Over the course of the last two years, the Board of Trustees and the Long Range Planning Committee have been engaged in an intensive process to shape the future direction of the School. The result of this thoughtful work is *Marin Academy 2008: Meeting the Challenges* which offers a dynamic framework for the furthering of our mission. Included in the pages that follow is the strategic plan that will shape our direction over the next five years. The Long Range Planning Committee, comprised of trustees, parents, faculty, administrators and alumni, offered an extraordinary opportunity to engage all of the school's constituencies in the planning process and affirm our shared vision.

The plan takes into full measure the School's current position of great strength and asks us to meet the challenges posed by five areas of needed institutional growth. It is a plan that builds upon our distinctive values of excellence in teaching and student life, while extending these ideals even further. And finally, it is a plan that speaks to the whole while realistically naming specific priorities. These priorities, albeit judicious, are ambitious and will need the support of the entire school community.

We are blessed at MA with a tireless and devoted school community. Within these pages, you will read about our accomplishments and highlights of the last year, most certainly. We offer, as well, a window into the self-examination we are undertaking as a school that is keenly interested in understanding its role within an increasingly complex world. Whether considering the role of global education in our curriculum, supporting differences in learning styles, or affirming our public responsibility to the broader community, ours is a community that seeks to cultivate diversity in all aspects of school life.

As we turn to our collective future, I welcome your thoughts about our Long Range Plan and look forward to working with all of you as we embrace this challenge and its promise for our growth.

I want to thank you, MA, for a truly remarkable year!

With deep appreciation,
Bodie Brizendine, Head of School
The best way to realize the goal of the democratic experiment is to clearly outline where we fall short. Democracy and egalitarianism are simply words constructed by the contraction of muscle and soft tissue. What brings these thoughts to life is practice. How do we practice democracy? How do we practice equality? It begins through recognition of how it is we want the world to be and what we need to do to get the community there. This is different from idealism or fantasy because the potential for realization is so much more real. While Marin Academy enrolls four hundred students, a local look allows us to get off easy. Perhaps the democracy is working amongst us at school or in San Rafael, but what about the county? What about the Bay Area? What about California? In order to be fully democratic, those placed at the margin of our world must sit at the table and join the discussion.

Clarke Weatherspoon teaches history at Marin Academy and coaches boys and girls water polo. A graduate of Phillips Exeter Academy, Clarke received a dual BA in History and Black Studies from UC Santa Barbara. He played on the UCSB water polo team, ranked eighth in the country, and was named Academic All-American.
Perhaps the most salient belief in the independent school community, and the country as a whole, is one which allows the individual to succeed on merit. I arrived here with a strong understanding of the independent school life, its workings, transformations and ideologies. We value individual effort and the lasting effect shown by students and faculty who seek to push the envelope. The notion of a meritocracy goes hand in hand with democratic principles that focus on equal opportunity and participation. Marin Academy finds itself in a position to put these ideals into practice or jeopardize them for future generations. We are blessed with a young institution, strong leadership and an opportunity to set the standard for an inclusive independent school community.

My own studies and my courses at MA clearly illustrate the need for cross-cultural, racial, social and ethnic education. By this, I mean that students seek to know what the real differences and similarities are between themselves and teenagers around the globe. Such courses will allow for a close appraisal of international systems and also provide opportunities to reflect on the way we think about ourselves as members of a democratic society. What emerged from conversations in history courses, outside Foster Hall, and formal discussions with colleagues is a strong dedication to the theory of democracy and with it, a desire to achieve this ideal in and out of school.

International education can allow us to see when and where we succeed and fail. As a student walking the streets of Cairo, Egypt I could not miss the soldiers (askeery) on every corner coupled with the consistent grumblings about the political climate; Hosni Mubarak has been the president of Egypt for over 20 years. I was present for an Egyptian election, when few people voted and Mubarak captured an overwhelming 93.8% of votes cast. I should also mention that Mubarak was the only person on the ballot.

While our own situation is not identical, a moment’s pause brings similarities to the fore. Not everyone can decide to run for president, nor will their views be considered valid. We only need to think of how Ralph Nader was barred from the 2000 presidential
debates. Democracy in action? Similarly, recent developments in the United States indicate that democracy must be practiced before it can really exist as something viable and constructive. Initiatives such as the PATRIOT Act leave many Americans wondering how things got so far gone in the nation that views itself as the “gatekeeper and the model” for modern states.

At home, Marin Academy is charged with guiding students down the treacherous path towards knowledgeable participation. It “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.” The difficulty lies in the reality that we have varying understandings of what democracy means. The freedom presented by democratic theories of liberty, justice, and equality are made more valuable as we gain access to information about ourselves and other people. Learning how other people think, love, work, sleep, worship and dialogue can only enrich everyone’s experience and expand our understanding of how democracy can effectively function.

The overwhelming majority of the world’s population lives outside the developed space in the world and knows that our privilege is related to their suffering. I stared this reality in the face during my trip to Kabul, Afghanistan over the 2002-2003 winter break. Kabul is a shell. A shell of a city with the remains of its history strewn across the landscape. The city itself is brown and lacks electricity. I would love to glorify the landscape and decorate the drought-stricken plateaus with Baldruvian verbiage. Kabul is a shell because that’s what has rained down on the populace over the last twenty years. From the British, Chinese, Italians, Turks, Canadians, Soviets, Mujahideen, Americans. Shells raining down. A generation knows nothing other than war.

At the same time the people could smile. I marveled at their ability to laugh at people like me. Not because I was the naïve American, who wanted to take pictures and ask questions about the war and what it has done to their shelled lives. The Afghans laughed because they knew I could leave. After my twelve-day ride, I could stand on the pothole-laden tarmac at Kabul Airport and joke about being so afraid that I didn’t want to get out of my sleeping bag or walk onto the street because I thought people would kill me for looking “Arab” (many Taliban and al-Qaeda members who traveled to Afghanistan were African Muslims). They laughed because it was so ridiculous that I should have Marin Academy and they should have the shell of a beautiful city with running water only available to the wealthy and the foreign aid workers.

The reality of difference becomes clear at this ground level. It is often more subtle than studying where the
wars rage and when the religious festivals fall in the calendar. No matter how much one reads about Afghan culture, the hug before the handshake just won’t make sense until you go. The textbook spouts figures, charts and tables, and discusses ethnic differences. Yeah, the members of Afghanistan’s Hazara community are descendants of the marginalized Chinese Shi’a community, but until my guide Ahmed began talking about the parallels between the American Civil Rights Movement and the Hazara struggle, I didn’t really understand what that meant.

The notion of global community is critical. Not so much in the sense of global finance or trade liberalization, but in the sense of mutual respect and admiration. The true benefits of such international integration should be a sharing of information, technology, and burden. This becomes particularly important as we see how problems in other regions quickly become our own, or even find their source right here. Addressing community concerns has the potential to benefit all.

This is central to my experience at Marin Academy thus far. We must consistently recognize that our experience is atypical. Not because we love music, paint particularly well, have fantastic water polo coaches, debut provocative theater productions, or any of the other wonderful traits that make our community a joy in which to teach, study and learn. Much of our uniqueness lies in our resource potential and ability to strive for new accomplishments, programming and facilities, while much of the nation, indeed the world, is struggling to heat classrooms and pay teachers. We are blessed here and shouldered with the tremendous responsibility of making sure that the democratic practice continues. Making sure that all people get to the table and participate in the critical discussions of the day. What is even more challenging is to equip students with the tools to be patient, listen, and understand the validity and strength manifest in our difference.

