NEWSMAGAZINE

HARRISBURG ACADEMY

SUMMER 2015

BOLD ambition

The Campaign for Harrisburg Academy

(A MESSAGE)

FROM THE HEAD OF SCHOOL

Dear Academy Families and Friends,

In a world focused on the creative synergies between science and technology, student interest at the Academy in these disciplines during the last five years has exploded. The timing of renovations to our Middle and Upper School science laboratories could not have been better. As a result, expanded space and new equipment in the labs have given our talented faculty more opportunities to take science education to a new level.

I speak on behalf of the entire Academy community when I say how excited we are to be "on-target" with our strategic plan and our building renovations, instituted through Bold Ambition: The Campaign for Harrisburg Academy. This comprehensive campaign and its success are central to accomplishing some of the Academy's most important strategic initiatives for the future, and we are off to a great start.

I look forward to a day when we will be able to take advantage of our proposed new music suite, new wing dedicated to our dynamic Early Childhood educational program, and reconfigured space for our entire Lower School. Expanded endowment resources will allow us to support programs and faculty long into the future, and increased support for our annual Academy Fund will help us meet our short-term needs.

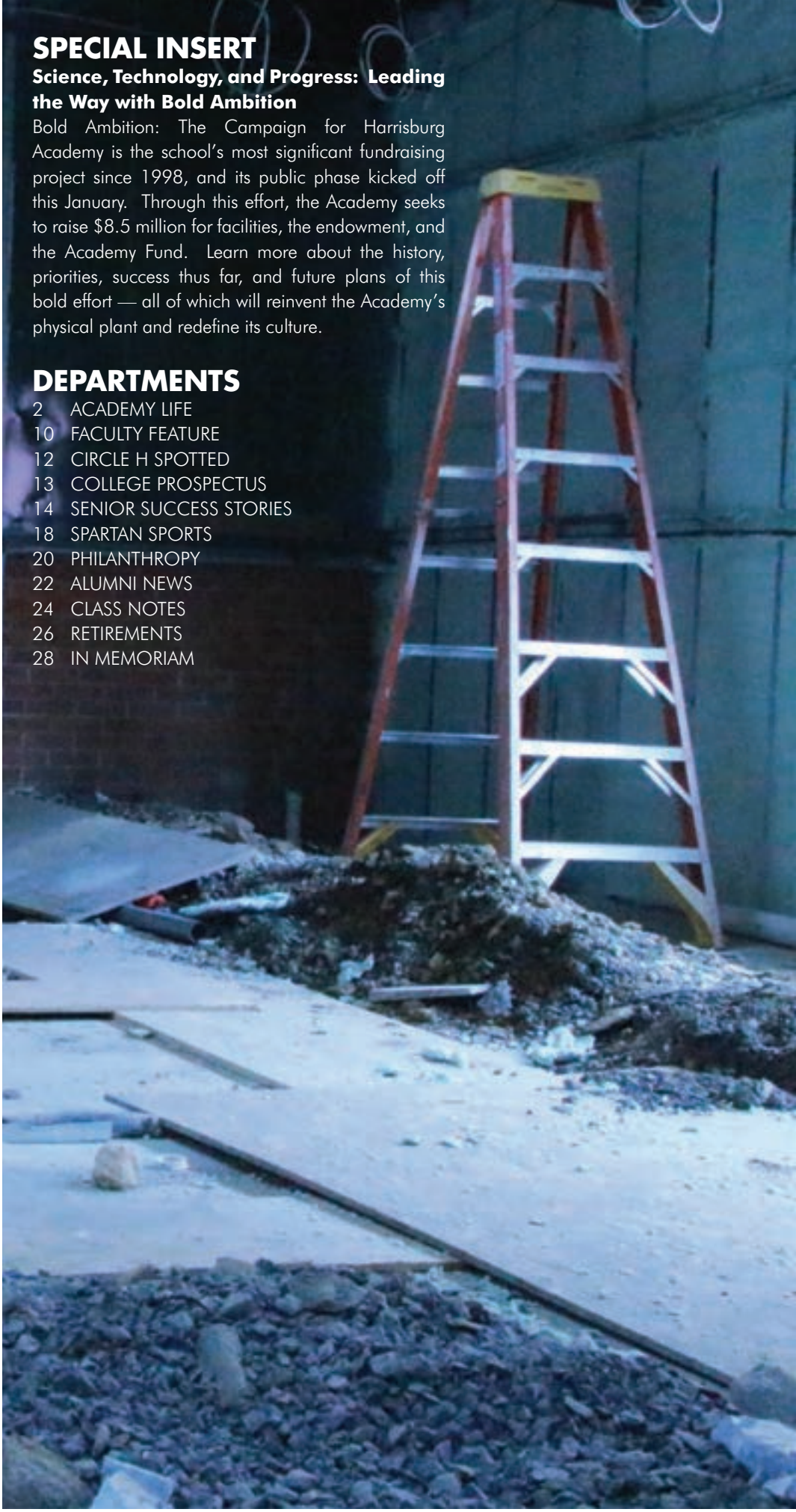
I am pleased to share this special edition of NewsMagazine with you, with a dual focus on science and technology stories, and celebration of the start of the public phase of the Bold Ambition campaign. We have come a long way from our initial facilities discussions, but there is still much more work to be done. A successful campaign will allow the Academy to continue educating students in a fundamentally different way and in a fundamentally different environment — and there are many ways in which you can support our school in this capacity. I invite you to visit the campaign's official website, www.BoldAmbition.org, for more information.

I am certain we will only continue to grow the Academy Advantage through our efforts, and largely, through you.

With warm regards,

Jim

(CONTENTS)



SPECIAL INSERT

Science, Technology, and Progress: Leading the Way with Bold Ambition

Bold Ambition: The Campaign for Harrisburg Academy is the school's most significant fundraising project since 1998, and its public phase kicked off this January. Through this effort, the Academy seeks to raise $8.5 million for facilities, the endowment, and the Academy Fund. Learn more about the history, priorities, success thus far, and future plans of this bold effort — all of which will reinvent the Academy's physical plant and redefine its culture.

DEPARTMENTS

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

PROOFREADER
Jessica A. Warren

FRONT COVER ARTWORK
Graphic by Viscul Creative

PHOTOGRAPHY
NewsMagazine staff photographers

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

Amy Spangler Photos: ASpanglerPhoto.com

A publication of Harrisburg Academy
10 Erford Road, Wormleysburg, PA 17043-0894
www.HarrisburgAcademy.org

Submit class notes to:
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.

WEBSITE
www.HarrisburgAcademy.org

CONNECT WITH US!
Email us at: newsletter@harrisburgacademy.org

NOTICE A LITTLE SOMETHING EXTRA THIS ISSUE?

We're excited to share with you our Bold Ambition campaign — a comprehensive campaign designed to help Harrisburg Academy achieve its goals to be an innovative leader in education.

You'll notice a booklet inserted into the NewsMagazine this issue. This insert provides for you information about what has already been accomplished as part of the campaign and what is still planned for the Academy's future.

Approved in December 2013 by the Academy's Board of Trustees as part of the school's strategic vision, the plan began funding with the intent of renovating and constructing buildings to enhance education. The environment where education occurs has a direct influence on a student's educational development, and the Academy realizes it is often necessary to provide a setting where learning can be experienced and enjoyed.

