The Long View

Grounded in tradition, Lawrence Academy prepares for the future
I write this in an empty library before the start of the school year. My gaze passes over my laptop, over the quiet reference collection, and onto a hilltop, where the Gibbet Hill cows graze decoratively, as always. Meanwhile, my laptop grazes on the newly upgraded wireless. (Wireless is always "newly upgraded.") Periodically, I experience awkward moments when I instinctively attempt to move the cursor on the laptop with my finger, mistaking it for the eager tablet screen with which I am developing a more and more familiar relationship. My laptop doesn't seem to mind. But the reference collection, facing and reinforcing itself in tight, rigid columns, expresses a sort of sad, stubborn resignation: "Will anyone ever touch my alphabetical beauty again?"

Such are the intersections we face every day in schools and in life, where the past, the present, and the future collide in a mixture of physical, intellectual, technological, and emotional expressions. In the adolescent educational environment, these "expressions" have a special psychological vigor and intensity. While the secondary residential school setting demands a particularly keen attention, every institution must understand both the possibilities and the limitations of development and progress—its place in a changing global and educational landscape. This issue of the Academy Journal will explore Lawrence Academy’s own understanding of its role and its course as it considers its next steps into the future.

Here’s a useful look back as orientation: Almost 25 years ago, LA began an exercise exploring its educational intentions and designs, an exercise that ultimately birthed the Ninth Grade Program (NGP). As the new head last year, I asked for some background on the program and was graciously provided a manila folder containing hundreds of pages of minutes, notes, and reference materials: the NGP’s founding documents. I recognized on the pages the tell-tale shrapnel of the dot matrix printers of 1989 (the time of my college graduation)—state of the art publishing back then. Today this literal paper trail might not even exist, though somebody could no doubt confidently declare, “I know it’s in a PDF on a drive somewhere.”

An early set of careful minutes caught my attention as it declared the primary need, among other skills, for a high school graduate is to possess “the ability to use a word processor,” explaining that, “the keyboard is a tool that increases student motivation for writing, especially rewriting; it also makes the teaching of other essential skills easier.” While the reference to programs and tools that have been upgraded and superseded multiple times over decades might seem to betray a certain quaint innocence, I nevertheless recognize in this...
language an expression of an educational philosophy, strongly practiced at LA, that transcends any technological innovation and moment.

That philosophy holds the actual experience of the teaching and learning process at the center of a student’s (and a school’s) growth and development. Tools facilitate, leverage, and direct that experience, but the lived and felt experience rests as the center of all learning. Such a spirit became even more evident in those proto-NGP notes when the group, which included current practitioners John Curran and Artie Karp, advocated for the consideration of “metaskills—that apply not merely to one narrow area (like reading) but to all aspects of education.” The notes identified some of these metaskills as

• the ability to respond actively, imaginatively, emotionally, and experientially to content
• the quality of perseverance—of real engagement and commitment
• the ability to live with ambiguity
• the ability to use the senses
• the ability to select what is important

Such a list shows a responsible understanding of educational and developmental psychology, philosophy, and practice, yes. And such an orientation can be easily transposed onto more traditional skill sets, such as the analytical, quantitative, and critical. Yet what I find most heartening about the approach that the school took—and that the school continues to take—is that there is a fundamental experience that precedes, anchors, and follows the educational process. In short and in less academically flowery language: It is the embodied learning experience of the student that matters, not the trim level, option, bell, or whistle of the educational vehicle or product. That is a timeless vision.

Lawrence Academy will not ignore the quality and finish of the educational experience it provides. Indeed, this Academy Journal will highlight many tangible and practical ways in which we seek to advance and sustain our academic and educational mission. Nevertheless, we will only declare that mission a success when a student has acquired habits of mind, habits of heart, and habits of life that are so deeply internalized that they are, by force of nature, made real and good in the external world. Only at that point will a student, a graduate, a person, locate and recognize his or her place in the landscape of information, innovation, and simple human possibility and purpose that surrounds us.
The 2013–2014 Board of Trustees welcomes new member Michael Salm and thanks departing trustees James Barnes ’69 and Harold W. Potter Jr., Esq. for their long and dedicated service.

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In order to illustrate some aspects of both vision and strategy for Lawrence Academy’s future, let me describe three concrete initiatives that require ample doses of both. These initiatives run from the one-year timeframe to the one-hundred-year timeframe and beyond. While one might get a case of institutional vertigo from such chronological chasms, looking back on more than 200 years of history of the school, one realizes that our present footing rests on just such spacious vistas.

Master Planning
I will start with the large picture, both in setting and time. Beginning actively (and somehow fittingly) the afternoon before Reunion Weekend started this past spring, Lawrence Academy embarked on the creation of a campus master plan. Such a plan would literally comprise a map for refining and wisely developing the physical Lawrence Academy campus.

Non-spoiler alert: this article will not reveal any final renderings or designs on the one hand, or plans for purchasing and franchising the Gibbet Hill cows on the other. Though we have a good idea of our needs, the structure of the plan is not far enough developed to reveal particular concrete (or turf or biofuel) proposals. What I can reveal, however, is that the early stages of thinking have to do with the general campus landscape form and architecture, particularly the means of entry, arrival, passage, and commerce on and around campus. While Lawrence Academy has a beautiful physical plant and a lovely, idiosyncratic, and anachronistic way of fitting into the local environment, it is less the design of an original, omnipotent campus master planner from 1793—or 1893 or 1993—and more the design of history, circumstance, fate, and occasional accident. (Historical fires and storms come to mind.)

The initial stages of campus master planning, then, have centered on discovering the principles of design and flow that the existing campus suggests, as it sits in its view straddling hilltops and valleys. Once those “organic” principles of existing landscape architecture are articulated, we can start to enhance those aspects of the campus that most accurately and evocatively tell its story: entry from the outside world; arrival at the core of campus; gravitation around the academic quad; and the expression and organization of spaces for flow and play. Such a plan would help define paths and possibilities on campus, ultimately leading to those buildings and fields, that would not only have an impact today and tomorrow, but would shape building on campus hundreds of years forward. This vision will express an integrity of character for the campus, but it will also unfold a strategy that can be employed and deployed over decades of possibility and change.

Though distant, 2093 and 2193 are parts of our future as well. No doubt, the future editions of the *Academy Journal* will reveal and promote this campus master plan.

The Great Doubling
The second initiative I would like to explore here is a fundraising target that I will label “the great doubling.” Since my first meetings, including as a candidate for head of school, with Bruce MacNeil and other members of Lawrence Academy’s board leadership, the phrases “double the annual fund; double the endowment” have shaped the school’s aspirations with regard to stewardship. In practical terms (and depending on when you were to
peg the start of such an initiative), such doubling would mean increasing annual fund giving to approximately $2.5 million and increasing the school’s endowment to $40-50 million. While doubling these numbers is ambitious, it is also, simply put, necessary: doing so would achieve the important end of putting us into solid and comparable standing with peer schools.

Yet the results of such an initiative would be enormous in terms of the operating budget and the operational possibilities of the school. Adding $2.5 million or more in accelerated fashion to the school's operating budget (such as the annual fund contribution increase and the endowment draw would propose) would increase the resources available through the budget by a meaningful 15%, and it is fair to say that such an increase in budget suggests an increase in possibilities—in student and faculty recruitment, in innovation of program, in artistic, athletic, and academic excellence—that would change the landscape of Lawrence Academy in ways every bit as significant as an elegantly drawn and executed campus master plan.

Whether or not we are strategic or visionary, we will double our annual fund as well as our endowment in due time. The main question has to do with how assertively and ambitiously the school wants to achieve these goals. Choosing an aggressive timeframe—doubling the annual fund and endowment in the next five to seven years, for example—as part of a focused annual fundraising initiative combined with a disciplined approach to capital giving as part of a campaign, would make a certain and strong statement, establishing a clear tone for the school. Whereas heroic fiscal management and shrewd budget gymnastics have made other strong statements for the school in its recent and even its deep history, a bold, confident leap forward in our fundraising goals would make a crucial, complementary, and necessary statement of its own. In such a way, we can embrace a vision and intention that might forever change the prospects of Lawrence Academy.

Media Conference Center

The third initiative to describe and explore here is the most immediate, though it bears on the preceding sense of possibility and stewardship. As parents of the Class of 2013 know very well, Lawrence Academy established a completely different scale of aspiration and achievement in one particular fundraising area last year: the 2013 Senior Parent Gift. This initiative became a mini-campaign that eventually brought in over $500,000 toward its goals of annual fund support and technological implementation and advance, well more than double the previous average Senior Parent Gift.

In addition to the means of parents providing gratifying and inspirational support, the 2013 Senior Parent Gift provided a significant end: modeling a process and product that strengthened the school's identity and its educational mission. An effort that began with an important initiative supporting a faculty laptop program ended with an even more powerful statement of support and direction: a concrete project to create a Media Conferencing Center, sited next to the Schoolhouse where the building now vaguely known as LA 3-4 currently sits.

The building has had a history of varied use, which is instructive and illustrative in the context of this article. Its design clearly indicates its original use as a place to stow the horse-drawn carriages used by the residents of the house (now the Sheedy Faculty Residence) next door. As Lawrence Academy came into possession of the house, the resident vehicles changed from horse-driven to gas-driven. The building came into human use in the twentieth century, and during the latter parts of the century, both LA 2 (now the Independent Immersion Program) and the Ninth Grade Program passed through.

The building’s current name is not a fraction: it was conceived as a play on the idea that the building houses extension of the innovative programs at the heart of the LA educational enterprise. Since the Ansin Academic building was built, however, the need for additional classroom and program annex space has diminished, and so the building is used primarily for storage of educational resources and accessories, from summer program items to some of Andrew Healy’s wood-turning equipment for his “Turn, Baby, Turn” Wintertime. As the need for a Media Conferencing Center became clearer, it also became clear that the site and size of LA 3-4 would be ideal for the uses we imagined for such an integrated online, real time, real-life academic space.

There are two ways such a room might go: it can feel like a paneled board room with impressive, cushy, swiveling executive chairs, or it can feel like a lively classroom with the teacher-student relationship at the center. It should be clear which direction Lawrence Academy will go with the building. Although the Media Conferencing Center will move at fast network speeds, a hand-crafted learning experience will still determine the space’s use. In such a way, what we hope to experience in the space is not just the raw wonder of technology, but the more essential wonder of assuming an active role in the teaching and learning process: figuring out together, deliberately in real time and space, how it is that we are going to be smarter, better, wiser given the technological ornaments that adorn the modern world.

The particular project of the Media Conferencing Center is clearly a model of how we want to grow and refine our identity going forward. We want to make Lawrence Academy as useful and as inspirational and agile as possible. We want to fit into the history and legacy of the school, but we also want to discover new orders, new paths, new ways to make sense of the old landscape. The school’s master plan and the reach of its ambitions and stewardship should always return to this gravitational center of the academic core, that infinitely renewable energy of discovery that propels us to better understand ourselves and the world we live in.
The man mostly responsible for shaping the Lawrence Academy we know today arrived in Groton in the fall of 1969 as an energetic and idealistic 33-year-old.

Ben Williams had always known he wanted to teach, and following a stint as an instructor in the Marines’ Officer Candidate School, he landed a job in Pomfret, Connecticut. After a few years, running a school became an aspiration. “I was young and ambitious, and I went after the Lawrence Academy job like a crocodile,” he told us in a recent conversation at his home in Pomfret. Williams had visited the campus and, being an outdoorsman, loved it. “Angus on the hillside, green everywhere. It was my kind of territory,” he recounted. “It seemed too good to be true.”

It did come true, though, and Williams admitted that the job was a bit overwhelming at first. “On opening day, when I saw the students running on the lower fields, it dawned on me that they were now my responsibility. It was daunting.”

Williams decided that Lawrence Academy would become coeducational as soon as possible, a change that the board of trustees supported. Beyond coeducation, though, Ben had no “grandiose idea” about what he was going to do with his new job. “I was flying by the seat of my pants,” he smiled, recalling his and his wife Nan’s early days in Groton. Having recently experienced the move to coeducation in Pomfret, he knew that in 1970 coeducation “just made good sense.” Williams continued, “We wanted to move into the modern world, and that meant coeducation. It was an opportunity to raise the bar academically and to increase the applicant pool. Women had a lot to contribute to the school academically, athletically, and in extracurricular activities.”

Coeducation inspired curricular innovations, and Williams’ dreams for Lawrence’s future gradually took
shape. Early in his tenure, he hired the brilliant and creative Vin Skinner, whose legacy we honor every year through his creations, Winterim and Lawrence II (now called the Independent Immersion Program). The school’s curriculum was examined, taken apart, and put back together numerous times in an exhaustive search for an academic program that fit Lawrence Academy’s evolving identity. Williams recalled that it took time and hard work to get the programs off the ground. “Was it all done well from the beginning?” Ben asked, rhetorically. “No, it wasn’t. There was precious little substance in some of the early Winterims, for example. You don’t have a finished product right away. It takes time.” He credited veteran teachers like Bob Darling, Dick Jeffers, and Alan Whipple for “enabling us to become what we became without a major revolution. Others who contributed greatly to the academy’s athletic, academic, and creative programs, were John Curran, Dick Richardson, Bill Mees, Bob Kullen, Terry Murbach, and Peter Hazzard.”

Together, they were creating, bit by bit, the student-centered style of education that has been Lawrence Academy’s hallmark for many years now. Philosophies and programs that are currently being advocated in many of today’s schools have been staples at Lawrence Academy for years, according to Williams. The school’s unique curriculum contributed to what was perhaps Williams’ greatest dream: to have a student body that had sought out the school because of its excellent reputation. The greatest advancement in that direction during his time as headmaster was joining the Independent School League. That move garnered Lawrence Academy much respect from neighboring schools.

Williams’ desire to bring Lawrence Academy into the modern world—certainly not a priority among private schools in prior generations—drove many of the changes that swept through the school in the 1970s. It did not take him, or his faculty, long to realize that together they were creating an educational institution that would stand out among its competitors. In the early days of Williams’ tenure, coeducation, Winterim, student-initiated programs such as the Lowell Project, and a strong commitment to increasing the ethnic and socioeconomic diversity among the student body transformed the school into an innovative institution that reflected the rapidly changing modern world. This goal was aided by a conscious decision to enlarge the day-student population, a change that over the years has had a profound and positive effect on the social climate among the students.

