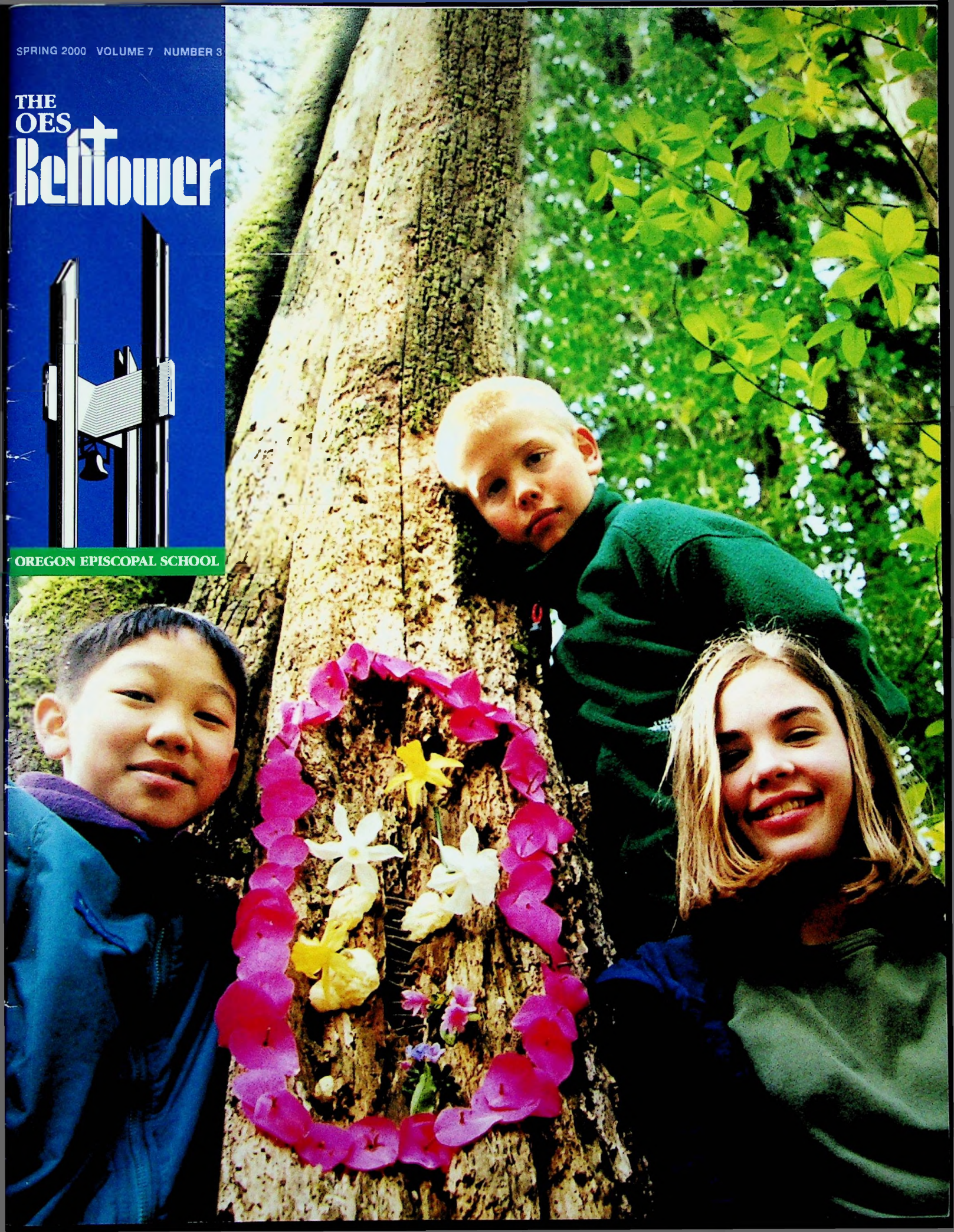


SPRING 2000 VOLUME 7 NUMBER 3

THE OES Belltower



OREGON EPISCOPAL SCHOOL



A Letter from the Head of School

Dear Friends,

In the best of all possible worlds, each of you—parents, alumni, parents of alumni, grandparents and friends of the school—would be able to spend a day at our school, visiting classes and talking with faculty and students about teaching and learning at OES. While I enthusiastically welcome each of you to visit, I know that is not always possible.

In order to give you a clear picture of what OES students are learning, the faculty and I dedicate this edition of *Belltower* to the matter and manner of our program: our curriculum and pedagogy.

In each area of study, we strive to measure ourselves against the best practices across the nation and to ensure our students are learning the most important skills in the most effective ways. Because our class sizes are small and our faculty includes many curriculum specialists, we are able to focus not only on the overall manner of teaching a class, but also on individualized learning in order to enhance the opportunities for each student.

We will, for example, rearrange schedules for children whose abilities far outreach the material at their given grade level, provide independent study opportunities or support and encourage students who have difficulty in a particular area of learning. At all ages,



we emphasize original research and independent thinking and foster student-to-student teaching.

Every year, OES teachers review and enhance their curricula subject by subject and grade by grade. This year, however, we embarked on an ambitious project that will make our whole curriculum, from pre-kindergarten through senior year, available for evaluation and constant development on our intranet.

This information will also be available on the Internet for parents, alumni and others. With this technology we hope to continue progress toward one of our strategic goals: to continue to improve and enhance communication with OES parents. It is an

exciting project and one to which the faculty has given tremendous energy.

I hope that within these pages, our alumni will recognize the familiar spirit of curiosity and mastery, attention to the individual student and challenging standards that mirror their own experiences at St. Helen's Hall, Bishop Dagwell Hall or Oregon Episcopal School.

We learn a great deal about ourselves, past and present, from our alumni and their parents. If our articles inspire you, our alumni, to tell us about your own experiences as a student, we are eager to hear from you.

We hope you will gain a better understanding of an OES education with this issue of *Belltower*, and that you will share our sense of excitement about the students and what they are learning. Seeing students interested in their teachers and eager for their work is the greatest joy of my job.

Dulany O. Bennett

Dulany O. Bennett
Head of School



OREGON EPISCOPAL SCHOOL

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

Founded in 1869 as St. Helens Hall, Oregon Episcopal School today is a pre-K through 12, coeducational, independent, college preparatory school in the Episcopal tradition. A full boarding program is offered in grades nine 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. 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.

Editor
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Layout, design and production
HMH Advertising & Public Relations

Printer
Premier Press

The OES Belltower is published by OREGON EPISCOPAL SCHOOL, 6300 SW Nicol Road, Portland, Oregon 97223. If you would like more information on the school, please call (503) 246-7771.

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About the Cover

Middle School students Scott Saiget, Stewart Lawson and Laura Tedrick pose with their natural artwork, created as a part of the Middle School Earth Day celebration. For a day and a half, Middle School students participated in various Earth-centered activities in Portland and on the OES campus. Read more about Earth Day and the OES curriculum on the following pages. (Photo by OES parent Brian Foulkes.)

"WHAT IF?..." SCIENCE AT OES

Looking at the extensive list of OES winners at the Northwest Science Exposition (EXPO) research competition, one is impressed not only by the number of projects, but by the depth of scientific exploration made by our students. The school has been extremely successful at EXPO for the past few years in grades six through 12, winning many awards and accolades. What makes OES so successful from Lower School through graduation is an innovative curriculum that focuses on the development of a truly scientific, questioning mind.

The National Science Education Standards (developed by the National Research Council) state, "Learning science is something that students do, not something that is done to them." With this philosophy in mind, the science curriculum for all grades at OES has the distinction of being hands-on and partially student driven. Students follow a "what if?" question to its conclusion through creative controlled experiments. From Lego physics, bubble studies and wetland studies in Lower School, to classroom and independent study projects in Middle School and Upper School, students participate in active learning. This engaging approach helps them develop the skills to formulate and study their own "what if?" questions.

Lower School

"The most rewarding thing about teaching at OES are these amazing kids who love to learn, and who are not afraid to be smart and interested! Attitude is more than half the battle, and we don't have an attitude problem here."

— Jane Kenney-Norberg
Lower School science specialist

Jane Kenney-Norberg is the Lower School science specialist at OES and is the heart of its innovative programs. "We are 99 percent hands-on," says Jane. "I encourage kids to take risks and make mistakes in order to discover." Under



▲ Jessica Tsao and Peggy Moser, fifth grade, build models in Lego physics, part of OES' active learning.

her tutelage, students in the classroom and in special after-school activities learn to use their imagination and creativity in the scientific realm. To stimulate independent thinking, each project is described only once, leaving problem solving and discovery to the students. They also learn how to report their findings, starting with informal lab books in first grade and progressing to full lab reports by fifth grade.

Lower School teachers capitalize on the children's innate curiosity and wonder by emphasizing the natural world in the study of science. Students learn to observe using all five senses and to draw their own conclusions. In this manner, they discover there is often more than one right answer—an important understanding in many areas other than science. Emphasis is placed on the importance of each student's ideas, no matter how unconventional. "Many of my best experiments have come from student ideas and innovations," says Jane. "That's empowerment!"

Along the way, science is integrated into other studies and unique projects abound. For example, a study of bears in the first grade covers

not only real bears, but also fictional stories about bears. Students in the second grade are introduced to physical sciences by making and refining balloon-powered shoebox cars. Third grade studies turn to the environment, through exploration of the OES wetland and gardening experiments. In the fourth grade, science is integrated with the study of Northwest coast Native Americans. Students learn about the life cycle of salmon and dissect one. The program culminates with a three-day field study at the Oregon coast. For third to fifth graders, the Lego physics program provides valuable experience with gears, pulleys and computer programming. The result of their work is presented every year at the Oregon Zoo.