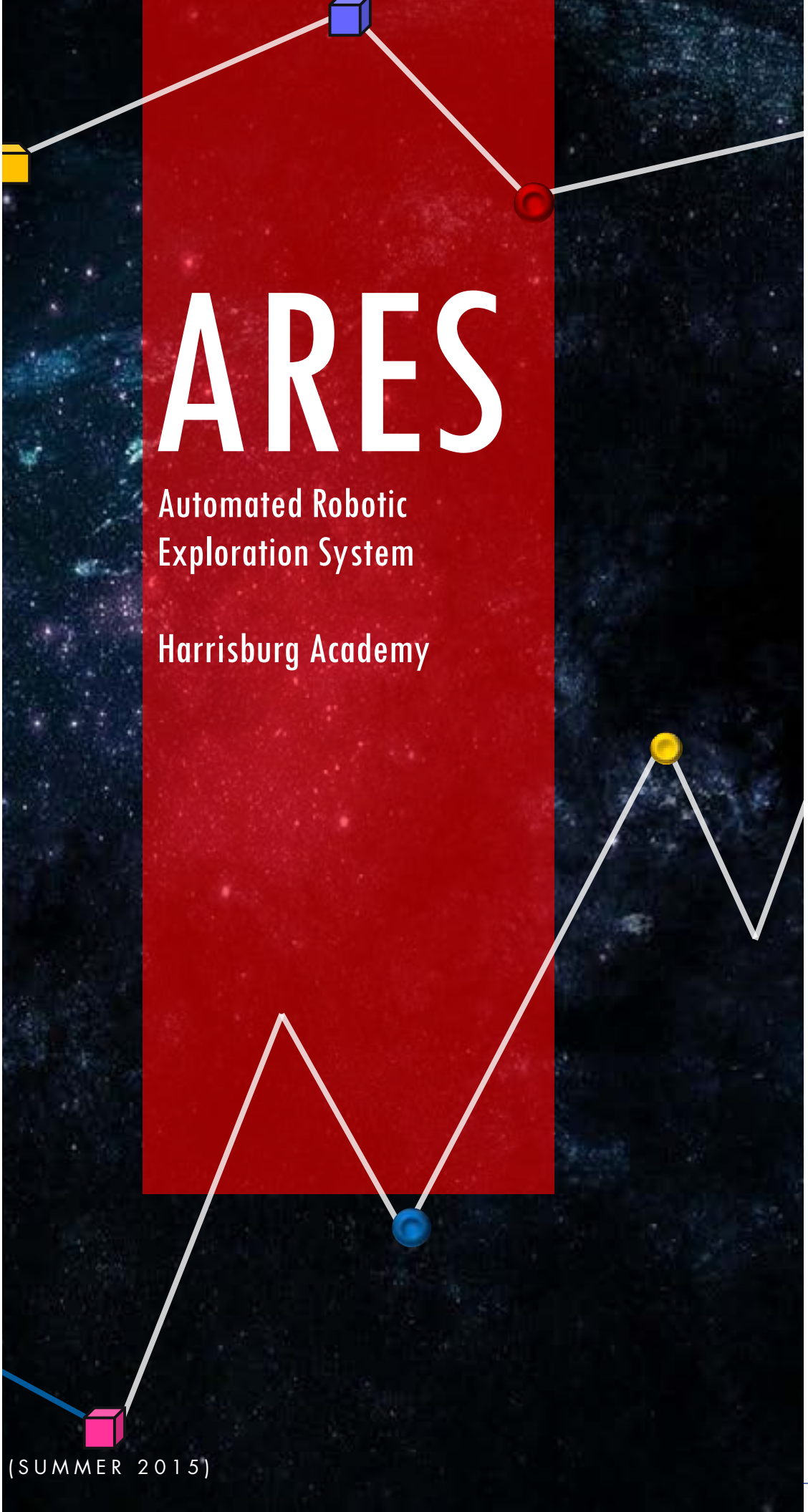
For example, the Academy has already renovated science classrooms with updated layouts and materials designed to improve functionality in order to provide a better learning experience for students. This completed stage is just one necessary step in order to achieve academic excellence in the area of science and technology.

Science is not our only area of focus, however. We have also focused part of the campaign on the performing arts. The next phase of Bold Ambition is designed to provide a new music suite where students will experience enriched instruction and practice as well as renovated hallways and common areas to provide a friendly and aesthetic experience to students and visitors alike.

With these next steps, Harrisburg Academy aspires to enhance its educational programs and facilities. In the pages of this insert, we've provided an in-depth look at the campaign, including its accomplishments and objectives as we move forward with Bold Ambition.

BOLD ambition
The Campaign for Harrisburg Academy

BE BOLD.
BE AMBITIOUS.
JOIN US.



ARES TEAM MARS ROVER PLACES AT NATIONAL NANOLINE CONTEST

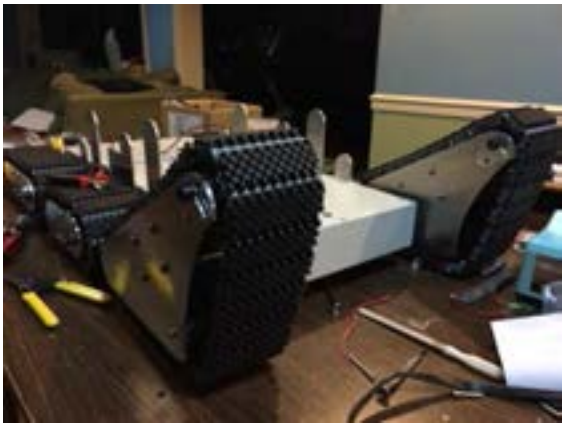
When Upper School students, James Thompson '17, Andras Szep '15, Ilija Marchenka '15, and Suning Yang '16 brought their Automated Robotic Exploration System (ARES) robot to a combined Middle School/ Upper School Morning Meeting for a demonstration, it was not their first time in the spotlight. Just one month earlier, these students stood on a national stage, presenting the automation project they built and programmed to a group of judges and peers. The competition: international electronics engineering firm Phoenix Contact's Nanoline contest.

The Nanoline contest is an annual robotics challenge that charges teams of middle and high school students from across the United States to build a working automation system. Teams have five months to build their projects, and finalists are invited to Phoenix Contact USA's headquarters (Middletown, Pennsylvania) to compete for top honors.







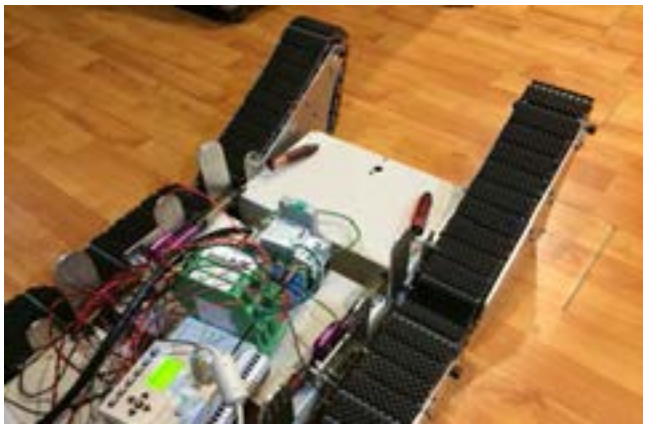

According to Phoenix Contact contest rules and regulations, the most successful projects are creative, novel, appealing, and exciting, yet practical — and all employ the use of a Nanoline controller and its nanoNavigator software (technology proprietary to Phoenix Contact). A Nanoline controller is an intelligent and compact controller that automates multiple basic tasks and is used in many practical applications around the world, such as dispensers, access control, irrigation systems, lighting controls, energy monitoring, and more.

Thompson, the ARES project group's unofficial leader, is a Nanoline contest veteran; he has participated twice before and won first place as a middle school student while attending Infinity Charter School in 2012. This year, Thompson was happy to recruit three additional Academy classmates to join his project team, including Szep, an international student from Hungary whom his family hosts, Marchenka, and Yang. Three of the four took the Academy's Upper School robotics elective and did well in the class, one of the main reasons they chose to participate in the Nanoline competition.

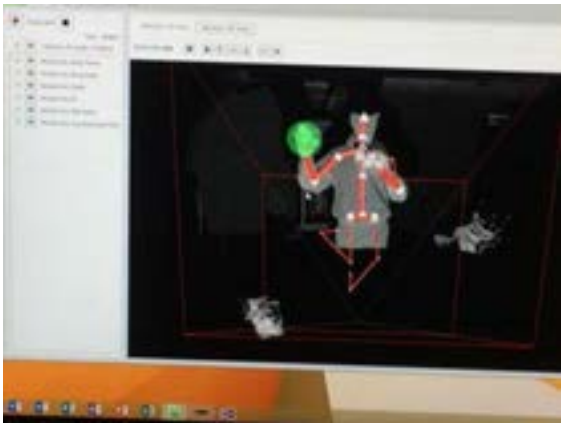
"At the first meetings, we decided to build a rover that would be capable of going into environments dangerous to humans to assess damage or threat, such as the site of a natural disaster or a chemical accident," Thompson said. The group also decided the robot should be capable of maneuvering the environment's terrain, and even be able to climb up and down stairs. Much to the delight of fellow Upper School students, the ARES team demonstrated this capability at Morning Meeting when the robot descended the McCormick Auditorium stairs and later safely drove over classmate, Carter Taliaferro '15, while he lied on the floor.

