

SPRING | SUMMER 2013

SPRING | SUMMER 2013

# Stem



# Message from THE HEAD OF SCHOOL



## Dear Academy Families and Friends,

Today, scholars continue to examine thoughtfully the intersection of science and technology education with the study of humanities. Although there has been a recent focus on increasing “practical” science and technology instruction, many are recognizing technical learning is most successful when taught alongside the humanities. This integrated approach — much like that of the great Asian, Classical Greek, and Roman civilizations of the past and embraced at Harrisburg Academy today — is the core of a liberal arts education.

As an educator charged with preparing children for the remarkable challenges of the 21<sup>st</sup> century (many challenges of which we are not yet even aware), I believe the study of the liberal arts and the central role it plays in the development of the “whole child” is more important than ever in today’s world. With this in mind, I am pleased to share with you this latest edition of our NewsMagazine. In it, you will learn about “STEAM,” perhaps better understood as the next iteration of STEM (Science, Technology, Engineering, and Math + Art and Design = STEAM). Art and Design play a vital role in driving creative thought and effective communication for innovation, and the world is recognizing this once more. STEAM is a fascinating subject, and fits well with the Academy’s own commitment to providing a comprehensive, globally minded liberal arts education.

I hope you enjoy reading about our vibrant school community and the success stories that occur continuously within it. There is no better time to be part of the “*something more and something different*” that is a Harrisburg Academy education.

With warm regards,

A handwritten signature in black ink that reads "Jim". The signature is written in a cursive, slightly stylized font.

## FEATURES

### INTERDISCIPLINARY INNOVATION: "STEAM" ADDS ART AND DESIGN TO THE EQUATION

A strong liberal arts education is based on balanced, interdisciplinary learning in both technical disciplines and the humanities. Learn about the role art and design has in driving innovation and addressing global societal problems – and how it all starts here.

2

### FIRST IB DIPLOMA STUDENTS GRADUATE FROM COLLEGE, STEP OUT INTO THE WORLD

The first class of Academy IB Diploma students graduated from college this spring, and they are finding that their Academy educations are still serving them as they face a new set of challenges in graduate school and the professional world.

8

### "I WANT THIS SCHOOL TO THRIVE"

#### ALISON BALLATINE '91 AWARDED MCCORMICK MEDAL

Alison Ballantine '91 is an alumna, Academy parent and teacher. Learn more about her long-standing support of Harrisburg Academy.

9



Seventh and 8th grade students participated in "Design... Build... Destroy!" as a part of the Academy's first Distinguished Leaders in Residence event in April.

## DEPARTMENTS

- 10 ACADEMY LIFE
- 15 COLLEGE PROSPECTUS
- 16 SENIOR SUCCESS STORIES
- 18 SPARTAN SPORTS
- 20 CIRCLE H SPOTTED
- 22 ALUMNI NEWS
- 28 CLASS NOTES
- 30 RETIREMENTS
- 32 IN MEMORIAM

## NEWSMAGAZINE STAFF

Kristina A. Pae, Editor  
Mary S. Campbell, Staff Writer

## PROOFREADERS

Annette Spahr  
Jessica Warren

## FRONT COVER ARTWORK

Designed by Randall and Jessica Hughes

A publication of Harrisburg Academy  
10 Erford Road, Wormleysburg, PA 17043-0894  
[www.HarrisburgAcademy.org](http://www.HarrisburgAcademy.org)

Submit class notes to:  
[alumni@harrisburgacademy.org](mailto:alumni@harrisburgacademy.org)

© Harrisburg Academy  
The Harrisburg Academy logo, Circle H mark, and official seal are registered trademarks of Harrisburg Academy. NewsMagazine content may not be reproduced or transmitted without the express, written consent of Harrisburg Academy.

## PHOTOGRAPHY

NewsMagazine staff photographers

Photos by Mike Barrett (father of Matt '08): [MBarrett635.smugmug.com](mailto:MBarrett635.smugmug.com)

Gene Trindell's Photo Gallery (father of Sarah '16 and Katherine '19): [HAParents.org](http://HAParents.org)

Amy Spangler Photos: [ASpanglerPhoto.com](http://ASpanglerPhoto.com)

# CONNECT WITH US!

We want to hear from you. Drop us an email ([newsletter@harrisburgacademy.org](mailto:newsletter@harrisburgacademy.org)) or connect with us online.



**WEBSITE** – [HarrisburgAcademy.org](http://HarrisburgAcademy.org)



**BLOG** – [HarrisburgAcademy.org/blog](http://HarrisburgAcademy.org/blog)



**FACEBOOK** – [Facebook.com/HarrisburgAcademy](https://Facebook.com/HarrisburgAcademy)



**TWITTER** – [HarrisburgAcad](https://Twitter.com/HarrisburgAcad)



# INTERDISCIPLINARY INNOVATION:

## ADDS ART AND DESIGN TO THE EQUATION

On a bright, seasonally warm morning this spring, Harrisburg Academy's 7<sup>th</sup> and 8<sup>th</sup> grade students clustered on the upper athletics field, paying close attention to the instructions of David Brason '74. Brason, a guest through the Academy's Distinguished Leaders in Residence program, was preparing to facilitate an interactive, creative-thinking simulation with the students.

The assignment — "Design...Build...Destroy!" — divided the students into five teams and provided each with a standard set of building supplies, including two rolls of duct tape, six PVC pipes, three 6-foot-long, 2-by-2 boards, three cinder blocks, rope, string, and 100 tennis balls. The students were tasked with using these supplies to build a structure that would house the tennis balls three feet off the ground and safely withstand an "assault." In addition, the teams were given \$180 in fake project money to buy additional items they felt would strengthen their efforts, including cardboard boxes, buckets, Gorilla Tape, and additional quantities of the original materials.

Forty-five minutes later, the "assaults" began. Opposing teams attempted to destroy competitor contraptions, pelting them with various athletic balls and water gun blasts. The groups able to keep the most tennis balls safely contained (taking into account some "handicap" scoring for projects with additional supplies) would win.

Team "Supreme" took top honors with its sturdy, creative design and its smart use of resources. Much like a suspension bridge, this design drew on the strength and balance of triangles and expertly placed guy-wires along with a wide base and a tennis ball

compartment completely sealed off with duct tape. And while team Supreme did retain all of its tennis balls, it won because it made use of the least amount of resources.

### STEAM DEFINED: AN OLD CONCEPT RENEWED IN MODERN TIMES

The Academy's Distinguished Leaders in Residence activity, albeit simple in scope, represents a larger school of thought in problem solving — the idea that **understanding** is much more powerful than **knowledge**, itself, and that consequently, a well-rounded individual who understands a problem is better able to consider resources at hand, apply technical knowledge and skill, and work collaboratively with others to solve the problem in a new and different way. The involvement of art and design in this discovery process is paramount, even though many in today's society see it as divergent from a more traditional technical approach.

Shirley Malcolm of the American Association for the Advancement of Science (AAAS) spoke on this exact topic at a national conference hosted by the Rhode Island School of Design (RISD) in January of 2011. "Why was this artificial bifurcation made [between art and science] and how can we reconnect it?" Malcolm posed to her audience, referencing innovators like Leonardo DaVinci who were incredible contributors to society in both science and the arts. The goal of the National Science Foundation-sponsored conference, "Bridging STEM to STEAM: Developing New Frameworks for Art-Science-Design Pedagogy," was to bring together many of

today's great minds to examine and discuss ways in which we can enhance Pre-K-to-16 STEM (Science, Technology, Engineering, and Math) education by integrating art and design — STEM + A (Art and Design) = STEAM.

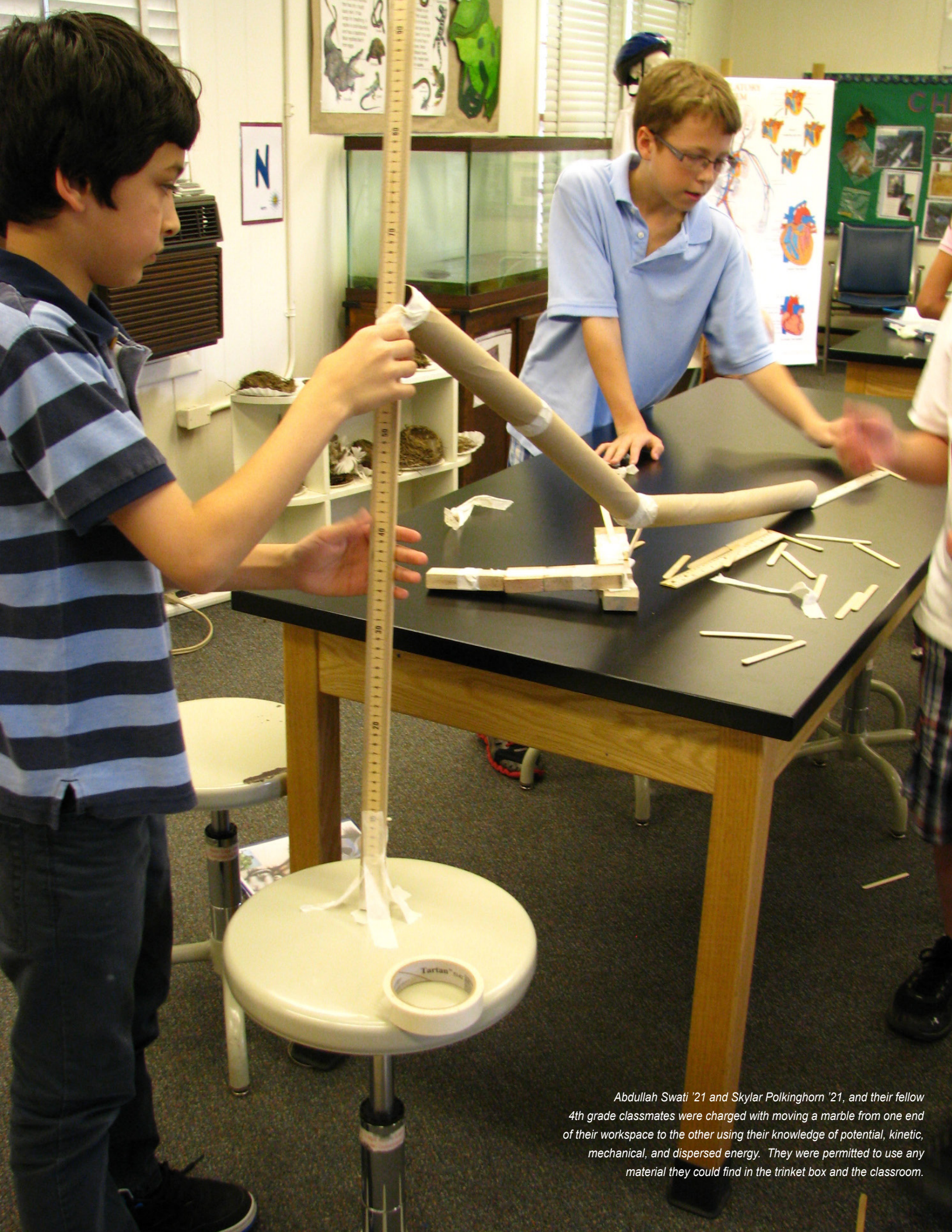
So what is STEAM, exactly? According to Penn State Harrisburg communications department chair and associate professor of humanities, Catherine Rios (mother of Mira Witwer '24), the Arts portion of STEAM is the "scaffolding" that supports the ultimate success of any given Science, Technology, Engineering or Math innovation. Artists and designers are critical in the creative process, Rios said, because they have expertise in finding "form" for a project's content and function.

