A Bridge of Leadership
A Q & A with Next Head of School
Christopher Fortunato
See page 4
ON EXHIBIT

THE ANNUAL STUDENT ART EXHIBITION

APRIL 29TH—MAY 20TH, 2013

RECEPTION
MAY 11TH, 2013

ROMANO GALLERY,
ARMSTRONG-HIPKINS CENTER FOR THE ARTS
A Bridge of Leadership

In this Q & A interview, incoming Head of School Christopher Fortunato talks about his professional experience and educational philosophy.

Young Alumni Skeptics

In January, these four young Blair alumni returned to campus for a panel discussion on life after Blair: graduating college, entering the workforce and becoming professionals in four very different fields.

New Dorm Project

Board of Trustees Chairman James P. Jenkins ’66 has announced approval of the timeline for construction of two new dormitories overlooking Blair Lake. The groundbreaking will take place during Alumni Weekend 2013, and the dorms will officially open in September 2014.

A Melting Pot

With nearly one-fifth of Blair students coming from countries other than the United States, the School is truly a global community. This article profiles students from Kenya, the United Kingdom, Korea and the United Arab Emirates, highlighting what they bring to Blair and what they are getting out of the experience.
This summer, incoming Head of School Christopher Fortunato will move to Sharpe House with his wife, Erin, and their children, Matty, 5, and Katie, 2. In this issue of the Bulletin, Headmaster Chan Hardwick introduces Chris to the Blair community and explains how the transition process has prepared him to begin his new position with justifiable confidence.
Whenever there is significant change in leadership, questions arise of how a school or institution will adjust to that change. For schools such as Blair, so dependent on reputation and trust, a leadership transition raises questions about the impact on that reputation. Will admission suffer? Will donations and projects falter? Will the trajectory of progress continue?

Consider that, in New Jersey alone, there are ongoing Head searches or transitions in more than half a dozen of the strongest independent schools, and in each case, a Head of School with between 10 and 20 years of experience has decided to step down. This trend is national, and the prospect of a 50-percent headmaster turnover over the next decade in independent school leadership has been predicted based just on the age of today’s current leaders. Having been the Headmaster at Blair since I was in my mid-30s, I felt that turning 60 seemed the right time to step aside, particularly as a number of other stars lined up in terms of where Blair is and where it is clearly going. Yet, one concern, of course, remained: would Blair find the right next Head of School?

Let me say first that Christopher Fortunato, about whom you will read more in this edition of the Bulletin (please see story on page 4), is already working diligently and enthusiastically toward that day (July 1, 2013) when he will officially occupy the office that will be his “home away from home” for a long time. My appointment came in March of 1989, leaving only a few short months to absorb Blair and prepare to step into Jim Kelley’s office in July. With no e-mail to offer daily communication or even a school website, my “getting up to speed” consisted of a brief visit in April and another in May, augmented by a few phone calls. Chris has had the good fortune to have the better part of a school year to discover how things work at Blair, to gain familiarity and even friendships with the faculty and staff, and to attend the winter Board meeting to see how Blair’s Trustees govern the School. Already, he has made two solo visits to campus, and as I write this note, Chris and Erin, and their two children, Matty and Katie, are staying over for a long weekend at Sharpe House to get acquainted with that wonderful and historic Headmaster residence. These personal visits are critical, but so too are the many e-mails he exchanges, the frequent phone calls and visits to the Blair website, allowing him to keep up with daily events on campus. All this communication has transformed what might have been a somewhat awkward transition in the past to a working partnership in the present.

Most importantly, the Blair community has reacted to Chris’ appointment as Blair’s 16th Head of School with a positive welcome. The externals are terrific: admission applications are up nearly 10% as of February; alumni and parents have shown their enthusiasm about Blair’s new leader with steady and increased philanthropic support; and, of great significance, the $15-million new dormitory construction project has achieved strong fund-raising traction, allowing the School to go forward on schedule with this important new facilities addition (please see story on page 18). When completed and open in the fall of 2014, the two beautiful new, 45-bed residence halls will allow the School—at last—to enroll equal numbers of both boys and girls, while also providing additional, improved housing for Blair’s teachers. The size of the overall School shall remain at 450, ensuring our continued ability to know students well. Though East and Davies shall be retired as dormitory residences due to their outdated structural limitations, the Trustees will consider and debate their best possible future use. This dormitory project—and a math/science addition to follow—is in keeping with the goal of ensuring that Blair remains among the best boarding schools in the country. The appointment of Chris Fortunato as the next Head of School similarly underscores that message.

As for Monie and me, we are frequently asked how it feels to be in our final year at Blair. For us, what it feels like is much less important than what our hopes are for Blair: that the transition between the Hardwicks leaving and the Fortunatos arriving will be as smooth, productive and successful as any such change in Blair history; that Chris, Erin and their family are as happy in Sharpe House as we have been with our girls (now young women); that the Blair community will be their home “town” going forward, as it has been ours; and that, in the years ahead, Monie and I shall find the right time and best ways to continue our support of the School, remaining connected to the many students, alumni and families we have come to know and value during our 24 years at Blair.
I have already witnessed first-hand how Blair’s commitment to knowing its students and carefully building meaningful connections throughout campus supports and inspires the talents, insights and passions of the entire community.

Christopher Fortunato
Blair’s 16th Head of School

“I HAVE ALREADY WITNESSED FIRST-HAND how Blair’s commitment to knowing its students and carefully building meaningful connections throughout campus supports and inspires the talents, insights and passions of the entire community.”
In the spring of 1989, I was appointed to be Blair Headmaster following Jim Kelley. Though Jim and Elaine Kelley and everyone at Blair were wonderfully gracious in their support, the timing was such that I could only get down from Connecticut to Blair a couple of times that spring as I sought to prepare for the new job, hardly enough time to learn all I needed to know about the Blair community and certainly not enough time for Blair to get to know the Hardwicks.

Twenty-four years later, another transition in leadership is taking place but this time with a generous opportunity for both Blair and our new Head of School, Christopher Fortunato, to get fully acquainted. Since Chris accepted the appointment in early November 2012, he has visited Blair several times and had the opportunity to meet the entire community in many different ways. He has also participated on conference calls, received and responded to e-mails and worked with a full transition team to help acclimate him and his family to Blair—as well as Blair to Chris, his wife, Erin, and their children, Matty and Katie.

All of these efforts, as well as other trips to Blair in the late spring and early summer, are in preparation for July 1, when Chris will walk out the door of Sharpe House and into the Head of School’s office in Locke Hall to begin his tenure as the 16th person in that position. Monie and I have very much enjoyed getting to know Chris, helping him move forward in his preparation and understanding of this School as he gains an appreciation for all that is Blair.

The weeks and months left before the Fortunatos move from Massachusetts to Blairstown will allow them to build further upon that understanding and appreciation, but already, we have found that Chris Fortunato has all the tools for success: empathy, dedication, intelligence, positive energy, wit and strength of character.

We hope the interview that follows helps you to become better acquainted with Chris and to appreciate these many qualities. Chris is indeed well-prepared to start his tenure with justifiable confidence. We know, too, that he will begin with great enthusiasm from the School community.

Introduction by Chan Hardwick

Chan Hardwick
Blair’s 15th Headmaster

“Monie and I have very much enjoyed getting to know Chris, helping him move forward in his preparation and understanding of this School as he gains an appreciation for all that is Blair.”
Chris Fortunato Talks About His Experience & Educational Philosophy in an interview with Suzy Logan, Blair’s Director of Communications

Q. Where to begin? So much about becoming Blair’s next Head of School is truly thrilling for me, but I am most excited about the people. I am excited to join a community of faculty, students, parents, alumni, Trustees and friends of the School who share not only a love of Blair but also a common commitment to the things I hold dear—excellence, integrity, a culture of creativity and a fundamental sense of responsibility to others.

I have already witnessed first-hand how Blair’s commitment to knowing its students and carefully building meaningful connections throughout campus supports and inspires the talents, insights and passions of the entire community. To lead a school with such a deeply held commitment to relationship-based learning is very exciting.

A. There came a time early in my legal career when circumstances compelled me to ask myself questions that we must all ask ourselves (hopefully often), namely: What do I stand for? What are my greatest talents? How can I make the most difference? I had been devoting a lot of energy at the time to volunteer work that centered around mentoring high school students at a teen center in Newton, Mass. Throughout these experiences, I encountered exceptional students who, though surrounded by abundant resources, felt disconnected from their communities, schools or families. And, yet, when my colleagues and I were able to devote the time getting to know these students and connected them to the people and resources that could guide and support them, we saw amazing transformations. After observing what turned out to be quite a meaningful conversation I had with a troubled student around this time, a mentor of mine said to me: “You may be a good lawyer, but from what I can see, you’ve missed your true calling.” I came to realize that he was right, and I chose to change the trajectory of my career and my life.

For the next decade, I, along with wonderful staff and partners, developed academic, social and leadership programs and services that I am proud to say made a difference in the lives of hundreds of teenagers. From climbing mountains alongside teens in residential wilderness leadership programs to crafting tailored education plans to providing advice and motivational support at all hours, this work provided me with deep joy and satisfaction and revealed to me a critical lesson that has shaped my educational philosophy—namely, knowing and understanding your students for who they really are is fundamental to achieving the connections that inspire exceptional teaching and learning.
After years at a non-profit, you decided that you wanted to work with students in an academic setting, becoming Dean of Students at Providence College and then Harvard. What drew you to the academic world?

The great professional love of my life is teaching and empowering high school students across all domains of their lives, from the classroom to the community and beyond. During my almost 10 years in Newton, I worked every day with faculty and administrators of the area high schools (both inside and outside of the classroom), but I knew that in order to become a more effective teacher of young people, I had to expand my own learning. I felt it was important for me professionally to expand my portfolio of academic administration and student affairs expertise so that I could bring additional experience to my work with high school students.

Thus, in 2008, I accepted the appointment as Dean of Students at Providence College. That experience provided me with unique insights into the preparation, skills and supports required to achieve success in competitive college academic and athletic programs. It also afforded me the opportunity to influence the thinking, culture and student-life experience of more than 3,000 students by steering the development of residential-life programming and student activities, focusing on leadership, character development, civic action and community building.

My position as the Dean of Students at the Harvard Kennedy School afforded me the unique learning opportunity to direct master- and PhD-degree programs and student affairs at the world’s leading public policy school. I have had the good fortune to forge relationships with a diverse mosaic of the best and brightest, aspiring and current public leaders from every corner of the globe. I have partnered with faculty in the development of innovative pedagogies that are changing the ways our students learn right now, which inspires me to make a commitment to try new things, while respecting valuable traditions. I entered the academic world because I was committed to assembling a thoughtful and well-developed set of professional skills and experiences. I am very excited to bring to Blair the educational philosophy informed by all of the work I have done up until this point.

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Individual students, whether in high school or college, are progressing through the joys and challenges of adolescence at varying paces. Thus, the most effective work with students across these years is the kind that meets students where they are academically, socially and emotionally. That said, they are all adolescents, navigating through common experiences of developing their identities, character, critical-thinking skills and world views, and there are many parallels with regard to how they learn and how we can best teach and support their growth and success. As educators, if we are truly to position our students for success and happiness, we must provide students with exceptional academic preparation, as well as pay attention to character development.

Moreover, as the world grows more complex seemingly by the minute thanks to exponential growth in information technology and globalization, it becomes ever more important for high school students to develop the skills and values to effectively relate to the diverse people, challenges and opportunities they will encounter, not just in the classroom or even in their own community but also on a global stage. At Blair, I know we will not only continue to rise to that challenge but also to take a leadership role, so that our students are prepared for what the best colleges and universities expect.

My social work training and experience amplified the holistic approach to education in which I had always believed. As both a clinician and an educator, I am keenly aware of the awesome responsibility my colleagues and I bear in fostering a learning environment in which we, as teachers of young people, must nurture the development of the whole student, which means not just his/her intellectual growth, but social-emotional maturity, character and physical health as well. I have found that this is most effectively accomplished through building trusting, communicative relationships with students and partnerships with parents, faculty, peers and all others who contribute to students’ well-being and success.

Along the path of my social-work studies and practice, I have accumulated experiences and wise advice that I try to employ as an educator and school leader every day, namely: listen (actively and attentively) much more than talking; prioritize safety and trust, for they are predicates to successful learning; know students for the unique, complex and complete individuals they are; and take a team-oriented approach to students’ success by leveraging the wisdom, experience and talents of colleagues, parents and peers.

To read the full announcement about Chris’s appointment from Blair Board of Trustees Chairman James P. Jenkins ’66, please visit Blair’s website, which also includes detailed information about Chris’s educational background and professional experiences.

www.blair.edu/16th-head-of-school
Your wife, Erin, has also spent many years working with young people. Tell me a little bit about her experiences and how she feels about the move to Sharpe House in July.

A. Erin is very excited about our family’s upcoming move to Sharpe House and is looking forward to getting to know students, parents, alumni and faculty. She is also really looking forward to interacting with high school students, which is what actually brought us together. We first met at the program I ran in Newton and enjoyed working together to create a community and a second family of sorts for many of the students.

In addition to her work in Newton, Erin has served as the director of youth services for the town of Wellesley, Mass. and worked for a non-profit doing health education with high school students in a variety of educational settings, including boarding schools. After getting her MPH from Boston University School of Public Health, Erin worked at BU as a teaching assistant. She is currently working with a research team there looking at alcohol use among teenagers. She is also a devoted mother to our two children, Matty and Katie.
Blair would like to extend a special thanks to the eight members of the Head of School Search Committee, who met regularly over the course of the last year to screen resumes and interview candidates from across the United States.

Q. You’ve both been to campus a number of times now, first as an interviewee and now as Blair’s next Head of School. In what ways has your impression of Blair changed since your first introduction to the School during the job-search process?

A. As I spend more time at Blair, I’m struck by the tremendous power of the School’s defining commitment to knowing its students and fostering a meaningfully connected learning community. That translates into students and faculty who are confident, inquisitive, passionate, engaged and concerned for one another. Many institutions lay claim to knowing their students and fostering a strong sense of community, but Blair has institutionalized these commitments in structure, word and practice such that you witness it immediately in the very fabric of the School—in the classroom, in the dining hall, in the residence halls, on the sports fields. I recognized this as one of Blair’s defining values early on, but I must say that experiencing how genuine and strong this commitment is and how it translates into developing such impressive students of intellect, character and purpose really resonated for me throughout the process of getting to know the School over these last six months.