After deciding upon the robot they wanted to build, the ARES group visited the 2014 Maker Faire in New York City for inspiration. "We found a really cool open source concept to use as the base of our project," Szep said.









Student-submitted photographs

"We used open source coding and built the robot from parts both from Phoenix Contact and purchased from the internet, after looking at many options at the Faire."

From November through February, the ARES project students met several hours each week, dividing efforts based on their individual interests and skills. Using several pieces of technology – an XBox controller, Nanoline controller, a Raspberry Pi, a digital camera, and actual motors – they enabled the steel-frame creation to have the ability to work its way through a maze and to go up and down steps using various sensors and/or a manual controller. The robot cost them $1,500 to build, funded through bake sales, internet crowdfunding efforts, and personal contributions.

Mitigating many challenges throughout the development process, the ARES project team was still one of nine teams that advanced to the competition finals in February and presented their work. Although they did not win (the order in which the teams finished was not available to them), they believe their project ranked somewhere in the middle.

As for the event, itself, the team enjoyed presenting and also seeing others' work. "It was really interesting to see what the other projects were," Yang said. "We used the same thing [a Nanoline controller], but made very different projects. It was fun to talk with students from other schools about their work."

Marchenka also enjoyed the day of the competition, but found the development process to be both fun and frustrating at the same time. Still, neither Marchenka nor his fellow group members were so deterred that they are not considering this line of study in the future — all four state that information technology, computer science, robotics, and engineering are top contenders for their choice of a college major.

NO LIMITS IN THE LAB PROPELS CURIOSITY

"No Limits in the Lab is about scientific principles, yes, but it's also about fostering and nurturing that wild, crazy, explosive, curious feeling that kids naturally have about the world around them. I want them to be here, knowing what an amazing world it can be inside this lab."

The Academy's Early Childhood and Lower School lab science program, particularly the after-school science club, No Limits in the Lab, have blossomed under the careful guidance and infectious passion of Carolyn Estill-Shover '92, EC/LS lab science instructor. Shover has hosted No Limits in the Lab since the 2012-13 academic year, her first year teaching science and technology.

Each session of No Limits in the Lab has a theme, which is different from what is covered in the school-day curriculum. Shover is conscious of choosing themes and topics that are outside of the prescribed class lessons, but that will guide students to a deeper understanding of the curriculum that is covered in class.

One of the fall 2014-15 sessions was "On the Move," which covered types of energy that create motion. For the first class, the students built drag racing cups, which demonstrate both potential energy, the energy that is stored up, and kinetic energy, the energy that is in motion. During each session with her Kindergarten to 4th grade participants, Shover first demonstrates the activity, and then allows the students to go through the process on their own, making mistakes and solving problems as they go along.

"This is not a 'please do not touch' lab. I like to modify the lessons so the kids can do them on their own. That's why they come down here. Something might get broken along the way, but that is what Super Glue® is for," Shover said.

For Shover, the end result is that Academy students know that science is accessible to them, both in the lab and at home. All of her lessons are designed and intended to be replicated at home with everyday objects, encouraging parents to partner in learning with their students.

"I don't want a single kid to go home from lab and think they don't have the right stuff to do it at home. I say, 'If we're using a flask here, you can do this at home, but use a soda bottle.' That is really important. Because they're not being scientists in this room alone. They can be scientists everywhere they go. Our parents have to be willing to go down that road with them."

"If we can continue the momentum that their own desire brings, then I can get them to learn science principles," she continued. "Maintaining passion is the key to getting them to understand the information and the concepts, and link together everything in the world. At this age, really at any age, it needs to be about the passion. If you don't have the passion to learn something, you're not going to learn it. It's curiosity that drives all of us forward and gets us to look deeper at something."

DRAG RACING CUPS – MAKE ONE AT HOME!*

What you'll need:

Two paper coffee cups with lids
Large rubber band
Nuts and washers (two each)
A quarter
Scissors
Duct tape
Paper clip
Straw
Pencil

Try this at home today and post your photos and videos to our Facebook page!

1. With the quarter, draw a circle in the center of the bottom of each coffee cup and cut it out.
2. Place the bottoms of the coffee cups together and wrap a piece of duct tape around the joint to connect them. Make sure the circles in the bottoms match up.
3. Use a pencil to poke one hole through the center of each coffee cup lid.
4. On one end of the large rubber band, attach a paper clip and string the rubber band through the hole, with the paper clip on the outside of the lid.
5. Put the lid on one of the coffee cups and string the rubber band through the hole in both cups and the hole in the other lid, securing the second lid to the second coffee cup.
6. String a washer, two nuts, and the other washer onto the free end of the rubber band, finally looping it around one end of the straw.
7. Now wind up the rubber band using the straw and compete head to head with your drag racing cups!

***Lesson modified from Steve Spangler Science.**

Ryan Reninger '24 (opposite page) and Daniella Idrovo '24 build drag racing cups during this fall's On the Move session of No Limits in the Lab. Teacher Carolyn Estill-Shover encourages students to reproduce the activities at home, continuing lab science experiences beyond class time.

EARLY DISCOVERIES IN SCIENCE

Max Klemunes '29 paints his portion of the HATS papier-mâché globe in celebration of Earth Day.

On one of their first excursions to the Early Childhood/Lower School science lab, Junior Kindergarten students had the opportunity to search for earthworms from the Academy's own earthworm farm. Left to right: Jayna Patel '28, Kyla Callahan '28, Max Sandhu '28, Caroline Latta '28, and Joshua Connelly '28.

With lab science starting in Kindergarten, the aim of the Academy's Early Childhood science curriculum is to introduce students to science concepts in a hands-on and creative way. At the start of a 15-year STEAM (Science, Technology, Engineering, Arts, and Math)-focused curriculum, the HATS and Junior Kindergarten programs encourage young Academy scientists to explore and discover the world around them.

"Using the word 'science' is important. The introduction of science concepts at an early age helps them begin to understand that they know more about science than they think," said Kevin Muirhead, head of Early Childhood and Lower School.

This year, HATS and Junior Kindergarten students celebrated Earth Day the week of April 24 in conjunction with other school-wide activities. In HATS, the students created a papier-mâché globe while learning about the different climates around the world and the animals that inhabit them. They also learned about fruits and vegetables, and studied how plants grow.

Junior Kindergarten students joined the celebration by taking their first trip to Carolyn Estill-Shover's Early Childhood/Lower School science lab, introducing them to the space where they will start weekly lab science activities next year. JK students study insects in regular classroom lessons, so on their first visit to the science lab, they learned about earthworms (which they learned actually aren't insects, at all, but belong to a classification of invertebrate animals called annelids!). They also had the opportunity to dig through the dirt in the Academy's own earthworm farm, looking for actual specimens.

These hands-on experiences, which provide the foundation for future experiential learing in the Academy's science classrooms and Upper School Centers, allow young students to explore early scientific concepts within the Academy's play-based classrooms.

According to Kelly Seely, the Academy's HATS teacher, "They have such a natural curiosity at this age; it's important to build upon that. They're just thirsty for more knowledge, so this is a really good time to start giving them the knowledge they can take with them to future grades."

THE KARLSSON/KEEP FAMILY:

THE BEST OF BOTH WORLDS

Drs. Jenny Karlsson and Marcus Keep moved to the Harrisburg area six years ago and made the decision to send their daughter, Hannah '24, to Harrisburg Academy for HATS. Now in 3rd grade, Hannah's family continues to see the many advantages of being part of the Academy community.

