### 2005-2006 Calendar of Events

#### October
- **8th**: Class Reunions for Classes of '75, '85, '95
- **14th**: Mill Valley Film Festival @ MA
- **20-21**: Second Annual Conference on Democracy
- **30th**: Crossroads Fun Run

#### November
- **3, 4, 5**: Fall Theater Production: The Grapes of Wrath
- **15th**: E.E. Ford Fellowship Presentation
- **18th**: Chamber Concert
- **23rd**: Grandparents & Special Friends Day
- **23rd**: Alumni v. Varsity Basketball Game

#### December
- **2, 3**: Jazz/Choral Concert

#### January
- **6th**: Homecoming
- **10th**: Young Alumni Reunion Classes 2001-2005
- **19, 20, 21**: Rock/World Music Concert
- **23rd**: Alumni Annual Fund Phonathon

#### February
- **1-3**: Literary Festival
- **9, 10, 11**: Winter Theater Production: Shakespeare’s Hamlet
- **22nd**: Math Night

#### March
- **2nd**: Boston Alumni Gathering
- **8th**: Los Angeles Alumni Gathering
- **23rd**: Thacher Lecture: Steven Greenblatt
- **25th**: Spring Fundraiser
- **30, 31**: Dance Concert

#### April
- **1st**: Dance Concert
- **21, 22**: Jazz/Choral Concert
- **27, 28, 29**: Spring Theater Production

#### May
- **12th**: SF Alumni Happy Hour Classes 1991-2001
- **14th**: Athletic Banquet
- **18th**: Night of the Arts
- **18, 19, 20**: Rock/World Music Concert
- **23rd**: Cum Laude Induction Ceremony
- **25th**: Chamber Music Concert

#### June
- **3rd**: Graduation

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MISSION STATEMENT

Marin Academy asks every individual to think, question, and create in an environment of encouragement and compassion, and challenges each person to accept the responsibilities posed by education in a democratic society.
LETTER FROM THE HEAD OF SCHOOL

I often say that I have the best job in town and, as I begin my second decade as Marin Academy’s head of school, this remains absolutely true. I marvel at the energy and initiative that invigorates this community every day.

In this issue of Nexus, we share with you several highlights from the 2004-2005 academic year. Our year-long re-accreditation process, subsequent report, and granting of a full six-year term affirmed our purpose and direction as a school. MA received ten major commendations in the final report of the CAIS/WASC Visiting Committee. Chief among them were citations denoting the strength and commitment of our faculty and student body, the Board of Trustees’ investment in the school’s facilities and infrastructure, and the determination of the Board of Trustees and school administration to “maintain compensation at competitive levels, thereby allowing the school to attract the talent needed to carry out its ambitious educational vision.” I am thankful for the many hours devoted by our board, faculty, parents, students, and alumni on numerous committees that contributed to an excellent process and outcome.

It was also a dazzling year for speakers, beginning with our inaugural Conference on Democracy, which brought more than twenty guest speakers to our campus over two days in October. Other highlights included the Thacher Lecture with distinguished Oberlin professor and author David Orr; our wonderful day with alumna and NASA engineer Jennifer Rochlis ’90; and the provocative keynote by author and policy analyst Dinesh D’Souza. It was a year of thoughtful and dynamic discourse, providing opportunities for our community to engage and realize our collective mission to “think, question, and create.”

I am fortunate to work with a Board of Trustees whose leadership and dedication positioned us to move forward—on schedule—with the demolition of the doctor’s building on the east side of the Administration Building and begin construction on the new Library Building this past summer. The Endowing Our Future Campaign had a superb second year; having raised more than $2.8 million in new gifts and pledges in support of faculty compensation, student financial aid, and community outreach. Our indefatigable parent association put the passion back into the spring fundraiser with the re-imagined Participassion Party and exceeded everyone’s expectations for a successful and incredibly fun event. And annual giving continues to break all records, thanks to the unfailing generosity of our school community.

Each and every day, I have the privilege of witnessing the scholarship and goodwill of our faculty and students. With the partnership of our devoted parent body and alumni, it just doesn’t get any better.

I thank you, MA, for another extraordinary year!

BODIE BRIZENDINE
Fall 2005
In May of this year, Marin Academy was invited to participate in the California Academy of Sciences’ First Annual “Women in Science Day.” This program offered representatives of more than 100 Bay Area high schools the opportunity to spend a day learning about and celebrating the remarkable achievements of California women scientists in areas ranging from stem cell research and the development of cancer-fighting drugs to advances in paleontology. As a student at MA with a passion for science, I was lucky enough to be one of two seniors nominated to represent the school at this special program attended by more than 120 young women interested in the possibility of a career in science.

Eminent women speakers from Bay Area universities, Silicon Valley technology companies, and medical research teams, such as Dr. Jennie P. Mather, founder and CEO of Raven Biotechnologies and formerly of Genentech, described their current work, which included writing software for Google and searching for bones in African soil. During an exploratory period, we got a sneak preview of the academy’s aquarium, the new ninety-foot domed rainforest habitat in Golden Gate Park, and other exhibits. We then were divided into small groups and given a look at the research being done by female scientists at the academy. Topics we explored included the classification of native and invasive invertebrate species living in San Francisco Bay, current research techniques used by wildlife biologists, and the complex breeding system used with penguins in captivity. The day concluded with words of congratulations and encouragement to all participants and wishes of success for the next generation of women scientists. Throughout the day, I was proud to be representing MA and excited to be part of the first such conference in San Francisco encouraging the involvement of women in science.

The conference also offered us a very important sense of perspective as many of the women scientists shared their personal stories with us—accounts of how they had overcome the often discouraging attitudes and assumptions about the limitations on women’s roles in the scientific community. We heard stories of how each of these women followed her passion for science wherever it led and how rewarding the journey had been.

Women in Science Day was a culmination of many years of scientific endeavors while I was at MA. The summer before my senior year I attended a two-week seminar at Georgetown University on “The Future of Medicine.” I also spent several weeks interning in a UCSF laboratory where I assisted with stem cell research investigating the means of transmission of a particularly deadly virus from mother to child in utero. The UCSF lab, headed by Dr. Lenore Pereira, was staffed entirely by women scientists from all around the world—each with her own specialty. It was an amazing opportunity to learn not just about the research conducted by these women, but also about their backgrounds and the cultures that fostered their advance-
ment in the world’s community of cutting-edge scientists. I only realized how important their examples were to me personally when I attended the Women in Science Conference just weeks after reading Harvard President Lawrence Summers suggest that the jury is still out on the question as to whether women have the innate intellectual ability to achieve at the highest levels of science and math.

At Marin Academy, I took as many science classes as I could fit into my schedule and thoroughly enjoyed them all, in spite of a few anxious moments preparing for some of the AP exams. My science teachers, the majority of whom were women, were wonderful instructors and inspiring role models for male and female students alike. I was encouraged to work hard in class and to seek out extracurricular volunteer opportunities in science and medicine. Our teachers were always reminding us to take advantage of programs, lectures, and panel discussions offered at Bay Area universities and museums on subjects ranging from space exploration, global warming, and recycling to technological and ethical issues in weapons research. It never occurred to me to imagine a glass ceiling that would limit my future in a career in science. That is why I was so shocked upon hearing of President Summers’ disparaging words and learning about the discouraging experience so many other high school girls have had when considering a future career in science. While all the students attending the Women in Science Day had a keen interest in at least some aspect of science, very few had ever had even one conversation with a teacher or science professional about the possibility of their playing an important role in the next generation of researchers, doctors, and science teachers.