Middle School

Following the "what if?" lessons of Lower School, every Middle School student conducts an independent research project each year. Projects are based on an area of interest and a line of questions developed by the student. For example, this year a team of students compared the ability of different portable water filtration systems to remove harmful bacteria. The students' interest in the project was based on a school backpacking trip taken the prior year. Another student created her own particle accelerator (based on instructions she found in a 1970s issue of *Scientific American*) and used the accelerator to test its effect on computers.

Projects and studies in Middle School integrate biology, geology, and conceptual physics. Students are introduced to a scientific concept or measuring device, for example, then apply it in self-designed experiments both in and out of the classroom. Sixth grade students recently learned how to use a heart rate monitor which they connected to a classroom computer to collect and graph data. Working in groups, students developed specific tests to learn how the

monitor works, expanding their knowledge of the cardiovascular system in the process.

Computers are a central part of the core curriculum. By the end of eighth grade, students are comfortable using computers the way scientists use them—as tools to collect, analyze and graph data. Each science class conducts at least one design technology project every year to reinforce these skills.

All Middle School students have the opportunity to participate in EXPO, allowing them to see the work of other students and be judged by professional scientists and engineers. This year, 100 of the 150 Middle School students participated. OES students took first place in 11 of 13 categories and earned many second and third place awards as well.

Middle School teachers Angela Hancock, Lisa Lockwood and David Bermudez believe that students learn best when they work on both sides of a problem. Students are given many opportunities to both develop and answer questions themselves. "Content is important," says Bermudez, "but discovering ways to ask and answer their own questions is more important."

Upper School

"What if?" science projects and discoveries go a step further in Upper School. Students are challenged to refine and perfect their questions and arguments, working toward innovative experiments and solutions. They seek guidance within and outside the school as necessary. Students begin with physics, followed by chemistry and biology.

As in Middle School, independent research projects are emphasized; some courses address this requirement with team projects, while others stress individual and small group projects. In Upper School, approximately 25 percent of classroom and homework time is devoted to independent project work.

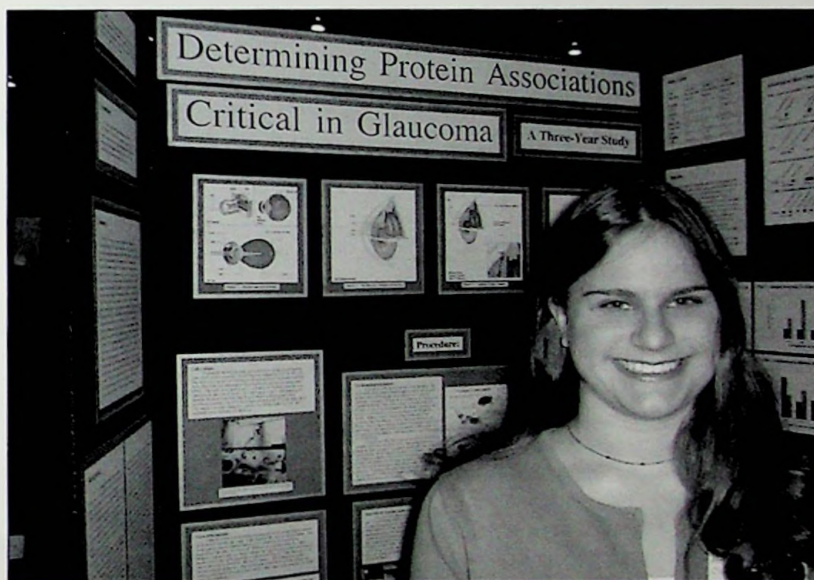
Specialized Learning for Future Scientists

For students interested in pursuing careers in science, honors and elective courses are available. The school also offers a Science Scholars program which requires independent research and presentations to professionals in the field. The program requires additional course work, such as *Science, Technology and Society*, a class that focuses on science-related issues such as bioethics. Other students may opt for independent study, defining, initiating and completing more extensive research projects by working with mentors at OES, local universities or

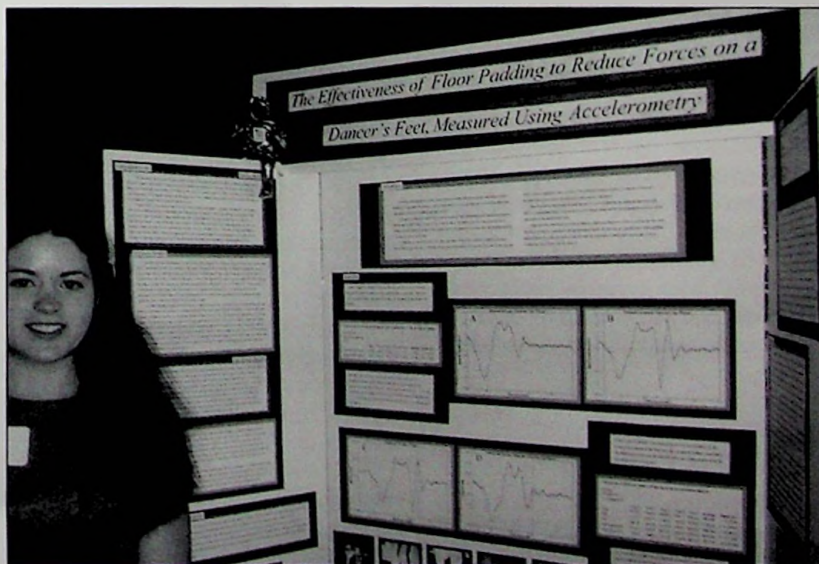
research centers. OES twelfth grader Blake Piper worked with a chemistry professor at Reed College. Blake's research project, "Photochemical Storage of Solar Energy by Polymer-supported Sensitization of Norbornadiene-Quadracyclane System," won a Best of Fair award at EXPO. As a result, he presented his work at the International Science and Engineering Fair held in Detroit, Michigan in May.

"Doing research like this and being able to work so intensely on one project has encouraged me in science in a way I don't think any class could," Blake said.

S P R I N G
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▲ *Melissa Radecki won first place in the medicine category at EXPO.*



▲ *Freshman Lindsay Eyler used digital video to create her study.*

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



▲ Upper School students Blake Piper, Chandler Hatton and Jordan Wirfs-Brock celebrate at EXPO 2000.

Technology and Science

Technology is a major component of many Upper School research projects. A number of students have used digital imaging technology in their projects with impressive results. Chris Icombe mapped forest use in the Pacific Northwest. Evan Ackerman and Tanny Phillips used digital imaging to map and compare Mars and Venus volcanoes. Tenth graders Chandler Hatton and Jordan Wirfs-Brock mapped and compared small volcanoes on Venus with underwater terrestrial volcanoes. The five were invited to present their research at the International Science and Engineering Fair.

All five students recently presented their research at PICS 2000, a conference of the Society for Imaging Science and Technology. They were honored to be among the first high school students ever invited to present at this conference.

Another use of computers for research involved student analysis of digital video to study motion in real-life contexts. This year, one student used the technology to study the impact of a ballerina's foot landing on different floor systems, while two others studied the impact force of soccer balls against players' heads.

Independent Projects, Initiative and EXPO

"Initiative is the hallmark of success in the science program. Students take the idea as far as they can go

with it," remarked teacher Rosa Hemphill. "Our students are successful because their project ideas are innovative and they're dedicated to the final outcome." They also make creative use of available technology. For example, tenth grader David Stearns used a toy digital microscope to sample and count the marks on radon detecting strips, a simple, innovative and creative use of technology to achieve a learning goal.

While entrance in EXPO and other science fairs is not mandatory, many students choose to participate to learn more about the scientific process. "Students enjoy the EXPO experience because they like the opportunity to show off their work and receive feedback from professional scientists and engineers. They also get an opportunity to interact with students from other schools," said science department chair Bill Lamb. "Most kids take their work more seriously if it will be evaluated by someone outside the OES community."

OES students have met with remarkable success because, as Lamb says, "Smart, motivated students are matched with excellent, demanding science teachers and a well-organized curriculum that focuses on posing and answering scientific questions—it would be surprising if they did not succeed."

Like Middle School students, OES Upper School students had remarkable success at EXPO this

year. Eleventh grader Melissa Radecki won first place in the medicine category for her project, "Determining Protein Associations Critical in Glaucoma." For three years, Melissa worked with a research group at the Casey Eye Institute. Melissa was awarded authorship on some of the research reports because she was a creative, contributing member of the team. She also was the second author on two papers this year. Eleventh grader Kenny Gundie won first place in behavioral and social sciences for his two-year study, "The Age at Which an Adolescent First Drank Alcohol as a Predictor of Adolescent Substance Use." Jennifer Percy and Trevor Wilson also won first place in their categories (physics and computer science, respectively).

These are just a few of the highlights of the innovative and groundbreaking work OES students are doing. See page 7 for complete list of winners.

Looking Ahead

Research, while fundamental, is not the only focus of the science curriculum at OES. In day-to-day classes, activities and labs, emphasis is on concept development and critical thinking. While programs are excellent, the department could greatly expand its curriculum with additional equipment and facilities. For example, a greenhouse on campus could house student plant projects and support the biology and life sciences curriculum.

Additional facilities also would allow students to do more tissue culture and biotechnical work. Chemistry class experiments could be greatly expanded by the addition of hoods and proper ventilation in the labs. The Upper School science program, while hugely successful, is bursting at the seams. As we look to a campaign for further campus development, a science facility is a key component, thus affording students the ability to continue hypothesizing and creating innovative answers to their "what if?" questions.

OES Science EXPO Winners

At EXPO this year, Oregon Episcopal School was honored with the OMSI Award for school with the most outstanding research program.