Both Karlsson and Keep work for Maas Biolab, a small pharmaceutical company that is working on creating a treatment for amyotrophic lateral sclerosis (ALS) with Mitogard® cyclosporin. The lab is currently applying to the Food and Drug Administration to start the first human ALS clinical trials. In addition, Keep has been a neurosurgeon for 27 years, currently serving as chief of neurosurgery at St. Joseph's Medical Center and an associate professor of neurosurgery at Penn State Milton S. Hershey Medical Center.

"At the University of Hawaii, Hannah's mother and I were fortunate to be able to be researchers together. The research time led to true love, marriage, and finally, while we were both assistant professors at the University of New Mexico, to our greatest discovery, Hannah," said Keep, who grew up in Pennsylvania.

Working so passionately in science and medicine, it was important to the family that Hannah have an education that was rooted in math and science, but that also promoted development of the "whole child." In addition, both wanted an environment that encouraged global understanding and cultural tolerance.

"I believe that a developing brain needs to be exposed to both STEM subjects and liberal arts to reach its full potential, release creativity and analytical abilities, and give the students the opportunity to discover their own areas of interest. By minimizing one or the other, we limit ourselves to thinking inside the box. There are physics in the sound of an instrument, chemistry in pottery, music in bird song, art in the shape of snowflakes, and we need creative language to express ourselves in all areas," said Karlsson, who was born and lived much of her life in Sweden, where she also earned a doctorate in neuroscience.

The family has found the Academy community to be a welcoming place to express their passion for science and culture. When Hannah was in Kindergarten, Keep visited the students to talk about the brain and demonstrate how it interacts with other systems in the body. "It was a joy to see the pride in their eyes when they successfully used a reflex hammer to induce a knee jerk reflex!" Hannah and Karlsson also enjoy sharing Swedish traditions with the community.

"One of my favorites was when Hannah and I shared a Swedish tradition in her classroom, singing the "Sankta Lucia" song and telling the class about how Lucia brings light and joy at the darkest time of the year," said Karlsson.

"This philosophy to be curious about and embrace differences in culture, religion, family geographical background, and student personality and interests is important. I believe it builds a tolerance and respect as the students learn and grow into adults."

BETH DAROWISH
FINDS HER VOICE

For Beth Darowish, the Academy's HATS through 3rd grade general music and Lower, Middle, and Upper School chorus teacher, her own music education started because of her sister.

"In 4th grade, I started violin in my school program, and it was mostly because my sister started the year before and she never let me touch her violin. When it was my turn, I said, 'I'm going to play violin like my sister.' And after some time, I learned that it was fun and I really enjoyed it."

"I always sang, but when I got to high school, my choir teacher told me, after I had performed the alto line of the Hallelujah chorus in 10th grade, that I should just stick to the violin. Thankfully, he left our school and our new teacher really inspired me to become a music teacher. She helped me find my voice," Darowish continued.

Luckily for the Academy community, Darowish continued her music education and graduated from Mansfield University with a bachelor's degree in music education with voice as her major and violin as a minor.

Now having spent two years here, prior to which Darowish taught at public schools, she said that having the time and support to encourage a passion for lifelong music appreciation is what is most unique about the Academy's fine and performing arts programs.

"The skills I teach the children in HATS, the seeds I plant when they are young, can develop into independent music skills by the time they're in Upper School. I want to encourage them to be independent musicians who have a high self-efficacy for music."

Teaching students who have continuity across a 15-year music education also allows Darowish to explore unique combinations and ensembles. For example, the Lower School chorus performed in this year's school musical, "Joseph and the Amazing Technicolor Dreamcoat." And for the first time this year, all students in Kindergarten through 4th grade performed in a combined play, "Where in the World is Mr. Muirhead?" written and directed by Darowish.

"It really shows how music can pull kids together and form a community. It was everybody's play, and they recognized that. The younger students can see the older students as an example of how to perform at a higher level, and the older students can be mentors for the younger kids."

Now, Darowish looks forward to introducing her own daughter to music, especially at the Academy. "The class sizes are small, the teachers are excellent, and the other students in the classroom value learning. But most importantly, it's a family here."

Kelly Seely with HATS student, Carlynn Schultz '29.

KELLY SEELY:

LIVING TO EXPECT THE UNEXPECTED

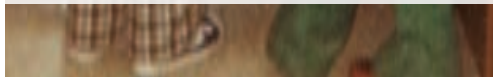
Kelly Seely's HATS classroom is a flurry of activity, color, and motion. Three-year-olds, although small in stature, are big in personality — and Seely loves it.

"I'd never do anything else!" she said. "I love expecting the unexpected, and every day is like that. Children are naturally curious, and I think the most important aspect of early childhood education is to build upon that curiosity and to start to encourage a lifelong love of learning."

Since she was a preschool student, herself, Seely knew she wanted to be a teacher. Seely first discovered a love for teaching when she was four years old, holding class for her older brother, Scott, in their living room and kitchen. She found school to be a joy and after high school, chose to attend Shippensburg University and major in education so she could pursue a career that motivated her every day.

Since then, Seely has taught preschool exclusively, 10 of those years for Harrisburg Academy's HATS program. She has never doubted that the perfect place for her is in the classroom because she can pass on her own love of learning and inspire children entering an education setting for the first time.

Keely Seely (right) and her brother, Scott.



One of the ways Seely enhances her students' weekly lessons is through music. She sings with her students throughout the day, and she makes sure to tie the songs they are singing to the themes they are learning.

"I love to sing, so music is a big part of our curriculum. I love it when I get a class such as this year's class that really loves to sing," she said. Seely especially enjoys certain students' knack for creating their own songs, inspired by classroom conversation or funny moments that seem to warrant their own melody. "They make me laugh daily with the things they come up with," she said.

Seely takes great pride in watching her students grow into young adults and appreciates the large difference in autonomy and structure inherent with independent schools.

"It's amazing to watch these students grow into young adults and to watch the things I saw in HATS play out, both good and bad," she said. "I love to see the young men and women they become and to be a part of shaping that because I have the freedom to teach what and how I want to teach."

"I feel incredibly blessed after all of these years to still be teaching here at Harrisburg Academy," she added.

H SPOTTED!

Bob Bell, manager of Information Technology Services, and his wife, **Barb,** traveled to Sint Maarten, a constituent country of the Netherlands, on a cruise this spring. The Netherlands shares the Caribbean island Saint Martin with the French constituent country Saint-Martin, an agreement that dates back to the Treaty of Concordia in 1648.

MacArthur Johnson '27 celebrated a day in the snow with his Circle H in tow!

Sophia Clempson '30 (left) and **Mia '27,** visited Maui, Hawaii during Spring Break. Maui, the 17th largest island in U.S. territory, is named after the son of Hawai'iloa, the legendary navigator who discovered the Hawaiian islands. Kauai and Oahu are also named after Hawai'iloa's sons, each said to have settled on his namesake island.

Olivia Sprankle '26 went skiing in Lake Tahoe, California on a Spring Break adventure! The lake, which sits on the border between California and Nevada, was formed during the ice age over two million years ago.

Louise Lauchlan, Middle and Upper School support specialist, spotted Sasquatch (!) in Sasquatch Provincial Park on her trip to Harrison Hot Springs, British Columbia, Canada. The park, named after the legendary Bigfoot who allegedly roams the area, is home to a number of rare species, including the bald eagle and black petaltail dragonfly.

Jason Witt '22 relaxed on Eagle Beach in Aruba over Spring Break. Aruba, a Dutch country, is unlike most other Caribbean islands in that it has a dry, arid climate that naturally supports cacti.

Ryma Saha '26 sported a tiara with her Academy gear on her Spring Break trip to Walt Disney World® in Florida. The Cinderella Castle is one of the most notable landmarks at the park. It is inspired by many real castles, including the Palaces Fontainebleu and Versailles in France.

Keo Oura Kounlavong-Sabath, the Academy's director of college counseling, traveled to Europe over Spring Break to visit colleges in England, Italy, and Switzerland (pictured left). At Franklin University Switzerland, campus has a beautiful view over the Lugano Prealps, a mountain range in the Western Alps.