Q. Looking forward, what are some of the opportunities and challenges that you see as most pressing for Blair?

A. This is a question that I have just begun to really think about as I prepare to start my official tenure. I hope that in my first year on campus, I can engage people across the community in discussion to inform and refine my thinking regarding how to best identify and prioritize the future course for Blair. I think the fundamental challenge for every independent boarding school is to determine and demonstrate a meaningful value proposition that merits substantial investment of time and resources.

Thanks in great part to the visionary work that Blair has undertaken in its ongoing strategic planning during the Hardwicks’ tenure, I am fortunate to come to Blair at a time when the School is in a position to build on its strong momentum. Blair’s greatest strengths are its people and the powerful relationships they continuously build, resulting in exceptional teaching and learning. Because of its commitment to students, I believe that Blair is distinctly positioned to develop the best young leaders capable of navigating a changing world and to inspire students to seek excellence in whatever they choose to pursue beyond Blair.

A Special Thanks to the Head of School Search Committee

From top, left to right: Board of Trustees Vice Chairman Dominick J. Romano ’74; Board of Trustees Chairman James P. Jenkins ’66; history teacher Martin Miller; Board of Trustees Secretary Anne E. Cramer ’75; chief operating officer James Frick; assistant to the headmaster and office of finance Robin Scheman; and Trustee Douglas W. Kimmelman. Not pictured: Former Trustee Honora Grose.

Blair would like to extend a special thanks to the eight members of the Head of School Search Committee, who met regularly over the course of the last year to screen resumes and interview candidates from across the United States.
On Tuesday, January 15, four young Blair alumni returned to campus for a panel discussion about life after Blair: graduating college, entering the workforce and becoming professionals in four very different fields. In addition to touching on how Blair shaped their success in college and beyond, the panelists also shared their advice with current students on how to get a foot in the door in some fiercely competitive industries.

Dr. Martin Miller moderated the Skeptics presentation, which drew a large crowd of current students, parents, faculty and alumni to Cowan Auditorium. “I was struck by how four very different Blair graduates pursued various paths to high levels of accomplishment, and each found particular aspects of the Blair experience critical to his or her success,” he said of this year’s panelists.

To watch their presentations in full, please visit: www.blair.edu/young-alumni-skeptics
Claire McConnell came to Blair as a sophomore in 2002 and quickly became immersed in both academics and athletics: she signed up for as many math and science classes as possible and became a valuable member of the cross country, skiing and crew teams. After graduating in 2005, she carried those interests to Dartmouth College, where she studied engineering and rowed for four years before accepting a job as a quantitative analyst with Turner Investments, an investment firm located just outside Philadelphia.

Shortly after graduation, Claire also joined a local boating club and competed in a series of national and world rowing contests, ultimately winning gold in the Women’s Lightweight Four at the Head of the Charles Regatta with her club team in 2011. In early 2012, she completed her master’s degree in computer programming at the University of Pennsylvania and accepted a new position at AJO Partners, a Philadelphia-based investment house. Calling her current job “her new passion,” Claire found the training time required to row competitively increasingly hard to come by and retired from rowing at the elite level last year. In addition to talking about her experience in finance, she offered Blair rowers advice on pursuing the sport after graduation.

“The three years I spent at Blair were part of a huge transitional phase of my life and imprinted a lot of fundamental values on my personality. Blair forces you to balance a million different things—from sports to classes to a social life—a valuable skill that I carried with me throughout college.”
Eight months ago, Louis Cirillo founded a start-up company called VirtualU, which has developed a 3D modeling system capable of producing a lifelike digital avatar from a person’s body so that customers can accurately “try on” apparel without having to go to the store. The interface not only gives users the correct size, it also accurately shows what the clothing will look like on their bodies. By mid-2013, shoppers will be able to walk into a number of stores—including Gucci, Jos A. Bank, Victoria’s Secret and J. Crew—to get modeled, so they can later virtually try clothes on by visiting an integrated website.

Emphasizing the importance of action over talk, Louis discussed the challenges of creating a business from the ground up, as well as how publicity from publications such as Forbes has helped him in that process. He now attends Virginia Tech as a part-time student and expects to graduate in 2013. Due to the success of VirtualU, Louis and his colleagues have helped Virginia Tech create classes in entrepreneurship and encourage students to build their own companies as an alternative to climbing the corporate ladder. The university’s Pamplin College of Business magazine recently featured VirtualU on its cover.

“If you have an idea, start now. I don’t really know many entrepreneurs who said ‘you know what? Five years from now might be a good time’…Nobody says that because people stumble upon their ideas, and the best thing you can do is to get started.”

Louis Cirillo ’08
Entrepreneur & CEO

“Blair Bull”
“It’s never too early to start getting experience because everything builds on itself. The sooner you start to get involved, the better you set yourself up for something like an internship in college...You’ll find when you start to get out there and get experience, it can open doors you didn’t even know were there.”

During his four years at Blair, Jeff Ernsting was a four-year skier, a three-year rower and an avid student of the sciences. He graduated in 2007 and went on to Brown University, where he majored in economics, continued to ski and participated in the Socially Responsible Investment Club, which managed money on behalf of the university. During his undergraduate years, Jeff spent a semester abroad studying in Paris and did two internships, one of which focused on pensions and investments and the other which led to his current position at Citigroup in New York City, where he has worked for two years as an investment banking analyst.

Jeff offered students advice on entering the financial services industry and detailed some of an analyst’s daily tasks. Describing banks as the “interface between companies and investors,” he cautioned students that investment banking’s exciting, yet tough reputation is well deserved. “It is a “24/7 culture that makes you very accountable at all times,” he explained. That said, he noted that finance and consulting firms can employ a large number of graduates at top colleges, making it an appealing career pathway, given the many available positions and opportunities to develop valuable skills.
Upon arriving at Blair as a sophomore, Molly McAdoo immediately put her lifelong love of theatre and performing to work as a member of the Blair Academy Players and Singers. She then took what she learned at Blair and applied it as an undergraduate student in New York University’s crowded Tisch School of Performing Arts’ musical theatre program, an experience that left her feeling like a “very small fish in a very large pond.” Molly soon realized that she wanted to be part of “making theatre from the ground up” and transferred to the university’s experimental theatre program, where she learned to write, direct and act.

Since graduating from NYU in 2009, Molly has put all of these skills to good use, landing her first musical in Lake Geneva, Wis., and since performing all over the world, including at the Sydney Opera House in Australia. For the last two summers, she has worked at the Williamstown Theater Festival in Massachusetts, which she calls “a life-changing experience” that has allowed her to work with a number of renowned playwrights, composers and musicians. This winter, she performed in an off-Broadway New York show and a production in Australia in March. When she’s not acting, Molly is singing with her band, Miko and the Musket, which recorded its first album in 2011 and will perform live at Blair during Alumni Weekend this May.

“I can’t remember the exact moment that I decided to act and sing for the rest of my life, but I know it happened when I was at Blair because of the amazing resources here. I got to stretch myself and learn about what I liked as an actor and performer—as well as to find confidence in that.”
JACK BOGLE RETURNS TO CAMPUS to Address Student Body

On Monday, December 3, 2012, Jack Bogle ’47, Chairman Emeritus of Blair’s Board of Trustees, addressed students and faculty during a special school meeting in Armstrong-Hipkins Center for the Arts. Following his presentation, Mr. Bogle had lunch with this year’s dozen recipients of the Bogle Brothers Scholarship Program.

During his 15-minute speech, he touched on a number of topics, including his love of Blair and how important the education he received here has been over the course of his career. He also spoke about his tenure as chairman of Blair’s Board of Trustees during the last search for a new headmaster in the late 1980s, which resulted in the appointment of Chan Hardwick, who, with his wife, Monie, has dedicated his life to the School.

“What on earth, you must be asking, can an aging alumnus like me—a proud member of Blair’s great class of 1947—possibly tell you that would help you appreciate your years at my beloved Blair even more, atop these glorious hills on this promising new day? First, I’d like to remind you, not only of how much Blair has changed, but, of far more importance, how much has endured.”

He went on to urge students not to take for granted the opportunities Blair has given them and emphasized the importance of developing character and courage. What follows is an excerpt of his speech. To watch a video of his full presentation, please visit www.blair.edu/jack-bogle-speech.
Let me close with a few words about Blair’s continuing challenge, reaffirming the message I have tried to reinforce over the years. “The task is large…to preserve, to protect, and to defend this fount of liberal education, this island of opportunity, this community of teaching and learning.” At Blair Academy, our goal is to give each of you the opportunity to learn more than you might otherwise have learned, to accomplish more than you might otherwise have accomplished, and to develop your character and your values more than you might otherwise have developed them. If these seem like unremarkable goals, I assure you that they are anything but. You well-educated young citizens of the United States are among the most promising young men and women in our land [and] represent the core of our society and our civilization, our hope for years to come.

In this era of “teaching to the test”—as if that were all education is about—Blair offers something special: a solid education in history, in the values of our civilization, and in our cherished English language—without ignoring “reading, writing, and arithmetic,” to say nothing of science, computers, and technology.

But we also work toward something more than book-learning. In a recent New York Times essay, David Brooks (I hope you read his column regularly) put it well: “Highly educated young people are tutored, taught, and monitored in all aspects of their lives, except the most important, which is character-building. But without character and courage, nothing else lasts.” Here in the Blair community, I hope you all enjoy the (rare, I think) opportunity to develop both the character and courage that is perhaps more essential in America today than ever before.

And now, a final point that I’d like to make about our school: Yes, Chan and Monie Hardwick have led the quest—so ably supported by your teachers and administrators—to build Blair Academy into who we are today. Never take it for granted. But as they move on with our profound thanks, all of us in the Blair family need to care more than ever about our beloved Academy. So I close with these profound words from Howard Johnson, former President of the Massachusetts Institute of Technology:

“Foresight is the central ethic of leadership to protect an institution. What are the requirements necessary to make it work?

• First, the sense of purpose and objective.
• Second, the talent to manage the process for reaching new objectives.
• Finally, we need people who care about the institution. A deep sense of caring for the institution is requisite for its success.

The institution (here, Blair Academy) must be the object of intense human care and cultivation. Even when it slips and stumble (as we will), it must be cared for, and the burden must be borne by all who work for it (that’s our faculty and staff)…all who are served by it (that’s you), all who govern it (that’s us Trustees). Every responsible person must care, and care deeply, about the institutions that touch their lives.”

So as you come here, study here, and learn here, please care…and care deeply…about Blair and our community. And as the long years of your lives roll on, care too about what comes next—in your lives, your college, your career, your family, your community, and our society.

Thank you all for the opportunity to share these ideas with you, and good luck in all that lies ahead. May God bless you, and bless our school.
At the January Board of Trustees meeting, Board Chairman James P. Jenkins ’66 announced approval of the timeline for the construction of two new dormitories overlooking Blair Lake. Amidst an air of anticipation, the Board voted unanimously to move forward this winter with the dormitory project.

Both dormitories—one for upper-school girls and one for upper-school boys—will provide greater flexibility and balance with regard to student enrollment, as they replace the aging East and Davies Halls. The overall size of the School will remain unchanged; however, the additional space will allow for a more equal ratio of boys to girls, while enhancing living accommodations for both students and faculty. The new dormitories will include 89 student beds and six faculty residences. The future of East and Davies will be decided later as the Trustees continue to consider various options for their use in the years ahead.

The two new residence halls, slated to be built at the top of the campus’s front drive, will be a welcome sight to first-time visitors arriving on Blair’s campus. “The dormitory construction will underscore to prospective families Blair’s strong commitment to residential life,” noted Peter G. Curran, the School’s dean of admission. “Dormitories lie at the heart of the boarding school experience and play a key role in the overall growth of our students. Students benefit greatly from the opportunity to live daily alongside faculty who support them on their path to becoming independent and responsible adults.”

“We know our students,” one of The Seven Principles, is a phrase often used to characterize a Blair education. “So much of our students’ learning happens outside the classroom,” added Headmaster Chan Hardwick. “The new dormitories will significantly enhance the shared experience of our faculty and students living and learning together.”

As plans for the project move forward, the groundbreaking will take place during Alumni Weekend 2013, with the official opening of the new dormitories occurring in September 2014.
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**New Dormitory Naming Opportunities**

- **Boys’ Dormitory** $5,000,000
  - Named
  - Common Room
  - Terrace
  - Study Rooms $300,000
    - 3 @ $100,000 each
  - Laundry Room $50,000
  - Faculty Apartments:
    - 3-bedroom $300,000
    - 2-bedroom $250,000
    - 1-bedroom $150,000

- **Girls’ Dormitory** $5,000,000
  - Named
  - Common Room
  - Terrace
  - Study Rooms $300,000
    - 3 @ $100,000 each
  - Laundry Room $50,000
  - Faculty Apartments:
    - 3-bedroom $300,000
    - 2-bedroom $250,000
    - 1-bedroom $150,000

- **Common Green**
  - **AND LANDSCAPING** $1,000,000

**New Dormitory Naming Opportunities**
Hat Trick for Hardwick

On a chilly, gray afternoon in Blairstown, the Hurricane Sandy–delayed annual competition between Peddie and Blair got under way in the late morning. As dusk fell across the empty fields later that day, Blair had achieved an unprecedented third-consecutive Peddie Day victory to retain the Kelley-Potter Cup.

In winning both football games, both cross country races, and JV soccer and JV field hockey games, Blair had its easiest win in Cup history, though each contest was intensely competitive. Boys’ cross country upset a heavily favored Peddie team, and thirds soccer defeated Peddie for the first time in Kelley-Potter Cup history with a goal in the final minute. As the football game concluded to chants of “Yes We Chan!” and “Bucs, Bucs, Bucs” from the spirited Blair crowd, Headmaster Chan Hardwick and Peddie Headmaster John Green called the school communities to the 50 yard-line of Hampshire Field for the Cup ceremony.