The importance of understanding the international climate speaks to the importance of moving beyond guilt. Not looking people in the face and believing that they want to take something from you, but knowing that they want you to share. Share of yourself and not hoard the goods, both material and intellectual. Hoarding creates violence and animosity. As a history teacher at Marin Academy, I am charged with the responsibility to share and encourage sharing. I do have a great deal of material, political, social, economic, spiritual and other resources that must be shared. They were given to me and I give to others. Hopefully, through experience, students can gain insight into how their own hard work can be used to benefit all. As Victor Lewis so clearly illustrated to us in his talk during the 2003 Multicultural Week celebration, if the bottom deck sinks, the top deck goes as well.
On April 22, 2003 the Marin Academy community welcomed former Ambassador to Afghanistan (and MA grandparent) Theodore L. Eliot, Jr. as our speaker for the 4th Annual James F. Thacher Lecture. Ambassador Eliot served in the U.S. Foreign Service for 30 years, including the American Embassies in Moscow and Tehran, and as Ambassador to Afghanistan from 1973 to 1978. He was the last American ambassador to serve in Afghanistan before the Soviet invasion. From 1978 to 1985 he was a Professor of Diplomacy and Dean of the Fletcher School of Diplomacy at Tufts University.

At present, Ambassador Eliot serves on two Bay Area corporate boards, is a Trustee Emeritus of The Asia Foundation, and a Director of the Cornell Laboratory of Ornithology. He speaks frequently at public forums on both American foreign policy and Afghanistan and its region.

MA history teacher, Clarke Weatherspoon, who is currently working on a documentary film about Afghanistan, had an opportunity to interview Ambassador Eliot shortly after the Thacher Lecture.

The Thacher Lecture is made possible by an endowment created in honor of Marin Academy’s Founding Board President, James F. Thacher. Jim has served on the MA Board of Trustees for more than 31 years.
CLARKE: I would like to know what you think the key elements are to a functional democratic system?

ELIOT: Well, certainly, one of the key elements is an educated population. Clearly there are many other aspects of a democratic system, which are of tremendous importance . . . [but] I think I’d put education and rule of law at the top of my list.

CLARKE: You just mentioned it there, and you also mentioned it in your recent talk during the Thacher Lecture, the value of education. How do you think the process of self-education is different from the institutional path of education, and is one more valuable than the other?

ELIOT: Well, I’m not a professional educator, but my observation has been that most people learn more at home than they learn in school in many respects, and I think an atmosphere at home which encourages education, encourages learning, encourages reading, and encourages discussion about the issues of the day is a fundamental part of educating citizens for democracy. Clearly the formal parts of educating people on history, physics, political science, and so on will be carried out in educational institutions, but I think if there isn’t an atmosphere at home which encourages an educational environment, the school part of it is not going to be anywhere near as effective.

CLARKE: How has your time abroad affected your conception of yourself as an American, and then perhaps influenced life for your children and your grandchildren with their opportunities?

ELIOT: Three of our four children were born overseas, and all four of them, at one time or another, went to school overseas. They all were exposed to other cultures, other languages, and other ways of thought that one finds in other countries. I think all of them have benefited from that in many, many different ways, and not just intellectually and academically, but in their view of how the world works and how other people’s cultures and ways of life are worth respecting just as much as our own. I think given the fact that we do have a global economy, it’s bringing all parts of the world in everybody’s living room and so forth, and with the enormous premium on trying to reduce tensions and conflicts throughout the world, this can only be useful. Any kind of international education exchange that is thoughtfully worked out is good in this era of globalization, which is not going to change. It’s going to get more so, rather than less so.

CLARKE: You often talk about the tradition of warmth, hospitality and understanding that was consistent throughout the time that you spent in Afghanistan and in Iran. Why do you think that there is such a drastically different perception regarding the Muslim community worldwide from what it is that you witnessed and have often spoken about?

ELIOT: The whole problem of the human race is that anybody who is different looks threatening, and people who are faced with people who look different act differently. People tend to look at such people with suspicion unless they have been educated and taught that rather than viewing people who are different as threatening, look at people who are different as, “Gee, wouldn’t it be fun to get to know them so that we will find out why they’re different, how they’re different, how they got that way, and maybe they would be interested in how who I am?” So, again, it’s very much a question of education. Here in the United States we do a pretty good job . . . but, we have to keep working at it—working at it for the other nations, other races, other religions, and other ethnic groups for our international outlook.

CLARKE: If you could articulate your aspiration for the future in one word, what would that word be?

ELIOT: Hope. Without hope, we cease to be human beings.
Endowment

An endowment provides insurance for the future and can become a significant source of revenue beyond tuition. Unlike all other benchmarks for institutional strength, Marin Academy’s endowment is grossly insufficient. Building an endowment calls for a certain fiscal stewardship in both recognizing financial realities and managing resources for strategic growth. The time has come for Marin Academy to begin such building.

GOAL
Grow and secure an appropriate endowment for Marin Academy.

IMPLEMENTATION STEPS
- Launch a campaign to raise $12 million over five years in support of compensation, economic diversity and community outreach
- Require that all fundraising activities contribute a percentage of monies raised to endowment
- Direct planned giving initiatives to endowment

Diversity

Marin Academy believes in the amazing richness of diversity: racial, ethnic, cultural, geographic, sexual, and socio-economic, as well as the diversity of differing perspectives and beliefs, to name but a few. Our strength as a school is dependent upon a full and open discourse among diverse people. We seek to find in our fellow humans that which makes us stronger, and in that exchange we find our capacity for change and our potential as a community. And while, in the future, our growth and commitment will continue to be broad reaching and inclusive of all differences, our next strategic priority will be to increase the presence of people of color in our fold, acknowledging as we do so a specific institutional need.

GOAL
Increase the presence of people of color at Marin Academy.

IMPLEMENTATION STEPS
- Increase the population of students of color to at least one in four
- Expand efforts to increase the population of adults of color at Marin Academy, including faculty, staff, administration, Board of Trustees, and Board Committees
- Increase the Admissions Office budget in support of expanded outreach, marketing, and scholarship efforts
- Foster the institutional change necessary to achieve a more inclusive community

Teaching and Learning

Teaching and learning lie at the very heart of our mission.

Our commitment to a school size of 400 students, to small classes, to both experiential and service learning, and to a rich academic curriculum integrating the arts remains central to our institutional landscape. And, as we recognize the promises of education in the 21st century, we also accept the challenges for Marin Academy therein: a global understanding, a deeper acknowledgment of the rich diversity inherent in students with learning differences, and an appreciation of the role of technology in educational design and thinking.

GLOBAL EDUCATION

GOAL
Promote and develop a deeper understanding of global issues and concerns while emphasizing the similarities and connections among people of different cultures.

IMPLEMENTATION STEPS
- Create and enhance curricular and school-wide opportunities designed to provide Marin Academy graduates with the knowledge and skills necessary to succeed in an increasingly inter-dependent world
Recognize the needs and opportunities of the local community surrounding Marin Academy
Strengthen the connection between global education and service opportunities
Provide professional development opportunities for faculty

LEARNING SERVICES

GOAL
Continue to develop learning services to enable all Marin Academy students to succeed and realize their potential, recognizing that a diversity of learning styles enhances the educational environment.