"If the form of your idea does not relate to the content and the function, your concept won't succeed," she said. "Even the simplest of concepts has to find some form to be conveyed to a very broad spectrum of people. The goal of STEM-to-STEAM is the idea that we foster true innovation by combining the more technical disciplines (content and function) with the design (form)."

But this concept is not just the simple addition of arts education to a school's greater menu of technical classes, said Margaret Honey, president and CEO of the New York Hall of Science and an additional presenter at the "Bridging STEM-to-STEAM" conference. "It's about fundamentally changing education to incorporate the experimentation and exploration that is at the heart of effective education."

Harrisburg Academy is uniquely able to do just this, because the philosophy of STEAM is at the core of the school's liberal arts

*continued on page 4*



*Abdullah Swati '21 and Skylar Polkinghorn '21, and their fellow 4th grade classmates were charged with moving a marble from one end of their workspace to the other using their knowledge of potential, kinetic, mechanical, and dispersed energy. They were permitted to use any material they could find in the trinket box and the classroom.*



Academy alumnus, David Brason '74, facilitated an interactive activity for 7th and 8th grade students during the Academy's Distinguished Leaders in Residence event. Pictured here (clockwise, from bottom left): Yoav Shavit '17, Sara Sherman '17, Chase Wallace '18, TaChae Range '18, Owen Foley '17, and Noah Sweeney '18.

*continued from page 2*

identity. How? The Academy is free from the constraints of publicly funded schools and in this position, is able to create a curriculum that is integrated, comprehensive, and encourages a mastery of understanding, not just a mastery of knowledge. Math instruction beginning in HATS logically leads into Junior Kindergarten and Kindergarten math, progressing through Lower School, and continuing up through Middle and Upper School, all the way to International Baccalaureate Higher Level mathematics. The school provides a unified, progressive 15-year experience in each academic subject. Additionally, the Academy integrates learning cross-subjects, tying lessons experienced in computer science class to skills learned in fine arts class, and using graphic design skills to better demonstrate topics being analyzed and presented in history and English classes. Because the Academy is not bound to “teach to the test,” its students are afforded time to delve into more complex problems, foster creative thinking and collaborative solutions, and in turn, develop the “deep learning” skills needed to succeed in the 21<sup>st</sup> century — skills that will set them apart from others when applying to college and competing for graduate schools, top jobs, and beyond.

“My daughter’s whole learning experience is totally integrated,” Rios said. “Harrisburg Academy doesn’t have to segregate learning

outcomes from the learning process, and I think that is the model of what interdisciplinary STEM-to-STEAM is.”

## STEAM CONNECTIONS IN THE CLASSROOM

The STEM-to-STEAM movement is indeed gaining momentum across the globe. Educational institutions, corporations, and individuals are embracing innovation as a way to ensure our nation’s prosperous future. John Maeda, RISD’s president and unofficial founder of this movement, even goes so far as to claim that art and design are poised to transform our economy in the 21<sup>st</sup> century just as science and technology did in the last century. And it all starts with interdisciplinary education in primary and secondary schools.

STE(+a)M Connect, a respected think tank of scholars, educators, and artists committed to informing about and advocating for STEAM education, states that complex problems are best solved using both hemispheres of the brain. By blending “immersive arts programs with reading, calculation, spatial reasoning, and critical analysis from a high-level viewpoint, educators are able to encourage development of forward-thinking, multi-sensory problem solving abilities in their students,” says the group. And the outcome of being educated

through a well-balanced liberal arts curriculum? Individuals who are well-rounded, global citizens who are able to apply their knowledge in inventive ways to conquer new challenges.

“I love the fact that my son is being exposed to the arts and artistic expression, and is being taught that the arts are important,” said Jeff Ritchie, digital communications department chair and associate professor of digital communications at Lebanon Valley College (father of Colin ’26). “If you’re going to be an adult who creates something elegant that makes people’s lives better, improves the world, or impacts the bottom line, art matters! The fact that Colin will be exposed to this, in addition to inquiry-based science, at a young age — that is phenomenal.”

Ritchie continued, “I want Colin to learn that being wrong is OK and that failure is to be expected, too. This resilience is a key part of the process of innovation. ‘Fail Early... Fail Often... Fail Forward,’ is what I say.”

Indeed, by definition, the courage to take risks and face failure is an essential component of STEAM. “Curiosity and imagination are undoubtedly wellsprings of innovation,” says Tony Wagner in his 2012 book, “Creating Innovators: The Making of Young People Who Will Change the World.” But Wagner also identifies the importance of a student’s perseverance, willingness to experiment, ability

to take calculated risks and tolerate failure, and use of “design” thinking (in addition to critical thinking) to discover new solutions.

We see this every day at the Academy. There is no better example than Lower School science class, where the Kindergarten-through-4<sup>th</sup> grade students of Carolyn Estill-Shover '92 (mother of Taryn '22 and Jeremy '24) explore and innovate on a small scale in their dedicated lab science class. Children are encouraged to question what they see and to bring these questions to class. Estill-Shover keeps a few large boxes of odds and ends, trinkets, and whimsical, cast-off items for use in this student-led experimentation, addressing questions posed by their classmates.

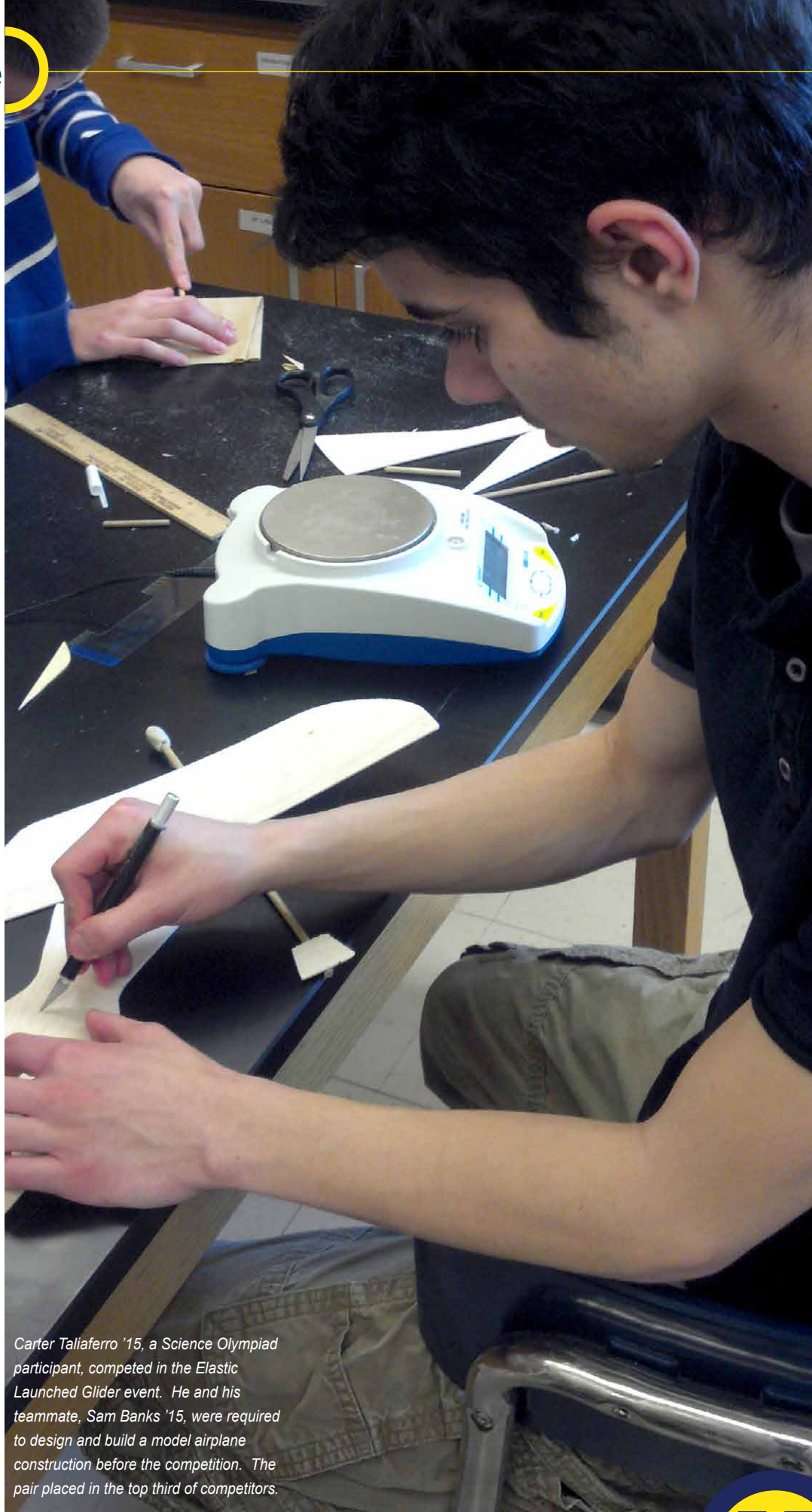
“I tell the students, ‘My boxes are available to you,’ and I ask them, ‘What do **you** think we need to figure this question out?’” Estill-Shover said. “Many times, I already know that the experiment they’re designing on their own won’t work, but I won’t tell them this. I want them to have the opportunity to figure it out. Then I help them determine the reasons why they didn’t get the answer they might have expected and why their design failed. And sometimes, we try again — because they are so determined!”

“Ultimately, I want my students to be able to understand and explain the world around them,” she continued. “It is so important for them to be able to make connections between science here and the greater world. As their teacher, I provide them with the knowledge and guide them in how to use it. But my true goal is to ignite their own desire to figure things out.” This philosophy is not unexpected, given Estill-Shover’s own educational background as a once inquisitive and engaged Academy student herself.

Add a few more inches in height and more candles to the birthday cake, and you’ll see students eager to apply their knowledge and deep understanding of their favorite subjects in creative ways in the Academy’s Middle and Upper Schools. Mary Toth (mother of Alison '16, Krista '18, and Michael '20), science teacher and director of the Academy’s Center for Experimental Sciences, mentored 13 Upper School students for the regional Science Olympiad competition at Millersville University this spring. Science Olympiad draws competitive teams of students from neighboring schools who are interested in science and who cross-train for a variety of events in their skill set for months before competing.

Many Science Olympiad events require students to complete “constructions,” or models, ahead of time, which they bring with them to the competition for additional work and judging. Although certain parameters must be met, there is much creativity in the actual design process (originality which has direct bearing on the effectiveness of the design). Harrisburg Academy’s thermodynamics challenge

*continued on page 6*



*Carter Taliaferro '15, a Science Olympiad participant, competed in the Elastic Launched Glider event. He and his teammate, Sam Banks '15, were required to design and build a model airplane construction before the competition. The pair placed in the top third of competitors.*



Image used with permission from Camilla Hallgrén.



*continued from page 5*

participants, Philippe Rivera '13 and Luke Bent '13, were asked to construct an insulated device that would retain heat and fit a 250 mL beaker holding water. Bent and Rivera chose to construct their device using a cardboard box covered with aluminum foil, stuffed with wool. After extensive testing and collaboration with fellow students, Bent and Rivera were ready to take their device to the competition — and their creativity was rewarded with a first-place win!

STEAM at the Academy is so much more than just creative problem solving, savvy methods of construction and presentation, and student collaboration in the more technical subjects — there is the human element. Problem-solving skills also impact our society's ability to tackle large-scale, global social issues, oftentimes requiring new and different means of analysis and action. The Spring 2013 Independent School magazine article, "Meaning and Utility: Keeping the Humanities and Global Education Central to Learning," touches on this idea. The authors claim that a STEAM-focused

education "prepares students for citizenship and leadership roles in a world in which they will need to assess and debate economic, technical, scientific, and moral questions that have profound consequences for all of us.