UPPER SCHOOL

Kenneth Gundle (11th Grade)
1st place, Behavioral and Social Sciences

Alexandra Stavrakis (11th Grade)
2nd place, Biochemistry

Blake Piper (12th Grade)
Best of Fair, International Science and Engineering Fair Finalist

Amy Enchelmeyer (10th Grade)
2nd place, Botany

Trevor Wilson (10th Grade)
1st place, Computer Sciences

Chandler Hatton and Jordan Wirfs-Brock (10th Grade)
1st place, Earth and Space Sciences
International Science and Engineering Fair Finalists

OES Advanced Physics Class
1st place, Large Group

6th Period Conceptual Chemistry
2nd place, Large Group

4th Period Conceptual Chemistry
3rd place, Large Group

Jennifer Henkle (11th Grade)
Honorable Mention, Microbiology

Kent Saitoh and Thomas Bennett (9th Grade)
Honorable Mention, Microbiology

Kate Murphy and Makely Lyon (9th Grade)
3rd place, Physics

Christa von Behren (9th Grade)
3rd place, Physics

Gabriel Rosenhouse (10th Grade)
2nd place, Physics

Elliot Dale and Ben Smith (11th Grade)
Honorable Mention, Physics

Sarah Brumble (10th Grade)
Honorable Mention, Chemistry

Derrick Chan (10th Grade)
3rd place, Chemistry

Mark Saiget (10th Grade)
3rd place, Chemistry

Molly Whitney and Megan Peters (11th Grade)
Honorable Mention, Chemistry

Karl Kuchs (9th Grade)
3rd place, Engineering

Andrew Platt (9th Grade)
Honorable Mention, Physics

Melissa Radecki (11th Grade)
1st place, Medicine and Health

Jennifer Percy (11th Grade)
1st place, Physics

SPECIAL AWARDS

Baker Lyon and Eriks Berzins (10th Grade)
American Statistical Association Award for Top Project Using Statistics

MIDDLE SCHOOL

Alexis Rhiannon (7th Grade)
1st place, Behavioral and Social Sciences

Kirsten Corbin (8th Grade)
3rd place, Behavioral and Social Sciences

Scott Saiget and Michael Coulter (6th Grade)
1st place, Zoology

Claire Longfield and Deborah Coulter (6th Grade)
2nd place, Botany

Chris Haas and Jason Westlund (6th Grade)
3rd place, Botany

Yohan Karnik (6th Grade)
1st place, Chemistry

Sarah Hayes (7th Grade)
2nd place, Chemistry

Zac Pepin (8th Grade)
1st place, Computer Sciences

Tope Sosanya and Phillip Koop (8th Grade)
1st place, Consumer Products Testing

Terra Marsh and Laura Hewitt (7th Grade)
2nd place, Consumer Products Testing

Stewart Lawson (6th Grade)
Honorable Mention, Consumer Products Testing

Alisha Mitchell (6th Grade)
1st place, Earth and Space Sciences

Danny Goodenough, Erik Drell and Nick Tenhulzen (6th Grade)
Honorable Mention, Earth and Space Sciences

Sergio Zeniseck (6th Grade)
2nd place, Engineering

Elyse Hope (6th Grade)
1st place, Environmental Sciences

Cassie Hoffman and Allison von Behren (6th Grade)
2nd place, Environmental Sciences

Lynne Adams (7th Grade)
3rd place, Environmental Sciences

Tommy Saiget and John McLellan (8th Grade)
Honorable Mention, Environmental Sciences

Talia Auseklis (7th Grade)
1st place, Medicine and Health

Reed Dixon and Preston Neupert (8th Grade)
2nd place, Medicine and Health

Mark Wolfstone and Alex Dreisin (8th Grade)
3rd place, Medicine and Health

Yvonne Yamanaka (8th Grade)
1st place, Microbiology

Neil Lakin (6th Grade)
2nd place, Microbiology

Elsbeth Macmillan and Jolie Greenberg (8th Grade)
3rd place, Microbiology

Ryna Karnik (8th Grade)
1st place, Physics

Tucker Page and Jessie Sunshine (8th Grade)
3rd place, Physics

Eric Rippey and Joe Milliron (6th Grade)
Honorable Mention, Physics

SPECIAL AWARDS

Erik Drell, Danny Goodenough and Nick Tenhulzen (6th Grade)
American Meteorological Society Award

John McLellan and Tommy Saiget (8th Grade)
Best Exhibit in Environmental Sciences with a Solution in the Middle School

Scott Saiget, Cassie Hoffman and Allison von Behren (6th Grade)
Best Use of Statistics

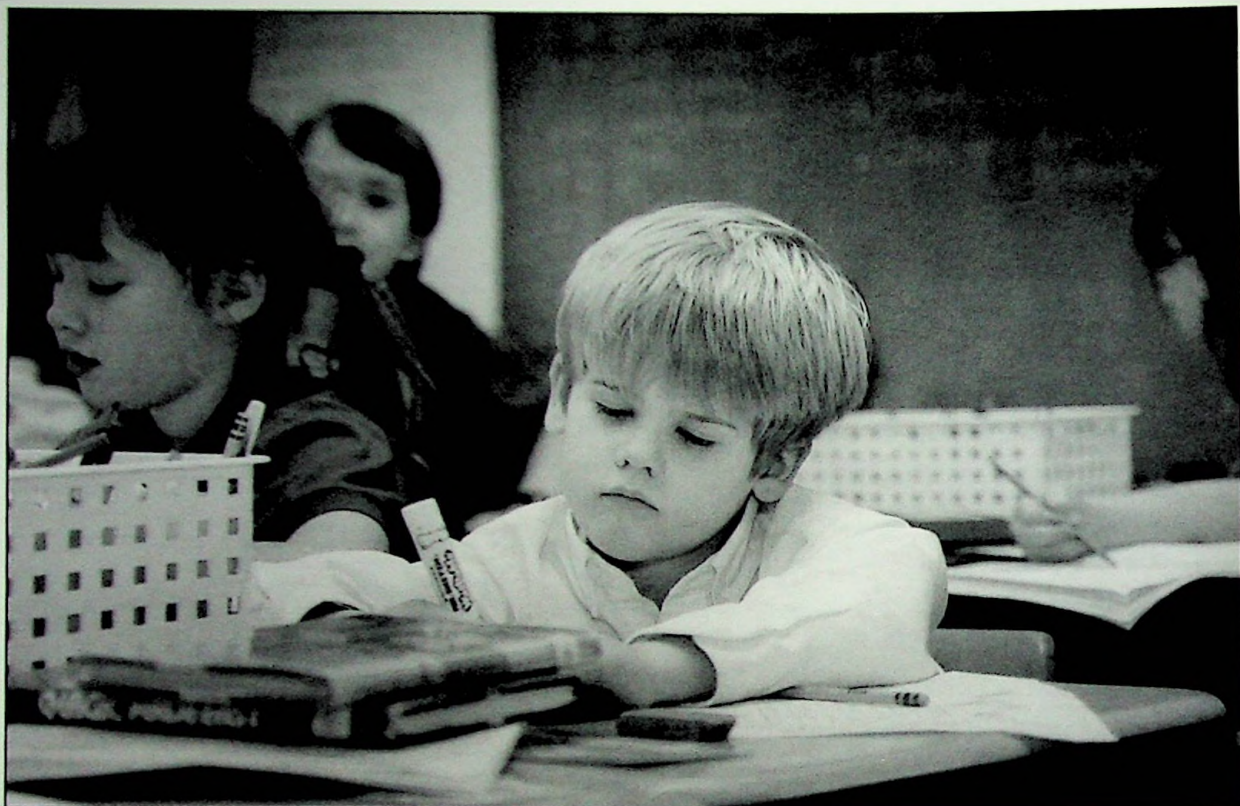
Discovery Challenge Recognition:

Alex Barnes
Michael Coulter
Rob Davenport
Holly Flack
Addison Van Hatcher
Ryna Karnik
Dan Lakin
Stewart Lawson
John McLellan
Tucker Page
Stephanie Phillips
Jacob Reisberg
John Robinson
Tommy Saiget
Meriwether Snipes
Tope Sosanya
Jessie Sunshine
Bill Thanhauser

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CURRICULUM UPDATE



▲ First grader Tree Palmedo works on a writing project as part of the reading curriculum.

In May 1999, the OES Strategic Plan Curriculum Committee presented its report to the Board of Trustees. The report was the culmination of a year of research and discussion by the members of the committee, which included faculty, parents, administrators, trustees, alumni and an Upper School student.

One result of the research was the creation of an ongoing, all-school curriculum committee. This committee will serve as facilitators to:

- Map the curriculum from pre-kindergarten through grade 12.

- Analyze, review and improve the curriculum on an annual or biennial basis, seeking consistency, continuity and balance.

- Address issues of technology and Oregon education law.

This committee has been hard at work since last summer planning for the recommended curriculum mapping and review.

Curriculum mapping is a procedure for collecting data about our curriculum that includes content, skills and assessment for every grade and subject. The process allows each teacher to present an overview of what students will learn during

the year. Curriculum mapping is a very useful tool for creating a big picture for curriculum evaluation.

The process addresses the many challenges of communication within and across divisions of the school. It provides realistic, current information about the curriculum which is essential for effective decision making at every level.

Curriculum mapping allows us to edit, review, validate and develop curriculum and assessment with confidence and in context. Teachers and committees in every division can use the overview of current curriculum to build on previous years with more authenticity than

is currently possible. They will be able to make cogent decisions because they will have accurate information about what is being taught across the grades.

A curriculum map also can be used to align our curriculum with any standards we choose to create or adopt, such as the State of Oregon standards or those of various academic discipline organizations.