IMPLEMENTATION STEPS
■ Expand our ongoing, comprehensive professional development program for faculty, staff, Board, and parents
■ Continue to develop a program of services to support students with documented learning disabilities

TECHNOLOGY

GOAL
Continue to develop technology as an institutional tool to:
■ Prepare students for technological competence in the world
■ Support faculty efforts in effective teaching
■ Enhance the reach and cost effectiveness of the educational program
■ Expand and deepen the use of technology within the extended Marin Academy community

IMPLEMENTATION STEPS
■ Assess curricula/programs to ensure that students achieve competency
■ Research new technologies to keep the institution forward-looking
■ Assure that every Marin Academy family has on-line access
■ Use technology to connect students, teachers, and classrooms with institutes of higher education and with the wider world
■ Provide needed professional development for faculty
■ Continue mentoring/professional sharing among faculty re: technology
■ Use student expertise to strengthen the technology program
■ Address intellectual property issues
■ Ensure technology funding that keeps pace with general renewal and replacement of existing systems

Compensation

Recognizing the high cost of living in the Bay Area and the long-term need to value the educational profession in today’s society, our focus on faculty and staff compensation is both timely and timeless. Our excellent faculty is critical to everything that we do, and there is no single initiative of greater importance than attracting and retaining the best teachers. Recognizing the strength of our existing professional development budget and understanding our limited fiscal resources beyond tuition, our strategic thinking centers itself on the most essential aspect of compensation: salaries.

GOAL
Increase compensation levels to reflect more accurately the cost of living in the San Francisco Bay Area and to acknowledge the value of educators as professionals.

IMPLEMENTATION STEPS
■ Provide annual increases in faculty compensation to be highly competitive by ISBOA (Independent School Business Officer’s Association) standards
■ Evaluate administrative / staff salaries and adjust as necessary in order to remain highly competitive by ISBOA standards

Physical Plant

The last decade has provided our beautiful but aging campus with significant advancement in renewal and permanence, but work still remains. And, of course, safety and on-going maintenance will forever be part of our strategic thinking. With great appreciation for the successful work behind us, we accept the challenge of what lies ahead.

GOAL
Complete the campus renewal and ensure permanence of the quality and safety of the physical plant.

IMPLEMENTATION STEPS
■ Complete the renovation of the Administration Building
■ Move the admissions office to a location that meets the requirements of the Americans with Disabilities Act
■ Devise a traffic safety plan for the campus
■ Create a financial reserve for repair, maintenance and renewal of campus buildings
Passion & Purpose

by ANNIE SHAWE

Why did you shift your focus in college from environmentalism to Latin America?

I had been involved with Latin America in high school, but only over the summer. I did a program called “Amigos de las Americas.” The summer after my junior and senior year, I went to Bolivia and Nicaragua. That’s what got me interested in Latin America. I was into environmentalism in high school, and I think what made me shift to the more international level was my Latin America studies. As Americans, in some ways we have the luxury to even consider environmentalism. In so many other countries, and I don’t want to diminish the importance of environmental problems, there are so many other problems on the individual level like poverty and corruption in government. I don’t for a minute regret focusing on environmentalism because I think it’s a very prevalent problem. But this is partly because we don’t have grinding poverty, hunger, or vast inequality right at our doorstep. We have the luxury to think about conserving water, etc. I think my international education has given me a better perspective on the problems.

Can you expand on your experience in Argentina last summer?

I had a typical 9-5 internship at a public policy think tank in Buenos Aires. They’re very recently founded, but very well plugged in with the government. As you might know, Argentina was undergoing the peak of its financial crisis last summer. So it was hard to be there, but I thought as a political science major it was fascinating to be there at that time of political and economic crisis. A lot of people see [the Argentine government] as the root of a lot of these government problems. Working in a public policy think tank gave me the chance to study the

ALUMNI PROFILE

Aaron Mihaly ’01, now a Government major at Harvard University, spent much of his time at Marin Academy as a leading member of the Environmental Club and launching the still growing MA Garden. His direction shifted as he began his college career and began to focus on International Relations, specifically Latin America. He became involved in the region through Harvard’s Center for Latin American Studies, for which he now serves on the Student Advisory Board. He is currently a research assistant for three professors and works extensively with Jorge Dominguez, deemed one of the world’s experts on Cuba. Aaron was granted a trip to Nicaragua in 2001 as part of a student delegation which met with local officials, including two former presidents. He received a grant to spend the summer of 2002 in Buenos Aires, Argentina as the only American in a public policy think tank, and was again funded to spend this past summer in Brazil working with large companies around corporate and social responsibility. He is currently one of seven members on the Board of HACIA (Harvard Association Cultivating into American Democracy) and is a Program Director for the completely student run organization. Last March, HACIA organized a conference for 400 Central American high school students in Guatemala as part of model OAS, for the Organization of American States, described as a model UN for the Western Hemisphere.
Argentine government and even work with the politicians towards reform. It's a very strange situation. You can't just come in and tell them the right way to do it because, of course, there is no right way.

Being right there, and seeing it firsthand provides a much better sense of what the problems are than reading about it in a magazine. If you ask people in Argentina what the root of the problem is, they say it's the corrupt politicians that are stealing their money. I don't think it's that simple.

Was the internship rewarding?

I think the problem with an internship is that it's such short term. By the time you get into the work, it's time to go. I went into the summer knowing that I wouldn't feel like I started a project, finished it, and made a concrete difference in improving the world. This is just a taste of what it's like, for instance, to work in a think tank in Latin America. So, this summer, I'll get a taste of what it's like to work in a non-profit.

I think primarily what I've been doing for the past couple of years is just training myself and getting a sense of a variety of experiences for when I graduate. I do eventually want to make a difference in the world, and I think that's possible. I think it would be presumptuous to think that I'm making a huge difference now. There aren't a lot of Americans like me going to places where I'm going, and hopefully, I can break down some stereotypes which are damaging to both sides. So, by going there as an American and showing interest in the country, some local knowledge, and also some proficiency in a language other than English, I think that's a positive thing.

How does this work compare to your efforts with the “Amigos” program during high school?

My time with “Amigos” was very satisfying because I was helping with housing construction and improving sanitation. I do think that “Amigos” has its limits, though. It's short term. It's only two months, but it's definitely a concrete project. At the same time, there are other ways that you can get more to the root of the problem. For instance, it's a lot bigger of a scope working on the public policy side. You can create change on the government level that can improve government resources in hundreds of communities like the one that I worked in with “Amigos.” So, it's a trade-off. I haven't quite found a happy medium of what I would like to do, but it's definitely two different types of experiences.

How did Marin Academy foster this commitment to service?

I think MA definitely prepped me in the sense that it was a small community and you could gain the experience of starting something. I think my experience with the Environmental Club and helping start the MA Garden really gave me a sense of what it feels like to begin something and see it grow, albeit on a smaller scale. Mark Stefanski, my science teacher, really helped with fostering that activist spirit. He was my environmental mentor.

Do you have advice for current MA students in their activist pursuits? Would you have changed your focus earlier?