With both headmasters stepping down at the end of this year, the Blair student body presented them with a framed photograph from an earlier Blair/Peddie Day. Following that presentation, Mr. Hardwick and Mr. Green both thanked each other’s schools, and then Chan asked his wife, Monie, to present the Cup to this year’s Senior Class Council, thanking her for her partnership at Blair during their 24-year career and thanking the students for giving them a “Hat Trick for Hardwick.”
To see more photos from Peddie Day 2012, please visit:
www.blair.edu/peddie-day-2012
As current and former students know, one of the things that makes the Blair experience so extraordinary is the fact that the school community is truly global: international students make up 17% of the student body and come from 28 countries from around the world. Each of those students brings a unique perspective into the classroom, onto the playing fields and into their dorm room.

“Nearly one-fifth of Blair students live outside of the United States, which makes the school a virtual melting pot where kids learn to participate in a global community comprised of many cultures, traditions and viewpoints,” said Chan Hardwick, who has seen Blair become more ethnically and culturally diverse during his 24-year tenure as Headmaster. “In today’s increasingly globalized society, learning to become a global citizen is exceedingly important, something that Blair faculty members recognize and encourage.”

Despite their different interests, activities and backgrounds, all four students agree on one thing: Blair has provided them with opportunities that they would not have had otherwise—and, throughout their time as students here, they have also made a point to try and give back to the diverse community that has given them so much.
Kelvin Serem

**CULTURAL DIFFERENCES:** The oldest of seven siblings, Serem grew up in Kibargoiyet, Kenya, a village in the highlands of the Rift Valley near Iten and Eldoret. Before arriving at Blair in August 2011, he had never traveled outside of Kenya, where his family works as subsistence farmers without electricity or easy access to clean water. As a child, when Serem wasn’t working in the fields, he was studying hard, a practice that paid off in 2009 when he was the only teenager in his village of a few thousand to attend St. Patrick’s, one of Kenya’s most selective boarding schools. His family struggled to pay the tuition fees, but managed to keep him enrolled during his freshman and sophomore years.

**ROAD TO BLAIR:** As a sophomore at St. Patrick’s, Serem first heard of Blair Academy from his school and teachers. Veteran Blair faculty member Dr. Martin Miller had arranged a scholarship for one worthy St. Patrick’s freshman or sophomore to attend the northwestern New Jersey boarding school. Dr. Miller was familiar with St. Patrick’s because of its reputation as a superior school training some of the world’s best runners, but what he was looking for was a student who would thrive personally and academically in the Blair community.

The faculty at St. Patrick’s interviewed 350 students and selected Kelvin Serem as the best candidate because of his character and scholarship. “He arrived on campus in August 2011 and has since then become an extremely well liked and respected member of his class, a diligent student, an outstanding athlete and a reserved role model for other students,” said Dr. Miller, who is Serem’s advisor and cross country coach.

**FAVORITE PARTS OF THE BLAIR EXPERIENCE:** Without a doubt, the quality education and college preparation that Blair offers has been what Serem treasures the most. He arrived in Blairstown not knowing much about the U.S. educational system, but has since found Blair’s course content to be deep and broad in comparison to what he learned at his former schools.

“In particular, the ratio of teachers to students is very impressive,” explained Serem, who won the Joan and Fernando Marcial Prize in 2012 as the international student who surmounted the most formidable barriers. “At my old school, I had classes with 57 students in them—but at Blair, most of my classes have eight to 10 students, making the experience more personal and one-on-one.” Likewise, he enjoys the wide range of electives at Blair, which have given him a chance to “explore his strengths, weaknesses and potential” in mathematics and the sciences, subjects where Kenyan curricula is limited.

Serem also counts the close friendships he has forged with fellow students and faculty members as one of the best part of being a Buccaneer. “When I wake up, I say to myself, ‘this is another great day, make it successful,’” said Serem, who won the Mid-Atlantic Prep League cross country championship in 2012. “Being part of the Blair community has transformed my life by giving me the best education anyone could hope to get.”

And Serem has done his part to enrich the lives of his fellow students and faculty members during his time at Blair. “He has taught us all something about privilege, developing-world realities and good fortune often taken for granted,” said Dr. Miller. “It is hard to find someone less ‘Western’ and urbane who can still function so well in our academic world.” The fact that English is Serem’s third language—after Kalenjin, the lingua franca of East Africa, and Swahili—makes his academic success even more impressive.

**ON BLAIR’S INTERNATIONAL CULTURE:** At Blair, Serem lives and studies with students who come from four other continents, something that is unheard of in Kenya. He calls Blair a “global village” that promotes diversity and unity of purpose among students of different backgrounds. “My classmates come from all over the world and enjoy learning from each other, sharing experiences and challenges.
and strengthening each other’s academic work,” he explained. “The international culture is something you can feel in the dormitories, dining room, library, classes and on the sports fields.”

**PLANS FOR THE FUTURE:** Two years at Blair have made Serem even more certain of his life’s mission: to make his hometown and country better places for everyone to live and work. “To do that, I will need a fine college education here in the United States,” said Serem, who was accepted to Lafayette College with a full scholarship in late January. “But I will also need to keep a winning attitude and work ethic that will keep me focused on my goals. Looking backward, I can see all of the hurdles I have overcome; when I look forward, I can see even greater hurdles that I must clear. My conscience is telling me to look straight ahead with honesty and confidence, and I am very excited about what the future holds.”

**Torera Fagbenle**

**CULTURAL DIFFERENCES:** A British citizen of Nigerian decent who grew up in London as one of 12 siblings, Torera still finds the differences between the American and British educational systems striking when describing her formative years. “My primary and secondary schools had strong emphases on morals, manners and learning, which means that I’m still unable to stop calling my American teachers ‘Sir’ and ‘Miss,’ even after much pleading,” she laughed. In the United Kingdom, students typically work on one or two major assessments each marking period, a far cry from the many projects assigned in the United States’ model of education, to which she had no exposure until she arrived in Blairstown in 2010.

Much like Blair, England is, she says, a “wonderful melting pot” that attracts people from all over the world. “In general, America is more laid back and laissez-faire in its approach to living and working,” Torera explained. “Similar to the United Kingdom, though, there exists a culture in the U.S. that nurtures dreams, is fiercely patriotic and welcomes foreign students into its schools with open arms.”

**ROAD TO BLAIR:** Her older sister, Temi Fagbenle ’11, came to Blair in 2008 and had only good things to say about her experience as a student, calling it the “ideal school for post-secondary education,” so Torera decided to apply. “The supportive network at Blair really cemented my decision to fly 3,000 miles away from home to go to school,” she said. “No other institutions were even on the list, which is a testament to Blair’s commitment to academic and athletic excellence.”

“During her time at Blair, Torera has grown into a globally aware and tri-cultural young woman who has, as much as any student in my 14 years at Blair, added to the intellectual and spiritual life on campus during her time at the School,” said her advisor and college counselor Joe Mantegna. “She is perhaps one of the most elegant and accomplished public speakers in the entire Blair community, and we have all benefited from her willingness to speak up in Skeptics, Thursday Chapel and other venues.”

**FAVORITE PARTS OF THE BLAIR EXPERIENCE:** What amazes her most about Blair are the student-teacher relationships, which she says are nothing short of friendships, except with the addition of homework and quizzes. “I have benefitted greatly from these relationships, from long talks late into the night to weekly extra help in preparation for a big exam,” explained Torera, who served as captain of the tennis team this fall. “Never have I experienced such widespread support and love. It is as if the whole school is conspiring to ensure that we succeed.”

In particular, she says her public speaking skills, ability to work on tight deadlines and appreciation for beauty have grown and deepened during her time in Blairstown. Outside the classroom, her favorite parts
of the Blair experience are scattered around campus. “From nervously but excitedly reciting Shakespeare in my first English class in Clinton, to playing guitar beside the fire pit outside of Annie Hall, to intense snow fights in the Bowl—my time at Blair has been a series of unforgettable experiences and events that I would not trade for anything,” she said.

**ON BLAIR’S INTERNATIONAL CULTURE:** Torera credits Blair with broadening her outlook on the world by constantly stressing the importance of community and awareness. “From the trust placed in me as a prefect in Annie Hall, to the endless encouragement from my peers, the faculty and even other parents, Blair provided an ample platform for me to strive for better and, in turn, do better,” she explained. “I am not certain about many things, but I know that I will go out into the world a more cosmopolitan, kind and compassionate person.”

**PLANS FOR THE FUTURE:** After graduating this May, Torera plans to intern at a non-profit organization over the summer before enrolling at Lafayette College. Beyond completing her undergraduate work at a well-respected U.S. institution, she will carry forward the lessons that Blair alumni and faculty have taught her about life, both inside and outside the classroom.

“At Blair, I was taught math, science, the humanities and the arts, but I also learned so much more than that—how to treat my fellow human beings and the importance of compassion and consideration in all settings,” she said. “One day, I would like to work in an institution that places the aforementioned values above money and prestige, something which is a direct result of my Blair education.”

**Haeyoon Chung**

**CULTURAL DIFFERENCES:** Born and raised in Ulsan, Korea, Haeyoon attended a public middle school that, like many institutions in that country, encourages uniformity in the learning process. “In general, especially in Korean public schools, it is almost impossible to maintain one’s interest in different fields such as music, the arts or athletics—even academics—because all students are obligated to learn in the same way,” she explained. “However, I was fortunate to become a member of my school’s broadcasting club and was selected for a specialized extracurricular academic program offered by Ulsan University for middle school students. When I first came to Blair, I was astonished by the diverse opportunities students have outside the classroom, such as participating in sports teams, clubs and after-school events.”

**ROAD TO BLAIR:** Given the fact that Haeyoon’s older sister, BoBeen Chung, was a member of the class of 2011, the decision for Haeyoon to come to Blair was an easy one for the Chung family to make, as they were familiar with the school’s many strengths. “We all recognized that Blair is an intimate community where teachers actively engage in individual student’s lives and strongly support them to pursue their interests inside and outside of the classroom,” said Haeyoon, who maintains a near-perfect GPA and plays the cello in Blair’s orchestra. “For these reasons, Blair Academy was the only boarding school to which I applied, and I am thankful to be here today.”

**FAVORITE PARTS OF THE BLAIR EXPERIENCE:**

At Blair, the more you put into the experience, the more you get out of it—a lesson in self-awareness and personal responsibility that Haeyoon has found invaluable. “The harder Blair students try, the faster they grow and develop as wise individuals,” she explained. “While I used to be dependent on my parents to help me make every decision, I am now able to handle problems on my own.”
And unlike the Korean school system, Blair offers a wide range of classes and activities, helping its students become well-rounded individuals who are prepared to succeed in college. “The academic experience at Blair is completely different from what I was used to in Korea, where classes had 30 to 40 students and participation was not encouraged,” noted Haeyoon, who counts Blair’s small class sizes among her favorite parts of the Blair experience. Although she was at first shy to ask questions and take part in class discussions, she has become one of Blair’s most enthusiastic contributors over the last three years.

“Haeyoon is incredibly hardworking, positive and intelligent,” said her advisor, David Facciani, who considers her among Blair’s best students. “Last spring, she was selected as one of three finalists in the sophomore public speaking contest, quite an accomplishment given the fact that English is her second language. As a member of the varsity winter and spring track teams and a dedicated musician, she takes advantage of all Blair has to offer, contributing a positive attitude and winning smile to everyone she meets.”

**ON BLAIR’S INTERNATIONAL CULTURE:** Blair goes a step beyond helping its students understand the global nature of society today by actually immersing them in a community of many different cultures, perspectives and experiences. Living amongst students from so many different ethnicities and nationalities prepares students for college and the global workforce in a way that regional or day schools simply cannot—something that Haeyoon says is brought to life each year during International Weekend, an annual event that highlights national and regional cuisines, crafts, fashion trends and traditions with the goal of educating students and making them feel more connected to other cultures (please see story on page 29).

“By offering opportunities such as these, Blair helps us to understand and embrace the world’s diversity, while also helping international students adapt more easily to American culture,” she explained. “In this way, Blair is a unique community that truly supports and prepares students to live in a global world.”

**International Students: A FIRSTHAND VIEW FROM THE CLASSROOM**

For seven years, Mr. Clarke has traveled annually to Kenya with Blair students and faculty as part of the Blair-in-Kenya program, an extraordinary opportunity for those who have participated.
PLANS FOR THE FUTURE: After graduating from Blair in 2014, she plans to attend college in the United States, but has yet to decide what her course of study will be—though Blair’s science classes have been among her favorite to date. “Being at Blair has broadened my interests and exposed me to subjects that other high schools don’t even offer, such as biotechnology,” said Haeyoon, who impressed the Blair community in the fall of 2011 when she was named as a Siemens Competition national semi-finalist for a science project she completed as a student in Korea. Her work was selected from that of more than 2,400 high school students from across the United States—an impressive accomplishment for someone so young.

Hari Tiwari

CULTURAL DIFFERENCES: Having grown up in Dubai, Hari was well accustomed to living in a multicultural and tolerant community when he arrived at Blair in 2012. His previous schools followed an international baccalaureate (IB) curriculum, something he felt left his math and science abilities lacking. After determining that a postgraduate (PG) program offering higher-level courses would better prepare him for selective colleges and universities in the United States, Hari enrolled in Blair as a postgraduate last year. He describes the UAE and American cultures as very similar, though he notes that Dubai is much more conservative and has strict rules about the clothes that can be worn in public.

ROAD TO BLAIR: After graduating from the prestigious Dubai International Academy in 2012, Hari found Blair’s website during an Internet search for postgraduate programs. Shortly thereafter, he interviewed with the admission office via phone and Skype, but did not set foot on campus for the first time until September 2012. What convinced Hari and his parents that Blair was the best choice for them was the broad range of courses the school offered, which made it stand out from peer schools and would allow him to hone his math and science skills before applying to colleges.

By history teacher Quint Clarke ’87

As a teacher of freshman world history, the international flavor of our student body provides an incredible educational benefit. Imagine how helpful it is when learning about North Korea’s nuclear ambitions to hear the perspective of a student from South Korea who is impacted most immediately by the situation. Or to have an Indian explain her fears over a potential nuclear conflict with Pakistan. Similarly, the African boy puts a real-world face on developing-world charity, and the girl from Afghanistan places a human touch on the horrors of the Taliban. The German student has a much different perspective about World War II than his other European and American counterparts, as does the Russian student about the Cold War.