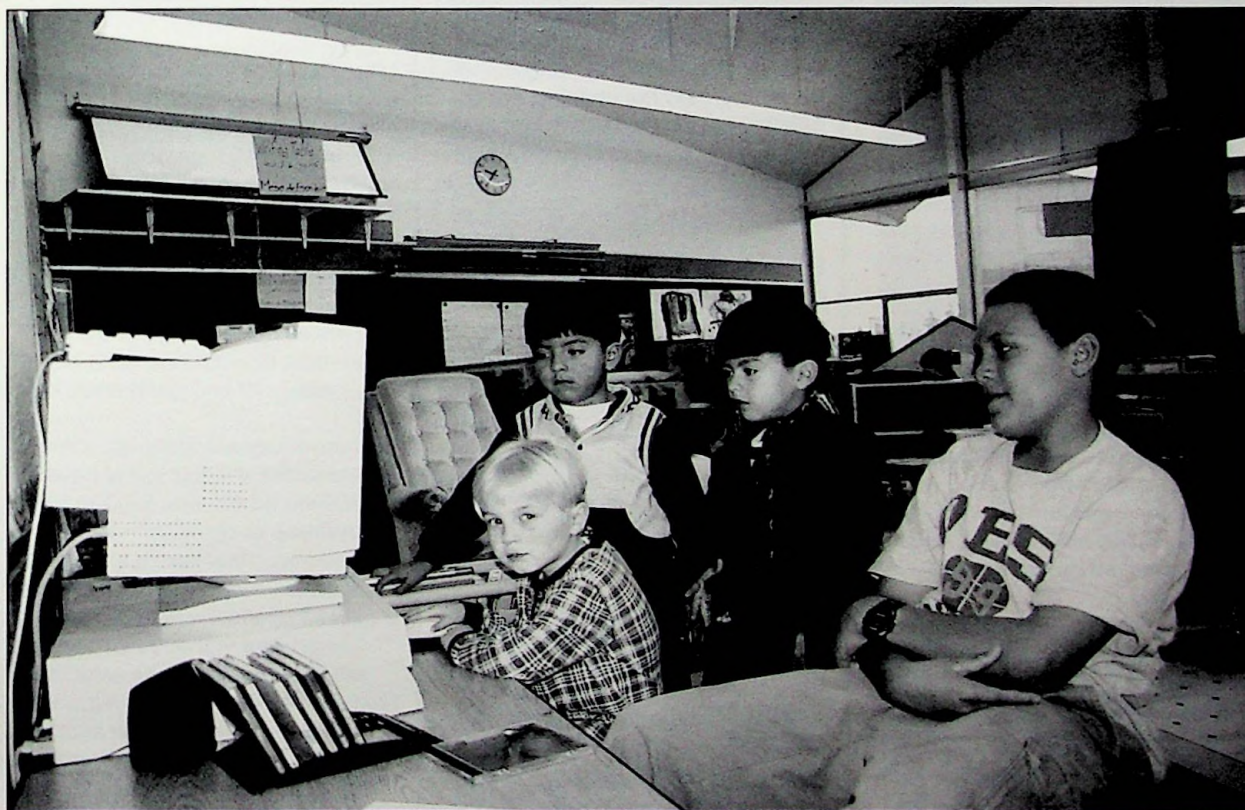
Since September, every teacher has drafted a curriculum map for each subject he or she teaches.

This information has been entered in a large database, which allows immediate, school-wide access to the data as well as analytical and sorting capabilities. The database will allow us to zoom in on a specific curriculum at any grade level or pull back for a wide-angle view.

In addition to the database, the mapping process will produce a curriculum summary document written for parents and students. All members of the community will be welcome to consult both versions.

Paper copies are being distributed for the first stage of the editing process. Soon the database will be available on more campus computers and we will begin the process of reading the maps across the grades. We expect the first draft of the curriculum map to be completed this summer, with the summary document completed during the 2000-01 school year.

— Sidney Gold
*Head of Lower School and
Curriculum Committee Chair*



▲ *Tope Sosanya, eighth grade, works with students at Vose Elementary as part of his service learning.*

Writing Program in Lower School

Learning to write is an ongoing process at OES. The success of the writing program becomes more and more visible as Lower School writers move on to Middle School and Upper School. They take with them the ability to express themselves as writers, thanks to the efforts and outstanding work of the Lower School writing program.

At the Lower School level, writing is taught in an organized and sequential manner. The underlying belief is that children want to write and given the proper tools, all children can become good writers. From the day they learn to hold a pencil or a crayon in their hands, children want to communicate effectively. Learning to write their names or the alphabet and practicing spelling and grammar are the first steps leading to a more focused writing process. Such a process allows young children to write their ideas, feelings and thoughts with clarity and fluency.

"This is a picture of when we were at the wetlands," writes one kindergartner. Another student studying shapes concluded: "I learned a lot about diamonds and pumpkins. You can cut paper diamonds in half and you can make stories out of paper pumpkins."

Given the opportunity, kindergartners can write stories about everything. The complexity of written thought from four and five year-olds supports a deeply ingrained belief at OES: when given the latitude and skills, children will write to inspire,

reflect and mature. Of course, in kindergarten, innovative spelling is accepted and welcomed as a stepping stone to creative writing. The kindergarten writing experience also introduces children to the concepts of editing and revision. Teachers use images and symbols to encourage kindergartners to improve a sentence or paragraph. Toward the end of the year, the young writers go through a formal process. They construct a few ideas, explain what they like about their writing and what they wish they could do differently. The process is called "Two Stars and A Wish."

"I like this because the d's didn't trick me," one little girl wrote. "I like it because it is to my mom. I like writing letters. I made a question mark. They are very fun!"

"We see them as writers and immerse them in good examples of literature," said Jean Patsis, a language arts specialist in the Lower School. She says OES establishes parameters so the children see a purpose and have a standard to go by. "Having a purpose and motivation for writing encourages students to do their best," she said.

By the time students enter first grade, they are encouraged to write self-reflectively using their own voice and inspiration. By then, they have learned to revise and edit their own compositions.

"We focus on the basic writing process," Patsis said. "But once they learn that, we change the focus. We expand their understanding of new modes of expression—exposition, persuasion and report writing. We also challenge them to further their analytical skills."

In kindergarten, imaginative spelling opens the doors to the first written stories and compositions. In first grade, however, any student work that is published in the Lower School halls or student books requires standard spelling and grammar.

In Lower School, having written work published is very important. Language arts studies in the 1980s

and 1990s show that children benefit from having their work published. Publication provides children with a sense of validity and pride, the same feelings they craved by creating chalk or crayon drawings before they knew how to write. Publishing in the Lower School builds confidence and boosts the knowledge of those reading the work. Sharing information with each other via their published work provides a sense of camaraderie and understanding.

Writing is integrated throughout the curriculum of the Lower School. Students practice their writing skills in their other classes. By the third and fourth grades, Lower School writers become more aware of sentence structure and styles of writing. Their understanding of poetic and creative writing sharpens. Editing and revision become expanded processes of self-reflection and writing analysis.

Ultimately, the process teaches children to be independent students, able to assess their own progress and reflect on future goals with sophistication of thought and an authentic purpose.

— Mariana Alexander
Development Office

"I, Richard Westlund, being of feeble mind and food-poisoned body, hereby and henceforth will the following to the following: To Chuck Reynolds, a two by two collage of all the H.D.L. problems he's done this year (size inversely proportional to material available). To Mark Workman, the eight dollars I owe him for our pool games..."
— Bishop Dagwell Hall, Yearbook, 1969

Family History

The year was 1969, the times, tumultuous. With the deaths of Robert Kennedy Jr. and Martin Luther King Jr. in 1968, and the Vietnam War escalating, the future was uncertain.

Back in Portland, two schools, Bishop Dagwell Hall (for boys) and Saint Helen's Hall (for girls) spent a second year sharing what is today the OES campus. Among the graduates were Chuck Reynolds, Mark Workman and Richard Westlund. Their activities were varied: Chuck was the senior class president and newspaper editor; Mark played intramural football, golf, and basketball; and Richard was junior class president and participated in varsity track and field. As we can see by Richard's "last will and testament," the three had some fun together at BDH.

Jump ahead 31 years to the future. Look at the graduation list for June 2000. What names do you see? Reynolds, Workman, Westlund. These three BDH graduates are now current OES parents and each has a graduating student this year.

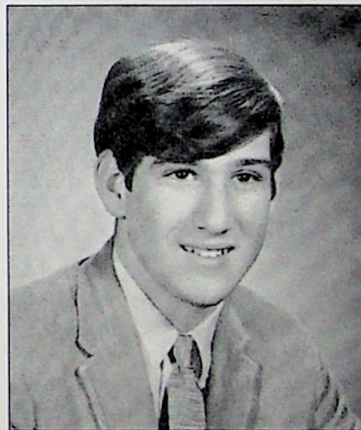
Chuck's daughter Margaret has followed in her father's footsteps by going to OES and will be continuing the tradition by going to Stanford, her father's alma mater. Jennifer will be going to the University of Puget Sound and John will attend Linfield College. All three say they have heard tales about the antics of the BDH boys, including one story about two boys who mailed themselves in a box to the girls dorm. These students and their parents remain active in the school community.

Despite the changes in the name of the school, the Reynolds, Workman and Westlund families have remained committed. Who knows what we might see when we look at the graduation list for the class of 2031?

1969



▲ *Mark Workman '69*



▲ *Richard Westlund '69*

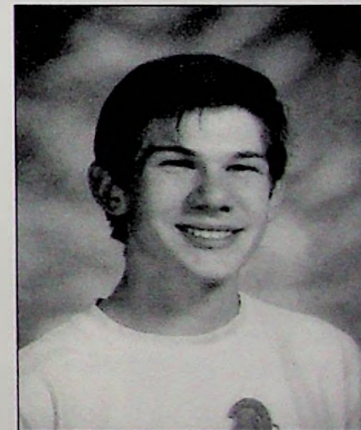


▲ *Chuck Reynolds '69*

2000



▲ *Jennifer Workman '00*



▲ *John Westlund '00*



▲ *Margaret Reynolds '00*

Focus on Endowment

As part of an ongoing initiative to strengthen the school's endowment fund, the Development Office recently published a handbook titled, *Foundation for the Future*. The handbook provides an overview of the current state of the endowment, explains how the funds are used and encourages additional gifts. The following is a brief excerpt.