If I had to do it again, I definitely would still have worked with environmentalism. I think I would have had a more global perspective than what I was doing, which would have only added to what I did and not take away from it. My advice to MA kids is: start something. Whatever the cause you think is worth starting, it's definitely rewarding. Also, maintain your perspective. If your cause is too narrow, you run the danger of becoming the kind of narrow-minded person who only perpetuates the bubble aspect. I feel like everything I'm saying is cliché, but I believe maintaining a global perspective in whatever you do is important. With environmentalism, just look at the problems that California, the country, and the whole world has to contend with. As Americans, we are in a privileged position to help out in other areas. At the same time, you can't be unrealistic. In some respects, it's more valuable to focus on your community than trying to save a distant area. A local cause is not necessarily a shallow one. I think if you combine a global perspective with fighting on the local level, that's the best way to do it.
The recipient of the 2003 E. E. Ford Fellowship, History Department Head Nancy Hoffman traveled to Great Britain last summer to attend the Oxford Teacher’s Seminar. As part of her work for developing MA’s International Relations curriculum, Nancy’s fellowship proposal entitled “Western Civilization in the Curriculum” was selected by a faculty committee to be awarded a $5,000 stipend. Established in 1991 with a grant to Marin Academy from the Edward E. Ford Foundation, the annual fellowship enables MA faculty members the opportunity to undertake a major project that cannot normally be accommodated during the academic year.

On the Path to Global Education

BY NANCY HOFFMAN
Last year, I stepped away from my role as Academic Dean and returned to full-time teaching after an absence of five years. As I began planning my courses, I was reminded of the extraordinary responsibilities that come with teaching. My return included an assignment to develop a new course in the history department entitled “Introduction to International Relations.” I could not imagine a more timely course to have the good fortune to teach.

Certainly one of our greatest frustrations as educators involves the choices made about what to include and what to leave out in planning our course curriculum. As I approached the creation of the International Relations course with summertime enthusiasm and ambition, I wanted to include everything. My list of topics contained: Theories on International Economies, International and National Security, The Making of Foreign Policy, Understanding Nation States, Trans-nationalism in Communications, Organizations, Economics, the Roles of IGO’s and NGO’s, Global Environmental and Population Issues, Human Rights, and International Law. Seemingly, the list was endless.

I planned and planned—becoming ever more frustrated as I did. In a moment of Inverness clarity, I recalled a conversation had long ago with a mentor teacher. Her words resonated for me. “Think about what you want your students to leave the course knowing . . . not the head crammed full of facts to be forgotten in three days time stuff, but rather, which habits of mind, which tools do you want them to take with them.” When I do this sort of thinking, my planning is done backwards. That is, I consider what the outcomes are for a course and how my students and I might get there together.

Shall we begin the course in the same way that the first intrepid group of Marin Academy seniors and I did? What do you know about International Relations? What don’t you know? (and therefore, will get to discover.) What you may know and may re-think comes a bit later. So . . . a quick quiz:

- What does NATO stand for and why was this organization established?
- What does the E.U. stand for? Name four member countries.
- N.G.O. stands for? Name a group that would qualify as an N.G.O.
- I.M.F. is short for?
- What does UNCHR stand for?
- Define “multilateral” as it pertains to the actions of a nation-state in the 21st century.

The next section of this quiz included an opportunity for students to identify international leaders and the countries they governed. This section was particularly frustrating for the group because the countries were all known but the current leadership was, more often than not, unknown. Done in the right spirit—a spirit of authentic inquiry—this sort of exercise whets the appetite. Luckily for me, this was just what happened. I was pleased to hear students say: “I can visualize South Korea on a world map, but who’s the leader?” or “I can’t believe I don’t know this!” We had the starting point we needed.

During the four months that followed, often informed by the events of the day, the I.R. students and I watched America move fully away from the post Cold War, bipolar world (defined by the competing powers of the United States and the former Soviet Union). Our eyes were trained on an America considering unilateral versus multilateral action, the possible use of a pre-emptive strike, and the viability of both the United Nations and NATO. Our desire was to understand the perspectives of the international community on policy developments as they unfolded as well as to understand the purposes of the American government as decisions were made and actions were taken. We analyzed the sources of the very news that was informing our conversations. We discussed the costs and benefits of economic globalization. We struggled to be disciplined and specific in our written and spoken language. We answered many of the questions that had been left blank on that opening “quiz.”

Most of all, we thought hard about what it means to be citizens of America. What are our responsibilities to the global community? In response, the class concluded that we have an absolute responsibility to be informed about and to understand the ramifications of actions taken by our government and its agents everywhere. I re-committed to being as informed about as many perspectives on International Relations as possible. This desire took me to Oxford to hear from Dr. Ngaire Woods, Fellow in Politics and International Relations at University College, Oxford. Dr. Woods convinced me that not only must we understand government policy, we must hold our government accountable for promises made. This perspective has informed conversations with my I.R. students this fall about what action may come out of our studies, and this is just the beginning.
For many independent school students summertime is an opportunity for continued schooling, employment, volunteerism or traveling experiences. However access to opportunities like these for low income, public school students is significantly limited or absent altogether. For many in this latter group, there are other challenges that they live with daily: large class sizes, immigrant parents who struggle with language barriers, inadequate access to information, and a public school system debilitated by ongoing economic hardships.

The Crossroads program is Marin Academy’s response to these realities. Now in its second year of operation, Crossroads continues to uphold a strong commitment to San Rafael middle school children and their families. Chiefly an academic program, our primary goal is to provide students with the opportunity to strengthen their skills and to acknowledge their self-worth and agency. At the same time, we celebrate the gifts they already bring, and help them develop those talents further.

Students begin their involvement with Crossroads as rising 6th graders. Each year of the three-year program includes an intensive 5-week summer session as well as after school tutorials during the regular school year. At present there are two classes enrolled, totaling 40 students. Most of the students reside in the Canal District of San Rafael, many are bilingual, a few are recent immigrants to the United States, and the majority are young people of color.

Our teaching and learning philosophy centers on building skills. We work toward equipping students with techniques and practices that they can apply to any classroom setting and that can ensure greater success. Through traditional academic classes like mathematics and history, the focus is for students to develop their aptitude in writing, public speaking, critical thinking, collaboration, leadership, and facility with technology. We help kids identify what their particular learning needs are so that they can advocate for themselves upon returning to school in the fall.

In addition to academics, we provide an array of other activities including visual arts, photography, website design, video production, sea kayaking, museum visits, and rock climbing. These activities are integral to the Crossroads experience, as they expose students to new adventures and allow for risk-taking in a safe and supportive environment.

The success of Crossroads is due in large part to its amazing teachers. The 2003 summer faculty was comprised of eight dynamic and creative individuals, both novice and experienced teachers. Among them were Kendra Berenson ’02, Stacey McShane ’04 and Arthur Chan ’03, who returned for his second year. The impact of these teachers cannot be overstated; it is their love of teaching and learning and their respect for these students that fuels the program’s growth and identity.

Crossroads is an ongoing experiment in education. It represents a successful partnership between the public and private school systems and has the great potential to change the lives of many. Its very existence is a testament to Marin Academy’s commitment to the surrounding community and to education in general.
In another MA first, the school community participated in Multicultural Week, a series of events conceived by the Diversity Task Force in an effort to rethink its multicultural and diversity programs. The workshops and lectures were produced almost entirely by student leaders, with the structural model for the workshops closely emulating the format of the School’s highly successful Literary Festival. A particular highlight of the week was the all-school assembly with keynote speaker Victor Lewis, a leader in anti-oppression diversity work who was featured in the acclaimed documentary film, *The Color of Fear*.

