that science classes tackle current events from a scientific perspective," Joan explained. "With the Timber Summit, we had an issue that's receiving both local and national attention. Students need to know how science affects current events. After all, science is basically trying to make sense out of the world around us."

Students began studying the issues surrounding the Forest Summit when they returned to School on Monday, March 29. In preparation for their forest summits, which were staggered from April 2-5, Joan and Tye had gathered pertinent articles for students to read. Students then prepared presentations for their classmates.

The OES Forest Summits—separate summits for each Middle School class—lasted two days. To create the most realistic summit, Joan and Tye devised roles for each student, basing these roles on real people but altering their names. Each student had three minutes to present her/his testimony, followed by a three minute question period. Three students from each class, chosen randomly, represented President Bill Clinton, Vice-President Al Gore and Interior Secretary Bruce Babbitt and Agriculture Secretary Mike Espy, who became a combined character: "Bryce Espitt".

With the varied dynamics of different classes, the decisions were mixed. Though four of Tye's five classes "leaned toward conservation" the fifth group was much more pro-timber. According to Tye, although one group did decide to put a ban on logging exports, most of the groups chose to concentrate on specific recommendations (e.g. no logging within a certain number of feet from a stream) "While most of them created some sort of specific recommendation on how much old growth could be harvested, these recommendations varied. One group allowed harvesting dead or dying old growth while another opted for selective removal. A third, innovative option proposed the creation of cycles in new timber growth to develop new old growth forests."

Since the testimony varied, it was inevitable that the conclusions, too, would vary. Yet, regardless of the decisions, the Mock Forest Summits gave students a unique opportunity to apply scientific principles to current events.

## Grant funds professional/student video

Students in Upper School Biology Teacher John LeCavalier's Wetlands Ecology course are involved in an exciting project, thanks to a \$3,150 grant from the Metropolitan Greenspaces Education program of METRO. Together with third graders, they are producing a video featuring the OES Marsh which focuses on the water quality and flood control values of wetlands. The US students scripted, directed and filmed the younger students.

OES was also fortunate to have Larry Johnson from the Northwest Film and Video Center's Video/Filmmakers-in-Schools program instruct US students in the wide range of skills required to produce an educational video. During May, Larry came to OES about four times a week to guide and instruct the US students—Adam Price, Pam Bowler, Ibong Subagio, Ali Ajami, Fredy Surya, Courtney Sherwood, Lisa Hayward, Zanette Johnson and Elliot deBruin.

In addition to studying the art of video production, the US students learned about third graders—observing third grade classrooms and reading age-appropriate curriculum guides in order to effectively interact with the younger OESians. As part of the regular curriculum, OES third grade students study the wetlands both in the fall and spring to learn about water quality, plants and animal life. Visits to the OES Marsh and Woods Creek wetlands on campus allow them to practice scientific observation.

Script writing and other pre-production activities for the video were done by the first week in May, and the actual filming took place during the remainder of the month. Over the summer, John will work with Larry Johnson and student volunteers to edit the raw footage. Educational support documentation to accompany the video will also be developed and written.

In the fall, OES students and teachers, together with representatives from the Unified Sewerage Agency of Washington County (USA), will make presentations at several area schools. Copies of the video will also be distributed to other schools and groups interested in the importance of urban wetlands.





▲ Anne Cass

## Anne Cass to head Upper School

Anne B. Cass, who is currently Director of Studies at the Derryfield School in Manchester, New Hampshire, has accepted appointment as the next Head of the Upper School at OES. Derryfield is an independent college preparatory school enrolling about 300 students in grades 7-12.

Anne, who is looking forward to OES and loves to write, describes herself as "a leader who can work with people, directing when necessary, to create an ordered but relaxed atmosphere, friendly climate and enthusiastic morale behind a clear mission."

She also admits that she is "a good listener who responds to chaos by creating order." She writes, "I've been coordinating all my life, and have learned to balance my professional and personal priorities. As a child, I demonstrated determination and recognized the importance of order. As a high school student I discovered I liked connections among people, and in college and graduate school, I developed my respect for the clarity and power of language. A career in teaching English seemed natural; combining it with administering to the needs of people in a school's community is what I like and do well."

She believes that "an education ought to fit the individual as well as the whole. As teachers and leaders we must place students at the center of our schools...Independent students guided by a [strong,] supportive faculty will be able to achieve the best kind of education—that which equips them to grow and succeed beyond our community."

A graduate of Colby College in Maine, Anne holds an MA in English from the The Bread Loaf School of English at Middlebury College. She began her teaching career in public schools in Vermont and New Hampshire, and then taught English and served as college counselor at Cushing Academy in Massachusetts, where she also lived in the school dormitory. There, she worked with both American and international students in a college preparatory program.

At Derryfield, Anne's responsibilities have included academic scheduling, curriculum development, hiring, evaluation, counseling and teaching. She has served as a school evaluator for the New England Association of Schools and Colleges, has been active in the Council for Women in Independent Schools. Anne is a graduate of the Harvard Health Services counseling institute and has both written and presented on various pedagogical topics.

Says OES Headmaster Peter W. Stevens, "Anne brings us considerable professionalism and a love for schools, for students and for teachers." Anne and her husband Richard, a free-lance writer, will move to Portland in the summer.

Anne was selected after a national search that brought four final candidates to campus in January. Students, faculty and parents participated in the search process.

"Anne brings us energy, wisdom, experience, a passion for being at OES, international experience, a commitment to student intellectual, artistic, moral and ethical growth, tremendous enthusiasm and more, much more." says Peter. "I know you will join me in welcoming her!"

# LouAnn and her "assistant chaplain" teach love

S P R I N G  
1 9 9 3

"They couldn't keep us away," Lower School Chaplain LouAnn Pickering recalled. "My husband, kids and I visited once a week. Right up to the day we were supposed to pick him up, we still hadn't decided. On the 49th day, though, when we went to get him, he made the decision for us. He looked up with those eyes that said 'I'm the one'."

Those who know LouAnn realize that she's talking about that special day in June of 1991 when the Pickering family welcomed a four-pound standard poodle puppy into their home. Few people realized the impact this little white bundle of love would have on the community outside the Pickering home.

"On the way home, we were trying to think of creative names when Jim [LouAnn's husband] said, 'I don't care what you call him, I'm calling him Bruce.' I told Jim there was no way he was going to call him 'Bruce', but every time Jim saw him, he'd say 'Bruce', and the puppy wagged his tail and seemed to love it. So, much to my dismay, and not my choice, he had his name. It was really Bruce's choice."

Though impressed by their intelligence—citing a recent study that demonstrated standard poodles have the vocabulary comprehension and problem-solving skills of a 7-year old human child. "I got Bruce in the first place to complement my ministry. I knew how powerful the animal stories I told were, and I had read a number of articles in psychiatric journals which pointed to the benefits of animals." So, just one week after joining the Pickering family, Bruce made his first visit to OES.

In his first two years at OES, Bruce has been such a help that he now holds the official title of Assistant Chaplain. "He's helped me so much. A lot of times, kids won't want to talk, but while loving Bruce, they begin to talk to him. He breaks down barriers."

LouAnn believes Bruce benefits equally from their joint ministry, convinced that standard poodles need to be employed to be happy. Though he has regular jobs at home—retrieving the newspaper and waking the kids with a friendly face-licking—Bruce is most happy at OES. On those days when she is unable to bring Bruce to OES, LouAnn says he "picks up his ball, slinks back to his bed and gives me that 'how could you leave me?' look."

With Bruce's mission, which LouAnn defines as "making people feel loved and appreciated, loving and being loved

and providing calm, softness and friendship", it comes as little surprise that LouAnn would find a way to expand their ministry beyond OES.

LouAnn heard about Dove Lewis in June of 1992. Though the Dove Lewis Memorial Emergency Veterinary Clinic is primarily recognized for its work in emergency and critical care for pets, this clinic is fast establishing an outstanding reputation for its pet visitor program.

The process involved in becoming part of the Dove Lewis program is intense. After filling out the application, LouAnn and Bruce visited the Dove Lewis Facility, where program organizers observed Bruce's temperament, obedience and skills. He passed with flying colors.

There was no question in LouAnn's mind that Bruce, whose strong point is children, would be most effective if such a role could be found. After another observation—this time by the director of the Dove Lewis Pet Visitor Program—everyone agreed that LouAnn and Bruce should visit Doernbecher Children's Hospital and the Neurology ward at Oregon Health Sciences University (OHSU). So Bruce faced his next test. This time LouAnn and Bruce met with the director at OHSU, who checked Bruce for temperament, obedience and cleanliness. After passing this test, Bruce was finally introduced to the ward. "He was so clearly calm and together," LouAnn recalls, pride evident in her voice.

After their first visit, LouAnn returned to her classes at OES and discussed the experiences she and Bruce had shared. While Bruce lay quietly at her feet, LouAnn slowly wove her story for the spellbound students in Marilyn Connell's first grade class.

She began by thanking the students for helping Bruce and her to do something very special. First, she told of the man who had brain surgery, explaining that, since the man couldn't talk, his wife told LouAnn how much the man missed his own dog who wasn't allowed to visit him in the hospital. Bruce, seemed to sense just what the man was feeling, put his paws up on the bed and licked the man's hand. LouAnn concluded this story by telling her listeners, "The man had tears on his cheeks, but he was smiling," she said.

"Then I went up to Doernbecher where we visited with kids," she continued. "This is where you helped me. The children who were in the hospital held

the ball and took turns throwing the ball, just like you taught him, and Bruce caught it. He shook hands with them. You helped us with all of this."

LouAnn's special gift for working with children is obvious. Though she describes her student teaching experiences as being "so horrible I decided to go into public relations", LouAnn returned to the job years later as a Sunday School teacher. "After a while, I realized my love for children was as strong as ever, so I spoke with Father Roy [Coulter, Dean of the Cathedral Church of St. John the Baptist]. I shared my plans with him, explaining that, while I wanted to teach, I wanted to do it within the framework of the Gospels."

