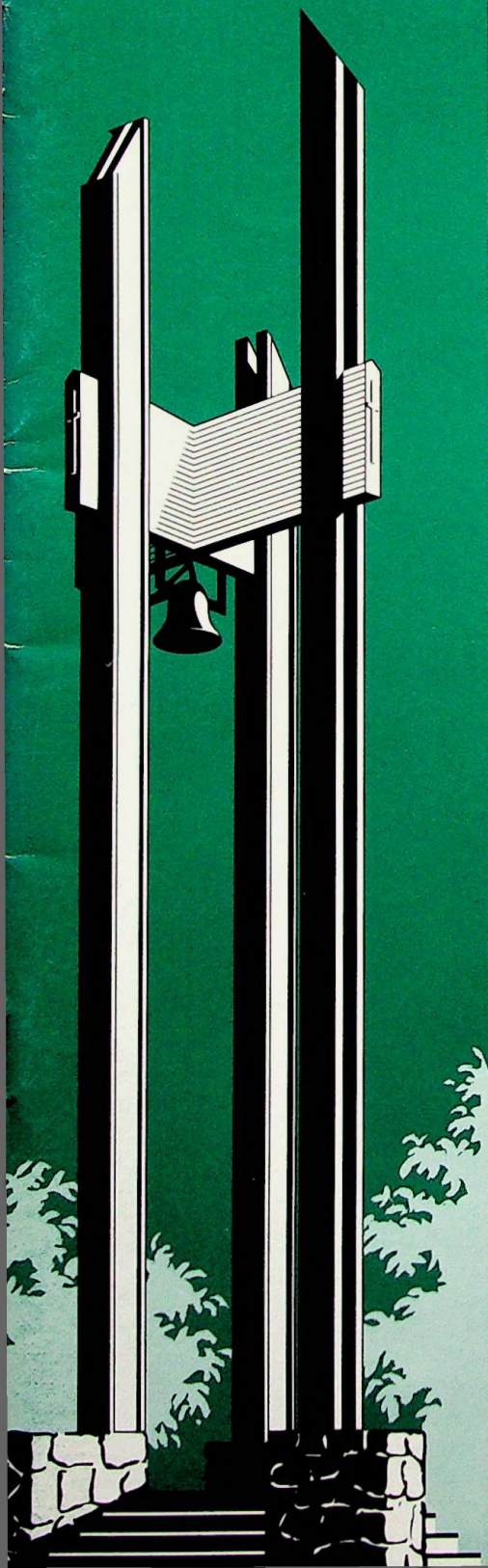


Winter 1993 Volume 2 Number 2

THE OES Belltower



A Letter from the Headmaster

Dear Friends,

It is rare and wonderful when we have the opportunity for comprehensive future planning to be validated by exemplary past achievement. But that's just what has happened this fall at OES.

This issue of The BellTower shares with you a summary of our exciting and visionary OES/21, the plan for the School for the 21st Century. Building upon the framework of the 1988-89 Strategic Plan, hundreds of faculty and staff members, trustees, students, parents, alumni and other friends of the School worked for 18 months to develop OES/21. The Board of Trustees adopted the result in August of 1992.

OES/21 is a broad plan, embracing development and enhancement of programs and resources in curriculum, co-curriculum, professional growth and development and compensation support for faculty and staff, financial aid for students and families, and facilities. It is ambitious, yet worthy of the OES tradition of excellence.

In November, the School presented the Distinguished Alumni Award to Ruth Jenkins '20, honoring her long and committed service to education. During her visit to Portland and OES from her home in southern California, she spent time with many of us, including students. Here is a bit of what she wrote to us afterwards:

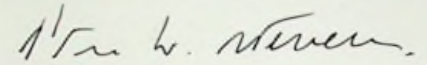
"It was good to see the School in action with its many innovations and developments. I wish all the alumni could see the School as it is today, for I am sure it would engender support...I hope Portland appreciates the quality of OES. There seemed to be great enthusiasm for it, which I trust will continue...Today OES is very different from St. Helens Hall in my day, but I trust students today will be as richly blest as we were in the earlier days. There is every indication from what I saw that this is so."

Ruth's message of warm appreciation, especially meaningful coming from a school head of almost 30 years, echoes what we hear from alumni and friends over the decades, as we prepare today for the challenges of tomorrow. The past validates and forms the future.

Let me urge you all to follow Ruth's hope and come back to visit us. You will sense that the excellence wrought by Bishop Morris over 100 years ago lives today in people and programs appropriate to the times. You, too, will be proud of what we are, and you will share the excitement of what we will be.

I send warmest greetings to you all.

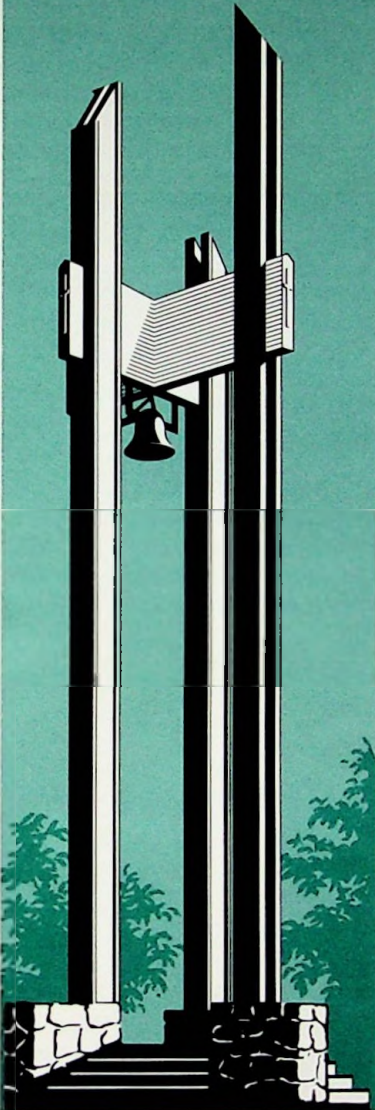
Sincerely,



Peter W. Stevens



▲ OES Headmaster Peter Stevens makes time every Wednesday to spend in the classroom—reading to a kindergarten class, as above, playing basketball, participating in discussions and visiting.



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 Mary Wright, Jody McNannay, Moneeka Settles, Anne Robinson, Mariann Koop
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Editor Mariann Koop

Assistant Editor Jody McNannay
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Printer KP Graphics

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On the Cover Ashley Berman takes the ball past her opponent during State semi-final game against Sherwood High School. See story on page 4.

Spring Revels set for May 15

On May 15, 1993, the OES community will gather in support of the faculty and staff at the second annual "Spring Revels".

The goal for the evening dinner auction is \$85,000, half of which is targeted for the growing permanent endowment which annually supports faculty and staff professional growth and development. The other half will be added to the following year's budget for conferences, graduate study, professional leave, research and collaborative teaching efforts.

Last year's dinner auction raised over \$75,000.

Mark your calendars today, and be part of the excitement:

Volunteer your talents—soliciter, artist, organizer, typist...

Plan to donate item(s) to the silent and/or oral auction...

Think about your friends and business associates and ask them to donate—or contact the solicitation committee to do the asking...

Let the solicitation committee know of a corporation that might sponsor a table, purchase advertising in the catalog, underwrite a table or give an in-kind gift...

Create an imaginative donation—have fun...

The success of the annual OES Spring Revels depends on your involvement.

Spring Revels

The 1993 Spring Revels

| | |
|---------------------------------|------------------|
| Committee General Chair..... | Wendy Hamilton |
| Secretary..... | Julie Drinkward |
| Treasurer..... | Carol Floten |
| Solicitation Coordinator..... | Meri Taylor |
| Invitations & Reservations..... | Terry Taylor |
| Food & Beverage..... | Sheryl Acheson |
| Programs & Catalog..... | Cathy Krieger |
| Decorations..... | Alice Kinzer |
| Office Operations..... | Carla Wilson |
| Oral Auction..... | Susie Regan |
| Special Events..... | Louisa Zendt |
| Silent Auction..... | Miriam Rogers |
| Will Call..... | Patti Knollman |
| Clean Up..... | Susie Opsahl |
| Publicity..... | Shelley Pritikin |
| Volunteer Coordinator..... | Karen Grauert |
| Development Liaison..... | Tom Oxholm |



◀ In the hard fought, State Semi-final game against Sherwood, Sophomore Larisa Meisenbeimer successfully sneaks the ball past her opponent. Larisa, who helped the team to a second place finish in league play and its first ever State playoff berth in girls soccer, was voted to First Team All State.



▲ Ashley Berman, an OES Ninth Grader who was also voted to First Team All State, lobs a powerful pass during the State Semi-final game.



◀ Junior Britta Mauritz gets ready to break through Sherwoods' tough line up in the November 17, State Semi-final game at OES.

A first! Girls Varsity Soccer makes State Semi-Finals

The Varsity Girls Soccer team played a tough game against Sherwood High School on Tuesday, November 17, in the semi-finals of the State Soccer Playoffs at OES. It was the School's first semi-finals in girls soccer.

The OES team, ranked 9th in the State with an 11-5-1 record, faced a very strong Sherwood team, ranked 2nd in the State with a record of 13-1-1.

To earn their semi-final berth, the OES girls beat Marist High School of Eugene, the State's 6th ranked team, on Saturday, November 14, in the quarter finals. OES scored two first half goals—one by Andy

Orfanakis, the other by Ashley Berman—to defeat Marist 2-0. The OES defense recorded its tenth shutout of the season.

The semi-final game matched the OES team's tough defense against the high scoring Sherwood offense. Sherwood scored early in the first half, but OES Senior Courtney Sherwood got the tying goal 30 minutes into the half with an assist from Ninth Grader Ashley Berman. OES defense was led by Sophomore Larisa Meissenheimer and Junior Margaret Spring.

The crowd of well over 400 spectators was treated to a hard fought, well played game, with both student bodies cheering and encour-

aging their teams. With about ten minutes to go in regulation play, Sherwood capitalized on a loose ball and scored their second goal to win the game.

Says Coach Kris Van Hatcher '70, "This was a fine season for the OES team—a team that had to replace six starters from the previous year and then lost its returning lead scorer, Sophomore Courtney Voelker, to a knee injury early in the season. With twelve players returning next year, this team will be a force—a contender for the State title—in 1993."

Why do record numbers continue to play sports at OES?

By Kris Van Hatcher '70
OES Athletic Director

The national average for high school students participating in competitive sports is about 20 percent. At OES, an average of 84 percent of Upper School students participate in at least one sport each year. This fall, 110 of 197 students were active in a sport. And this record participation remains constant, year after year.

OES provides tremendous athletic opportunities for students. Not only can our best athletes compete at a high level of competition, but there are also teams for beginners and less experienced players. Every student has the opportunity to play. Our program is also structured so that those students at the top of the game compete more intensely, while beginners play against other beginning teams.

All national surveys say that students want to have fun when competing in sports. I feel this is one of our strengths at OES. We have a coaching staff that truly cares for each individual. We arrange special trips and tournaments for the various teams. And we have students who care for each other—who support each individual no matter the level of ability.