When talking about the “prestige factor” in the world of independent schools, Williams’ take was characteristically forthright. “Will we ever be regarded as a Groton or an Exeter?” he asked. “I doubt it and I don’t covet it at all. Our excellence has got to be in the experience that the students have and what they make of their lives afterwards. And that does not depend on from where you get your diploma.” Williams discussed what has been an unofficial motto at Lawrence Academy for more than four decades now: “We need to do what we believe is right for our students. If we do that well,” he continued, “then it is going to get communicated. It is not persuasive to tell people who you are; you should just be who you are.”

We are still doing “what is right for our students,” in large part to the dreams of a courageous, passionate, humble, and dedicated man who, with the help of an equally committed and talented core of faculty, shaped Lawrence Academy into the institution it is today.

“Our excellence is in the experience that the students are gaining and what they make of their lives after they graduate.”
Enhancing LA’s Mission

Betsy Cote, director of development

Q&A with the New Director of Development

Lawrence Academy’s new Director of Development, Betsy Cote, comes to our “elm tree-shaded hillside” from Massachusetts General Hospital, where she worked since 1997, most recently as the Director of Development for Primary Care Medicine. Prior to MGH, Ms. Cote worked in fundraising for Belmont’s McLean Hospital and United Way of Massachusetts Bay. The Academy Journal spoke to Betsy, who lives in Lunenburg with her husband David and her two children, Abigail and Jack, just a few weeks after she arrived on campus.

AJ: Why did you make the change from healthcare to education? What are your immediate priorities at LA?

BC: I think it’s important that people understand that I sought out this opportunity. I had been in Boston for a long time and I had been in healthcare for the better part of that experience, and as I started to evaluate what was really rewarding and fulfilling to me about being at Mass General Hospital, I realized that Lawrence Academy would provide a smaller environment where I would have a chance to be involved in different activities while also helping to fulfill the vision for the school. Like Mass General, LA is an institution with a long history of success. I am interested in setting goals that are even more ambitious than the ones that have previously been set, and as we do that, look at the long-term goals of the program and work to enhance the student and faculty experience.

AJ: Improvements like the ones you’ve alluded to take capital. When you speak to people who are interested in Lawrence Academy, to what areas do you point, in terms of reasons to be philanthropic?

BC: We need our entire community to help us sustain what the school has been about for over 200 years. One of the key ways in which Lawrence will continue to thrive will be through the success of our fundraising initiatives. Philanthropy is one of the most powerful ways individuals can invest in the future of Lawrence Academy because gifts to the school support our most precious resource: our students, who will eventually become the next generation of global leaders in all facets of public and private domain.

AJ: You mentioned community. LA enjoys a vibrant array of people who feel like this is their home away from home. What can you and your team do to foster that feeling of camaraderie as you work to provide the means to allow Lawrence to live up to its motto: “Learn with others to think for yourself”?
BC: A part of the mission of Lawrence Academy is embracing the uniqueness of our boarding and day student population, as well as enabling them to feel as connected as possible to each other and the staff and faculty. That way, the campus maintains its natural flow that does, in fact, include buildings to enrich the arts, promote the sciences, and allow us to improve liberal arts classroom spaces and continue to upgrade our athletic facilities. Through philanthropy, we can make sure that we’ll be able to teach these students in state-of-the-art facilities of which alumni, parents, and friends can be proud.

AJ: Mr. Scheibe has talked about the strategic plan and touched a bit on the campus master plan (see inside front cover article). As you have settled in to your role as director of development at LA, tell us what you can about the capital campaign?

BC: This is an extraordinary time to be part of the Lawrence Academy community. Lawrence has a deep and rich history steeped in a tradition of recognizing and inspiring each individual student to excel both academically and personally. It’s also a pivotal time in the school’s long history as we strive collectively to continue to offer innovative educational programs with an emphasis on personal learning and self-discovery.

Initiating a capital campaign will provide the necessary funding to advance our academic mission, remain competitive in faculty recruitment and retention, and enhance the campus life experience. Strengthening our endowment and providing our students and faculty with state-of-the-art dormitories, classrooms, and common areas will ensure the sustainability of the special and unique community that is Lawrence Academy. The future of Lawrence Academy has never been brighter. Initiating a capital campaign in the coming years will ensure Lawrence’s vitality and vibrancy and enable LA to continue to provide exceptional academic and life experiences for its students.

As we carry out our mission as a school—“Lawrence Academy recognizes you for who you are and inspires you to take responsibility for who you want to become”—we are mindful of doing so in a manner that enables our students to develop greater self-awareness and self-confidence while actively learning and developing in a vibrant educational community. In order to provide a high quality independent school education, LA relies heavily on the financial support it receives from the Annual Fund. Gifts to the Annual Fund go directly toward providing the school with the necessary resources to better support many of the key components of our educational program.

Please consider making Lawrence Academy one of your top philanthropic priorities by making a donation to the Annual Fund today! Your gift will truly have an impact on advancing the mission of the school and enhancing the educational experience an LA student receives.

Please visit the following link: www.lacademy.edu/onlinegiving.
by Dave Casanave

Whether he is designing lesson plans for his history classes or helping to craft plays for the football or lacrosse teams, Sean Sheehan is all about preparation. That trait, one that he honed while he was a student athlete at Lawrence Academy, is especially visible in his stewardship of the College Counseling Office at LA.

“We work with parents and students,” said Sheehan, “in order to identify and articulate who each student is, what his or her interests and strengths are, and what the student ultimately wants out of his or her college experience.”

This process is not only in line with LA’s overarching educational philosophy, but it’s also a process that now starts much earlier for parents and students and further underscores the need for preparation.

“We have always met with the freshmen and sophomores to discuss the impact of their academic performance and extracurricular involvement on the college process,” said Sheehan, “but starting this year those meetings will take place in the fall.

“We will reiterate how much grades matter, but we will also encourage them to get involved and to read as much as possible. For the freshmen, we must remind them that the NGP curriculum has direct application to the college search process.

“Even outside their LA classrooms, they will need to write essays and use listening and speaking skills to interact with admission counselors; they will need to be organized throughout the process, and they will need to be able to think critically so they can make the best decision for themselves,” he said.

Sheehan also pointed out that there are several key components to helping students make what, for many of them, may be the most daunting decision of their young lives.

Staying Current

“It is crucial that our office has a sense of what is trending in the college admission world,” says Sheehan. “We need to know not only about best practices but about what colleges are looking for and how they are evaluating students and applications.”

To that end, Sheehan and his staff attend a variety of conferences each year that keep them on the cutting edge of the college admission process. They also meet face-to-face with college admission representatives.

“We have initiated a strategic plan to visit all of the colleges and universities to which our students apply most frequently,” explains Sheehan.

“We speak not only with the regional representatives but also with the admission directors themselves. We share with them transcripts and profiles of our students
and ask them how we look to them. This process allows us to get a first-hand sense of how colleges and universities are operating and what is important to them. We have met with at least ten over the summer and, by and large, the feedback we are getting about LA and our students has been positive.”

In addition to the information gathering and positive feedback, through their visits, Sheehan and his team have identified a few key trends that are impacting the college application process.

**Emerging Trends**

**Early Decision:** Because more and more colleges are filling their schools through early decision, the entire college admission process is starting earlier. “This has increased the need for students to be sure their high school experience, in both academics and extracurricular activities, is well planned and well executed,” says Sheehan. “Beginning in ninth grade, nearly everything a student does impacts the college admission process.”

**Demonstrated Interest:** The early decision trend is influenced heavily by another emerging trend. “When colleges consider candidates for admission, one of the key questions they ask is: ‘If I admit John Smith, can we enroll him‘,” says Sheehan. There are a number of ways colleges evaluate the answer to that question. Has the student visited the campus and taken a tour? Did he meet with an admission counselor? Did the student meet with the college’s regional representative when he or she was on their high school campus? Did the candidate fill out more than just the Common Application?

**New England Applicants:** Another trend to be aware of is that colleges and universities in New England receive a disproportionate number of applicants from this area. One well-known university said it receives 5,000 applications a year and roughly 1,000 are from Massachusetts. Demographically, those colleges and universities have to have diversity. This makes the competition that much stronger and schools are being selective about who they admit from the area.

However, identifying and staying current with the trends is only one part of what Sheehan and his staff are up to. Internally, they are taking several well-planned steps to help them be more efficient and streamlined in their college counseling work.

**Building a Database**

In their effort to be more targeted, Sheehan and his staff are building a database. When they are on the road visiting schools, “we all have the same agenda,” says Sheehan. “We are asking the same questions and collecting the same data. We put all of the information into our growing database and it has become an effective tool in helping us to advise and direct our students.”

**Intentionality and Self-Evaluation**

This past year the office created its own mission statement that is aligned with the school’s mission statement. Comprised of five goals, it helps drive and focus the office. The college counseling crew, who also meet once a week as a staff, recently conducted a parent and young alumni survey, and they have introduced a monthly college counseling class for juniors. Sheehan says, “All of these efforts are allowing us to be more effective and focused in our work with families and students.” The class for juniors will include outside speakers, tutorials on the use of Naviance, the college search software tool, and topics related to the college search process.

**Communication with Parents**

Keeping parents informed is another key element in the college admission process; the monthly college counseling office newsletter, started this past year, has been an effective way to share information and keep parents abreast of college trends.

“Before we even begin to talk about specific colleges,” says Sheehan, “we have discussions with our students and their parents about their passions and interests and what they want out of a college.”

Then, he says, the planning and preparation can begin. “Ultimately, we want students and parents alike to think of their college search as part of the educational process as opposed to just an outcome,” explains Sheehan. “By taking this approach, it removes much of the stress associated with finding the right college.”
Billboards, magazines, and websites all seem to showcase close-ups of human faces cropped across the subject’s forehead. Sometimes, the photograph’s frame is cockeyed.

According to Lawrence Academy’s photography teacher, Laurie McGowan, these are examples of trends in photography—like producing prints that are big enough to blanket a king-sized bed.

McGowan states that pointing out the trends will help students train their eyes, but her purpose in teaching photography is for them to learn the basics so that they create their own work, not follow trends. That hasn’t changed since she began teaching at LA in 2006. Prior to being employed full time at LA, McGowan taught the photography Winterim for many years.

“We go through every function of the camera,” McGowan says. “Every shot becomes deliberate. They have to ask, ‘Am I standing in the right spot? Do I have the right perspective? How is my exposure?’ They have 24 shots on the roll of film. That’s it!”

That’s right, students use traditional film to learn the basics of photography.

“When I came to LA, we had a traditional darkroom. Students shot film and learned how to print. Now we...
have a college-level dark room. It’s amazing. Before they do any digital work with me, they must learn in Photo 1 how to shoot and develop film.” She also notes that the darkroom is “especially helpful when trying to shoot in changeable New England weather!”

For students who upload photos on Facebook and now Instagram, using film can feel like thumbing through an encyclopedia instead of accessing Wikipedia.

“They’re used to taking pictures digitally already. We want them to take a traditional class, working in black-and-white, where they might get two good photos a week. It’s a much slower process and a lot more patience is required,” she says.

“I ask the students how long would it take you to produce a painting? Would you expect to finish a painting in one class period? You are creating a piece of art and that requires your time and attention.

“Each project is geared toward using the camera in a different way and with different settings, so they learn all the functions of the camera. Ultimately, I want them to be able to control an image so they can get the image that they see in their head or that they think they are going to create. But without knowing how the camera works, they won’t get it.”

After learning the technical aspects of traditional photography, if the student wants then to “go digital,” McGowan is waiting for them with a fully equipped lab of Macs. The computers are loaded with two Adobe industry standards, Photoshop and Lightroom, as well as Apple’s Aperture, and they are connected to a new photo printer. Students have access to some new cameras, and, McGowan adds, the school provides a “great studio with lights so we can work on lighting and the basics of lighting subjects and how to think about lighting when they are out shooting.”

Because their teacher is also a professional photographer, students benefit from using new software and updated equipment, but they can also enroll in classes that keep up with developments in the field.

One recent addition is a digital narrative class. In this genre, photographers capture people in their environment who know they’re being photographed, but the focus is on the moments between the “real” photographs.

Offered for the first time this year, “Creating the Digital Book” was born from work students have done after traveling to Ireland for a Winterim photography course McGowan has been leading for the past several years. “There’s something about grouping 50 or 60 images together that’s very powerful,” McGowan observes. She has also led three summer cultural immersion trips to Tuscany with students and, this year, McGowan has a new duty—acting as curator for exhibits in the Conant Gallery.

Teaching courses or working with the many students enrolled in independent studies, McGowan stresses the aesthetics in every assignment because she believes that developing an aesthetic is ultimately the most important lesson learned over an artist’s lifetime.

“For me, the importance of photography is as a medium of self-expression. Photography is a way for students to translate the world around them. I am saying to them, ‘Here’s the whole world. You are all unique. Your vision is fresh and unique, so what are you seeing that no one else is seeing?’”
The future looks pretty bright—and hot—for Michael Veit.

Veit, a Lawrence Academy teacher for 20 years, as well as the chair of LA’s Science Department, will not be at school this September. Instead, thanks to a travel grant and a sabbatical, the biology teacher is preparing to head to South America.

“My scientific passions are in insects,” said Veit about his expedition to the Amazon. “One of the aspects of teaching in the Science Department at LA that interests a lot of people is the elective program—we have opportunities to teach those parts of science that especially interest us.

“I have gotten to teach my Entomology elective, Marine Science, Botany, and Ecology,” he explained. “The support of teacher passion is great because it allows our excitement to flow naturally over to the kids, and they end up being much more engaged and interested in the subject matter.”

As a teacher and a scientist, Veit finds that being at LA gives him the best of both worlds.
“Part of the reason I love teaching science is that I love science,” he said. “One of the good things about being a teacher is that we have our summers free to pursue our interests.

“For example, I’ve always loved the study of dragonflies and damsel flies, but that’s transitioned into bees over the last seven or eight years. I’m at a point in my knowledge about bees that, in order to progress, I needed a chunk of time to do so.

Not only does Veit hope to expand his personal knowledge, but he hopes to help others, even beyond the LA campus, better understand their local environment.