Our understanding of the current economic connection with China is brought to life by the student from Beijing, and a British student’s view of American policies from across the Atlantic often fosters a fascinating and helpful discussion. The educational benefits that flow from having a diverse, international classroom are invaluable and provide students with a deeper and richer learning experience that most schools can’t offer. Of course, friendships are ultimately built not on differences but on similarities, and in the end, our students learn that, while they might come from different places and different backgrounds, their common love of sports, music, art, food and even video games is what brings and keeps them together as friends. It doesn’t take long until “my friend from Spain” becomes simply “my friend,” and both sides benefit enormously from these kinds of relationships.
“Hari has brought to the Blair community a zest and an energy that are palpable,” said Lew Stival, Blair’s dean of college counseling. “He is passionate about engineering and very much wants to pursue that study in college, but he also happens to be a talented humanities student who loves to read, write, discuss and debate. As a result, his additional year of high school has been an exercise in building an even more solid academic foundation.”

**FAVORITE PARTS OF THE BLAIR EXPERIENCE:**
As a PG, Hari compares his Blair experience to four years of high school in the UAE. Though he notes some similarities, he says his favorite parts are “the willingness of teachers to help students in any way they can—and the fact that the library is absolutely huge in comparison to my old school.” Like Haeyoon, he counts Blair’s diverse curricula as one of the best parts of being a student. “Just to give one example, for years, I have been interested in robots, and once I got to Blair, I actually had the chance to pursue that interest by participating in the robotics after-school activity,” said Hari, who is also a member of the tech crew and the outdoor skills group. In addition to his extracurriculars, he is juggling three AP classes and one beyond the AP level (multivariable calculus).

He also appreciates the fact that Blair doesn’t follow the IB curriculum, which forces students to choose the courses they will take as juniors and seniors at the end of their sophomore year. “Once you’ve decided, you can’t change later on, and you only go to classes with people in the same grade as you,” Hari explained. “At Blair, you have a lot more freedom and flexibility, as well as the opportunity to meet people of different class years. Although both models have their advantages, I prefer the system here, as it gives me much greater choice when it comes to my course load and schedule.”

In his eight months at Blair, Hari has been most impressed by Blair’s vibrant residential life program. “We had none of this at my old school, and I find myself energized by those around me, all sharing similar aspirations,” he said.

**ON BLAIR’S INTERNATIONAL CULTURE:** Hari calls Blair’s acceptance and tolerance for people of all ethnicities, nationalities and cultures contagious. “The international nature of Blair’s residential community made coming to America as an international student much easier,” he said. Although Hari admits he was slightly nervous about cultural barriers that might exist at Blair, he quickly determined that those fears were unfounded, thanks to the high level of cultural diversity and acceptance on campus. With students from around the United States and the globe, students are excited to meet peers from other parts of the world, and such enthusiasm has become part of the Blair community’s increasingly multicultural fabric.

**PLANS FOR THE FUTURE:** Next year, Hari will attend his first-choice college, Georgia Institute of Technology, which is one of the top research universities in the United States. Given this positive outcome, he is gratified that Blair has helped him to accomplish what he set out to do: take a wide variety of science courses that have helped supplement his plan to study applied sciences as an undergraduate student. Going forward, Hari hopes to carry with him what he has learned at Blair about community living, tolerance and looking on the bright side of things. “The atmosphere at Blair is just fantastic,” he said. “The School community’s reaction to Hurricane Sandy showed me how a positive outlook can carry one through any hardship. Coming here, I was surprised at the level of determination and optimism shown by the student body, and I can say that I learned more about the importance of community in that one week without power than I did in my entire school career beforehand.”
International Weekend celebrates cultural cuisines, fashions & traditions

Blair students come from 28 countries, so it is no surprise that members of the community enjoyed having the opportunity to celebrate and share their cultural and ethnic heritages with others at the 18th-annual International Weekend.

Held each January in the Romano Dining Hall, this annual event highlights national and regional cuisines, fashion trends and traditions with the goal of educating students and introducing others to their native countries.

“International Weekend brings the community together as students join ranks to show their pride in their lands of cultural heritage,” said language teacher Maria Bowditch, who organizes the event. “Over the years, more and more parents have generously volunteered their time by cooking and serving food, as well as by sending clothing to campus. The success of the weekend depends on community-wide collaboration, from language teachers to small groups of students.”

This year, the event included more than 20 tables representing different nations, each manned by groups of students offering samples of food typically consumed by people of that nationality. “For the first time this year, we had tables representing Armenia, Vietnam and Ethiopia,” Mrs. Bowditch explained.

The international celebration continued throughout the weekend. Following dinner in the dining hall on Saturday evening, as well as dance lessons, performances by Korean musicians and piñatas for the faculty children, the community gathered in The Black Canteen to continue the festivities with dancing and karaoke. On Sunday, there was a fortune-cookie eating contest and a trip to a popular local sushi restaurant. At brunch, students had the opportunity to learn how to play the board game International Diplomacy. Later in the day, Chinese teacher Lian Wang led a yoga-based Vespers on global harmony.

To view photos of the weekend’s festivities, please visit: www.blair.edu/international-weekend.
Blair Takes ‘Skeptics on the Road’ to Los Angeles

On Tuesday, January 8, Chan and Monie Hardwick welcomed Blair parents, alumni and friends to a “Skeptics on the Road” presentation in Los Angeles featuring host and speaker Blair Kohan ’85. A motion picture agent and partner at United Talent Agency (UTA), Ms. Kohan has been named to The Hollywood Reporter’s “Power 100” list of women in entertainment for the past three years.

After losing touch with Blair Academy for a number of years after graduation, she “rediscovered and reconnected” with the school at her 10-year reunion in 1995. “Everything I learned at Blair and everything I became as a result of my experience there is a really big part of why I became productive and successful,” Ms. Kohan told the audience. “It is an honor to have been asked to speak to you about this place that has had such a profound effect on my life and for which I feel such a deep sense of gratitude and commitment.”

Infusing her speech with some humor about her own teenage years and current profession, Ms. Kohan noted that she came to Blairstown from Miami with “very little focus, not a lot of direction and definitely no discernable skills or talent yet. I was poorly read; I made reckless, impulsive decisions; I was a slight bit angry at 13 and really obnoxious. Little did I know then that these were the exact qualities that would enable me to become a successful Hollywood talent agent.”

She credits the school’s structure and consistency with instilling in her an ethic of discipline, community, selflessness and love of learning, all of which have been essential to her success at UTA over the past 15 years.

Success began at Blair, where Ms. Kohan went from visiting regularly with the Dean of Students’ office to serving as a prefect her senior year and winning the Franklin Prize as the class’s most improved student.

“Blair taught us to work hard and play hard,” she said, “but, perhaps more importantly, Blair saw our potential, even when we couldn’t see it ourselves.”

To watch the “Skeptics on the Road” presentation in full, please visit: www.blair.edu/skeptics-on-the-road.
In mid-January, senior Torera Fagbenle ’13 spoke to fellow students and faculty members about love and considerateness at Thursday’s weekly Chapel.

During her 15-minute presentation, she talked about the nostalgia and wisdom found in yearbook signings, specifically one short sentence written by a friend who encouraged her never to stop loving people. In analyzing that inscription, Torera considered what it means to love, why everyone should strive to be their best selves and why consideration is such an important character trait.

Below is an excerpt from her speech.

“Love drives everything. Whether that’s a love for school, basketball, people, money, the environment, it is love nonetheless…This is something that I challenge you to think about when interacting with anyone and everyone; oftentimes, it may seem easier to be angry or spiteful, but I promise you that showing love to one and all is also very simple. There are two steps: first, do it, and second, keep doing it. In some ways, simple does not mean easy. At times, we as people are scared of love, and I am not exempt. Sometimes we hold back because we’re scared of being vulnerable or scared that the other person won’t reciprocate the feeling. But out of this almost irrational fear, we make mistakes, and we end up even more scared and further from love than when we first started. It is something that takes time, but, first, you must put the idea into your mind, and then the act will follow.

In the more recent years of my life, I have interacted with people who had lived relatively sheltered lives and

“I’m always measuring myself and checking my character, and I am 100-percent sure that this, in turn, has made me more considerate and, also, hopefully, a person my parents can be proud of. They didn’t let me leave to study in a foreign land to not do the best I could, and this is a challenge I carry with me all the time.”
have not come across many people different from how they were. And sometimes their perceptions of me were shaped by a preconceived notion or notions. This was very new to me, as I had never been taught to judge a man by anything but his character. And so every time I spoke, or dressed, or stood, or laughed, or felt strongly about something, I knew that I had to give the best possible view of myself and everything that I consciously and unconsciously represented, lest the person I was talking to came away with a generalization. I realized that I could not falter, because every time I opened my mouth to speak, there were some who already knew, or thought they knew, how I should sound.

There have been many times that I have been disregarded simply because people thought they could automatically read me, and therefore did not wait or take the time to find out. And so that is why I say, be the best possible portrayal of whoever you are or wherever you come from. It doesn't matter whether or not you are of a particular religion, race or creed that entails widespread misconceptions; simply paint the best picture for people. You might be the only chance. It's about being the best. The word 'best' suggests that this is a competition, and to some extent, yes, it is a competition. But it's one where everyone can come first, *everyone* wins, especially in a setting like Blair’s. And being the best does not necessarily mean that you have 'made it,' or reached the last step, because it never ends. It is about being better, all day, every day. But being the best does not necessarily mean winning the most medals or being the top Division 1 recruit or being voted valedictorian. It does not always mean ‘winning’ in the denotational sense of the word, because it is possible to win even when you have lost. That is the one thing the Coach of the British women's basketball team constantly told his players: if you have given everything you can, then you can never lose. Think about that: if you give everything you possibly can, then you can *never* lose…

Forgiving a friend who may not change his or her ways in the near future, that’s a win. Studying hard for a quiz that may not necessarily affect your grade, that’s a win. Trying your best on the SATs, even though it may not be the best measurement of your intelligence, that is winning. And it goes on. But I honestly think that this is how you are the best. The best by all standards…

And so I’ll tell you a secret: I quite like the fact that I have to live so carefully because it means that I’m always measuring myself and checking my character, and I am 100-percent sure that this, in turn, has made me more considerate and, also, hopefully, a person my parents can be proud of. They didn’t let me leave to study in a foreign land to not do the best I could, and this is a challenge I carry with me all the time. And I hope it is one that you will consider also—how to make yourself, as well as the ones who allow you to be here, proud.

In my favorite and widely quoted poem, ‘If’ by Rudyard Kipling, Kipling writes, ‘If you can wait and not be tired by waiting, or being lied about, don’t deal in lies, or being hated, don’t give way to hating, and yet not look too good nor talk too wise.’ Well, what does that mean? Kipling’s words obviously pertain to life and all who have it, but his idea is much grander than that. I think about this a lot—and, to me, it is to live indefatigably and to learn insatiably. It is to be bullied and to not then become a bully. It is to sit in your Econ class and actually listen because *this* is the real world. It is knowing that people are lying about you and restraining from turning around to lie about another person, thereby keeping your values intact, and hopefully inspiring someone else to strive for the same.
“That is the one thing the Coach of the British women’s basketball team constantly told his players: if you have given everything you can, then you can never lose. Think about that; if you give everything you possibly can, then you can never lose…”

And, lastly, it is to do all of this with humility in your heart. And if not in your heart, then in your mind, because the lie always makes way for the truth. Be balanced, but don’t look at imbalance and turn your nose up, because you, too, were once imbalanced. It is the Blair graduate who received financial aid when here who, finding herself in a position of wealth, gives back to the place which allowed her to grow and, in turn, provides the lot and seed for another to grow. Or the boy who was discriminated against in high school for being gay who, as a freshman in college, starts up a support group for other gay kids. Or the girl who felt inadequate throughout her teenage years and saw self-harm as the only way out, who gives up her free time to counsel other girls in the same position. It is to be beaten down and then to help those who are beaten down. To make an observation, and understand that you then have an obligation. I think that is balance and considerateness. Not considerateness so much in terms of manners—though they are helpful—but more so knowing yourself and having the empathy to know others and, in turn, see things from their point of view.

I think about those who would give anything to be here, and when I do, it becomes obvious that there is no room or time or energy for complaining. If you can see things from another’s point of view, then everything suddenly becomes so much easier. Through consideration, you learn to love.”

To watch a video of Torena’s full remarks to the school community, please visit: www.blair.edu/torera-fagbenle-chapel
To promote interdepartmental communication and highlight best teaching practices, Blair’s academic departments have begun hosting “open houses” for teachers of all academic disciplines. To date, the language, mathematics and fine arts departments have encouraged their colleagues to visit select classes over the course of several days, asking them to observe every-day teaching methods and provide feedback.

“When members of a department visit one another internally—a practice that Blair faculty promote—there is a tendency for teachers to focus on the subject matter,” explained R. Latta Browse, chair of the math department, which hosted its first open house in mid-January 2013. “We wanted non-math teachers to visit and take a closer look at pedagogy and classroom management techniques. Among our goals was to foster informal conversations that give both visitors and those visited helpful tips on how to make the classroom experience the best it can possibly be.”

The language department had a similar experience when it held its open house in late November 2012. Over the course of four days, language teachers hosted 15 visiting teachers from other departments, as well as eight language teachers who simply wanted to see what their colleagues were up to in the classroom. “We didn’t showcase anything more than what we do every day,” said language department chair Tim Devaney. “We emphasize teaching in the target language, and each teacher has a unique way of conveying the intricacies of the language he or she teaches. That’s what our colleagues saw.”

In addition to soliciting feedback from other teachers, the open houses have served to energize department members. “The week fostered a feeling of esprit de corps among us as a department and a sense of collaboration with those who visited us and gave us feedback,” continued Mr. Devaney. “I would recommend that all other departments give it a try—it was definitely a worthwhile experience.”