Our program is different—better, if you will. At many schools reputed for their high-powered athletic programs, the number of competitive levels drops dramatically after the freshman year. Only the best athletes can continue to play. At OES we believe it's important to continue playing throughout high school—for the value of participation and the experience.

I admit, sitting in the stands cheering on a team at a big school has some attraction. But only some. I know most students would rather be actively involved—on the field.

That's what we offer.

At OES, we have teams that consistently compete at the State level—soccer, tennis, fencing, track. But we also have a place for the student who just wants to give it a try.

OREGON EPISCOPAL SCHOOL for THE 21st CENTURY

The Implementation of THE STRATEGIC PLAN

OES/21 represents an 18-month study of the most appropriate ways to implement The Strategic Plan, adopted by the Board of Trustees in 1988. Extensive committee and task force efforts focused in these areas:

- ▶ optimum enrollment
- ▶ faculty and staff recruitment, wellness, retention, professional growth and development, evaluation, careerism and compensation
- ▶ fundamental organizing principles
- ▶ fine arts
- ▶ early childhood education
- ▶ foreign language instruction
- ▶ experiential education
- ▶ multiculturalism, gender, equity and accessibility
- ▶ student leadership
- ▶ library services
- ▶ the residence program
- ▶ summer campus use
- ▶ information technology
- ▶ parent and alumni education and involvement
- ▶ communication

In the decade ahead, OES/21 will greatly strengthen how we meet our Mission.

EDUCATIONAL PROGRAM

*Policy Goals I and II
from The Strategic Plan*

OES will develop and implement a PreK-12, college preparatory, articulated curriculum with increasing emphasis on international and experiential education and living skills appropriate to contemporary society. This curriculum will require critical and creative thinking to explore human development in a global perspective, while providing an environment that encourages learning for students from diverse cultures and backgrounds.

Under OES/21, the School will

1. Emphasize the organizing principles of the sustainability of life, interdependence and global social responsibility in all that we do.
2. Strengthen our Early Childhood programs through the creation of an all-day Kindergarten class, the provision of more opportunities for art and drama and additional diagnostic and prescriptive help, and ongoing study to promote a more developmentally-based curriculum.
3. Improve and enhance facilities for the Fine and Performing Arts, while addressing the integration of the Arts throughout the curriculum, the applications of computer technology to the Arts and adding programs in dance, photography and video/film.
4. Encourage teachers to incorporate more experientially-based opportunities into their teaching—hands-on education for all ages.
5. Seek diversity in all that we do, striving to create programs and protocols that promote healthy multiculturalism and forbid injurious discrimination of all kinds.
6. Create a Pacific Rim studies program.
7. Develop and implement a comprehensive K-12 foreign language program.
8. Expand and support short and long-term regional and international exchange programs for both students and faculty.
9. Make an OES education accessible to all without regard to physical disability or disadvantage.

70 Empower students with the skills to improve the quality of their communities through positive leadership.

71 Enhance Middle and Upper School library space and facilities, including expanded computer services and collection resources.

72 Strengthen the Upper School boarding program through improving residential facilities, providing additional transportation for social and cultural purposes and adding programs in leadership training, recreation, multicultural sensitivity, Northwest culture and the outdoors.

73 Improve access to current computer technology as appropriate for all students, faculty and staff, in libraries, classrooms, dorm rooms and offices.

74 Enhance athletic and physical education programs and improve facilities for training and conditioning.

FACULTY, STAFF AND STUDENTS

Policy Goals III and IV from The Strategic Plan

OES will attract and integrate faculty, staff and students who are culturally and economically diverse, willing to participate fully in a rigorous educational program, willing and able to share a multiplicity of talents and capable and willing to think and act ethically in a way that recognizes humor, love and compassion. The School will facilitate and reward faculty and staff development through evaluation, training and compensation incentives.

Under OES/21, the School will

1 Improve direct and indirect faculty and staff compensation to competitive levels appropriate for Oregon Episcopal School.

2 Adopt an Employee Assistance Program and promote wellness.

3 Create and adopt a comprehensive recruitment plan.

4 Encourage and promote teaching as a career through personal and professional growth and development programs for all, counseling for adult growth at various stages of one's career, teacher intern and development programs and positive, participatory, evaluation systems for faculty and staff.

5 Embark on a broad study examining the current system of compensation and alternatives to it, focusing on compensation delivery that will most effectively further the Mission of the School.

6 Seek and enroll qualified students in sufficient numbers (up to 700 total) and of sufficient diversity of background and talents, so that the Mission of the School is best served.

7 Promote the full use of the campus and the facilities during the summer months to maximize employment opportunities for OES faculty and staff, attract new students and families to the community and augment annual budgets with non-tuition income.

PARENTS

Policy Goal V from The Strategic Plan

OES will create a school that attracts parents of diverse backgrounds and lifestyles, promotes parental commitment to others in the school community, recognizes changing family needs and is clear and reasonable about its expectations of parents.

Under OES/21, the School will

1 Adopt a communications plan and a standards manual that will maximize effectiveness of school-to-home communication, while minimizing conflict, confusion and duplication. An "audit" of communications will be conducted on a regular basis.

2 Establish a Parent Education Steering Committee to pool resources to assist the School in offering the most appropriate continuing education and cultural programs for parents.

ALUMNI

Policy Goal VI from The Strategic Plan

OES will recognize the actual and potential contribution of its alumni and create new ways for them to participate in the life of the school.

Under OES/21, the School will

1 Work closely with the Alumni Association to carry out the recommendations of the 1991 Retreat: expand School reporting to alumni, increase participation in the Annual Fund, provide more opportunities for alumni to return to campus, begin planning for the 125th Birthday and publish an Alumni Directory.

THE BOARD OF TRUSTEES

Policy Goal VII from the Strategic Plan

OES will maintain a diverse Board of Trustees, appointing and electing members who will represent different economic, ethnic, international, business and School constituencies, as well as the community at large.

Under OES/21, the School will

1 Promote the visibility of the Board within the School community.

2 Encourage a diverse Board to seek the most effective governance structure possible to effectively guide the School in meeting the objectives of OES/21 through appropriate Trustee education, and attention to Trustee personal and professional growth and development, evaluation and communication.

PLANT

Policy Goal VIII and IX from The Strategic Plan

OES will provide a physical plant large and flexible enough to adapt to a wide range of uses, enabling the School to further its Mission and to provide local and wider communities with opportunities to learn more about the School.

Under OES/21, the School will

1 Examine the plant and facilities recommendations of OES/21, making a report of desirable improvements and additions in 1993.

2 Continue attention to funding for maintenance and beautification.

FINANCE

Policy Goals X and XI from The Strategic Plan

OES will continue to operate within a balanced budget, while increasing the endowment to a level sufficient to decrease dependence upon tuition revenue to 75% of the operating budget, providing for appropriate faculty and staff compensation, financial aid and supporting the educational programs called for in the Strategic Plan.

Under OES/21, the School will

1 Ensure balanced budgets through the Finance Committee.

2 Examine the recommendations of OES/21 and, in 1993, report to the Board about steps to be taken to ensure its implementation.

THE OREGON EPISCOPAL SCHOOL MISSION

from the OES Statement of Purpose:

Oregon Episcopal School strives for the full development of the individual. We believe learning is a natural and exciting process, involving discovery, disappointment and satisfaction. We value energy, hard work, enthusiasm, imagination, curiosity, creativity and humor, and we teach traditional academic subjects and basic skills, integrated with the physical, the aesthetic and the spiritual. We cultivate initiative, integrity, responsibility, self-confidence and self-reliance.

We seek diversity in our students, encourage contribution to society and promote local and world community, relying on contributions from all. We seek skilled and caring professionals for our faculty and staff, and we expect both their own personal growth and their sensitive guidance of others.

We emphasize the value and dignity of individual spiritual needs and beliefs while exposing the community to the Anglican tradition. We guide with a love which is kind and tough, which operates without fear, says "no" as well as "yes", listens with the heart, tells the truth firmly but tenderly and rewards with encouragement.

SEPTEMBER 1992

Project Transcend expands horizons

Project Transcend, a program designed primarily by OES Middle School (MS) faculty two years ago, helps students gain an understanding and appreciation of cultural differences, while they learn ways to transcend those differences in order to reach a common goal. Project Transcend has traditionally been considered a MS activity with three main components: Anti-discrimination training, video and leadership. But the steady growth and evolution of the program has allowed Project Transcend to expand.

As an example, on September 24 and 25, ninth graders Cameron Stewart, Shannon Gilronan and Kay Washington volunteered to help out at the Project Transcend overnight. This event gathered middle school students from OES, Catlin Gabel, Whitaker and Fernwood Middle Schools at Portland State University, where they began their anti-discrimination training.

On October 15 and 16, more than 50 students representing three middle schools and six high schools met at the OES Sports and Recreation Center (SPARC) to continue their anti-discrimination training in preparation for the Anne Frank Workshops on November 7. Squeezed in between discussions on sexism, classism, ageism, racism and what it's like to attend an independent school or a public school, were a few rounds of soccer, basketball, trust falls and fun games. Students practiced their skills with approximately 50 third graders and 50 sixth graders at OES in preparation for returning to work with students in their own schools.

Youth Empower Youth

Young people have skills and know how to solve problems to make their communities a better place for everyone. Over 30 high school students from eight different public and independent high schools are living proof of this fact. Having completed Project Transcend as

8th graders, these high school students now volunteer their time and skills to help "the new recruits". Not only do they receive no high school credit, but they must also arrange with their individual teachers to make up the work they miss while working with the middle school students.

These students act as assistant anti-discrimination trainers during school hours and give up evenings and week-ends to help out. Several participated in the Anne Frank workshops on November 7.



▲ *OES Sophomore Courtney Voelker asked Portland Police Chief Darryl Potter how he planned to educate and involve young people in community policing at a November City Club meeting. OES students attended the luncheon as part of the City Club's Youth Forum, an outgrowth of Project Transcend. Chief Potter suggested that students look to schools in their neighborhoods, where they could read, mentor and set an example for children. "Show them how they can make a difference," he said.*

Project Transcend kids attend City Club meetings

Over 20 of these same students compose the City Club's Youth Forum. They attend City Club Friday meetings and standing committee sessions, and they plan to develop a Friday program to present during this school year.

The MS students participating in the Leadership segment of Project Transcend this year will all have the opportunity to accompany the Upper School (US) students, at least once, to the City Club to see what it's all about.

US students from OES participating in City Club this year include Cameron Stewart, Cathy Huynh, John Harwood, Matthew Slater, Shane Hoffman, John Lamb, Heather Patsis, Daniel Drinkward, Gabe Lipshutz, Woody English, Jon Reali, Joel Sankey and Courtney Voelker.

Transcend video group investigates discrimination

The 16 video component members of Project Transcend are hard at work designing their production and learning ways to use the equipment more effectively. These eighth grade GALA (Government and Language Arts) students have decided upon a Town Hall format to investigate the origins of discrimination among middle school students. In an effort to gain a better understanding, they hope to include a tape session with a class from an inner city middle school.