Bishop Dagwell predicted that once the school secured "the necessary means for a beginning...it will be self-sustaining."

The future of Oregon Episcopal School is inextricably bound to the size, management and continuing growth of its endowment. Only through a strong endowment can the school continue its innovative programs, recruit and retain excellent faculty and students and build and maintain modern facilities.

At Oregon Episcopal School, general endowment funds nourish the day-to-day quality of education, help moderate tuition increases and increase the long-term viability of the institution.

The endowment is the foundation upon which all school operations rest. The endowment is invested capital that generates funds, in perpetuity, to support Oregon Episcopal School. The school spends only part of the earnings of the endowment; the rest is reinvested to protect the principal against inflation. This ensures the buying power of the endowment will remain constant and increase over time. The school's ability to remain faithful to its mission



▲ *Second grader Jane Whitmore reflects on an exhibit of Oregon Episcopal School's history.*

decade after decade flows from the strength of its endowment.

The importance of the endowment cannot be emphasized enough. Tuition covers only a portion of what it actually costs to educate students. Endowment income fills the gap between what an excellent education costs and what the school can reasonably charge. If Oregon Episcopal School is to remain a leader among schools, additional support for the endowment is needed.

The school uses endowment income to support three principal areas:

- Financial aid
- Program development and enrichment
- Faculty compensation and continuing education

More than 40 named endowments have been established by individual donors in support of one of these three areas. Donors can make a gift of any size to existing endowment funds or create a new named endowment fund. The new fund may be named for the donor or others the donor wishes to honor.

Gifts make it possible to maintain excellence at all levels within the school, and will make an important difference in the quality of education over time. People who make gifts to the Oregon Episcopal School Endowment are honoring the school's history and are dedicated to its future.

Learn more about building the Foundation for the Future by calling the OES Development Office and speaking to Monica Brisk, Director of Capital Gifts at (503)768-3179.

In Touch With OES

The Bishop Benjamin Wistar Morris
Distinguished Alumni Award



The Bishop Benjamin Wistar Morris Distinguished Alumni Award recognizes Oregon Episcopal School, St. Helen's 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.

Eleanor Poorman Hamilton, class of 1926, has most certainly achieved significant success in her professional career and made outstanding contributions to her communities. After graduation from St. Helen's Hall, she received a B.A. in psychology from University of Oregon. She later earned her M.A. and Ph.D. from Columbia University in counseling and marriage and family life. She has had a long and distinguished career as a certified sex therapist and marriage counselor. Early in her career, in the 1940s and '50s, Eleanor and her husband took in



► Eleanor Hamilton
'26, Distinguished
Alumni of the Year.

unwed, pregnant women, assisting them with adoption arrangements and helping other women gain access to contraceptives—all while raising four children of their own.

In the '60s, Eleanor began counseling and writing articles for *Modern Bride* magazine, helping educate women and men about sexuality. Throughout her career, she has written and published several books, among them *Partners in Love*, *Sex Before Marriage*, *New Approaches in Intimacy* and *Sex, with Love*. She also has been socially active, advocating the right of free speech, protecting the environment and promoting greater understanding of sexuality.

More recently, Eleanor's work has focused on aging and sexuality. At age 90, she writes a weekly column titled "Living and Loving" which appears in the *Point Reyes Light*, a community newspaper in Northern California, and she offers her counseling services in Portland, Oregon. Today, this outstanding graduate of the class of 1926 continues to challenge our understanding of sexuality and our tolerance of each other.

Of her years at St. Helen's Hall, Eleanor recalls Sister Alice Ursula as her favorite teacher. "She was alive, vital, enthusiastic and imbued with the joy of life," she said. "I was blessed with great teachers who took an interest in me."

Eleanor could not have more accurately described herself, and the OES, SHH and BDH alumni are certainly blessed with an alumna who continues to take such interest the school and the larger community. OES is honored to present Eleanor Poorman Hamilton with this award.

Alumni Notes

1920s

Elizabeth Hawkins Custer '28 lives in Rye, New York and is involved in efforts to get public and private funding for mental health—brain and biological research—as well as other civic projects. She plays tennis two to three times a week and reads history and biography books.

1930s

Elyse West Clark '32 is living in Portland. She writes that she is simply "looking forward to 2002 to see what 70 years have done!"

Betty Barr Patrick '33 is living in Charbonneau, Oregon. She is a retired history professor from Pine Manor College in Chestnut Hill, Massachusetts. She has one daughter who is a psychiatric social worker and a grandson who is a freshman at Union College in Schenectady, New York.

Doreen Plympton Strong '33 is living in Portland and is a member of the Library Committee as well as the Town Club of Conservation at the Portland Garden Club. She is also on the decorating committee of the Racquet Club. An avid flower lover, she is a judge of flower arranging for the Garden Club of America. "I have four children: Molly Bowman, active at the Portland Garden Club; Linden Bowman, a lawyer retired in Friday Harbor of the San Juan Islands; Maude Bowman, a real estate agent with Windermere and John Bowman, President of John L. Bowman Co., commercial real estate."

Elizabeth Jorgensen Watkins '34 is living in Pacific Grove, California with her husband, Henry. She is excited about finding a subject for a new biography she plans to start this year. She and her husband celebrated Thanksgiving at the University Club in Portland with their daughter and

her family. To celebrate Christmas '99, Elizabeth and Henry went to France. "Life is still exciting! Retirement years have been the best!"

Margaret Smith Dietrich '36 is living in Portland. She spent a wonderful year with her husband Howard taking several trips and enjoying time with their families.

Jane Logan Edwards '36 JC lives in Loomis, California. She moved there recently from the Nevada desert, as she prefers the milder California climate and changing seasons.

Jane Lenore Reith Simpson '39 is retired and volunteering at a thrift store three days a week. She lives in Newberg, Oregon.

Betty Doris Kirk Duncan '39 recently moved to Lincoln City, Oregon to be closer to friends. She is looking forward to volunteer work, figuring out her computer, playing, reading and relaxing.

Nadine Thomas MacLean '39 lives in Tualatin, Oregon and wrote *It's a Whale of a Tale* published by Dorrance Publishing Co, Inc. in May 1999. The book highlights some of her years at St. Helen's Hall. It is available through Amazon.com.

1940s

Virginia Burdick Leach '40 lives in Reedsport, Oregon where she volunteers for the Family Resource Center. She is also a genealogy reference for Early Oregon Research. She has five grandchildren (four girls and a boy) ages eight to 12.

Charmian Kolar Hilleary '42 lives in a retirement community in the foothills near Stanford. She and her husband Lang attend a small Episcopal Church close to their home. They continue to travel. Last summer they went to Antarctica.

Eleanor Coles Wyatt '43 lives in Santa Barbara, California. She mentioned that she recently moved into a condo and is enjoying a new feeling of freedom.



▲ Mrs. Beatrice Thurston Paget, class of 1915, ushering in the new millennium on New Year's Eve, 1999.



▲ (Left to right) Norma Adele Kennedy Richardson '47, Dr. Mary Lynne, Sybel Kennedy Specht '38, Sally Reed Stout '30, Muriel Gabriel Heltzel '30, Marilyn Drinkward Rhee '88.

Betsy Parker Belles '44 lives in Portland and poignantly reflects: "Nothing new, just older with an ever-increasing appreciation for life's wonders and potentialities, often exceeding what the pressured hustle and materialism of our electronic culture reflects. I'm heartsick to keep losing (usually to cancer) so many long-term close friends younger than I am, and so feel more committed to engage in meaningful volunteer work, balanced by the refreshment of quiet solitude! Life speeds by ever so quickly; seize the moment indeed."

Gloria Jokstad Jones '44 lives in Pacific Palisades, California. She writes that she's enthused with her traveling, volunteering and the pleasures of visiting her grandchildren.

Katherine Joslin Jones '45 JC lives in Portland and keeps up with the ever-changing times. Katherine, who is 71, writes that after nine years as a oil and watercolor painter, she decided to change careers. She now concentrates on writing, mainly poetry.

Mary Snellstrom Balzhiser '45 lives in Eugene, Oregon. She writes to us when she is not busy with the

gift shop operations at the Base Area #2 Hospiral Guild, the Oregon Genealogical Society and Mt. Pisgah Arboretum. After 47 years under the same roof, she moved to a new home three years ago, where she plans to garden and get to know her new neighbors.

Amarylis Lilles Powell '49 lives in Salem, Oregon and works as the Citizen's Representative Assistant for Gov. Kitzhaber. She has five grandchildren.

Bonnie Dunbar Hahn '49 is living in Nome, Alaska when she isn't cruising on the sailboat Belvedere. This past summer she journeyed up the coast of Nova Scotia, then on to the top of Labrador, followed by a peaceful sail to Resolution Island. After that, she said that reaching Nanuk Harbor at Baffin Island felt magnificent. "Saw many whales, seals and 22 polar bears—some swam out to our boat at anchor," Bonnie wrote. "Saw huge icebergs, beautiful fjords, the oldest land and mountains in the world—billions of years old—700 miles from civilization!" All this after attending the St. Helens Hall class of 1949 50th reunion last June.

1950s

Caroline Kuhn Meehan '51 is living in Mount Airy, North Carolina. "I am doing the slash, burn and poison routine for breast cancer," she wrote. Caroline finished chemotherapy and started radiation. "Life goes on," she continued. "There is still joy! Family visits, grandchildren, good books and a wonderfully supportive husband. Carl has been with me every step of the way... I don't know how good the prognosis is but have had such a great run. Saludos, Caroline."