“I’ve been working on a large publication on the bees of Massachusetts,” said Veit. “There hasn’t been much published on the bees of New England at all.”

In addition to working with bees in the United States, Veit will be traveling to Ecuador to study dragonflies. All of those experiences will inform Veit’s classroom work when he returns to campus. He believes that having the chance to work in the field will have great results in the classroom.

“It keeps my teaching fresh,” said Veit. “I’ll get some ideas and insights that will inspire me and will allow me to integrate things into what I teach and how I teach.”

“At LA, we have opportunities to teach those parts of science that especially interest us.”
Senior Madeleine Kelly (at right in photo) spent her junior spring term at the Island School in the Bahamas. She shared with us her experience and the impact that it had on her.

One afternoon, a few others and I were down by the docks skipping rocks along the shoreline. While the rest of us were able to skip the rocks across the water easily, my friend Charlie could not skip one. After a few minutes of watching Charlie try and fail, one of the others asked Charlie if he knew how to skip stones. “I can,” he replied comfortably. “I just haven’t yet.” That simple statement of quiet confidence summed up my entire experience at the Island School.

The Island School website states that they welcome high school students from all over the globe to participate in a unique experience. “With the campus and surrounding ocean as our laboratories, we partner with a world-class science research facility. Together, we engage in the process of inquiry in order to discover sustainable solutions to real world problems.” That’s all true, but to me, as a “survivor” of 100 days of the school’s sink-or-swim (both literally and figuratively) rigor, the Island School is a place that supports its students in a way that allows them to feel safe while pushing them to their limits. From the moment the 48 of us arrived at Cape Eleuthera, we were pushed academically, physically, and emotionally.
If someone had asked me on day one if I could run 13.6 miles, or publish a scientific paper and present my findings to the Bahamian government, I would have said absolutely not. But as the weeks went on and I became stronger both physically and mentally, I realized that I could do all of those things, and that even if I couldn’t do them on my first attempt, I would be able to do them eventually. I learned to persevere and not to let anxiety or lack of confidence stop me from trying, and then, if I should fail, from trying again.

Every day, the Island School presented me with a new challenge, like taking part in a pig slaughter, running 13.6 miles in the 100-degree heat, and free diving with sharks.

In the beginning, each challenge that presented itself felt larger than life and frightening, and I was so sure that I wasn’t going to be able to get through it. As the semester progressed, though, the seemingly insurmountable challenges the faculty threw my way began to excite me. I looked forward to pushing myself through another obstacle because I began to understand and appreciate that I was a competent and resourceful person. That’s when I realized that I was going home from the Island School with more than just a great tan and some quad muscles.

“The Island School is a place that supports its students in a way that allows them to feel safe while pushing them to their limits.”
Introduction to Native American Culture

In April, Annawon Weeden, a descendant of the Rhode Island Narragansett and Pequot tribes on his father’s side, and of the Massachusetts Wampanoag tribe on his mother’s side, spoke to the LA community about the area’s Native American history and traditions, as well as the challenges that face today’s generations. Invited by Salyna Anza, class of 2014, whose own heritage is partly Native American, Annawon visited with ESL classes, met with small groups on the Quad, and was one of many participants who shared tales relating to their own cultures at an evening “show and tell” in MacNeil Lounge.

Independent Immersion Program 2013

Four graduates of the Class of 2013 spent their final year at LA enrolled in the Independent Immersion Program. Patrick Burns (dance), Joseph Casper (film), Anna McCabe (music), and Emily Perrault (creative writing) all worked with faculty advisors to create a course of study for the year that focused on their special interests and achieved specific, well-defined goals. The students made presentations to show their progress throughout the year and concluded with a final performance or presentation that captured the essence of their yearlong studies.

A Cultural Potpourri

The LA community was treated to an array of new experiences for virtually all of the senses during the April 6 International Festival. Students representing 23 countries, many of them dressed in traditional costumes, displayed information about their countries and offered samples of foods prepared according to their cultures. Visitors were treated to lessons in calligraphy and enjoyed traditional dances performed by several students. At the end of the event, many visitors danced to the rhythms of African drummer Sidy Maiga.

NGP Museum

At the end of each school year, ninth grade students exercise the skills they have learned by producing final mastery projects. Displayed in the halls and rooms of the Gray Building, each project includes history, science, and art components, while the subject is left to each student’s choosing. Among the topics piquing the interest of visitors this spring were: crying, laughing, Vikings, Ninjas, autism, social media, hot sauce, eating disorders, adrenaline, Native Americans of the plains, the Holocaust, detection dogs, sleep, the deep ocean, and Charlie Chaplin.
**First LA Relay for Life**

LA's first on-campus Relay for Life fundraiser took place on April 6, 2013, inspiring over $10,000 in contributions to the American Cancer Society. Twenty-six teams registered to walk or raise funds and over 230 members of the community were present to participate in a variety of activities. Brendan Colton '14, who spearheaded the effort to focus on helping others, commented, “To have the community come together for a good cause and all work toward the same goal is a very healthy thing.”

**Winterim**

The annual two-week session that is a centerpiece of LA’s commitment to experiential education, Winterim continues to engage students with traditional options, such as kayaking in the Caribbean, serving in the Dominican Republic, studying the U.S. legal system, and volunteering at Head Start. The regular offerings were joined this year by newly inspired choices, including opportunities to build Remotely Operated Vehicles for underwater research, study the Arizona landscape through the lens of various geosciences, and practice bringing a critical eye to writing reviews of artistic performances and exhibits.

**ESL Bridge Skills Speeches**

Students from France, Venezuela, Taiwan, China, Korea, Spain, Japan, and the Ukraine addressed an LA audience this spring as a final challenge in their ESL Bridge Skills class. Asked to imagine that they had each been selected to speak at graduation on behalf of the underclassmen, they spoke of a variety of obstacles they have faced. They concluded with messages that shared insight into how they have embraced their challenges and discovered opportunities to grow from them.

**Checking on the Grandkids**

May 1 was a beautiful day and a record number of visitors participated in the annual Grandparents’ and Special Friends’ Day. Always a popular event, 144 guests joined 112 students for the day’s activities. After a welcome from the head and assistant head of school, visitors joined their students for their regularly scheduled classes and got a firsthand glimpse into their daily lives. Photos captured each family and/or group and were sent to guests as mementos of the event.
Girls’ Hockey
Head Coach Maggie Joyce ’05
Assistant Coaches Sean Sheehan ’87 and Robbie Barker ’00
Goalie Coach Ian Farrington
• ISL record: 2–9–3
• NEPSIHA record: 10–15–3

Boys’ Hockey
Head Coach Kevin Potter
Assistant Coaches Joe Lace ’13, Michael Russo ’13, Taylor ’15
Goalie Coach Ian Farrington
• ISL record: 11–4
• Overall record: 13–12
• ISL All-League: Darrien Myers ’13 and Jalen Myrie ’13
• ISL Honorable Mention: Kyle Howes ’14 and Daquan Sampson ’13
• MVPs: Darrien Myers ’13 and Jalen Myrie ’13

Girls’ Basketball
Head Coach Donna Mastrangelo
Assistant Coaches Libby Margraf and Joe Bibbo
• ISL record: 4–8
• Overall record 9–11
• ISL All-League: Emily Pratt ’16
• ISL Honorable Mention: Tara Burke ’15
• 2013 NEPSAC Class B All-stars: Tara Burke ’15 and Emily Pratt ’16

Boys’ Basketball
Coach Kevin Wiercinski
Assistant Coach Kevin Sullivan ’98
• ISL record: 1–32
• NEPSIHA record: 12–12
• ISL All-League: Isaiah Bellamy ’14

Wrestling
Head Coach Santo Anza
Assistant Coach Andrew Brescia
• Graves-Kelsey ISL Championship Tournament: 7th place
• Graves-Kelsey ISL Champions: 182 lbs. Isaiah Bellamy ’14
• NEISWA Tournament: 17th place

Girls’ Skiing
Head Coach Mariah Shrey
• ISL record: 1–32
• MVP: Brian Potter ’15

Tyler Beede ’11, Named All-American
Tyler Beede ’11 served as a tri-captain of Lawrence Academy’s 2011
undefeated championship baseball team. Upon his graduation, he
opted to attend Vanderbilt University rather than accept a first-round
draft offer (21st pick) to play for the Toronto Blue Jays—the only
first-round pick not to sign.

In June 2013, after completing his sophomore season pitching for the
Commodores, Vanderbilt reports that Beede, a right-hander, set the
first-round pick not to sign.
The Commodores, Vanderbilt reports that Beede, a right-hander, set the
first-round pick not to sign. Beede’s performance prompted the American Baseball Coaches
Association to name him to the American and the first team All-South Region.

He was also selected as one of three finalists for the 2013 Dick
Howser Trophy, awarded to baseball’s top college player.
This past summer, he played as a member of the USA Baseball
Collegiate National team.

All-American Wrestlers
Isaiah Bellamy ’14, and Andrew Crane ’14, have continued to put
Lawrence Academy on the map in the prep school wrestling world
during their third season at LA under the direction of Coach Santo Anza.

Isaiah, a junior from Bozrah, Connecticut, won this winter’s ISL
Championship in his weight class and earned the league’s titles of
Outstanding Wrestler and MVP. He then placed 1st in his class at the
NEISWA tournament, where he was also named Outstanding Wrestler.
In February, Isaiah went on to place 4th at the 2013 National Prep
School Tournament at Lehigh University, earning his All-American title.

Teammate Andrew Crane of Amherst, New Hampshire, also won the
2013 ISL Championship in his weight class and followed up with a
4th-place finish at the NEISWA tournament. He was named All-American
at last year’s Nationals for his 3rd-place finish and returned this year to
place 8th. With only the two wrestlers competing at the Nationals, the
LA team came away ranked 28th of the 121 attending teams.

Speaking of his two All-American team captains, Coach Anza says,
“Both of these young men are absolutely tremendous leaders. One
reason they are so successful on the mat has been their experiences
coaching the younger kids. We put them in a coaching position to give
them a well-rounded perspective. When you can teach it, that is when
you truly know how to perform.”
Girls’ Lacrosse
Head Coach Andrew Healy
Assistant Coaches RJ Swift and Jon Shattuck
• Overall record: 2–16
• ISL record: 0–15
• ISL All-League: Joe Lace ’13
• ISL Honorable Mention: Brendan Flanagan ’14
• MVP: Joe Lace ’13
• 2013 ISL Team Sportmanship Award

Boys’ Lacrosse
Head Coach Kevin Wiercinski
• Offensive MVP: Nicholas Day ’13
• ISL record: 6–11
• ISL Kingman Tournament: 11th place
• MVP: Baron Lee ’15

Track and Field Hits Its Stride
This spring, for the first time, Lawrence Academy’s growing track and field program offered all events, including the pole vault. The team also boasted its first All-ISL athlete, Salyna Anza ’14. Both athletes scored in multiple events at the ISTA meet on May 11 and the NEPSTA meet on May 18.

Salyna, captain and MVP of the girls’ team, won discus at both events was named a New England Champion for her NEPSTA throw of 99’ 11”—just short of her personal best of 103’ 3” thrown at the ISTAs. Also a talented shot-putter, she placed 3rd at the ISTAs with a personal best of 30’ 6.5”. Anza is a throwing triple threat with a best distance of 87’ 7” in javelin. She accumulated an exceptional 91 points in throwing for her team this year, 26 of which were scored at championship meets. Coach Larissa Smith says that her team captain is “a talented athlete who works diligently. It was apparent to me when I saw her dance that she would be a good thrower. She had great body control and strength.” A member of LA’s dance troupe, Salyna both performed and composed the music for the group’s August appearance at Scotland’s Edinburgh Fringe Festival.

Nick received an ISL honorable mention for his 2nd place long jump at the ISTAs as a freshman in 2012. This spring, he placed in three events at the ISTAs: 1st place in the 100m (11.18 seconds), 2nd place in the 200m (23.06 seconds), and 3rd place in the long jump (21’ 2.75”). “What is remarkable about Nick is his competitive edge, his desire to succeed,” notes Coach Smith. “Not only did he place in all three of his events, but he also achieved his personal best for the season that day in all three events.” Nick scored 24 points for his team at the ISTAs and another 7 at the NEPSTAs. His total points for the season were 80.75.

LA Supports “Independents”
While Lawrence Academy has not added a rowing program to their athletic options, the Athletic Department does continue a tradition of accommodating athletes who wish to use resources outside of the school to pursue their passions and talents.

One such student participating in an “independent” sport is Maggie Santinelli ’14, who trained during the spring and fall trimesters of 2011 and 2012, and the spring of 2013, in the rowing program at Boston’s Community Rowing, Inc. This past June, she completed the spring session with third-place finishes in both the Varsity II Eight and Varsity II Quad divisions in the Eastern Regionals, the season’s final regatta.

This summer, Maggie continued working with CRI coaches in their sculling program, and she plans to pursue her training as a senior with an eye toward competing in the 2014 Nationals next July.

To check out the latest sports updates (including videos and photos), go to the athletics section at www.lacademy.edu
Honoring the Achievement

Every year on Cum Laude Day, Lawrence Academy recognizes its top students’ academic excellence and scholastic achievements and also introduces the alumni recipient of the school’s Greater Good Award to the LA community.

“Today is a big day,” said Head of School Dan Scheibe. “Cum laude literally means ‘with honor’, but today is about the virtues that are above and beyond the honors. The primary qualities we celebrate are incorporated in the motto of the Cum Laude Society: Arete, Dike, Timé, Greek words meaning excellence, justice, and honor.”

As on previous Cum Laude Days, a diverse mix of LA juniors and seniors who have consistently exhibited these traits were inducted into the national Cum Laude Society. Academically, the inductees are at the top of their classes. As determined by a faculty vote, they have also demonstrated good character, honor, and integrity throughout their time at Lawrence Academy.

After announcing and recognizing the inductees, Mr. Scheibe and Assistant Head of School Rob Moore called the individual prize winners to the stage in the Richardson-Mees Performing Arts Center to receive their awards. (See lists of both the inductees and prize recipients in the accompanying sidebars.)

The Greater Good Award, which is also presented to a current LA student at Founders’ Day each fall, recognizes LA alumni who use their education to make the world a better place. The Cum Laude Society’s Mark Foster ’13 and Victoria Hanson ’13 introduced this year’s recipient, JD Sawyer ’88.