She also visited a number of colleges in Canada this spring, including the University of Toronto, Trinity College (pictured right). The dining hall at the St. George campus is famous for its similarity to the Hogwarts dining hall from the Harry Potter series; the students even have to wear robes to dinner!

ACADEMY STUDENTS TOP THE COLLEGE LIST AGAIN

As a college preparatory school, Harrisburg Academy is well-known for devoting extensive resources to its Upper School students for their college preparation, selection, and application process. The process is incredibly personal — students and their families have access to the services of our full-time director of college counseling, a vast library of college materials, and Naviance (an online tool that provides valuable information). The college counseling process begins during our students' 8th grade year and continues until they are accepted at the respective college of their choice five years later.

The college acceptance pool grows increasingly competitive each year; however, our students apply to, are accepted to, 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 14 years (as long as we have been tracking this data), 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 14-year list of acceptances to these select domestic universities.

Not pictured: Samuel Banks, Young Jae Lee, and JuliAnne Carr-Phillips

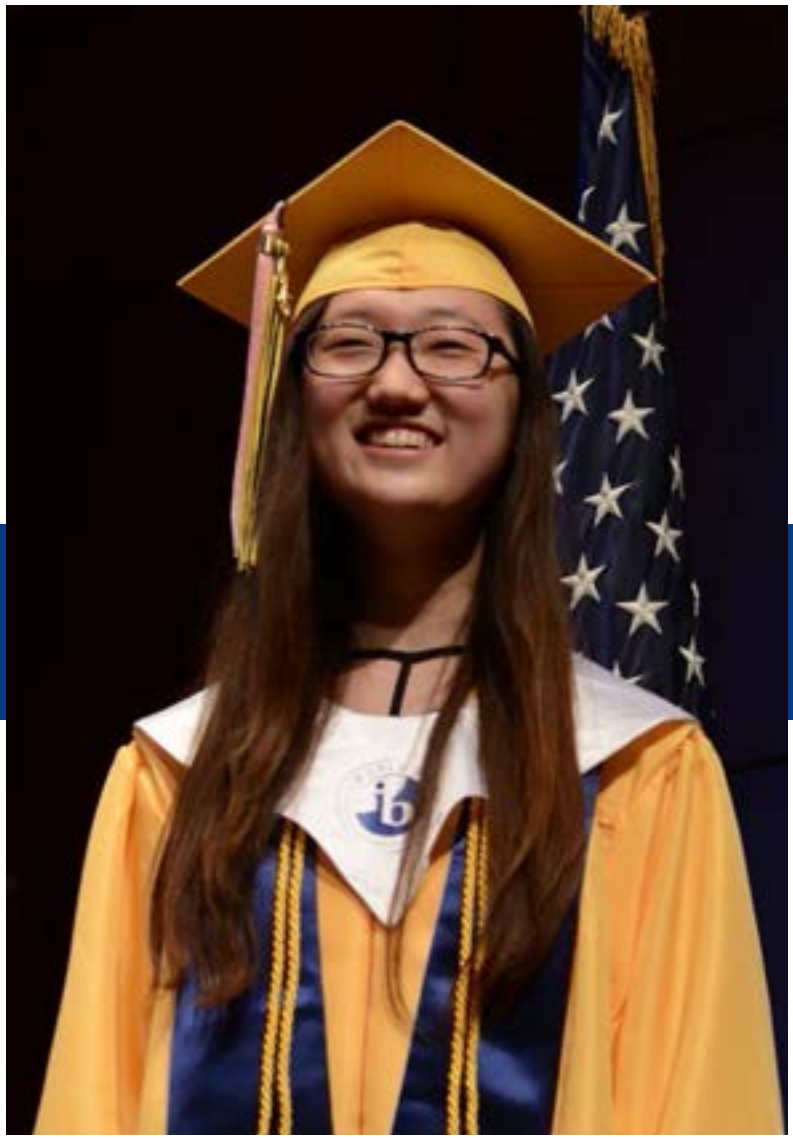
KEY:
- College Name – (# of students accepted)
- No number signifies one acceptance
- #1 ranked Ivy League and Most Competitive schools are in **bold**
- #2 ranked Highly Competitive schools are *italicized*
- Exclusive non-ranked "Special" music conservatories and art schools noted with *

Allegheny College – 6
Amherst College – *2*
American University – 22
Barnard College – *6*
Bates College – *3*
Beloit College – 4
Bennington College – 3
Bentley College
Berklee School of Music – 2*
Boston College – *3*
Boston University – 11
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 – *10*
Case Western Reserve University – *4*
Centre College
Clark University – 4
Clemson University
Colby College – *3*
Colgate University
College of the Holy Cross
Colorado College
Columbia University
Columbia University / Barnard College
Columbia University / List College
Cornell University – *4*
Dartmouth College
Davidson College
Denison University – 7
Dickinson College – 17
Duke University – *3*
*Eastman School of Music, Univ of Rochester**
Elon University – 4
Emerson College – 2
Emory University – *7*
Eugene Lang New School, NYC
Fordham University – 8
Franklin & Marshall College – *20*
Furman University – 6
George Washington University – *13*
Georgetown University – *5*
Georgia Institute of Technology
Gettysburg College – 15
Grinnell College
Hamilton College – *4*
Harvard University
Haverford College
Hendrix College – 2
Johns Hopkins University – *5*
Juniata College – 11
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 – 6
New College of Florida
New York University – *8*
North Carolina State University
Northeastern University – 3
Oberlin College
Ohio State University
*Peabody Conservatory at Johns Hopkins University**
Pepperdine University
Princeton University
Reed College, OR
Renssalaer Polytechnic Institute – *3*
Rhode Island School of Design – 2*
Rhodes College
Rollins College – 2
Rose Hulman Institute
Rutgers University – 5
Skidmore College – 2
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, College at Geneseo
State University of New York, Stony Brook – 2
Stevens Institute of Technology
Stonehill College
Swarthmore College – *2*
Syracuse University – 7
Texas A&M University
Trinity College, CT
Tufts University – *2*
Tulane University – *9*
Union College, NY – 5
University of California at Davis
University of Chicago – *3*
University of Florida
University of Illinois, Urbana – 4
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 – 48
University of Richmond – *8*
University of Rochester – *17*
University of Southern California
University of Virginia – *4*
Vanderbilt University
Vassar University – *2*
Villanova University – *11*
Virginia Polytechnic Institute – 2
Wake Forest University – *3*
Washington University St. Louis
Washington and Lee University
Wellesley College
Wesleyan University – *2*
Wheaton College – 2
Whitman College – *2*
Worcester Polytechnic Institute – 5
Yale University

**Data represents the Class of 2002-2015.*

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 colleges and universities on a scale comprised of seven levels of selectivity, based on difficulty of acceptance and strength of accepted-student SAT scores (the higher a school is rated, the more difficult it is for a student to gain acceptance). 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).***

LANIE JUNG



NEW YORK UNIVERSITY

As if choosing a college and thinking about future career opportunities weren't hard enough, international student **Lanie Jung '15** had to consider whether she wanted to pursue her education, career, and life, in the United States or in Korea — for this reason, she was committed to finding a school that would be recognized with favor in both countries.

The school that fit the bill was **New York University,** a Most Competitive School according to Barron's Profiles of American Colleges and one that is quickly recognized in Korean academic and professional settings. NYU is ranked number 32 on U.S. News & World Report's list of Best National Universities. It is also ranked number 38 on Times Higher Education's World University Rankings for 2014-15. Lanie was also accepted to the University of Rochester and Franklin & Marshall College, both Most Competitive, and Boston and Clark universities, both Highly Competitive.

In addition to NYU's reputation, Lanie's decision was influenced by a visit with Academy alumna, Abby Moyer '14, who is currently studying screenwriting at NYU's Tisch School of the Arts.

"She reached out to me when I was considering NYU. When I visited, she showed me around and told me about student opportunities. It definitely helped solidify my decision," said Lanie, who is interested in studying psychology, having taken two relevant classes at Brown University and participated in an internship at a Korean counseling center.