The rest, as they say, is history. Later that same day, Father Roy told LouAnn to "get down to OES because the Lower School was looking for a Chaplain. I auditioned for the job—telling a story to the Kindergarten, 3rd and 5th grade classes—and was hired." Eight years later, she remains passionate about her position. "When I was hired, I basically wrote the job description, creating as I went. I'm lucky to have a job where I'm working in the ministry. There are chaplains in Episcopal schools but very few lay people. I have an extraordinary job. I get to tell stories and collect hugs."

"I feel we are all called to work toward health...to pursue a healthy body, mind and spirit. It's most important for me to be honest about who I am when working with the kids. I share the tough things, like when my first dog died, and they saw my sorrow and my tears. It makes it easier for them to understand that we all struggle. In this way we can share it all—the good and the bad."

As she looks toward the future, LouAnn's plans continue to expand. She now has the endorsement of the Cathedral and is an aspirant for Holy Orders. One problem remains to be resolved: Oregon has no seminary, and three years of seminary are required. "In order to do this, I would have to travel and be away, so I don't know how this is going to happen. I don't know when it's going to happen. But that's ok. If it is to be, it will have to be healthy for me and my family."

*I have an extraordinary job. I get to tell stories and collect hugs.*



▲ LouAnn Pickering and Bruce

O R E G O N  
E P I S C O P A L  
S C H O O L

## Lower School students become pioneers

When the Pioneer Living Experience—a traveling history tour—visited the OES campus on Wednesday, March 3, the OES Gym was transformed into an 1890s pioneer settlement. Students in grades Kindergarten to Grade 5 had a unique opportunity to journey back in time to life 100 years ago—a learning experience not found between the pages of a textbook. During their journey, students explored the self-sufficient life style of America's pioneers through hands-on exhibits.

The eight individual learning centers, complete with displays of historical artifacts, included the Kitchen, where students churned butter, ground wheat and rolled bread dough and Pa's Daily Living,

► *Whitney Alexander and Anees Ahmed tried panning for gold.*

where boys and girls experimented with using a straight edge razor (butter knife) to shave. Though students visited all the centers, the two most popular activities were panning for gold and making arrowheads.

Students who didn't have enough time to visit all the learning centers were invited to return in the evening with their parents for more pioneer fun.



◀ *Will Meade, Asba Wilkerson, Christina Quattrocchi, Ashley Kaempff, Alex Lipschutz and classmates all had great fun at the Pioneer Living Experience hands-on displays.*

▼ *Christina Quattrocchi found out that wringing out the laundry was hard work.*



## Parents join students for ceremonial Native American feast

Each year, 4th grade students at OES invite parents to join them for a Potlatch—a ceremonial feast among Indian tribes living on the Northwest Pacific Coast. This year, students gathered on Wednesday, March 17, for their Potlatch.

During the Potlatch ceremony, the host distributes gifts requiring reciprocation. (Potlatch is derived from the Chinook/Nootka word for gift *patshatl*.) Together with the entire 4th grade, Chief Alex Ames shared "the tribe's" wealth with the parent tribe and Krishna Potluri, was the speaker for the day.

Dressed in blankets and bare feet—the entire 4th grade had a part to play in the Potlatch which is based on related research projects. Everyone was involved in the gift giving, singing and feasting. Additional highlights included the Full Moon/Half Moon Dance, performed by Julie Grauert and Melissa Radecki. Students also read legends. James Aslaksen, Kelley Brault, Kelly Kitchel, Stefanie Kleber, Jake Sunshine and Andrew Weis acted out skits.



▲ *Each of the members attending from the "Parent Tribe" received gifts. Molly Whitney shows off an apple-bead doll gift.*



▲ *Fourth graders Courtney Larson and Marshall Hoffman worked on the extensive decorations necessary for the Potlatch Feast.*



▲ *Lauren Kaplan and Jennifer Henkle paused after the feast for a smile.*



▲ *Krishna Potluri, Alex Ames and Adam Hewitt enjoyed their Potlatch roles as tribal leaders.*



▲ *According to designated roles, Jennifer Henkle offers Abe Marshall, Tyler Lewis and Ben Sadler food at the Potlatch feast.*

# Show & Tell



▲ This spring the Upper School Basketball Teams sponsored Saturday clinics for OES Lower School students. Here Matt Berman runs Dwight Bussman through a drill in the gym. The girls' clinic was held at SPARC.

## A thank you from the mother of a would-be NBA star

As I arrived to pick up my son from Extended Care, I noticed he was valiantly trying to defend the basket from an Upper School student almost twice his size. The ball swished—no surprise. But what was surprising was the ear-to-ear grin from my son who isn't fond of losing. "Next time, you won't make it," he panted as they continued their seemingly mismatched one-on-one.

"One more basket." I called as I watched him trailing the tall kid across the Lower School covered playground. Bare acknowledgement from both boys as my son attempted a steal—and got it. But the tall one knew when a mom means "it's time to go" and he pulled back a little, saying, "Now bend your knees a little like I showed you." A long shot—another swish! "That's the way," said the tall boy. "Good game." The two smiling, sweaty boys exchanged a high five.

"What magic is this?" I wondered as we headed for the car. I asked my son how it had come about. "Oh, mom, it's nothing special," he said, belying his obvious pleasure. "Sometimes the big kids shoot a few hoops with us after practice." I had to disagree; I think it really was something quite special.

## OES Mock Trial Team argues its way to State competition

A security guard, who also happens to be a member of a white supremacist organization, assaults an African American employee of a research lab during an animal rights demonstration outside the lab. Arrested for assault with a deadly weapon, the security guard is brought to trial and charged with disorderly conduct and assault in *State of Oregon v. Stover*.

Though the case is fictitious, the enthusiasm of high school students competing in the Oregon Law Related Education Project, commonly referred to as Mock Trial, was very real. Over 250 students from 77 schools throughout Oregon spent months preparing their cases. Regional competitions, which took place in six areas of the State in March, narrowed the competition from 77 teams to the top 21.

Only in its second year as an activity, the OES team gave an impressive performance at the regional competition, involving students Rachel Frank, Erin Boyle, Margaret Spring, Britta Mauritz, Damien Ritter, Toby Menely, Dan Drinkward, Courtney Kaempf, Larisa Meisenheimer, Jennifer Thomas, Tyler Freres, Kyle Freres, Joe Ferguson, Hank Failing, Nancy Whang, David Moser and Courtney Voelker. They advanced from regionals to the State Competition.

OES Parents Keith Meisenheimer, a Senior District Attorney for Multnomah County, and the Honorable Judge Dorothy Baker, District court Judge for the State of Oregon for Multnomah County, co-coached this team to the finals. The Mock Trials, held Friday and Saturday, April 2-3, culminated in a final match between OES and Grant High School, who placed second in last year's Mock Trials.

"This competition is unique in many ways. First, students must prepare cases for both the plaintiff and the defendant, and second, students role-play all roles including attorneys, witnesses and court officials in the fictitious trial."

In the Mock Trial activity, student learning goes far beyond the workings of the court system. Though skills acquired differ from one student to the next, videotaping helps students realize differences between written and verbal communication. The process also forces them to develop public speaking skills and helps build self-confidence.



► In preparation for the fourth grade "ology" science fair students pick a topic—from anthropology to zoology—to study and share in formal presentations. Here Jessica Collins explains seismology to OES Parent Susan Gundle.



## Three OES students receive National Merit scholarships

The National Merit Scholarship Corporation recently named OES seniors Alex deWeese and Lisa Hayward as Finalists in the competition for National Merit Scholarships to be awarded in 1993. Finalists are restricted to those students who place in the top half of one percent of Oregon seniors.

Beyond the congratulatory letter and Certificates of Merit, Alex received notification that he is the recipient of a \$2000 Merit Scholarship. Winners, chosen by a committee of college admissions officers and secondary school counselors convened for this purpose, are the Finalists judged to have the strongest combination of abilities and accomplishments needed for future academic success.

Lisa has been awarded a College-sponsored Merit Scholarship to Carleton College. There are 3,200 such awards each year, designated for particular colleges, and the awards are renewable for up to four years.

Kevin Holliday, who was competing in Special Scholarship division, also recently received notification that he has been awarded a renewable \$500 scholarship from the May Department Stores Company Foundation. Congratulations to all!