"Where would engineering and human invention be without the beauty and creativity of the arts?" they say. "How would communities thrive without historical knowledge of the archetypes conveyed in great literature? Where would scientific and technological advances be without Socratic inquiry? How can we develop a moral compass in life without a careful study of history and literature? To nurture a better dialogue across the entire range of academic disciplines, educators should begin to ask new and more probing questions as they create curricula that help acknowledge the generative link between STEM and the humanities."

Terry Bowie's methodology to teaching Upper School art at the Academy demonstrates this idea of creativity and out-of-the-box problem solving tied to the human purpose. Although hands-on creation is still at the core of his

*Terry Bowie's IB Art class skyped with Swedish artist and Stockholm University professor, Camilla Hallgrén, to discuss her miniature artwork and the global social issues explored through it. The Academy students wrote papers about the issues and created their own miniature artwork in the style of Hallgrén. Shown above, Hallgrén's piece, "Life is a journey."*

instruction, Bowie has expanded curricula to include a diverse array of teaching methods and means, involving global connections along the way, thanks, in part, to technology.

During a trip to a local bookstore this spring, Bowie purchased a copy of an art magazine featuring "Little Sweden Art," ([www.littleswedenart.com](http://www.littleswedenart.com)) the work of Swedish artist Camilla Hällgren. Hällgren is an art educator at Stockholm University who creates thought-provoking scenes — making playful, yet profound, social statements — with miniatures juxtaposed to everyday objects. Bowie fell in love with the artist's work and her statements on big social issues being explored through this miniature art shot on a macro scale.



*A response piece by Academy senior, Xiang Li '13. Li purchased a set of figures and shopping carts, intending to make a statement about commercialism. Says Li in her IB Art Journal: "The shoppers and toothpaste originated from the relationship of salesmen and customers. I tried to convey that the salesman spent too much effort on customers, and that they promote their products just to promote. This project has marked a cornerstone of my 'journey' as an artist."*

A week later, much to his delight, Bowie took notice that Hällgren was following his own work through the social media platform, Instagram. The two exchanged some complimentary emails, and Bowie took the connection further, introducing his IB Art students to Hällgren's work and to the artist, herself. The students viewed her artwork and wrote reaction papers, which were shared with both Bowie and Hällgren. They also were charged with purchasing 12-millimeter model train figures and creating a set of their own artwork in Hällgren's style. Then the

class Skyped with Hällgren to continue the discussion about their papers, the issues, and the artwork. This experience reinforced how the lines between social commentary, age, nation of origin, art, technology, and collaborative problem solving continue to blur together.

"I could tell that when these students left my classroom, this was probably one of the best [art class] experiences they had ever had," Bowie said. "The students made a real connection with Camilla through the Skype interview, face to face. And it really helped clarify in their minds the important role of technology and art from a global sense, in examining social situations and solutions to bigger problems."

## STEAM IN THE "REAL WORLD"

So what happens after a liberal arts student successfully completes high school, has an engaging college experience, and is preparing to enter the "real world"? Rios said that in today's job market, the most highly sought

after employees are those who are masters of interdisciplinary skills and that in her experience, these candidates tend to come from a liberal arts background, well-versed in history, art, design or philosophy. "They're the ones being pursued by the technology firms. Their critical thinking abilities and their abilities to contextualize information is what makes them stand out," she said.

Former information technology industry recruiter, Ian Kanski, couldn't agree more. "During my days of building pipelines of highly specialized candidates in the IT industry, I kept coming across highly successful consultants with degrees in the fine arts, English, and philosophy. It was interesting to me to see that the conceptual processes of problem solving gave them an edge in technology industry careers."

Kanski, a fine arts major, himself, explains why: "A student studying art, language, and humanities becomes wired with exploring parallels and metaphors — relationships between things that aren't easily recognized as parallels. Students of philosophy know how to examine the broad strokes and bigger concepts. English and creative writing students understand metaphors and multiple ways to describe the same ideas. Visual artists deal with relationships and how different elements relate to each other. All of these students are trained to notice very specific things while at the same time, maintain the ability to "zoom" in and out of the problem to understand the broader mechanics of what is happening."

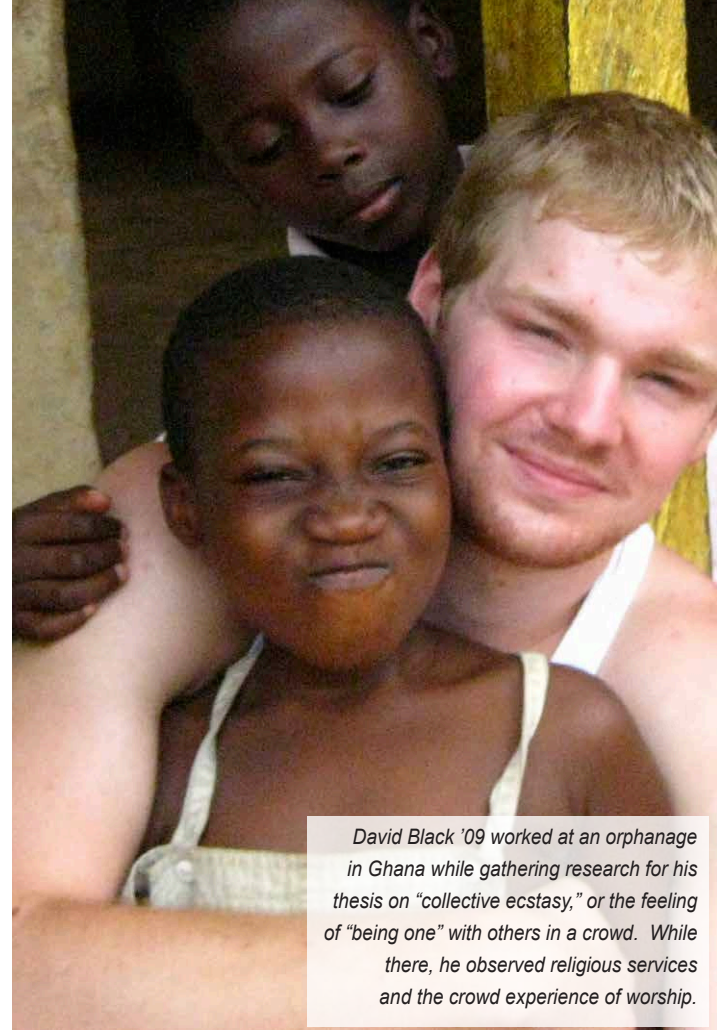
"Being able to recognize a pattern, get an idea of what is happening, and then be able to apply this method of understanding to a similar problem is the key," he said. This is the best way to address complex problems as the world demands hybrid solutions to new issues. Professionals with a deeper understanding of art and design, alongside the technical disciplines, are the ones capable of finding these solutions.

No one can begin to imagine what the world will be like 10 years from now, but our society should remember that while history's greatest minds — innovators and problem solvers such as Leonardo Da Vinci, Nikola Tesla, and Albert Einstein — were enabled by their STEM studies, they were inspired and guided by the humanities. The Academy's robust liberal arts curriculum provides a balanced, interdisciplinary education and is producing students and graduates who are confident, successful problem solvers in the 21<sup>st</sup> century world. And as knowledge, tools, and resources continue to expand at Harrisburg Academy, the success of its students will only follow suit.





*Ilsa Snyder '09, pictured here with Vilnis Kirsis, Parliamentary secretary at the Ministry of Economics in Latvia, traveled to the Eastern European country to gather research for her senior thesis. It was, in part, the Academy that fueled her interest in international studies.*



*David Black '09 worked at an orphanage in Ghana while gathering research for his thesis on "collective ecstasy," or the feeling of "being one" with others in a crowd. While there, he observed religious services and the crowd experience of worship.*

## FIRST IB DIPLOMA STUDENTS GRADUATE FROM COLLEGE, STEP OUT INTO THE WORLD

Harrisburg Academy proudly became an International Baccalaureate World School in 2007, and in 2009, sent its first group of IB Diploma graduates off to college. Four years later, these students have completed their undergraduate education — and affirm that their Harrisburg Academy education continues to put them ahead of classmates in their collegiate educational journey.

David Black '09 and Ilsa Snyder '09, two of the Academy's Class of 2009 who received IB Diplomas, are appreciative of their liberal arts background and global learning experiences. Both are excited to face a new set of challenges in graduate school and the professional world.

Black graduated from Bennington College this spring, where he studied crowds: how people form crowds, what crowds do, and how people's perceptions of themselves change when they are in a crowd. He traveled to Ghana early in 2013 to gather research for his

thesis on "collective ecstasy," or the feeling of "being one" with other people in a crowd.

"People in that state are less likely to dissent from a majority opinion and more likely to self-sacrifice, among other things," said Black, who had a full-time job at an orphanage and in his spare time, participated in and observed religious services.

Black says that Harrisburg Academy set him on his current path by fostering his interest in the liberal arts. "In my education, I'm getting closer and closer to what is at the heart of the liberal arts. I'm not exactly sure what that is, whether it's something about human nature, or the individual's relationship to society, or something else," Black said.

Ilsa Snyder, an Academy "Survivor," graduated from Penn State University, Schreyer Honors College, in May with a Bachelor of Arts degree in international politics and minors in Spanish and business. Snyder

traveled to Latvia in August 2012, where she interviewed members of the central bank, members of parliament, economists, and journalists to gather research for her senior thesis, titled, "An Unlikely Decision: Factors Influencing Internal Devaluation in Response to the 2008-2010 Financial Crisis in Eastern Europe." Snyder credits much of her interest in international studies to the Academy.

"I know the Academy was definitely the best preparation I could have received anywhere, for life in general. I think the Academy taught me both how to be a global citizen and to look at the world and analyze things, whether in a classroom or watching the news," Snyder said.

Both Snyder and Black returned to the Harrisburg area to prepare for their next step: Snyder will gain work experience in the area and then pursue an M.B.A. Black is planning to apply to Yale Divinity and Princeton Seminary in the fall.



## “I WANT THIS SCHOOL TO THRIVE” ALISON HASSMAN BALLANTINE AWARDED MCCORMICK MEDAL

The McCormick Medal is awarded to one person each year who displays leadership and service to the school, and this year was awarded to an individual who has served the Academy in almost every way — as a student, a substitute teacher, a full-time teacher, an active alumna, and a current Academy parent. Alison Hassman Ballantine '91 accepted the award on May 19 at Harrisburg Academy's annual Founders Day Celebration.

Ballantine began her journey with the Academy when she attended from 9<sup>th</sup> grade through her graduation in 1991. Ballantine then attended Hobart and William Smith Colleges, graduating in 1995 with a double major in religious studies and environmental studies, a double minor in geoscience and South Asian studies, and a teaching certificate.

After graduation, Ballantine found herself back in Pennsylvania, where she began volunteering with the Extended Day Program (EDP) and substituting at the Academy. Eventually, she was hired as a full-time teacher and spent five years in this role.

The community is what she really values about an Academy education. “I know the academics are the best here, but the thing I appreciate about the Academy is that it just feels good — like the community that I want my kids to be a part of,” said Ballantine, who currently has three children at the Academy: Axel '26, Eleanor '24, and Sally '21.

“I think we need to push our kids to get the best education they can, which is not only about whether they can do math problems. It's about whether they can be good people in the world. That is why my husband, Peter, and I love this school,” she continued.

Ballantine continues to support the Academy as a substitute teacher and as an engaged alumna, attending events and volunteering her time as a member of The John Harris Circle. “Peter and I want this school to thrive. And I'm very fortunate that I have the time and energy to make that happen,” said Ballantine. “I feel strongly that we need a school like Harrisburg Academy, and I think this school is a gem in this community.”