She is also active in community service. She serves as a financial officer for ShareGround, an organization that supports international students, and helped organize a charity auction to raise funds for the victims of the Sewol ferry accident in 2014. She also serves as a correspondent for Nacel, a company that organizes educational travel, writing articles on life in the United States.

At Harrisburg Academy, Lanie, a full International Baccalaureate Diploma recipient, earned a 1400 out of 1600 on her SAT and was a member of the National Honor Society, Tri-M Music Honor Society, and Student Council, among other co-curricular activities. She was also a member of Science Olympiad, captain of the Varsity Swimming team, and a member of the Varsity Girls' Tennis team.

JINI GABBIDON

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Jini Gabbidon '15 will be attending the university ranked seventh best by U.S. News & World Report, behind only ivy-league names like Harvard, Princeton, and Yale, and ranked the number one undergraduate computer science program in the country: **the Massachusetts Institute of Technology.**

"When I visited MIT, it was great. I love the campus and the different computer science classes they talked about. I just felt like this was the place I wanted to go," said Jini, who recieved a full International Baccalaureate Diploma and who scored a 1510 out of 1600 on his SAT. He is also a recipient of a National Achievement $2,500 Scholarship award, a program which recognizes Black American high school students' academic achievement, and a finalist in the National Merit Scholarship Program.

In addition to MIT, Jini considered Carnegie Mellon, Cornell, and Princeton universities, which along with MIT are all Most Competitive schools according to Barron's Profiles of American Colleges, but decided to apply early action to MIT. Although not a binding agreement, Jini would hear whether or not he was admitted earlier than a regular admission decision.

Alongside pursuing a degree in computer science, Jini will play basketball, representing the MIT Engineers. The basketball coach showed a strong interest in Jini joining the team, and since enrolling, he has had the chance to meet and play with team members. While at the Academy, Jini played on the Varsity Boys' Basketball team for four years and was elected team co-captain his senior year. He is an Academy Top 10 All-Time Career Scorer and a Top 5 All-Time Career Rebounder.

Jini was also involved in academic programs, including Quiz Bowl, Science Olympiad, and Academic WorldQuest. He was a member of the BrainBusters team that made it to the final round of competition in 2014. He was also a summer intern for the Academy's Information Technology Services Office for three years. This summer, he will be participating in Google's prestigious Computer Science Summer Institute hosted at MIT.

All of these experiences and outcomes have made Jini confident in his decision to attend MIT. "I just feel really prepared. And I know I'm more prepared coming from the Academy than I would be from any other school."

ALEXANDER ZUCKERMAN

COLUMBIA UNIVERSITY JOINT DEGREE PROGRAM WITH LIST COLLEGE

For many Academy students, finding the natural fit college means creating a college list, collecting acceptances, and picking the school that is right for them. But for **Alexander Zuckerman '15**, there was only one option: the **Columbia University Joint Degree Program with List College.** Both Most Competitive schools according to Barron's Profiles of American Colleges, Alexander will graduate with two degrees, one in Jewish studies from List College and another in statistics or economics from Columbia University.

Alexander applied to the program Early Decision, which meant that if accepted, he agreed to enroll. Although he considered other colleges, including Lehigh University and Franklin & Marshall College, both Most Competitive schools, he only applied to the one that was the natural fit for him.

"Almost immediately I knew it was Columbia and List. I visited the campus, did a summer program there, and it was already my first-choice school the first time I went," said Alexander, an International Baccalaureate Certificate candidate, who also has two older sisters who attended the Academy, Samantha '05 and Allison '08.

"The thing that really convinced me was the ability to be in both a large and small school environment. I did not want to be at a large school, but I also didn't want to be at a really small school. Class sizes in this program will be similar to what they are at the Academy, where I have teachers and peers who support me, and I have the opportunity to study at Columbia and be in New York City," continued Alexander, who was named to the PennLive / Patriot-News Best & Brightest Class of 2015.

Having attended the Academy for 13 years, Alexander certainly made a mark on the Academy community. He was a longtime member of the Quiz Bowl and BrainBusters teams, and a part of the group that advanced to the 2014 BrainBusters championship. He was also the 2014-15 Student Council treasurer, assistant editor of The Spectator, and a founding member of the Academy's golf team.

DAYNA LEVINE

SKIDMORE COLLEGE

Now an Academy graduate, **Dayna Levine '15** will be headed to **Skidmore College,** ranked as Highly Competitive by Barron's Profiles of American Colleges. Unsure of the specific degree she wants to pursue, Dayna chose a liberal arts-focused school ranked number 37 on U.S. News & World Report's list of Best National Liberal Arts Colleges, allowing her to explore her interests.

But for a long time, Skidmore wasn't the plan.

At the beginning of the college search process, Dayna wanted to go to Dickinson College. She had attended a number of summer camps on campus, and was looking forward to participating in the school's partnership with Susquehanna Service Dogs.

"On the suggestion of my parents and the college counselor, I visited Skidmore and I fell in love with it. It's such a cliché, but I walked onto campus and it was perfect," said Dayna, an Academy student since HATS, full International Baccalaureate Diploma recipient, and recipient of the Academy's 2013 IB Scholarship for Summer Study.

Even though Dayna had applied and was accepted to Dickinson College, Highly Competitive, with a $40,000 scholarship; and Goucher College, Very Competitive; she decided to apply Early Decision II to Skidmore.

Applying in January with the second round of Early Decision candidates — which meant that if she were accepted, she agreed to attend — was both the hardest and most exciting decision she has had to make. "I was so worried that I was going to make the wrong choice. Everyone told me that there's no wrong choice, but I really wanted to be happy at my first-choice school. Eventually, I just took the leap and decided that I was all-in."

Coming from Harrisburg Academy, where she was a member of the Student Council, Model United Nations club, National Honor Society, and Tri-M Music Honor Society, Dayna is excited about the new opportunities at college. Skidmore has an animal alliance club, similar to Susquehanna Service Dogs, and she looks forward to joining and continuing to help animals.

"And they have a Quidditch team there, so maybe I'll try that! I'm just excited for the new experiences I'll have."

HARRISBURG ACADEMY SPARTANS

ACADEMY FRESHMEN FIND SPORTS SUCCESS THROUGH SACRIFICE

Harrisburg Academy recognizes an elite set of student athletes each year at the Upper School Athletics Banquet — the three-sport athletes. These students choose to fill an entire year's worth of extracurricular hours with athletics, and their success is not without sacrifice.

This year, Noah Sweeney '18 (left) and Ben Weber '18, both freshmen, took the three-sport athlete level of commitment one step further, declaring they wanted to be on the list not just once, but for all four years of their high school experience. What makes their story even more unusual is that they are picking up two new sports in the process, a benefit of the no-cut athletics policy common at independent schools such as Harrisburg Academy.

"I've always played basketball and soccer [his preferred sport], but Noah encouraged me to come out for the tennis team this spring," Weber said. Weber will continue to play soccer, basketball, and tennis in the coming years.

Sweeney's favorite sport is basketball, and he spends his winter season suiting up for two teams: the Spartans and the York Ballers, an independent AAU team. Although Sweeney managed the Varsity Girls' Tennis team last fall, he will be giving Varsity Boys' Soccer a try this coming fall. He enjoyed his first experiences on the Academy's Varsity Boys' Tennis team this spring and plans to continue this sport, too.

Weber and Sweeney said that they set this four-year goal for themselves because they are friends, have loved sports since they were children, and hope to participate in college athletics. "Being a three-sport athlete shows colleges we're not just sitting around playing video games all of the time," Sweeney said. "We do that on the weekends, but we are pretty active regardless!"

With so much time allocated to after-school activities, three-sport athletes, especially, must be able to adapt and manage their time well, said Riz Soulliard, director of tennis and head coach of the Academy's Varsity Boys' Tennis team. "Ben and Noah are already committed to making sacrifices, thus we know they want to be here. They have also acquired different strategic ways to look at a particular sport and implement them to be successful. In life, different situations need different sets of skills, and these athletes will have an advantage because of their experiences here," she said.