Carolyn Bowles Geiger '55 lives in Newport, Oregon and enjoys the beauty of the ocean views. She is looking forward to the next reunion.

Virginia Euwer Wolff '55 is living in Oregon City. This year she joined the OES delegation in her very first Race for the Cure. She writes, "It was, of course, such a heartening and moving experience, and I hope to walk it again and again. Inviting alumnae was such a friendly idea!"

Meridel Prideaux '59 lives in Portland and is the president of Prideaux Group Inc. Marketing Communications. She is a board member of the Oregon Visitors Association in Portland and Young

Audiences Inc, with a national board headquartered in New York. She travels all over the world each year.

1960s

Lynn Furlong Cunningham '60 lives in Cross Junction, Virginia. She writes: "I would love to get in touch with Julie Mack Foland, Carol Pope Carney and others from the class of 1960...Thanks!" Send e-mail and addresses to cunndav@visuallink.com.

Alice Martin Larsen '63 lives in Mesa, Arizona. Alice graduated from OHSU with a bachelor's degree in nursing in 1991. She writes: "Widowed 1991. Remarried 1992. Moved to AZ in 1993. Working as a heart bypass recovery RN in Mesa, AZ. One granddaughter. Would love to hear from classmates!"

Holly Pittman '66 lives in Philadelphia, Pennsylvania where she teaches Ancient Near Eastern Art and Architecture as an associate professor at the University of Pennsylvania. She is currently doing excavation work in Turkey and Syria. Feel free to visit her on the Web at: www.ccat.sas.upenn.edu/arth/hp/hpittman.html.

1970s

Andrew Dappen '72 recently moved to Wenatchee, Washington, primarily "to escape the rain and the crowds in Seattle." Andrew, his wife and two daughters (ages 7 and 11) are enjoying the new location. "We are looking forward to more opportunities to enjoy the outdoors, which is right in our backyard," he writes.

Martha A. Dorrell '73 lives in Portland and writes that she is enjoying her job at Acumed. "We are growing very fast," she says. "The medical industry is constantly changing. Hello to the class of 1973!"

Janet Buck '73 lives in Medford, Oregon with her husband. In April her poetry was featured in an interna-

tional exhibit, "One Heart, One World," at the United Nations building in New York City. Her poem, *Acrylic Thighs*, is translated into five languages and will be paired with original artwork to travel to France, Australia, Vietnam, Brazil and Japan. She has also received the H.G. Wells Award for Literary Excellence and went on a brief reading tour in California and Texas.

Autumn Alexander Skeen '74 was a leader in the lobbying effort in Washington, asking lawmakers for a law to require parents to put their young children in booster seats.

Anton's Law (named after Autumn's son who died in 1996 in a rollover accident after slipping out of a buckled seat belt) is the first and most comprehensive law of this type, setting standards for buckling up children in booster seats based on their age and weight.

Brent Erensel '74 lives in New York City and is a Latin bank analyst at Deutsche Bank. He and his wife Nina have three children, Pierce, Hunter and 3-year-old Esme. Brent and his family attended Reunion 1999.



▲ Janet Buck '73.



▲ Mary Lee Goldsmith '85.

Ellen Montague '75 lives in Anchorage, Alaska where she is the director of community education for the Anchorage school district and a massage therapist.

Maryam Feiz '78 lives in Tehran, Iran and would really enjoy hearing from her friends. She says hello to everyone. Contact her at M.Feiz@accir.com.

Kevin Kraft '79 married Mary Cavendish on May 29, 1999. On November 29, 1999, their first son, Andrew Leonard Kraft, was born.

1980s

Tammy Wang '81 lives in Taipei, Taiwan. Contact her at: pandora@rpts4.seed.net.tw.

Jeffrey A. Cornell '82 lives in Dhahran, Saudi Arabia where he teaches "in a school system that serves the oil company's expatriate community in Dhahran." He has lived in Dhahran since 1992 with his wife Maria and their two children, Alex (7) and Tess (5). Contact him at: cornellos@hotmail.com.



▲ *Darinka Mombiela Musella '85 and family.*

Lee Picullell '84 received his Ph.D. in immunology from the University of Washington School of Medicine in 1997. In 1999 he finished his medical residency at University of Washington Hospital in Seattle. He is presently teaching at the University of Washington.

Scott van Blarcom '84 is working in Portland as an actuary.

Jennifer Trudeau Graylands '84 lives in Seaside, Oregon. She writes: "I was accepted this spring to the first computer mediated RN-BSN program at OHSU, so I will be busily sweating away at my computer at all hours of the day and night to get my bachelor's in nursing so that I can go on to a midwifery program. How do I like being in school? Aahhhhhhh!!!"

Tyson E. Storch '85 lives in Portland. Last summer he married Melissa Shields, a law student, and they traveled to Beijing, China for a commercial arbitration. He works for CNF Transportation Inc. in the technology-licensing department. He joined the OES alumni board this year.

David M. Natt '85 lives in Longview, Washington and wrote: "Kristen and I had our first child, Sydney Paige Natt, born 01/01/00... I run my own business in manage-

ment and consulting. '85, has it been 15 years?"

Darinka Mombiela Musella '85 lives in Guatemala City, Guatemala. She and her husband Giovanni came to OES for a visit in March. Darinka says, "I have been married since February 1991. We have four kids and own a pizza place called Pizzoria Vesuvio, which is famous in Guatemala because we use wood ovens to cook the pizza like original Italian pizza. My husband works for a Telecom company and I'm in charge of my home, my kids and my husband. I'm still playing tennis and I became a painter. I would love for people to come and visit and stay with me—it is a beautiful city!" Darinka's email is: gmusela@infovia.com.gr.

W. Bart Lematta '86 moved to Lincoln City, Oregon where he is building his new home in Neskowin. He has a studio located in the Marketplace at Salishan where people can come in and paint their own ceramics. He is also actively making fused glass artwork. "I am having a lot of fun," he concludes. "Wish you were here."

Sara Palmer Grode '86 lives in Mill Creek, Washington with her husband Dennis and their new son, Caleb. After practicing dental hygiene for nine years, Sara now stays

home with Caleb. "We stay busy traveling and teaching a Bible study group for young singles at church," she says.

Chelsea Emery '87 graduated from Columbia University with a masters in international affairs and continues to live in New York City. She wrote soon after her 30th birthday: "It's been a huge year! Much to my surprise, Bloomberg News hired me as a stock market reporter. Watch for me on Bloomberg TV in the mornings!" In her postscript, Chelsea mentions spending time on her birthday with Kate Marble '87. Kate is living in Baltimore with her husband Dennis. They were expecting a child in December.

Bobby Lee '88 is living in Eugene, Oregon, where he is serving on the Eugene City Council representing the University of Oregon and downtown Eugene district. He is also working as executive director for the non-profit organization Lane Business Education Compact, which works on education reform efforts in Oregon. His brother, Billy Lee '89, moved from Portland to San Diego.

Christopher Lashbaugh Hall '88 is living in Standish, Maine beside a lake inhabited with loons, where he enjoys running and backpacking. "Too many bears!" he writes. Chris is finishing pediatric residency at Maine Medical Center in Portland, Maine. This summer he is debating whether to move back to Oregon or stay in the New England area.

Mary Waite Garvey '89 lives in Pacific Palisades, California with her husband George and their new son, Henry (Harry) Francis Garvey, born on September 29, 1999.

Jon Geffen '89 lives in Jefferson City, Missouri with his wife and their 1-year-old baby girl, Anna. He is happy to have graduated from medical school in June, 1999. He started his residency in physical medicine and rehabilitation at University of Missouri. "All my best to OESians everywhere and GO BLAZERS!" he writes.



1990s

John Herlocker '90 lives in New Brighton, Minnesota and finished his Ph.D. in computer science at the University of Minnesota in June of 1999.

Russel Robert Beutler '90 lives in Provo, Utah, where he married Lisa Michelle Fry on February 18, 2000. Celebrations in their honor were held in Lake Oswego, Oregon on March 11 and in Geneva, Switzerland on March 25, 2000. In 1998 Russel worked in Switzerland.

Molly Nakayama '90 lives in Karlsruhe, Germany and is planning to join the class of 1990 for Reunion 2000 on June 10. She hopes to see you all there!

Tomoko Kyuzaki '91 married Reiji Fukai in April 1999. They both study at Thunderbird, the American Graduate School of International Management.

Andrew J. Schlueter '91 lives in Evanston, Illinois with his wife Shannon K. Stevens. They married in Milwaukee, Wisconsin, on September 5, 1999. The Reverend Roy Coulter from St. John the Baptist Parish performed the ceremony. Andrew is a full-time student at DePaul University's School of Computer Science,

Telecommunications and Information Systems in downtown Chicago. He is pursuing a master's degree of science in e-commerce. His wife Shannon is a Chicago attorney.

Shannon Lauryl Dooley '92 married Jeffrey Wallace Swanson on July 17, 1999. They live in Boulder, Colorado.

Korena Saunby '92 lives in west Los Angeles, California. She attends Cal State University and will graduate with a master's degree in June 2000.

Niccolo C. Starace '92 lives in London, England, where he has recently moved from Milan, Italy. He works for Ferrero and would love to hear from the class of 1992 at: nstarace@ferrero.co.uk.

Britta J. Mauritz '94 moved to Charlestown, Massachusetts from Portland, Oregon. She graduated from Gettysburg College in 1998 and owns her own business. On September 2, 2000, Britta is getting married to Jeremy Knapman, a Boston native, in St. John the Baptist Chapel at OES.