# OES LEGACIES 1992-93

*It's a matter of great pride, when a first grader can say "my grandmother went to school here, too." Or it may be a mother, father, sister or brother. Sometimes it's an aunt or great aunt. In the world of independent education, we call the student whose immediate relatives also attended the School, a "legacy". The dictionary describes a legacy as something of value that is handed on. For each of our legacies, an OES family has decided that an OES education is a family tradition to be cherished.*

- Ames, Alex (4th) & Brian (1st):  
*Catherine Adam Russell, JC 1936, Grandmother*
- Babson, Stephen (K):  
*Frances Chaney Kemper, JC 1941, Grandmother*
- Bussman, Dwight (5th) & Maxwell (K):  
*David Bussman, 1950's attended SHH Lower School, Father*
- Doblie, Max (7th):  
*Miriam Crockett, SHH 1943, Grandmother*
- Drinkward, Dan (10th), David (8th) & James (4th):  
*Ruth Hopper Ballin, SHH 1938, Grandmother  
Bill Drinkward, OES 1985, Uncle  
Marilyn Drinkward, OES 1988, Aunt*
- Frink, Norman (PK):  
*Norman Frink Jr., BDH 1970, Father*
- Healey, Shelby (6th):  
*Sallie Cheatham Healey, OES 1972, Mother  
J North Cheatham Jr., BDH 1969, Uncle  
Alyce Cheatham, Honorary Alumna, Grandmother*
- Hoffman, Kathryn (5th):  
*Lucinda (Cinda) Taylor Hoffman, SHH 1965, Mother  
Mary Beckwith Hoffman, SHH 1931, Grandmother  
Kronan Hoffman, OES K-8, Brother*
- Lee, Lauren (P):  
*Granville Lee, 1956-1964 attended SHH Lower School, Father  
Gary Lee, 1955-1964 attended SHH Lower School, Uncle  
Gilbert Lee, 1953-1963, attended SHH Lower School, Uncle*
- Lindsey, Amber (9th):  
*Martha Godfrey Dixon, SHH 1954, Aunt, only attended for 8th grade*
- Lundgren, Kari (7th):  
*Evelyn Zehntbauer Lundgren, SHH 1932, Grandmother  
Betty Zehntbauer Inman, SHH 1934, Great Aunt*
- Moser, Molly (K):  
*Josephine Ports, SHH 1956-1957, Aunt  
Catherine Ports, SHH 1956-1957, Aunt*
- Neupert, Preston (1st):  
*Eleanor Luper Neupert, SHH 1933, Grandmother*
- Randall-Stitt, Carole-Ann (6th):  
*Karin Randall, SHH 1971, Mother*
- Reynolds, MacKenzie (2nd) & Margaret (5th):  
*Charles Reynolds, BDH 1969, Father  
Rebecca Reynolds, SHH 1967, Aunt  
Kathryn Janssen, SHH 1971, Aunt  
Lydia Reynolds, SHH 1962, Aunt  
Mary Reynolds, Honorary Alumna, Grandmother*
- Rippey, James (PK):  
*Robin Kendall Rippey, Aunt*
- Russell, Carl (9th) & Zachary (10th):  
*Hall Newbegin, Cousin  
Fred Russell, BDH 1970, Uncle  
Margaret Hall Newbegin, SHH 1926, Grandmother*
- Sakai, David (1st):  
*Ken W. Sakai, BDH 1970, Father  
May S. (Zakoji) Sakai, SHH JC 1947, Grandmother*
- South, John (5th):  
*Evelyn Zehntbauer Lundgren, SHH 1932, Grandmother  
Betty Zehntbauer Inman, SHH 1934, Great Aunt*
- Souther, Callie (6th):  
*Tom Souther, Uncle*
- Stearns, Margaret (10th):  
*Martha Stearns Mulholland, SHH 1951, Aunt*
- Taylor, Dustin (5th):  
*Lucinda (Cinda) Taylor Hoffman SHH 1965, Aunt*
- Turney, Benjamin (2nd) & Christopher (K):  
*David Drake, BDH 1965, 1966, Uncle  
Laurie Drake Turney, SHH preschool 1958, Mother  
Mrs. Raymond Sprague (Janet Griffith), SHH 1922, Great Grandmother*
- Van Hatcher, Addison (K) & Dalton (2):  
*Kris Van Hatcher, BDH 1970, Father*
- Westlund, David (4th) & Lauren (5th) & John (2nd):  
*Richard Westlund, BDH 1969, Father  
Bernard Westlund, BDH 1968, Uncle  
Morris Westlund, OES 1975, Uncle*
- Winningstad, Rachel (1st) & Dennis (5th):  
*Joanne M. Winningstad, OES 1976, Aunt*
- Workman, Christina (3rd) & Jennifer (5th):  
*Mark Workman, BDH 1969, Father  
Harriet Banfield Workman, SHH 1930's, Grandmother  
Brian Workman, BDH 1960's, Uncle  
Tricia Miller, SHH 1960's, Aunt*

***There is a rule in publishing: if you want to check the accuracy of a list, print it, because no list is ever perfect until it has been seen by all of those who should be on it but are not. If you are an unlisted legacy family, please call the Development Office because we'd truly like to know.***

# A GIFT THAT IS ETERNAL

S P R I N G  
1 9 9 3

**A** bequest to Oregon Episcopal School through your will or revocable trust is a way to make a future gift that will keep giving.

Your gift may be unrestricted, or its use may be designated. Restricted requests may be for faculty salaries, financial aid or other school programs.

Bequests are invested with the School's endowment funds which now have a value of \$4.5 million. Only the income is used each year. As the endowment grows, so does the annual income. Therefore, your original gift will continue to grow over time.

Over the years, Oregon Episcopal School has been the recipient of bequests, both large and small, from women and men who wanted to ensure for future generations the fine education available at this great School. During this time, St. Helen's Hall, Bishop Dagwell and Oregon Episcopal School have become one School in spirit. We invite you to consider Oregon Episcopal School in your estate plans.

The total amount of your bequest is exempt from federal estate tax and also generally not subject to state inheritance or estate taxes. Bequests may be in the form of cash, real estate, securities or other property. You may also find it advantageous to designate Oregon Episcopal School as the beneficiary of the remainder of your IRA, KEOGH, tax-sheltered annuity, qualified pension or profit-sharing plan. Retirement plans that remain in your estate are often subject to both estate and income taxes when received by your heirs.

## Types of Bequests

### *Specific Bequests*

OES receives a specific amount, or specific assets, such as securities, real estate or tangible personal property.

### *Residuary Bequests*

Oregon Episcopal School is given all, or a percentage of the remainder of an estate, after payment of specific amounts bequeathed to other beneficiaries named in the will.

### *Testamentary Trusts*

These trusts provide for income to be paid from the trust to one or more individuals, upon whose death(s) all or part of the principal passes to OES.

A bequest to OES can be made by creating a new will, adding a codicil to your present will, or including the School in your revocable trust.

The Oregon Episcopal School Heritage Society recognizes and honors alumni, parents and friends who have remembered the School in their wills or revocable trusts.

For more information, please contact the Development Office at (503) 246-7771.

Oregon Episcopal School  
6300 SW Nicol Road  
Portland, Oregon 97223-7566

O R E G O N  
E P I S C O P A L  
S C H O O L

# AMIGOS *gives dedicated students a unique opportunity to help*

**AMIGOS.** Though the word is Spanish in origin, most English-speaking Americans recognize that it means friends. To a small but very dedicated group of American students, however, the definition of AMIGOS has a meaning far more complex than this. For them, AMIGOS—short for Amigos de las Americas—is a youth-directed, non-profit, international, private volunteer organization composed of high school students who, over the last 26 years, have been serving the people of Latin America in an effort to promote good health practices.

Since 1965, Amigos has placed over 15,500 volunteers in 15 Latin American countries. As the guests of their host country's government, these student health educators provide vital services that include human inoculations, community sanitation and education, dental health, oral rehydration therapy and education, community development, environmental education and animal health and rabies inoculation.

This year, OES students Scott Kremkau, a junior, and Shane Hoffman, a sophomore, will spend part of their summer in Latin America. Their participation in this program is due, in large part, to the tireless efforts of Upper School Head Ed Rubovits. Ed has been involved in and chaired the local chapter of AMIGOS for the last 10 years.

During his long term commitment to the AMIGOS program, Ed has seen, firsthand, how participation in AMIGOS changes a student's life. "Students come with a perspective about values that only exposure to a different culture will change. After AMIGOS they look at the world and themselves in a different light. They grow."

Student Amigos also gain practical experience. "The program offers rare opportunities for students, aged 16-18, to accept real responsibility, exercise leadership and further cultural exchange. Don't fool yourself," admonishes Ed. "These are opportunities you don't get working at McDonalds. This also looks mighty good on a college application."

Since the organization is youth

directed, repeat student volunteers often move quickly up the ladder of responsibility, ultimately working as project directors and liaisons to the host governments.

In contrast, the adult organizers (e.g. Ed) seldom have opportunities to gain the same kind of first hand experience as student volunteers. So, when an opportunity to join directors from other chapters throughout the United States for a mini-Amigos experience arose, Ed jumped at the chance. "I was lucky enough to be placed high in the Andes," he remembers. "It was a classic experience. The meals were cooked in a separate hut over a fire, and they had to clear the kids out of the bed so I'd have somewhere to sleep. Going down there, even for a week, took it out of the realm of theoretical for me. It gave us—the adults—a sense of what the kids go through. We got to see and hear firsthand both the good and the bad."

The AMIGOS program is funded through the efforts of students, parents and local chapters. With \$2945 needed to send a volunteer to Latin America, students sell grapefruit and tulips, seek outside contributions and often contribute their own funds.

AMIGOS criteria for selecting the countries and the projects is solid: the volunteer's health and safety must be ensured and projects must provide a sense of accomplishment and satisfaction for students. Since AMIGOS only works in a country at the invitation of a host government, it is vital that volunteers are sufficiently trained to ensure the cooperation of local communities. Countries where AMIGOS has gone in the past include Mexico, Costa Rica, Dominican Republic, Ecuador, Paraguay and Brazil.

Preparation requires five months of training. Students take Spanish language courses (in addition to the one year prerequisite), paramedical skills, human relations—how to get along in a strange community and different culture and, finally, they learn about the unique culture of their host country. Volunteers must also be prepared to deal with unusual situations—rules

may be different from what they would expect, or there may be no rules.

In mid-June, students are paired with 1-2 partners at their point of departure—Houston or Miami. At the conclusion of a 3-4 day in-country orientation, AMIGOS volunteers are loaded in the back of a pickup truck and sent to rural areas where they begin the jobs for which they have been trained.

The arrival of an AMIGOS volunteer in town is quite an event. Since everyone in the village knows they're coming, typically, both the host family and the mayor of the city are on hand for a greeting ceremony.

For most people here in the United States, it is difficult to imagine the life these young volunteers lead. In most cases there is no electricity or phone and, sometimes, no sanitation. Yet, students continue to take part in AMIGOS, some for a number of years. Why? "These are kids with a sense of adventure—a mix of idealism and caring about making a difference in the world," explains Ed. "It's a self-selecting group. Typically, these kids have a lot; they feel they should do something for others."