The conversations that result from the in-person visits are one of the most valuable outcomes of the new initiative, added Rachel Stone, Blair’s assistant headmaster for faculty. “By welcoming colleagues into classrooms, academic departments are giving faculty the chance to observe myriad teaching styles and approaches, as well as the opportunity to engage in follow-up discussions that are professionally rewarding,” said Mrs. Stone.
New Online Resources Developed by Blair Teachers Transform Math Education

Two veteran Blair math teachers developed a novel web-based resource that has been met with enthusiasm by faculty and students alike. Over the course of last summer, Nathan Molteni and John Padden finished two sections of a continually evolving website designed to further learning as the math department went bookless during the 2012-2013 school year.

“Two sections of the site are currently operational, the first of which is called ‘the Backbone,’” explained Mr. Molteni, who developed this portion of the site. “The Backbone takes a universal look at mathematics through select readings and is meant for students who want to self-pace their math learning or get a different idea of how concepts, equations and theories fit together.”

The second section, which was created by Mr. Padden (pictured right), is known as “the Book.” “Essentially, it is a compendium of algebraic concepts—80 pages of elegantly condensed notes that are readily accessible to students in a wide range of skill and course levels,” he explained. “It is especially valuable as a resource for kids who have learned the material before and are looking to re-teach themselves as a refresher.”

Both sections are updated on a monthly basis with attached problem sets, various reference guides and video demonstrations of problem-solving, as well as video lectures.

This new website—which Blair students can access by logging into the student portal at www.blair.edu and clicking “the Math Backbone”—came at a perfect time for the math department, which decided in 2012 to stop using textbooks in most of its classes.

“As the department transitions to this new model of learning, the math website developed by Mr. Molteni and Mr. Padden fills an important gap for teachers and students adjusting to classes without textbooks, while keeping students continually engaged in the process of learning and re-learning. “What Nathan and John have created is a centralized, condensed version of what had once been scattered throughout the various textbooks, allowing students to review the material themselves from their past courses in anticipation of more advanced coursework to come,” Mr. Browse continued.

Although the math department has been discussing the development of a website that would unify math terminology and curriculum for years, last summer was the first time faculty members were able to bring the idea to fruition by building a collective math resource that students at any course level can access.

“By developing this site, we wanted to build enthusiasm for math and give students additional resources that allow them to take personal responsibility for their own math education,” said Mr. Molteni. “On a personal level, developing this resource has been an incredibly rewarding experience for us as teachers—it is so liberating to have ownership over content we created, as opposed to following a textbook written by someone else.”
In mid-October, more than 20 Blair teachers attended a morning workshop that offered faculty members an opportunity to experience a Harkness-style discussion and consider ways that this style of teaching can be integrated into the Blair classroom. Sponsored by the faculty’s Professional Development Committee, the 75-minute, interactive program was designed by History Department chair Mike Eckert (pictured below) and history teacher Jason Beck.

“To introduce faculty members to the process, we first showed the group the short video of Jon Haidt on ‘The Moral Roots of Liberals and Conservatives’ and then asked them to read the Articles of Confederation,” said Mr. Eckert, who attended a five-day working conference on the student-centered Harkness pedagogy at the Exeter Humanities Institute in late June 2012, an annual event for which he urged his colleagues to register.

“Afterward, we looked at various ways to track and manage resulting discussions in the classroom, evaluate how our own discussion went and look at ways to use this style of teaching with our own students.”

In a Harkness-style class, students take control of their own discussion with subtle guidance from a teacher whose main role is to frame the conversation and then observe and evaluate its outcomes. Usually seated around a table facing one another, students work collaboratively to organize the discussion’s trajectory, summarize what’s already been said and answer questions. The methodology originated at Phillips Exeter Academy, where all classes are taught in this style.

Following the October 17 workshop, both Mr. Eckert and Mr. Beck talked more about the Harkness pedagogy on the Professional Development Committee’s blog, a forum designed to foster discussion, exploration and collaboration, while helping each member of Blair’s faculty to grow professionally and serve students better. In particular, they highlighted two challenges to student-led discussion: identifying appropriate content and ceding control as a teacher.

“It is easy to get caught up in the mindset that content coverage denotes accomplishment, but it comes down to the skill set that we teach within the framework of the actual content,” wrote Mr. Beck, who attended the Exeter Humanities Institute conference on the subject several years ago. “And while there is nothing more terrifying as a teacher than realizing that I can’t and shouldn’t control everything in my classroom, we are more effective educators and intellectual role-models when we let go and empower kids to guide the conversation, critique each other, correct misperceptions and misinterpretations, and find out what it is they are really interested in within the framework of the assignment.”

The resulting periods of silence can be uncomfortable, but Mr. Beck encouraged his colleagues to “listen more and talk less, to embrace opportunities for even the most reticent student to step up and to help students provide each other with context.”

One of the methodology’s greatest benefits is that it inspires students to be more inherently responsible for their ideas and help each other develop those thoughts, added Mr. Eckert. “Using this approach puts students in a situation where the onus of learning is on the class as a group,” he explained. “And being that every student is expected to play a role in class discussion, it also forces students to become more comfortable expressing themselves verbally in front of their peers.”

Looking forward, Mr. Eckert and Mr. Beck plan to offer another workshop that shows faculty members how Harkness-style discussions can be incorporated more specifically into science and math classes.
Students Participate in Model UN at Columbia University

A delegation of 17 Blair students traveled to New York City from January 17 to 20 to participate in the 12th session of the Model United Nations Conference and Exposition at Columbia University, also known as CMUNCE XII.

“As one of the country’s premier high school conferences, CMUNCE offers delegates from around the world the opportunity to come together and participate in a unique debating experience,” the event’s website said in its welcome to participants. “The majority of our committees are small and crisis-based, which gives delegates the opportunity to engage in fast-paced simulations and a level of debate rarely found on the high school circuit. Our distinctive model ensures that delegates are engaged and involved throughout the entirety of the weekend as they navigate crises executed by our fantastic staffers.”

This year, the program included some new committees created to deal with real and fictional past and present issues. Blair students were assigned to the following committees, each of which wrote position papers during the four-day event. For more photos from the event, go to www.blair.edu/model-UN-2013.

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<td>The Oslo Accords</td>
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<td>Defending the Nation: South Korea’s Agency for National Security Planning, 1981</td>
<td>David Mascarenhas ’14</td>
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<td>Paradise Lost</td>
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<td>Taiping Rebellion</td>
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<td>The Organization of Petroleum Exporting Countries (OPEC)</td>
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<td>and Zoe Garvey ’16 (double delegation for Canada)</td>
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<td>European Union (EU) Council</td>
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<td>and Karthik Reddy ’15 (double delegation for the Czech Republic)</td>
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In late January, 23 students also traveled to the University of Pennsylvania to compete in a Model UN delegation in Philadelphia. Representing committees that ranged from the Civil War to UNESCO to women’s rights, the students had several meals at Reading Terminal Market and visited two legendary cheesesteak restaurants. “Our delegates worked very hard and had a blast, in between ordering hot delivery cookies,” said history teacher Hans Doerr, who chaperoned the trip.
After 24 years of service to the School, the Trustees wish to recognize Chan and Monie Hardwick by naming the landscaping and common green of Blair’s two new dormitories in their honor. Once complete, the Hardwick Common Green will serve as an outdoor retreat for students and teachers—a place to relax, study and enjoy the view of Blair Lake.

“As Chan and Monie’s tenure has been distinguished by a strong sense of place and community and by their own personal connection and commitment to Blair students, naming this special spot on campus where boys and girls will gather seems a fitting tribute to them and will help Blair to successfully complete this final project of their tenure here,” said Blair’s Board of Trustees Chairman James P. Jenkins ’66.

An on-campus gala celebration in honor of the Hardwicks will take place on Saturday, May 11, during Alumni Weekend. To learn more or register, visit www.blair.edu/celebration-dinner.

If you are interested in making a gift to this project in addition to your Blair Fund contribution, you may do so online at www.blair.edu/celebrating-the-hardwicks or by contacting Cara Mohlmann, director of advancement, at (908) 362-6121, ext. 5628, or mohlmc@blair.edu.
Second Ritzenthaler Scholarship Helps Students Afford a Blair Education

Education has always been a priority for the Ritzenthaler family, and fortunately for Blair, the Jack Ritzenthaler ’37 Scholarship is the second established by the family. The family’s legacy of scholarship support began in 1963 when Jack set up the original scholarship to honor his own father, John C. O. Ritzenthaler. A successful businessman in his day, John believed strongly that there was no gift more valuable than a quality education—a belief that his family still holds today.

John G. Ritzenthaler ’37, better known as Jack, spent three years at Blair, and his reputation on campus was that of a warm and likable student—a “swell fellow with a cheery disposition,” according to the 1937 ACTA. Unlike his father, who was never formally educated, Jack continued his studies at Cornell University and Johns Hopkins University, obtaining a medical degree in obstetrics and gynecology. He then served in the Army through the Korean War, rising to the rank of Lieutenant Colonel before establishing his medical practice in the small town of Farmington, N.M. Dr. Ritzenthaler quickly garnered a special status among his colleagues and patients. A devoted and personable physician, he remained true to his character, using his professional skill and genuine kind-heartedness to benefit others throughout his long and successful career. Dr. Ritzenthaler touched many lives and left a lasting mark. The San Juan Regional Medical Center recently honored him posthumously for his tireless work.

The Jack Ritzenthaler ’37 Scholarship puts an indelible stamp on the family’s legacy of providing financial support to capable boys and girls seeking a college preparatory education. “Our father was a real people person, and he always remembered and appreciated the opportunities he had at Blair and how the School helped shape his future,” noted his eldest son, John ’65. Both he and his brother, Jim ’69, forged their own way at Blair and, along with their sister, Lynne, and mother, Jean, share the conviction of the importance of education. Jean, in particular, loves reading the letters from the Blair scholarship recipients who write to the family each year and enjoys seeing their photos. “The personal information makes me feel like I know these children and makes it more meaningful,” she said.

“We hope that the students who receive this scholarship will set their sights high and do their best to strive for special achievements to match the special opportunity that they have been given,” John added.

“I want to thank you for your family’s contribution to Blair. It is truly evident to not only me, but also to my friends and family, that the education I received at Blair helped me achieve goals I never knew I could reach. I came to Blair hoping to be changed for the better, but because of Blair, I know I’ve been changed for good.”

—Alexandra Reed ’11, in a letter of thanks to the Ritzenthaler family

For more information on establishing a named scholarship, please contact Velma Lubliner, assistant director of advancement for capital giving, at (908) 362-6121, ext. 5634, or lubliv@blair.edu.
Correction:
In the fall 2012 issue of the Blair Bulletin, Mr. and Mrs. Martin T. Haase P ’91 ’97 were erroneously excluded from the list of donors in Blair’s Annual Report. The advancement office apologizes for the error.

National Geographic Covers
Ted Hesser’s Discoveries

This fall, National Geographic featured the discoveries of Ted Hesser ’04. For the past five years, Mr. Hesser has worked as an adventurer archaeologist in Nepal’s Himalayan kingdom of Mustang. The story made the cover of several international editions.

“Mustang, a former kingdom wedged between the Tibetan Plateau and the northern face of the Himalaya[s], is home to one of the world’s greatest archaeological mysteries,” the article explained. “In this dusty, wind-savaged place, deeply cleaved by the Kali Gandaki River—in spots, the gorge dwarfs Arizona’s Grand Canyon—there are an extraordinary number of human-built caves...[which] offer clues to a time when the remote Himalayan kingdom was a hub, linking Tibet to the rest of the world.”

Totaling about 10,000 in number, the cliff-side caves are several hundred to several thousand years old. Mr. Hesser and his team have recovered a wide variety of artifacts from the caves, which served various purposes, including as tombs, residential dwellings and interlinked community-living spaces. The scientists’ findings—which range from bones and teeth to textiles and tools—will remain in Mustang, with only small samples removed for lab analysis.

“None of this would have been possible without the education that Blair endowed or without the Blair teachers who nurtured my creative pursuits,” Mr. Hesser said when asked about National Geographic’s coverage. “A special thanks to Mr. Kampmann for instilling the book of Siddhartha into my life and to Mr. Clarke for cultivating a passion for science.”
The Atlantic on How the Sabols Taught America to Watch Football

The Atlantic profiled Ed Sabol ’36 and his late son, Steve, in October, detailing how the father-son duo made football America’s national game. Recalling how Ed had founded NFL Films in 1962 as Blair Productions, the article describes one of the company’s most pivotal films, “They Call It Pro Football,” which “came to define the aesthetic of modern, hyper-vivid sports coverage, taking viewers inside the huddle, letting them hear the collisions and understand the coaches’ tactics. It turned every game into Waterloo and every player into an epic hero. It taught America how to watch football.”

The company’s success since that first venture is evidenced by its sprawling complex in southern New Jersey, the 10,000 features it has produced, the 100-plus Emmys it has won and the fact that Ed Sabol was inducted into the Pro Football Hall of Fame in 2011, despite never having played or coached the game.

“But all of this actually understates the company’s achievement,” the story cautioned. “Slow motion, color, extreme close-up, ubiquitous microphones and cameras, omniscient voice-over: the Sabols pioneered the style of modern sports coverage. There are no secrets in the Sabols’ NFL. Everything is revealed...[and] almost every detail of the game has come to the attention of its fans through the sensibilities of the Sabols.”

Blair Trustee Stephanie Rogen Talks About Female Leadership in Forbes

In September, an interview with Blair Trustee Stephanie Rogen about the changing definition of leadership for women appeared in Forbes. Relying on her years of experience as a leadership consultant and executive coach, Ms. Rogen talks about the ways in which leadership is evolving and how these changes can help “young women of all personality types reach their full personal and business potential.”

“As our economy continues to globalize, as the world gets ‘flatter’ and as technology continues to change how we work, leadership is evolving into a relational rather than hierarchal activity,” she explained in the article. “We’re transitioning from command and control to facilitative and collaborative leadership that works across teams, time zones, cultures and disciplines.”