Mr. Sawyer explained his mission to advance sustainable farming practices and presented a film to the audience demonstrating the methods he employs on his Colorado farm. He closed this year’s Cum Laude Day with a passionate plea: “We need this next generation of people to take hold of sustainable agriculture and farming techniques. We can live without iPhones, Facebook, and Twitter, but we certainly cannot live without food.”

As evidenced by the inductees and Mr. Sawyer, Cum Laude Day continues to inspire success in both students and alumni.
JD Sawyer ’88 delighted the audience that was presenting him with this year’s Greater Good Award with his special thank-you to Assistant Head of School Rob Moore. He humbly announced: “He’s really helped mold the person, shape the person that I am today—and that person is a farmer of fish poop.” He quickly made it clear, however, that the trendy-sounding practice of aquaponics to which he has committed himself “is not a fad—this is a real serious issue.” JD shared a film that demonstrated how aquaponics combines aquaculture and hydroponics by recirculating water from fish tanks through vegetable grow beds—the fish waste feeds the plants and the plants filter the water, keeping the fish healthy. A sustainable, healthy food system that can be built in any community anywhere, it requires little space, uses little water, is chemical-free, and avoids the heavy carbon footprint caused by shipping foods long distances. JD and his wife, Tawnya, have devoted themselves to encouraging healthy food-production practices in their own local working community in Colorado and are determined to educate and inspire others with their model.

Cum Laude Prize Recipients

| The Freshman Book Prize in English for Reading | The Rensselaer Mathematics and Science Award |
| Jake Rainer ’16 | Hyuk Jin Chung ’14 |
| The Freshman Book Prize in English for Writing | The Eleanor and Cameron Smith Poetry Prize |
| Andrew Fyffe ’16 | James Lawrence ’13 |
| The Class of 1957 Award | The Holmes Prize |
| Oren Karp ’15 | Holly Moniz ’13 |
| The Brown Book Award | The Language Prize |
| Jasmine Reed ’14 | Philip Titcomb ’13 (Spanish) |
| The Mansfield Branigan Memorial Prize | Meredith Combs ’13 (Latin) |
| Edward Hacala ’15 | Matthew Picard-Fraser ’13 (French) |
| The Harry and Ann Davidson Prize | The Thompson English Prize |
| Haizhi (Gary) Lai ’15 | Emma Keefe ’13 |
| The Dartmouth College Book Award | The Class of 1965 Prize for Art |
| Sabina Haque ’14 | Carolyn Marcatonio ’13 |
| The Bausch and Lomb Honorary Science Medal | The Class of 1965 Prize for Music |
| John Strahan ’14 | Jacob Riggert ’13 |
| | Phoebe Roque ’13 |
| | The Class of 1965 Prize for Theatre |
| Emily Perrault ’13 | Joseph Casper ’13 |
| The Class of 1965 Prize for Dance | Patrick Burns ’13 |
| Holly Moniz ’13 | Matthew Picard-Fraser ’13 |
| The Peter S. Yozell ’41 History and Social Sciences Award | The May Sarton Poetry Prize |
| Joshua Fyffe ’13 | Kacey Hartner ’13 |
| The Brown Book Award | The Tower Mathematics Prize |
| Patcharaporn Maneerat ’13 | The Francis A. Head Award for Excellence in Journalism |
| The Class of 1965 Prize for Theatre | Katherine Melvin ’13 |
| The Anne and David Rosenthal Prize for Literary Appreciation | Holly Moniz ’13 |
On May 31, 2013, Head of School Dan Scheibe welcomed the gathered community to the 220th commencement exercises on the Quad. He opened the ceremonies by recalling the graduation present given to him by his parents, the first of two volumes of The Compact Edition of the Oxford English Dictionary. While he was not impressed with the gift at the time, he admitted that the dictionary was one of the first items that he brought to his office as Lawrence Academy’s 45th head of school.

Fittingly, Mr. Scheibe used it for this occasion to define the meaning of the word *acknowledge*, which served as the focus of his message to the LA community. Defined as “to own the knowledge of; to recognize, to admit as true,” the word, he said, implies an active and personal process.

With that in mind, he described—and asked everyone to acknowledge—the roles and contributions of all the people that make up the school community: staff, trustees, faculty, parents, and underclassmen. To the Class of 2013, Mr. Scheibe asserted, “Knowledge only has meaning when it is embodied; when it becomes wise in a human way.”

“You have taken on and taken in this education that we so passionately want to give you. Let us recognize what you have accomplished. Let us celebrate the fact that you have found beautiful truths in the simple act of gaining your knowledge.”

Dan Scheibe – head of school

“The gift my parents gave me, the gift your parents, the faculty, the trustees, the staff, and Lawrence Academy itself gives is the gift of knowledge, which has tremendous power and reach. It can change your life.”
Commencement Speaker
This year’s commencement speaker, Captain Helen Forbush, spoke directly to the Class of 2013 with advice that her medal-laden uniform indicated she herself had followed—embrace the opportunities that lie before you.

Now serving as the deputy undersecretary of the United States Navy as Chief of Staff of the Intelligence Directorate, Forbush related her own experiences and challenges in her route from the George Washington University and The University of Washington, to the NSA and the White House, to the Navy.

A mother of four, the accomplished officer’s firsthand experience and success in dealing with daunting workloads, difficult bosses, and even bombs in combat situations, brought conviction to her encouragement to the graduating class: “Do what it takes to get the job done. The most important part is knowing that you did what you could do to make it happen.”

Senior Speakers
Seniors Haley Gowland and Joey Mullaney were selected as student speakers by their classmates to represent them at the ceremony.

Haley entertained with an analogy between the 1994 movie, The Sandlot, and her years at LA. The movie’s main character, Smalls, is afraid to collect a stray baseball after it goes over a fence because of ‘The Beast that he imagines lives there. Haley explained that tackling the unknown at a new school can be equally as daunting, but she found that by simply trying new things and being herself, she was able to conquer LA’s version of the beast.

She found herself taking risks at LA that paid off. She admitted: “If Smalls had jumped over the fence, patted the dog on the head, and lobbed the baseball over, The Sandlot would have been a terrible movie. So, I want to thank LA for giving me three years of trying to get that ball back.” Her experience convinced her: “The destination is not what’s important. How we get there is.”

Joey presented his inspirational message with a sense of humor that belied the struggle that he faces as he deals with the debilitating effects of Friedreich’s Ataxia. He spoke of LA’s mission statement, in which Lawrence Academy recognizes each student for who he or she is and strives to inspire personal responsibility for the future. “Every time I heard it, I rolled my eyes because I was so sick of hearing it,” he said. “However, the last time I heard it, a light bulb went off in my head, and I said to myself, ‘That quote actually makes sense—I probably should have tried to listen to it before.’”

After finally deciding to reveal the nature of his increasing challenges to his LA community in his junior year, Joey found that people appreciated and accepted his honesty, which finally allowed him to accept himself. He explained that he was then able to focus on taking responsibility for who he wanted to become.

“Suddenly, I was a senior and something had clicked. I actually felt like people knew me for who I was. And it took me forever, and I took the longest route to get there: I played every sport this school offers and I realized I was happy being artsy. I ended up taking a million of the risks offered at LA and they added up.”

Haley Gowland – senior graduation speaker

“You have successfully climbed this mountain. That’s one goal, one major accomplishment done. And I know that you’re going to be ready for the mountains ahead. You each have an excellent set of tools to take with you.”

Capt. Helen Forbush – guest speaker

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Capt. Helen Forbush – guest speaker
Graduation Prizes

The Faculty Award
Joseph Mullaney ’13

The Benjamin Davis Williams Prize
Matthew Picard-Fraser ’13

The Ferguson Prize for Leadership
Holly Moniz ’13

The Whitehurst Prize
Patrick Burns ’13

The Mary Elizabeth Chickering Prize
Allie Goodrich ’13

The Richmond Baker Prize
Kathryn Davis ’13

The Raymond A. Ilg, Jr. Award
Marcus Backlin ’13

The Pillsbury Prize for General Improvement in Scholarship and School Duties During the Course
Yufei Yuan ’13

The Treisman Prize for Superior Scholastic Achievement
Holly Moniz ’13

The Pillsbury Prize for Character and Conduct
Daquan Sampson ’13

The Grant Award
Sean Mullaney ’13

The Howard W. Glaser ’55 Award
Steven Drury ’13

The Melvin W. Mann Award
Jordan Grant ’13

The Proctor Award
Jordan Grant ’13

The David Thomas Kinsley Prize for Public Speaking
Danielle Breen ’13

The Tom Park ’29 Memorial Award
Marc Foster ’13

The Adrian Chen ’92 Award
Bomi Kim ’13

The Harvard Book Prize
Lauren Chin ’14

The Carl A. P. Lawrence Award
Cornelius Griffith ’14

The James E. Baker Prize
Thomas Barron ’14

The Thomas B. Warner Memorial Prize
Thomas Sar ’14

The David Soren Yeutter Memorial Award
Declan Stone ’14

The Margaret Price White Award
Cailey Mastrangelo ’15

“Over the past four years, I have had to give up on that dream of being Kobe Bryant. Instead of that dream, I have had to create a new one that fits with my life. One of my newest dreams has become motivating others through my story.”
Joseph Mullaney – senior graduation speaker

Senior Breakfast
On May 30, the day before their graduation, members of Class of 2013 gathered in MacNeil Lounge to enjoy one last celebratory meal as a group—this event is one of those where the reality begins to sink in. The class of one hundred seniors heard heartfelt messages from Head of School Dan Scheibe and Assistant Head of School Rob Moore. They enjoyed their time together and performed the ritual signing of the register to indicate their official entry into the ranks of LA alumni.

Joey stated that he grew up playing basketball with his twin brother and classmate Sean, and explained that at LA, he served from the bench as a team manager. The exception was the Spartans’ final game this winter, when his teammates lifted him to make a final slam dunk to finish the season and celebrate his contributions. Recalling that moment, Joey left the Class of 2013 with this message: “Remember, whether you are twelve feet in the air or a benchwarmer, the sky is the limit.”

Mr. Scheibe then returned to acknowledge the successes of the Class of 2013 and singled out those undergraduates who were to receive graduation prizes for their individual achievements. With awards and diplomas presented, the newest alumni flung their mortarboards into the air, performed the day’s final tradition by lining up to bid farewell to every faculty member, and joined their families and friends to move on and begin their futures.
Alumni Council President Rick Tyson ’87 welcomed the Class of 2013 and encouraged their continued involvement. Sandy Sweeney Gallo ’75 and Amanda Doyle-Bouvier ’98, director and assistant director of alumni relations, introduced themselves to their newest members and spoke of opportunities to stay in touch and contribute in the future.

Tree Planting
Following the Senior Breakfast, the Class of 2013 rejoined on the lawn behind Bigelow Hall for a well-loved tradition that, as Head of School Dan Scheibe noted, “seeks to repopulate Lawrence Academy’s arboreal landscape while revering the human element that makes LA special.” After singing “Lawrence, Here’s to Thee”, classmates took turns adding a shovelful of dirt to the base of the new sugar maple tree that will represent them for many years to come.
Presenting the Class of 2013

Alyssa Amidon – Georgia Institute of Technology
Marcus Baklin – Springfield College
Morgan Bakstran – Quinnipiac University
Eric Barnes – Syracuse University
Robert Barsaman – Union College
Jessica Benelli – Saint Anselm College
Christopher Bernhardt – Boston College
McKayla Blanch – Colby College
Melanie Bosselait – University of Notre Dame
Inez Bouzon – University of Vermont
Danielle Breen – Monmouth University
Paul Buckley – Merrimack College
Patrick Burns – Columbia College Chicago
Adam Carafotes – Bard College
Sarah Carlson – Wellesley College
Sarah Casey – Muhlenberg College
Joseph Casper – Savannah College of Art and Design
Sharon Centano – Villanova University
Benjamin Cerel – Trinity College
Woo Young Choi – University of Illinois at Urbana-Champaign
Eliza Clymer – Connecticut College
Meredith Combs – Brandeis University
Micaela Corcoran – Hobart and William Smith Colleges
Nicole Crowe – Ringling College of Art and Design
Hannah Cunningham – University of Rochester
Kathryn Davis – Union College
Nicholas Day – St. John’s University, Queens Campus
Garrick Donnelly – Case Western Reserve University
Steven Drury – Saint Anselm College
Julia Duato-Stanton – Catts College, England
Brian Finn – Boston College
Marc Foster – University of Vermont
Samuel Fradin – High Point University
Joshua Fyffe – Syracuse University
Christopher Giles – Oxford College of Emory University
Jacob Gillis – junior hockey
Allie Goodrich – Connecticut College
Connor Gowland – University of Rhode Island
Haley Gowland – Connecticut College
Jordan Grant – Quinnipiac University
Madalaine Gray – University of San Diego
Scott Greacen – University of Vermont
Madeline Groves – Dickinson College
Kevin Haghighat – George Mason University
Kristin Hamel – University of Massachusetts, Amherst
Victoria Hanson – Boston University
Kacey Harnet – University of Massachusetts, Lowell
Jonathan Higgins – University of New Hampshire
George Hunkele – Williams College
Lily Jewell – Trinity College
Katherine Jones – Connecticut College
Meghan Joumas – Loyola University Maryland
Emma Keefe – Saint Joseph’s University
Bomi Kim – Pennsylvania State University, University Park
Julia Kopelman – Elon University
Mikhail Kramarovskiy – Bryant University
Joseph Lace – Bowdoin College
James Lawrence – Hampshire College
Janaijah Lloyd – Quinnipiac University
Andrew Logan – The George Washington University
Summer Love – Drew University
Patcharaporn Maneerat – Pitzer College
Carolyn Marcantonio – School of the Art Institute of Chicago
Anna McCabe – Berklee College of Music
Kaylie McDonald – Rochester Institute of Technology
Katherine Melvin – Connecticut College
Holly Moniz – Boston University
Joseph Mullaney – Quinnipiac University
Sean Mullaney – Bowdoin College
Charles Myers – Trinity College
Jalen Myrie – Dean College
Thomas Newton – junior hockey
Jack Niemann – Dickinson College
Mariah Notini – University of Vermont
Emily Perrault – New York University, Tisch School of the Arts
Austin Phelps – Loyola University Chicago
Matthew Picard-Fraser – Wake Forest University
Kristina Ploof – Endicott College
James Plummer – The University of Tampa
Lorig Purutyan – Trinity College
Jacob Riggert – University of Delaware
Phoebe Roque – Johns Hopkins University
Margaret Russell – Worcester Polytechnic Institute
Michael Russo – Hobart and William Smith Colleges
Aaron Salm – Kenyon College
Daquan Sampson – Endicott College
Ha Young Shin – New York University
Aubrey Solomon – Stonehill College
Connor Spotts – University of Vermont
Gregory Stern – University of Delaware
Jillian Thero – Villanova University
Sarah Tishman – Indiana University at Bloomington
Philip Titchom – Cornell University
Jie Tong – Boston University
Chris Talyn – Villanova University
Juliana Tyson – University of Vermont
Jiaying Wang – University of Miami
Blake Whitehouse – West Virginia University
Yufei Yuan – Grinnell College
Keqin Zhou – The George Washington University
The Arts at LA

Visual • Dance • Instrumental • One Acts • Vocal

In foreground – Kristina Ploof ’13, background – Sabina Haque ’14, Callie Parsons ’14, and Eliza Clymer ’13

Arnold Wang ’14 and Aziz Khan ’14

Franchesca Kiesling ’14, Mike Russo ’13, Phoebe Roque ’13

Connor Gowland ’13, and Hannah Cunningham ’13

Sarah Casey ’13 and Phoebe Roque ’13

by Jackie Doe ’14

by MukhtarAmiry ’15

by Zhansaya (Saya) Omaurova ’14
This past summer, for a fourth time under the direction of Brian Feigenbaum, LA’s Dance program was invited to send students to the prestigious Edinburgh Fringe Festival.