On-going communication is essential since a project is not complete simply because the latrine has been built, an area reforested or a tooth filled. A project is only successful to the degree that public health is explained and understood.

Ed often becomes impassioned when discussing this part of the AMIGOS job. "Sure you can dig a latrine, but if the people don't understand why you built it, they'll just smile politely, and when you leave, they won't use it. Someone has to explain the basics...if they don't use the latrine, they will get diarrhea, which means dehydration, which leads to death. A lot of people in developed countries live under the assumption that native populations develop immunity to bacteria; that's not true. They just die.

***"We all live a pretty good life. If we can help someone else, then it's our duty, as human beings, to do so—in whatever fashion we can."***

*Sure you can dig a latrine, but if the people don't understand why you built it, they'll just smile politely, and when you leave, they won't use it.*

# Retiring Upper School Head reflects on years at OES

S P R I N G  
1 9 9 3

"When I arrived at OES ten years ago, it was very small—about 135 students in the Upper School," said Upper School Head Ed Rubovits who is retiring at the end of this school year. "The program was modest by today's standards and most of the teachers had taught primarily at OES." He noted that the School was "much more provincial in those days—very Northwest".

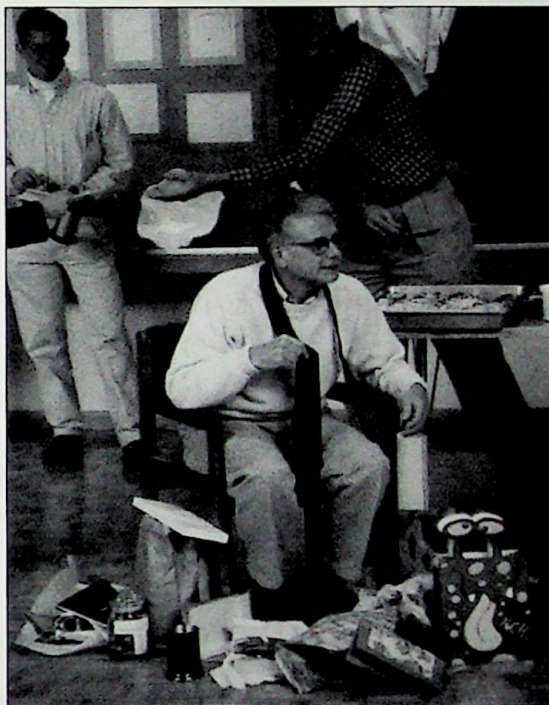
The ensuing 10 years had their ups and downs. "The changes have been the most satisfying," said Ed. "Most have occurred in a collegial atmosphere, where the participants have had an investment in the School's future."

He believes the best change he has seen is that "opportunities for kids have blossomed within the traditional college prep framework at OES". For example when he first arrived, art was "only an activity". Other important growth areas he sees have been athletics, a revamped science curriculum and experiential education. "We have a vision of what experiential education can be—beyond four hiking trips each year. We give so much time and energy to these things, it's good to see them grow and succeed. *Winterim*, for example, was difficult to start but is now flourishing." Ed also is pleased with the increased opportunities for students to take responsibility—or not, as he said.

"We recycle ideas in Schools. Schools are the only place, in fact, where it is possible to reinvent the wheel legitimately. With new students and new teachers, you have a new wheel."

Ed notes that all of this growth and positive change happened despite challenges, including the Mt. Hood accident and a budget shortfall. "It's important that the School has recognized and accepted these—Mt. Hood particularly—as part of our history."

What about kids? Are they different? "I think they continue to reflect their parents views as well as contemporary points of view, as they always have," he said. "Some kids are more adventurous today—more willing to try new things. And that's good." Some things don't change either, like the "unofficial official" student quote: "I'd love to, but I have too much homework."



▲ Retiring Upper School Head Ed Rubovits was treated to a surprise birthday party in April, which featured gifts from each Upper School advisory group.

Fun has been another important component, although he considers OES to be a "primarily serious place". *Longmont Turkey Day* stands out in his mind. "It was a perpetuation of something basically silly," he said, explaining that it began when students found turkey meat stickers left by the kitchen after preparing a meal. First everybody just wanted the stickers, then it grew into an annual event that included turkey costume and class gobbling contests—and of course, turkey for lunch.

Over the years, Ed said that he has most enjoyed the people who work here. Originally a native of Chicago, Ed spent from 1959-82 in Southwestern schools, including terms as headmaster at Verde Valley in Arizona and at Colorado Rocky Mountain School. "Oregonians are different—kind, gentle, thoughtful," he said. "Oregon is like that, too—the weather, the landscape. It's tempting, desirable.

It makes you want to stay." Perhaps as a contrast and because he admits to having a well-developed sense of adventure, Ed also enjoys the rest of the West. "It has a rough rawness not so easily found in the Pacific Northwest."

"Really I truly believe that OES is at a wonderful position in its history. This means we can do almost anything. This is exciting. This forces us to say what we are about, to define our goals. This is harder, I think, than facing adversity."

In the future, he believes that OES has a chance to model the way education can be in the face of Oregon's property tax limitation, Measure 5. "This is a long-standing charge of independent education. OES has a role to play."

As for himself, Ed plans to keep busy, and will continue his involvement with AMIGOS. (See related story on page 16.) For the moment, though, he's getting ready to participate in *Cycle Oregon* in September. Ed, who is an avid cyclist, was recently notified that he was among an "elite 2000" accepted for the well known cycling tour.

O R E G O N  
E P I S C O P A L  
S C H O O L

# Thank you letter recalls 20-

Twenty years is a long time to wait to write a thank-you letter. Sometimes it takes 20 years to know just what you received. I am writing to thank Oregon Episcopal School. How does one thank a school? Is a school a collection of people in one place at one time, or is there a community ethic, or some institutional soul that remains constant through the years?

I offer my thanks to repay a debt, as a kind of emotional housekeeping and in hopes that these thanks may offer others a view of the institutional soul of OES.

My story begins on a Wednesday in October of 1972. I was a returning senior, full of the confidence and self-absorption of youth. I lived with my mother, who was a high-school teacher, on a Willamette River houseboat. She was looking forward to an empty nest after a long haul as a single mother of five children. I was ready for college.

Part of my routine was staying late at School to work the switchboard for the dormitories. When I closed up at 11:00 pm, I called mom. I can't remember what we talked about. Then, I would close up and spend the night in the dorms to avoid a commute. I liked this slice of dorm life. It made me feel closer to the boarding students and closer to college.

Thursday morning I was halfway through my morning classes when students in the hallway said, "Mr. Wood is looking for you." I wasn't alarmed. The principal, Fred Wood, was trying to quit smoking. He wasn't buying himself any cigarettes. In those days, students were allowed to smoke at School, in an outdoor hangout called The Gazebo, and I was a smoker. I assumed Mr. Wood just wanted to bum a cigarette.

When I reached his office, he looked pale. He wouldn't meet my eyes. "I don't know how to do this," he said, in a very deliberate tone, almost pleading with me to make it easier. My mother had been in a car accident in the foggy reaches of the Sylvan hill. She was in St. Vincent's Hospital and not expected to live, although he didn't tell me that part.

Headmaster Rev. David Leech drove to the hospital. I don't remember any conversation. I disappeared into the maelstrom of waiting and hushed conferences and relatives arriving and phones ringing. Mom was in surgery for five hours. It was night when I was standing in the hall outside the intensive care unit, watching through the window as the light on her respirator flickered yellow, which meant she wasn't breathing on her own. A hand on my shoulder jolted me out of my thoughts. It was Mr. Leech, offering me a free place to live at School until mom was out of the hospital. All I needed was a few hundred dollars for my food.

Thus began the subtle but unmistakable adoption of a waif by OES. I had a home, in my school, where I could pretend to be an ordinary 16-year-old. I could goof around with my friends, without needing a ride. I could eat without needing anyone to cook for me. I could continue to finish high school, even though I was eaten away by grief. I could pretend to live, and by pretending, learn that life does go on.

My mother spent three months in the ICU in a coma. When she regained consciousness, she thought I was her sister. Her brain damage was permanent, although it improved to the point that she did know who I was. She lived in a nursing home, and finally went to live with my grandmother for a while. My four brothers, none of them older than 25, were themselves overwhelmed by the financial and medical questions. Never mind the emotional ride they were on. They weren't worrying about me.

*When this letter from Sally James '73 arrived on the OES campus, it seemed only fitting that it should be shared with the entire community of the School. Sally takes time to reflect back on a difficult time in her life when OES reached out a helping hand to someone in need.*

# year-old gifts

S P R I N G  
1 9 9 3

I filled out all the forms for college by myself. I searched through shoe boxes of bills and letters to find out what my mother's salary had been, so I could fill in the applications for financial aid. Where it asked for her signature, I wrote mine, and foot-noted that she was unavailable. When I got my letter from Pomona College, at least I knew where I'd be living in September.

When I left School to live with my recovering mother at my Grandma's house, the drama coach, Marci Nolan, asked me to take the lead role in the school play. It would mean somehow commuting home from School for play practice every night for weeks. A fellow student and co-star of the play, Max Miller, said his mother would give me that crucial ride.

As a mother of three myself, I am belatedly shocked at this generosity and at all the small details of my care that went unnoticed by me at the time. From what reservoir of love did they draw to find extra time for me?

Where had the School found the collective courage to let me remain, without any "legal guardian" to accept liability for me? Who authorized giving me free rent? I marvel at the speed with which they stepped outside the lines of bureaucracy, insurance, procedure and offered a hand to someone drowning.