**Diversity Task Force** by ANA HELLER ’04

When I was asked to join the Diversity Task Force the summer before my junior year I agreed willingly, though quite unsure of what this position entailed. I thought that it sounded interesting as I was a student curious about and committed to education around social issues and justice, and therefore diversity. When we had our first meeting, a potluck at Bodie’s house, I was rather apprehensive—I was one of only three students among 12 adults, most of whom were my teachers. However, at our second meeting I felt not only more comfortable but sincerely excited about the work ahead.

We were to write a diversity statement, organize the first-ever Multicultural Week, and plan school events to create a new network of inclusion among all families, especially families of color. The work was difficult, but it was very rewarding. All throughout Multicultural Week, the workshops were well organized and the presentations were thought provoking. The special assembly of the week was an exciting highlight as Victor Lewis, one of the “stars” of the controversial documentary *The Color of Fear*, came to campus to speak to the MA community.

As the year came to a close and we had to say goodbye to the two seniors on the Diversity Task Force, I was curious to see if I would be asked to stay on for my senior year. When I found out that I could, I was so excited that I immediately began to think of ways of improving Multicultural Week and all of the cultural clubs on campus. Hopefully this new organization will further improve MA’s strong commitment to diversity.
In conjunction with the first Multicultural Week at Marin Academy, the School hosted a special screening of the Academy Award nominated documentary film, *Daughter from Danang*. The screening, arranged expressly for the MA community at the Rafael Theater, was followed by a discussion with filmmakers Gail Dolgin and Vincente Franco.

The Sundance Jury Prize Winning film tells the dramatic story of a mother and daughter reunited after 22 years, having been separated at the end of the Vietnam war as part of “Operation Babylift.”

This was Marin Academy’s 3rd Annual Rafael Film Night, an event that is made possible thanks to the Education & Outreach program of the Northern California Film Institute. MA extends special thanks once again to Mark Fishkin, President of the Film Institute, and to MA parent Catherine Flaxman.

Marin Academy’s Cum Laude chapter began in 1990, primarily to recognize academic excellence. However, selection is not solely based on grades, but incorporates the student’s overall contribution to the community. Adopting the society’s motto, Marin Academy recognizes a student’s excellence in the moral sense; the concept of what is suitable, appropriate, and just; the concept of dignity, true worth, and honor. This year, alumna and Cum Laude member Marie Dalby ’97, addressed the twenty-nine elected members of the junior and senior classes with a thoughtful speech about the the importance of mentors and personal experience, the influence of technology on their lives, and the meaning of scholarship.

Marie graduated Magna cum laude from Yale University in 2001 and is currently the Managing Editor for *The Magazine of La Cucina Italiana* in New York.

“Whatever it is you study, whatever it is that makes you thrilled, you will find that the human connection remains the most interesting and rewarding part of it all. The connection you will get with others who share your passion, the delight you’ll bring to those that support you, the new things you will open yourself up to—this is the true meaning of scholarship. The mentors that you know you have and the ones you discover along the way are almost the best part. There is a lot out there to be learned and to follow. You may be on the path though you think you’re turning off the trail.”

*MARIE DALBY ’97
DELIVERED ON MAY 20, 2003*
This year Marin Academy hosted its 11th Annual Literary Festival, a weeklong celebration of the oral and written word. Students, faculty, and published writers from near and far came together to share their work during one of the liveliest annual events in the MA community. Whether through a poetry slam or an all-school assembly, the entire community takes part in Literary Festival. This year's impressive line up of guests included accomplished poets, novelists, and journalists. Guest authors included Martín Espada, Li-Young Lee and local author and alumni parent, Joyce Maynard.

During his senior year, Josh Begley ’03 enrolled in Marin Academy’s “Reading and Writing Poetry” class and wrote his first spoken word piece. What ensued was a series of firsts for Josh, culminating in his successful involvement with Youth Speaks—the premiere program of youth poetry, creativity, and the spoken word. After winning an MA poetry slam (his first), he took a risk to compete in the Youth Speaks Slam in Oakland, CA. With his limited repertoire from which to choose, Josh secured the finals with a score of 59.8 out of 60 possible points for his politically charged piece. In May, Josh represented the Bay Area in Chicago at the National Youth Speaks competition. His team, comprised of the top five poets of the local slam, placed second.

Josh is currently a freshman at UC Berkeley and still competes in local competitions.

Untitled
Kiyomi Gelber ’03

I spend hours
Watching my shadow grow longer
in her light
my outline seems less defined in this darkness
in this darkness
I have no answers to confine myself in
The fruits
of my labors of love
sag pregnant and rotting
wasted
in her branches
sap coats their bruises/damage
solidifying their rejection in crystallizing sugars
and I cannot reclaim them

I want not to be wanting
back
the discarded pieces of me
that I see when she does not meet my eye
or walks away
but
I
cannot
walk away
And it hurts because I want and she has and takes and does not see my outstretched hands
empty
with tears.
Whether it be athletics, the arts, outdoor skills or hands-on field trips, Marin Academy has always encouraged students to engage in education outside of the classroom. While I have observed experiential education at work many times from the vantage point of the teacher, I had the unique opportunity to participate as a student with my small role in the fall theater production of, “Kiss Me Kate.” I expected little more than to get to know some students and enjoy the energy of the theater. What I learned was more than I could have ever anticipated.

As a cast member I had the privilege of observing just how rich this experience was for these students. These kids were learning and applying lessons—cooperation, dealing with risk, organizing time, listening, interacting, managing fatigue, pushing their limits, working toward a common goal—that were all organic to the project at hand. They were not contrived, but a natural part of the larger goal. The most outstanding of these lessons was the degree to which these young men and women were able to deal with, and overcome, adversity as individuals and as a group.

Opening night, with the cast and audience buzzing with excitement, everything seemed to be in place—including nearly a hundred light cues and a sound system in which all the lead performers had cordless personal microphones; an impressive blend of human talent and technological innovation.

Fifteen minutes into the show, we lost all power. In a breath there were no more fancy lights, no amplified sound, and the small orchestra was helpless. Not waiting for the director’s decision, the actors continued without missing a beat as they moved gingerly about the darkened stage, singing complicated songs with no accompaniment. They had learned to deal with obstacles and setbacks during the six-week rehearsal process, and this was just one more hurdle to overcome.

Within a few moments a lone flashlight appeared to light the actors, then another, and then a third. Within ten minutes, there were a dozen flashlights trained on the faces on stage by parents, crew, and audience members. Our state-of-the-art theater facility was reduced to a barn with comfortable seating. And the students couldn’t have been happier.

The elaborate musical was taken to its simplest form as theater at its purest: cast, audience, script, music, and conventional piano. No fancy lighting, personalized microphones, or electronic instrumentation. I stood there in the darkened wings, waiting impatiently to go on stage and share in one of those magical moments. The moments that one can never plan but only hopes to be a part of when they happen.