**Top:** Alison Ballantine '91 and her son, Axel '26, brought one of their family's chickens to visit the Academy's Junior Kindergarten classes while they were studying animals.

**Bottom:** Alison Ballantine '91 was awarded the McCormick Medal on Sunday, May 19 at the Academy's annual Founders Day celebration. The event was held at the John Harris-Simon Cameron Mansion in downtown Harrisburg, the original home of Harrisburg Academy when it was founded in 1784.



*Middle School students brought to life ancient China in "Disney's Mulan JR.," this spring's Middle School musical. "It's their crowning achievement," said director, Michael Gamon.*



## *Now Presenting:* **BEHIND THE SCENES OF THE ACADEMY'S THEATER AND ARTS PROGRAMS**



School plays and musicals have become not only an institution, but a source of camaraderie and many wonderful memories at local high schools. And at Harrisburg Academy, students are both continuing a longstanding theatre tradition — through Lower School class plays and the Middle School musical — and starting new ones — like the inaugural Upper School musical, "Elton John and Tim Rice's Aida."

But the Academy's play and musical productions are only a piece of the school's theatre and arts opportunities. In addition to a theatre program in all

four divisions, students begin learning strings by the Suzuki method in Junior Kindergarten and are encouraged to take part in band, orchestra, or choir programs in Lower, Middle, and Upper School.

Andrew Jones, Early Childhood and Lower School music teacher, Lower School orchestra conductor, and Middle School band conductor, says that the Academy's arts programs allow students to take a break from the traditional disciplines and express themselves.

"I notice at other schools that they're good at music or they're good at art, and that's pretty much it. But here, they're good at music, art, science, math, English, and it's because nobody falls through the cracks," said Jones, who started playing violin, himself, at a very young age. "It's great to see them have more than one outlet. Everyone needs an outlet, and without that in schools, you're creating kids who take a test and pass a test. You're creating robots."

And students really did express themselves in this year's first Upper School musical, "Elton John and Tim Rice's Aida," directed by Jones and Michael Gamon, Upper and Middle School music and drama teacher. In

addition to Upper School students, a number of Middle School students had roles in "Aida" to prepare them for their own musical, "Disney's Mulan JR.," later in the spring.

"The one thing we really wanted to do was to put the emphasis on the students. We wanted them to know that the responsibility and the success of the show was theirs so that they would rise to the occasion and really own it. We were opening every single door we could for them and it was their responsibility to walk through," Gamon said.

"And in that way, a lot of kids were bitten by the theatre bug... kids who I never thought would be," he added.

Students are, indeed, finding a passion in music as early as Early Childhood and Lower School. Randy Gutwein, who retired from his position as Lower School, Middle School, and Upper School music teacher at the end of the 2012-13 academic year, helped the Academy's 2<sup>nd</sup> grade students write lyrics and compose their own song.

"It started a stampede of writers. My first reaction was 'I've created a monster!'" said Gutwein, who taught at the Academy for 20 years. "But that's where creativity starts, with the noise and confusion."

*Middle and Upper School students presented the inaugural Upper School musical, "Elton John and Tim Rice's Aida" to a full house for three consecutive nights in March. Students clocked over 140 hours on the production.*



In addition to these in-school opportunities, many students take advantage of arts programming in the Harrisburg area. This spring, Academy students took part in productions by the OSHKids Performance Company, the Popcorn Hat Players Young Acting Company, and the Whitaker Center.

According to 2<sup>nd</sup> grade teacher, Jean McIver, many of whose students participate in out-of-school arts and theatre programming, Harrisburg Academy opens the door at a very early age and encourages students to explore and expand their ability.

"I think what the Academy does, especially for the "Survivors," is open their eyes to what can be experienced. They find that niche at such an early age. Then the parents and kids want more, so they go out and look for it even more in depth."

In the end, such a comprehensive theatre and arts program serves to provide Academy students with another experience they can take with them throughout life.

"It all comes down to one thing: having a personal relationship with music," Gutwein said. "Who's to say what comes from what we do? But music is often a way to overcome adversity."

Even if music isn't necessarily the experience that students take with them, they still learn life skills, said Jones. "From the time these kids come to this school, they're learning proper ways to perform and how to have a presence. These kids have a wonderful opportunity to grow in so many aspects."

"To present a production to another person often takes a lot of time and overcoming a lot of difficulty, especially for a young person," Gamon said. "And the arts really allow them to learn the communication side, and to not just present ideas, but to present themselves."

And present themselves they have, to a resounding "Bravo!"





*Dominic Savarino '21 works busy duty, one of the more prestigious 4th grade jobs.*

## THE NATION OF 4<sup>TH</sup> GRADE – AN ECONOMY OF SCALE

When Alyssa Matzoni '21 opens her wallet, she sees more than George Washington and Abraham Lincoln's faces. Neatly tucked behind the \$1s and \$5s are several bills in the interchangeable currency of Harrisburg Academy's 4<sup>th</sup> grade teachers — "Bender Bucks" and "Sherman Dollars." Mari Bender and Karla Sherman have developed their own micro-economies in their classrooms this year, and the students are into it. **Really** into it.

"Every student had to apply to a classroom job, and they get paid for it," Sherman said. They go through the process much like an adult would, completing a job application and competing against others interested in the position. And like the "real world," not all jobs are as prestigious, fun, or pay as well as others.

"The banker is one of the most important positions," Bender said. "Six kids applied for the job! We explained to them that to be a good banker, you have to be organized, responsible, and neat, and all applications had to be completed the same way."

The jobs — including Mailbox Filer, Pledge Leader, Closet Monitor, Pencil Sharpener Assistant, Substitute, Librarian, Playground Supervisor, Room Maintenance Worker, Classroom Monitor, Class Messenger, Bus Duty Assistant, Banker, and Whiteboard Cleaner — are done throughout the week and students keep their jobs for several months before they go through the application process again and re-shuffle responsibilities. They get paid weekly for their work, and pay varies

depending on their individual job role — anywhere from \$13 per week to \$1 per week.

And just like in the real world, students are charged for services, including the "rental" of their desks or the purchase price of a new pencil if they lose theirs and need a new one. They can be fined if their desks are messy, if they talk in the hallway, or if they break a classroom rule. And they can even receive pay deductions or be fired if they don't take their jobs seriously.

Every few weeks, students are rewarded for their money management skills with a "store" day, which is completely student-organized. Students can spend Bender Bucks and Sherman Dollars on goods and services being sold by their classmates, including henna tattoos, origami, and pencils.



Fourth grade students host a "store" day. Pictured here (from left): Matthew Burick '21, Alyssa Matzoni '21, Jacob Helm '21, Linsai Jackson '21, and Morgan Butler '21.

"The kids have gotten really creative," Bender said. "They create advertisements, take names, do order forms, and have even offered coupons."

"One student, Catherine [Stalter '21] brought in pencils with flowers on them," she continued. "They were the hot item, and everyone wanted to buy them. Of course, there weren't enough to go around and this gave us the opportunity to talk about supply and demand. The classroom discussions about economics are great! The kids talk about the things they're selling, what sold the most, and what did not sell at all."

With all of these personal credits and debits, the class banker and each student's own records are vital in keeping the "economy" in order.

"This whole project is working because our students have the motivation to earn money," Sherman said. "The true action happens

on the day of the store — there's money flying all around!" she added, laughing.

Each student is required to keep a record of his or her own classroom finances in a checkbook. The students are learning how to make deposits and write a check, and they understand that when they write a check or take money out to go shopping at the store, it's called a withdrawal.

"I think the most helpful thing I have learned is how to do bank deposits," Matzoni shared. "We are learning how to keep track of the money we have... how to use, deposit, and save it. This will help us when we are grown up — and it's really a lot of fun!"

Fourth grade parents, too, give the project rave reviews. "These mini economics lessons tie to all the other lessons we cover

in math, social studies, and all subjects, really, because they mirror the real world," Sherman said. "The parents really love what their children are learning."

"Paige learned about job performance, entrepreneurship, and money management in a fun and creative way," said her mother, Ellen Caldwell '80. "This has been a great hands-on experience that introduced important life skills that will serve her well in the not-so-distant future."

"The students collectively embraced their responsibilities and took great pride in their work," Caldwell continued. "As a parent, it was great to see the 4<sup>th</sup> grade students' enthusiasm and motivation for this project!"





*Junior Kindergarten students, including Owen Foster '26, learn about motion and movement using the scooters during physical education class.*

## AN OBJECT IN MOTION: THE IMPORTANCE OF PHYSICAL EDUCATION IN EARLY CHILDHOOD LEARNING

Anyone who has ever had a small child in their household understands the importance of physical activity in his or her day-to-day routine. Children's behavior and attention spans, when asked to focus on activities that don't involve movement, are directly impacted by the times in which they are able to move. That is why Harrisburg Academy continues to make physical education class an important part of its students' school day.

For the Academy's Early Childhood students — HATS, Junior Kindergarten, and Kindergarten — this means meeting for physical education class every other day.

"I love the energy they bring," said Chris Clark, speaking of the Early Childhood students she teaches in class. "They just don't stop! Every child at this age is interested in PE class. From basic physical skills to sportsmanship to reinforcing classroom lessons, physical education is so important to early childhood development."

The main focus of learning in HATS physical education class is cooperation and exposure to as many new activities as possible. Students start the year learning the basic forms of movement, including running, skipping, galloping, hopping, jumping, rolling, and backward walking. The group tries a new motion each week and repeats what they have learned throughout the year.

They also learn about balls and the sports

that require their usage. They are exposed to many different sizes of balls and many different types. They learn how to throw and catch balls, and how to kick and stop them. And they also play with the parachute, hula hoops, scoops, scooters, Frisbees, polo sticks, pinky balls, bean bags, bowling pins, pompoms, and other athletic equipment. Tired yet?

In JK physical education class, students review what they have learned in HATS and start to use these skills in simple, organized, cooperative games. Fair play and sportsmanship come first and foremost in this class. According to Clark, "Not a week goes by that we don't stop an activity and talk about sportsmanship. You have to learn how to win graciously as well as lose graciously. It is so important."

In Kindergarten, students start completing actual "units." The basic skills they have learned in HATS and JK afford them the knowledge to "jump right in and hit the ground running," Clark says, in activities such as soccer, kickball, basketball, handball, T-ball, tennis, volleyball, and hockey. The kids continue to be reminded about the fact that winning is important, but fair play is essential. This is the age at which students begin participating in the Academy's longstanding tradition of Field Day, and they have the opportunity to learn the event's

activities — hurdles, the 50-yard dash, the shuttle relay, the standing broad jump, the scooter relay, the parachute, and the sack race, before competing for the Blue or Gold team.

Clark loves that she is able to teach the same students over the course of 15 years, and sees value in the students' continued experience even through the first few years at school. "As the class progresses, if most of the JK students have participated in our HATS program, I'm able to introduce organized games so much earlier because they all have mastered the basic skills. And I can build on that so much more quickly and do more in my classes."

Beyond the "rules of the game," and sportsmanship, Early Childhood students learn other important lessons in physical education class. They learn about science — "Just because a ball is smaller doesn't mean it will bounce as high, Mrs. Clark!" Or, "The second bounce with a super ball goes further than the first, but the second bounce of a tennis ball does not!" And they learn about health and fitness — "I can feel my heart pumping harder after I've been running because my muscles need more blood to have energy." But most importantly, they are receiving a well-rounded education through a greater school-wide commitment of educating the "whole child."

And they're having a ball while doing it!

## COLLEGE SUCCESS AT THE MOST COMPETITIVE LEVEL

As a college preparatory school, Harrisburg Academy devotes extensive resources to guiding Upper School students individually through the college preparation, selection, and application process. Students and their families have access to the services of our full-time director of college counseling. The college counseling process begins in 8<sup>th</sup> grade and continues until the students are accepted at the college of their choice five years later.