My ties to the School did not end when I graduated. I was living with my brother and his wife, and my mom, in Portland over the summer. Fred Wood and several other teachers organized an after graduation backpacking trip in Northeast Oregon. I was invited and will never forget how much fun it was.

Another School parent, Sue Bogue, offered me a ride to college in Claremont, California. Her daughter, Nancy, was going to Pitzer, which is on the same campus as Pomona. She loaded my footlocker in her station wagon and drove me the 1500 miles or so to my new life. She visited my dormitory room and admired it. She made sure I had brought a blanket and alarm clock and she gave me a crazy mobile to decorate my room. Her touch helped make me feel less like a refugee and more like the other students whose families where in their rooms.

All this care and attention from the School and from parents might have made more sense if my mom and I had been part of the close-knit West Hills or Dunthorpe community of day students that made up a large part of the OES student body in those days. But we were outsiders in every sense of the word. Mom didn't have time for volunteering at Country Fair. She had no antiques to donate to the auction, and she didn't go to teas with the headmaster.

For some reason, the School community was able to throw its collective arms around me. Looking back as a parent, I value what happened more than ever. As I weigh the merits of schools for my children, I often think about OES. Compassion is not what parents talk about when they compare schools. They talk about academic excellence, small classes, about good libraries and sports programs. It is hard to talk about the intangibles of community spirit, of compassion, of taking time to care. But, I hope in speaking of them now, I can inspire those shaping OES today. I hope on the 20th anniversary of my graduation, that today's OES is worthy of these belated thanks.

O R E G O N  
E P I S C O P A L  
S C H O O L



▲ Meridel  
Prideaux '59

## Alumni Association President's Corner

This is my parting message as President of the OES Alumni Association Board. On June 19, I will turn over the gavel to board member Sean Kuni '81 who has been Vice President for two years.

Without a doubt, I am most proud of the increased involvement I have witnessed from our alumni constituency through athletics, the class agent program and alumni special events. Moreover, interest in the School continues to gain momentum. The Alumni Board has traditionally met on a quarterly basis, but in the last 4 years, we have been able to establish consistent monthly meetings, which I attribute to a renewed sense of commitment and dedication to the School. I am proud to say that we have almost doubled the number of Alumni Board members attending meetings, and we have diversified the Board to include a broader range of ages, from 25-75!

It's not hard to feel nostalgic as I reflect upon my four years on the OES Alumni Board and especially my presidency these past two years.

The success of the Founders' Day Luncheons of 1991 and 1992 stand out in my mind. In 1991, we gathered in record numbers at the Multnomah Athletic Club to hear photojournalist John Nance give an intriguing speech about the changing world around us. A year later, in the same location, we celebrated our 123 years among a diverse group of headmasters, trustees, parents and alumni. Our featured speaker, newly appointed Superintendent of Portland Public Schools John "Jack" Bierwirth, spoke on the partnership between public and private education.

In 1991, the Alumni Association established the Bishop Benjamin Wistar Morris Distinguished Alumni Award which is presented each year at Founders' Day to an outstanding alum. In 1991, our first recipient, Muriel Gabriel Heltzel '30, entertained those present with stories of The Hall. The 1992 recipient was Ruth Jenkins '20, who charmed students on campus with a visit the very next day.

In October of 1992, members of the Alumni Board assembled at the Franciscan Renewal Center for our first ever Alumni Board Retreat. As part of our initial assignment, we defined the alumni mission statement; "To promote the interests

and mission of the School, to further involve alumni with programs for all—old, young, SHH, BDH and OES—to educate and involve the community in the School."

Fond memories and reminiscences were exchanged at a memorable Reunion Weekend in June, 1992. Headmaster Peter Stevens addressed alumni and friends with a State of the School address which was followed by featured speaker John LeCavalier, Upper School Science teacher and environmentalist. He spoke to us about the importance of preserving our ecosystem, specifically the wildlife within our wetlands.

Other memories that come to mind include the wonderful School Advent services I have attended, performances by the Upper School Ensemble and Chamber Choirs during Founders' Day and the outstanding student plays. I am proud of two new alumni events—Alumni Night at the Theater and Young Alumni After Hours—which are very successful.

It has been a great pleasure to work with Headmaster Peter Stevens, the Board of Trustees and, of course, the great staff in the Alumni and Development Offices.

Sean Kuni will make a fine President of the OES Alumni Association Board—here's to continued success in the future!

Meridel J. Prideaux, SHH '59  
President  
OES Alumni Association

## ALUMNI ASSOCIATION CALENDAR

SATURDAY, SEPTEMBER 11

Alumni Soccer Tournament  
OES Campus

WEDNESDAY, NOVEMBER 17

Founders' Day  
Multnomah Athletic Club

**Mark Saturday,  
September 11, 1993  
for the Second  
Annual Alumni  
Soccer Tournament!**

We had a great response from alumni last year and we are looking forward to even more participants in 1993! The championship team from '86-'88 will be on hand to defend their title, so dig out your cleats and call your classmates! The tournament is sponsored by the OES Athletic Department (Directed by Kris Van Hatcher '70) and the Alumni Association for alumni, friends, spouses and children from the classes of 1967-1993.

The schedule for the day is as follows:

**Tournament**

10:00 am - 4:00 pm

**Barbecue**

4:00 pm - 7:00 pm

Classes are divided into eight teams as follows:

'67-'72 '73-'76 '77-'79

'80-'82 '83-'85 '86-'88

'89-'91 '92-'93

Each team will need a captain and 7 players. Look for more information over the summer, or if you have a question, call the Alumni Office at (503) 246-7771, ext. 153 or the Athletic Department at ext. 128.

**Trustee/alumnus travels  
to Russia, Washington DC**

Last October Paul Schlesinger '70 and his wife, Fern Schlesinger, travelled to Latvia and Moscow to explore the state of Russian Jewry. They then accompanied new Russian Jewish emigrants to Israel, on a trip organized by the United Jewish Appeal's Young Leadership Cabinet, of which Paul and Fern are members.

On March 23, Paul accompanied Oregon Governor Barbara Roberts to the White House, where they met with President Bill Clinton and Vice President Al Gore to discuss the President's proposed economic policies.

# ALUMNI

## Show & Tell

*BISHOP BENJAMIN WISTAR MORRIS  
DISTINGUISHED ALUMNI AWARD*

**Sponsor:** Oregon Episcopal School Alumni Association

**Purpose:** To recognize Oregon Episcopal School, St. Helens Hall and Bishop Dagwell Hall alumni who, through their commitment and service, have achieved significant successes in their professional careers and/or have made outstanding contributions in community involvement, thereby bringing honor to themselves and to Oregon Episcopal School.

**Eligibility:** Individuals must have attended SHH, SHH JC, BDH or OES for a minimum of one full academic year. Alumni both living and deceased may be considered for recognition. Excepted are alumni who are serving as active members of the Board of Trustees or members of the Alumni Association Board of Directors.

**Selection:** The process of selecting Distinguished Alumni shall be the responsibility of the Alumni Association Board of Directors. The Board will appoint a selection committee which will consist of the following:

- The President of the Alumni Association or his/her designated appointee from the Association Board of Directors.
- Four alumni, one each from St. Helens Hall, St. Helens Hall Junior College, Bishop Dagwell Hall and Oregon Episcopal School, selected from the general alumni body, who may be members of the Association Board of Directors.
- One representative from the School's Development Office.

The Selection Committee will review eligible candidates, determine final selections and present these selections to the Board of Directors for final approval.

**Numbers:** A maximum of one (1) may be so honored each year. Presenting the award annually is not obligatory.

**Timing:** The Selection Committee and the Board of Directors will have completed the selection process on or before the first day of August. Honored Alumni will be notified at that time with the presentation occurring at the Founders' Day Luncheon.

**Recognition:** Each recipient will receive a specially crafted award. Names of all recipients will be displayed on a permanent plaque on campus. Biographical profiles and articles will appear in School publications; press coverage will be encouraged.

If you know someone who meets the criteria outlined above, please send the person's name and a list of accomplishments or reasons you feel they are deserving of this award to Alumni Office, OES, 6300 SW Nicol Rd., Portland, OR 97223-7566.

Alumni Directory—

**OREGON EPISCOPAL  
SCHOOL ALUMNI:  
WHEREABOUTS  
UNKNOWN**

Though trying to find a former classmate may often feel like looking for the proverbial "needle in a haystack", the OES Alumni Association plans to change that.

The new Oregon Episcopal School Alumni Directory, scheduled for release in Fall '94, will be available to help you locate your old friends. This directory will be the most up to date and complete reference on over 1,700 Oregon Episcopal School alumni ever compiled! This comprehensive volume will include current name, address and phone number, plus business information (if applicable) bound into a classic, library-quality edition.

The Alumni Office has contracted the prestigious Bernard C. Harris Publishing Company, Inc., to produce this directory. In order to compile the directory, Harris will begin researching and compiling information by mailing a questionnaire to each alumnus/a. (If you prefer not to be listed in the Directory, please contact the Alumni Office in writing as soon as possible.)

The new Oregon Episcopal School Alumni Directory will soon make finding an Oregon Episcopal School alumnus/a as easy as opening a book. Look for more details on the project in future issues of *The Bell Tower*.