What these students were doing and learning was no less valuable than what they might take away from my term paper assignment. Education comes first, wherever it is found. For one it may be crunching numbers at her desk in AP Calculus, but for another it might take place in a dark theater, singing his heart out while his mother happily illuminates him with a two dollar flashlight.
The dedication of Marin Academy’s new Visual Arts Center met with great acclaim on Saturday, January 25, 2003 with more than 300 guests attending.

The exceptional facilities have, at long last, enabled the school to provide dedicated teaching and artistic space for its distinguished Visual Arts program. The two buildings house four spacious, light-filled studios for ceramics, painting and drawing, and digital and conventional photography. The buildings are connected by a breezeway that houses outdoor display cases for student artwork, along with a sculpture garden that may be used for additional display and outdoor classroom space. The complex also houses a small lecture room and faculty offices.

We salute the efforts and generosity of so many in our community who joined us in realizing our dream for the arts at MA!

1 SYLVIA KINGSLEY, FOUNDING TRUSTEE, SPEAKS TO GUESTS AT THE DEDICATION OF THE SYLVIA KINGSLEY COURTYARD. 2 ART TEACHERS ANNE MAURICE, KATHARINE BOYD, AND JENNY ROSENBERG 3 MARIN ACADEMY PARENTS, FACULTY, ALUMNI, AND FRIENDS ENJOY THE OPENING. 4 INTERIOR OF THE ROBERT J. SWIG ART STUDIO

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Solitaire
SIMON PORZAK ’03

Patience – that most painful game of tedium’s dusty-flavored hours, of shuffled suits, cards roughly stacked to alternate compendiums of red-black-red (clover clubs, diamonds starred like nebulae, exploding in anticipation) of hidden faces flipped with trembling hand, of unknown futures brought to consummation. Unsure if my own shaking heart can stand the sight of what is yet to come, I wait—

Will destiny bring our lips to touch, like roses blooming print-red, thorny, sweet; or will fate, that so often blank dull tragedy composes, instead bring the sooty spades of broken love to me?

I wait — sigh — hold my breath — reach down, reveal, and see.
Thirty years ago the doors to Marin Academy were opened and I was truly fortunate to have been there. The founding board members hadn’t just talked about starting a school saying “Gee, wouldn’t it be nice if...” They made their vision a reality. And it wasn’t easy. I’m sure there were moments when they asked themselves, “What were we thinking?” They had a vision of what this community could be, and they had the courage, the energy to make it a reality. It’s a great gift that they gave all of us, and that gift certainly endures. As I walk through the campus now I have the same sense as I had in 1972 that “anything is possible.”

Here’s to Jim Thacher, the founding board, and their vision. Here’s to Bill McCluskey and the founding faculty who led the way. Here’s to the founding families who made the leap of faith and allowed their kids to come to this place, and to their kids who helped create what this school would become. Here’s to thirty years of a vibrant community, to having visions, large and small, and to finding the courage to make visions a reality. Marin Academy is still about personal connections, ideas and passion, and the courage to take a leap of faith. The original vision has been nourished and has flourished. That is, perhaps, the best gift of all. A legacy.

Leslie Alden-Crowe
Class of 1975

2002 was a momentous year as Marin Academy celebrated its 30th Anniversary and hosted Fall Festival & Alumni Reunion Weekend. Last October, alumni of all ages, parents and students, former and current faculty and staff, alumni parents, and Board members from across the years gathered on campus for a reception, evening presentation, 5K Fun Run/Walk, and picnic. It was a wonderful cross-section of the community, all honoring the vision, growth, and strength of MA. We look forward to the longevity of this unique experience—merging past with present and providing the opportun-ity for reconnection with each other, and Marin Academy.
DEAR MA,

Happy Birthday. It must feel strange to be 30. The car you drive is no longer your father’s, and you’re not only paying for your own insurance, but you’re also saving for a pension and thinking about words such as endowment, permanence, restoration. Your vision reaches out beyond next year, and the future is no longer just tomorrow but the next decade, and the one after that, and the one after that. There are no more second-guesses, and maybe you do find your bare-footed self in shoes more often than before. Dorms that once spotted your campus have been replaced with new buildings and spacious courtyards, and the graduates you send out in June now number in the 90’s. But all this is a good thing. . . a very good thing.

Good because of what you are, what you have always been. Despite changing landscapes and numbers, you remain someone who understands that knowing something does not always promise knowing how, and that learning something does not always promise learning to be. You know the nuances between human and humane and community and individual, and you always feel, as Wordsworth says, “along the heart.”

Passionate, obstinate, charismatic, you are fundamentally liberal in spirit, but also harmonious in context. You make room for the fun, and you care deeply about other people. One of your good friends once told me that “you hold the spirit of learning in your very being.” No small things these. . . no small things.

I want you to continue to be hopeful, optimistic, enthusiastic and to guard against arrogance or quick judgments. Don’t ever lose your quirkiness. I like that some of your friends change hair color like the weather, play the accordion on the steps of the Admin. Building or the bagpipes on the field, win poetry slams as well as soccer titles, and spend as much time working on their photo project as they do their Calculus BC exam. Continue never to accept anything unflinchingly. I cherish our debates about what can go in a yearbook, and revere our town meetings in which we discuss world peace, 1st Amendment rights, censorship, the cafeteria. And I love the way you sometimes strain at the leash: it makes things interesting, sometimes even breathless, and often hard. But keep pulling, MA, keep pulling. Flaubert said that “style is a way of seeing.” If that’s true, then I like your style, MA.

Finally, don’t ever forget where you came from. Those tap roots grow deep and feed you even today. Your parents, if you will, taught you well. With a belief in the unseen, they worked long and hard to give you life: no armchair journey this! And now, they step back quietly so that you can step forward, glad, in the words of Jim Baldwin, “for what is good and new and for what abides.”

So in the fullness of time, MA, I wish you a happy birthday and wish for you for a multitude of years to follow upon these first wonderful 30. Happy Birthday, my friend.

Bodie Brizendine
Head of School
October 11, 2002
Grandparents Day

Last November, nearly one hundred MA grandparents headed “back to school” for Marin Academy’s annual Grandparents Day. After attending classes with their grandchildren, grandparents enjoyed mid-morning refreshments and met with Bodie where she shared her list of “The Ten Best Things About Grandparents.” The day concluded with Marin Academy’s Holiday Assembly, where students and faculty shared appreciations, read short stories, and displayed their musical talents.

Scholarship Auction

On May 3, 2003, 300 members of the Marin Academy community came together in celebration of MA’s 30th Scholarship Auction, “The Silk Road,” which was again held on campus. The Silent Auction gym was transformed into a lush Silk Road marketplace complete with colorful draped banners, copper pots, and fine woven rugs donated by Soraya Rugs. Revelers donned festive silk attire and enjoyed dim sum, filo dough appetizers and Patz & Hall wine as they bid on an array of items. For the Live Auction and dinner, guests were transported into a magical starry oasis and enjoyed a family style dinner.