The video artist advisor is Sharon Genasci, who has previously worked with groups of OES students. The class has elected Hedy Black as Coordinator, Sam Rogoway as Director and Brian Reeves, Nancy Pickering and Sarah Morse as Narrators. All students are practicing with equipment from the Northwest Film and Video Center.

Ultimately, this video will be available for middle schools in Portland to use as a kick-off for discussions about discrimination.

Science writer explores new simulated worlds with students

by Rothrock

*Converse with the great minds of history? See inside a volcano?
Practice the latest surgical techniques without the risk?
Science fiction? Not anymore.*

Visiting speaker Timothy Ferris, Ph.D., introduced OES Upper School students to Virtual Reality on Thursday, November 5, as this year's first lecturer in the Science, Technology and Society Series presented by the Institute for Science, Engineering and Public Policy (ISEPP). Dr. Ferris is a science journalist and Pulitzer Prize nominee, involved with the neurosciences and the search for extraterrestrial intelligence (SETI). Through his work with SETI, Ferris became interested in Virtual Reality and related topics.

He first defined what is meant by Virtual Reality, or VR as it is commonly called. Virtual reality is an emerging kind of computer simulation. The VR environment can be either a replica of an existing place or an entirely fictional locale.

The important difference between ordinary computer simulations and VR is how the user interfaces with the computer. In a computer simulation, information is usually presented on a monitor, and the user interacts with the computer through devices such as a keyboard or a mouse. In VR the user is immersed in the simulation. Information is presented to the user in a three dimensional world.

Dr. Ferris displayed several overhead slides to illustrate two of the most common pieces of VR technology. VR goggles are roughly the equivalent of strapping two small television screens in front of your eyes. The two screens have similar, but slightly different images on them to simulate the experience of stereo vision. The "data glove" uses sensors to relay different hand motions and gestures to the computer. Input from the glove can be used to grab virtual objects and move them around the virtual landscape.

He then described several different uses for VR. Simulations have long been used in flight training and other fields, where cost or danger are a factor. He sees possible training applications for surgery, especially with the recent advances in micro-surgery. Some artists and performers, e.g. Lauri Anderson and Brian Eno, use VR to create art or cultural experiences. He then brought up a subject dear to the hearts of OESians everywhere: Education!

Educational applications are wide ranging, from exploring a tropical rainforest, to swimming along the ocean floor. With appropriate programs, students could explore places, like these, which are dangerous or not readily accessible. It is also possible to create a simulated person, called a "veemer". Ferris gave an example of programming a veemer to simulate Socrates so we could sit at the feet of the philosopher and converse much as Plato did.

Dr. Ferris also described a darker side to VR. A few years ago the advertising/media giant, Saatchi and Saatchi, studied possible uses of this technology to create "Virtual Malls", where teens could use VR to roam through virtual stores and order virtual products—later to be delivered to their real homes, and most importantly, charged to real credit cards.

After the session was opened to questions from the audience, a panel of students from Rosa Hemphill's Science, Technology and Society class moderated. Several students asked questions about how VR interacts with senses other than vision. Dr. Ferris mentioned the difficulties of incorporating smell and the implications of including sound. Touch feedback, say the heft of a virtual rock, is a major effort of current VR research.



When asked about the possible dangers of not being able to distinguish reality from the simulated world, he felt the danger to be remote. He said, "One of the most interesting effects of VR is that when you take the goggles off, you are most impressed by the quality of reality."

When asked about applications for those with special needs, Dr. Ferris agreed that VR will be useful for the handicapped, since it overcomes many physical limitations.

After the X-period assembly, Dr. Ferris met with a smaller group of 30 to 40 students. While the subject of VR was brought up several times, the conversation focused on education and his involvement with SETI.

Students asked what they should study if they were interested in SETI or VR. Dr. Ferris emphasized the fundamentals—astrophysics, astronomy, mathematics, statistics, computer science and subjects not on the science career track. He repeatedly underscored the importance of wide reading, especially the classics.

A former commentator for National Public Radio's *All Things Considered*, and a bestselling author of *Coming of Age in the Milky Way*, Dr. Ferris also spoke at the Arlene Schnitzer Concert Hall on Friday, November 6, at 7:30 pm. For the third year, OES is co-sponsoring the Science, Technology and Society Lectures, which are presented by ISEPP.

W I N T E R
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"One of the most interesting effects of VR, is that when you take off the goggles, you are most impressed by the quality of reality."

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

Behind the scenes — an interview with Jack O'Brien



▲ Jack O'Brien

Although he came to OES as a bus driver, Jack O'Brien soon moved to the Upper School, where he's been teaching visual arts and technical theatre for 10 years, along with directing and occasional acting. He has often used the School's lack of a dedicated theatre to focus on alternative ways of developing an exceptional program. As a serious professional artist—he also designs sets for Portland area productions—Jack wants to pass his art and love of theatre on to students.

BellTower: How did stagecraft get started at OES?

Jack O'Brien: It began as an activity designed to improve the technical theatre aspects of our productions. I had previously seen six plays—enough to know that you can make reality out of nothing. We learned by doing. Using tools was the easy part; we relied heavily on books and magazines. In our first production, *Monkey House* in fall '82, we no longer had light instruments hanging by ropes from nails.

BT: You've obviously come a long way...

Jack: Stagecraft became a very popular activity. By the time we did *Anne Frank* in 1985, we had a crew of 24. It's still an activity today—I don't want it to be just another class. I want kids to do it because they want to, because they enjoy it, not because they have to take a class.

BT: How does the crew differ from the cast?

Jack: The stage crew doesn't look for applause, but pats on the back are essential. But the best reward is the satisfaction.

BT: What is the stagecraft activity like?

Jack: It's experiential education in the highest sense of the word. I pair those with skills with beginners. One of our strengths is the mix—seniors, ninth graders, boys, girls. If we're not working on a set, we're working on a project designed to teach specific skills; building your own table or chair out of scraps teaches joinery and how to use power tools safely and efficiently.

BT: What's your role?

Jack: Basically, after I've done the lessons, I float. I ask questions. The kids work independently. To the costume designer, I say: "Here's the costume room, and here's the measurement forms. Talk to the director for ideas. And here's \$200; try these places." I offer all the help I can, but I don't do it for them. Students know that if they're not there when we need them, it won't happen. Only twice in about 100 performances was I really needed—once when a circuit blew in the middle of a scene and once when a taped voice didn't play, and I came out and read the voice in the dark.

BT: What is the stage manager's job?

Jack: It's the stage manager's responsibility to make the show run. There is no better position in which a student is given so much responsibility or as much support. Most schools don't offer this opportunity. Stage managers learn the difference between power and responsibility and what it feels like to have people depending on you. They learn to calm people down, tell them it will be fine, and then they make sure it is fine. It's the one position I choose. The kids know that they have to prove themselves for it.

BT: Do you think your program is effective?

Jack: The sign of a successful performance is one in which I'm superfluous. I've never felt so good about being a teacher in my life... my father had died the Friday before tech week, and I had to leave. I returned in the middle of the first act on a Saturday night full house. The stage manager and the crew had taken care of everything. The show was up.

BT: What do students get out of participating, besides some incredible skills?

Jack: The immediacy makes theatre exciting. It charges kids. You know you're on—you can't call time. Theatre is the scariest thing, also the most exciting. Kids learn to be confident because they're prepared.

BT: What is it that you like about theatre?

Jack: Theatre is a different art form. It occupies time and space. It's live. You plan. You practice. You try. You hope nothing goes wrong. But if it does, it's not the end of the world—it's still just a play.

OES
presents

You Can't Take It With You

by
Moss Hart
George S. Kaufman

Feb 4, 5, 6, 1993
8 pm

Call 246-7771
for information

In front of the lights...

Upper School stages "The Children's Hour"

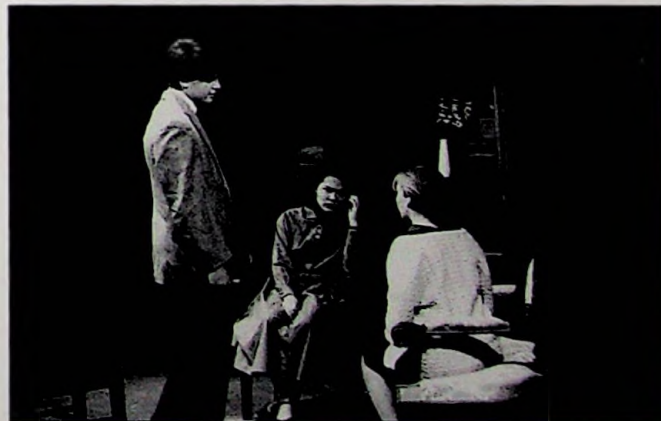
W I N T E R
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▲ A private school for girls set the stage for Lillian Hellman's, *The Children's Hour*—this year's fall production at OES. Seniors Jessica MacMurray and Lauren Meyer play an intense scene in Jack O'Brien's fool-the-eye set, which fit into the center of the Great Hall.



▲ *The Children's Hour* featured a large, predominantly female cast which included Jessica MacMurray and Junior Rachel Frank. The story unfolds after one of the girls concocts a rumor of potentially devastating consequences for the school.



▲ Directed by David Streight, *The Children's Hour* ran Thursday through Saturday, November 19-21. Seniors Kevin Holliday and Lauren Meyer and Junior Kirsten Winchell played in the cast of the powerful drama.

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



Show & Tell

OES Juniors begin school year helping others

Most high school juniors spend the first weeks of September juggling algebra textbooks and locker combinations while catching up on the news from classmates. During their first week of school, OES juniors juggled paintbrushes and garden gloves during the day and then prepared dinner for their classmates and teachers.

Traditionally, OES juniors begin each school year with a class trip based on community service. In an effort to make their efforts more tangibly beneficial this year, juniors and class advisors chose to work on a number of projects located in Portland:

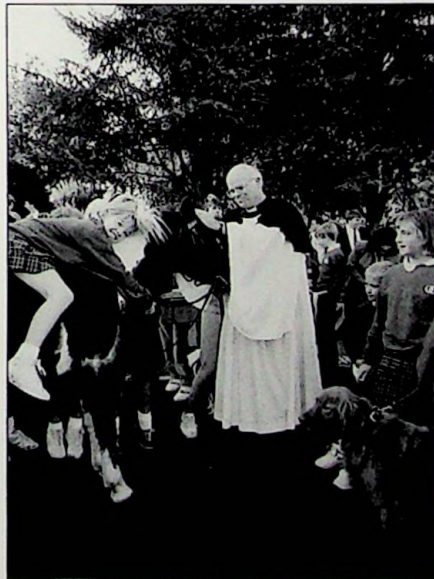
- constructing a playhouse and wall mural for the YWCA Transitional School
- painting a wall mural at Holy Redeemer School
- painting Reach Community Development apartments for low income and formerly homeless residents
- painting the house and yard-work for an elderly couple through Project Linkage
- building bookshelves for St. Francis Dining Hall's after school program for homeless children
- painting for Peace Lutheran Church's new after school program

Coordinated by OES Director of Experiential Education Christina Meyerhoff, the trip is designed to help students see how, as individuals and as a class, they can make a positive impact in the greater world around them.