At MA, we have been so lucky to have small classes and devoted teachers who are generous with their time. These teachers open their doors to students during free periods, lunch times, and before and after school. They live by the promise that students seeking help or guidance will never be turned away and left to fend for themselves. Direct learning opportunities—from visits to recycling plants to speaking one-on-one with a female NASA scientist (and an MA alumna, by the way)—have been available throughout my years here, and such opportunities seemed like a matter of course. Now that I have graduated, I realize how extraordinary this experience has been for a female high school student with an avid curiosity about the sciences—what makes things work, live, grow, and change the way they do.

For this reason, I feel that attending the Women in Science Day was extremely worthwhile. I enjoyed the exposure to new scientific theories and facts, as well as the chance to meet women making fascinating new discoveries in math and science. Even more importantly, I appreciated the chance to share with others the joys and benefits of MA’s approach to educating female science students. I was filled with a sense of being a part of something important—the support and celebration of the contributions women have made and will make in the future to a field that is critical in developing the technologies and medical advances that will shape our world.

I sincerely hope that Women in Science Day will be enthusiastically supported by MA and other Bay Area high schools. I am eager to follow up on the educational and career opportunities I learned about during the program and will continue to take advantage of future California Academy of Sciences exhibitions. Whether I go into medicine, international health policy, or something else altogether, I will remember the Women in Science Day as a program that inspired me to continue working hard on my own career goals and a day when I saw the potential of the next generation of female scientists and was filled with hope. At the same time, however, I look forward to the time when there will be less of a need for a Women in Science Day: a time when women and men are equally focused on learning about and improving our lives and the health of the world around us through medical research and the advancement of scientific technology.

Molly Riddle ’05 is a freshman at the University of Pennsylvania.
Alumni Profile: Jennifer Rochlis ’90, NASA Engineer

With a Ph.D. in aeronautics and astronautics from MIT, and five years on the job as a NASA researcher in human-computer interfaces and extravehicular activity, Jennifer Rochlis ’90 has traveled a long way from Marin Academy.

On May 18, 2005, Dr. Rochlis returned to MA and was the guest speaker at an all-school assembly. Her presentation spanned topics ranging from life at MA in the 1990s to her research on the NASA Robonaut Project designing the next generation Lunar/Martian Rover. Many students and faculty left the assembly genuinely fascinated, and Rochlis even inspired those not particularly interested in science by demonstrating why it is her life’s passion. Following the assembly, she was the keynote speaker at MA’s annual Cum Laude Induction Ceremony.

After graduating from MA, Rochlis earned a bachelor’s degree in physics from Mount Holyoke College and then a Ph.D. from MIT. While she was taking her final exam at MIT, she received a phone call from NASA saying that Congress was granting them twenty-four hours to hire new workers and that they wanted her. She was immediately offered a job integrating elements of robotics work at the Johnson Space Center in Houston, Texas.

Since 2000, Rochlis has been working with NASA’s Robonaut Project for the Automation, Robotics, and Simulation Division. She is also helping to develop ground control for the Space Station and Space Shuttle arms, as well as conducting KC-135 microgravity experiments for ergonomics evaluations and tile repair. Another part of her work involves taking part in educational outreach programs designed to motivate young people who are interested in NASA and space exploration.
In 2004, Rochlis was one of only twelve women in a field of 3,000 applicants who interviewed to become a NASA astronaut. This intense selection process occurs only every four years. She made it to the final selection round, but in the end NASA told her to apply again in 2008 because she was “a little young right now.”

Rochlis noted that when she was growing up, “The space industry was a really hot topic. We heard about space exploration and the astronauts constantly. They were like rock stars.” Astronaut Sally Ride was one of Rochlis’ role models. She cites Ride as a major inspiration in her pursuit of working at NASA. “Sally was fantastic,” said Rochlis. “She was a woman in the space program doing her job and she seemed really down to earth, aside from her job title. Today, I don’t think that most girls could name a female astronaut.”

As a student at MA, Rochlis gravitated to physics because she “totally didn’t get it.” She enjoyed the subject because of the challenge it presented and vividly recalls the teaching of John Hicks, whom she cites as the inspiration for her future academic path. “John was so excited about what he was teaching us. Even if you weren’t a physics geek like I was, you couldn’t help but be excited by what you were learning. He just made you really want to understand how the world works.”

Before coming to MA, Rochlis dreamed of working at NASA, and throughout high school she loaded her schedule with a variety of math and science classes because she was unsure of what courses would be the most useful. Outside of the classroom, she filled her time with extracurricular activities, yet generally flew below the social radar.

“I was probably an unnoticed person at MA. I was not one of the popular kids. I was not considered very geeky or nerdy; one of those kids who studies all the time. I didn’t really have a label, I just did my thing. I did plays and dance, so I was in front of people.”

Looking back, Rochlis remembers the school’s supportive social scene. “The one thing that was very special and unusual about MA was that everyone had tremendous respect for everyone else. You were not pigeonholed because you were a jock, a theater junkie, or a geek. Everyone was allowed to be whatever they wanted to be and I really appreciated that.”

She is grateful for the lifelong skills she developed at MA, especially how students learn the importance of personal initiative—that they should always take it upon themselves to make something happen or to figure something out.

“I appreciate the philosophy that they teach you here, that you are responsible for your own education. You would be surprised how many people aren’t taught that. There is no limit to what you can do—you can make it happen if you want to. Fearlessness is something that you learn very early here at MA. They encourage you to get involved and that is something that I absolutely use every day.”

While Rochlis acknowledged that the campus looked very different than when she graduated fifteen years ago, she also noticed continuity among the MA student body. “The students here look the same to me. They are kids who are marching to their own beat, and that is just fantastic. The spirit is the same, and kids are following their own paths. At the same time, everyone here considers themselves a big family, and that is so important but also unusual.”

Molly Hunter ’05 is a freshman at Williams College and Maxwell Hayman ’05 is a freshman at Northwestern University.
Advances in MA Biology Curriculum

BY MARK STEFANSKI

As the culmination of more than four years of extensive research, discussion, and planning, the Marin Academy Science Department has decided to offer a new course, Advanced Biology Honors. As part of the process to phase in the new course, two sections of Advanced Biology Honors (ABioH) are being offered in 2005-2006, while a single section of AP Biology is being offered. In 2006-2007, ABioH will replace AP Biology as the most rigorous advanced biology course offered by the school. For those students in ABioH who still wish to take the AP Biology Exam in May, MA will offer separate after-school sessions to help prepare them to succeed on the test.
Why offer this new course now? The MA Science Department recognized the opportunity to offer an advanced biology course that is modeled on the most current and innovative biology curricula offered at the introductory collegiate level. ABioH gives students opportunities to perform in-depth investigations into a limited number of topics within the context of major biological themes as established by the College Board. The course follows guidelines articulated by the National Research Council’s *National Science Education Standards* (National Academies Press, 1996) and affirmed by the National Academy of Sciences’ *Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools* (National Academies Press, 2002).

In addition, the course will follow some of the National Academies’ recommendations outlined in *Bio 2010: Undergraduate Education to Prepare Biomedical Research Students* (National Academies Press, 2002). One of the academies’ major recommendations is that undergraduate courses in college biology (and by extension, advanced courses in high school biology) should incorporate more mathematics, physics, chemistry, and computer science. Students should especially bring skills from these fields to lab experiments so that “interdisciplinary thinking and work become second nature for biology students.” Furthermore, ABioH provides opportunities for independent and collaborative research, and it offers seminars highlighting cutting-edge developments to buoy students’ interests in biological discovery.

ABioH strives to meet the goals of the Marin Academy Science Department more fully, especially in providing students with a more in-depth experience of the process of scientific inquiry and in the use of technology and outside community resources.