## Meet Sean Kuni '81

*Sean Kuni '81 will take over as Alumni Board President for 1993-94 in June. After graduating from OES in 1981, Sean earned his B.S. in Business from Willamette University and then continued on at Willamette where he received his M.S. in Management. In 1987, he married Paige Parker '84, and this fall, their daughter Kristine will join the OES family in Pre-Kindergarten. Currently, Sean is the BMW Sales Manager at Kuni Cadillac and BMW.*

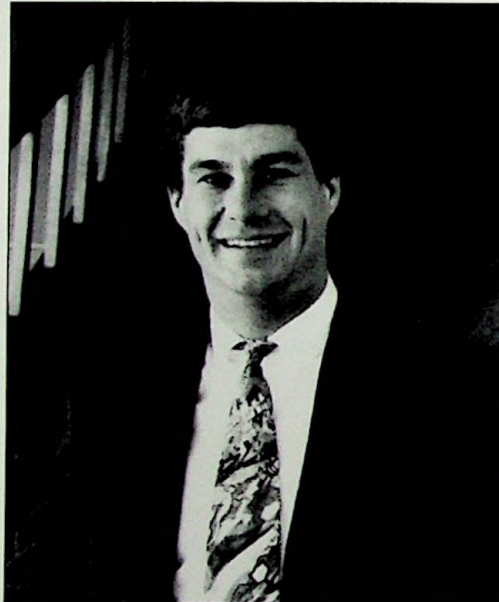
Sean took a moment to share his memories and goals for the upcoming year.

**BellTower:** How did you get involved in the Alumni Association?

**Sean:** OES did a lot for me personally, at a crucial time in my development. I had always put limits on myself. Father Tom [Goman] made me look beyond the limits I had set and opened a whole new world to me. I'd like to give something back. When I left Sacramento and returned to Portland, joining the Alumni Association gave me an opportunity to get involved in the School, and I've really enjoyed it.

**BellTower:** As president of the Alumni Association, what goals have you set for the coming year?

**Sean:** It's hard to set specific goals when you've only been in office one year, but I'd like to develop a plan in the fall for the entire year, outlining and creating activities sponsored by the Alumni Association that appeal to all alumni. One goal I feel is shared by the entire Board is continuing to increase the number of alumni involved in the School and Alumni activities. I have seen much more alumni involvement in my three years on the Board, and I hope it will continue to grow.



▲ Sean Kuni '81

**BellTower:** What do you feel you bring to the Alumni Association?

**Sean:** Enthusiasm and creative ideas that I feel will complement existing activities. I really want to keep the momentum that we've developed going. Meridel has done a great job, and I'd like to build on this by getting more OES and BDH alumni involved. This is a really exciting time to be involved in the School with the upcoming 125th anniversary of the School and the implementation of OES/21. I'm looking forward to being a part of this.

**BellTower:** As a prospective OES parent, how did you come to the decision to send your daughter to OES?

**Sean:** Paige and I wanted an open, creative environment where Kris could develop both socially and intellectually. We looked at both alternatives—public and private—and felt that OES met our criteria and expectations. I was attracted to the concept that there was no "one right way" to do things. The teacher worked with a central theme, like trees, and then allowed the kids to cut trees, draw trees, read about trees—anything, as long as it had to do with trees.

In the public schools, they have to set a policy. I'm not saying that's bad, but it's not as open and creative. It doesn't really acknowledge that kids learn at different rates.

The faculty of any school is important, but at OES, the faculty are not expected to do everything—they're just one part of the whole picture. The School expects parents to be involved with their kids at home and at School. There is a recognition that learning doesn't just happen. Parents are expected to be a part of the process. And that just seems right.

## CAPTAIN ELIZABETH REEVES, MCS, USN (RET.)

by Bob Chumbook  
Assistant Headmaster for Development

The year was 1943, and the country was involved in the global conflict of World War II. Patriotism was the order of the day, and like countless thousands, Elizabeth Reeves, SHH '32 and SHH Junior College '35, stepped forward to serve her country. That year marked the beginning of a distinguished career and a lifelong adventure for Beth Reeves with the US Navy. After 27 years of service, she retired in 1970 as a full Commander and now holds the rank of Captain.

Commander Reeves, a pressure physiologist in the Navy, made major contributions to the space program and to underwater depth research. The year of her retirement she was awarded, by a select committee of representatives from 23 nations, the Paul Bert Award in Operational Aerospace Physiology. The award is given in honor of Paul Bert, the physician-balloonist known as "the father of pressure physiology" who started aviation studies in 1878.

During the early years of her career, Reeves lectured on high altitude flying in English, French, and Spanish to pilots and crew members from many countries (parlaying skills acquired at St. Helens Hall). Among her favorite students was Alan Shepard with whom she later worked on the space program.

In 1948, she went into the Navy's medical service corps and combined her flying knowledge with her girlhood dream to pursue a medical career. In 1955, while she was a project officer in physiology studying the effects of acceleration, altitude, and cold on the

body, she completed her master's degree in physiology at the University of Pennsylvania. The last five years of her career, Reeves served in the Environmental Stress Division of the Navy Medical Research Institute in Bethesda, Maryland.

Among the many milestones in this remarkable woman's career, one time in particular holds special significance for her. When NASA selected the team to make the first space flight, Reeves was there to work with John Glenn, Alan Shepard and the other five original astronauts. She was responsible for putting the astronauts through the many tests to determine the effects of weightlessness and microgravity forces in space.

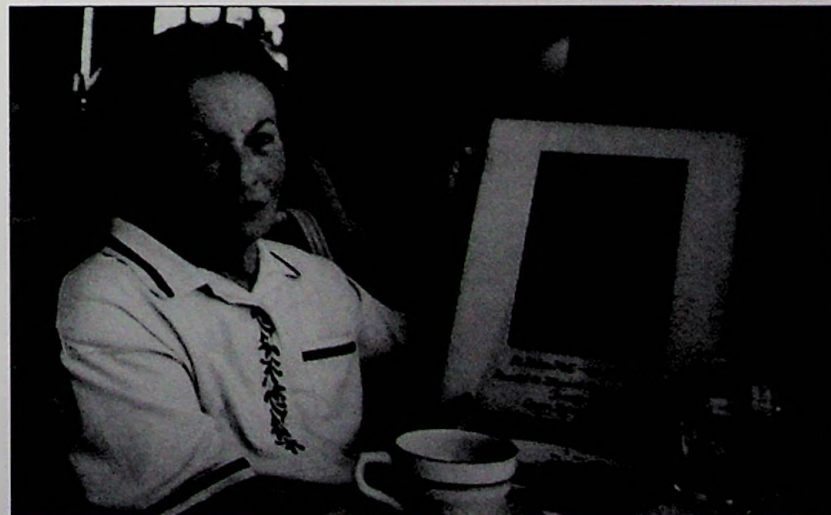
Reeves credits her successes to the benefits of a superior early education. She took full advantage of the liberal arts education she had received at St. Helens Hall, acquiring tools for the future, fueled by her already keen appetite to learn. After a sterling career in the Navy, she entered an exceptionally rich retirement phase in her life, a time she uses to expand her interests even more. She attended

Foothill Junior College for two years and received an AA degree in ornamental horticulture. In addition, she passed her real estate broker's license and took the U.S. Power Squadron Boating course.

Beth Reeves continues to live life to its fullest, and gives all those around her inspiration to do the same.

***Behold us, gracious Savior,  
In girlhood's morning  
bright—  
Look on us in thy mercy,  
And guide us with thy light.  
Life's journey lies before us,  
Go with us all the way,  
So shall we love Thee truly  
And serve Thee day by day.***

*St. Helen's Hall Commencement  
Hymn*



▲ Elizabeth Reeves SHH '32 & SHH JC '35

## Class Notes

### 1920

**Beth Ann Johnson Damuth '28** writes that she was "thrilled to see the School," and very much enjoyed her class reunion in June of 1992. Beth Ann and her husband are presently in San Mateo, California, with one of their two daughters, Nancy Kelly.

### 1930

Since being widowed ten years ago, **Frances Watzek Warren '33** has spent winters in Tucson, Arizona, enjoying new friends, golf and volunteer work at St. Philip's in the Hills Episcopal Church. In the spring and summer, she returns to Oregon to be with her 3 children, 14 grandchildren and 2 great grandchildren. Frances hopes to see some of her classmates during Reunion Weekend, June 18 and 19.

**Lois Sylvester Ingala '37 JC** spends 5 months of the year in Portland and the remainder of the year in San Diego.

After living in New York for 50 years, **Guin Hall '38 JC** is planning to move back to Portland to live at Terwilliger Plaza.

**Pearl Buckler Steele '38 JC** is still living on beautiful Naples Island surrounded by Los Alamitos Bay and the Pacific Ocean. She hopes to visit Oregon this summer for her class reunion.

### 1940

**Patricia Ludwick Dowling '40** worked for the Scottsdale School District as a Career Education Counselor until her retirement in 1981. She continues to live in Scottsdale and enjoys traveling, golf and fishing.

From Laughlin, Nevada, we hear from **Caroline Haskins Hargis '40**, who recently moved into a townhouse after retiring from her work as an occupational and recreational therapist.

**Vivian McNamee '40** is a regular volunteer at the Animal Aid Thrift Shop in Southwest Portland. She also mentors two primary grade students at Capitol Hill School through The Oasis—an inter-generational, national tutoring program.

**Rhoda Thurm Zobrist '41 & '43 JC** stays busy with her volunteer work at St. John's Cathedral in Spokane. Since two of Rhoda and husband Bill's five children live in Oregon—one in Albany and one in Medford—they frequently visit Oregon. Rhoda and Bill also have 6 grandchildren.

**Susan Teague Lake '45** keeps busy traveling, gardening and grandparenting following her retirement from the local museum where she worked as the volunteer staffing person—"ever worked with 300 volunteers?" Bill, Susan's husband, continues to work at the museum as the operations manager.



▲ During Sister Margaret Helena's annual visit to Portland on Thursday, November 5, members of the Associates of St. John Baptist gathered for lunch at the Multnomah Club, following Chapel Service at Trinity Episcopal Church. The associates are a group of alumni and friends of the Sisters, who taught at St. Helens Hall for many years. Pictured (l-r) front row: Christina Forney—niece of Sister Margaret Helena, Sister Margaret Helena, Beatrice Thurston Paget '15; back row: Molly Clair Krausse '45, Ann Alton Kronenberg '40, Rev. Everett Hall, St. Mary Lynn, John Forney, Louise Kennedy, Don Ebert, Norma Dinger Martin '35 JC, Norman Kennedy and Evelyn Skei.