We thank the many MA families and businesses who donated fantastic auction items to this year’s event. A special thank you to the more than 100 members of the MA community who volunteered for MA’s Auction and helped make it a success!
MA Receives Positive Coaching Award

Marin Academy was the recipient of the 2002 Positive Coaching Alliance's National Youth Sports Organization award. Based at Stanford University, the PCA National Awards Program for Coaches and Youth Sports Organizations (YSOs) honors individual coaches and YSOs whose programs exemplify the principles of Positive Coaching and teach children not only athletic skills, but life skills such as teamwork, respect, discipline and perseverance. This annual award recognizes YSOs throughout the United States who strive to win, but who also strive to help their players develop skills that will serve them throughout their lifetimes. The selection process is highly competitive, with only three YSOs being named recipients this year. Marin Academy was the only high school to be honored. Congratulations to the entire community for supporting MA’s commitment to PCA, and thank you to Athletic Director, Heather Rogers, for introducing this partnership to the school.
Highlights of Interscholastic Sports

Marin Academy’s athletic mission is to develop in body, mind, and spirit, scholar athletes who commit to their teams, act with integrity, and compete with sportsmanship, character, and pride.

Casey Williams ’03 was awarded the Marin Academy Outstanding Sportsperson Award at the 2003 Athletic Banquet. This award goes to one senior male and female athlete who embody the school’s athletic mission. These scholar athletes are known for their skill and prowess in their respective sport or sports, their selfless contribution to the betterment of their team, and their unflinching work ethic. In addition, these scholar athletes model integrity and the highest standard of sportsmanship in their athletic endeavors. They breathe life into our athletic mission and make their school proud of both their athletic achievements and their honoring the game.

Despite the adversity club programs face, Casey Williams could single handedly be held responsible for resurrecting the sailing program at Marin Academy.

A tremendous sailor, Casey is one of two female skippers at the San Francisco Yacht Club High School Sailing program, and one of the best sailors there. One coach writes, “she immediately impressed me as a young woman with skill, maturity beyond her years, enthusiasm for her sport and almost boundless energy to put into her own development as an athlete and in helping develop her school sailing team.” She has constantly been improving her own skills while assisting her teammates’ development as well. Her work ethic is unrelenting. As her coach states, “You lose the race if in winning you lose the respect of your competitors.” Casey’s mindset embodies this saying from sailing, to team leader, to school. She is extremely competitive, but never sacrifices friendships or the possibility of creating new ones. Team captain, Casey Williams, makes Marin Academy Sailing an excellent program, and without her we would not have come this far.

HEATHER ROGERS, ATHLETIC DIRECTOR
MAY 18, 2003

Casey Williams is currently a freshman at Cornell University.

Girl’s Swimming

The Girls’ Swimming team had an incredible season, taking first in the BAC championships and finishing undefeated with a record of 10-0. The leadership of coaches Scott Williams and Laureen Welting, strong strokes, unyielding enthusiasm, and honoring the game, proves to be a winning combination!

Baseball

Coaches Greg Revelli and Rob Gerstein led this experienced team to an undefeated league season record and playoff competition. Baseball said farewell to seven graduating seniors this year, and anticipates continued success and a growing team. Congratulations on the program’s consistently powerful presence in BCL and NCS play.
Lacrosse

After several years of hard work and a high learning curve, Lacrosse had a record-breaking season! With coaches Jeff MacBean and Michael Sheridan, the team experienced their first winning record, finishing 10-0 in the BAC, and proceeded to capture their first league championship, the highest level of competition for lacrosse in the Bay Area. The boys look forward to another successful year practicing teamwork, and having fun on the field.

Daniel Sherman'03 was the sole recipient of the 10-Season recognition given at the 2003 Athletic Banquet.

Today the multi-sport high school athlete seems to be a dying breed. It seems to be a time when athletes focus and specialize and subsequently become masters of their respective sports. That combined with the rigors of an MA academic load and everything else that accompanies teenage life make participating in three-sports a daunting task.

At Marin Academy we have one athlete who competed in over 10 seasons during his Wildcat career, including water polo for the first time in his senior year. He is the only scholar athlete to have participated in three varsity sports during his senior year.

He earns the utmost respect for his commitment to MA athletics and his teams. Daniel Sherman is our unsung hero.

HEATHER ROGERS, ATHLETIC DIRECTOR
MAY 18, 2003

Daniel Sherman is currently a freshman at the United States Naval Academy in Annapolis, Maryland.

“...one of the most dedicated athletes I have ever coached. He stepped into the leadership role as captain of our team and knows what it means to lead. He is not afraid to challenge his teammates and he stays focused and positive whether he’s playing well or not.”

MICHAEL EVANS, BASKETBALL COACH

Daniel Sherman is currently a freshman at the United States Naval Academy in Annapolis, Maryland.
Art teacher ANNE MAURICE took a week long master workshop on Raku Ceramics with Billy Ray Mangus in Lake Tahoe. The course included combining wheel and sculptural ceramics along with mixed media and explored new firing techniques with Raku glazes.

ALISON PARK, who teaches English at MA, attended the NCTE (National Council of Teachers of English) Institute on “Multiculturalism and Literature” and “The Voices of Our Nation” Poetry Workshop with notable poet and MA Literary Festival guest Martín Espada, both in San Francisco.

Spanish teacher, GLENN STANFIELD will travel to Mexico City and Oaxaca, Mexico for the Day of the Dead celebration in fall, 2003. During his trip he will visit the archeological ruins of Monte Alban and Mitla in Oaxaca and Teotihuacan near Mexico City, the indigenous Teotitlan del Ville pueblo as well as several Day of the Dead celebrations.

JENNY ROSENBERG headed to New York City over the summer to attend a workshop at the International Center of Photography. Also, in the latest publication of “Camerawork: A Journal of Photographic Arts”, there is a cd-rom that includes an e-mail interview she conducted with artist/photographer Kate Farrall.

Dance teacher extraordinaire JULIE KANE participated in Project Zero in S.F. in June. She also, along with faculty members TOM WOODWARD, KEN LANIK, and ANTHONY DELANEY, attended a two day workshop at Stanford, “Pedagogies and Practices for Teaching African American Students.”

English teacher and Service Learning Director HEATHER HAMILTON attended a poetry writing conference over the summer which will contribute to the completion of her Master in Fine Arts thesis, due next spring.

Athletic Director HEATHER ROGERS and English teacher CHRIS ALEXANDER released their first 2Rivers CD “Breathing in the Stream.” They supported it with a short East Coast tour, and performed for a heads of school conference at Stanford in June.

HEATHER was also the recipient of an administrative grant that enabled her to pursue her great passion: music. In addition to her East Coast tour over the summer she supported her 2Rivers CD with Chris Alexander, Heather took several music courses in Berkeley.

KATHARINE BOYD participated in a figure painting program at California College of Arts and Crafts. She recently had a painting on exhibit at Falkirk Mansion for the Marin Juried Artists Exhibition and at the Lab in San Francisco for a fundraising exhibition. In the fall, she will be attending the Atelier School of Classical Drawing in Berkeley.

HIDEKO AKASHI again led a trip to Japan over the summer with 15 students for a 16-day tour. The students spent 6 nights at their individual homestays, and attended their host’s school for 5 days in Yokohama City.

DEREK ANDERSON continued his summer work towards a Master’s of Library Science degree through San Jose State University. He is halfway through and should complete the program in the spring of 2005.

Intrepid traveler and long-time Spanish teacher JOHN PETROVSKY spent three weeks in Paris over the summer enrolled in a 20th Century art history class through UC Extension. He also continues to serve as Co-Director and Board Chair of the Latino Film Festival.