“Twelve Lawrence Academy students who have demonstrated consistent motivation, maturity, discipline, and talent in the performing arts went to Scotland,” said Feigenbaum, who led the troupe composed of 2013 graduates Patrick Burns, Joe Casper, Holly Moniz, and James Lawrence, rising seniors Salyna Anza, Kalyn Lai, Jonny Mangini, Jane MeLamny, Jasmine Reed, and Sara Rosenberg, as well as the Class of ‘15’s Gabriella DiVincenzo and Connor Melvin.

Director of Theatre Joel Sugerman, NGP chair Dina Morden, and former LA technical director Adam Mendelson joined Feigenbaum for the festival that gave many members of the community a chance to take their work to a new level.

“It affords our best performing arts students exposure to the work of both international artists and other American high school theatre programs,” said Feigenbaum prior to departure. “It also allows us to show our modern dance theatre work to an international audience.

“The response to the three prior Fringe journeys has been overwhelmingly positive .... [And] virtually every student who has participated has found this experience to be positively transformative and life-changing.”

By all accounts, the 2013 trip was a similar success.

“Through sweat and grace, great imagination, and superb adult leadership, these were not just LA dancers, but LA students in the finest sense of the phrase,” said Head of School Dan Scheibe in his Head’s Blog on lacademy.edu. “Young people forcefully shaping and claiming their own education and thus their own lives—and not incidentally, profoundly influencing the lives of each and others.”

“We’ve continued to make friends with students all around the world, as well as with fellow Fringe performers,” said Melvin, who traveled with the group as technical support, in an online diary he also penned for LA.
“We’ve supported them by seeing their shows just as they supported us by coming to our performances.

“We’re grateful for this experience that we were given and thankful for the support of our parents, our directors, and the LA community!”

In turn, the men and women tasked with chaperoning and directing the students through Scotland said LA can be thankful for the students’ representation.

“Our LA students not only performed brilliantly, with a kind of energy and focus and physical and emotional commitment that you don’t see in many high school performances, but they also demonstrated a true curiosity,” said Sugerman, who noted that the contingent was asked to perform in the American High School Theatre Festival’s closing ceremony. “They took full advantage [of their opportunity] and moved deftly throughout the city of Edinburgh to seek out work that was interesting to them.”

“I’m incredibly grateful to Brian for including me in this experience,” added Sugerman. “He’s established a real presence for LA in the American High School Theatre Festival and in the Fringe.”

Success in Scotland

“It’s about the work,” said Brian, when asked about creating the proper juxtaposition or change of perspective for both high-level dancers and neophytes in the craft as he looks to advance all of his students’ creativity.

“It’s the process of experimentation,” he said, “not necessarily whether you come up with a piece that people buy tickets to or is a success critically.

“At LA, we consider ourselves as stepping stones toward the advancement of the art form and, by extension, toward trying to inch the community along.”

“It’s an ancient calling,” said Feigenbaum. “Its roots have much more to do with the healing of the spirit.

“Human movement is meant to stir up our internal, biological body chemistry...dance is an interpretation of what humans did—prior to dance—to get themselves into a different state of mind.”
Zachary Bates joins the Math Department, coming to LA from the Rectory School in Connecticut, where he served as a math teacher and tutor and coached football, wrestling, and track and field at the varsity level. Born in Leyden, Mass., Zack received his BS at Bridgewater State University. He enjoys the outdoors and sports of any kind. In fact, he is a big Boston sports fan and enjoys watching all of the home teams. He is excited to be teaching and coaching at LA and glad to be nearer to his family. He will live on campus and be involved in the residential program.

Kristen Brundage, ATC, LAT, will serve as a part-time assistant athletic trainer. She comes to LA from Middlesex School, where she served as an athletic trainer. Kristen is a graduate of the University of New Hampshire with a BS in athletic training. She also spent time in Ireland at the Institute of Technology in Carlow, studying sports rehabilitation and neuromuscular skeletal assessment.

Betsy Cote joins the development team as director of development. She comes to LA from Massachusetts General Hospital, where she served in the development department for 16 years, the last three as their director of development. She is also a PR veteran, having served many area non-profits, including Nashoba Hospital. A graduate of The University of Massachusetts in Amherst, Betsy grew up in Ayer and currently resides in Lunenburg with her husband David, two children, 14-year-old Abigail, an incoming LA freshman, and 11-year-old Jack, and their Goldendoodle, Chester. Outside of work, Betsy enjoys playing golf, gardening, and watching her children play competitive sports.

Hannah Hallock is one of two new hires in the Science Department. Originally from Newburyport, Mass., she is coming to us from southern New Hampshire. Hannah has a bachelor’s degree in chemistry from Brandeis University and recently graduated with a master’s degree in geochemistry from Dartmouth College, where she was a teaching assistant at the graduate level in Geochemistry and Disasters and Catastrophes and Sedimentary Petrology. She enjoys running, hiking, and being outdoors and will live on campus and serve in the residential program.

Kiley Horne joins LA’s Science Department. She is a recent graduate of Merrimack College, with a major in biology and a minor in education. She served at Phillips Andover Academy as a teaching fellow this past year. Kiley will live on campus and be active in the residential program.

Jenny Cooper will serve as LA’s music director. The daughter of boarding school faculty parents, she grew up in New Hampshire and Maine, living and studying at Kimball Union Academy, Berwick Academy, Brewster Academy, and the Wolfeboro Camp School. She earned a BA in voice performance and pedagogy from Plymouth State University and an MM in choral conducting from the University of Southern Maine. She comes to LA from New Hampton School, where she served as a private voice teacher. Before that, Jenny was the choral music teacher at Gould Academy in Bethel, Maine, where she founded the Gould Academy Singers. She enjoys great historical fiction, cross-disciplinary performance art, traveling and exploring the world through music, and coming home to New England. Jenny, her fiancé Lisa, and Kona, their chocolate lab, will live in Dr. Green House.
Moving On

Two temporary moves this year involve dance teacher Brian Feigenbaum, who will be on sabbatical for the spring term, and science teacher Michael Veit, who has already begun a year-long sabbatical.

Math teacher Mariah Napenas has moved to Belmont and is teaching math at BB&N, where she is coaching girls’ JV soccer and leading the multicultural club. Another former member of the Math Department, Theresa Ryan, is attending Union Graduate College to begin work on her MAT. Due to a grant she received, after completing her MA, she will teach in a high-needs district in New York State. Admission team member Maggie Joyce ’05 has moved to Pennsylvania, where she is the associate director of admissions and the assistant girls’ hockey coach at The Hill School in Pottstown. Science teacher and lacrosse coach Katie Quist got married at Wachusett Mountain in June and teaches science at Norfolk Collegiate School in Virginia. Longtime science teacher Jerry Wooding has retired, and many of his advisees returned to wish him well when he was honored during Reunion this past summer. Reunion also recognized recent retirees, Joe Sheppard and Peter Hazzard, who served LA for 48 and 30 years, respectively. Also leaving LA after many years of service is music teacher Steve Peisch. Peter Fredriksen, a longtime member of the buildings and grounds crew, also retired this year. In addition, in department reorganizations, athletic trainers Josh Flannery and Lauren MacGillivray and equipment manager Greg Nims have left.

Moving Around

Cindi Bostick moves from her role as admissions assistant to serve as development assistant and provide general administrative support to the Alumni and Development Office.

Tony Hawgood returns to his roots as an environmental science educator, leaving his position as director of admissions to teach science in the NGP.

Chris Margraf, who had been serving as interim director of development, moves into the College Counseling Office as a college counselor and returns to the classroom to teach math.

Rob Olsen assumes the role of interim director of admissions, stepping up from his role as associate director of admissions to manage the team as the search for a new director continues.

Val Templeton ’89 moves from her position as development assistant to serve as assistant in the Admissions Office, where she will conduct applicant interviews and provide office support.
The 2013 Parents’ Association Annual Spring Gala & Auction was a huge accomplishment, raising over $130,000 for professional development and financial aid.

The event was held in a completely transformed Stone Athletic Center and included a sit-down dinner, silent and live auctions, and dancing. Once again, celebrity auctioneer Billy Costa (KISS 108, TV Diner, and WGBH Quiz Show) both entertained the crowd and ably emceed the live auction.

A huge thank you is extended to our entire parent community for its outstanding support. In particular we are grateful to Bo Murphy (Tanner ’14, David ’16, and Will ’17) for her calm, clear leadership, vision, and hard work. She had an incredible team of gift gatherers and a large parent committee who dedicated an entire year, full of meetings and planning, to make the night a success.

We also want to thank Kurt Cassidy, our food services director, for serving and creating an excellent meal for over 230 guests. Our director of communications, Dave Casanave, put on his DJ hat at the end of the night and created a great evening of dancing that kept the festivities going until well after midnight.

The money raised is crucial in enabling LA to provide rich professional development opportunities for our faculty, furthering the mission of LA and contributing to the pursuit of excellence in all areas of school life.
Welcome to our New 2013-2014 PA Chairs

Jim and Kristine Melvin (Katherine ‘13, Connor ‘15, Kenzie ‘17)

Elizabeth Leed (Bernie ‘09, Carolyn ‘10), Pattye Grant (Jordan ‘13)

Annie Montesano and Head of School Dan Scheibe

Linda and John Reichheld (Tyler ‘14, Katlyn ‘16)

Alice Solomon (Aubrey ‘12, Conrad ‘14) and Bo Murphy (Tanner ‘14, David ‘16, William ‘17)
Senior Parent Gift – Tremendous Success!

The 2013 Senior Parent Capital Gift was co-chaired by Debbie (trustee) and Steve Barnes (Eric ’13) and Peg and Ted Bernhardt (Chris ’13). Together with an enthusiastic and committed group of parent volunteers, this year’s Class of 2013 SPCG campaign was the most successful in the school’s history, totaling over $450,000 in gifts and pledges from senior parents. Additional funds raised from members of the board, inspired by the vision and enthusiasm of the senior parents, have brought the total money raised toward the goals of the campaign over $500,000. Additionally, the campaign garnered 100% participation from domestic families and over 90% participation from all senior families.

These funds have three primary purposes: (1) direct support for the annual fund; (2) establishment of a laptop program for faculty and (3) planning, building, and supporting an online media conferencing center, a facility greatly needed for the quality teaching, learning, and meeting that helps advance our educational mission.

Debbie Barnes, Co-chair

When I was asked to co-chair the class of 2013 Senior Parent Capital Gift campaign, I did not hesitate to respond with a resounding yes. My decision to take on this role was primarily based on two considerations: appreciation and need. The members of the faculty at Lawrence Academy were committed to seeing that my son was successful in his endeavors, both in the classroom and on the field. This did not go unnoticed, and I will be forever grateful for their efforts. The overall strength of each private academic institution is directly correlated to the financial support it receives throughout the year. For this, it must rely upon the generosity and philanthropy of its constituency, past and present, for its success. In order to remain competitive within the
private school arena, it is imperative that we continually support programs that enable Lawrence Academy to offer a curriculum that is relevant in the world in which our children (students) live. The Class of 2013 has put its fundraising efforts behind the building of a Media Conference Center. This facility will allow the students to interact with others around the globe. Metaphorically speaking, this technology allows the faculty to tear down the walls of the classroom and unleash their creativity. The opportunities are endless.

**Peg Bernhardt, Co-chair**

It has been a great privilege and pleasure to co-chair the Senior Parent Capital Gift for Lawrence Academy for the 2012-2013 year along with Debbie and Steve Barnes. We were most pleased to have the opportunity to lead and manage the largest fundraising effort from a senior class in the history of Lawrence Academy. Creating an unprecedented legacy was critically important to us, and we worked tirelessly for the benefit of generations of students and faculty who will come long after the Class of 2013 has graduated. Our goal was to raise and provide funding from senior families that would enhance the teaching and learning environment at Lawrence Academy now and well into the future.

No matter what your personal circumstances are in life, you have the ability to give. Giving of your time or your money can make a positive difference for others and bring more meaning and happiness to you. And this year, with passion and enthusiasm, all of the parents of the Class of 2013 gave of themselves to accomplish the goals we set out to meet. The results were truly amazing! We believed in our mission and realized our dreams of changing the way the LA community will learn in the future. To quote Nelson Henderson: “The true meaning of life is to plant trees, under whose shade you do not expect to sit.” We hope we inspire future Senior Parent Capital Gift committees to also work toward enhancing student learning and growth at Lawrence Academy with gifts of time and resources.