Acknowledging some leadership characteristics may be genetically inherited, while others are learned behaviors, Ms. Rogen says “the key is to leverage your assets in ways that advance your brand of leadership.” Addressing some of the potential obstacles to females taking on leadership roles, she concluded that there is not a one-size-fits-all solution for everyone, but that “every woman can approach her life in phases and stages—making it possible to return to formal positions of leadership in the work force by cultivating networks and focusing on learning and development continuously.” What’s most important is mindset, and Ms. Rogen encourages women to “practice and embrace leadership values—in family life and personal relationships, in civic engagement and volunteerism, and in professional endeavors.”
This summer, ESPN covered the visit Royal Ivey '00 made to his hometown of Queens, N.Y., where he hosted a free basketball and life-skills camp for kids between the ages of 8 and 14 who live in the tri-state area.

Addressing the community at Hollis Playground on the camp’s final day, “Ivey could muster only a couple of words before falling silent for a few seconds as his emotions got the better of him,” the article read. “Here he was, standing in the old playground behind his middle school, surrounded by people who helped him every step of the way and were there to support his great cause—his parents, cousins, best friends, several former teachers and even his 92-year-old grandmother, who traveled from Providence, R.I.”

Among the messages he shared: that the sky is not the limit and there are many paths to success. “I always wanted to play in the NBA; that was my dream,” Ivey told the interviewer. “Nobody thought this little guy from Hollis, Queens, would be in the NBA. I just stuck to my dream, and I was going to do anything and everything to defend it. I really wanted the kids to understand that, so they can build confidence in their own lives.”

Because not every child is an athlete, Ivey’s camp has a different “off-the-court theme” each year, focusing on topics such as finance, nutrition or job skills. “I wanted to teach the kids more than just basketball, because there’s more to life than just being an athlete,” continued Ivey, who is now in his eighth season playing for the Philadelphia 76ers. “I tell the kids, ‘Whether you become a carpenter or school teacher, become the best carpenter or school teacher you can be’...It’s a good feeling to give back to where I’m from and see the smiles on the kids’ faces…it just leaves me speechless every time I think about it.”

This fall, Royal returned to Blair to visit Coach Joe Mantegna and Blair students. He addressed the community at dinner, describing the impact Blair had on his life and talking about his plans to establish and support a charter school in Austin, Texas, where he was the captain of the University of Texas basketball team.

Tim Fite Featured in New Yorker for Work with Philharmonic

Tim Sullivan ’95, who goes by the stage name Tim Fite, completed an outside-in fellowship with the Brooklyn Philharmonic this fall. During his tenure there, he composed “CopyCat,” a new commission for a string quartet that was played during a Brooklyn Philharmonic teaser concert at the World Financial Center’s Wintergarden Atrium in Tribeca on October 25.

In a review of the performance, The New Yorker called Tim’s composition “the standout piece at the event...an ode to a runaway feline [that is] at once satirical, dreamlike, foul-mouthed and bittersweet, with rugged string-quartet writing to match; it was a ferally original creation.”
Carl Christianson Named ‘Teacher of the Week’

In November, Blair science teacher Carl Christianson was named “teacher of the week” by the recruiting and consulting firm Carney, Sandoe & Associates. In a Q & A posted on the company’s blog, Carl talked about his responsibilities at Blair and his favorite parts of the experience since joining the faculty as a member of the science department and housemaster in the fall of 2012.

“When interacting with the kids at Blair is by far the best part of the job,” he explained. “We have bright students who take their education very seriously but aren’t afraid to relax and have a good time. The balance between academics, sports and the social scene is good, and getting to know the students in all facets of life adds a depth to the relationships that is extremely rewarding.”

Wall Street Journal Reviews

When Saturday Mattered Most

Last year, sports writer Mark Beech published a book that details the history of the football program at West Point under head coach Colonel Earl “Red” Blaik, specifically during the team’s 1958 undefeated season. Recounting the “lofty place that Army football once occupied in the sports world and the nation,” When Saturday Mattered Most focuses on how the rivalries among the U.S. service academies have evolved over the years, specifically the Army-Navy competition.

Touching upon the careers of some of the Army’s best athletes who played during Blaik’s tenure—including significant passages about Blair’s own storied athlete and All-American Colonel Robert M. Novogratz ’55, who graduated from West Point in 1959—the author also details a cheating scandal and the declining national interest in military school athletics.

“When Saturday Mattered Most tells the story of the last glorious year of Army football, when it went 8-0-1, ranked third in the nation,” the reviewer wrote. “Mr. Beech is right to say that ‘what happened that [1958] season is the story of the end of an era.’ A month after the Army-Navy game, the Baltimore Colts defeated the New York Giants for the National Football League championship as 45 million people watched on television. The popularity of the NFL surged. A few years later, the American Football League was created. Both leagues competed for college stars, who began to ‘spurn military schools.’ Three years in the service after graduation (it is now five years) ‘were too long to wait for fame and fortune.’”

“For Blair alumni who love football or who remember football coach Steve Kuk’s years at Blair, When Saturday Mattered Most is a captivating and thought-provoking read,” noted Monie Hardwick. “I honestly couldn’t stop reading once I started. The story captures an era, as well as addresses relevant questions of how schools and colleges balance high-level academics and athletics.”
Despite the fact that almost half of U.S. households own mutual funds, such funds “have generally played a passive role in corporate governance,” likely because the industry offers fund managers “few incentives to create long-term value.” Moreover, many investment firms “depend on winning 401K business from the corporations in which they also hold investments. Mr. Bogle identifies this possible conflict as ‘everyone is a potential client.’ As a result, he says, it may not be in the interests of the money managers to risk offending corporate management, and losing business, by taking on the issue of executive pay.”

The article goes on to quote Mr. Bogle’s 10th book, *The Clash of the Cultures: Investment vs. Speculation*, in which he addresses this issue and calls for “giant institutional investors of mutual funds and pension funds to break the silence and to take a stand on the side of their clients.”
**Seussical the Musical Presents a Cast of Colorful Characters**

In mid-February, the Blair Academy Players presented *Seussical the Musical*, one of the most-performed shows in America and written by Tony Award winners Lynn Ahrens and Stephen Flaherty.

“Our cast had so much fun with this show,” said director Craig Evans, who joined Blair’s faculty as an English and theatre teacher in 1994. “Who doesn’t love Dr. Seuss? The issues the play touches on are surprisingly compelling—it’s a great show for kids, but with terrific music and fine performances, it’s also really enjoyable for adults.”

During the production, Dr. Seuss’s most popular characters were lovingly brought to life, including Horton the Elephant (played by Connor McClain ’13), The Cat in the Hat (portrayed by Chris Reilly ’13), Gertrude McFuzz (played by Nicole Thompson ’13), lazy Mayzie (portrayed by Claudia Choi ’14) and Jojo (played by Trevor Van Vliet ’16).

Told from the point of view of Jojo, a little boy with a big imagination, the show included colorful characters who transported the audience from the Jungle of Nool to the Circus McGurkus to the invisible world of the Whos. The Cat in the Hat narrated the weaving of several of Seuss’s “greatest hits,” illustrating the powers of friendship, loyalty, family and community.

To view more photos of the musical, visit www.blair.edu/seussical.

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**Wonder of the World Takes Audience Around the Globe**

In late October, the Blair Academy Players performed *Wonder of the World*, a production by Pulitzer Prize–winning playwright David Lindsay-Abaire.

“This wacky comedy centered on Cass (played by Claire Ryder ’13), who discovers a dirty little secret in her husband Kip’s (portrayed by Hayden Gill ’13) sweater drawer,” said Craig Evans, who directed the play with student director Maddie Kling ’13. “She flees to the honeymoon capital of the world, in search of a life she thinks she missed out on.”

Her escape involves a wild ride over Niagara Falls in a barrel of laughs as Cass embarks on a journey of self-discovery that has her crossing paths with a blithely suicidal alcoholic (played by Maddie Michaud ’13), a lonely tour-boat captain (portrayed by Sean Callahan ’15), a pair of bickering private detectives (played by Nikki Thompson ’13 and Zachary Gershman ’13) and a strange caper involving a gargantuan jar of peanut butter, all of which pushes her perilously close to the water’s edge. Filling out the cast were Salley Baxter ’15, Taylor Hunt ’15, Megan Maber ’13, Edward Tirpack ’13 and Abby Troy ’14.

To view more photos from the play, please visit www.blair.edu/wonder-of-the-world.
Throughout the fall, winter and spring, The Romano Gallery featured a series of exhibits by renowned artists from around the United States, with mediums ranging from painting and drawing to woodcut and 3-D installations. Still to be displayed during the 2012-2013 school year is the work of some of Blair’s most promising art students in an exhibition that will run from April 29 to May 20, with an artists’ reception to take place during Alumni Weekend on May 11.

The Romano Gallery’s first exhibit (pictured above and inset) went on display as students were returning to campus in August, featuring the non-violence-themed work of a group of international artists. “The exhibition focused on ‘ahimsa,’ a term derived from Sanskrit that literally means avoidance of violence,” said artist Jacqueline Lima, whose work was featured in the show. “It is not meek submission; it is a fight using soul-force against the will of a tyrant which ultimately yields victory.”

In October, the 32nd Annual Blair Faculty Show went on display, featuring the work of veteran painting and drawing teacher Rita Baragona (pictured on top left of next page). As part of the main exhibition, select works by faculty members Kate Sykes (ceramics), Melissa Erne (photography), Nina Yuen (video) and Andee McEvoy (sculptures) were also on display in the gallery and Armstrong-Hipkins Center for the Arts’ rotunda.

“My intent is to make tangible the patterns of energy found within matter’s solidity,” said Ms. Baragona, whose paintings of oceans, floral still lifes and landscapes exude a luminance that is derived not only from vision, but also from her entire sensory experience of nature.
As Peddie Day approached, paintings by Marcia Clark (pictured top right) were hung in the gallery, showcasing Arctic landscapes visited during the artist’s journeys to Greenland, Iceland and arctic Norway. “The glaciers, icebergs and ensuing detritus convey the very omens that currently haunt us,” said Ms. Clark, whose mixed media work documents ice, appearing solid as a mountain, as it deconstructs, melts and suddenly vanishes.

In November, The Romano Gallery unveiled the paintings, collages and three-dimensional collaborations of artists Steve Linden and Dawn Edinger Linden (pictured bottom right). Perhaps most representative of their artistic vision was a piece called “The High Life,” a painting of a Tyrannosaurus Rex that looms over a bright, pastoral setting. A wooden tool shaped like a bird dives into a collage, an assemblage of Miller High Life beer cans and Jurassic pop art like McDonald’s plastic-themed plates. “The painting provides the context, the collage the question,” the artists explained.

And as the Blair community said goodbye to 2012 and welcomed the new year, former faculty member Jen Groeber (pictured bottom left) returned to campus with an exhibit of woodcut, collage, stitching and text that explored the complex roles that women play as mother, daughter and sister. “Here we are, generations of women—creating, mending, ordering, making meaning—so much of our life hidden in the button we sew, the things we try to mend,” said the artist, who has four children. “What will my daughters and sons make of this? There are layers (piles, really) of things out of our power and beyond our control.”

In February, former Blair photography teacher Susie Forrester returned to Blairstown to unveil her
work: a series of images captured on her iPhone over the course of the year. “Since it is always accessible, the iPhone has become a useful medium for me to record those moments that speak to me,” said Ms. Forrester (pictured on right). “Hearkening back to when I was 12 and received my first Polaroid camera, the iPhone allows me to tap into the immediacy of the visual connections I make in my daily life. See it, feel it, snap the picture.” Calling this the “age of the smartphone,” the artist noted there are benefits and drawbacks to people’s reliance on such devices—so many people “check out” as they become immersed in apps and games—which makes the iPhone’s photo feature a tool of reconnection, rather than disconnection.

And, finally, in March, the work of Virginia-based painter John Lee went on display, featuring interior spaces that function like landscapes. Painted from life and without an overt narrative, his work stood as a response to a perceived color world that results from mixing artificial and natural light with gritty, weathered surfaces. Muffled, reflective color mixtures surprised and moved the eye through these quiet, still compositions, creating both a dense spatial gravity and an eerie color mood.
These toothpick holders are a good example of a kind of souvenir that has been popular since the end of the 19th century, often purchased to commemorate a family vacation or trip—occasions made much more common by the expansion of railroads in the 1800s, which encouraged middle- and working-class tourism.

Blair students, alumni and tourists of all sorts visiting resorts and guest houses in northwestern New Jersey might have found these mementos appealing, a reminder of being in the Delaware Water Gap area. The holders were made in Germany and sold by Branigan’s Rexall Pharmacy in Blairstown in the early 1900s. There is no record of how they came to be in Blair’s collection.

String Orchestra & Singers Perform at Vespers, Putting Community in Holiday Spirit

In mid-December, Blair students, faculty members, parents and friends gathered at the First Presbyterian Church on Main Street in Blairstown to celebrate the holiday season at a traditional candlelit Vespers service.

As in the past, the program included musical performances by the Blair Singers and the String Orchestra, as well as student scripture readings.

“I have heard from many students and alumni that Christmas Vespers is one of their favorite memories of Blair,” said Reverend Cindy Crowner, who led the service. “The beautiful 19th-century church setting, the scores of candles giving gentle light, the traditional choral and orchestral music along with the carols we sing in unison, and the Biblical readings that remind us that Christmas is about light, love and hope in the darkest of times, all combine to make this a moving experience.”

To view more photos from Vespers, please visit www.blair.edu/vespers-2012.
Softball Players Team Up for ‘Operation Jersey Strong’

In December, inspired by Coach Stacey Spring’s example of rousing folks to action and making a difference, the 2013 Blair softball team (pictured below) teamed up for “Operation Jersey Strong” and shopped for Christmas presents for eight kids who lost their homes and belongings in the Hurricane Sandy disaster.

“Eugenia Lavanant ’13, Jade Assad ’16, Alexis Bravakis ’15, Ana Greik ’13, Julia Dioguardi ’13 and Coach John Padden led the numerous shopping trips to find everything on the kids’ wish lists,” said head softball coach Carolyn Conforti-Browse ’79.

“Junior Carly Newfield ‘14 and frosh Katie Shook ’16 were the first to bring in funds, and Jillian McKenna ’15 and Haley Chrobock ’15 organized the massive present wrapping. The team also gives a shout-out to a number of non-team members, including science teacher Roy Wilson, Annelies Browse ’13 and Robyn Epstein ’15, for their wrapping prowess—as well as a huge thanks to Julia Dioguardi ’13 and her mom, Esther (pictured above), who drove the carload of gifts down to Toms River for delivery. Definitely an inspirational way to start our season!”
On Saturday, January 19, more than 100 parents of members of the class of 2014 traveled to Blair for Junior Parents’ Day. The morning program began with registration and a continental breakfast in Armstrong-Hipkins Center for the Arts, followed by a welcome and opening remarks from Blair’s Dean of College Counseling Lew Stival.