ANTHONY DELANEY traveled to Ghana, West Africa for a month last summer. Two weeks of the trip was spent in a suburb of Accra, the capital of Ghana, in an artistic and educational workshop where U.S. artists and educators work with Ghanian artists and educators to create project-based cultural curriculum. He then spent another week at a cultural center in Ghana.

NANCY HOFFMAN, the recipient of this year’s E.E. Ford grant, spent three weeks in London and Oxford-Mansfield College attending the Oxford Teacher Seminar. Her time at Oxford included a private tour of the Bodleian Library, a talk on literary Oxford by Prof. James Basker, Evensong at Christ Church Cathedral, a roundtable with current Rhodes scholars, and a comprehensive exposure to the “Why’s and Wherefores” of the British educational system.

The indefatigable JIM BALDWIN found time to publish an article in the July/August 2003 issue of Hope Magazine in addition to serving as English department chair and coordinator of MA’s annual Literary Festival.

MA history teacher and irrepressible water polo coach CLARKE WEATHERSPOON spent two weeks in Hawaii over the summer coaching athletes from the Marin Water Polo Club in the Maui and Oahu invitational tournaments.
DARTANYAN BROWN  FOUNDATIONS OF MUSIC

A musician with much experience as a performer and as a teacher, Dartanyan was an Artist-in-Residence with the Jazz Artists in Schools program for the National Endowment for the Arts, an Audio Technology Specialist and Sound Designer for Apple Computer, the Director of Technology and Jazz Educator at the Branson School, and a Multimedia and Music teacher at Brandeis Hillel Day School. Dartanyan holds a BA from Drake University and is a member of the International Association of Jazz Educators and the African American Jazz Caucus.

DEBOLINA DUTTA  INTEGRATED SCIENCE II AND AP ENVIRONMENTAL SCIENCE

Debolina received a dual BS in Zoology and Environmental Science from UC Santa Barbara, worked in Brazil as a community educator, in Half Moon Bay as an environmental coordinator, and in Santa Barbara as a touch tank interpreter. She went on to earn a MA in Science Education from the University of San Francisco while teaching a multitude of science courses at Terra Linda and Berkeley High Schools.

DOREEN CLARK  ALGEBRA AND GEOMETRY

With a BS in Mathematics from Santa Clara University and a MA in Teaching in Mathematics from UC Davis, Doreen has been a proofreader and author of several math textbooks. She was an Assistant Professor and Academic Senator at Sacramento City College where she taught courses from Arithmetic to Linear Algebra. For the past eight years, Doreen had been teaching math at Albuquerque Academy in New Mexico.

BILL HENLEY  CO-DIRECTOR OF COLLEGE COUNSELING

Bill comes to MA with thirty years experience in college admissions, having worked as Associate Dean of Academic Services and Director of Admission at the University of San Francisco. Most recently he was with the San Francisco Unified School District working on a federal grant to help at-risk students and serving as a reader of undergraduate applications for UC Berkeley's Admissions Office. Bill is a graduate of The Ohio State University, earning a BA in History and MA in History and Student Personnel Services. In addition, he has completed advanced coursework towards a Doctorate of Education at Teacher's College, Columbia University.

BILL MEYER  MODERN WORLD AND U.S. HISTORY

Bill graduated Magna Cum Laude in History from Macalester College, received his MA in Teaching in History and Social Studies from Brown University, and is now pursuing a MA in English at the Bread Loaf School of English at Middlebury College. Prior to coming to MA, he taught history courses at the Lincoln School in Providence, RI and served as an advisor and coach. During his time at Lincoln, he developed standards for writing and critical reading that were adopted by the humanities departments.
I entered Madelon’s classroom in 1976. She was fun and tough; I loved her style, and thrived on it from day one. As a teacher, Madelon had a wonderful capacity for humor and fun but her underlying and unwavering commitment was to excellence, in her students and herself. She expected you to be prepared for class, to participate, to give your best. You really had to earn an “Excelente” on a test or some other graded work. I loved seeing that word written in cursive across the top of my paper. And I hated seeing a “Muy Bien,” not because of my perfectionist bent but rather because it was Madelon’s class — I wanted to be tops, I wanted to shine for her, I wanted to ace Spanish, every time. I loved Spanish and I wanted to wow the teacher who so inspired me.

With Madelon’s encouragement I, like so many others, pushed through challenging areas learning the language. I struggled with and loved her Spanish AP literature class in which she made Borges, Unamuno and Lorca come alive. From that point on, the rich, evocative, juicy nature of Spanish literature became my passion. Madelon also gave me my first teaching job, tutoring a boy who was struggling in her class, and I learned for the first time how good it felt to help someone learn, how good it felt to teach.

Getting kids fired up so that the subject sticks with them for life. . . this is certainly the gift Madelon gave me and so many of her students. I have never stopped learning and teaching Spanish. And over the last fourteen years, many of my own students have gone on to Madelon’s class. The first time she told me how well prepared my students were was so gratifying. I felt like the kid I once was getting an “Excelente” across the top of my paper. It has been an honor to write about a teacher I adored for all four years at MA and beyond. Madelon defines inspiration, passion, and sheer fun in the classroom. She is a teacher in whose footsteps I have proudly followed and someone who has profoundly influenced my life and the lives of so many students before and after me.

Madelon Delauff, we love you. Gracias por TODO. Que tu vida esté bendita y llena de alegría, inspiración y el amor que nos ha dado por tantos años a todos.

KELLI RICE ’80

Kelli graduated from Marin Academy in 1980. She teaches 7th and 8th grade Spanish at Marin County Day School in Corte Madera.
College Selections for the Class of 2003

Amherst College (2)
Bard College
Bates College (2)
Berklee College of Music
Boston College
Boston University (2)
Bowdoin College
Brown University (3)
Carleton College
Christian Life International
Bible College
Colby College (2)
Colorado College (2)
Cornell University (3)
California Polytechnic
State University,
San Luis Obispo
Duke University
Georgetown University (2)
Hampshire College
Hampton University
Harvey Mudd College
Haverford College
Holy Names College
Johns Hopkins University
Kenyon College
Lehigh University
Lewis & Clark College
Middlebury College (2)
MIT
New York University
Oberlin College (4)
Occidental College
Pomona College (3)
Rice University
Scripps College
Skidmore College
Southern Methodist University
St. John’s College, NM
Stanford University (4)
Syracuse University
Tufts University
Tulane University
University of California: Berkeley (6)
Davis (3)
Los Angeles (3)
San Diego (2)
Santa Barbara (2)
Santa Cruz (7)
University of Illinois
University of Michigan
University of Pennsylvania
University of Puget Sound
University of Redlands
University of Southern California (2)
University of Washington
United States Naval Academy
Wellesley College (2)
Wesleyan University
Wheaton College, MA
Whitman College (3)
Williams College
Year Off (2)

Headmaster’s Cup

In honor of Marin Academy’s first headmaster, William A. McCluskey, the Headmaster’s Cup is presented to a graduating student who, in his or her relationship with peers, faculty, and administration, has demonstrated the moral quality and the attitudes of mind and character fostered by Marin Academy. The award was established by James F. Thacher, the Founding Board President. For the Class of 2003, the recipient was Arthur Chan whose academic achievements, work with the Crossroads program, leadership in the school community, and personal integrity fully encompass the ideals of Marin Academy.

Arthur is now a freshman Georgetown University.