Under the new Advanced Biology Honors guidelines, students will

- Develop in-depth knowledge of selected topics, both in terms of biological content and the methods that are employed to reach our understanding in these areas.
- Establish a deeper understanding of the underlying nature of science and the historical and societal context for biological thought.
- Develop increased skills for working both independently and collaboratively in the pursuit of deeper scientific knowledge and understanding.
- Employ more interdisciplinary thinking, especially during laboratory exercises, and incorporate mathematics (particularly statistical analyses), physics, chemistry, and computer science into their work.
- Conduct advanced, meaningful laboratory and research experiments. These will involve inquiry-based laboratory exercises that require students not simply to carry out a technique or learn a laboratory skill, but also to pose questions, formulate hypotheses, design experiments to test those hypotheses, collaborate to make experiments work, analyze data, draw conclusions, and present their analyses and conclusions to their peers and the wider community. During these research efforts, students will gain exposure to and training in the use of some state-of-the-art technologies that are used to gather and analyze biological data.
- Perform long-term research projects, some of which will be of their own choosing and design. As part of this process, the MA Science Department faculty will help students gain the use of the resources of local university and private research facilities.
- Be exposed to lecture and seminar formats that provide advanced content necessary for performing inquiry-based research projects in the pursuit of new knowledge and understanding.

Advanced Biology Honors is predicated on the idea that the best way to foster the excitement of science is to have students experience that excitement. We will provide students greater opportunities to be creative, to engage in the process of science, and to take the content that we give them and run with it. Students will quickly discover that there are infinitely more questions than answers in biology. As a consequence, many of them will become more enthusiastic about embracing biology as a subject to pursue in college. They will come away better equipped to think analytically and critically about the discipline both in college and the world beyond.

Mark Stefanski has been teaching science at Marin Academy since 1988. He is currently a member of the Board of Directors for the California Science Teachers Association and recently collaborated on a website (evolution.berkeley.edu) that received the 2004 Science/Technology Award from Scientific American. In 2001, he was recipient of the Gustav Ohaus Award—the grand prize in a national competition to recognize innovative teaching strategies in high school science.
Rather than just thinking one year ahead to consider what the next set of academic courses will bring, more and more Marin Academy students, faculty, and parents look beyond the immediate horizon to future generations. The pioneers of much of this forward thinking at MA have been the members of the Eco-Council, who have introduced several initiatives to bring more ecologically sensitive practices to our campus and have raised awareness of these issues among the overall school community. (The specific efforts of the Eco-Council are chronicled in more detail in the next story by Chris Alexander, Liz Gottlieb, and Mark Stefan.) Perhaps most significantly, the Eco-Council has initiated an intellectual shift toward “sustainable development” at Marin Academy—a shift that will have implications well beyond the fields of ecology and science.

The premise of sustainable development is that the decisions that individuals—as well as institutions like Marin Academy—make have a significant impact beyond our immediate community and surroundings. Sustainable development is often understood as an acknowledgement of the interdependence between human behavior and the environment, such as whether or not relying on fossil fuels indefinitely is a sustainable energy policy. However, it also considers different types of relationships between humans—strictly defined hierarchy or more egalitarian forms of community, for example—and asks what types of relationships are most sustainable over the long run.

Renowned physicist Fritjof Capra is currently at work on his newest book, Leonardo’s Science, an account of Renaissance genius Leonardo da Vinci’s scientific achievements from the perspective of twenty-first-century scientific thought. Marin Academy extends thanks to Dr. Capra for giving of his time to MA, and to Mimi and Peter Buckley for their role in to bringing him to our school.

Dr. Fritjof Capra, a co-founder of the Center for Ecoliteracy in Berkeley and one of the most dynamic intellectual forces behind sustainable development, is working with Marin Academy to help the school understand the concept and more fully integrate it into our community. Capra first came to Marin Academy in fall 2004 to address the Eco-Council, returned in spring 2005 to make a presentation to the Board of Trustees, and met with members of the faculty in fall 2005 to talk about ways the school can make changes in pedagogy and community practices that will facilitate the school’s shift toward sustainability.
While sustainable development is only beginning to become more mainstream within academia and broader society, Dr. Capra has devoted the last three decades of his life to this issue. After receiving his Ph.D. in theoretical physics from the University of Vienna in the late 1960s and working at Berkeley’s Lawrence Livermore Lab in the early 1970s, Capra was increasingly drawn to the ways in which twentieth-century physicists such as Albert Einstein and Werner von Heisenberg were probing at some of the same questions addressed by ancient Eastern philosophers such as Lao Tsu, one of the founders of Taoism. Originating in imperial China in the sixth century B.C., Taoism maintains that “all is one and interconnected”—offering perhaps the first articulation of the concept of sustainability.

Capra’s investigations into the parallels between modern Western physics and ancient Eastern philosophy resulted in his bestselling *The Tao of Physics*. In this book, Capra points out some of the striking similarities in Einstein and Lao Tsu’s thinking—most importantly, the concept of interconnection and sustainability. In his exploration into the theory of relativity, Einstein came to realize

> A human being is part of the whole called by us “[the] universe,” a part limited in time and space. We experi-

ence ourselves, our thoughts and feelings, as something separate from the rest... This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from the prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty...
THE NEW DIRECTION TOWARD SUSTAINABILITY AT MA: THE SCIENCES AND BEYOND

It is not difficult to see how the concept of sustainable development is a natural fit within the MA science program, since much of sustainability is associated with ecology, environmentalism, and an emphasis on the long-term consequences of human behavior. Marin Academy's Eco-Council, for instance, has already started a garden project on campus, built a solar energy fountain, and continues to look for ways to support principles of sustainable ecology.

Yet, as Capra and others have warned, sustainability is not solely the domain of the sciences. For example, economics is a field where sustainability comes into play, in that societies must attempt to create economic systems that promote the health and viability of all of their creative and productive individuals. Education is another field where the concept of sustainability is relevant. A society that places a priority on the quality of primary and secondary education recognizes that its sustainability depends on the values and skills that are transferred to younger generations. Sustainability also applies to politics and social justice, which dovetails with MA's attention to democracy. If the political and legal rights of disenfranchised individuals and minority populations are not protected, a society does not function for significant numbers of individuals who comprise it and is ultimately not sustainable.
During the first week of March on the Marin Academy campus, it seemed that every teacher had the same yellow and blue book sitting on the corner of his or her desk with a bookmark protruding from the center pages. The book, *The Last Refuge: Patriotism, Politics, and the Environment in an Age of Terror*, is the latest work from Dr. David Orr, professor and chair of the Environmental Studies Program at Oberlin College.

Orr, who has received a National Conservation Achievement Award from the National Wildlife Federation, is one of the academic world’s most prominent environmental scholars. He is best known for his pioneering work in ecological design, sustainability, and environmental literacy in higher education.

Dr. Orr was invited to Marin Academy as the Thacher Lecture Series annual speaker and arrived on campus on March 16 for an afternoon discussion and evening lecture. Many distinguished speakers have come to MA to deliver the Thacher Lecture over the past six years, including Princeton Professor Cornel West, Ambassador Theodore Eliot Jr. (former U.S. ambassador to Afghanistan and dean of Tufts University’s Fletcher School of Diplomacy), acclaimed landscape photographer Richard Misrach, and the Paul Taylor Dance Company.

Orr’s positive reputation among the MA faculty preceded him, and less than twelve hours after flying in from Ohio, he engaged the MA community in an afternoon discussion facilitated by English teacher Joe Harvey. Orr fielded questions from Harvey and then engaged the students and community members in the audience in an informal discussion.