At a time in which the college acceptance pool is getting increasingly competitive, our students apply, are accepted, and attend the most prestigious universities in the world. We are proud to acknowledge that 100 percent of Academy students attend the college or university of their choice. And of this group, over the past 12 years, nearly 50 percent of all Harrisburg Academy seniors chose to attend a Most Competitive or Highly Competitive school, the highest tier of schools nationwide. The Academy proudly presents its full 12-year list of acceptances to these select universities.



### KEY:

- College Name – (# of students accepted)
- No number signifies one acceptance
- #1 ranked Ivy League and Most Competitive schools are in **bold**
- #2 ranked Highly Competitive schools are *italicized*
- Exclusive non-ranked "Special" music conservatories and art schools noted with \*

*Allegheny College* – 5  
**Amherst College** – 2  
*American University* – 19  
**Barnard College** – 5  
**Bates College** – 3  
*Beloit College* – 4  
*Bennington College* – 3  
*Bentley College*  
 Berklee School of Music\* – 2  
**Boston College** – 2  
*Boston University* – 9  
**Bowdoin College** – 4  
**Brandeis University**  
**Brown University** – 2  
*Bryant College*  
**Bryn Mawr College** – 8  
**Bucknell University** – 2  
*California Polytechnic State University, San Luis Obispo*  
**Carleton College**  
**Carnegie Mellon University** – 9  
**Case Western Reserve University** – 4  
*Centre College*  
*Clark University* – 3  
*Clemson University*  
**Colby College** – 3  
**Colgate University**  
**College of the Holy Cross**  
**Colorado College**  
**Columbia University**  
**Cornell University** – 4  
**Dartmouth College**  
*Denison University* – 5  
*Dickinson College* – 16

**Duke University** – 3  
 Eastman School of Music, Univ of Rochester\*  
*Elon University* – 3  
*Emerson College*  
**Emory University** – 7  
*Eugene Lang New School, NYC*  
*Fordham University* – 5  
**Franklin & Marshall College** – 18  
*Furman University* – 5  
**George Washington University** – 13  
**Georgetown University** – 5  
 Georgia Institute of Technology  
*Gettysburg College* – 13  
*Grinnell College*  
**Hamilton College** – 4  
**Harvard University**  
 Hendrix College – 2  
**Haverford College**  
**Johns Hopkins University** – 4  
*Juniata College* – 10  
**Kenyon College** – 7  
*Kettering University*  
**Lafayette College** – 13  
**Lehigh University** – 9  
*Loyola University of New Orleans* – 2  
 Maryland Institute College of Art\* – 8  
*Mount Holyoke College* – 5  
*Muhlenberg College* – 5  
 New College of Florida  
**New York University** – 7  
*North Carolina State University*  
*Northeastern University* – 3  
**Northeastern University, Pharmacy Program**  
**Oberlin College**  
*Ohio State University*  
 Peabody Conservatory at Johns Hopkins University\*  
*Pepperdine University*  
**Princeton University**  
**Reed College, Ore.**  
**Rensselaer Polytechnic Institute** – 3  
 Rhode Island School of Design\* – 2  
**Rhodes College**  
*Rollins College* – 2

*Rutgers University* – 5  
**Smith College**  
*Southern Methodist University*  
*St. John's College, Annapolis*  
*St. Lawrence University* – 2  
*St. Mary's College of Maryland*  
*State University of New York, Stony Brook*  
*Stevens Institute of Technology*  
*Stonehill College*  
**Swarthmore College** – 2  
*Syracuse University* – 6  
*Texas A&M University*  
*Trinity College, Conn.*  
**Tufts University** – 2  
**Tulane University** – 9  
*Union College, NY* – 4  
*University of California at Davis*  
**University of Chicago** – 3  
*University of Florida*  
*University of Illinois, Urbana* – 3  
*University of Maryland, College Park* – 5  
**University of Miami**  
*University of Michigan* – 6  
*University of Minnesota, Twin Cities*  
**University of Pennsylvania** – 6  
*University of Pittsburgh, Pittsburgh* – 44  
**University of Richmond** – 8  
**University of Rochester** – 15  
**University of Southern California**  
**University of Virginia** – 3  
**Vanderbilt University**  
**Vassar College** – 2  
**Villanova University** – 11  
*Virginia Polytechnic Institute* – 2  
**Wake Forest University** – 3  
**Washington University St. Louis**  
**Washington and Lee University**  
**Wellesley College**  
**Wesleyan University**  
*Wheaton College* – 2  
**Whitman College** – 2  
*Worcester Polytechnic Institute* – 4  
**Yale University**

**WHAT THE RANKINGS MEAN:** These rankings are determined annually by "Barron's Profiles of American Colleges," an industry-standard tool for comparing the selectivity of colleges and universities. Barron's ranks all schools on a scale comprised of seven levels of selectivity, based on difficulty of acceptance and strength of accepted-student SAT and ACT scores. Barron's scale is as follows, beginning with the top classification: **Most Competitive, Highly Competitive, Very Competitive, Competitive, Less Competitive, Non-Competitive, and Special** (including exclusive music conservatories and art schools).





## CHLOE PICCHIO

### Barnard College at Columbia University

#### Majoring in Child Psychology

Chloe Picchio '13 will attend **Barnard College at Columbia University**, her first-choice school, in the fall. She applied and was one of the 18 percent of applicants accepted Early Decision, a prestigious honor at this Most Competitive school.

Although Chloe also considered Tulane University and Swarthmore College, also Most Competitive schools, Barnard College at Columbia

University was her clear favorite. Chloe chose Barnard for two reasons: program and location. Barnard has one of the top five child psychology programs in the United States, and Chloe hopes to pursue a degree in this discipline. She has always enjoyed working with children and thinks psychology would be a great way to help kids in need. And although she loves Harrisburg, Chloe has always known a big city setting was part of her college plan, too. The number of small, high-quality liberal arts colleges in a city setting is limited, and located in the heart of New York City, Barnard fit this profile perfectly.

Chloe, one of the Academy's "Survivors," an

International Baccalaureate Diploma candidate, and National Honor Society member, says that her college decision didn't come without some hesitation. She had already been accepted to Tulane University, and was offered a 50 percent academic scholarship, before choosing to apply Early Decision to Barnard. Applying Early Decision meant that if accepted, Chloe was bound to accept Barnard's offer. Even so, Chloe felt that this was the right decision, thanks to the support of Harrisburg Academy's college counseling department and its confidence in her to pursue her highest goal. She is eager to start the next leg of her educational journey at her first-choice school.



## EDWARD "TEDDY" JONES

### University of Alabama

#### Majoring in Mechanical Engineering

Since he was a little boy, **Edward Jones '13** has always been interested in cars... how they work, how they are constructed, and how they impact the world. Teddy's decision to attend the **University of Alabama** to study mechanical engineering was largely influenced by this passion. As a state, Alabama has done a lot to attract auto manufacturers, Teddy says, including luxury car company, Mercedes-Benz. The company's only United States production facility — and Teddy's ultimate "dream job" as a professional

engineer — sits a mere 20 miles down the road from the University of Alabama. A Competitive school, Alabama has ties to many of these large automobile manufacturers and offers lucrative co-op opportunities for its students.

Teddy's road to the "Heart of Dixie" was a direct result of Harrisburg Academy's college counseling program, most notably, the Academy's Winter College Fair. Teddy, an 11-year Academy student, is a National Merit Scholarship Program Commended Scholar with an SAT score of 1560. As a junior, he attended the fair and had a great conversation with the University of Alabama representative in attendance. It was here where he also learned about the school's many scholarships, two of which he received — a Presidential Scholarship covering full

out-of-state tuition and a School of Engineering Scholarship covering an additional \$10,000 for room and board and additional fees. All total, Teddy will enroll at Alabama with an invitation into the school's honors college, paid internship opportunities at one of the most prestigious automobile manufacturing companies in the world, and \$101,800 towards his education.

Teddy also applied to Kettering University and Georgia Institute of Technology, two Highly Competitive schools, but kept returning to University of Alabama because he knew in his heart it was where he wanted to be. As a University of Alabama honors student, Teddy looks forward to having access to all of the university's resources, being taught by the best professors, and engaging with classmates in a small-class setting.



## ALEXANDRIA HUBER Judson College Majoring in Equestrian Studies and Business

Alexandria Huber '13 will attend Judson College in Alabama in the fall; she has accepted a 25-percent Athletics Scholarship to play soccer at the school. Combined with an additional 25-percent Academic Scholarship, half of Alex's four-year college education costs will be covered.

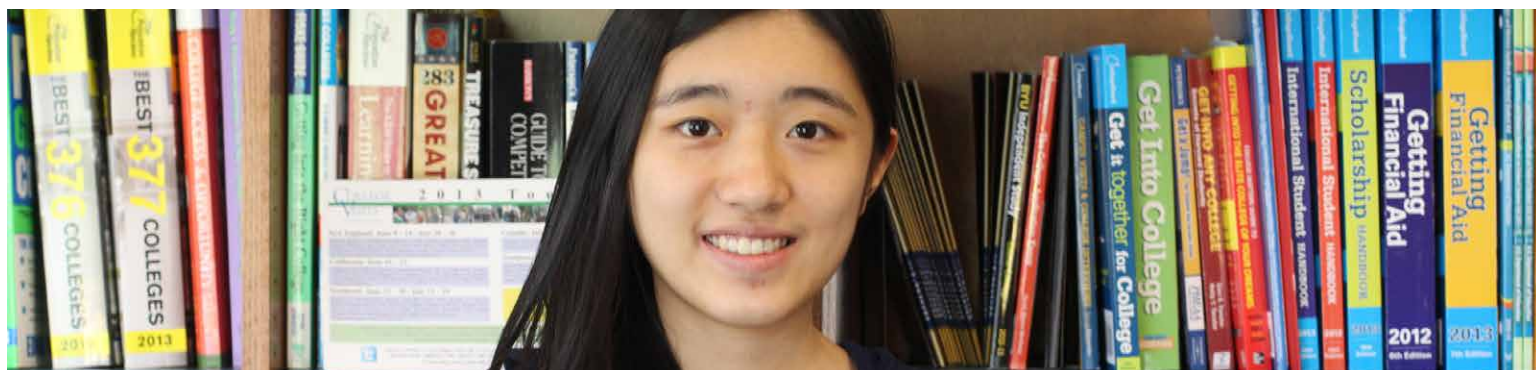
Although a small, private school that might not be familiar to classmates here in the Mid-Atlantic Region, Judson has a rich 175-year history.

For one, it was listed among the "Top 20 Best National Liberal Arts Colleges 2011" in U.S. News & World Report for its "thoroughly engaging academic program." Judson's soccer team, too, is demonstrating success. Although only five years old, the team has advanced to the USCAA National Playoffs every year, finishing in the top 15 of 45 competing schools in three out of four years. Alex is the first student from outside of the Southeast to be recruited for soccer at Judson.

Alex's experience is yet another example of the value of Harrisburg Academy's personal college counseling program — and there is more to her story. Alex wants to major in equestrian studies and business, and Judson

offers reputable programs in both. There are few equestrian studies programs offered in the United States, and Judson's program is strong enough to be noted in Rugg's Recommendations (a consumer reports guide used to evaluate college academic departments and recognize the best). Students majoring in equestrian studies at Judson go on to secure major internships with organizations like Churchill Downs, Inc., organizer and host of the Kentucky Derby.

Because of Alex's hard work and the knowledge and expertise of our college counselor and the Upper School faculty, Alex and Judson connected — and it is a perfect fit all around.