Soulliard is excited to witness Weber and Sweeney's certain improvement on the tennis court in the next three years and loves how motivated they are to make this happen.

"They already have great hand-eye coordination, good foot skills, and a general level of athleticism that only helps their tennis game," Soulliard said. "Their involvement with other sports definitely has contributed to the skills they are exhibiting on the tennis courts. All in all, I couldn't have asked for a better example of kids who are benefitting from playing and enjoying different sports at the Academy."

SPARTAN RUNNING TEAM – 10 YEARS RUNNING!

Middle School can be a time of great transformation, and for Sarah Ballard, one of the Academy's Junior Kindergarten teachers, Middle School was when she discovered a talent and a passion for running.

Having 25 years of running under her belt, Ballard is passing on her knowledge and passion to today's Academy Middle School students by coaching the Middle School Running team. This year is Ballard's sixth coaching the team, after taking last year off.

In its 10th year, the team is open to all students in 5th through 8th grade. Although students do not participate in meets, they are able to opt-in to the Healthy Kids Running Series in Mechanicsburg, which aims to provide positive and educational running experiences.

"The impetus for me carrying on this year is really thinking back to those middle school days when so much change is happening. As a student, at the end of the day, you want something that is similar to a recess for your body. But more than that, it ends up being an outlet for body, mind, and spirit," said Ballard, who also encourages a strong sense of community amongst the runners.

According to John Martin, Middle School director of athletics, the important part of physical education is teaching kids to love physical activities. "Running can be a team activity, and that is what Coach Ballard is teaching them. It's not about being competitive, it's about having fun with your teammates."
In addition to teaching proper technique and cardiovascular health, it is important to Ballard to instill a sense of self-confidence through running. Although she is teaching them the right way to do push-ups — looking forward, chin up, shoulders back — what she is really trying to instill in her students is how to have and show confidence and self-assurance.

"Being someone who a long time ago experienced what life is like in middle school, I want to show them some of my own personal experiences and allow them to connect with me, both as a teacher and someone who can empathize with what they're experiencing."

"Even though I can be silly and wear crazy socks and sing way off-key, they still accept me."

Anne and Aaron Gross

Lisa Idrovo and Alison Ballantine '91 - Spring Benefit Co-chairs

Starry Starry Night

Marion C. Alexander '59, Larry Kluger, and Bill Alexander

Ann Brinkerhoff, Dana Setzer '85, and Catherine Gebauer '84.

2015 SPRING BENEFIT
A SPARKLING SUCCESS

By Beth Zak, Director of Annual Giving

It was truly a "Starry, Starry Night" as parents, alumni, faculty, staff, and friends of the Academy community came together to show their support and celebrate at the 29th annual Spring Benefit on Saturday, April 18. Held at the picturesque Venue Chilton, guests were surrounded by views of the Yellow Breeches Creek, farmland, mountains, and gardens. The festivities began with cocktails and jazz while guests strolled along the property admiring the setting and visiting with each other as the sun set in the distance. Co-chairs, Alison Ballantine '91 and Lisa Idrovo, along with their volunteer committee, planned an evening that had many special moments.

Keith Clark, Board of Trustees vice president, welcomed attendees to this sold-out event and gave special recognition to the presenting sponsors: Ellen Caldwell '80, Connor Design-Build, and The Hershey Company. After dinner, Seth Mendelsohn, Board of Trustees president, and Jim Newman, head of school, both shared their genuine appreciation to the supporters and donors who continually provide meaningful opportunities for students and faculty.

LINDA GOLDSTEIN HONORED WITH MCCORMICK MEDAL AT FOUNDERS DAY

The McCormick Medal is awarded each year to one individual who exemplifies leadership and service to Harrisburg Academy. This year's recipient, Linda Goldstein, is a former trustee of the Board and alumnae parent. Goldstein accepted the award at the Academy's annual Founders Day celebration this spring.

"My girls say they grew up at the Academy... I grew up at the Academy. For me, the Academy has always been about the quality of the education with very special educators who made an influence in my girls' lives." Visit HarrisburgAcademy.org/McCormickMedal to read more about Goldstein and her achievements.

ALUMNUS OF THE YEAR DAVID BRASON '74

As the 2015 Alumnus of the Year, David Brason '74 gave this year's Commencement address, encouraging the graduating seniors to "find your own bus," a sentiment borrowed from a popular book while Brason was in high school, "The Electric Kool-Aid Acid Test" by Tom Wolfe.

"I took that and advice from the teachers at the Academy, who used to say don't just do the traditional thing for the sake of grades or getting into college, but do it for you and go on that search to see what it means for you personally," said Brason, who serves as Chief Financial Officer for WILLCARE, a home health care services company.

"I hope in four years you'll be able to see your own bus and hopefully be the driver of it, too."

Visit HarrisburgAcademy.org/AlumnioftheYear to read more about Brason and his accomplishments.

Photo by Mike Barrett

Alan Shortall (father of Scarlett '27) gave an impromptu, heartfelt speech. Although their family is relocating and will be leaving the Academy community, Shortall shared his personal story of how the Academy has made a wonderful difference in his daughter's life this year. Once a shy, demure little girl, Scarlett will now leave Kindergarten as a confident student ready to take on 1st grade. Shortall's expression of gratitude was the perfect lead-in to the live auction, through which more than $38,000 was raised in a matter of minutes!

The evening was a spectacular success and netted over $65,000. Proceeds from the Benefit support everything that makes the Academy experience as special as it is, including academic, arts, athletics, co-curricular, and financial aid programs.

Mark your calendar now for our next Benefit, "Gala in the Garden" on Saturday, April 16, 2016. It is a night to show your Spartan pride and celebrate our wonderful school!

PRESENTING SPONSORS

Ellen Caldwell '80
Connor Design-Build (Shawn and Meghann Connor)
The Hershey Company (Javier and Lisa Idrovo)

GOLD PATRONS

Richard and Marilynn Abrams
Asthma and Allergy Specialists of Harrisburg (Robert and Stacey Zuckerman)
Keith and Linda Clark
Mark and Catherine Gebauer '84
Hematology & Oncology Consultants of Pennsylvania (Chip and Jen Reninger)
Kantor and Tkatch Associates (Bob and Joyce Kantor)
Peter LaBella and Diane Mulcahy
Seth and AJ Mendelsohn
Becky Stevenson '89

FINDING "THE FORCE"

While most are limited to watching all the intergalactic action of "Star Wars" from a TV screen, David Kury '91 had the unique opportunity to physically experience the life of a stormtrooper on Tatooine. From 2010 to 2013, Kury worked at LucasArts, a division of LucasFilm, as a producer for the action video game "Star Wars: 1313." Kury and his team were working on a trailer to demonstrate the new visual techniques that were available with the next generation of video game consoles.

Using a motion-capture stage, the team was able to use a real actor's movements, often Kury himself, to produce a live-action stormtrooper on a virtual Tatooine.

But the even bigger accomplishment came after the trailer was finished and being presented to a group of visual effects supervisors at Industrial Lighting Magic (ILM), a company with which LucasArts collaborated on the project.

"Next to me sits Dennis Muren, who is a multiple Academy Award-winner for visual effects and who worked on all the Star Wars films. After he saw our demo, he clapped his hands and said 'You guys nailed it.' I think I almost died and went to heaven. For him to validate our efforts and say it was something 'authentic Star Wars' was incredible," said Kury, who earned his bachelor's degree in fine arts and Middle Eastern and Asian studies from the University of Pennsylvania and went on to earn a master's degree in fine arts in animation and film from the University of California, Los Angeles.

Unfortunately, "Star Wars: 1313" was cancelled when LucasArts ceased all internal development. However, Kury said that his experience learning the process for developing high-end visual effects and animation at LucasArts launched him to his current success.

Since 2013, Kury has been a senior producer at Crystal Dynamics, a San Francisco-based company developing award-winning video games. He is currently producing "Tomb Raider 2: Rise of the Tomb Raider." At Crystal Dynamics, Kury is responsible for producing all of the cinematics for the games, from working on scripts, to designing visual effects and sounds, to recording actor performances.