“How do we empower you to do big things in the world now?” he asked the crowd of students, adding, “You are much bigger than you know you are.”

During the evening presentation, Orr spoke to parents, faculty, and students who filled the Marin Academy Theater. He began his presentation with the question, “What does it mean to be an intelligent human now?” The lecture covered the evolution of human intelligence and how society must maximize its potential to overcome the environmental issues that challenge modern civilization.

“The environment is the linchpin issue,” said Orr. “It’s not just one on the list of economy, health, security, etcetera. We are running a one-time experiment on the planet—we must get this right. We could blow it in this century.”

This article first appeared as a story in the March 31, 2005 issue of The Marin Academy Voice.

The Thacher Lecture is made possible by an endowment named in honor of Marin Academy’s founding Board President James F. Thacher.
Marin Academy’s Mission Statement “challenges each person to accept the responsibilities posed by education in a democratic society.” In an effort to strengthen the connection between our mission and the everyday intellectual and social life of the school, Marin Academy inaugurated the Conference on Democracy in fall 2004 to provide a wide array of perspectives on political, social, economic, and environmental issues that our communities face locally, nationally, and globally. The overarching goal of the Democracy Conference is to provide a comprehensive view of the democratic concept and to examine the question: “What does it mean to prepare students for life in a democratic society?”

Through workshops, seminars, panels, and discussions led by Marin Academy community members and invited guests, the objective of the conference is to educate, inform, and inspire the MA community. Our first year exceeded our expectations as we welcomed more than twenty guest speakers to campus to participate in eleven panels and presentations during the course of the two-day conference.

Bolstered by our success and the response from the MA community, the 2005 Conference on Democracy will take place on October 20 & 21, 2005.

Anna Heidinger, Bill Meyer, and Mark Stefanski Co-Chairs, Conference on Democracy

Marin Academy extends special thanks to the parents, alumni parents, students, faculty, and friends of the school who generously donated their time to serve as presenters and speakers at the conference.
MARIN ACADEMY’S INAUGURAL CONFERENCE ON DEMOCRACY BROUGHT MORE THAN TWENTY GUEST SPEAKERS TO CAMPUS, INCLUDING:

- John Alden
  Director, Marin United Democratic Campaign
- Juan Carlos Arauz
  Director of Programs, Canal Ministry, San Rafael
- Fred Block
  Professor of Sociology, UC Davis
- Mary Jane Burke
  Superintendent, Marin County Schools
- Joe Coulson, Ph.D.
  Poet, playwright, and novelist; former editor, Great Books Foundation
- David Crane
  Special Advisor for Jobs and Economic Growth, Office of the Governor, State of California
- Matthew Keleman, Ph.D.
  Special Assistant to the Superintendent, San Francisco Unified School District
- Lucinda Lee Katz
  Head of School, Marin Country Day School
- Hal Riney
  Founder, Hal Riney & Partners
- Robert Scheer
  Contributing editor for The Los Angeles Times and The Nation
- Maureen Sedonaen
  Executive Director, Youth Leadership Institute
- David Sheff
- David Stern, Ph.D.
  Professor, Graduate School of Education, UC Berkeley
- Representative Jacqueline Weatherspoon
  New Hampshire State Representative; United Nations Elections Officer

On December 2, 2004, Marin Academy held its first annual Democracy Speaker Series. Last year’s speaker was Dinesh D’Souza, the Robert and Karen Rishwain Fellow at Stanford University’s Hoover Institution. D’Souza served as senior domestic policy analyst in the Reagan White House from 1987-1988 and is the author of several books, including The End of Racism, Illiberal Education, Letters to a Young Conservative, and the New York Times bestseller What’s So Great about America?
IT IS A CAMPAIGN CENTERED ON PEOPLE, THE VERY HEART OF MARIN ACADEMY.

Launched in 2003, Marin Academy’s *Endowing Our Future* Campaign is nearing the completion of the first phase of a five-year plan to raise $12 million to secure an endowment for the school. With a focus on successfully securing Lead Gifts these past two years that has resulted in gifts and pledges totaling $4.5 million, the campaign will now prepare to expand its circle of support among the MA community. In the year ahead, we will continue our efforts to attract major gifts while simultaneously engaging the support of our alumni, parents, grandparents, alumni parents, and friends in our quest to secure Marin Academy’s financial permanence.
Now in its thirty-fourth year, Marin Academy has grown in size and complexity, and is at an important moment in its history. Like any great school, our ability to deliver on our mission and quality of education depends on our ability to attract and retain the best teachers, offer the best curriculum, and attract an exceptional and diversely talented student body.

While most benchmarks of institutional strength position MA as a leader among comparable schools, our endowment is woefully insufficient. After three successful capital fundraising campaigns and significant major gift support totaling more than $23 million for campus restoration and improvements since 1994, Marin Academy has now turned its attention to an essential component of financial security: endowment. The Endowing Our Future Campaign represents an unprecedented effort to ensure resources and security for the school and is the most critically important campaign in the school’s history.

The Endowing Our Future Campaign was envisioned by Marin Academy’s recent Long Range Plan and targets essential areas needed for institutional strength, all of which are central to our mission:

- Attracting and retaining an outstanding faculty
- Sustaining a financial aid program enabling an economically diverse student body
- Providing long-term permanence for Crossroads and Community Partnership

ENDOWMENT FOR FACULTY SUPPORT

Marin Academy creates and sustains a culture in which the best ideas are challenged by still better ideas, a culture where engagement and questions like “How do you prepare for a democratic society?” are routinely given voice.

Faculty members at MA are more than excellent teachers—they are also scholars and coaches, mentors and community leaders. We believe it is the school’s responsibility to ensure the economic dignity of the adults who contribute so profoundly to the lives of young people. An endowment in support of faculty compensation will enable the school to continue its strong tradition of excellence in teaching without an over-dependence on tuition revenue.
ENDOWMENT IN SUPPORT OF ECONOMIC DIVERSITY

The purpose of the Marin Academy financial aid program is to provide talented and deserving students access to an MA education regardless of their family’s ability to pay. A strong financial aid program means that Marin Academy can continue to attract a talented and economically diverse student body, which is central to our mission as a school. All of our constituents—parents, students, alumni, and friends—recognize that without economic diversity at its core, Marin Academy would not be the school that it is. Currently, the school provides more than $1,500,000 in financial assistance to approximately 21 percent of the student body. Funding for the financial aid program comes primarily from general operating funds, with some additional support from private financial aid contributions. Increasing access to a Marin Academy education and advancing the school’s goal for an economically diverse population is essential to MA’s mission and a central objective of the campaign.

Throughout the MA experience, a talented and dynamic faculty urges students to try, to explore, to risk, and to work hard. From these ingredients comes an experience that is distinctly MA. The Marin Academy graduate is a lifelong learner who approaches the world with a strong sense of purpose. Much of our success emanates from the educational and cultural climate that exists within the MA community. It is the people of Marin Academy—and the quality of everyday life—that make this possible.

ENDOWMENT FOR CROSSROADS & COMMUNITY PARTNERSHIP

A core objective of the school is to graduate students who will take responsibility for improving and strengthening their communities.

Launched four years ago, Crossroads is a three-year program for underserved middle school students from the local community of San Rafael. The program, which is year-round and tuition-free, is comprised of middle school students—78 percent of whom are Latinos from the Canal Neighborhood in San Rafael. Through their work in the Crossroads Program as teachers, tutors, and advocates, MA students grapple with the state of public education and, as future leaders and agents of change, are able to participate in a partnership for education. It is a goal of this campaign to create an endowment for Crossroads and Community Partnership.