Ponies, puppies, parents and students gather to celebrate St. Francis Day

Students in Pre-K through Grade 5 brought a menagerie of special friends to the OES campus on Tuesday, October 6, to celebrate St. Francis Day. Students and parents gathered with their furry, feathered and scaly friends—dogs, cats, rabbits, birds and, this year, even a pony—for the annual special blessing which commemorates the life of St. Francis of Assisi, one of the most popular and admired Christian Saints. Chaplains take the opportunity provided by this chapel to talk about all of God's creatures and their need for our love and care. Though the St. Francis Day celebration has traditionally included only the Lower School, this year, all students were invited to attend.

On the opposite page, Lower School Chaplain LouAnn Pickering quietly blesses a pet rabbit in the middle of joyful (and orderly) pandemonium.



◀ *One Fifth Grader, Christy Brinegar, brought her pony for the special blessing—and for classmates to ride. The Rev. Stephen Schneider did the honors with a smile.*

OES ENROLLMENT CONTINUES AT RECORD LEVELS

Enrollment continues strong at Oregon Episcopal School this fall with 669 students enrolled as of September, continuing the trend for record levels.

In addition, a record enrollment of 30 international boarding students in the Upper School (grades 9-12), brings the total boarding population to 54, just over 27 percent of the Upper School student body of 197, one of the largest ever.

Opening enrollment figures for 91-92 and 90-91, both record highs, were 672 and 648 respectively.

According to OES Admissions Director Sue Nicol, the School's strong enrollment "reflects a steadily increasing awareness of the value of independent education, as well as confidence in OES as a leading college preparatory, liberal arts school in the Episcopal tradition." Almost all grade levels are full, some still had active wait pools into the fall. Nicol encourages those interested in enrolling at OES next year to begin the admission process early.

Of the 30 international boarding students, 21 are from the Pacific Rim countries of Japan, Korea, Hong Kong, Taiwan, Thailand, Indonesia, the Republic of Palau (a U.S. protectorate) and the Republic of China. The remainder are from Sweden, England, Spain, Germany, Venezuela, Turkey and Russia. Two students are the children of American parents living in Saudi Arabia.

"The presence of our international students provides the school a unique educational opportunity," says OES Headmaster Peter Stevens. "A primary goal at OES during the next decade is to teach our students how to respond to the multicultural challenges they will face in the next century. Because our international students are all scholars representing geographic areas and cultures that will play significant roles in finding solutions to the world's social and economic problems, their involvement with the OES community adds significantly to the School's educational environment."



T E A M

*It enhances fun. It gets a job done. Not just important,
It takes teamwork—even*

Three selected for Rotary exchanges

Three OES students, Cassie Langdale, Margaret Stearns and Shannon McCoy, have completed the competitive qualifying process for selection as Rotary Exchange students for the 1993-94 year. Provided they meet the remaining requirements established by Rotary, Cassie, Margaret and Shannon will leave the United States in August to spend next year abroad.

Between now and that time, they will attend intense orientation courses which prepare them for the experience. Though they may list their top three choices, Rotary Exchange students usually do not learn which country they will be visiting until April. (Please see related story on page 16.)

CHILDREN'S AUTHOR VISITS NOV 9

Funded in part by proceeds from October's OES Bookfair, renowned author/illustrator Keith Baker visited OES on November 9.

In addition to autographing books, he spoke to students in PreKindergarten through Grade 5 about where he gets ideas and discussed his work with Middle School students. He also talked to Upper School art students about book illustration as a career.

A Northwest native and recipient of numerous honors and awards, he is the author/illustrator of *The Dove's Letter* (1988), *The Magic Fan* (1990) and *Who is the Beast?* (1990). (His books are so popular that 110 were sold at the OES Bookfair.)



▲ Fourth Grader Jessica Collins, and Third Graders Dana Brodie, Molly Kitchel and Asba Wilkerson help visiting author, Keith Baker, autograph books.



▲ Parents Patty and Dennis Winningstad enjoyed dancing with their first grade daughter, Rachel, at the All School Western Barbecue held at SPARC on September 26.

November election becomes learning opportunity

Throughout the School, teachers used the recent national and local elections as an excellent instrument for teaching about our country's electoral process, as well as making choices. Students gained experience while looking at emotional issues and intense campaign tactics.

Only a few Upper School (US) students were eligible to vote on November 3, but all had a chance to express their opinions on candidates and mea-

(Continued on page 15.)



W O R K

but critical, teamwork is part of every successful life. for the OES Annual Fund.

tures in a student mock election held the week before. Out of an 85% turnout, most results in the US mirrored actual statewide results with Bill Clinton edging Ross Perot for President, Bob Packwood winning and Measure 9 defeated. The US presidential vote was part of a national student vote, with OES as one of two high schools representing Oregon. An election forum assembly helped stimulate high interest in the student activity.

Middle School students also held a mock election, but voted for Perot.

The Lower School (LS) held several mock elections, and on Tuesday, November 3, the Fifth Grade helped organize an election for President. All Lower School students, registered and voted their ballots at the polls outside Room 10. After tallying, LS Head Harvey Zendt determined that there was no clear majority. Using the United States Electoral College system as a model, they tried again with each class having a specific number of votes. Still no winner! Continuing to use the national model, each homeroom sent a representative to vote, and George Bush was declared the winner.

On being "green"

There are no easy answers when it comes to making the most of the earth's resources. At OES we know part of the answer is education, as well as prudent use and recycling. We are committed to using paper with care, balancing the need to communicate with thoughtful consumption.

Whenever possible and economically feasible, we use recycled papers for publications—easier now that the cost has come down in response to consumer demand. *The BellTower*, for example, is printed on paper that includes a significant portion of recycled papers, using vegetable-based inks that come from a renewable source, which are less toxic and are in turn easier to recycle.

All OES classrooms and offices also have special boxes for waste paper—colored, white and computer. Students regularly prepare the School's waste paper for recycling as a joint effort of Middle and Upper School science and community service. And other ideas for prudent consumption in the future are being discussed and examined as a part of the School's OES/21 implementation work, including electronic mail.



◀ *Halloween is for disguises and dressing up. This year's Lower School Halloween Party featured a costume parade and Alice in Wonderland performed by the Tears of Joy Puppet Theatre, as well as a number of queens, clowns and ghouls.*



▲ *There are other good reasons to dress up, too. For National Book Week, teachers and students in PreKindergarten through Primary came to School as their favorite book character. *The Old Woman Who Swallowed a Fly* (Cherie Yokota, Kindergarten), *Linnea* from *Linnea in Monet's Garden* (Thelma Lowery, Kindergarten Aide), *Sherlock Holmes* (Helen Linster, Kindergarten) and *The Queen of Hearts* (Rose Bardel, Primary) had just as much fun as the students.*

A year abroad—

A time for growth and change

Each year, Rotary International selects high school students from around the world to spend a year abroad. Last year, three OES Upper School students were selected to represent Vancouver and Portland—Weylin Bibb-Barrett, Meraiah Foley and Erika Hagensen. Reasons for pursuing a Rotary Exchange vary, and each student returns home with many different memories and insights of culture, curriculum and experiences. Weylin and Erika spent the year in Japan, while Meraiah traveled to Chile.



Erika Hagensen

Erika, an OES senior, grew up with a passion for Japan. Her grandfather was a pilot for Japan Airline (JAL). Her family hosted a Japanese exchange student, Tamami Nakamura, whom Erika described as "the sister in my heart". And

her parents had developed their own love of Japan. "I had learned so much about Japan from my family, but what I knew was all second hand. I wanted to create my own experiences."

Though Rotary never guarantees first choice, Erika was lucky. She went to live in Iyo, a small town on the island of Shikoku, an area of rice fields, rivers and mountains.

Through the Rotary exchange, Erika attended an all girl's Christian school in Matsuyama—45 minutes by train from Iyo. Though students were required to wear uniforms, the structure was somewhat relaxed compared to other schools in Japan. "The school required us to produce good work, but it was more fun than comparable schools. Parents paid more so their kids could have more free time." Erika's schedule in Japan would exhaust many American students. She and her classmates attended school from 8:30-4:30, Monday-Friday, and half days on Saturday. Her coursework included four Japanese classes, Kanji (Chinese characters), ikebana (flower arrangement), Japanese calligraphy, tea ceremony, Japanese Koto (harp), traditional dance, Japanese history and Christian religion.

Each Friday evening, however, the student became the teacher, when Erika taught an English class to members of the Rotary club. "I practiced my Japanese, and they spoke in English. They really enjoyed tongue twisters."

Erika lived in the country, rather than in Matsuyama, where the other exchange students lived. "There was a true sense of camaraderie in the country. I was lucky because I was able to become friends with the members. I used to joke with my club that I was 'the luckiest exchange student'." In fact, Erika was so popular with her Rotary Club that she was made the first female member.

At the request of the police chief, Erika also taught English to the police department. "I was younger, female, and a foreigner—lower in every way, but they did what I told them," Erika recalls with a smile, because, in Japan, teachers are greatly respected.

Though Erika spent a great deal of her time in school, her most memorable moments were spent outside the classroom. While in Japan, she saw more of the country than many native Japanese. Highlights included a visit to Tokyo where she was introduced to sumo wrestlers, Okinawa—the Japanese equivalent of Hawaii—and Hiroshima and Nagasaki, where she "wept many tears". During a 6-day visit in Kyoto with Tamami Nakamura, Erika's "Japanese sister", the young women paid a visit to the city of Nara, where a towering statue of Buddha sits in the temple of Todaiji. "A standing man is one third the size of Buddha's pinky finger," Erika explained in an effort to communicate the immensity of this statue.

After spending a full year in Japan, Erika said, "In my heart, I'm 90% Japanese. I totally love Japan and know I'm going to get back there." And those she left behind in Japan hope this is true. Erika built such a bond within her community that well over 60 people came to the airport when she left, an unprecedented event in a country whose culture values reticence. "I had been told that some people would come to the airport to see me off, and I should be prepared because they would probably bring some token, but I was not prepared for so many people. By the time I got on the plane, I had three bags full of letters, presents and pictures." The three families Erika had lived with during her stay joined together to buy her a locket. When they teased her about whose picture she would place in the locket, she told them, "I'll place my memories in this locket. It will be filled with memories."

Erika also spent the Summer Olympics next to the television rooting for Japanese teams. "I was ecstatic when the Japanese team beat America by a technical mistake. My host parents laughed and asked who I would root for in four years. I smiled and said, 'Maybe it's safer if I root for both.'"

Since she was a child, Erika has planned a career in physical therapy and recently refined her aspirations. "My long range dream is to teach physical therapy in Japan." She talked with a few doctors in Japan. "It was their opinion that Japan has resources but lacks experience in the field of physical therapy." She explained that their public transportation is very limiting. "With the stairs, there is no accessibility. And these same people are unable to ride bikes. If you can't be independent, it is very difficult to be accepted in society."