Still working for Portland Precision Instrument and Repair in accounts receivable and new accounts is **Shirley Gray Meadows '48 JC**. She has 3 children (2 boys and 1 girl), 4 step-children (3 boys and 1 girl), 2 grandchildren and 7 step-grandchildren! She enjoys bowling in a regular league, but says, "I don't bowl as well as I once did, but I'm still making it to the foul line and getting the ball down the lane!"

### 1950

**Caroline Kuhn Meehan '51** is getting ready to break ground for a new house in Mt. Airy, North Carolina. She has two sons—one living in Arizona and one in Guam. Her daughter, Leslie Anne, lives in Mt. Airy with her two children, so Caroline and her husband, Carl, are able to "grandparent" a lot. Carl does taxes during the season, and Caroline is back into interior design and painting.

**Barbara Ashley Phillips '53** is living in Halfway, Oregon. She is a professional mediator, practicing in Oregon, Washington, California and other states. She also raises buffalo in Northeast Oregon.

**Jemi Cain Spriggs '55** has just retired after 32 years as a teacher/counselor in an alternative high school, but she isn't done working. She has gone into business as a jewelry and novelty item designer/manufac-



▲ Pat Kendall Apperson '48 JC made her "outrageous clown" outfit to introduce new trustees and officers for the Women's University Club of Seattle "Posting Day". Pat has been a member of this 80-year-old club for 30 years. The club sponsors classes, both academic and leisure, for members.

turer for organizations. She left her farm to the "younger generation" and moved into a condo in Kirkland, Washington. Daughter Amy is a nationally ranked 3-day event equestrian competitor, and daughter Kerrie had a baby in March.

**Karen Barner Anderson '56** is still flying airplanes commercially and training Alaskan Malamute dogs to "pull me around" the countryside. Karen's three daughters are settled throughout the country. Her eldest, Vicki, has two children and lives in North Carolina with her husband, an M.D., who is doing research work. Her two younger daughters have settled in Minneapolis and Florida.

### 1960

**Vera Farinas Long '63** writes that, as well as managing a full time career and husband, she volunteers her time at the Rape Crisis Center and the local chapter of NOW (National Organization of Women) in W. Pittsburgh, California.

**Nan Butler Perrott '63** and her husband, Pat, have lived in Sonoma, California, for 17 years. Their son, David, is 14. Nan is self-employed—operating a computer typography business—and plays the flute in local musical productions. She would love to hear from her classmates and see them at their 20th reunion this summer.

**Janice Swanson '64** married George Wallenstein on June 30, 1991. The couple live in Southeast Portland, where Janice is a substitute Language Arts and Social Studies teacher in local middle and high schools.

Award-winning poet **Alla Renee Bozarth '65** has published a new collection of poems which chronicle "the map of my pilgrimage to the land of my ancestors". When Alla returned to her mother's Russian homeland in the spring of 1992, she poetically recorded her impressions and feelings about the people she met, the hotels where she stayed, the sights and sounds in the city and the journey itself. *Six Days in St. Petersburg* is the result of her journey.

When **Toni Lehman '66** visited Portland over the Christmas holiday, she had a chance to visit with classmates **Kim Moyer Beck '66**, **Katherine Karafotias '66** and **Betsy Marsh '66** to catch up on family news. Toni is a homemaker and her husband, Jim Pedginski, works for 3M. Her 8 1/2 year old son, John, is an active third grader, and five year old Mark enjoys preschool. The family enjoys their home in Stillwater, Minnesota.

**Georgiana Calley Antonelli '66** received a promotion in March. She is currently Senior Vice President for Branch Administration at Lafayette Bank & Trust Co.—in charge of managing 20 banks and over 400 employees. Georgiana and her husband are also proud to announce the engagement of their daughter, Nicole, to Brad Nesbitt. Nicole is majoring in psychology and Brad in graphic design. The wedding is planned for August 7, 1993.

In 1986, **Jane Adams Patterson '67** and her family moved to Bend for the lifestyle and beauty, and they continue to enjoy living in Bend. Jane is a real estate broker with Coldwell Banker and her husband, Dan, is a lumber broker. Their eldest son, Jim, is a sophomore at Oregon State University. Son John will graduate from high school in June, and the youngest, Jeff, is a freshman in high school. Their lives are full with sports, recreation, church and friends. Jane

really enjoyed seeing Phoebe and Becky and the BDH guys last summer at the Inn at Otter Crest in Lincoln City when classmates gathered for the 25th Reunion. She would love to hear from other classmates. You can write to Jane at 493 NW State St., Bend, OR 97701.

This year, **Becky Reynolds '67** switched from teaching 6th grade to 8th grade. "It is a bit more demanding, but lots of fun." Her husband, Jerry, is very involved in several local environmental groups. Their daughter Andromeda—a student at Lewis & Clark—is spending half of this year in Kenya on the school's overseas program.

In February, *The Oregonian* featured a story on **Betty Rennett Hooton '68**, highlighting her work as a facilitator for Striking Back, a support group for younger people who are recovering from strokes. The group is co-sponsored by the Legacy Family Support Center and the Oregon Stroke Association. The story also chronicled Betty's successful recovery from a stroke she suffered 8 years ago.

**Marybeth Merwin Mitchell '69** lives in Lake Oswego with her husband of three years, Jay, and her twelve year old step-son. She has been teaching in the West Linn school district for 18 years and is currently teaching 4th grade at Cedarrock Park School.

## 1970

**Roxanne Cady '70** works at the MacLaren School—a juvenile corrections center in Portland. She enjoys spending her free time doing volunteer work for the Cascade Aids Project and Oregon NARAL.

The Outing Program at Whitman College in Walla Walla, Washington, dedicated a climbing wall in honor of **Andy Dappen '72** during their Homecoming activities. Andy started the Outing Program—which rents outdoor equipment, has indoor and outdoor climbing facilities and serves as a resource center for the school—while a student at Whitman.

Following her departure from Brewed Hot Coffee, **Martha Bullwinkle Dorrell '73** is taking some well deserved time off. "Reunion plans are going great for our class. hope to see all of you on June 18 and 19!"

**Susan Skelton Fleming '75** writes that she and her family have "escaped L.A." and moved to the beautiful San Francisco East bay. Her son, Jonathon, is 9 and made the minor leagues of Danville Little League. Her daughter, Sarah, is 6 and loves to sing the National Anthem and ride horseback.

**Dr. Margaret "Meg" Rogers '75** recently accepted a position at the University of Iowa as Assistant Professor of Social Studies Education. Meg is also the Chairman of the Social Studies Department.

**Liz Robbins Russell '75** is currently teaching acting at ABC Kids, a children's acting agency. Her son Jimmy is now 11 years old.

From Lenexa, Kansas, **Rick Zurow '76** writes: "I have two kids, a boy who is 7 and a girl, 4. I enjoy my work as the Executive Director of the Jewish Community Foundation of greater Kansas City. I am responsible for bringing in planned giving endowments—we are up to 15 million in assets now! I am also involved as a Board member with a non-profit charity that deals with children who have been abused, neglected, etc. My wife Debbie and I will be celebrating 10 years of wedded bliss this year! I would like to know what some of my classmates are doing these days." You can reach Rick at 10100 Halsey, Lenexa, Kansas 66215-1969.

**Perry Combs-Taber '76** had her first child, Jessica Whitney, born March 27, 1993. The family lives in Walnut Creek, California.

**Martha Newlands Torney '76** welcomed a daughter, Jacqueline Helen, on March 29, 1993.

**Kirstin Kling Ackerman '78** recently published a poem called Progress in the 1993 International Library of Poetry Anthology. She has also been nominated to the International Directory of Distinguished Leadership.

## IN MEMORIAM

### Margaret Carson

October 21, 1992  
Former Faculty, 1956-1972  
Died of injuries sustained when she was struck by an automobile while crossing a Portland street. Her husband, Wallace, died October 8, of injuries suffered in the same accident. Mrs. Carson was 82.

### Lansing Stout

November 10, 1992  
Husband of Sally Reed Stout '30

### Norma Wills Clark '38 JC

November 19, 1992  
Portland, Oregon

### Mary Nicol Waterbury

January 29, 1993  
Beaverton, Oregon  
Mrs. Waterbury was one of the four children of the owner of Nicol Riding Academy, which is now the site of the OES campus. Mary worked at the Academy for several years and was instrumental in selling the Academy to St. Helens Hall. She was 93.

### The Rev. Canon Louis L. Perkins

February 15, 1993  
Roseburg, Oregon  
Father of former faculty member, Dorothy P. Wysham and grandfather of Dr. Douglas Wysham '72, John Wysham '74, Sarah Wysham Rose '77 and Daphne Wysham '79.

### Carol Furber

March 13, 1993  
Former School Nurse,  
1978-1990

### John H. Doran

April 3, 1993  
Husband of OES College  
Counselor Cynthia Doran

Recently, **Norma Dulin Gurovich '79** became Marketing Director for a small energy-related firm in Tempe, Arizona. "These 60 hour weeks are a big change after 3 years in state government, but it's nice to be back in the private sector." Norma is also proud to announce that she is the godmother to Alexandra Ovenshine's (nee **Hilary Holman '79**) first son, Thomas.

## ALUM RETURNS TO THE CLASSROOM AT OES

**Tyson Storch '85**, who will graduate from Lewis & Clark Law School this year, has been a familiar face



on the OES campus thanks to his Street Law class. The primary requirement for his

Street Law class at Lewis and Clark is selecting a high school in the Portland area and teaching a semester long course on law to high school students. Having spent 12 years at OES, Tyson decided he would like to come back.