THE ANNUAL FUND DURING THE ENDOWMENT CAMPAIGN

While Endowing Our Future is focused on capacity-building for tomorrow, the Annual Fund remains Marin Academy’s core philanthropic program for the needs of today. The Annual Fund is built into MA’s annual operating budget to pay for current expenses. These funds—which contribute more than $800,000 to the school’s operating budget each year—go where they are most needed and, in a very real sense, support every student, teacher, and program in the school. The Annual Fund is a critical component of Marin Academy’s financial well-being, and will be more important than ever during our endowment-building years.
Library Building Update

Three years ago, a transformative $9.5 million gift from several alumni parents made it possible for Marin Academy to acquire contiguous property adjacent to the Administration Building. This property had housed the San Rafael Medical Group for many years. In June 2005, the existing medical building was demolished and construction began on a new Library Building, bringing to fruition a long-standing desire to expand the school’s library. The new two-story building, which will emulate the architectural style of the Administration Building, will house a state-of-the-art campus library, media center, and classrooms. Between the new Library and Administration Building, a new student center courtyard is being developed, anchored by a heritage oak tree at the south end near Fifth Avenue. The two buildings will be connected by a trellised loggia and bridge creating a complex of nearly 36,000 square feet. Once construction is complete, the school will move forward with the second part of this ambitious project: the restoration and seismic upgrade of the Administration Building, the only historic campus building not yet modernized. The timetable for completion of both building projects is two years. Stay tuned for more updates!
Crossroads: Looking Ahead

BY REY FERNÁNDEZ
DIRECTOR OF CROSSROADS

Crossroads was launched three years ago by Marin Academy as a year-round educational program dedicated to ensuring that underserved middle school students in our local community of San Rafael learn the skills necessary to succeed in middle school, secondary school, college, and beyond.

During the last three years, students and teachers have engaged in dynamic, hands-on classes and enjoyed experiential learning opportunities during intensive five-week summer sessions. Crossroads students have forged relationships with Marin Academy students in the after-school tutoring program. Parents of Crossroads students have demonstrated great enthusiasm for their children’s involvement in the three-year program—many have pointed out significant gains in their children’s self-confidence, excitement for learning, and general well-being.

Through the support of the MA community—our donors, volunteers, and school leaders, all of whom have contributed to the formative development and success of the program thus far—Crossroads will move forward with a number of changes in the year ahead:

- Reaffirming the program’s commitment to implementing a block schedule during the summer session with students taking two academic classes: sciences and humanities.
- Moving the after-school tutoring program to Marin Academy. We also hope to offer tutoring in the newly renovated Pickleweed Center in the Canal Neighborhood beginning in 2006-2007. Our partnership with the City of San Rafael—the agency that oversees the Pickleweed Center—has been instrumental in allowing us to consider this option.

These steps represent a deepened commitment to serving our Crossroads students more effectively and enhancing our outcomes. By deepening our relationships with students, we believe our scope increases, enabling us to accomplish our primary goal: to provide students from low-income families with experiences that improve access to educational resources and equip them with skills that will narrow the preparation gap and lead to greater school success.

Josué Ramírez and Jorge Vaquero  Crossroads Faculty
Member Thomas Heidinger ’07 with Crossroads students
Daniel Sánchez, Juan Lojas, and Sebastián Sánchez  Stephanie Zelaya and Natalie Martin
Young painters, sculptors, and photographers have long found Marin Academy to be a dynamic atmosphere that gives them both the freedom and encouragement to help foster their growth as individual artists. This year, eleven students from Marin Academy received the Golden Key Award from the National Scholastic Art Association. Each year, over 200,000 works of art, writing, and photography are submitted by high school students around the country for Golden Key consideration, but only 500 are selected for the award. In addition, three MA students—Buck Ellison, Danielle Kingsley, and Lara Mehling—were finalists in the prestigious National Scholastic Art and Writing Competition and invited to display their work at the Corcoran Art Gallery in Washington D.C. from June 18-August 8. They also attended a National Scholastic Art and Writing Awards Ceremony at Carnegie Hall in New York City on August 2. In these next pages, we offer you a look inside the creative process at Marin Academy—scenes of artists at work in the studio, some artists’ reflections on their craft, and samples of student art work featured at MA’s Annual “Night of the Arts.”

“I make photographs because they are instantly digested as real. Despite the prevalence of digital manipulation, one accepts a photograph as concrete, that whatever captured on the film exists. The ostensible authenticity of photography, like the words ‘based on a true story’ in a film, heightens the effect on the viewer.”

My art is based on dreams, whether waking or sleeping; the world of my own inner eye and the imagery therein is the greatest influence on my work. I have experimented with the techniques that were used by Jan and Hubert van Eyck, but have also added wax into the oil paint. These techniques and mediums add a different style and texture to my work.”

PAIGE MEAD ’05, recipient of Marin Academy’s Rhode Island School of Design Award, which is given to one student “who has a serious passion for art beyond the classroom for four years and has shown original, creative vision in their art.”

When I take a photograph it is usually because I am inspired by what surrounds me. I like to capture a moment in time that we can never get back.

The arts program at MA is a building process. The more advanced you get, the more abstract and difficult the projects get, but with that comes more freedom. As a result of this structure, you are never left floundering and never too constricted. It provides you with enough help to better understand the art form while developing your own sense of style.”

LARA MEHLING ’06, Scholastic Art Award National Finalist

Art is an escape for me, an almost therapeutic process. It distracts me, and allows me to get lost and detach from my busy life and all the thoughts running through my head. Sometimes doing art is the best way to think, and sometimes it is the best way to not think at all.

MA has helped me put my artistic skills to use, learn art history, explore different mediums, techniques, art movements, and really help me come to a point where I feel like I could describe myself more as an ‘artist.’”

DANIELLE KINGSLEY ’05 (right), Scholastic Art Award National Finalist, with MA Photography Teacher Jenny Rosenberg
One of the hallmarks of a Marin Academy education has long been its successful integration of exemplary visual and performing arts within a rigorous college preparatory curriculum. This commitment has been continually reaffirmed and strengthened through the years. Last year, over two hundred students (50 percent of the school) were enrolled in twenty-five full-year arts courses offered at beginning, intermediate, and advanced levels.
Reflections on Fifteen Years of MA Music

BY BOB SCHLEETER

Finding myself rather amazed that fifteen years have gone by since I began teaching at Marin Academy and feeling quite grateful to be so graciously acknowledged by many in this community, I wrote this brief history of the MA Music Department since 1990 and placed it in the last concert program.

THE EARLY YEARS

I was hired in April of 1990 to teach in Open Door, a summer school program not unlike Crossroads. I had finished Berklee College of Music and gotten married to Julie several months earlier. I taught music, computers, and tennis that first summer. I was terrible. The classroom was much harder than the one-on-one teaching I had been doing, but in a triple irony, the regular music teacher quit and I was hired to take his place. The next summer, I was put in charge of Open Door. There must have been a shortage of qualified people.

My first MA class was called Jazz/Rock. It met in what is now the Weight Room. There were twenty-three students in the class; I was supposed to audition them and keep the best. I kept them all, in what would become a self-destructive pattern. Their first concert was about three and a half hours long. In their last rehearsal, I yelled at them like there was no tomorrow, but they knew, without a doubt, that I loved them.

I was teaching four music classes by the second year, and soon “led” (as opposed to actually “taught”) the Chamber Music class in an attempt to build it up. Julie Feldman mercifully took it over from me after a few years. We experimented with our first Foundations class and the program continued to grow.