"It (Japan) isn't a place to go if you don't want to change. Our cultures are so different. My American family is very affectionate, and I was used to a lot of physical affection. That just isn't the Japanese way. But they give hugs in a different way. You have to learn to understand their ways."

"I would like to help fill the void and reinforce the idea that being handicapped is not a physical attribute; it is a learned way of thinking." Erika hopes that, by doing this, she can return a little something of herself to a country that has brought her many riches—family, memories and a new vision of the future.

Meraiah Foley

A year in Chile gave OES senior Meraiah Foley unexpected opportunities. "I had to grow up all over again...learn a new language, how to be polite, how to stand on my own two feet, to become one of them."

For Meraiah, one of the high points of her stay was being mistaken for a Chilean. "I admire them so much for their ability to have fun, to be open and to be physically affectionate. To be mistaken for one of them was so wonderful. It means you've learned their culture. It's the greatest feeling."

Meraiah began the school year in Rancagua, a city of 100,000, located about 60 miles outside Santiago. There, she attended a private, coed school which the students had nick-named *The School of Those Who'd Been Exiled*. "This school was crazy. Most of the kids had been kicked out of one or more schools, and they had been sent there as a last resort." Eventually, Meraiah's monkey impression, combined with her decision to walk out of class one day—due to boredom—won her the acceptance of her classmates. With such a school, it's not surprising that her first impression of Chilean teens was that they were somewhat childish. "To use the term 'immature' is too critical."

Perhaps one reason childhood is prolonged stems from the serious social, economic, political and environmental issues the Chileans face. Pollution (Santiago is the 4th most polluted city in the world), while a major issue for the world, is not something they are able to address at this time. "I grew to love both the good and the bad," Meraiah said. "They are crummy

environmentally, but I understand there are reasons for that. They're so poor; they have no choices." In fact, with the strongest economy of South American countries, Chile is used as an example by developing countries.

Though they are economically disadvantaged, Meraiah feels there is much we could learn from the Chileans. "Here," she said, referring to the United States, "people determine success by good money—a good salary, a good house . . . but in Chile, they know they can't get these things, so they don't worry." They emphasize family and friendship. "They see our [economic priorities] as the reason we grow up so fast. We may be an economic superpower, but our family structure is falling apart."

Meraiah fears the influence Western society is having on South American societies. She pointed to the media and explained that the Chileans don't have the money to produce movies and television shows themselves. "If Chile were more financially stable, they wouldn't see us as having everything and think they have to be just like us to get ahead."

With great regret, Meraiah acknowledged another difference. "One of the things that makes me most sad is the fact that I will never be able to live in Chile. To get ahead there, you **HAVE** to step on people. Most of the Americans with money down there are setting up factories that exploit the people. It's just gross! Here I don't have to do that."

Meraiah would have preferred to remain in Rancagua, but "a very special family" was awaiting her arrival in Santiago. The year before, Meraiah's family had welcomed Monica Galvez into their home, and for the second half of her stay, Meraiah lived with Monica's family in Santiago. During that time, she attended a disciplined, Catholic school for girls. "Since I'd spent the first half of the year learning conversational Spanish in a less rigorous school, I really [was able to apply] myself. It was the perfect time."

Meraiah is amazed at the misconceptions that persist. "Chilean cities are very European—in architecture, transportation, even the way the people act and dress," she explained, though she sadly noted that they are "poorer and smaller". The home of her second family, for example, though quite nice by Chilean standards, "would have fit on the first floor of my home here in the United States."

Meraiah also pointed out, "They are much more modern than we think."

She likens Chileans to Americans during the 60s. "Women are beginning to realize that they have rights, and the people are finally beginning to acknowledge that they have problems with racism.

"They can be very classist," she said, "but they don't do it to be mean. Here we work so hard to appear PC (politically correct), but we aren't always. Look at the LA riots. We have problems too. The Chileans are just more honest about it."

Though she misses her Chilean families and friends, Meraiah said, "I learned more about being an American by going away. It's the best thing that you can do for your country. I was never really a patriot before I left. Living in the United States, I know that by working hard, nothing is closed to me. It's not the same in Chile. There, coming from a lower socio-economic status, I wouldn't have the same opportunities."

Despite her belief that being an exchange student is "twenty times more intense than going away to college", Meraiah loved her year in Chile.



"I really learned to play in Chile. I love it, but that's one of the problems here (in the United States)—how little we play. Even as teenagers, we have to make it seem like there is some greater purpose behind our games. We can't just play a game to play a game. I realized that in Chile, they really value childhood. Childhood lasts longer."

The OES Heritage Society

The Development Committee of the OES Board of Trustees has formed a planned giving committee to assist the School's donor community in making planned gifts to the School.

Many donors see this kind of giving as an extraordinary opportunity to save, because such gifts are exempt from federal estate taxes and generally not subject to state inheritance or estate taxes. The savings that can occur with capital gains in giving appreciated assets adds to this attractiveness.

A bequest to OES can be made by creating a new will, adding a codicil to a present will, or including the School in a revocable trust. OES also has its own pooled income fund.

In addition to the thirty friends of the School who have made public their intent to donate in this manner to the School, countless others have chosen to keep that matter confidential. OES expresses its gratitude to Elizabeth Reeves '32 & '35 JC, who recently added OES to her Charitable Remainder Annuity Trust. The gift is received in the name of her sister, Margaret Reeves Yick '30 & '33 JC as well.

You are encouraged to consult with your legal/financial professional advisors. For more information on planned giving opportunities please write or call: Robert A. Chumbook, Assistant Headmaster for Development, (503) 246-7771.

Ideas for planned giving to OES Gifts of Appreciated Assets

Question: I have some stocks that have greatly grown in value since I purchased them. For example, I have some Wal-Mart stock I bought for \$20,000 that is now worth \$100,000, but it is only paying \$400 per year in dividends. Is there any way I can donate this stock to help OES while gaining some tax savings?

Answer: Yes. By donating appreciated stock to OES, you gain a charitable tax deduction for the full market value of the gift and avoid paying any capital gains tax.

For example, to win twice with your Wal-Mart stock:

- donate \$100,000 of stock to OES
- save federal income tax of up to \$31,000
- save federal capital gains tax of up to \$22,400
- save state taxes, amount varies by state
- net real cost of gifts is under \$50,000

Question: But if I need the income from my stocks to live on?

Answer: Establish a charitable remainder trust. Here's how it works, using your Wal-Mart stock:

- establish trust and place your Wal-Mart shares in it
- trust sells Wal-Mart stock, re-invests in higher yield securities
- trust pays you a 7% return for the rest of your life
- upon your death, the trust assets go to OES

The benefits to you include:

- annual return increases from under 1% to 7%
- federal income tax savings exceed \$9,000
- federal capital gains tax savings up to \$22,400
- state tax savings (varies by state)
- elimination of federal and state estate taxes

Question: How about my spouse? Can she/he continue to get income from the trust if I die first?

Answer: Yes. Simply arrange the trust to pay income for the rest of both your lives.

Question: Can I make this gift and not diminish my children's inheritance?

Answer: Yes. Simply use a portion of the increased cash flow gained through the use of a trust to purchase \$100,000 of life insurance. Your children receive all \$100,000 of the inheritance, not the small portion left after federal and state capital gains and estate taxes are paid.

Question: Is there any other way to make a tax-wise gift of my stock?

Answer: Yes. By donating your stock through a bequest in your will, you avoid capital gains and estate taxes.

Portland school head says independent, public schools must work together

A compelling speech by John E. Bierwirth, E.Ed., the Portland Public School District's new superintendent, highlighted the recent OES Founders' Day Luncheon on Wednesday, November 18, at the Multnomah Athletic Club.

Dr. Bierwirth, who spoke on "how independent and public schools work together for the good of education", recalled his own experiences—as a graduate of the independent school system. He joked, referring to the faculty in the audience, that he and his classmates had "made a large number of people like you retire".

Since graduating from the University of Massachusetts in 1973 with a doctorate of education, Dr. Bierwirth has committed his life to serving public schools, interweaving his experience of both public and independent schools throughout his career. Continuing this tradition, Dr. Bierwirth recently met with OES Headmaster Peter Stevens and Catlin Gabel Headmaster Jim Scott to discuss Summerbridge, a proposed venture between public and independent schools in Portland. Summerbridge programs, which are already flourishing in several other cities nationwide, employ an intense academic summer school and follow-up, designed to help middle school students who show promise but need help in attaining their full potential.

Stressing the importance of building bridges, Dr. Bierwirth said, "We are presently facing a fiscal crisis (in the public schools). Summerbridge will do for us what we cannot do for ourselves. We need to keep talking—building other bridges to share more and more ideas.

"Public schools need to borrow pedagogy from independent schools such as OES and Catlin Gabel. The public schools can then work with it, improve it, and hopefully the independent schools can then borrow it back."

Though committed to the Katz plan, which he feels will challenge schools and provide one of the most ambitious state-wide plans in the nation, Dr. Bierwirth's frustrations in dealing with the limitations of Measure 5 are apparent. He continues to work with the Oregon Legislature to see what can be done to improve the situation. "Now there are winners and losers—other districts are winners at the expense of the Portland Public Schools. I can make this the most efficient school district in the state, but in shrinking the size of the budget, I cannot make it world class."

"It was a real achievement to have the superintendent of the Portland Schools as the speaker. It is interesting that with a background of all independent schools he has now taken up the public schools as his major activity—what a blessing that will be to Portland."

— Ruth Jenkins '20
1992 recipient of the
Bishop Benjamin Wistar Morris
Distinguished Alumni Award

Even though he is visibly frustrated by the constraints placed on his district by Measure 5, Dr. Bierwirth has reasons for remaining optimistic. "Portland is a wonderful city, capable of showing the United States what can be done.

"I'm embarrassed as an American and as an educator that Portland is the only major metropolitan area where I felt comfortable enrolling my kids in the public school system." During his previous position, Dr. Bierwirth's children attended independent schools.

In bringing an independent school background to the public school system, Bierwirth hopes to create a balance. "We need to interact for the benefit of both, creating a thriving, prosperous and healthy system that benefits both private and public schools. We need to provide options—challenge each other."

Rather than a centrally controlled school system, Dr. Bierwirth would like to see authority revert to individual schools. "With site-based management we may begin to look like a collection of independent schools rather than one monolithic public school system," he explains.

But this is just one method of creating choices for schools, parents and students. Frustrated by what students learn or do not learn, Dr. Bierwirth looks forward to the implementation of the Katz plan, which will offer public school students the choice between a Certificate of Initial Mastery (CIM) and a Certificate of Advanced Mastery (CAM) program. The CIM will allow students who are not college bound to begin preparation for a career in their junior year of high school, while allowing students who plan to pursue higher education the opportunity to earn a CAM. Dr. Bierwirth believes that options such as these will have great impact on "what is taught and how it is taught".

Dr. Bierwirth believes the implementation of the CIM/CAM program will have a ripple back effect through junior high to the elementary levels, requiring changes in both curriculum and teaching methods. "Kids today need to know more than I know. I've traveled a fair amount, and one thing remains the same throughout the world. The difference between those who have skills and those who don't is that those who don't have the skills must stay where they are, while those who have the skills can take those skills anywhere in the world.