## XIANG LI Wake Forest University Majoring in Business Management

Xiang Li '13 will attend Wake Forest University, a Most Competitive school, in fall 2013. She will study business management with a possible minor in art. Xiang was accepted to several excellent colleges, including our very own local top schools, Franklin & Marshall College (Most Competitive), Gettysburg College (Highly Competitive), and Dickinson College (Highly Competitive). Beyond Central Pennsylvania, she was accepted to University

of Michigan, Boston University, and American University, all Highly Competitive schools.

In addition to a receiving a \$64,000 Presidential Scholarship in art, Xiang said that Wake Forest was the right school for her because she thrives in a small-class setting. Xiang was one of three students invited to visit the school during spring semester as a final candidate for the Presidential Scholarship.

"I had a great visit to Wake Forest. I like it because of the small class size and the welcoming community. They have only 4,000 students in the undergraduate program, and I believe I can get more personal attention from the professors than at a larger school," said Xiang, an international student from China who has attended the Academy since 11th grade.

Xiang said that the college counseling program helped her navigate the application, scholarship, and acceptance process in the United States, which is very different from the process in China. "I liked how the college counseling course starts during junior year, which allows for plenty of planning time before senior year's exams and tests."

In addition to art, Xiang hopes to continue band and choir at Wake Forest. She started playing piano at 5 years old, and has achieved many awards both in China and the United States. Xiang won first place in both her junior and senior Upper School Variety Shows, as chosen by her peers; has played piano for the band and several school events, including Founders Day; and was a member of Tri-M Music Honor Society.

*To read all of our Senior Success Stories, please visit our website in the coming weeks!*



# 'QUIET SUBTLE CHEMISTRY':

THE SPARTANS CAME TOGETHER TO MAKE THE PLAYOFFS FOR THE FIRST TIME IN FOUR YEARS

By Adam Kulikowski

Coach Steve Pancoski didn't know what to expect from his Harrisburg Academy boys' basketball team. He knew his team possessed the ability to score, featuring Nathan Walborn and Robert Wright. What he didn't know was if his team would be able to build the chemistry throughout the roster needed to have success on the court.

That chemistry proved to be the key to success for the Spartans (15-7) and the reason his squad will make its first playoff appearance in four years against Lancaster County Christian Feb. 19 in Lancaster. "They had a mission that they wanted to do something more as a group than as individuals," Pancoski said. "From a basketball standpoint, it helped them make that extra pass or play defense just a little harder than they would."

It is a passion Pancoski witnessed during the team's second game of the season against Carson Long. He saw the fight and determination in his troops.

"We played a really tough East Juniata team to start the year, first game," Pancoski said. "I saw how they bounced back and played one of our rival teams, Carson Long. We figured out what to do in that game. When I saw us able to do that, that was the thing in the second game of the year. I saw that they had the potential and really got it. I knew there would be bumps along the way, but I saw the makings of that chemistry and that feeling that we are going to make the good pass or the extra pass to try and take what the defense is giving us."

They did. In fact, the Spartans burst out of the game, winning six straight games after their season-opening loss to East Juniata. Near the mid-season point, Walborn suffered an ankle injury that kept the league-leading scorer off the court for five games.

The injury proved to be a blessing and a curse for Pancoski's team. Losing one of the top scoring threats in the area would be tough for any team to overcome, but Harrisburg Academy found a way to win four of the five games Walborn missed.

Credit the team's chemistry. Wright picked up a share of Walborn's point production, and Trent Mehaffie and Jini Gabbidon picked up more minutes.

"It was neat to see," Pancoski said. "It wasn't something overt. It just kind of happened because they knew their pieces and knew their roles. They saw what was lacking and they all filled that void without really talking about it. Just chemistry. It was a quiet, subtle chemistry where they pulled together."

Their effort earned the team a postseason berth where it will battle Lancaster County Christian for the third time this season. Pancoski is stressing added emphasis on the fundamentals of the game after his team dropped the first two match ups.

"It may be difficult to beat the same team three times in a year," Pancoski said. "It is hard. That's what we are coming up against. See if we can't get better at the fundamentals to keep us in the game and give us a chance in the last minute to win."

*Editor's Note: This article originally ran in the Patriot-News and Pennlive.com on Feb. 24, 2013. The Spartans lost 53-73 to Lancaster County Christian School.*



Yuval Shavit '13 (left) and Teddy Jones '13 trap the ball handler in the Academy's match up against Veritas Academy. Robert Wright '13 is pictured in the background, cutting off a pass to the low post.

**FOR MORE photos of our student athletes, please visit us online:**  
[www.harrisburgacademy.org/teamphotos](http://www.harrisburgacademy.org/teamphotos)

Re-printed with permission from the Patriot-News/Pennlive.com

## MAKING A GRAND: WALBORN SCORES HIS 1,000<sup>TH</sup> POINT

He was headed down the court on a third-quarter drive. He made the shot and he scored the biggest bucket of his life — his 1,000<sup>th</sup> point, that is. Nathan Walborn '13 hit the 1,000-point mark during a 74-71 win against Harrisburg Christian School on Jan. 3, 2013. Walborn, who scored a total of 35 points that night, started the game with 978 points already in the record books.

"I was happier that we won the game that day. It was a big achievement, not just the points, but my team having so many wins this season," said Walborn, who is now one of three Academy students to have scored 1,000 points during their basketball careers. "It took commitment to myself and Coach P, coming in on weekends, and working hard at every single practice, even in the off-seasons."

Walborn is now the second all-time boys' leading scorer at Harrisburg Academy, with 1,108 points, and is a four-year Varsity Letter winner. In addition, he ranks first in all-time steals, second in assists, third in blocks, and fifth in rebounds. At the 2013 Upper School Spring Athletics Banquet, Walborn was awarded the Sports Club Trophy Award, which is awarded annually to the top male and female Upper School athlete, the Co-MVP for the 2012-13 Varsity Boys' Basketball season, the Team Player Award for the 2013 Tennis season, and the PIAA Sportsmanship Award. He was also nominated for the 2013 M&T Bank John Travers Award and was a 2013 Roundball Showcase all-star.

Walborn, who has also played Varsity Boys' Soccer and Varsity Boys' Tennis, is a "Survivor," having attended the Academy since HATS. He will be attending Penn State University in the fall to study psychology.



## FIELD HOCKEY STANDOUT TO PLAY FOR GEORGETOWN

Harrisburg Academy honored field hockey player, Aliyah Graves-Brown '13, at a special National Letter of Intent Signing Ceremony in February. Graves-Brown signed a Letter of Intent to Georgetown University, where she has received a freshman-year package of 85 percent tuition remission through a Division I (NCAA) athletics scholarship.

"I was very lucky because I found a university that had everything. Georgetown is a great school, it's in a great area, and it has what I want to study," said Graves-Brown, who plans to pursue a pre-law degree. "Although I'm an athlete and I wanted to play a Division I sport, I think it's important to recognize academics. The education I'm going to get at Georgetown surpasses any other field hockey program I could get into it."

Graves-Brown has attended the Academy since 2001, when she enrolled in 1<sup>st</sup> grade. She later joined the Middle School Field Hockey team and in high school, led the Academy's varsity team for three years. Although the Academy eliminated its field hockey program for the 2012 season, Graves-Brown played her senior season with Cedar Cliff High School's team through a PIAA cooperative sponsorship between the two schools.

Graves-Brown was awarded the Sports Club Trophy Award at the 2013 Upper School Spring Athletics Banquet. She was also nominated for the 2013 John Travers Award, and was named first team for the MidPenn Commonwealth Division All-Star team and was its Offensive Player of the Year. Graves-Brown has also played four years with the national-level KeyState Field Hockey Club travel team.





**Clockwise, from left:** Lower School Science Teacher, Carolyn Estill-Shover '92, visited her friend, Eunice, and students at Panguma Primary School in Sierra Leone, Africa. Shover has been working with Eunice for the past three years to help develop a preschool in the village of Panguma.

A group of Harrisburg Academy students visited New York City to see "Phantom of the Opera." Pictured here (from left): Carolyn Estill-Shover '92, Lisa Lee '13, Kate Connelly '20, Nick Schmidt '13, Taryn Shover '22, Su rim Han '13, and Jeremy Shover '24.



Director of food service, Chris Joyce, and son Connor '22 met Chef Robert Irvine from Food Network's "Restaurant Impossible" at the Sysco Spring Show 2013 in Hershey, Pa.

Lakshmi Shrikantia, Middle School science teacher, traveled to India for her niece's wedding over Spring Break. Here, her niece has henna applied to her hands before the wedding ceremony.

Hadley Qualls '25 and Rece Miller '26 visited the National Zoo in Washington, D.C. this spring.



*Clockwise, from left: Stacy Speese, assistant Junior Kindergarten teacher, at her favorite Utah ski resort, Solitude, over Spring Break. We're having a hard time seeing that Circle H amidst all of those Black diamonds!*

*Xander '22 and Helena Fry '25 visited Casa Loma, a Gothic Revival-style house and gardens in midtown Toronto.*

*The view from the top! Olivia Sprankle '26 atop Mount Washington in Pittsburgh, Pa.*





# ACADEMY ALUMNI CONNECT WITH STUDENTS DURING INAUGURAL DLR PROGRAM

"Places like the Academy, thank God they exist. Each kid has a wonderful opportunity to turn into a great person. It just takes a little bit of attention," said Jeffrey Morrison '88, founder and owner of the Morrison Clinic in New York City and an Academy alumnus.

Morrison was a guest at the Distinguished Leaders in Residence (DLR) program, a two-day event showcasing Academy alumni achievements. The event, which coincided with the anniversary of the Academy's Charter Day on April 4, 2013, welcomed Lewis Lehrman '56, distinguished author and historian; Jeffrey Morrison '88, doctor of integrative medicine and nutrition; and Dave Brason '74, Chief Development Officer of the home health care company, WILLCARE.

The program kicked off on Charter Day with a presentation for Middle and Upper School students from Lehrman, a preeminent Lincoln scholar and author of "Lincoln at Peoria," published in 2008. In addition to being the Academy's official chartering year, 1809 is also the year of Abraham Lincoln's birth. Lehrman spoke on a little-known Lincoln speech, his speech at Peoria in 1854. Lehrman also met with the Academy's great speeches class and United States history classes, where he discussed his passion for history and the exercise of writing a book.

"I don't have the conceit that the era of Lincoln itself has a direct application [to building and managing a business]. Where I think in a more general sense it does, is when you study unique men. You can see

the kind of character that leads to success: steady, generous, inclined to focus on details and not just the big picture, generally honest, and a certain prudence," Lehrman said.

The event continued on Friday with Morrison and Brason's visit to the Academy. Both began at a Coffee and Conversation event for parents and prospective families, where they discussed the many advantages of an independent school education and how their Harrisburg Academy experience transformed their lives and helped them achieve their level of present-day success. Then both spent time speaking to Academy classes.

Morrison discussed household toxins with the Academy's International Baccalaureate and Upper School biology classes. Brason conducted a creative-thinking simulation with Middle School students called "Design...Build...Destroy!" intended to teach the principles of entrepreneurship and collaboration. During Brason's activity, each team of students was charged with designing and building a structure that held 100 tennis balls at least three feet off the ground, and which could withstand a solid battering from members of the other teams, armed with sports balls or water guns.

It is in these challenges of creativity and critical thinking that Brason sees the value of independent schools. "You start to realize when you actually look back, that the basic attributes you really use in your adult life start very early. That's where [the value of an independent school education] is at for me: the individuality and the creativity."

## Top Left:

Jeffrey Morrison '88 taught the Academy's International Baccalaureate and Upper School biology classes about household toxins and the effects that they have on the body.