THE MIDDLE YEARS

We moved from the Weight Room into what had been the Science Building. There were gas jets and sinks lining the walls. We converted a room labeled “Hazardous Chemical Storage” to be our second rehearsal space and the students painted it like a funky basement. The rock concerts had become too big for the theater, so for several years we moved to the Showcase Theater at the Civic Center. Jazz and World Music really grew in these years. My admiration for the new head of school was growing as well.

We returned to our theater a few years later, closing it out with a “modern musical” co-written by my longtime partner Ricardo Pitts-Wiley and me, and directed by the new theater guy, Rob Melrose. Because the building would be torn down immediately after the production, students were allowed to spray graffiti all over the place, in keeping with the dark (but, of course, ultimately hopeful) futuristic setting of the play. A week later, the place was all rubble.
THE PRESENT

We moved into the Performing Arts Center in April of 2001. As it was being built, I snuck into the site nearly every day. After the Super Bowl that January, I went in and stood on what would become the stage and sang to what would become the seats.

The first year in the new space was thrilling. Annie Elias and Julie Kane arrived and our current department was complete (and a good fit). The next year we re-added the Foundations class and found ourselves lucky enough to bring in a long-time musical hero of mine, Dartanyan Brown, to teach it.

As the third year in this space closed, there are more students and more talent than ever, a great crew of artists to work with, and an administrative team who not only supports the program, but actually seems to enjoy it. As my friend Robert Flynn tells me, I have the best job in Marin.

THE STUDENTS AND THE MUSIC

When I started in 1990, Led Zeppelin and Pink Floyd were very big here. Music by both groups was also featured in the January 2005 rock concert. Ska-punk came and went, as did the swing revival. The synthesizer has never been cool here, though country was for a while. I had brilliant students in the beginning, as now, though I have a greater number of brilliant students these days. Students continue to give me so much more than they take. They have helped to build the program we have every step of the way.

I could document a hundred students who have contributed significantly to the development of the music department, but three especially stand out. Chris Collins ’92 and Sky Nelson ’92 were both juniors when I started in 1990. They not only helped to set extremely high musical standards, their motivation and vision reinforced my ideas about experiential education and the value of doing music. The independence and success of recent ensembles at MA have been the direct result of this lineage. About ten years ago, Rachael Bouch-Diamondstein ’97 came along, a young woman with talent, drive, and a passion for percussion. Her influence continues to be felt through her coaching and directing here. She has brought some much-needed structure to classes, along with an expansive love for music throughout the world.

ENDORSEMENTS

Phil Lesh of the Grateful Dead came to a rock concert and said we have a “great scene” here. Huey Lewis loved the show he attended. Guitarist Roy Rogers and Doobie Brother Tom Johnston both love our emphasis on the blues. It’s fun to tell the folks back home about all this, but no endorsement ever meant more to me than when after our very first concert longtime MA English teacher Jim Baldwin came up and complimented my “firm hand” in guiding the arrangements. I took that as a “welcome to the community” (and I’ll never forget it, Jim). I am still grateful whenever Beau and James make the show, or Dan, Mark, Anne, Pam, David, Derek, Anita, Tom, John, and the others who have been here and helped to shape the school. I also love hearing from adults who are new to the school, like Randi, Anthony, Jen, and Bill, as they express their amazement at the level of talent onstage. I have enjoyed collaborating with Rob, Erica, Hideko, and the faculty band (aptly named “The Overcommitments”). I love that Bodie and Lynne understand the process involved, and see the kids’ evolution in surprising detail. I have saved every sweet note that Bodie ever wrote following a show; it was years before I figured out she was sending them to other teachers too.

THE FUTURE

Fearing eventual complacency, I asked an alumnus to shoot me if I were still here after here twenty years. Sean, I am officially calling that off. My own son started here as a freshman this fall, and his brother could potentially be here through 2012, my twenty-second year. I am never bored (except occasionally in meetings with adults) and have an endless supply of ideas, compadres, projects, and resources. Music, all day, every day. Besides, where would I go?

Bob Schleeter has been teaching at Marin Academy since 1990. His production company, Big Score (www.bigscore.net), creates music for visual media, such as projects for the Esalen Institute and Sonic Solutions. Bob’s six-piece funk, jazz, and Latin band “THE COMPANY SHE KEEPS” is due to release their first CD this fall.
What a year for the Wildcats! Marin Academy scholar-athletes broke new ground with their successes in 2004-2005. This year brought our first California State Championship, an unprecedented four programs qualifying a team or individuals for state competition, and a record fifteen teams competing in North Coast Section (NCS) playoffs! Two hundred and ninety-five student-athletes—74 percent of the school, a new level for us—participated in MA’s interscholastic athletic program in 2004-2005, comprising nineteen varsity and nine junior varsity teams. In this year of outstanding results, however, it is important to remember the foundation on which that success is built: the work that coaches and athletes put in every day in practice. This process of forging a team, striving to achieve a common set of goals, stretching oneself to try something new, and celebrating with teammates is not only fun, but also promotes community and character development that transcends the brief season and extends far beyond the court, the pool, the field, and the trail.
BOYS’ CROSS COUNTRY

By virtue of finishing fourth at the NCS Meet of Champions, Nick Littman qualified for the State Championship in Cross Country. Nick had an outstanding season, establishing himself as one of the strongest distance runners in our league. Nick was also one of MA’s Outstanding Sportspersons (see page 28).

BOYS’ GOLF

Named the 2004-2005 Outstanding Golfer for Marin County by the Marin Independent Journal, Kaz Hoffman was the only Marin County player to qualify for the State Championship. In golf, there is no distinction between schools of different size in state competition, so Kaz’s accomplishment means that he earned a spot among the forty-eight best golfers in all of California.

GIRLS’ VOLLEYBALL

STATE CHAMPIONS! The MA Volleyball team had an incredible season, winning the Bay Coast League (BCL) West title on its way to the trifecta of the NCS, Northern California, and State championships! These athletes broke new ground for Marin Academy, becoming the first girls’ team to win an NCS title and the first MA team ever to win at the NorCal and State levels. The team dominated the NCS and NorCal brackets, not dropping a single game along the way. In the State Final, MA faced defending champion Santa Fe Christian and fought its way through a five-game thriller to bring home the title. Congratulations to the team!

GIRLS’ CROSS COUNTRY

Led by ninth grader Alesandra Roger, Girls’ Cross Country had an outstanding season, finishing fourth in the North Coast Section (NCS) meet (with Roger winning the race outright) and qualifying as a team for the State Championships. There Alesandra placed third, leading the team to an eighth place finish overall! Qualifiers for the state meet included Roger, Katie Brush, Maya Choksi, Maddy Kieselhorst, Alex Pogue, Jen Sack, and Kimberly Volkmann. With a group of exceptional racers returning in 2005, the team looks forward to continued success this year.

MARIN ACADEMY’S NCS QUALIFIERS

This year, MA had 15 programs qualify either individuals or teams for North Coast Section (NCS) competition.

FALL
- Boys’ Cross Country
- Girls’ Cross Country
- Boys’ Soccer
- Girls’ Volleyball
- Boys’ Water Polo
- Girls’ Water Polo
- Girls’ Tennis
- That’s every fall sport!

WINTER
- Girls’ Basketball

SPRING
- Boys’ Golf
- Girls’ Soccer
- Boys’ Swimming
- Girls’ Swimming
- Boys’ Tennis
- Boys’ Track & Field
- Girls’ Track & Field

That’s every spring sport!
Chris Schaible and Nick Littman. Both multi-sport athletes, they each embody all the virtues of MA’s athletic mission. These scholar-athletes are known for their skill and prowess in their respective sport or sports, their selfless contributions to the betterment of their teams, and their unflinching work ethic. In addition, they demonstrate integrity and the highest standard of sportsmanship in all of their athletic endeavors. They breathe life into MA’s athletic program and make their school proud of both their athletic achievements and their honoring of the game.