"We need to create the best schools in the United States, and beyond that, the best in the world," said Dr. Bierwirth. Though creating the best school system may be the greatest challenge our country has faced, Dr. Bierwirth says, "The best way to get there is by getting people together—parents, students, the community, thrashing out differences, challenging each other, working together."



▲ John E. Bierwirth, E.Ed.

Ruth Jenkins '20

Celebrated educator remembers her days at The Hall

Ruth Jenkins wore a triple strand of pearls—a gift from the Bishop and Mrs. Sumner for her graduation from St. Helens Hall in 1920—when she accepted the Bishop Benjamin Wistar Morris Distinguished Alumni Award at the annual Founders' Day Luncheon. Miss Jenkins had travelled from her home in La Jolla, California to attend the celebration which was held Wednesday, November 18, at the Multnomah Athletic Club.

A former Headmistress at both The Annie Wright School in Tacoma, Washington, and The Bishop's School in San Diego, California, Miss Jenkins has committed her life to the field of education. After sharing a number of amusing anecdotes during her brief, entertaining acceptance speech, she expressed her gratitude to the Sisters, who admitted Ruth and her sister, Marian, despite the fact the Sisters were contending with a flu epidemic at the time. "A lot of TLC prepared us for whatever successes my sister Marian and I have had."

THE JENKINS FAMILY

The second youngest of 13 children, Ruth Jenkins' father, Thomas Jenkins, was born in England and received only four years of formal schooling. At 16, he ran away to join the British Army, believing this to be his only opportunity for an education. Once there, however, he soon discovered that he would have no educational opportunities in the army, so his mother "bought him out". He then worked and saved to earn the passage necessary to come to the United States.

After arriving in America, Thomas Jenkins found a job in the Cleveland brick yards and attended school at night. After earning his undergraduate degree from Kenyon College, he went on to Becksly Hall, where he studied for the ministry. Though he wrote his thesis for his bachelor's degree at Kenyon, he did not actually receive his degree because he lacked the funds to



cover the fees for commencement. Years later, at the centennial of the school, The Rev. Jenkins was awarded an honorary Doctorate of Divinity. "We always told him it couldn't very well be a bachelor's degree with seven children."

Following his graduation from Becksly Hall, he was sent to the City Mission in Cincinnati. Little were the five young clergymen assembled at this mission to know that four of them would go on to distinguish themselves as Episcopalian Bishops, while the fifth gained national recognition for his work in civil rights.

Thomas Jenkins also met his future wife at the City Mission. Both Rev. Jenkins and his bride were committed to missionary work; Mrs. Jenkins wanted to go to Liberia, while Rev. Jenkins wanted to go to Alaska. Ruth Jenkins smiled as she recalled their solution, "They compromised as they always did and went to Alaska."

They arrived in Ketchikan, at that time just a small fishing village, where Ruth was born. Once there, they discovered their home was a lean-to shack built out over the water. During their time in Ketchikan, they built both a house and church. Rev. Jenkins was asked to act as the Alaskan representative to the Pan Anglican Congress in England, where he was entertained by the King and Queen.

When Ruth's family came out of Alaska, they returned to Ohio. After a few years in Ohio, Rev. Jenkins was asked to go to Oregon to take over St. David, the largest parish in Portland.

Back then, moving was especially difficult since household items usually did not arrive until long after the family. The Jenkins, then, were thrilled when they discovered that the Sisters of St. John Baptist had generously provided furnishings for the family from furniture that survived the 1914 burning of the Vista Avenue St. Helens Hall School building.

ST. HELENS HALL

The next year, Ruth and her sister were invited to attend St. Helens Hall. With seven children, Rev. Jenkins would never have been able to afford to send his daughters to the School. "Clergy were paid nothing," Ruth explained. "My father couldn't even afford a car, so he went everywhere on his bicycle. The Sisters must have known something about that; they never sent us a bill."

Ruth Jenkins remembers The Hall as a place where she learned to study, learned discipline and learned not to come late. Since the Jenkins sisters were at the mercy of the trolley, occasionally they were late. "If we were late," she recalls, "we were just wrecks." The girls were required to cursey each morning to the Bishop and the Sisters as they entered the School.

The curriculum of the late 1910s was challenging and not so different from academically rigorous schools today. In addition to Ancient History and French, students were required to take four years each of history, religion, English and Latin and three years of math. Since there was no gymnasium, the girls learned aesthetic dancing. "We practiced outside under the covered area. Then on special occasions, we dressed up like Greek maidens in cheese cloth and ropes and performed." On Thursday mornings, the girls gathered for military drill, complete with wooden guns and marching drills. World War I was an inescapable part of their daily lives.

During this period, Ruth's parents were very active in both the community and the Church. While her mother, a suffragette, championed the rights of the "downtrodden and poor", Rev. Jenkins, who continued to place a high value on education, attracted crowds of more than 300 people to his Sunday School classes and was successful in starting three missions on Portland's east side.

A TEACHING CAREER

After graduating from St. Helens Hall, Ruth and Marian attended Reed College. After only a year, however, Rev. Jenkins was asked to return to Alaska; not caring to be left behind, Ruth and Marian decided they would join the family in Alaska, working as teachers. When their father's departure was postponed, Ruth and Marian, who had discovered they would earn more as teachers than their father could earn as a pastor, decided they would go without the family. Their mother, however, had different ideas. With no intention of allowing her daughters to move to Alaska, alone, she cancelled their plans for them.



▲ *The day after she accepted the Bishop Benjamin Wistar Morris Distinguished Alumni Award, Miss Ruth Jenkins visited the OES campus, and talked with 8th graders about what it's like to be 92.*

Never one to let the grass grow under her feet, Ruth Jenkins made the best of the situation and attended a summer session at the Monmouth Normal School, now the Oregon State Teachers College. Her first teaching job in Salem required double duty. In addition to teaching, she was also the football coach!

Ruth and Marian both recognized the need to graduate from college, so they worked their way through University of Oregon—teaching part-time and working as a house manager for a sorority.

After graduating from U of O in 1927, she said, "We both wanted to go to Japan to teach," but they only got as far as St. Andrews Priory in Hawaii. Ruth Jenkins recalls weekends when the teachers would don bathing suits, pack a picnic lunch and head for the beach club. After spending the day relaxing, they would watch the sunset before boarding the street cars that returned them to the school.

While the two sisters were teaching in Hawaii, Rev. Jenkins was elected Bishop of Nevada. Ruth requested a leave of absence to return home. "When I arrived, I realized there was no money for a secretary. I couldn't go back to Hawaii, leaving him like that." In addition to working as his secretary, she became the business manager for the Diocese and founded and was executive director of the Galilee Summer Camp at Lake Tahoe.

MISS JENKINS, HEADMISTRESS

Upon her father's retirement in 1942, Ruth Jenkins examined her options. When the Bishop of Olympia heard of her availability, he encouraged her to accept the position of Headmistress at The Annie Wright School, an Episcopalian all-girls school in Tacoma. "I told him I couldn't do it. It had been years since I'd taught. But he told me what Annie Wright really needed was a business manager."

At the time she agreed to take on the project, The Annie Wright School was on the verge of closing, so they promised her a one-year contract, renewable if the school survived. Not only did the school survive, it flourished. Much of the success can be traced to her attitude toward developing support. "First you sell people on independent schools. If you're sold on what you're selling, you succeed." In three short years, Headmistress Jenkins—in a new position, at a new school, in a new community—liquidated a half-million dollar debt (roughly \$4.3 million in 1992 dollars!).

(Continued.)

When her hard work paid off in the creation of a school with high scholastic rank and sound financial footings, Miss Jenkins felt it was time to move on to a new challenge, and she became the Headmistress for The Bishop's School in La Jolla, California.

Although she was denied a seat at the General Convention of the Episcopal Church in 1949, because she was a woman, Miss Jenkins was the first woman elected to the vestry of her church of St. James-by-the-Sea Episcopal Church, La Jolla.

When Ruth left Annie Wright, a handsome silver bowl was presented to the school, to become a permanent annual trophy, with these words, "The Ruth Jenkins Bowl is to be presented to the girl...who best exemplifies the qualities of Ruth Jenkins. It shall be given to a girl who sincerely works hard and plays fair, with a sense of humor in all aspects of her life. She shall be one who best follows Ruth Jenkins' hopes and ideals, and who goes from strength to strength."

A sincere sense of fair play, an ever present willingness to work hard, tremendous determination, a sympathetic and understanding nature—these qualities explain Miss Jenkins' continued popularity with students.

At 92, Miss Jenkins has many accomplishments to her credit—Board memberships have included Scripps Hospital, Charles Wright Academy, the National Association of Episcopal Schools and the College Entrance Examination Board; various offices held include President of the National Association of Episcopal Schools, Chairwoman for the Membership Committee of the National Association of Principals of Schools for Girls and Vice President of the Diocesan Council.

MISS JENKINS RETURNS TO OES CLASSROOMS

Following her acceptance of the Bishop Benjamin Wistar Morris Distinguished Alumni Award, Ruth Jenkins visited the OES campus, taking time to sit down and chat with 8th graders, who have been studying the topic of aging.

She began by telling them that her first teaching job had been with 8th graders. "At your age, you want to do what you want to do, and your parents want you to do what they want to do. They don't understand you. But you will survive. You'll love them. They're real people."

She reflected back on her own memories as a student at St. Helens Hall. "We were certain our teachers were ancient—especially Miss Guppy. She taught Ancient History, and we were certain she must have lived in ancient times."

Now, a bit older and wiser herself, Miss Jenkins shared personal observations about aging. "When I was younger, I promised myself that when I retired, I would get up when I felt like it. Now I find that I'm too busy to lie in bed. I still have to get up when I don't feel like it.

"I've had five hip replacements and a shoulder replacement. You learn to live with these things. You keep a good spirit, make the best of things and have wonderful memories."

OES honors Distinguished Alumna, features Portland Superintendent

Members of the OES community—alumni, trustees, faculty and friends—gathered November 18, at the Multnomah Athletic Club to commemorate the 123rd anniversary of the School's founding and to celebrate its rich history.

At the annual luncheon, OES presented Ruth Jenkins '20 with the Bishop Benjamin Wistar Morris Distinguished Alumni Award.

This annual award recognizes St. Helens Hall, Bishop Dagwell Hall and Oregon Episcopal School alumni who, through their commitment and service, have achieved significant successes in their professional careers and/or have made outstanding contributions in the community. Miss Jenkins was Headmistress for many years at both The Annie Wright School in Tacoma, Washington and The Bishop's School in La Jolla, California. The OES Alumni Association accepts nominations each spring.

New Portland Public School Superintendent John E. Bierwirth, E. Ed., gave the luncheon address on *Independent and Public Schools Working Together for the Good of Education* at this year's celebration.

(Please see related stories on pages 19-22.)



▲ As recipient of the 1992 Distinguished Alumni Award, Muriel Gabriel Heltzel '30 presented the 1992 Award to Ruth Jenkins '20.