Sarah Knechel, associate director of admission and financial aid at Lehigh University, spoke to the audience about selective college admission, followed by a coffee break and student panel discussion. Mid-morning, college counselor Jason Beck discussed Naviance, the School’s web-based college counseling program, and Brig Boonswang, whose company offers Blair students test prep classes, talked about the standardized test preparation services that will be offered over the course of the year.

“Our goal is to familiarize parents with the college admission process, as well as how we operate and what we believe in,” said Mr. Stival, who has been a Blair faculty member since 1987. “More than anything, we want parents to see that we are not cold, calculating ‘placement’ folks, but an office committed to providing the best possible guidance for their kids.”

Among the other topics touched on were a timeline for parents, their role in the process and financial aid options. Parents also had the opportunity to ask questions and break out into groups with their respective college counselors, before regrouping in the Romano Dining Hall for lunch.
**Students Travel to Rockaway Beach to Help with Hurricane Sandy Recovery**

In mid-November, history teacher Andrew Sykes took four Blair students to the Rockaway Beach/Breezy Point section of Queens, N.Y., to help with the cleanup and recovery from Hurricane Sandy.

Arriving at St. Francis de Sales Church, the students immediately went to work. Claire Ryder ’13 volunteered in the warming tent and meal center, while Audrey Snyder ’13, Matt DeSalvio ’13 and Jack Januszewski ’13 unloaded trucks, cars and vans full of supplies for hours. When they were done unloading, the group helped sort and distribute items inside the tent.

“It was pretty cool to watch the kids working independently, not having to ask people what to do…just figuring out what needed to be done and doing it,” said Mr. Sykes. “In the afternoon, we got back in the van and drove around to witness some of the destruction—houses off of their foundations, sand everywhere and homes and whole blocks completely destroyed by fire.”

In addition to their labor, the group brought $1,000 worth of supplies, as well as half-a-van load of goods donated by the Uzbay family.

“...The most moving part of the experience was being part of something so much larger than any of us,” Mr. Sykes continued. “Trucks coming from the Carolinas, boxes shipped from Hawaii, students from Boston College and dozens of people like us, driving their own cars filled to the top with stuff they had collected from their own communities. We started out green, but within 20 minutes, we were as expert as anyone else, able to answer questions, direct supplies and get what people needed.”

**Blair Faculty Members Present at TABS**

In December, three Blair faculty members spoke at The Association of Boarding Schools (TABS) conference in Washington, D.C. In collaboration with Colby College’s associate dean of students, Blair’s dean of admission Peter G. Curran and dean of students Jessica Matzkin gave a presentation on the importance of supporting students as they begin to contemplate the transition from high school to college. Their recommendations included developing a senior seminar program featuring a faculty seminar series, conducting exit interviews and partnering with college deans.

Assistant headmaster for faculty Rachel Stone also presented at the meeting, focusing on the evolution of the triple-threat model and the challenges associated with asking faculty members to wear many hats (i.e., teacher, coach and dorm parent), while simultaneously meeting demanding performance criteria. Acknowledging the diversity that exists among boarding school faculty members, she addressed how schools can establish sustainable frameworks that consider parity, accountability and school culture, as well as a flexible, yet realistic approach to the triple-threat model and supporting the faculty members who simultaneously play different roles. The audience discussed the issues Mrs. Stone raised in greater detail during a Q & A and small group discussions following her speech.
In mid-February, Blair students and faculty members competed in the Headmasters’ Societies Games, a series of campus contests designed to bridge the gap between the end of the winter athletics season and the beginning of the March mid-semester exam period.

As part of the annual week-long competition, each student and teacher is randomly assigned to one of four teams, each named after a former Blair headmaster: Breed, Kelley, Howard and Sharpe. Over the course of five days, the teams went head to head in a number of activities, including tug of war, wrestling, Twister, rock-paper-scissors, trivia and relay races.

“The Headmasters’ Societies Games really energize our students and teachers during a very cold and long period of winter,” said math teacher Nathan Molteni, who oversaw the competition for the second year in a row with co-commissioner Ann Williams, director of Timken Library. “It is a week of community building, where we all have a shared purpose, one that allows students to step away from the day-to-day pressures of life at Blair and embrace a team identity. Most importantly, it is just pure fun.”

To keep the community better informed about the schedule of events, scores and team rosters, Mr. Molteni and Ms. Williams developed a blog and website (www.hsg2013.blogspot.com) where contestants could find the latest information on the competition. The co-commissioners also used the Twitter handle @BlairHMS to inform participants of surprise events organized at the last minute. And, for the first time, they closely tracked each team’s times and scores to establish both team and school records.

Over the course of the week, teams competed in more than 50 contests, concluding with an all-school talent show on Friday, February 22, and the presentation of the Hardwick trophy in Armstrong-Hipkins Center for the Arts’ DuBois Theater. After all of the points were tallied, Sharpe took first place; Howard came in second; Kelly took third; and Breed came in fourth place.

In addition to promoting teamwork and community engagement, the Headmasters’ Societies Games also continued to encourage student leadership, with the freshman, sophomore and junior class councils each charged with planning a specific day of the week. Participants also had numerous opportunities to lead in the individual team competitions.
Sadie Hawkins Takes Students ‘Under the Sea’

On Saturday, January 19, Blair students dressed in their finest for the annual Sadie Hawkins Dance, which transformed the Romano Dining Hall into an underwater paradise. The “Under the Sea” theme, selected by Annie Hall residents and day student girls of all class years, was brought to life by a group of dedicated parent volunteers who decorated the dining hall and turned the Dickson Room into a beach tiki bar where dessert was served.

As in past years, the evening began with mocktails at Sharpe House, followed by dinner and dancing in the dining hall. A local photographer snapped couple photos as a DJ played music throughout the evening.

“Not only is Sadie Hawkins a really fun occasion for students, but it gives parents the chance to be involved in planning the evening, showing their support for their kids and the School,” said Susan Long, assistant director of advancement for parent relations, who extended a special thanks to Jean Cordero P ’11 ’14 for chairing the group of parent volunteers who participated. To view more photos from the dance, please visit www.blair.edu/sadie-hawkins-2013.
Blair’s eight varsity winter athletic teams had very successful seasons, as evidenced by a string of victories in skiing, basketball, wrestling, swimming and squash. Athletes began practicing in November following the Thanksgiving holiday and had played in more than 100 competitions by the time the season ended in late February.

The girls’ varsity basketball team had a stellar season, capturing its third Mid-Atlantic Prep League (MAPL) title in a row, as well as beating Lawrenceville in the prep A state championship. After losing tough games to Life Center in early December and Malcolm X Shabazz High School in mid-January, the Bucs won every game, ultimately capturing a third consecutive MAPL title at the Peddie School on February 11 and hosting the prep A state finals at Blair on February 19 (please see full story on page 59).

The boys’ varsity basketball team had a season of big wins and disappointing losses, and the Bucs finished with a record of 16-10. Standout players include Marial Shayock ’14, a versatile scorer who led in most offensive categories, as well as excellent long-distance shooters Mike Silverthorn ’14 and Sean Lubreski ’14. The open-court effectiveness of guard Kevin Seymour ’14 also bolstered the team’s offense, as did the low-post-play and superb passing skills of David George ’13, a 6’ 8” postgraduate who is also known for his defensive presence. The team secured exciting, headline-grabbing wins against New Jersey powerhouses Linden High School and St. Benedict’s Preparatory, as well as defining home victories against rivals such as the Hun School and the Lawrenceville School.

Blair varsity wrestling began the 2012-2013 season by winning the Ironman, Beast of the East and Powerade, a trio of what are arguably the three toughest high school tournaments in the country. In January, the Bucs faced some strong dual-meet competition, but prevailed with a 37-25 home win over Ohio-based St. Paris Graham High School, as well as a 32-20 road victory over St. Edward’s High School in Lakewood, Ohio. In late February, Blair wrestlers capped off the season by winning prep wrestling...
states and prep nationals in Lehigh, Pa., again securing Blair’s title as the number-one high school wrestling team in the country (please see full story on page 58).

With several students plagued by illness, the swim team had a frustrating season in which athletes couldn’t produce their best times on a consistent basis. That said, the team did have some success: the girls finished the season 5-4 and performed well at their state competition. The boys were competitive, but ended with a losing record of 4-5. Will Robinson ’16 and Sean Callahan ’15 had great individual performances, as did Elizabeth Sexton ’15, Eliza Lawless ’14 and Annika Rollock ’14. Girls’ captain Ashley Zimmermann ’13 was one of the students who struggled with sickness during the winter months and missed most of January’s competitions, but she and boys’ captain Jack Januszewski ’13 were great leaders who were tremendously supportive of their teammates.

The boys’ varsity ski team finished in first place in the Freedom League with wins in their three-league giant slalom races and a sixth-place finish in a multi-league giant slalom race (out of 18 teams). The boys also finished second in their first-league slalom and then won the final two. Among the team’s top skiers was Jon Arriola ’14, who won three competitions, as well as placing third and sixth in others. At the state championships, the boys’ team finished sixth overall. Ryan Wood ’13, Bryn Martin ’13 and captain Zach Gershman ’13 also placed well and scored many points for the team.

The girls’ varsity ski team also ended the season in first place in its league with first-, second- and third-place finishes in giant slalom races, as well as placing third out of 15 teams in a multi-league race. In February, the girls won their first slalom race and finished second in the final two. At the state championships, the girls’ team finished fifth overall. The strongest skiers leading the team were Natalie Bunting ’14, Haley Chrobock ’15, Katie Ix ’16 and Annelies Browse ’13.

The boys’ varsity squash team had 10 wins and two losses just before the MAPL tournament in late February, its best record since the mid-1990s. Led by senior captain Darrius Campbell ’13, each member of the team contributed at least one essential individual victory during the season, rising to the occasion to defeat
Hill, Mercersburg Academy, Riverdale Country School, the Pingry School, the Delbarton School, Princeton Day School and the Hackley School. Only close losses to Lawrenceville and Riverdale, and the cancellation of the national championships, marred what has been the most successful boys’ squash season in more than a decade. The season ended on February 15, when the team placed second in the MAPL tournament at Lawrenceville.

The girls’ varsity squash team got off to a strong start in December with early wins over the Kent Place School and the Brearley School, followed by a strong showing at the Flanagan Tournament at Mercersburg. Despite several injuries over the course of the season, the girls continued to work hard and secure wins over MAPL opponents Hill (6-3) and Mercersburg (7-2). The girls also put up great fights against tough teams from Lawrenceville, Pingry and Hackley. In mid-February, the Bucs traveled to Lawrenceville for the MAPL tournament and finished in second place.

Blair Recognizes Fall Athletes for Outstanding Contributions

In early December, athletic director Jim Stone, Headmaster Chan Hardwick and the coaches of the boys’ football, cross country and soccer teams and the girls’ tennis, field hockey, cross country and soccer teams recognized student athletes for their many accomplishments during the fall 2012 season. The following individual team members received awards for outstanding efforts.

Pierce Cross Country Trophy: Kelvin Serem ’13
Pierce Cross Country Trophy: Michaela Keegan ’13
Blair Soccer Award: Nico Parauda ’13
Blair Soccer Award: Graham van der Lee ’13
Blair Soccer Award: Ana Greik ’13
Blair Field Hockey Prize: Haven Donovan ’13
Blair Field Hockey Prize: Audrey Snyder ’13
Marcial Tennis Award: Torera Fagbenle ’13
Brooks Football Prize: Jihaad Pretlow ’13
Frere Football Award: Griffin Beriont ’13
Frere Football Award: Zack Bellapigna ’13
Still #1: Blair Wrestlers Win 33rd Consecutive National Prep Championship

Blair wrestling kicked off the 2012-2013 winter season by winning the Ironman, Beast of the East and Powerade, a trio of arguably the three toughest high school wrestling tournaments in the country. Two Blair wrestlers, Brooks Black ’13 and Russ Parsons ’13, also captured individual crowns at all three tournaments. The team continued its string of victories into January, facing some tough dual-meet competition and winning a home match against St. Paris Graham (37-25), as well as an away match against St. Edwards of Lakewood, Ohio (32-20). The Bucs also finished in first place at the National High School Coaches’ Association (NHSCA) Final Four Festival.

“Blair once again hosted the New Jersey prep state competition and qualified all 14 wrestlers for prep nationals,” said interim head coach Charles Danhof. “At prep nationals, our wrestlers tallied 324.5 points to earn first place for the 33rd consecutive year.” The win secures the team’s number-one ranking as the best high school team in the country.

Individual champions included Chuck Tucker ’15 (113), Matt Kolodzik ’15 (120), Joey McKenna ’14 (132), Russ Parsons ’13 (152), Frank Mattiace ’13 (195) and Brooks Black ’13 (285). Walker Dempsey ’14 (138) and Mason Manville ’16 (145) placed second, while Addison Knepsibled ’13 (182) placed third, Patrick Coover ’14 (170) placed fourth, Matt Deeban ’16 (106) and David Showunmi ’15 (220) placed sixth, and Jack Wedholm ’13 (160) placed seventh. On its way to winning the championship, the team also raised money with its annual Pin Down Campaign, this year raising money for the Adam Frey Foundation, a non-profit named for and founded by the late Adam Frey ’05, who died of germ-cell cancer in 2009. All contributions support cancer patients.

A number of Blair wrestlers were also selected to take part in all-star matches after the 2012-2013 season ended. “Every year, the Dapper Dan committee selects top senior wrestlers from each weight class around the United States to compete against the top seniors from each weight class in Pennsylvania, historically home to some of the best high school wrestlers,” Coach Danhof explained. “Brooks Black and Frank Mattiace were chosen to take part in this year’s Dapper Dan Classic, and Brooks was also chosen as a member of the ‘Dream Team’ for a similar event that is hosted by a different state each year. Brooks, Frank and Russ Parsons were also honored by being selected by USA Wrestling as members of its all-senior team.”
Girls’ Basketball Team Has Most Successful Season Ever

On Tuesday, February 19, Blair’s girls’ varsity basketball team beat the Lawrenceville School in the prep A state finals at Blair by a score of 59-43, a win that ended one of the team’s most successful seasons ever.