My experiences with Lawrence Academy have evolved over the last 40 years. No matter what the role, I have been honored to play a part in the growth and development of our fine school.

In the 1970s, when LA became a co-educational institution, I learned to push myself beyond what I thought were my limits. In the 1990s, I was privileged to serve as Alumni Council president and meet so many wonderful alumni. In the 2000s, I accepted the tremendous honor and responsibility to serve as a trustee. Today, I am thrilled as my son joins the student body to begin his own journey with LA.

I have never been more proud of this school and the faculty, staff, alumni, parents, and trustees who make it their life’s work to keep LA the strong institution it has been for decades. However, the adults are not the only ones taking up the charge. Current students are also working to make a difference, and not just a statement. Could we ask for much more than students who have not waited for graduation to start giving back to our school?

An amazing combination of traditions and innovations has helped LA evolve, and yet the heart of this great school has remained unchanged. We are a community drawn together by our experiences, which have shaped our lives in meaningful and innumerable ways. The education we received will never lose its value and its ability to enrich us for a lifetime, and that is why I give to LA.
Investing in the education of our three children has been a high priority for us for many years, and while our “investment” has had a financial component, it has also been defined by communicating with our children, their peers, their teachers, and their advisors, and by engaging significantly in their educational community.

While our daughter Julie graduated from Groton-Dunstable High School in 2008, our daughter Sarah and our son Jake both graduated from Lawrence Academy, Sarah in 2009 and Jake this past year.

Over the last eight years, our lives have been intertwined with an educational community for which we have grown to have great regard and appreciation. Under the guidance of the Lawrence Academy mission, which states, “Lawrence Academy recognizes you for who you are and inspires you to take responsibility for who you want to become,” we watched our children grow and become independent advocates for themselves. They developed skills in athletics and music, expanded their relationships with both peers and adults, reflected on various perspectives, and expressed their ideas.

From the initial admissions process and the Windsor Mountain welcome; altruistic teachers who promoted having a voice; advisors who watched over and checked in with our kids on a daily basis; coaches who motivated and taught the significance of teamwork; music directors who developed talent; college counselors who shared their guidance; and the unique opportunities experienced during Winterim—our kids grew.

We found several ways to be involved in the Lawrence Academy community. We attended music and sporting events where we witnessed our own children’s and other students’ successes, meeting other LA parents along the way. We had opportunities to volunteer in the Admissions Office, providing us with the ability to meet potential future LA families from all over the world. We baked for and attended fun social events such as athletic receptions, holiday parties, Park House class dinners, and Parents’ Association meetings. Working on and attending the annual spring fundraiser proved one of the greatest opportunities to see all of the “shareholders” in action—parents, faculty, and staff, and the caring members of the board of trustees.

The objectives of the 2013 Senior Parent Capital Gift Drive inspired us significantly. The goal of meeting an immediate need, a laptop program for the Lawrence Academy faculty and staff, was defined. With an eye toward the future, the vision of a media conference center was proposed, and the technological potential presented was exciting. It was easy to join a cause designed to meet such valuable specific needs.

In our time at Lawrence Academy, we witnessed both the challenges faced by and the outstanding accomplishments achieved by this incredible community. We have confidence that the leadership relationships between the head of school and the board of trustees, along with their combined vision, will allow for clear navigation and make Lawrence Academy a better place for current and future generations.

Wherever we volunteered our efforts at Lawrence Academy, we felt the camaraderie of people willing to listen to each other and work together towards common goals. This is in the tradition of past generations, so while being around such talent is humbling, we have always felt the worthiness of an investment in Lawrence Academy, its vision, its mission, its people, and its future.

Karen and Dave Riggert
As we travel through life, the experiences we have and the individuals with whom we come in contact leave an indelible mark on us, landing in our core being—our soul. What we remember of them and learn from them is important as it makes a difference in who we are.

I attended Lawrence Academy during my junior and senior years. During that period, five individuals left an important impact on me. The first was Norman Grant. I arrived on campus unschooled in Henry Newholt’s words, “To set the cause above renown, To love the game above the prize.” Mr. Grant set me straight, and I taught and lived this throughout my many years as a teacher, headmaster, and parent.

In my senior year, schoolmate Michael Robinson and I spoke with Headmaster Fred Gray about a student who was being bullied. Mr. Gray patiently listened to us with concern and took tactful action to put an end to the bullying. The following week at our morning meeting in study hall, Mr. Gray rose to speak at the lectern, addressing the issue of bullying. He raised a yard-stick and pointed to Mike and me, stating the importance of living a life that is ethically and morally straight as “these two gentlemen are.” His message of the importance of integrity and concern for others has stayed with me throughout my life.

Arthur Ferguson also left an impression on me. I was in his English classes in my junior and senior years. There I learned the importance and beauty to be found in literature, poetry, and essays. They have become good friends and abide in all the bookcases throughout my home. When I was in my thirties, I became headmaster of an alternative high school and sought some advice from Arthur, who had become the Academy’s headmaster after Fred Gray retired. One beautiful October afternoon, we stood by the white fence on Powderhouse Road, and he warned me how demanding a job I had in front of me. “If you believe in the importance of what you are doing, then persevere despite the days, hours, concerns, and issues that lay ahead,” and for 20+ years I did.

Mathematics instructor Raymond Carter taught at Lawrence for many years, and I was fortunate to take Algebra I and II under him. For two years, I struggled with algebraic word problems and constantly sought his help. His patience was amazing—a great balance against my frustration. He was an outstanding teacher. I learned patience and the importance of clearly and carefully thinking out problems to get to a competent solution. This has remained with me throughout my career.

Finally, Donald Morse, a biology instructor and Bigelow House’s housemaster, opened my eyes to what art is all about and its importance in the history of man and in our lives. He also instilled in me the importance and beauty of nature. He was an unusually gifted instructor who left an impact on all who came in contact with him.

Ever since 1792, instructors like these five have been helping students begin to find their way in this world. They have left their mark on me and others. I hope my commentary will stimulate you to think about your former instructors and Lawrence Academy. Remember the Academy, when you can, by keeping the memory alive with active support in whatever way you can.
While at LA, I was a big French nerd. I’d be lying if I said my initial interest in French occurred while attending LA—that happened the first time I read Madeline—but the French department at LA certainly encouraged me to continue my studies through my senior year when, at that point, I could have easily opted out in favor of other electives. It was at Lawrence that I began to see that language was more than a subject I was required to take; it was a way for me to gain access to a different world and to experience life from a more nuanced point of view. I continued my French studies in college, where I majored in the subject, and it’s been incredibly useful in my career, leading me to spend a year in France after graduating and then to positions within the UN and at the French Red Cross in the Lao PDR.

It’s difficult to pinpoint one defining moment from my time spent at LA that led me down the path of working in international development and global health, but if I had to pick one, it would be the Winterim I spent learning how to scuba dive in Honduras my senior year. How does scuba diving in a tropical paradise lead one into the non-profit world of international development? Sure, it marked the first time I traveled internationally. But what sticks out most is that the trip was almost cancelled due to the devastation caused earlier in the school year by Hurricane Mitch. I remember Tony Hawgood, our trip leader, talking about the ways in which the hurricane swept away decades of progress by destroying infrastructure throughout the country, leaving millions homeless and nearly 15,000 people dead in Honduras alone. We went into town one day, and he pointed out things that had changed since his last visit, prior to the hurricane. Suddenly, Honduras wasn’t just a travel destination for me, but a place people lived, worked, and spent time with loved ones. That sounds so ridiculous and obvious, but for a 17-year-old who had previously left the Northeast only a handful of times, it was hard to picture a world outside my family and the community in which I lived.

This experience, combined with exposure to the international student body at Lawrence, caused a shift in perspective where I was suddenly able to view the world through a different lens, one where, in addition to being a part of our families, schools, communities, and country, we are also global citizens with the power to impact the world around us in positive ways.
Every day I come into work and am greeted by a desk covered with a collection of sticky notes in various shapes and colors. My checklists have checklists and my tasks are color-coded by priority. I often think back to what could have influenced my ability to organize because at one point, it was certainly not my forte.

It is then that I remember a similar assortment of sticky notes found scattered throughout the well-read pages of many NGP-assigned books like *Lord of the Flies* and *Animal Farm*.

The supportive staff and unique structure of the NGP cultivated a sense of creativity and experimentation with various academic areas that I had never experienced before arriving at LA. This academic freedom was further nourished by the one-of-a-kind grading system that took the focus away from the traditional book learning that I was accustomed to, and taught me how to think outside the box.

Learning how to think and organize the “NGP way” was not all I learned at Lawrence Academy. I also met an incredible family of teachers, mentors, peers, and teammates that has affected me far beyond my four years there. When I continued on to Bates College in Lewiston, Maine, I found myself performing analyses and writing papers when other students were struggling. When peers started coming to me for advice, that was when I knew LA had set me up to succeed in my future academic endeavors.

When I enrolled at Bates, I stated that my intended undergraduate major would be a double major in economics and politics, with a minor in sociology. I soon had a mid-freshman year crisis and realized I was not pursuing my passion. I made sociology a priority, went back to my love of the French language, and chose to enroll myself in a class outside of those two subjects.

As the final semester of my freshman year approached, I enrolled in Education 101. I knew that I liked children, was patient, and thrived on creativity. I wanted to work with people and make a difference.

While in Education 101, I signed up for observation hours in a third grade classroom at a public school in Lewiston. As one of our mid-semester projects, we had an assignment: Interview a teacher who made an impact on us.

Instantly, I knew I would interview a teacher I had at LA. What made the decision difficult was that there were many incredible members of the faculty that had contributed to my growth.

After careful consideration, I chose to interview Doc Haman. He was one of the catalysts for my love of teaching. He showed me that both learning and teaching could be fun.

I graduated from Bates College in 2012 with degrees in French and Francophone studies, sociology, and teaching education with a certification in K-12 education. I am forever grateful for my experiences at LA and the lifelong love of learning that those years instilled in me.
Dear Alumni, Students, Parents, and Friends of LA,

I hope that all of you have had a wonderful summer with family and friends. Fall is in the air and the 2013-2014 academic year is now well underway on the campus.

We on the Alumni Council are fortunate that, through our regular meetings on campus, we are able to observe the day-to-day happenings of the school first hand and with some regularity. We hear from the head of school, teachers, and staff members how the school is operating, how the students are doing, what are critical initiatives and current events. I feel that one of our callings as a council is to find a way to somehow transport these moments to you in the alumni community. But how?

Alumni events? Social media? Reunion? — I suppose that the answer is all of the above, which also contribute to the focus of the Alumni Council. In short, the Alumni Council’s objective is to connect you to Lawrence Academy, as well as to one another in the alumni community. With this in mind, please keep an eye out for upcoming events on and off campus. We are hosting this year’s Gagné Winterim Golf Classic at the Concord Country Club on Monday, October 7. We hope that you will join us for a fun day of golf intended to raise money for the Gagné Winterim Fund. The “Boston Business Breakfast” series, held periodically at the BC Club in Boston, will continue, providing a forum for those in attendance to hear about school initiatives directly from our leadership. On campus, we host a number of events for current students, including Career Night, where we call upon some of you to come back and share your work experiences with upperclassmen thinking about their future after LA. And, for those of you who graduated in a year ending in 4 or 9, your LA Reunion will be here sooner than you think in June 2014.

Finally, there is a critical element of our work as a council that focuses on support for Lawrence Academy. We are committed to assisting the development effort underway at the school to support our students and faculty that are there now, as well as those in the future. Should you visit campus or come to an event this year, you will see firsthand the impact that our faculty and staff have on students who are following in our footsteps. We hope you can join us in our shared experience as alumni and contribute to the experience of LA’s students.

Sincerely,

Rick Tyson’87
Alumni Council President

Save the Dates!

Alumni Career Night – November 6, 2013
Boston Business Breakfast – November 14, 2013
Boston Business Breakfast – March 13, 2014
Spring Parents’ Social – May 10, 2014
Alumni Reunion Weekend – June 6 and 7, 2014
Alumni Events

Boston Business Breakfast
March 21, 2013

L–R: Andrew Klopf ’00, Alumni Council President Rick Tyson Jr. ’87, David Bourret ’72, Head of School Dan Scheibe, Stuart Davis ’07, John Jay Beades ’56, alumni ambassador, Peter Flynn ’03, Kellian Adams Pletcher ’95, Kristin Schmidt ’02, Young Alumni Committee, Anthony Ezenna ’08, Victor Howell Jr. ’80, Sumner Stone ’50, Bernard Fang ’87, Amanda Doyle Bouvier ’98, assistant director of alumni relations, and Geoff Harlan (P ’16), director of annual giving.

Alumni Career Night
April 25, 2013

Renewing the Connection

Lawrence Academy alumni dodged raindrops to start Reunion 2013, but by the end of the weekend’s activity—as former Spartans enjoyed gorgeous clear skies while reminiscing on the Quad—there was no missing the camaraderie inherent in an LA community awash in the glow of an amazing celebration.

Head of School Dan Scheibe began the annual festivities on Friday, June 7, when he hosted a luncheon for Lawrence Academy’s Golden Alumni and the 50th reunion class of 1963.

Following the luncheon, those special guests enjoyed campus tours and updates on the current curriculum from Director of Studies Chris Ellsasser. The evening began with a wine and cheese reception in the Conant Gallery, where they met more recent alumni, including the current exhibition’s artists, Katherine Moore ’06 and Rachel Manly ’05.

Longtime faculty members Rob and Laura Moore (30 years) and Ned Mitchell (37 years) and wife Mary then hosted the classes of 1983, 1988, 1993, 1998, 2003, and 2008 in the Conant Gallery for a lavish buffet dinner.

Meanwhile, members of the classes of 1968, 1973, and 1978 (as well as other non-reunion year classes from the 70s) joined the Golden Alumni and the Class of 1963 at Park House, where Dan Scheibe and his wife Annie Montesano, as well as LA’s longest-serving employee, longtime faculty (52 years) and current Director of the Jeffers Heritage Center and Whipple Archives Dick Jeffers, and his wife Bev hosted dinner at the head of school’s residence.
Celebrating Shep & Haz

Later that evening, in perhaps the most anticipated event of this year’s reunion, A Tribute to LA Music Masters Joe Sheppard and Peter Hazzard transformed the Dining Hall in the Gray Building into a cabaret-style nightclub, complete with colorful performances and remembrances by the retiring Sheppard (a 48-year employee at LA), the recently retired Hazzard (who worked at Lawrence Academy for 30 years), and numerous faculty and alumni musical groups.