Joann Bennington '94 is living in Seattle, Washington with her sister Sherill Bennington '91. Joann works for a marble and tile company.

Jo-Anne Landry '94 graduated from Boston College in May 1999. She is currently a Jesuit Volunteer in Seattle. Her volunteer placement is at L'Arche, a residential community where developmentally disabled and non-disabled adults live together. She will be attending Loyola-Stritch Medical School this fall.

Adriane L. Thornton '95 moved to Portland after graduating cum laude from Tufts University in May 1999 with a double major in English and American studies. While at Tufts, Adriane spent an adventurous semester trekking through Costa Rica's tropical forest and studying. Adriane is currently working at the Portland Oregon Visitors Association in the convention services department.

Ceara Carder '95 moved to Los Angeles, California after graduating cum laude from Mount Holyoke in the spring of 1999 with a bachelor of arts degree in psychology. She also completed a minor in romance languages and literature and was inducted into Psi Chi, the national honors society in psychology. After completing graduate work at Smith College School of Social Work in Northampton, Massachusetts, she started interning in the Los Angeles area.



◀ *Tara Sorensen '92 married Troy Witt on August 21, 1999 with a cast of OES students and graduates. (Left to right) Dalton Van Hatcher (current student), Aubray Merdalo '92, Addison Van Hatcher (current student), Kris Van Hatcher '70, Tara Sorensen '92, Franklin Dyer '90, Ron Sorensen '92, Vassar Byrd '79, Ina Hunt '90, Traci Sorensen (attended late '80s), and Melissa Sorensen (attended late '80s).*

Kelli Rossi '95 lives in southern California where she works as a graphic designer for Quest Advertising. She graduated from Southern Oregon University with a bachelor's degree in art.

Chris Pate '95 returned to the United States from South America. Upon his arrival, he was commissioned in the United States Marine Corps. The last time he wrote us he was waiting for his next duty station outside Washington D.C. and was training for his first Ironman triathlon.

Cassara Langdale '95 graduated from Pitzer College with honors, earning a degree in psychology. She writes: "I now have a job with SCORE! a supplementary educational program that tutors children. I am presently living in southern California."

Sadia Zainab Azhar '95 graduated from Reed College with a bachelor of arts upon presenting her thesis to Reed's department of biology on May 17, 1999. Her thesis was a study on "The Effects of Insulin and Epidermal Growth Factor on Nitrogen Activated Protein Kinase and Proliferation in Normal and Cancerous Gastric Cells."

Woodruff J. English '95 graduated from Bates College with a bachelor of

arts in political science. While at Bates, he was a dean's list student and participated in a 1998 Ladd Internship program at Peoples Heritage Bank in Portland, Maine. He is now sharing an apartment with Dan Drinkward '95 in Portland, Oregon. Dan is working as a project engineer for Hoffman Construction.

Margaret Stearns '95 lives in China where she teaches English. She graduated from Mount Holyoke in the spring of 1999 and returned to Portland briefly during the summer.

Evan P. Seifert '96 lives in Northfield, Minnesota where he is a junior studying psychology at Carleton College. He sings in Carleton's a cappella group, The Carleton Singing Knights. In March 2000 Evan and the other Carleton Knights made an appearance in the Portland area.

Cathy T. Huynh '96 lives in Walla Walla, Washington while attending Whitman College as a senior studying anthropology and history. She is interning for the Whitman admissions office and is hoping to find a similar job when she graduates in May 2000.

Louise Osborne '96 lives in Philadelphia, Pennsylvania where she attends The University of the Arts, studying printmaking and book arts.

She participated in the Young Alumni Day at OES in January 2000.

Galena Kline '96 lives in Denver, Colorado and had this to share: "I will be graduating from University of Puget Sound in May, traveling in Scotland and Ireland for the summer and will begin a Ph.D. program in child clinical psychology in the fall at the University of Denver!"

Jordan Elliott '97 lives in Colorado Springs, Colorado where he is in his junior year of studies at Colorado College. He is majoring in religion and mathematics and is on the varsity basketball team.

Chawanee Dao Sophonpanich '97 lives in Boston, Massachusetts, where she is attending Wellesley College after returning from a quick Chinese study stint in Beijing.

Anne E. Warner '97 attends Bates College in Lewiston, Maine and is a dean's list junior studying religion. This year she is participating in the junior year abroad program and is studying in France and Nepal.

Angela Bevill '97 is in London, England immersed in a foreign study program sponsored by the Institute for the International Education of Students. She will be returning to Whitman College in Walla Walla, Washington.

Masakazu Kobayashi '97 writes to us from Japan: "A hello from an exile. I was shipped to Japan as a heavy weight package in the FedEx wooden box after my graduation from OES. Now I go to a four-year college in Japan and satisfy and nurture my vanity to be just a college student. An important notice: Please e-mail me at: masakazuk12@hotmail.com if you are interested to know what kind of heretic I have become. I will write you back. Carpe Diem."

Sarah Pope '98 is living in Brunswick, Maine and attending Bowdoin College. She immersed herself in Pitzer College's foreign studies program and will be in Nepal for a semester.

Felicity Shoulders '98 transferred to Case Western in Cleveland, Ohio after finishing her freshman year at the University of Chicago.

Will Anton '98 lives in Lewisburg, Pennsylvania where he attends Bucknell University. He is on the dean's list of students.

Gabe Levin '98 lives in Chicago, Illinois and attends the University of Chicago. Our notes indicate Gabe has trekked the African continent, climbed Mt. Kilimanjaro and swam with dolphins while he spent six months in Kenya, Tanzania and Zanzibar. He also studied in Israel, Jordan and Egypt and celebrated Ramadan with an Omani family on a small island. Rumor has it he also traveled to Eastern Europe.

Piper Iles '99 is attending Davidson College in Davidson, North Carolina. She sings for the youth choir of the Oregon Bach Festival with Anton Armstrong.

Jordan Fink '99 did very well at Warren Wilson College in Asheville, North Carolina. He is involved in school projects and agricultural, architectural and cultural activities around campus. Jordan will be transferring to Evergreen next fall.

IN MEMORIAM

Marian Jenkins '20
July 10, 1999

Ruth Jenkins '20
July 28, 1999

Lee Luders Ebersole '23
Mrs. Ebersole was Senator Hatfield's secretary for 34 years. She retired in 1986.
August 26, 1999

Anne Wentworth Richards '23
February 1, 2000

Phoebe Greenman Burrow '30
July 7, 1999

Katharine O'Reilly '30
October 26, 1999

Jane Myers Armentrout '32
St. Helens Hall, former staff
June 24, 1999

Dorothy Hill Van Buren '34
July 28, 1999

Mary Richards '35 JC
February 1, 2000

Melba Riopelle Winston '35
March 27, 1999

Maryetta Knight Devereaux '38 JC
December 9, 1999

Ruth Ogburn Silides '38
August 9, 1999

Caroline Haskins Hargis '40
June 1, 1999

Betty Sternberg Huycke '42 JC
September 1, 1999

Edward Casey
Grandparent
March 28, 2000

Howard Evans
Grandparent
March 9, 2000

Cy Fanning
Friend
August 4, 1999

Marguerite Gaffrey Hawkins
St. Helens Hall
January 14, 2000

MaryLou Longfield
Grandparent
December 21, 1999

Monford Orloff
Grandparent
February 13, 2000

Lisa Stevens
Past parent
September 9, 1999

Edith Sullivan
Past parent, former trustee
September 8, 1999

Earth Day 2000

▼ *Middle Schoolers Alexandra Barnes and Claire Longfield work on their Earth Day art project.*



On April 5 and 6, the Middle School celebrated Earth Day 2000 under the careful planning and guidance of teachers Elaine Bartsch, Brad Baugher, Angela Hancock, Toni Holmberg and Steve Brennan. The days centered on activities intended to give students an appreciation and awareness of the environment.

Three half-day activities were planned. In one session, students helped restore a portion of the Fanno Creek watershed by planting and protecting trees and removing invader species such as blackberries. To the surprise of many, the students thoroughly enjoyed tearing down the blackberry brambles, making way for other growth.

A second session was spent exploring the Willamette River from OMSI to Willamette Falls. The session included a presentation on the history of the Willamette, and a study of water quality issues and wildlife along the river. One group was lucky enough to spot a pair of nesting bald eagles.

The third half-day was spent working on art projects on the OES

campus. Students were introduced to the work of Andy Goldsworthy, well known for his nature sculptures. Sixth grade parent Fernanda D'Agostino, familiar with Goldsworthy's work, thought that creating nature sculptures would be a wonderful Earth Day project for students. She passed the idea on to Earth Day planners. Her husband, photographer Brian Foulkes, agreed to take pictures of the resulting artwork, seen here and on the cover. Sixth and seventh graders created nature sculptures à la Goldsworthy all over the OES campus. They explored Native American ideas about the earth and made dream catchers. Eighth graders began a three-year art project with guest artist, Lynn Takata. The students will create a thematic mosaic which will focus on the campus wetland environments. The resulting clay and tile pieces will be installed on the outside wall of the Middle School on Earth Day 2002.

The celebration of Earth Day in this varied curriculum makes for a wonderful experience for all involved, and students are looking forward to new activities next year.

S P R I N G
2 0 0 0

OREGON
EPISCOPAL
SCHOOL

Show & Tell



◀ Ed Honeycutt bids as wife Edmay anxiously looks on.



◀ Middle School parents Jan Cassidy and Kathleen Ames relax and enjoy the warm feel of the evening.



▶ Board members Leslie Workman and Matt Essieb compare notes on favorite auction items.



▲ Tammy Jo Jones is an expert "Vanna" as she displays the beautiful plates made by AASK students for the auction.



▲ Enjoying the festive atmosphere are board president Dick Alexander and wife Carilyn.