OES founding Bishop started several schools in Northwest

When OES awarded its Bishop Benjamin Wistar Morris Distinguished Alumni Award to Ruth Jenkins '20 in November, the School was recognizing a long line of educational service embodied in St. Helens Hall and Oregon Episcopal School.

According to The Rev. Chandler Jackson, diocesan archivist, Bishop Morris founded a number of schools.

The Bishop arrived in Portland on June 2, 1869, accompanied by his large and extended family, which included wife Hannah Rodney Morris, sister Rachel Wells Morris, his wife's three sisters—Mary, Lydia and Clementina Rodney and four children, along with nurses and housekeepers. He and the Rodney sisters immediately began St. Helens Hall, opening the school for daughters of pioneers and settlers on September 14, 1869. Mary Rodney was headmistress.

Writing in *The Oregon Episcopal Church News*, Rev. Jackson states that Bishop Morris also founded Bishop Scott Grammar School for boys in 1870, St. Paul's School for girls in Walla Walla, Washington in 1872, Ascension School for girls in Cove, Oregon in 1884 and a Portland school for Chinese men and boys in 1871. The Bishop's work in the community also led to the opening of Good Samaritan Hospital in 1875.

"Ruth Jenkins' distinguished career in education puts her in grand company indeed," says current OES Headmaster Peter Stevens.

Teams compete in first annual Alumni Soccer Tournament

On Saturday, September 12, alumni from the classes of 1967 to 1990 formed teams and turned out to play in the first annual Alumni Soccer Tournament on the OES campus.

The tournament, an expanded version of the annual alumni soccer game held during Country Fair, was the brainchild of OES Athletic Director Kris Van Hatcher '70. Alumni came from as far as New York (Brent Erensel '74), Philadelphia (Drew Erensel '73) and Sacramento (Kannes Noack '73) to play! "We even recruited our coach, John Hicks," exclaimed Kannes.

Competition was tough during the half-field, round robin games. In the end, alumni on the 1986-88 team were crowned champions during a post-game cookout for players, families and friends. "I was really pleased with both the enthusiasm and participation — it was a great afternoon," said Kris.

Look for the second Annual Alumni Soccer Tournament next September.



▲ Brad Whitcomb '81, Pat Lamb '88 and Erik Sotka '88 vie for control of the ball during the first annual Alumni Soccer Tournament.



▲ Alumni and friends took a break from the friendly competition for a group portrait. Back row, from left: Parent John Berman, a friend, Kannes Noack '73, Ed Sammons '73, Dan McMurtry '73, Brent Erensel '74, Drew Erensel '73, Former Coach John Hicks, Varsity Boys Soccer Coach David Pace, Pat Lamb '88, John Porter '87, Erik Sotka '88, Matt Clark '90, and a friend. Kneeling: Brad Whitcomb '81, OES Athletic Director Kris Van Hatcher '70, Geoff Chew '78, John Grodem '83, Bruce Hoof '85, a friend, Middle School Coach Doug Whitmore, a former classmate, and Associate Director of Development Tom Oxholm. Seated: Mike Sullivan '78, three friends, David Killough '85, John Batterman '85, Varsity Girls Assistant Soccer Coach Quinlan Porter Flach.



▲ A plaque honoring the first annual Alumni Soccer Tournament Championship team hangs in the Alumni Center. The team was organized by John Porter '87 and included alumni Pat Lamb '88, Erik Sotka '88, Matt Clark '90 and friends.



▲ Coach Quinlan Porter Flach moves the ball with support from fellow coach, Doug Whitmore, while Brent Erensel '74 moves in to attempt a steal.



◀ Drew Erensel '73 came from Philadelphia, and his brother Brent '74 came from New York to play.

Alumni Association President's Corner



▲ Meridel
Prideaux '59

Happy New Year to everyone! As we begin a new year, it is always a pleasure to stop for a moment and reflect on the success of the year past. In 1992, we saw more alums become involved with OES through a variety of events and programs: Class Agents, Alumni Soccer Tournament, After Hours at the Bridgeport, Alumni Night at the Theater, Young Alumni Day, reunions—the list goes on. Thank you to all the volunteers who helped to make these programs happen!

Founders' Day 1992 attracted a distinguished and diverse crowd of headmasters, trustees, parents, faculty and alumni who came together at the Multnomah Athletic Club to celebrate our 123 years on November 18. Our featured speaker, John Bierwirth, Superintendent

of Portland Public Schools, spoke on the relationship between private and public schools. Headmaster Peter Stevens, gave an overview of life at OES and the Upper School Ensemble performed wonderful pre-holiday pieces. Muriel Gabriel Heltzel '30, the 1991 Distinguished Alumni Award recipient, introduced and presented Ruth Jenkins '20 with the 1992 Distinguished Alumni Award. On November 19th, Ruth spent a day visiting the OES campus, classrooms and students.

This winter and spring, we will hold events for alumni and friends in San Francisco, New York and Seattle. If you live in any of these cities, or close by, please make an effort to attend these functions—you may see a classmate or old friend! Please call the Alumni Office for more information.

Planning for Reunion '93 is under way! If your class year ends in a 3 or 8, it's a reunion year for you. Each class will want to celebrate in their own way, as well as visit the campus. The Alumni Office will assist you in planning, mailing and organizing your reunion.

In closing, I am always interested in hearing from you. Please remember your comments and ideas are important to me. We are here to serve you, the alumni community.

CLASS AGENT PROGRAM

Thank you to the alumni who have accepted the invitation to become Class Agents! This program is a wonderful opportunity to help organize and communicate with classmates. The goals of the Class Agent program include establishing and maintaining contact between classmates and Oregon Episcopal School, encouraging attendance at OES sponsored events and soliciting funds for the Annual Fund from members of your class. Recently, Muriel Gabriel Heltzel, Class Agent for 1930 called her classmates and had a "mini-reunion" at Founders' Day!

Following is a list of the current Class Agents. If you see that your class is not represented, and you would like to be your Class Agent, please call the Alumni Office at (503) 246-7771. You don't have to live in the Portland area to represent your class. We have several out of state agents.

Ruth Jenkins '20
Marjory Holman Day '28
Muriel Gabriel Heltzel '30
Jane Campbell Munly '32
Peggy Smith Newhall '36 & '38 JC
Sue Lake Howell '39
Caroline Haskins Hargis '40
Martha Randall Mason '40 JC
Rhoda Thurm Zobrist '41 & '43 JC
Charmian Kolar Hilleary '42
Helen Mills Stoll '44 JC
Mary Helen Hansen '45 JC
Georgeann Adam Spencer '46 JC
Gloria Smith Flaherty '47 JC
Pat Kendall Apperson '48 JC
Amaryllis Lilles Powell '49
Virginia Euwer Wolff '55
Norma Fisher Atkins '57
Meridel Prideaux '59
Kathy Karafotias '66
Bill Marshall '67
Richard Westlund '69
Paul Schlesinger '70
Martha Bullwinkle Dorrell '73
Nancy Woodworth Young '75
Allie Zimmer Harmon '76
Besty Bosen Staples '83
Marie Claire Vohnson-Streight '90

WINTER ALUMNI ASSOCIATION CALENDAR 1993

Alumni Board meetings are open to all alumni who would like to attend.
Meetings are held on the OES campus.

WEDNESDAY, JANUARY 20

Luncheon Meeting
12:00 pm

SUNDAY, JANUARY 24

San Francisco Lunch

THURSDAY, FEBRUARY 4

Alumni Night at the Theatre
8:00 pm
OES Great Hall

WEDNESDAY, FEBRUARY 17

Evening Meeting
5:30 pm

THURSDAY, FEBRUARY 24

New York Reception

WEDNESDAY, MARCH 17

Luncheon Meeting
12:00 pm

SUNDAY, APRIL 18

Seattle/Tacoma Area Alumni Brunch
Sand Point Country Club

WEDNESDAY, APRIL 21

Evening Meeting
5:30 pm

THURSDAY, APRIL 29

Alumni Night at the Theatre
8:00 pm
OES Great Hall

SATURDAY, MAY 15

OES Auction, "Spring Revels"
SPARC

WEDNESDAY, MAY 19

Luncheon Meeting
12:00 pm

FRIDAY, JUNE 18

SATURDAY, JUNE 19
Reunion '93 Weekend

**ASUO President
returns to OES**



▲ Bobby Lee '88, who is currently the president of the University of Oregon student body, gave a hands-on assembly presentation on leadership in student government at OES on Tuesday, October 13. His visit included lunch with Upper School students, a visit with Headmaster Peter Stevens and time with the US Student Council.

ALUMNI & Tell



◀ Junior College Alumni from the Seattle, Tacoma and Olympia areas gathered for lunch at the Tacoma Elks Club on August 1. Those attending included Mary Jane Owens McNulty '47 JC, Jeanette Olson Stephens '41 JC, Pat Kendall Apperson '48 JC, Mary-Helen Duffy Hansen '45 JC and Doris Lincoln Trepp '36 JC. On Sunday, April 18, 1993, all Seattle/Tacoma area alumni are invited to brunch at the Sand Point Country Club. More details and invitations will be available soon.



▲ The BDH/SHH Class of '67 celebrated its 25th reunion with a gathering for alumni and families at the Inn at Otter Crest July 31-August 2. Alumni from the Class of 1967 attending included Jane Adams Patterson of Bend, Jim Augsburger of Alvin, TX, Rick Carpenter of Portland, Phoebe Conklin of Portland, Denny Crafton of Madison, CT, George Critchlow of Spokane, WA, Mark Drain of Shelton, WA, Stafford Hazelett of Hillsboro, Bill Marshall of Portland, Ed McClean of Oregon City, Jim Rear of Junction City, Beck Reynolds of Pontola Valley, CA, and John Swanson of Bellingham, WA. Chuck Reynolds '69 also attended. Pictured are Rick Carpenter, Jim Augsburger, John Swanson, George Critchlow, Bill Marshall, Denny Crafton, Mark Drain, Ed McClean, Jim Rear holding daughter Katie, and Tori Marshall with Tripp Crafton in front.

Oregon Episcopal School
6300 Southwest Nicol Road
Portland, Oregon 97223

Marko Sifrar
Reber 3
61 000 Ljubljana, Slovenia
August 18, 1992

Dear Sirs,

I am glad that in spite of great distance you still keep informing me about our school. There are so many nice memories connected to it that sometimes I wish I were back there. But at this point, I do not have time for sentimentality.

I want to tell you about my ex-country. I do not know how much attention you pay to the events in what used to be Socialist Federal Republic of Yugoslavia, and which citizen I was while being at OES. The country broke up in its worst way - with war. This is the main point that I urge you not to connect me anymore with the name of Yugoslavia because the people that slaughter children, rape women, kill men, ruin their homes, churches, factories, roads, bridges, etc. are hiding behind this name. After a ten days war in Slovenia (which citizen I am now, and where I live), they started more severe war in Croatia, now they are crushing even more violently Bosnia and Herzegovina.