“I want to give you a little perspective on Joe’s career and my career here,” began a grateful Hazzard, better known as “Haz” on campus, as he thanked an adoring crowd of friends, family, former students, and colleagues. “Joe has served six headmasters; I have served five.

“Between us we have had more than 600 advisees...and Joe has helped over 700 kids get into college.

“[All told] Joe and I have taught over 9,000 hours of class at Lawrence Academy,” continued a beaming Hazzard, who added, “and we have played together more than 75,000 measures of music.”

Sheppard and Hazzard increased that count throughout the jam-packed program as their music, and the music of their students, took the crowd down memory lane and created a festive atmosphere which carried through the remainder of Reunion 2013.

“I am rarely at a loss for words or overwhelmed,” said “Shep” to the full house. “This comes pretty close.”

Saturday’s Start

The next morning, Dan Scheibe again began the day’s program when he was joined by Trustee Barbara Anderson Brammer ’75 in the Head of School’s Office to give an informal presentation on the state of the school. Following that presentation, the 4th Annual Tom Warner ’75 Memorial 5K Walk/Run began and ended at the site of Tom’s tree (in front of the apple orchard), led by Tom’s brother Patrick Warner ’80.

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The Shep & Haz Show

A. Former faculty Peter Hazzard and Joe Sheppard;
B. Musicians Au Groton: Former faculty and current faculty members, Joe “Shep” Sheppard (P ’93, ’94), Peter “Haz” Hazzard (P ’91, ’96, ’01, ’03), Ned “Mitch” Mitchell (P ’91), George “Peebs” Peabody (P ’84, ’86, ’88), Mark “Doc” Haman (P ’02, ’04, ’09), Robert “Campy” Campolieto (p ’89, ’93);
C. The Close Shaves: Clark Sutton ’77, Paul Wheatley ’78, Seth Williams ‘77, P. Palen Conway ’77;
D. What a crowd! Standing room only in the Dining Hall;
E. Jon Abrams ’01 and Five O’Clock Shadow

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Tom Warner ’75 Memorial 5K Walk/Run—Front row kneeling L-R: Annie Montesano, Lilly Scheibe, Chris Elsasser, dean of studies, Marius Starke ’99, Patrick Warner ’80, Melissa Gray Romac ’74; Standing L-R: Jeff Hoch ’73, Liz Walker ’93, Rob Moore, assistant head of school (P ’04, ’06, ’09), Vic Laushine ’74, Eric “Harry” Reisman ’75, Sandy Sweiney Gallo ’75, director of alumni relations, Tony Sampas ’74, Dan Scheibe, head of school, Michael Coons ’72, Ben Williams III, former headmaster (P ’82, ’84), Deb Baker Gray ’74, Mike Muir ’74, Sue Fitts Lambert ’93, Clare Kelley Warden ’72, Sarah Britt Dasuta ’93, and John Romac ’74
Hungry runners and their families then headed to the Annual Faculty and Alumni Celebration Luncheon to fete retiring science teacher Jerry Wooding (who has served LA for 34 years) and recognize Dave Smith ’65, this year’s recipient of the Alumni Faculty Appreciation Award. Stu Graham ’63, Jeff Hoch ’73, and Rob Barsamian ’78 won the Amos Lawrence Award for their dedicated and loyal volunteer service to LA.

“I am very grateful for your kind remarks,” said Wooding. “Working these years with the students at LA has been a million laughs.

“The students are often thoughtful and kind, often inventive and eager to learn, and they are often goofy and sometimes downright crazy.

“But look at the result,” said Wooding to another packed crowd in the Dining Hall. “It’s you, our alumni. So thanks for the memories.”

“I appreciate my colleagues,” said Smith. “The people who work in education are some of the best people in the world, I think, and I have the opportunity to work with some of the best of those.

“I appreciate the students, of course. If it weren’t for them, you couldn’t come to work in the morning. They make you happy, they make you crazy, they make you furious, and they are the funniest people on Earth. And without them, and without wanting to be knee-deep in adolescence you can’t do the work,” he said.

After the luncheon, it was back outside for the alumni and their families as the once-threatening clouds dissipated in favor of gorgeous blue skies in clear recognition and respect for the first-ever Alumni “Campy” Wiffle Ball Classic on the Alumni Quad in front of Elm Tree Hall.

While the spirited play in the Campy Classic was indicative of its backyard nature, some of LA’s best athletes were very much on display as alumni and current student dance performances highlighted the afternoon’s indoor activity. Later, remembrances in the Memorial Garden and the unveiling of the Nick Dimancescu ’03 and Liza Benson ’03 memorial bench (near the entrance of the Conant Gallery), allowed alumni to quietly remember departed classmates before they returned to the festivities.

Celebration on the Quad

Meanwhile, on the McDonald Library Terrace, alumni from the reunion classes (and also many from classes of non-reunion years) gathered for a cocktail reception prior to the weekend’s culminating event, Tapas Under the Tent on the Quad. Faculty and former students were reunited in a familiar place overlooking the stunning views of Gibbet Hill.

Bookended by the bluegrass sound of Rockspring, Scheibe addressed alumni and faculty and recognized the many alums that traveled from
all over the country and around the world to return home to LA.

“From Lawrence Academy, welcome,” said Scheibe. “You are an incredibly talented, intriguing, interesting bunch of people and what you like to do most with your talent is express it.

“I am so deeply impressed with who Lawrence Academy is as expressed through the alumni… and in just a very short time I’ve come to identify with this school, deeply. I like it. I like who it is. I like the way it feels. I like how true it is to itself, how authentic it is,” continued Scheibe. “It’s a real school doing its real business and it knows that what it’s trying to do best is trying to make connections between human beings.

“My deepest hope [for the alumni] is that you will do everything you can to strengthen the connection you have with this school.”
Jennifer Dunn Manning ’73 and Richmond Baker (P ’74), former faculty

Ralph ’47 and Irma Bianchi (P ’71, ’73)

Howard Manly ’09, faculty, and Ann Bartlett
1934
Arthur Kingsbury will be hitting his 95th birthday April 13 and "hopes to continue year by year!"

1938
Joe Hegarty returned to LA with his son T.J. Hegarty ’70 for his 75th reunion! As the oldest alumnus returning, he was awarded a special print of the Schoolhouse by artist Mark Waitkus.

1948
Sheldon Greene writes, “I’m sixty-five years since graduation, wanted to attend alumni 50+ luncheon but could not make it due to arthritis acting up. Hope for next year, regards to the school, Shelly.”

1950
Richard Randall wrote in last spring: “Dear LA, Would love to come to Groton for Reunion Weekend 2013, but it’s a long way from the Rocky Mountains. Since I was in the 1950 class, perhaps we can make it in 2015 for my 65th reunion. Thanks for the invitations, and I certainly plan to revisit Lawrence Academy again soon. I have wonderful memories of my time there. I am grateful for what I learned, and Arthur Ferguson was my favorite teacher, EVER, including college and law school. Although I moved west sixty years ago, my roots are in New England. Sincerely, Richard (Dick) Randall from Golden, Colorado.”

1953
John Ferguson wrote, responding to the Reunion invitation: “We will be on a riverboat in Europe seeing the Rhine and the Main Rivers. Enjoy the festivities. JDF.”

1954
This from Edwin Engman: “I am a member of the SMAP (Soil Moisture Active Passive) Satellite Review Team. The satellite is scheduled to deploy in 2014. My role is to validate the SMAP Science data projects. The satellite will provide information on the water cycle, energy cycle, and carbon cycle. This is useful in predicting our weather.”

1956
From Jay Beades: “Still involved in coordinating seminars, conventions and trade shows in Boston. Have enjoyed immensely meeting visitors to those events from all over the world and guiding them as they visit Boston’s many attractions. Am also acting as a commercial real estate consultant to several clients. Still living in Salem but find I do miss the vitality of Boston. Am enjoying very much contacting my classmates regarding the Annual Fund and our special ‘56 Reunion Giving Financial Aid Fund.”

Irving “Sonny” Weiner lives in Norton, Mass., and is officially retired from his accounting managerial duties with a local retailer, though he is still active as a financial and real estate consultant in the greater Boston area. Sonny wants it to be noted that he was part of the most famous passing duo in LA football history: “Goldie to McCarthy to Weiner.” Those who witnessed the end-of-season game victory over Cushing Academy, climaxing an undefeated season for LA, should recall the decisive pass play for a touchdown.

Andy Kerr still resides in Cambridge and is also still active as an investment advisor with Devonshire partners in the Boston area. Andy has been very loyal to LA and is looking forward to future gatherings of the ’56 “motley crew.”

Though Win “Duke” Adams and his wife Carroll have moved away to Pennsylvania, he will still be very active in the class of 1956 gift fund committee overseeing financial aid to LA students.

Ken Rice and his wife Kay are doing a great deal of traveling. Ken still plays golf four days a week when they’re not on the road. He writes that he has shot his age or better 133 times, with eighty of those rounds better than his age, adding that he has been blessed with excellent health that allows him to play golf on a regular basis.

1963 50th REUNION
Ray Cioci is retired and living in Sandy Springs, Georgia, with his wife, Lyn. His two children, John and Lisa, have made Ray a grandfather with grandchildren Hunter and William.
Craig Arnold has stayed close to LA, having served as a trustee for 20-plus years. Craig was able to return to LA for his 50th class reunion with his wife Maria. The Arnolds, who have been married forty-two years, make their home in Bloomfield Hills, Minnesota. Craig’s favorite memory of LA was meeting the cast of the film By Love Possessed, which was being filmed at LA when he was a student; he got the autographs of Lana Turner and Efrem Zimbalist, Jr.

Carlos Fernandez is retired, living in Mexico City, and has four children, Makela, Mercedes, Carlos, and Andres, and three grandchildren, Andres, Carlos, and Aqua. After graduating from Babson College with honors, Carlos worked for several large corporations in Mexico until starting his own heavy construction and real estate business in Acapulco. This was followed later by an industrial waterproofing company.

Gary Johnson is now retired and living in Mount Dora, Florida, but was able to return to LA for his 50th class reunion. Gary has a son Mark, age thirty-two, and a significant other, Sandra Brown, a poet and antique dealer, who was able to join Gary at his reunion. After college Gary was a news reporter for several radio stations and a spot news correspondent for the Associated Press Concord and Boston Bureaus, as well as the UPI Providence Bureau. This job was followed by a twenty-five year run as a reporter for several New Hampshire newspapers. Before retiring, Gary taught Spanish at three different high schools in New Hampshire.

John Gray is working as GE Appliances Mid-Atlantic Regional Manager for Local Delivery, or, as he puts it, “I am the guy that delivers and installs the appliance of your dream after you buy it from Home Depot.” Prior to GE, John worked for thirty years with New England-based retail stores in buying, merchandising, and operations.

Michael Gilmer’s home is now Boerne, Texas. He and his wife, who have been married forty-three years, have two children, Sharlene and Dan, who also live in Texas with their families. Michael and his family returned to LA for his 50th reunion.

Kevin McGuirk lives only a stone’s throw away from LA, in Acton, Mass. He attended Villanova University, graduating with a BS in Business Administration. From there, Kevin went to work for IBM for forty-two years as a salesman, handling large financial institutions until his retirement. His primary hobby now is playing golf, “with little success.”

Stuart Graham makes his home in Falmouth, Mass., with his wife Jessie, a geologist and lawyer. Following graduation from Harvard College and Harvard Law School, Stu worked in the US Office of Economic Opportunity as Assistant Regional Director of Legal Affairs, then with the Boston law firm Palmer & Dodge. Stu then moved on as a civil rights attorney for the US Department of Health, Education, and Welfare. For the balance of his career, he was the Chief Civil Rights Attorney for the Boston office of the US Department of Health and Human Services.

Edward Kazanjian now lives in Bay Harbor Islands, Florida, with Connie, his wife of sixteen years. He has four children and four grandchildren. After graduating from Southampton College of LIU in 1967 with a BS in Business Administration, Ed went into the commercial and industrial real estate development business. He says his plan for the next decade is to “stay alive.”

Les Meyer makes his home in West Hartford, Connecticut, with his wife of thirty-three years, Marie. After a few years teaching math, Les became an accountant, working as a CPA. He has also run a small family business. Les is presently Assistant Controller at the University of Saint Joseph in West Hartford and has no plans to retire.

Gary Edlin and wife Linda have three children, Scott, Lisa, and Matt, and two grandchildren, Jack and Kate. Gary played varsity football at Bates College, where he earned his BA, and spent most of his working career in the printing and glass business. Now semi-retired, he works as a 5th grade substitute teacher.

Barry Pearson, after earning his BS in Business Administration from Northeastern, obtained his MBA from Suffolk University. Banking has been his whole career; he presently works for Enterprise Bank in Lowell, Mass., as an SVP compliance officer, with plans to retire in 2014. Barry started running thirty-six years ago and hasn’t stopped since, with over 1,300 road races under his feet!

Mark Staples came up from his home in Norristown, Pa., for his 50th class reunion. Married for forty-six years and now semi-retired from a career in journalism and communications, he still writes for the Lutheran Theological Seminary Center.

George Davis served his country for six years in the Army Reserves, then spent a long career in manufacturing and the supply chain with Avery Dennison, Millipore, Cuno, and 3M. George and his wife, Susan, have traveled to Europe, Asia, Latin America, and most of the United States.

David Pierce retired in 2005 from his private dental practice of twenty-eight years. He keeps busy with golf, tennis, skiing, gardening, fishing, boating, and model railroading at the home in Ballston Lake, New York, that he shares with his wife of forty years, Ann.

Dwight Daley left LA after his sophomore year to attend high school in Michigan, where his parents were then living. Met his wife Tina at Michigan State, where he graduated from in 1967. After school, Dwight was in the Air Force for six years, which led to a career as a corporate pilot for various companies before United Airlines hired him. He is now retired and living in Sonoma County, California.