◀ Kay Brantley receives high praise from husband Marty and friend.



▲ Procurement Chair Teri Rosette and husband Jerry are all smiles as they wait to bid on their favorite oral auction item.

AUCTION REACHES NEW HIGH!

Palm Trees and South Seas came swaying into SPARC on March 4, 2000 to a sold-out crowd complete with flower leis, beautiful orchids and bidding. We offer many thanks to the auction co-chairs, Sharon Barnes and Susan Robinson, and auction coordinator Teresa Gall, for their efforts in putting together a great OES fundraiser. Under their leadership, the committee broke all records, netting approximately \$320,000 for faculty professional development, technology training, AASK (our English as a second language service project with Vose Elementary) and financial aid.

Bidding was ferocious during the live auction, as packages to New York, cooking classes, OES parking spaces, wine and many other one-of-a-kind items led to some friendly battles. The highlight of the evening, however, was the outpouring of support for financial aid. Nive Filipo, class of 1988, gave a moving speech about the positive impact of her financial aid-supported OES education. OES supporters gave an overwhelming \$54,195 toward this program, with Peter Stott and Julie Neupert-Stott matching an additional \$25,000.

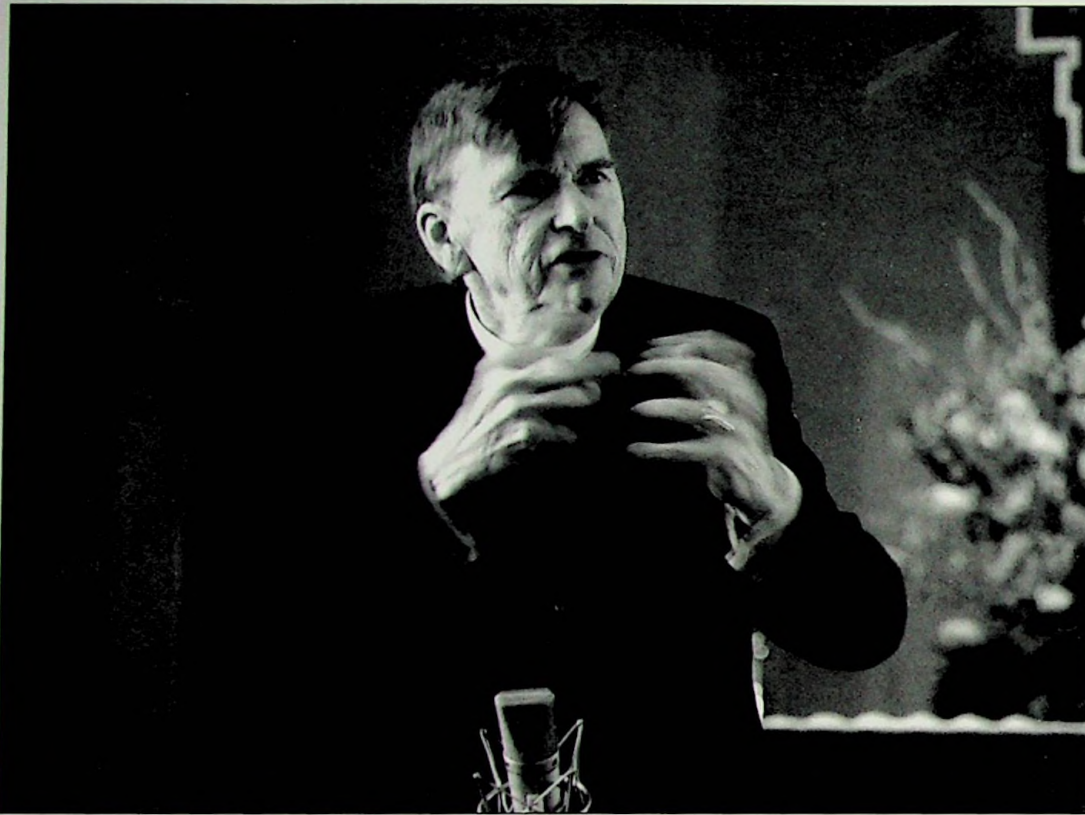


▲ Michelle Trumbo and Laurie Turney, both Lower School parents, enjoy a break from the fierce bidding.



► Auction chairs Sharon Barnes and Susan Robinson pose with a friend during the Palm Trees and South Seas fundraiser.

Show & Tell



BISHOP SPONG VISITS OES CAMPUS

◀ Bishop John Shelby Spong honored OES with a visit on January 20th, 2000. Recently retired as the bishop of the Diocese of Newark, he is now teaching and writing at Harvard University. A devoted Episcopalian, Bishop Spong has written several controversial books exploring and challenging church tradition. While on campus, Bishop Spong was filmed by CBS for "60 Minutes." The story on the bishop aired on May 21. Bishop Spong and his wife Christine enjoyed their time at OES, and have agreed to return in February 2001.

LOWER SCHOOL GIRL SCOUTS PROVIDE COMMUNITY SERVICE

► Lower Schooler Caitlin Donovan, along with her fellow Girl Scouts of Troop 1042, reads to a student from the Helping Hands Development Center. The girls provided an afternoon of art activities, reading and snacks to the center as part of their childcare badge. The girls also donated a percentage of the proceeds of their cookie sales to the daycare, and held a drive within their troop to collect educational materials for the center.





BUBBLE DAYS!

◀ The annual Bubble Days in the Lower School were again a big hit, thanks to the efforts of Jane Kenney-Norberg, Lower School teachers and parent volunteers. Here, third graders Avery Sills and Tricia Williams experiment with homemade and found bubble blowers. Bubble experiments are a regular part of the third grade science curriculum.



SOCCER CELEBRATION!

▲ Upper School soccer coaches Scott Sagar (far right) and Talab Alem (far left) celebrate the end of the season with members of their team. Pictured are the Junior Varsity team (in green), and the Varsity Team (in white).

OLD FRIENDS SHARE A SEAT

► Middle School student Yvonne Yamanaka and former teacher Eileen Preston enjoy the sunshine of the Middle School Sophonpanich Common. The bench was a gift made in honor of Mrs. Preston's years of service as a teacher at OES.



Show & Tell

E, I, E, I...OOOPS!

► *Cherie Yokota's kindergarten class prepares for its spring production of "E, I, E, I...Oops!" The musical production was performed for a standing-room only house of parents and friends.*



DORM STUDENTS AND PARENTS "DO THE ROPES"

◀ *Dorm students and parents pose at the beginning of the school year after completing the ropes course.*

A VISIT WITH SISTER MARGARET HELENA

► *Before coming to OES, new Upper School head Rob Brisk and his wife, Monica, visited with Sister Margaret Helena at the Community of St. John Baptist in Mendham, New Jersey. Sister Margaret Helena was an administrator, housemother and teacher at St. Helen's Hall from 1934-1944 and is an esteemed member of the OES community.*



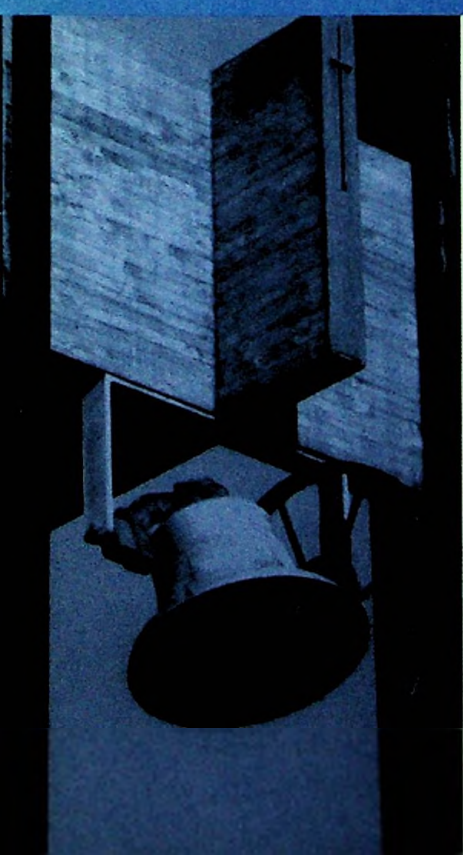


Foundation

for the
Future

Where there is a will...

- Less than 6 percent of American households include nonprofit organizations in their estate plans. Have you considered including OES and other important organizations in your will?
- About half of us do not leave a will. Preparing a will ensures that you decide on the distribution of the assets you worked a lifetime to build.
- Oregon Episcopal School's development staff will be happy to discuss ways you can give to OES while meeting your philanthropic and financial goals.



Join other members of the community who are helping to secure the OES
Foundation for the Future.

People like Lower School teacher Lou Paff (pictured above)
and his wife Lynn have provided for OES in their wills.

It is simple to do, but has long-lasting benefits.

The endowment is the foundation upon which all school operations rest. Gifts to the endowment make it possible to maintain excellence at all levels within the school, and will make an important difference in the quality of education in the future.

Learn more about building our Foundation for the Future by calling the OES Development Office and speaking to Monica Brisk, Director of Capital Gifts, at 503-768-3179.



Beautiful Natural Art in Abundance!

On April 5 and 6, Middle School students participated in Earth Day activities around the OES campus and greater Portland area. This beautiful piece of natural art was created as part of the festivities. Turn to page 21 for details of this fun and educational day.

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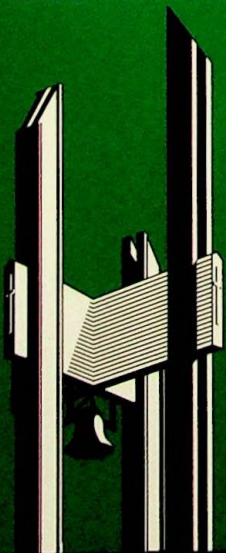
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**THE
OES
Belltower**



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