2005 OUTSTANDING SPORTSWOMAN

CASEY STRONG A two-sport athlete who played Varsity Basketball and Varsity Soccer in all four of her years at Marin Academy, Casey Strong combines a competitive fire with quiet leadership and respect for her teammates and opponents.

“Casey is a humble and consistent winner, gracious in defeat, tenacious between the lines, coachable, and talented. She has honored our Girls’ Basketball program and the Marin Academy community with the way she has conducted herself with integrity both on and off the court.

She is an incredibly unselfish person. When she first arrived at MA, we realized what a tough and athletic player she was. Every game our team knew what to expect from her—thirty-two minutes of sound ball-handling, unselfish play, clutch shooting, and lock-down defense. Next year will be an adjustment without her around, but her outstanding example of how to compete has created a legacy for her younger teammates and the entire Marin Academy community to uphold.”

—JUSTIN BAYER, MA GIRLS’ BASKETBALL COACH

“The qualities that this young woman possesses are numerous. She is athletic, intelligent, reads the game well, and has a ton of courage. Always positive while maintaining a competitive edge, she has become a role model for the younger players on the squad.”

—JOSH KALKSTEIN, MA GIRLS’ SOCCER COACH

2005 OUTSTANDING SPORTSMAN AWARD

This year, Marin Academy had two athletes receive Outstanding Sportsperson Awards: Chris Schaible and Nick Littman. Both multi-sport athletes, they each embody all the virtues of an outstanding sportsperson—yet in very different sports and with very different profiles on campus.

CHRIS SCHAIBLE One of the most competitive people on campus, Chris played every season of every year in soccer, basketball, and lacrosse during his time at Marin Academy. He is everywhere you look—if he is not on the field competing for an MA team, he is on the sidelines leading the MA cheering section, on the dodgeball court, or playing soccer at halftime of a girls’ game.

“For the past two years, Chris has been an integral part of our Varsity Soccer team. A great person and an even better teammate, he is easygoing and as respectful to his coaches as he is to his younger teammates. He is quite possibly one of the best athletes I have ever had the opportunity to coach. He always puts the team above any personal ambitions.”

—JOSH KALKSTEIN, MA BOYS’ VARSITY SOCCER COACH

“Chris is totally selfless as a teammate, always willing to sacrifice his personal stats so that he can help his teammates. He is the type of player who will do anything to help his team win. Both on and off the court, his leadership with both teammates and all the athletes I have ever had the opportunity to coach. He always puts the team above any personal ambitions.”

—VICTOR BRAMANTE, MA BOYS’ BASKETBALL COACH

“Chris is one of the finest athletes that I have encountered in my coaching career. He is a remarkable example of the MA athlete, someone who has raised the bar for the program through his efforts not only in lacrosse, but in soccer and basketball as well.”

—JEFF MACBEAN, MA BOYS’ LACROSSE COACH

NICK LITTMAN Leading the Cross Country and Track teams as well as the mountain biking club (which competes interscholastically), Nick is one of the best endurance athletes to come through Marin Academy.

“At the end of practice, when we are stretching at a trailhead and waiting for the entire group to return from the run, Nick consistently volunteers to go out and run an extra mile to ‘round up’ his missing, tired teammates. This sends a strong message to the team that as an upperclassman, you need to step it up and be responsible.

Nick has never been afraid to push himself. There is no easy way to run fast. You need to put in hard training in order to run fast times. He is always ready to run one more hill or one more mile in order to make himself better.

Before and after competitions, Nick seeks out his friends and competitors to see how they are. He knows that to do his best, his closest rivals, friends, and competitors also need to do their best. In just four years, he has rewritten the MA Cross Country and Track and Field record books, and has changed the expectations for what one MA athlete can accomplish.

Nick is someone who will be an athlete for life. Whether he is keeping his Dipsea streak alive or climbing Mount Kilimanjaro, years from now we will all be proud to say, ‘Hey there’s an MA Wildcat!’”

—LIZ FAGAN GOTTLIEB, MA CROSS COUNTRY AND TRACK COACH

Outstanding Sportsperson Awards

The Marin Academy Outstanding Sportsperson Awards go to the senior male and the senior female athlete who best embody MA’s athletic mission. These scholar-athletes are known for their skill and prowess in their respective sport or sports, their selfless contributions to the betterment of their teams, and their unflinching work ethic. In addition, they demonstrate integrity and the highest standard of sportsmanship in all of their athletic endeavors. They breathe life into MA’s athletic program and make their school proud of both their athletic achievements and their honoring of the game.
SINCE 1991, THE ANNUAL E.E. FORD FELLOWSHIP HAS ENABLED MARIN ACADEMY FACULTY MEMBERS TO PURSUE AN IN-DEPTH PROJECT THAT THEY CANNOT UNDERTAKE DURING THE ACADEMIC YEAR. CONGRATULATIONS TO THIS YEAR’S RECIPIENTS, BILL MEYER AND JENNY ROSENBERG.

BILL MEYER

Since high school, Bill Meyer, MA history teacher and co-founder of MA’s Conference on Democracy, has been interested in the American war in Vietnam and its impact on our history, as well as on the history of Vietnam. Four years ago, he had the chance to travel to Vietnam with a native speaker, but was unable to make the trip and greatly regretted missing this opportunity.

Thanks to his 2005 E.E. Ford Grant, this regret is now a memory. This past summer, Bill ventured on a month-long trip through Vietnam and also made short visits to Cambodia and Thailand. His itinerary began in Hanoi, and the majority of his stops were in northern Vietnam, the most beautiful and least traveled area of the country. He also explored Huế, the imperial capital of Vietnam, as well as Saigon and the Mekong Delta. In Cambodia, he traveled by speedboat on the Mekong River and ended his trip in Bangkok, Thailand.

Bill brings back new perspectives for Marin Academy’s Global and Ethnic Studies Initiative, many experiences to enrich the Asian Studies offerings in the History Department, as well as material for a semester-long course in Vietnamese History to be offered in the spring of 2006.

JENNY ROSENBERG

As an artist and educator working in the ever evolving medium of photography, Jenny Rosenberg must stay current with the most recent advances in her field. In addition, she is always looking for new landscapes and people she can capture on film.

The 2005 E.E. Ford Fellowship allowed Jenny to both broaden her photographic skills and to work in one of the world’s most historically and visually rich locations. She began her summer at the Center for International Photography’s “digital darkroom” in New York City—mastering color correction tools, collage methods, and layering techniques. After her advanced course in photographic method, she traveled to Italy and conducted a self-determined three-week photographic assignment. She also spent a good portion of her summer sampling the sumptuous museum collections of New York, Rome, and Florence.

The 2005 E.E. Ford Fellows will present highlights of their experiences at a presentation in Founders Lecture Hall on the evening of Tuesday, November 15.
When I first arrived at MA sixteen years ago and moved into my classroom in the Administration Building where I still teach, I quickly became acquainted with my energetic colleague across the hall, a math teacher named Jim Morris. Like all the “old timers” at MA, Jim was warm, open, supportive, and full of great stories about his twenty-plus years at the school. After a brief chat on the morning of my first classes, I asked Jim if he wanted to get some lunch. He said he would have to take a rain check as he was doing some tutoring. Well, we didn’t get to lunch that day or the next day or the day after that. As I quickly learned, Jim spent virtually every lunch period in his room providing extra help to his students.