1964
Edward Sandstrom has “finally retired “and is enjoying two months in Maui!

1972
Rich Harvey was elected to his sixth four-year term as Coroner of Colleton County in South Carolina. He also became a grandfather in January. Rich teaches Advanced Cardiac Life Support as well as Pediatric Advanced Life Support courses throughout South Carolina.
Robb Bunnen, sending pictures of himself and his kids, pre-Reunion, wrote, “Alison is a vet tech at an orthopedic surgical vet hospital. Philip is a student at the University of Maryland. And Lizzie is a grad of the University of Miami and currently is both a legislative associate at a lobbying shop in DC and a student getting her master’s in political management at George Washington University.”

Hugh Glazer’s daughter Alexandra Rae Glazer graduated May 2013 from Babson College in Wellesley, Mass. Hugh was a 1977 graduate of Babson, making a Glazer family legacy “as designated by the college.”

1974
At Reunion 2013, Tony Sampas and Nancy Moyer ’73 performed the title song from The Best of Both Worlds, a David Smith and Joe Sheppard musical written and presented in 1973. The authors blubbered their way through the performance.

1975
Congratulations to Meg (Jones) Meeker on the birth of her first grandchild, Ainsley Grace Hoksbergen, on June 22, 2013. Congratulations also to Meg’s sister and great-aunt, Beth Jones Linfoot ’80! Meg visited campus on May 8 and gave a fascinating and informative talk on parenting to LA parents.

1977
Seth Williams was thrilled to reunite with his classmates Clark Sutton and Palen Conway and Paul Wheatley ’78 as the Close Shaves at Reunion 2013. Prior to the event, the group and members of their family gathered at Seth’s family farm in New Hampshire to warm up their vocal chords and catch up.

1978 35th REUNION
Larry Swezey and his wife Mitsue flew in from Japan for his 35th reunion. He could not miss an opportunity to play his soprano saxophone with Joe Sheppard. The duo wailed on Dave Brubeck’s classic “Take Five.”

1980
Matt Haynes writes: “Laureen and I spent eleven days in Ecuador this summer courtesy of fellow alum Damon Corkin’s ‘95 travel company, Andean Discovery. We purchased this trip at the last Gagné Classic golf outing. This trip included three days in the capital of Quito, four days at a lodge in the Amazon jungle and four days on a boat touring the Galapagos Islands. The trip was amazing and Damon’s company did an awesome job putting a great package together. The Amazon jungle is so primitive, although the lodge we stayed at was top notch. We spent our days traveling down small tributaries viewing the wildlife and learning about how the communities live...”
on the land. We even climbed a 120-foot tower to the top of a kapok tree to view toucans, macaws, parrots, and other birds. The Galapagos Islands were quite different, yet equally beautiful. We spent four days on a sixteen-passenger boat visiting various islands and coves to view sea turtles, sea lions, penguins, marine iguanas, and even sharks in their natural habitat. One of the highlights of our time in the Galapagos was snorkeling with the sea lions, who seemed to be playing with us and showing off at the same time. Overall, a great experience and one we will recommend to all our friends.”

1986
James Quinn’s daughter Elizabeth is a freshman at LA this fall.
Tom Vorisek is back in Massachusetts, living in Back Bay.

1987
Attorney Dave Mitchell of Calais, Maine, was nominated by Gov. Paul LePage to replace District Court Judge John V. Romei, who retired last June. Dave has practiced law in Washington County since 1997, when he graduated from the University of School of Law. He handles family, civil, probate, real estate, and criminal matters as well as civil litigation. Since 2004, he has also served as the tribal prosecutor in the Passamaquoddy Tribal Court in both Pleasant Point and Indian Township.

1988 25th REUNION
David Cheney is living in New Harbor, Maine. He and his wife Merrilee have two daughters: Julia, twelve, who rides horses, and Liza, ten, who enjoys playing lacrosse and field hockey. Merrilee is an educational technician and works at the kids’ school in Bristol. Dave sold his lobster boat and traps last spring after fourteen years lobstering and has been farming Johns River Colonial Oysters in the Johns and Damariscotta Rivers since 2007. He writes, “I built two custom oyster boats last year and manage four sea farms in two rivers, which supply Portland, Maine, with fresh cocktail oysters each week.”

1993 20th REUNION
News from Yong Taek Bae: “After I finished my studying in New York, I started my career in investment banking till I had to go back to South Korea to serve the mandatory military obligation. I stayed in Korea and set my foot in the IT/gaming industry. I know I majored in finance and marketing and was working at a totally different industry, but what I do is more like business development, M&A, market expansion, and product management, so I guess it’s somewhat related.

“I now live in Seattle after living in LA, Groton, New York City, and Austin. This is my fifth city living in the US alone; things have been quite hectic as I have typically started with startups and grown them into public companies. Now, I look up and try to...”
catch up with my old friends and teachers and have realized that twenty years have passed. It’s just unbelievable.

“I really wanted to attend last spring’s reunion, but I needed to go to Bangkok during our reunion for business. It’s truly unfortunate. I haven’t been able to go back to LA since maybe 1995. Although I probably won’t be able to make it back this year, I will definitely plan a trip to LA in an upcoming year.”

Faculty member Dave Smith ’65 wrote in last spring about son Trevor Smith: “To all of you who remember my son Trevor, I’m delighted to share some news. If you watch the Today Show on Monday, Earth Day, the six large living wall panels you’ll see as the outdoor set on Rockefeller Plaza will be his creation. He’s building them right now from over 1,100 plants and will be in NYC installing them at 4:00 a.m. Monday morning. Take a peek if you can.”

Matthew Lamb tells us that Greyson August Lamb was born on August 28, joining Matt and Susan and big brother Carter.

Frances (Phoebe) Lovejoy Russell’s business, Lovejoy Designs, was voted by the Houzz Community as a winner of the Best of Houzz 2013 Awards. New England Home’s “5 Under 40” awards spotlight the hottest emerging talent in residential design in New England, including architecture, home-design products and accessories, interiors, furniture, and landscape design.

Charlotte Collins Lincoln was born July 20 at 3:25 a.m. 8 lbs. 12 oz. and 20” to Rebecca Sargent Lincoln ’97, who says: “She’s such a love and we’re thrilled to have her here!”

1999
Paul Beauchemin and wife Julia write, “Today [August 8] we welcomed our beautiful baby girl, Simone Josephine Beauchemin, into the world at 7 lbs. 11 oz. She gave us quite a fight, but at 4:01 p.m. baby took her first breath!”

Chris Gothorpe and Patricia Suess were married on February 29, 2012, “in a small ceremony in the presence of just a small group of friends, under a light dusting of freshly fallen snow, one of the few days that year with any accumulation.”

Andrew Caraganis and his wife Emily were married June 16, 2012, in Minnetonka, Minnesota. Alumni attendees included Aaron Swan, Andrew Klopf, and Ryan Faul. The couple currently lives in Providence, R.I., where both are second-year internal medicine residents at Roger Williams Medical Center.

Tom Rakip and Rhianna Cohen ’00 are married. See Rhianna’s listing.
Rob Finnerty, a Cape Cod native, has taken a job as a morning news anchor with a Fox outlet in Southern California.

Myriah Hampton and Jacob Kulin were married April 7 in Palm Beach. Dianna Hahn ’99 was in attendance.

Conor Maguire has been appointed head of the English department at Chapel Hill-Chauncy Hall School in Waltham, Mass. His love of literature comes directly from the inspirational classrooms of Laura Moore, Bill Mees, and Mark Haman at Lawrence Academy. Conor will finish his degree at The Breadloaf School of English at Middlebury College in 2014.

Heidi Seidewand and her fiancé, Jason D’Alessandro, welcomed Gunnar Joseph into the world on June 14, 2013. Allison Floyd Wasserman and Brian Wasserman proudly welcomed their daughter Annabelle Rose into the world on June 16, 2013. The Wassermans currently reside in Nashville, Tenn. Allison is finishing her residency in pathology this year and Brian is conducting post-doctoral research in cardiology, both at Vanderbilt University.

2003 10th REUNION

David Berwind and Courtney Walker were married on Saturday, June 29, in Martha’s Vineyard.

Alumni present were Brett Hardy ’03, Matt Lurvey ’03, Matt Hedstrom ’03, David Berwind ’03, Alex Magnin ’03, Ryan Ansin ’04, Dickens Berwind ’04, Andrew Lurvey ’03, Brendan McGuire ’01, Ann Steward ’03, and Chris Straub ’03

Class of 2003 memorial service for Nick Dimancescu ’03 and Liza Benson ’03 at Reunion Weekend 2013.

Angela Costales sent this note: “This year, I dedicate my modest donation to my fellow LA classmate/alum, Liza Benson, who died in a ski accident in January 2013. I will always remember Liza for the joy she brought to some of the best years of my life. She was a loyal friend, true confidant, and one hell of a soccer keeper.”

Alex Magnin is living in New York City, where he works on Thought Catalog, a digital platform for notable voices and ideas. Alex is still actively involved with EPHAS (“Every Person Has a Story”), seeking to provide authentic documentation of stories that need to be told.

Maya Singh is the Director of Development and a professional teaching artist for the Global Empowerment Theatre (GETheatre) program, sponsored by the New York Foundation for the Arts. GETheatre leads English language literacy and dramatic activities workshops for underserved teenagers in Bangalore, India, and Zanzibar, Tanzania. Since these teens have limited educational resources, GETheatre aims to expand their learning, build their confidence, and narrow the achievement gap between students who have access to private education and students living in poor, underprivileged communities.

2004

Lindsay Andrus married Sean Nicholson at the Publick House Historic Inn in Sturbridge, Mass., on August 3. Emily Bentinck-Smith ’04 and Molly Bagshaw ’04 were there to celebrate with her.

2005

Rachel Manly is the first director of the new Center on the Common in Harvard, Mass., where she brings her own experience as an artist and teacher to the team working to develop a vibrant cultural presence in the center of town. Trained as a printmaker at the Maine College of Art, Rachel is curating gallery shows, facilitating programs and rentals, and serving as an on-site manager for day-to-day operations of the Center, which is housed in the former public library. The facility is already booked a year ahead!
2006
Colin Harey, an independent filmmaker, is directing The Hunter's Head, a short film based on Benjamin Loory's short story. The film follows a boy and a hunter who live in a remote forest village. Colin is fundraising for his project on www.indiegogo.com.

2009
Madeline Penkoff is graduating from the University of Rhode Island in December 2013. She writes, "Everything is going great!"

Steve Whitney won the 61st Walter Brown Award, presented annually to the best American-born college hockey player in New England." Steve is assistant captain and leading goal scorer for the Boston College Eagles.

2011
Tyler Beede, still pitching for Vanderbilt and a likely top-five MLB draft pick in 2014, is also the hip-hop artist Young Beedah. Last spring he posted a YouTube track entitled "Boston Strong" that was played during the first Red Sox home game after the Marathon bombings. The song makes reference to Big Papi, Duck Boats, and "sipping on that dirty water," among other hometown touches.

Kelly McGrath, a junior at Union College in Schenectady, N.Y., appeared in all thirty-four games for the Union College women's hockey team last season, scoring three goals and four assists. She registered her first career goal against Maine on Dec. 15, and it was a game-winner.

2012
Nathan Fritz, a sophomore at Colgate and an accomplished cellist, last spring won the Lloyd B. Cotton Prize, awarded for "outstanding performances in Colgate's ensembles." The $1200 award helped finance a summer trip to Vienna.

Courtney Kendall, a goalie for the University of New England women's hockey team, was named Commonwealth Coast Conference rookie of the week last March.

Maria Ruiz Cantu spent the summer in Bali as part of a construction and renovation program that focused on building a new kindergarten and renovating community centers and schools in villages around Ubud.

2013
As part of his Make-A-Wish foundation "wish," Joey Mullaney had his picture taken with Bill Belichick and Tom Brady at Gillette Stadium.

Luke Olsen rode to the top of the standings last May 23 during the Buffalo Showtime I Horse Show in Hamburg, N.Y. He earned first and third place finishes during the $3,500 USHJA National Hunter Derby, showcasing his talent as a rider and trainer during the first show of his professional career.
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<td>Timothy D. Hibbard</td>
<td>10/1/2012</td>
<td>Class of 1952</td>
</tr>
<tr>
<td>Frederick O. Buckley</td>
<td>1922–1/6/2012</td>
<td>Class of 1940</td>
</tr>
<tr>
<td>Stephen M. Grove</td>
<td>7/1/1975–7/14/2013</td>
<td>Class of 1994</td>
</tr>
<tr>
<td>Edmund H. Gibson</td>
<td>10/2/1921–12/9/2012</td>
<td>Class of 1940</td>
</tr>
<tr>
<td>Ronald B. Bowmar</td>
<td>1/20/1945–6/13/2012</td>
<td>Class of 1963</td>
</tr>
<tr>
<td>George M. Heathcote</td>
<td>4/28/2011</td>
<td>Class of 1940</td>
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<tr>
<td>Gregory C. Joseph</td>
<td>10/31/1944–4/24/2013</td>
<td>Class of 1963</td>
</tr>
<tr>
<td>John H. Leary</td>
<td>6/23/1921–12/26/2012</td>
<td>Class of 1940</td>
</tr>
<tr>
<td>Franklin L. Steves</td>
<td>7/8/2013</td>
<td>Class of 1943</td>
</tr>
<tr>
<td>Eugene R. Gray</td>
<td>11/22/1929–6/19/2013</td>
<td>Class of 1938</td>
</tr>
<tr>
<td>Charles A. Cronin</td>
<td>3/19/2011</td>
<td>Class of 1948</td>
</tr>
<tr>
<td>Roger C. Flinn</td>
<td>7/18/1927–10/15/2012</td>
<td>Class of 1948</td>
</tr>
</tbody>
</table>
The 2012-2013 Lawrence Academy Annual Report is now available as an online document on the Lawrence Academy website by visiting the following link: www.lacaldegy.edu/AnnualReport

This new format is consistent with our environmentally friendly approach of producing less print material on an annual basis. It also allows for the Academy Journal to be a stand-alone single print piece that is filled with news and information about the happenings and events that are occurring at the school and with our affiliated constituents. Our donors have the option of receiving a print copy of this year’s report upon request. If you require one, please contact Laura LeBlanc in the Alumni and Development Office at 978-448-1565.

LA students perform at the Fringe in Scotland this summer.