## Top Right:

Dave Brason '74 led "Design...Build...Destroy!," a creative-thinking simulation with Middle School students (pictured here, from left: Jalen Gabbidon '17, Yoav Shavit '17, Jacob Halbert '17, and Owen Foley '17) during the first annual Distinguished Leaders in Residence program. The game, intended to teach the principles of entrepreneurship and collaboration, required students to design and build a structure that held 100 tennis balls at least three feet off the ground and which could withstand an onslaught.





*Lewis Lehrman '56 answered questions from students in the Academy's great speeches and United States history classes about his passion for history and the process of writing his newest book, "Lincoln at Peoria," published in 2008.*



## MARIA PERSICO: INVESTING IN A STUDENT'S FUTURE YIELDS IMPRESSIVE RETURN

By Matt Weaver, Associate Director of  
Development and Alumni Relations

"Harrisburg Academy, hands down, has prepared me extremely well for college and my career," said Maria Persico '06. After graduating from Harrisburg Academy, Persico attended Emory University, a Most Competitive school, in Atlanta, where she majored in business administration with a concentration in finance. She also earned a minor in French.

During her collegiate career, Persico had the opportunity to intern with PricewaterhouseCoopers (PwC), an international company providing audit and assurance, tax, and consulting services. Persico later accepted a full-time position in PwC's advisory consulting practice as a senior associate, dealing with mergers and acquisitions management.

Thanks to her Academy education, Persico learned valuable skills she uses every day in her professional career — how to solve complex problems, manage a rigorous program, and multitask. "Harrisburg Academy provided me with a solid foundation in math and French, thanks to Mrs. Nazar and Madame Brown," she said. With a strong foundation in both subjects, she has been able to consult both domestically and internationally for PwC.

She also uses her cultural and analytical skills with colleagues and clients. "Cross-cultural communication skills are critical to my profession," she said. Thanks to the diversity of the school's student body, she developed an understanding of and appreciation for cultural differences.

"Harrisburg Academy fundamentally shaped who I am today," Persico asserted. "All my teachers and mentors at the Academy have had a profound impact on my life in one way

or another: whether it was my Kindergarten teacher who taught me how to write; my 4<sup>th</sup> grade teacher who instilled in me a passion for reading; my basketball coach who taught me to lead on and off the court; or my high school teachers who taught me how to think critically and strategically, I appreciate them all."

"To have the opportunity to spend time in an environment where everyone is truly invested in your success and willing to go above and beyond to support you is rare," she continued. "I am so extremely thankful to the Academy for all it has done for me. Harrisburg Academy not only gave me the tools I needed to succeed, but also instilled in me the confidence to pursue my dreams."

Aside from her professional and academic career, Persico is active in the local community in Atlanta. She is a member of the Association of Latino Professionals in Finance and Accounting (ALPFA), Toastmasters, and Young Professional Leaders of Atlanta.

**"Harrisburg Academy  
fundamentally shaped  
who I am today."**



Visiting alumna, Elizabeth Wein Gatland '82, served as a guest lecturer in 6th grade English class during her trip to the Academy this spring.

## “HARRISBURG ACADEMY MADE ME” SAYS INTERNATIONALLY ACCLAIMED ALUMNA AUTHOR

By Matt Weaver, Associate Director of Development and Alumni Relations

“Harrisburg Academy made me,” said Elizabeth Wein Gatland '82, an accomplished young adult novelist and Academy graduate (known by her maiden name, Elizabeth Wein, in the business). Before pursuing a career as a writer, Gatland completed a degree in English at Yale University and earned her doctorate in folklore at the University of Pennsylvania, where she held the Javits Fellowship. Since then, she has published 12 titles, including her most recent critically acclaimed work, “Code Name Verity.”

For Gatland, “Harrisburg Academy marked the academic turning point that a lot of people find when they go to college. The teachers I had at Harrisburg Academy were the best teachers I ever had. That’s including college at Yale and graduate school at the University of Pennsylvania. My Harrisburg Academy teachers are the ones I remember — they’re the ones I’ve taken my children to meet.”

The dedication of the Academy’s teachers and their focus on strong writing skills had a profound impact on Gatland’s ability to succeed in college and beyond. She gives

much credit to the Academy for preparing her for a career in English and literature — though she didn’t realize the full advantage of her Academy experience at the time. Looking back, Gatland sees many ways in which the school was quietly molding her to be a successful professional novelist.

“Randy St. John, one of my English teachers, assigned impromptu critical essays to write every single week,” she said. “Joe Staggers, one of my history teachers, made a point of honing students as writers before he would consider them adequate history students. Thomas Rumsey taught an entire term in research. Being sent out to the State Library and learning how to make outlines and organize essays was probably the most important thing Harrisburg Academy did for me.”

“And our essays weren’t just in English and history, either,” she continued, “We wrote essays in art and French, too. I was encouraged to write plays and poems as English projects as well as essays.”

Understanding the business side of the profession is equally as important, Gatland said,

and the well-rounded liberal arts education she received at the Academy helped her handle both. In addition to the creative end of her craft, she must maintain an awareness of market trends, interpret contracts, market her materials, maintain her website, deliver speeches, and meet all sorts of deadlines. “My husband works in the computer games industry, and we actually find that we have a significant amount in common in trends, organization, and promotion of our products,” Gatland said.

“Code Name Verity” has met with critical acclaim, and Gatland proudly stated that she is finally making a name for herself in a very tough publishing industry. The novel received a glittering host of accolades and awards, including being named as an honor book for both the Printz Award and the Boston Globe/Horn Book Award. In addition, it made the short list for an L.A. Times Book Award and a Carnegie Medal. The Carnegie Medal is the oldest and most prestigious children’s book award in the United Kingdom, so Gatland is among good company at the top of her craft.



# Spring Soirée

## HARRISBURG ACADEMY

## SPRING SOIRÉE 2013 AUCTION AND THANKFUL PARENTS: A PERFECT COMBINATION

By Beth Zak, Development Office Associate and  
Tricia Wootton (mother of Carly '16 and Jenna '18)

On Saturday, April 13, Harrisburg Academy parents, alumni, alumni parents, faculty, and staff gathered at Level 2 in downtown Harrisburg for a night of revelry to celebrate and support the Academy. The evening was a grand success and netted over **\$40,000** for the Academy Fund. Before the live auction commenced, our head of Middle School and guest "Master of Ceremonies," Steve Fry, introduced Academy parent, Tricia Wootton, to share reflections on her family's Academy experience. Here's what she had to say:

*Why is the Wootton family thankful for Harrisburg Academy?*

This is not a question that only I can answer, so I asked the girls and my husband, Ben, what they appreciated most about the Academy.

Carly '16 is a 9<sup>th</sup> grader and in her first year of Upper School. She came to the Academy in 6<sup>th</sup> grade. Carly loves that the students have more freedom and are treated like adults in Upper School; this will help prepare her for the rigors of college life and beyond. She also enjoys the diversity of her peers and getting to know people from various backgrounds and cultures.

Jenna '18 is in 7<sup>th</sup> grade and is in her third year as an Academy student. She is thankful for teachers like Mr. Stewart, who teach to the students as individuals and genuinely want them to perform well. Carly and Jenna agree that they will truly miss him when he retires, but have gained an appreciation for history through being in his class.

Ben and I are most grateful for the Academy's ability to challenge the girls academically and teach them, not only what to learn, but HOW to learn. This is an invaluable lesson that creates endless possibilities for their futures. Being

asked to share our Academy experience has been beneficial, allowing us to revisit the reasons we are thankful for Harrisburg Academy. It reaffirmed the value of the education and experience that Carly and Jenna are receiving.

*Funds from Spring Soirée make it possible for the Academy to continue enhancing its exceptional programming, provide fellowships to faculty, and create well-rounded students like Jenna and Carly. Ben serves on the Board of Trustees and Tricia supports the school by volunteering. The Woottons are Charter Members of The John Harris Circle and through their philanthropy and leadership are making the Academy a better place for today's students and the next generation of Academy graduates.*



Ben and Tricia Wootton P '16, '18

**Guests at Spring Soirée had a fabulous time—and helped to raise \$40,000 for the 2013 Academy Fund.**

*Pictured, right page from top:*

- Wendy Barnes P '19, '21, Debra and Ash Suri P '19, '21 and Kevin Barnes P '19, '21
- Sarah Ballard, Jackie Stabach P '23, 27, Gretchen Qualls P '18, '25 and Robyn Cutchall
- Paige Macdonald-Matthes P '18 and Cynthia Moody P '18
- Kevin Helm and Cynthia Armour-Helm P '20, '21
- Michael Harris P '22, '26, Kim and Lance Cole P '22, and Tanya Harris P '22, '26



Eric Shrader and  
Amy Zellers-Shrader P '26





### Emilie Kosoff '86

Emilie is teaching history and coaching field hockey and lacrosse at the Lawrenceville School in Lawrenceville, N.J. Emilie's husband, Sam, also works at Lawrenceville as the director of sustainability. This year, they have enjoyed catching up with a few old friends from the Academy, including Mark Richardson '86, Joe Gillette '82, Peter Abt '86, Sarah Burch Miller '86, Sarah Miles '88, and Gail Guida '86.

**A**

### Matt Smith '98

Matt became a partner in the family business, Longacre Leadership, in December. Longacre Leadership is a summer program for teens with a MiniCamp for tweens. Matt has been working at Longacre since 2010, managing the staff during the summer and handling marketing and public relations the rest of the year.

Matt is also active in the community. In 2011, he ran for Perry County commissioner. He also sits on several boards: the Board of Directors of the Perry County Chamber of Commerce; the Advisory Board of the Cumberland-Perry Drug & Alcohol Commission; and the committee that organizes the Perry County Literacy Council's major annual fundraiser, the Race for Reading. And he is president of the Rotary Club of Perry County.

In his free time, Matt uses the family farm to raise a number of small animals. Currently, he has eight cows, Milking Devons, an endangered breed. He also raises chickens, turkeys, and pigs.

**B**

### Dr. Amy Stroman '01

Amy is volunteering currently as a medical missionary among the roughly 350 orphans and vulnerable children of Janna Christian Community School in the Ndeke community of Ndola, Zambia. There, she directs a program, which gives the school's ill children access to free diagnostic tests, medications, surgical care, or hospitalization, if necessary. She also facilitates acquisition of antiretroviral drugs (ARVs) for Janna's HIV-positive children and monitors their progress on prescribed treatment regimens. Amy shares, "I love what I do. For there's no greater joy than that which comes from serving others."



**C**

### Joellen Cope Becker '04

Joellen married Christopher Becker on March 2, 2013. Fellow alumnae Alicia Stump '04 and Liz Hoffman '04 served as bridesmaids. The couple met during their time in AmeriCorps NCCC (National Civilian Community Corps). Chris is an attorney for the Federal Reserve; Joellen finished the school year at Saint James School (in Saint James, Md.) before moving to Washington, D.C. with her husband. In August, she will begin a new position teaching Upper School math at Sidwell Friends School.

## "A COLLECTIVE EXPERIENCE AND COMMON CHARACTER TRAITS"

Rebecca Stevenson '89, vice president of enterprise communications at Capital BlueCross, was recognized as Harrisburg Academy's 2013 Alumna of the Year. After graduating from the Academy, Stevenson completed a Bachelor of Science degree in political science at Colgate University. Subsequently, she earned a Master of Arts degree in political philosophy and liberal arts at St. John's College. She worked for several years for the Glendening administration in Maryland,

the Physician General of Pennsylvania, and as chief of staff to the chief executive officer of Aon Hewitt before accepting her job at Capital BlueCross. Stevenson continues to give back to the Academy, serving on the Board of Trustees, the Alumni Council (as president), and the steering committee for the school's upcoming comprehensive campaign.