This is the first time OES has participated in this program. The class, which covers the role of the law in our society includes criminal law, consumer law and civil law. Guest speakers and a trip to the Multnomah County Courthouse have highlighted the course. "The class seems really interested in the subject," Tyson remarked. "They all get excited and start talking at the same time."

After graduating in June, Tyson will spend his summer studying for the bar exam. In October, he plans to live in Germany where he will enroll in a Masters of Law program or "LM"—specializing in Private International Law—and clerk for the international law firm of Baker & McKenzie.

## 1980

In June, **Dr. Michelle Froom '81** will be graduating from the Maine-Dartmouth Family Practice Residency. After graduation, she will move to Santa Cruz, California, where she will work in a multi-specialist group practice. "If anyone needs heavy wool sweaters or a pair of ice skates, please let me know," writes Michelle, who plans to leave the frigid temperatures of Maine behind.

**Richard Saloum Jr. '80** (attended OES K-8) lives in Portland and works as an investment manager.

**Robert Saloum '82** (attended OES K-8) and his wife, **Sandy McAlister '83**, are living in Birmingham, Alabama, and attending the Cumberland School of Law.

**Marci Lematta '84** married George Abel on July 25, 1992, in Benson, Arizona. They are now living in Toltec, Arizona, where George is Manager of the Eloy-Thomas Golf Course, south of Phoenix.

**Thom Hayes '84** is currently working with Nature's Fresh Northwest in their new restaurant, Sante, and living in Southeast Portland. He is planning to pursue a career in teaching by enrolling in the MAT program at Lewis & Clark this summer.

"I'm out of school at last!" exclaims **Brenda Graves Wiens '84**. This year, both she and her husband, Greg, completed PhD degrees at Oregon State University. Now, they are doing post-doctoral research at Oregon Health Sciences University. Though they miss the quiet life of Corvallis, Brenda says she is enjoying Portland and seeing friends from OES!

**Deborah Rath Kennison '86** and her husband, Kendall, live in Baltimore, Maryland. Deborah is busy working for the Alumni Association at Johns Hopkins.

**Natasha Ellis Ruess '86** was married on July 12, 1992.

**Bart Lematta '86** and his wife, **Tara Kent Lematta '87**, are currently attending Oregon State University, where Bart is pursuing his second degree in Forestry (his first degree is in Business Aviation), and Tara is completing her degree in Hospital Administration.

**Chelsea Emery '87** has lived in Nagoya, Japan, for a year and loves it. She teaches English to business people and she's recently been working on narration for promotional videos. If you're planning to buy textile machinery anytime soon, listen for Chelsea's voice! She would love to hear from people and can be reached at: Urban-Dwell-Shinsakae #403, 1-29-23 Shinsakae, Naka-ku, Nagoya-shi, JAPAN 460.

**Joan E. Demarest '87** will graduate in May from Smith College with a degree in Government and a minor in Psychology. She took the 1992 fall semester off to continue working advance for the Clinton campaign.

**Sandy Douthit '88** (non-graduating) married Steve Nantt on November 14, 1992, at Atwater's restaurant. The couple resides in Portland.

**Adam Flick '88** is currently living in Europe, dividing his time between Manchester, England and Prague, Czech Republic. Adam has been busy writing and recording music with some English musicians but will return to the U.S.A. at the end of the year to live in New York.

In May, **Daniela Brod '89** will graduate from Tufts University with a degree in Biology and Environmental Studies. Tentative plans for next year involve a move to Manhattan, where she will be working or doing an internship. Though long range plans involve graduate school, Daniela wants to define her focus before enrolling.



▲ *Neither snow nor ice could keep OES alums from the classes of 1988-1992 away when former OES students gathered for Young Alumni Day on Tuesday, January 5. In addition to giving recent graduates an opportunity to catch up on news of former classmates, this annual event also provides OES juniors and seniors an opportunity to hear first-hand the college experiences recent graduates have had.*

*Following lunch in the Alumni Lounge, alums slipped and slid over to the Great Hall where they shared their college experiences and answered questions from juniors and seniors.*

Did you see **Bobby Lee '89** in the Sunday Oregonian on February 28, 1993? Bobby participated on a college round table panel that focused on issues of importance to Oregon college students. Some of the topics discussed included race relations, multiculturalism, job prospects and campus safety. Bobby is completing his year as the student body president at the University of Oregon and will graduate with a degree in English this summer.

## 1990

**Ashleigh Asaph '90** is currently attending school at the University of Dijon, France.

**Elizabeth Bell '90** is completing her junior year as a political science major at Pomona College and taking full advantage of an internship with a Los Angeles television news station. She will spend this summer as an intern for Senator Mark Hatfield.

**Ron Sorenson '90** is a junior at Washington University in St. Louis. He is majoring in English Literature and has played on the men's varsity soccer team for three years.

A sophomore at Northwestern University in Evanston, Illinois, **Jessica Sankey '91** has been named to the Dean's List for the fall quarter of the 1992-93 academic year. Students on the Dean's List must attain a grade point average of at least 3.7 out of 4.0. Jessica is a student in the College of Arts and Sciences.

**Esther Daack '92** is currently living on Walt Disney World property as part of a college internship program. She works at the Disney/MGM Studios as a tour guide.

**Kori-Lyn Saunby '92** is attending Whitman College in Walla Walla, Washington. She writes, "OES has really prepared me well for college, I am especially grateful to Mrs. Vohnson and Mrs. Cade."

**Tara Sorenson '92** has completed her first year as a member of the Connecticut College women's soccer team. Tara finished the season with two goals and one assist and played in 13 games for the team. She is also a member of the women's basketball team.

## ALUMNI ATTEND REGIONAL EVENTS

Keeping in touch with our alumni outside of Oregon took on new meaning this year when the School sponsored three regional events in the first months of 1993. The events, which took place in San Francisco, New York and Seattle, offered wonderful opportunities for alumni to "connect" with other graduates who live in or near their city and to hear the current news about OES. Look for information on upcoming regional events in future issues of the Belltower.

### San Francisco

On Sunday, January 24, alumni, parents, grandparents and former faculty gathered for a Northern Italian style lunch at the Westin St. Francis Hotel in downtown San Francisco. Peter and Hope Stevens, who were in town for a CASE (Council for the Advancement of Secondary Education) Conference, hosted the event. Peter spoke of the new long-range plan for the School—OES/21—and discussed the future of education in Oregon.

### New York

Neither threat of snow nor icy temperatures could stop New York area alumni from attending the first OES event held in their city. Brent Erensel '74 hosted the early evening reception at the University Club on Thursday, February 25. Former OES Headmaster Peter Sipple, who happened to be in town, stopped by to visit with alumni, grandparents and past parents.

### Seattle

Doris Lincoln Trepp '36 JC hosted alumni from the classes of 1930-1987 at Sand Point Country Club on Sunday, April 18. Guests enjoyed a brunch overlooking Lake Washington and were delighted by the special guests brought by Helen Achilles Andrews '81, Bonnie Potts Shorin '81 and Tamara Selfridge Musser '74—three adorable babies and possible future OESians. The afternoon was such a success that plans are already in the works for another gathering in the spring of 1994!

# Join us in planning our 125th Anniversary!

An exciting array of opportunities await individuals interested in participating in the upcoming events for the 125th Anniversary of the School. The list below outlines the committees that have been formed for this celebration. Please check the committees you might be interested in joining and return to the Development Office, Oregon Episcopal School, 6300 SW Nicol Road, Portland, OR 97223-7566.

- Student School Opening Ceremony (Students)
- Educational Symposium
- Founders' Day  
(We feel this day could be a major activity which would include Portland dignitaries, possibly a grand ball and a service at Trinity)
- Alumni Reunion Weekend
- Homecoming
- Commencement
- Publicity and Publications
- St. Helens Hall/Junior College
- Bishop Dagwell Hall
- Commemorative Poster
- Commemorative Materials (Banners, Shirts, Mugs, etc.)
- School Seal  
(Are you a Heraldry expert?)
- School History
- Historical Exhibit  
(What's in your attic?)
- Commemorative Rose Garden (125 plants)
- School-wide Tree Planting (each student)
- Video Production
- Commemorative Publication
- 125th Celebration of the Arts Series

S P R I N G  
1 9 9 3

O R E G O N  
E P I S C O P A L  
S C H O O L

## Committee seeks Alumni Award nominations

The Bishop Benjamin Wistar Morris Distinguished Alumni Award Committee, chaired by Liza Lilley '74, has begun its search for the 1993 Distinguished Alumni Award recipient, and they would really appreciate your help. The Committee is now accepting nominations for alumni who meet the criteria listed on page 21. If you know of an alumna/us who fits the criteria and deserves recognition for her/his achievements, please complete the nomination form and return it to the Alumni Office, OES, 6300 SW Nicol Road, Portland, OR 97223-7566, or call Alumni Coordinator Anne Robinson at (503) 246-7771. We appreciate your input and recognition of your fellow alumni. (See *Alumni Award Criteria*, page 21.)

## I N S I D E !

Summerbridge Portland .....	3
Lower School goes Down Under .....	4
Meet Anne Cass .....	10
It's LouAnn and Bruce .....	11
Show & Tell .....	13
OES Legacies .....	14
AMIGOS .....	16
Ed Rubovits retires .....	17
A thank you from 20 years ago .....	18
Alumni News .....	21
Meet Sean Kuni '84 .....	22
Voices from the Past .....	23
Classnotes .....	24
Help plan our 125th Anniversary .....	27



**OREGON EPISCOPAL SCHOOL**  
6300 S.W. Nicol Road  
Portland, Oregon 97223-7566

ADDRESS CORRECTION REQUESTED

Non-Profit  
Organization  
U.S. Postage  
**PAID**  
Permit No. 334  
Portland, OR