“We started the season with high expectations and big goals,” said head coach Quint Clarke ’87.

“Coming off two consecutive Mid-Atlantic Prep League (MAPL) and state titles, the girls had come to expect and demand winning, but with the graduation of three of our strongest seniors in 2012—Bridget Ryan, who went to West Point, Annette Snow, who went to Lafayette and Femi Hamilton, who went to UMass—the team would have to find a new chemistry and adjust to new roles.”

Fortunately, due to the hard work and talent of the team’s 10 girls, expectations met and exceeded these goals. Blair finished the season with 22 wins, the most in team history, and with losses to only two New Jersey teams: number-four in the nation, Malcolm X Shabazz High School in Newark (by 1 point), and number 21 in the country, Life Center Academy in Burlington Township (by 2 points). Along the way, the Bucs picked up their third MAPL title and third prep A state championship.

The team graduates two seniors: four-year super-sub Ana Greik ’13, who heads off to DePaul University and the Big East next year as a scholarship soccer player, and postgraduate Sami Hill ’13, who will be playing in the Atlantic Coast Conference at Virginia Tech. “The rest of the squad will be returning, and we expect continued success in the coming years,” said Coach Clarke.

“This was an incredibly dedicated and tough-minded group of athletes,” he continued. “Putting in extra time at the gym, shooting before practice and staying after practice were the norm. These girls fought over who got to guard the other team’s best player and took more pride in their defense than their offense. They never discussed statistics or points, only how to win games and be the best team they could be. They were just as happy for their teammates’ success as for their own and were always looking to lift up others. They are not only great basketball players, but amazing contributors to life at Blair, and we are very proud of what they have accomplished and for who they are. The present is bright for Blair basketball, and we think the future is even brighter.”
IKE so many Blair students, when Keith Patten ’69 first set foot on Blair’s campus, he had no real idea what he was getting into or where he was heading. Just making it to class on time in proper attire and managing the hectic daily schedule of practices, meals and homework were challenge enough. Not until many years later—indeed nearly 40—did Keith gain the perspective of time and distance to fully appreciate the impact of his Blair experience.

An avid swimmer, capable student and East Hall prefect during his three years at Blair, Keith went on to the Naval Academy and performed eight years of active service before moving into the business world to establish a successful career in health services. Looking back, he remembers being “far better prepared than the vast majority of his peers” to adapt to the demands of college life. “It was at Blair that I acquired the academic foundation and crucial life skills that enabled me to succeed in college and beyond.” Keith credits Paul White, his college counselor and swim coach, with taking a personal interest in him, offering steady guidance and encouragement to attend the Naval Academy.

With the demands of naval service and developing business ventures garnering his attention, Keith gave little thought to Blair until his 40th reunion, where he reconnected with the School and former classmates. “After a long hiatus from any contact with Blair, being on campus opened an unexpected floodgate, bringing back a steady stream of vivid memories and the realization that Blair was the school that laid the foundation for my future success.” That is when Keith and his wife, Debbi, made the decision to name Blair as part beneficiary of the family’s trust.

By doing so, Keith has made a planned gift that serves to strengthen the School’s endowment, while also helping to guarantee the valuable benefits of a Blair education for future generations. What Keith enjoyed all those years ago—a personal connection with a faculty member deeply invested in his growth and success—has long been a distinguishing characteristic of a Blair education.

But the story doesn’t stop there. Keith found a way to mentor other Blair graduates through his role as a U.S. Naval Academy Foundation Trustee: he and Debbi sponsored recent Blair graduates and current Naval Academy midshipmen Austin Branch ’11 and Sean Reilly ’12 by hosting them at their home in Maryland. And so it is that these two young men enjoy the privilege of connection with a seasoned Blair alumnus who once traveled a similar path.

“After a long hiatus from any contact with Blair, being on campus opened an unexpected floodgate, bringing back a steady stream of vivid memories and the realization that Blair was the school that laid the foundation for my future success.”
Albert B. Harding. Loyal supporter and friend of Blair. Mr. Harding served as a Trustee of the School from 1964 to 1967 and was also a member of the Alumni Board of Governors and an enthusiastic class representative. Mr. Harding attended Blair his junior and senior years and was a member of the concert orchestra and choir. He also played soccer and was a cheerleader for the football team. Following Blair, the outgoing Mr. Harding attended Lehigh University and then attended Northwestern University for U.S. Naval Reserve training. He served in World War II from 1940 to 1946, eventually attaining the rank of Lieutenant Commander. After the war, Mr. Harding founded two of his own companies: Hasco, Inc., and AJP Development, before retiring in 1985. In 2004, Mr. Harding established the Harding Educational Fund in honor of his son James A. Harding ’64. Mr. Harding also established the Harding Music Prize, awarded annually to a Blair student who has contributed significantly to the School’s musical organizations. Mr. Harding is survived by his son, Peter, and three grandchildren.

Frederick C. Butler. A talented musician during his one year at Blair, Mr. Butler graduated from Lehigh University in 1941. He served in the U.S. Navy for three years during World War II and was awarded the Silver Star Medal. An active and devoted member of the Methodist Church and a fond supporter of Blair, Mr. Butler is survived by his daughter, Ruth Anne Butler Pate.

Robert B. Textor. Described as a “bright student, good athlete and dry humorist” in the 1940 \textit{ACTA}, Mr. Textor, the class valedictorian, was a lifelong intellectual and educator. A World War II veteran, he graduated from the University of Michigan in 1945 and later earned his PhD in anthropology from Cornell University. He was one of the first anthropologists to carry out research in Thailand and was instrumental in the establishment of the Peace Corps in that country. During his fieldwork in Thailand, Mr. Textor was ordained as a Buddhist monk, the first American to ever undergo this process. A professor of anthropology and education at Stanford University, Mr. Textor founded the Council on Anthropology and Education of the American Anthropological Association. He retired and moved to Portland, Oregon, in 1990 and was one of the original founders of a Portland-based intellectual forum and discussion group called the Thirsters. A consummate scholar and gentleman, Mr. Textor lectured at Blair’s Society of Skeptics and also wrote for the \textit{Blair Review}. He set an impressive standard for involvement in the public arena, thoughtfully engaging in any and all foreign and domestic policy debates. Elliot Trommald, former Blair faculty member and close friend, once said, “A more accomplished, knowledgeable and discerning yet gentle soul I have not met.” Mr. Textor is survived by his two children, Alex and Marisa.
1941

Michael A. Habermann. One of the School’s most devoted alumni, Mr. Habermann attended Blair for three years before serving in the Army during World War II from 1942 to 1945. As a member of the 9th Infantry Division during the Normandy invasion, he earned an EAME Campaign medal ribbon for his distinguished service. After the war, Mr. Habermann went on to graduate from the Georgetown School of Foreign Service in 1947 and worked as a businessman for Eutectic Castolin in Mexico. Fluent in both Spanish and French, Mr. Habermann traveled extensively in Mexico, Central America and Europe throughout his career. A formidable intellectual and cultural savant, Mr. Habermann wrote for the Blair Review and other school publications. He also established the Michael A. Habermann Endowed Fund for Language Study and Travel Abroad, which supports deserving Blair students.

A Blair boy at heart, Mr. Habermann served as a class representative for many years and remained closely connected to his classmates and his beloved alma mater throughout his life. He is survived by his three sons, Peter, Michael and Jack, as well as three grandchildren.

1945

T. Peter Doremus Jr. Mr. Doremus was a distinguished athlete at Blair, earning varsity letters in football, swimming and track. Though injury prevented a promising career in football, he graduated from Colgate University in 1952 with degrees in both Spanish and English. Mr. Doremus owned and operated a successful Ford dealership in Shrewsbury, N.J., for many years and fueled his love of sports by coordinating Ford Motor football tournaments and volunteering at the local YMCA.

Described by his family members as solid and honor-bound, Mr. Doremus enjoyed many hobbies in retirement, including fishing, photography and furniture making. He was predeceased by his first wife, Tora Ueland, in 1988 and his sister, Katharine Paulus. Many of his family members attended Blair, including Katherine’s husband, Philip Paulus ’44, and cousins Richard L. Doremus ’62, Theodore A. Doremus ’59 and Theodore J. Doremus ’92. Mr. Doremus is survived by his wife of 23 years, Jo Anne Cleaver Doremus, three children and six grandchildren.

1946

Kenneth C. Cramer. Mr. Cramer served for two years in the U.S. Navy following his Blair graduation. He later attended Gettysburg College and earned a postgraduate degree from Case Western Reserve University. A long-time resident of Lebanon, N.H., Mr. Cramer worked as a reference librarian at Dartmouth College and was the college archivist for more than 30 years. In 2011, he collaborated with the Hanover Historical Society and the Dartmouth College Library to curate an exhibit celebrating the 250th anniversary of the town of Hanover. A quiet and diligent student according to the 1946 ACTA, Mr. Cramer is survived by several cousins and numerous friends.

1948

John Oliver Doern. A graduate of Lafayette College, Mr. Doern earned a bachelor’s degree in economics before pursuing a successful career in advertising at the firms of David J. Mahoney, Inc., and Saatchi & Saatchi Compton in New York City. Described in the 1948 ACTA as “one of the Academy’s foremost artists,” Jack—as he was known to his friends and classmates—was president of the Art Club and won the School’s Art Award as a junior. A gifted painter and lover of music, Mr. Doern is survived by his four children and four grandchildren, as well as several nieces and nephews who also attended Blair. They include the children of his sister, Jean Lieberman: Marianne Lieberman ’79, Mark T. Lieberman ’74 and Michael J. Lieberman ’71.

1949

Eduardo de la Guardia Estripeaut. Mr. de la Guardia Estripeaut attended Blair for his junior and senior years and is remembered as an outstanding member of the varsity soccer team. A native of Panama City, Panama, he was well-liked by his peers. Other members of the family who also attended Blair include Raul Estripeaut ’38 and Eduardo A. Estripeaut ’30. Mr. de la Guardia Estripeaut spent his final years in McKinney, Texas.
1952

Harry Lawrence Kebel. A three-year student at Blair, Mr. Kebel’s activities included the choir, debate society, track team and flying club. After attending Tufts University, Mr. Kebel joined the U.S. Army’s 82nd Airborne Division. He went on to work as an advertising executive on Madison Avenue and taught adult-education Ham Radio classes. He is survived by his wife of 52 years, Louise, two children, five grandchildren and three great-grandchildren.

1957

John C. Ward. A New Jersey native and member of the Dramatic Club, Mr. Ward attended Blair for two years and eventually graduated from Leicester Junior College in Massachusetts. He is survived by two children, three grandchildren and one great-grandchild.

1958

Robert A. Foster. Mr. Foster, known as “Frosty” by his classmates, attended Blair for two years. According to the 1958 ACTA, he was a great conversationalist who participated in The Breeze, Stylus and the choir during his Blair days, later enrolling at Ohio Wesleyan University. He enjoyed perusing old yearbooks and looked forward to reading about his classmates in the Blair Bulletin.

1987

Drew O’Leary. A graduate of Lynchburg College in Virginia, Mr. O’Leary lived and worked in the Philadelphia area as a regional sales manager for Composite Software. Described by his friends as fun-loving and generous, Drew was known for his great sense of humor. He was a member of Blair’s soccer and basketball teams. A Blair teacher once described him as “charming, unpretentious and a willing contributor to many aspects of the school community.”

2007

Richard R. Fliehr II. The son of professional wrestler Ric Fliehr, Mr. Fliehr, better known as Reid, attended Blair for two years and matriculated at the University of Tennessee in Chattanooga upon graduation. After a successful amateur wrestling career, he made his professional wrestling debut in 2008 and performed under the ring name Reid Flair. Remembered as a kind and soft-spoken student, Reid was a two-year varsity letter winner for Blair’s top-ranked wrestling team. He is survived by his parents, Richard and Elizabeth, sisters Ashley and Megan, and brother David.

Past Parent

Marian O. Jenkins. Mrs. Jenkins was the wife of George P. Jenkins ’32, who served from 1959 to 1986 on the Blair Academy Board of Trustees and was the Chairman of the Board from 1978 to 1986. Marian and George were married for 64 years, and over the years, she remained a warm and gracious presence on campus. George died in 2009, and Mrs. Jenkins is survived by seven grandchildren and three sons—Robert N. Jenkins ’69, who served as a Blair Trustee from 1986 to 1992; Richard G. Jenkins; and James P. Jenkins ’66, who is the current Chairman of Blair’s Board of Trustees and has served on the Board since 1992. Mrs. Jenkins is remembered fondly by the many faculty members, students and Trustees she came to know over the years as first her husband and then her sons served their alma mater.
Young Blair Alumni Mingle in NYC at Krugman Reception

In late February, more than 80 young Blair alumni came together at the Georgian Suite on East 77th Street for a reception hosted by Emeritus Trustee Jim Krugman ’65 and his wife, Connie. Over the course of the evening, attendees mingled with Chan and Monie Hardwick, as well as a number of other Blair faculty members. The Krugmans have generously hosted the event for the past three years, believing that nurturing and connecting Blair’s youngest alumni strengthens the School and builds for the future. In speaking to the gathered alumni, Mr. Krugman reminded them of their important role as Blair alumni and exhorted them to give back and support their school.
In early March, Blair alumni came from around the northeast to watch Temi Fagbenle ’11 and Harvard’s women’s basketball team beat Princeton University at Cambridge’s Lavietes Basketball Pavilion. More than 50 alumni also gathered for an informal reception before the game at the Crimson Pub Lounge in Dillon Field House, where they had the opportunity to meet incoming Head of School Chris Fortunato and his wife, Erin, who attended the game.
Support the Blair Fund

Every corner of the School, every program, every student and every teacher, benefits directly and immediately from the Blair Fund. Philanthropic support of the School helps to sustain its mission of educating young people and providing a rich community life—a mission that is increasingly important in today’s global world.

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