Dedication to students is a standard at MA, but Jim took it to a new level. Most teachers try to keep at least a few lunch periods a week open for personal business or just to enjoy some down time. Not Jim. He was one of the best math teachers at MA—tough and demanding, but fair. He never left school at the end of the day until every student who wanted to meet with him one-on-one had had the opportunity to do so. Jim would meet students after school on occasion of course, but because most students had after-school commitments, most of these tutorial sessions took place during lunch, every day of every week of every semester. It came to be something of a running gag between Jim and me. I would poke my head in his doorway and say, “Lunch today, Jim? I’m buying.” To which he would respond, with a knowing smile, “I have to meet with a student today. Catch me tomorrow.” And the next day we would replay the same routine.

There was no more dedicated teacher than Jim—dedicated to his students, to his school, and to his discipline. This was what made Jim’s references to vacations so amusing. Like most teachers, Jim and I shared an affection for the numerous holidays that are one of the few perquisites afforded high school teachers. We would often share our vacation plans, but here too we fell into a pattern. On the third day of school, Jim would come sailing into my classroom between classes and announce that there were only twenty-two teaching days until the long Columbus Day weekend. After Columbus Day, of course, he would then announce that Thanksgiving was right around the corner—just a scant thirty-four school days away! This would go on throughout the year until late April when Jim would announce how many hours it was until graduation! Jim loved his time with his wife and family, his time in Colorado, and his many hobbies and activities.

But for all of his joking around about looking forward to his time off, there was no more inspiring sight than watching Jim work with his students in and outside of class. Anytime I talked with a student who had taken one of Jim’s classes, they would invariably say the same thing: “Jim is tough, but he is a great teacher, and whenever you work with him outside of class he never ends the tutorial session until he is sure all of your questions have been answered, whether it takes ten minutes or an hour.”

I am going to miss having my affable colleague and friend from across the hall with whom I worked and joked for fifteen years. At least now when he comes back for a visit to MA, he might just be free for lunch. Unless, of course, he runs into a student who needs some help.

Tom Woodward has been teaching history at Marin Academy since 1989.
It is my honor, on behalf of the Board of Trustees, to thank Bodie Brizendine for a decade of incomparable service to Marin Academy. I will not attempt to detail all of Bodie’s accomplishments and what she means to MA. All of us know this: In a grand and glorious decade, Bodie has transformed MA while retaining and nurturing the essence of its soul.

Nick Boodrookas
Chair, Board of Trustees

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Jenny Rosenberg, Visual Arts
FRONT ROW Kate Dworkin, Sara Blair, Hayley Moore, Chelsea Prigoff, Alexandra Pogue, Danielle Kingsley, Rece Bostroem, Charles Wollin, Raina Rorie, Brandy Varnado, Alexandra Levin, Maxwell Hayman, Molly Hunter, Keiko Hamano, Danielle Clements, Lauren Meisel, Paige Mead, Dylan Flynn, Nicholas Leonard
SECOND ROW Calen Hall, Daniel Reed, Jordan Davidovitz, Julia Diskint, Victoria Horning, Jacqueline Adlam, Sam Good, Rosemary Ellis, Michael Rosen, Daniel Rhine, Lili Weckler, Naomi Dimon, Meredith Wallace, Amanda Lowe, Caroline Levin, Jonathan Feyer, Melissa Weiss, Alexandra McCullagh
THIRD ROW Julia Lakes, Samantha Roger, Christopher Sherwood, Tallulah Preston, Tony Bassett, Ely Wallace, Spencer Ayres, Bria Selhorst, Madeleine Kieselhorst, Amy Strauss, Casey Strong, Alexa d’Argence, Elizabeth Rader, Sandra Sears, Bethany Woolman, Cole McCullough, Alicia Hicks
FOURTH ROW Seth Zippel, Lee Smith, Simon Woodard, Jake Sargent, Jake Forsland, Nicholas Fehr, Brian Dito, Kazuo Hoffman, John Hamel, Rachel Wolf, Kate MacAleavy, Sofia Perkis, Maggie Bronson, Helen Marks, Elizabeth Porter-Roth, Molly Riddle
FIFTH ROW Rebecca Mimiaga, Matthew Podolin, Hargo Khalsa, Max Pike, Carlos Oroza, Tyler Boyes, Grant Martin, Dennis Roberts, Gregory Keeney, Nicholas Wirtz, Anson Woodring, Lauren Casparis, Claire Holton-Basaldua, Annie Chisholm

TOP ROW Nicholas Littman, Loren Heiman, Christopher Schaible, Michael Spilsbury, Jeremy Franklin, Seth Chanin, Brian Ebke, Marc Sinnott, Matthew Denny, Daniel Hardee, Arianna Reagan, Miranda Kahn

**College Choices for the Class of 2005**

- Amherst College
- Bard College (3)
- Bates College
- Bowdoin College
- Brown University
- California College of the Arts
- California Polytechnic State University, San Luis Obispo
- Colby College
- Colgate University
- College of Santa Fe
- Colorado College (3)
- Columbia University
- Cornell University
- Duke University
- Hamilton College
- Howard University
- Kenyon College
- Lawrence University
- Loyola Marymount University (2)

- Massachusetts Institute of Technology
- Middlebury College
- New York University (3)
- Northwestern University
- Oberlin College (5)
- Ohio Wesleyan University
- Pitzer College
- Pomona College
- Princeton University (2)
- Reed College
- Rice University
- Santa Rosa Junior College
- Savannah College of Art and Design
- Scripps College
- Skidmore College
- Stanford University (3)
- Syracuse University
- Trinity College
- Tufts University
- University of Arizona
- University of British Columbia

- University of California: Berkeley
- University of California: Davis
- University of California: Los Angeles (2)
- University of California: Santa Barbara (5)
- University of California: Santa Cruz (5)
- University of Colorado, Boulder (3)
- University of Massachusetts, Amherst
- University of Oregon
- University of Pennsylvania (2)
- University of San Francisco
- University of Southern California (4)
- University of Vermont
- University of Washington
- University of Wisconsin, Madison
- Warren Wilson College
- Washington University in St. Louis
- Wesleyan University (2)
- Whitman College (6)
- Williams College
At the end of the 2004–2005 school year, twenty-one Marin Academy seniors were inducted into the Cum Laude Society, a national organization that recognizes academic excellence.

Founded in 1906, the Cum Laude Society is dedicated to honoring scholastic achievement in secondary schools. The founders of the society modeled Cum Laude after Phi Beta Kappa and in the years since its founding, Cum Laude has grown to 350 chapters. The motto of the society centers itself on three words to guide not only a scholastic life, but also an everyday one. These words (in Greek) are: areté (excellence), diké (justice), and timé (honor).

Selection for Cum Laude at MA is not simply a straightforward calculation of the academic grade point average: membership here digs more deeply. While academic performance is an important consideration, of equal measure is intellectual engagement—including passion, reciprocity, and generosity of spirit.

The 2005 Headmaster’s Cup recipient was Cole McCullough. Head of School Bodie Brizendine had these words to share about Cole when presenting the award at Graduation:

“Cole seeks first to understand and then to be understood, and she has the empathetic tenderness of the very strong, even as she has created herself almost from scratch. Deeply committed to both academic scholarship and to her community, she excels in just about everything she does. And she will never, ever settle for less than her very, very best. Settling is just not in her vocabulary, not academically, and not personally. Dr. Robert Coles once poignantly asked ‘What’s the point of knowing good if you don’t keep trying to become a good person?’ He must have had this year’s Headmaster’s Cup recipient, Cole McCullough, in mind when he wrote this.”

Cole McCullough is now a freshman at Stanford University.