The war in different areas is continuously going on for more than a year, but UN and other politicians still just talk, also with the leaders of self-proclaimed Federal Republic of Yugoslavia (on the territory of Serbia and Montenegro), which hasn't been recognized by any country so far.

And from that country the new soldiers, tanks, and other weapon is going to Bosnia to destroy whatever still remained there. This fact clearly tells that there is no civil war in Bosnia and Herzegovina, but an aggression by Yugoslav army, which consists mainly of Serbs and Montenegrins.

There are altogether close to one million refugees in many countries, including ours, and it hurts to see them as most of them are children. It makes me sick to see slaughtered people in the streets, and starved men in concentration camps in the news daily.

I do not want to depress you. I would like though to tell the students about it no matter how rough it sounds. It is a cruel reality, and we should all work on stopping it now and never let it happen again here nor anywhere else in the world.

Wishing you all a nice new school year.

Marko Sifrar

▶ A letter from Marko Sifrar '86.



▲ The second Alumni After Hours gathering was held on November 16 at the Bridgeport Brew Pub. Almost 50 "younger" alumni attended this increasingly popular event. Special thanks to Sean Kuni '81, Paige Parker Kuni '84, Kelly Dwyer '83 and Allie Zimmer Harmon '76 for their efforts in organizing the evening.

Class Notes

We want to hear from you! Please let us know what you are doing by sending us your postcards, letters and pictures.

1930

Irene E. Soehren '32 & '34 JC writes that she is now living in Columbia Manor Convalescent Center, which is on Shattuck Road near Alpenrose Dairy in Portland.

1933 and 1938—It's a reunion year for you!

Wilda Jerman Plympton '38 and her husband Don are retired and enjoying life. They spend time with their six children and grandchildren, traveling, playing golf, gardening and on the Clackamas River.

An active grandmother of four, **Pearl B. Steele '38 JC** enjoys her membership in the Naples Island Garden Club and annual trips to Oregon, Illinois and Napers, Florida. She resides in Long Beach, California.

1940

From Hot Springs, Arkansas, **Dr. Billie Adels Pennings '40 JC** writes that he has retired after practicing Veterinary Medicine in Houston, Texas for 35 years. She and her husband Harvey, a catastrophe insurance adjuster, are currently in Miami Beach, where he is working on claims resulting from Hurricane Andrew. Billie hopes some of her classmates will drop by to see them in Arkansas!

Margaret Saari Dether '42 writes, "I loved seeing our class pictures in the *Bell Tower*—thank you Lillian Johnson Wonders for your work and to Charmian Kolar Hilleary for your continuing work for our class."

1943 SHH & JC—Celebrate your 50th reunion in 1993.

Elia Leibold Bubenik '43 JC and her husband enjoyed a trip to England, Ireland and Scotland during the month of June. Their oldest son Blair, and youngest son Cory are both engineers for Hoffman Construction, a Portland firm.

Sylvia Thomas Boydston '43 has just moved to Salem with her husband Jim, who retired 2 years ago. She is looking forward to seeing her classmates at their 50th reunion in June.

Gloria Jokstad Jones '44 is back at home in Pacific Palisades, California, after a trip to Norway, Sweden and Denmark.

1948 SHH & JC—Gather your classmates together for your reunion.

Carmen Ora Synnes '49 JC is now living in La Mesa, California and working at St. Andrews Episcopal Church as a religious worker.

1950

1953 & 1958—Mark June 18 on your calendar for reunion weekend 1993.

Alumni Board President, **Meridel Prideaux '57** has been named president of the Portland Association of Advertising Agencies for the 1992-93 term. Meridel is senior vice president of Prideaux Sullivan and Pattison Inc. Advertising and Public Relations.

1960

Attention 1963 and 1968 (SHH & BDH)—Start planning now for your reunion!

From Spokane, **George Critchlow '67** writes that he continues to teach at Gonzaga University Law School specializing in criminal law, civil rights and family law. George has recently received a Fulbright Scholarship award to teach civil rights law in Romania for the 1993 calendar year.

Ben Westlund '68 and his wife, **Libby Bishop '69** are the parents of a new daughter, Taylor, born in November.

1970

Alan Dappen '70 and his family have moved from Davis, California to Oakton, Virginia. He has joined a large family practice group and combines private practice with residency teaching at the Medical College of Virginia. His two children, Ben 10, and Nathan 9, are enjoying their new home!

1973—Martha Bullwinkle Dorrel is your class agent and is also planning the 20th reunion—please contact her if you would like to help!

Sally James '73 is looking forward to the big "20th" reunion for her little class of 1973. She asks, "Does anyone else remember *The Rolling Donut*, our class newspaper?"

As Director of Special Projects for the National Youth Leadership Council, **Diana Smith '74** has helped design and coordinate the Minneapolis and St. Paul Public Schools summer programs. The program is called "Walk About" and is an urban school renewal model in which high school students who are in need of credits make them up by tutoring elementary school students. This winter Diana will be taking a three-month leave of absence to travel the trans-Siberian railway to China!

Cristina Devalle Rathbone '75 welcomed her "third and final contribution to the family tree," Elizabeth Wells, born November 11, 1991, joining Vina 5 1/2 and Pete 3. Their family had a great vacation this summer with **Lynn Seton Davidson** and family. "We missed **Joan Ritchie** at the Jimmy Buffett concert."

Edmund Stevens '76 is working in the West Union School District (near Rock Creek/West Portland Metro area) as the Program Director for the K-6 TAG (Talented and Gifted) program.

Philip Janey '76 and **Nancy Townend '77** welcomed their first child, a girl, in September.

It's your 15th year reunion this year, class of 1978.

Lee Rennick '78 is the Business Manager/Account Executive for Davis & Associates Communications Inc. in Nashville. In July, she saw classmates **John Osborn, Gordon Leitch, Mike Sullivan** and **Valerie Lansburgh** during a trip to Portland.

Mike Sullivan '78 volunteers his time at OES, assisting with the JV-1 Middle School boys soccer team.

1980

Helen Achilles Andrews '81 and her husband recently celebrated the arrival of their second son, David Edward, born September 14. The baby joins older brother, Chris 2.

From Wilmington, Delaware, **Kathleen Douglas Van Every '81** writes that she is currently licensed as a home day care provider and is the financial chairman of her local Mothers of Preschoolers group. Her daughter, Heidi, will be 4 in January and son, Colin, will be 1 in April.

After completing his undergraduate degree at the University of Oregon, **Thomas Wu '82** moved to Vancouver, B.C., Canada and worked for Price Waterhouse. In September, Thomas moved to Chicago to attend the University of Chicago for his masters in Business Administration. He plans to concentrate in financial management and international business.

Becky Bartels '82 is living in Portland and is a residential treatment counselor for severely emotionally disturbed boys (ages 6-12) at Parry Center for Children. She is continuing to work on her painting and sculpting and hopes to get a BFA before she is 40!

1983—Betsy Bosen Staples is your class agent, Contact her for planning your 10th reunion!

While completing her Masters in Biology at Portland State, **Paige Parker Kuni '84** is teaching biology at PSU and is working in secondary science education at the Saturday Academy ASE program with OES teacher Dr. Bill Lamb.

Winde Beckins Strachan '86 and her husband Monte are the proud parents of a son, Blaine Montgomery Strachen, born August 12, 1992 at 7:23 pm. He weighed 9 pounds 2 ounces.

David Bluestein '87 is living in New York City after completing his B.A. in International Business and German from Eckerd College in St. Petersburg. He recently left his job at Promotional Industries and is pursuing employment in advertising. Davis would love to know what has happened with the rest of his graduating class; drop him a line in care of the Alumni Office.

On June 20, **Kelsi Bishoprick '87** married William Pollard at Columbia Presbyterian Church in Vancouver. The Rev. David Pace, Middle School Drama and Religion teacher, was the celebrant. Kelsi is a student at the University of Portland. She and her husband honeymooned on a cruise to Southern California and now reside in Vancouver.

Its been 5 years since your high school graduation 1988!

Giles Thompson '88 was named to the Dean's List at Colorado College, earning an A average in at least half of his courses throughout the year.

Lance Steinberg '88 wrote to the Alumni Office updating us on what he has been doing since graduating from OES. In June, he graduated from the University of Oregon (Yes, he did vote for **Bobby Lee '88**, current ASUO President), with a degree in psychology. Upon graduation, he realized his goal since high school and became a stockbroker. He is with Prudential Securities in Portland.

Juliet Henderson '89 is a junior at Pitzer College in Claremont, California, but is currently studying for a year abroad at the University of Salamanca, Spain.

1990

Matt Clark '90 is an English major at Stanford.

Elizabeth Bell '90 spent the summer touring Europe and then went on to spend the fall semester in Madrid with the University's International Institute. She is enjoying classes in art and in her spare time has joined the Spanish Hiking Society. Elizabeth spent Christmas in Rome with her sisters and mother and is returning to Pomona College for the remainder of her junior year.

Emily Abbott '91 is in her second year at the University of Edinburgh in Scotland, reading English Literature.

After completing a year abroad with the English Speaking Union, **Roman Zawodny '91** is now at the University of Washington studying to become an M.D. "I have a long road ahead of me!"

IN MEMORIAM

Leah Rose Coleman '22
(Mrs. George H.)
November 20, 1992
Stratford, Connecticut

Virginia Kissling Jantzen '25
November 20, 1992
Died in a Portland care center of causes related to age.

Janice Mary Hedges Bangs '28
September 5, 1992
Died in a Tigard nursing home of complications related to age.

Charlotte Shallenberger Robbins '30
Portland, OR
Died of respiratory problems.

Elizabeth Sumner Bateson '37
August 1, 1992
Carmel, CA

Marjorie Lewis Hammond '38 JC
August 7, 1992
Portland, OR
Died in her home of cancer.

Elizabeth Fullerton Edwards '40
July 18, 1992
Tigard, OR

Martin Landeen '71
Bishop Dagwell Hall graduate Marty Landeen and a companion were killed September 16, 1992, when their twin engine airplane crashed in Northern California. A television cameraman for KPTV(12), Landeen was en route to cover a story in Los Angeles. A memorial service was held in West Linn Lutheran Church on September 21. Marty entered St. Helens Hall in 1964. As a student, he was involved in basketball, wrestling and the photography club. In August of 1990, Marty gathered with other graduates for the 25th anniversary of the founding of Bishop Dagwell Hall. He was instrumental in the video recording of the oral history of BDH. Marty is survived by his wife Janet and stepdaughter Jessie of Canby; sister Julie McEvoy of Keizer; brothers Tom of Clackamas and Eric of Salem and mother Lillian Landeen of West Linn.

OES, Catlin join to offer proposed summer program

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. This summer, pending necessary funding and final approval, Summerbridge Portland will serve approximately 40 diverse, high-potential seventh grade students from schools around the city.

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 will represent the economic and ethnic diversity of Portland, will be recruited through classroom presentations. 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. In 1991, The Summerbridge National Project was established to give support and guidance to the programs. The Portland project, co-directed by Ed Liu of OES and Oyé Carr of Catlin, hopes to join more than six new programs beginning in the summer of 1993.

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