As Alumna of the Year, Stevenson addressed the Class of 2013 at Commencement, challenging the graduates to remember the



## Diane Farrell '06

Diane is working as a Registered Nurse at Pinnacle Health in the intensive care unit. She graduated from Gettysburg College in 2010 with a bachelor's degree in health science and graduated from the University of Pittsburgh with a bachelor's degree in nursing in 2011.

D

## Annie Stone '06

Annie transitioned from her career at HarperCollins editing picture books for children to a new editing position at Harlequin — this time working on books for teens! If you're writing the next "Hunger Games," send it her way. Annie has loved the opportunity to acquire new books and authors writing authentic stories for young adults; so far, she has two contemporary novels, a fairy-tale re-telling, and a historical spy story set in 1961 Berlin, scheduled to be published in the next few years.



E

## Emma Gebert Moore '08

Emma married John Reagan Moore, Jr. on March 9, 2013, at the Venetian Pool in Coral Gables, Fla. Emma and John are currently living in Pompano Beach, where Emma works as the program director at Hope Educational Foundation and John Reagan works as the project manager for Global Ministry Sandbox. Emma graduated from Columbia University with a degree in anthropology in May 2012.

F

## Jane Moreland '10

Jane will be a senior at Penn State University and is majoring in telecommunications and minoring in psychology. This summer, Jane is interning at LocalVox, an online marketing firm in New York City. Jane is a member of Alpha Chi Omega sorority, which raised \$181,017.09 for Penn State's IFC/Panhellenic Dance Marathon, better known as THON. THON, which broke its own record this year, surpassing \$12 million, raises money for kids undergoing cancer treatment at Penn State Milton S. Hershey Medical Center.



Academy's role in their educational journey. "Harrisburg Academy has provided you with invaluable tools you will use throughout life. Each of us has an individual experience of the school and what we learned during our time on Erford Road; but there is a collective experience and common character traits that we all connect to, regardless of when we graduated. And as years pass, the magnitude of what you gained by being at the Academy becomes even clearer."



## "YOU CANNOT IMAGINE THE LIVES

The Academy community bids a fond farewell to the following faculty members who have retired this year: Steve Stewart, Randy Gutwein, and Nancy Bowman. We had the opportunity to catch up with each of them for a moment of reflection, and here's what they had to say about their experiences at the Academy.



### STEVE STEWART

44 years at  
Harrisburg Academy

Mr. Stewart began his teaching career at Harrisburg Academy in 1969 and to date, has the longest teaching tenure at the school. "Looking back on the twists and turns that brought me to the Academy, I believe it was the hand of God that was opening doors. I am so thankful that I had the opportunity to teach here all of these years. As the school's program expanded and developed to meet the challenges of the Information Age, I feel like I had the chance to grow along with it."

#### A favorite memory...

When I began teaching, there were no hand-held calculators to compute grade averages — we did this in our heads or on paper. In those days, we relied on hand-cranked mimeograph machines which used an alcohol-based toner to duplicate pages from a master copy. After three "printings" our originals were blurred and useless. And

there was no digital anything. No videotape recordings, CDs, DVDs, laptop or tablet computers, cell phones, SMART Boards, or Internet. The art of teaching has really changed over the years, and today we have so much available to enhance the learning experience.

#### Some words of wisdom...

Never let life's disappointments discourage you from giving up! Take the advice of Great Britain's leader, Winston Churchill, who endured the London Blitz. Asked to speak to the graduating class at Oxford College when well into his 90s, Sir Winston presented his brief nine-word address to the group. "Never give up. Never give up. Never give up." Only Churchill could have pulled this off, but what a powerful statement about life for all of us.

#### Plans for retirement...

They're a little vague at the moment, but there will definitely be trips to Philly to visit my family and projects at my home. I would like to lose myself in a good book, travel to New England to see fall colors, and bike on the boardwalk on a beautiful day at the shore. And if the Academy will have me back, I would be willing to substitute teach.

## CELEBRATING OUR FACULTY

Did you know that the average Academy teacher has been on staff here for 12 years? We are so grateful for our committed and inspired educators. As the 2012-13 academic year concludes, we recognize and commend the following faculty, staff, and administration for their respective milestone anniversaries (representative of years of continuous full-time employment).

**20 years:** Randy Gutwein, Jeane Serino

**15 years:** Robyn Cutchall, Monica Velasco

**10 years:** Debbie Adams, Nancy Bowman, Chris Clark, Jim Newman

# THAT YOU HAVE TOUCHED"



## RANDY GUTWEIN

### 20 Years at Harrisburg Academy

Mr. Gutwein believes that independent schools allow a certain freedom in developing curriculum that is innovative and unique, and meets the needs of individual students. With this in mind and his eclectic teaching background, he felt Harrisburg Academy would be a good fit. "Being able to teach the same students as they develop intellectually is a wonderful aspect of teaching music here," he said. "I have been able to teach some students for 13 years and in that period of time, I've gotten to know them like my own children and have been able to better serve their needs and help them grow."

### A favorite memory...

We were about to begin the final piece of the spring concert a few years ago when suddenly I noticed a number of people approaching the stage from the rear of the auditorium. It was

a group of former students from Covert High School, the school in Michigan where I began my teaching career. They were now in their 40s and 50s and had come to the Academy from Michigan, Virginia, Maryland, Ohio, and California to honor me. I was presented with an award which read "You cannot imagine the lives that you have touched."

Over the next few days we met, ate, laughed, and talked. It was truly an enlightening experience to visit with people that you only knew as teenagers and learn about their lives since then. And it was humbling to discover how sometimes the smallest and seemingly most insignificant things that we do as teachers can become important in the lives of our students.

### Some words of wisdom...

Daydream and avoid making wise use of leisure time. It is in these times of true mental relaxation where creativity is possible.

### Plans for retirement...

My plan for retirement is to make no plans for retirement! I wish to continue enjoying each moment with whatever pleasure it brings. After all, life is a gift to be enjoyed.



## NANCY BOWMAN

### 10 years at Harrisburg Academy

Mrs. Bowman feels as though Harrisburg Academy "found her" when she first moved to the Harrisburg area and was substitute teaching. During this time, she became acquainted with the school's wonderful Early Childhood teachers and was very happy when she was offered a full-time teaching position. "After many years as an educator in the public schools, I was happy to join the faculty of Harrisburg Academy," she said. "And my husband has greatly enjoyed hearing the daily adventures of a preschool teacher. The best way to express it is to say, 'Expect the unexpected and never let the actions of small children surprise you.'"

### A favorite memory...

My family will not let me forget the Parents Association's tradition of giving each staff member a beautifully prepared tray of homemade holiday cookies. I also appreciate the helpfulness and kindness shown to me by the Kindergarten teachers when I joined their grade level.

### Some words of wisdom...

Enjoy whatever career you chose and your work years will go quickly by!

### Plans for retirement...

During my retirement I hope to participate in the Master Gardening program and to help care for my twin grandchildren.





(1937–2013)

## LEWIS KUNKEL, JR.

Former Board of Trustees President

A good friend of the Academy, Lewis Kunkel, Jr., passed away on Monday, April 8, 2013 at the age of 75. Lew was associated with the Academy in many ways — as an alumna's husband, an alumni parent, and a trustee of the Board from 1973 to 1985 (serving as president from 1976 to 1982). More recently, Kunkel continued his affiliation with the Academy as an emeritus trustee. He regularly attended the school's biannual Community Advisory Board (CAB) meetings, and in that capacity, he never stopped providing the group with thoughtful comments and great ideas. Lew is survived by his wife, Louise '64, children (Lewis '83, Lucy '84, and Eliza '85) and step-children, (Bill '86 and Sarah '88).

*Pictured: Lew Kunkel (center) with wife, Louise '64 (back left), step-daughter, Sarah McCurdy '88 (back right), and grandsons Becket McCurdy (left, son of Sarah) and Zach Miles (son of Bill '86).*

## WE ACKNOWLEDGE THE LOSS OF ALL ALUMNI, FACULTY, AND FRIENDS OF HARRISBURG ACADEMY

John C. Herman III '34 (alumnus)

Lewis S. Kunkel, Jr. (former trustee/president, alumni parent, and alumna's husband)

**+** Friday, October 4, 2013  
**@ 1:30 p.m.**

**▶** Cocktail Reception  
at 5:30 p.m.  
(more details to follow  
via email and website)

**Alumni Achievement  
Awards and Athletics  
Hall of Fame**

**SAVE  
the  
DATE**

HARRISBURG  ACADEMY

**McCormick  
Auditorium**

  Please join us as we celebrate the academic, athletic, and professional achievements of the Academy's alumni — it is a great time to connect and visit with fellow alumni and friends of the Academy!

R.S.V.P. to Matt Weaver at  
weaver.m@harrisburgacademy.org  
or 717.763.7811.

# MAKING HER CASE



Sarah Longwell '98 has never been one to shy away from a debate. For as long as she can remember, Sarah has felt strongly about her views and beliefs. "I'm a naturally argumentative person—much to my parents' irritation, I'm sure!" she says.

Her inquisitive nature and love for debate were cultivated at the Academy and led her to her current career as the vice president of Berman and Company, a research, communications, advertising, and government affairs firm in Washington, D.C., where she works on a number of free-market issues. She recently argued against lowering the blood alcohol content limit to .05 and has been featured on CNN, Fox News, 20/20, CBS News, The New York Times, and USA Today, among many others.

She's not only passionate about her work, she also argues for a case close to her heart—working to advance the interests of the gay and lesbian community within the Republican Party. She's a Board member of the national Log Cabin Republicans and on the leadership committee of the Young Conservatives for the Freedom to Marry. Sarah's been featured in several national media outlets and is a leading voice in the nation advocating for marriage equality.

"There were a number of teachers at the Academy who showed me that having an opinion wasn't the same as persuasively articulating and defending a position. Dr. March and Mrs. Roller's English classes were particularly good incubators for formative attempts at making a written argument. And Dr. Jones and Mr. St. John, through history class and an after-school philosophy seminar, respectively, taught me the art of debating. Today, whenever I finish a TV or radio debate about one public policy issue or another, I often think, 'Well, that was easier than debating Dr. Jones,'" she says with a smile.

***Sarah is one of the many alumni who supported the Academy Fund this past year. Gifts to the Academy Fund make it possible for Harrisburg Academy to support and attract students of the highest caliber. Please visit [www.harrisburgacademy.org/support](http://www.harrisburgacademy.org/support) to make your gift today.***

*For the full article on Sarah Longwell '98, please see "Your Gifts at Work" under the "Support the Academy" section of Harrisburg Academy's website.*

**HARRISBURG ACADEMY**  
something more. something different.

### MOVING?

PLEASE FORWARD YOUR CHANGE OF ADDRESS TO  
THE DEVELOPMENT AND ALUMNI RELATIONS OFFICE AT  
ALUMNI@HARRISBURGACADEMY.ORG.



**The Class of 2013:** From left (front): Robert Wright, Xiang Li, Edward Jones, Su rim Han, Yuval Shavit, Seung Hyun Lee, Gregory Gaudio, Ariel Lynch, and Nathaniel Schmidt; (middle): Luke Bent, Dang Ding, Wonho Jeong, Aliyah Graves-Brown, Noel Potter, Erin Sheffer, Erik Wright, Chloe Picchio, Tyler Malcom, and Shannon Porterfield; (back): Jeremiah Bower, Melanie Bryant, Nicholas Schmidt, Alexandria Huber, Nathan Walborn, Claire Gianakas, Austin Carver, Kourtney Varcoe, and Philippe Rivera.

Photo by Mike Barrett