"My favorite part is taking something from a concept, like the written page, and visualizing it as a storyboard, and then taking it all the way to the final stage. A storyboard is just black and white static images, but then we transform them into living, breathing characters. They have an emotion and a tone when all the magic comes together," said Kury, who also said it is an amazing experience to get to work with concept designers and artists every day.

Kury started his road to visual effects and animation at Harrisburg Academy, where he was involved in fine and performing arts for the four years he attended, 9th through 12th grade. He was a member of the stage crew and performed in drama club productions his junior and senior years. He was also an active art student under the tutelage of Terry Bowie.

"Working with Mr. Bowie, being exposed to different art styles, and understanding that being creative was important to me all helped me determine my majors and grad school. I knew I always wanted to be involved in a creative field, somehow," said Kury, who added that the Academy also gave him a strong work ethic, which makes a difference in his career even today.

"For me, it all started with artistic endeavors in middle and high school, which led me to where I am now."

DIGGING DOWN UNDER

BY MICHAEL LARUE '02, ASSISTANT DIRECTOR OF ALUMNI RELATIONS

While the citizens of Harrisburg sleep and dream, Kathryn Conroy '04 is on the other side of the world hard at work measuring mineral samples. In the mining capital of the world, Conroy works as a spectroscopist for Corescan, a company that analyzes drill core and other geological samples for use in the mining, oil and gas, and geotechnical industries.

Speaking with a slight Australian accent, Kathryn looks back on her 13 years at Harrisburg Academy and remembers exactly where her interest in science began. As a Kindergarten student in Mrs. [Christine] Jacobs' class, the teacher lit a match and asked the class what would happen when she covered it with a glass. "I don't know why, but that is my earliest memory of science and it's where my curiosity started," Conroy said.

"While in Middle School, Mrs. [Helen] Colvin really made science exciting for me and pushed us during the preparation of our science fair projects. In Upper School, I had Dr. [Jack] Elder for chemistry and did horribly in the class, which is funny because I ended up majoring in it later in college," she continued.

While at Harrisburg Academy, Conroy was a committed soccer player. At that time, there was not a Varsity Girls' Soccer team, so Conroy played alongside the boys. She attributes her self-confidence to her time on the Varsity Boys' team. "Soccer is the easiest way to make new friends. If you can play, you automatically have 11 new friends. I owe a lot to the sport, which helped me when I first moved to Australia."

After graduating from the Academy, Conroy attended Loyola University in New Orleans, where she earned a bachelor's degree in chemistry. During her senior year at Loyola, she had the opportunity to present her research on synthetic chemistry to the American Chemical Society. There, she met a professor from Australia who invited her to continue her research in the land down under.

In 2009, she started work on a doctorate degree in electrical engineering at the University of New South Wales. She was also invited to teach a class in signal processing to undergraduates in the Australian Air Force Academy. In 2013, Conroy started working at Corescan. As a spectroscopist, she shines light on sample material and measures the type of light that returns.

"What we get back in return will tell us what kind of mineral it is. Sometimes we can scan samples from a whole kilometer into the ground, and depending on what we see, it can tell us how far away we are from a deposit of gold or iron ore," said Conroy, who is currently head of her own lab with Corescan in Perth, and would like to expand to oversee more labs.

And it all started with the strike of a match in a Kindergarten classroom at Harrisburg Academy.

(CLASS NOTES)

SUMMER 2015

A

MARK PARSELLS '78

Mark recently closed a $7 million private equity round for his company, Global Debt Registry. GDR is a FinTech company that brings transparency to the debt collection world to protect consumers and legitimate companies. Mark lives in Wilmington, Delaware with his wife, Cathy, who is the executive director of the Kalmar Nyckel Foundation; daughter, Clare, who is a junior at Cushing Academy in Ashburnham, Massachusetts; and his son, Jackson, who is in 8th grade at Wilmington Friends School. His mother, Barbara, just turned 84 on April 2 and is going stronger than ever. She fondly remembers her 29 years teaching at the Academy.

B

JOSEPH CROWNOVER '85

Joseph and his family are winding down a 3.5-year stint living and working in the Netherlands. He reports that they love the country and have enjoyed lots of cross-cultural adventures, plus travel across Europe. Joseph and his family will move back to Houston, where he and his wife, Jennifer, will continue to work for Shell (at the same time Joseph continues to build his executive coaching practice). They will all miss the cycling lifestyle, but are glad to go back to a city with good Mexican food.

SUZAN MARSHALL '85

Suzan and her husband, John, are both general surgeons in the Pacific Northwest, taking care of fellow veterans. Currently, Suzan is trying to work as little as possible, wrangling their two kids along with horses, dogs, cats, turkeys, deer, and coyotes on their new horse farm.

C

NICK DAMIANO '01

Nick is co-founder & CEO of Zenflow, a company developing a minimally invasive treatment for BPH (enlarged prostate). This condition affects almost all men at some point in life. The company is based in San Francisco and has raised almost $3 million in funding in its first year of operation, with the first human trials starting at the end of this year. Zenflow originated from an invention Nick and his team created in the Stanford Biodesign fellowship, where he spent a year as a Medtech Innovation Fellow. Before Biodesign, he co-founded Nurep, a company which developed and commercially launched a mobile application for remote surgical case support.

KATIE KANTOR '05

After completing a master's degree at Columbia University and working at American Ballet Theatre for three years, Katie accepted a new position and relocated to Philadelphia. She is now the manager of special events at the Mann Center for the Performing Arts.

D

MATTHEW RANKOW '05

Matthew was recently recruited for the role of senior associate at Stamboulie Career Consulting, a career and management consulting firm in Manhattan. Primarily, he provides human resources consulting with a focus on performance management. Matthew loves New York City and plans to build a permanent life there.

E

EMILY MARCELLO '09

After graduating from Dickinson College in 2013, Emily began working in San Diego where she managed the Collaborative Arts Resources for Education Program, a not-for-profit organization that provides arts programming and resources to underserved schools. She recently relocated to Washington, D.C. and now serves as the education coordinator for the Shakespeare Theatre Company.

ANDREW HANSON '10

Andrew is studying for a web development associate's degree. He has been extremely busy coding a website for simplified stock analysis for the last eight months and plans to launch it soon. Andrew is the vice president of the PBL Business Club at Harrisburg Area Community College (HACC) and a senator for the HACC Student Government Association.

JEA YOUNG YI '11

Jea graduated this spring with a bachelor's degree in food marketing and a minor in art from St. Joseph's University. She has been active in several student organizations; she spends most of her time working as co-president of the Student Association. Jea is looking for a full-time job and maintains a positive outlook on her job hunting efforts and networking prospects. She hopes to stay in or near Philadelphia but will go wherever the job takes her!

HARRISBURG H ACADEMY

ALUMNI WEEKEND

OCTOBER 2-3, 2015

Harrisburg Academy welcomes you and your families to our inaugural Alumni Weekend 2015, to be held Oct. 2-3, 2015! Come back to your old stomping grounds, catch up with old friends, talk about the old days, and simply enjoy all that our alumni community has to offer. It is our hope that while reminiscing, you also create new memories that will become the cornerstone of making Alumni Weekend an annual tradition.

REGISTER HERE

HARRISBURGACADEMY.ORG/ALUMNIWEEKEND

FALLING IN LOVE WITH THE CONTINUOUS PROCESS OF LEARNING

The Academy community bids a fond farewell to its three faculty members who have retired this year: Kathleen Brown, Eileen Forman, and David Buckthal. We took a moment to ask each of them about their experiences at our school and their plans for the future, and here is what they had to share.

KATHLEEN BROWN

21 years at Harrisburg Academy teaching MS and US French
Madame Brown began her time at Harrisburg Academy – in 1995 – by chance. Just as she was hoping to go back to work part-time once her children were in school, she saw an ad for a part-time, temporary position at the Academy teaching French. "I remained here for so many years after falling in love with the school and its students and rediscovering how much I enjoyed the continuous process of learning French," she said.

A favorite memory...
There is no single favorite memory, just a collage of great moments… times crossing paths with former students who are full of enthusiasm and who are using the proficiency they gained in class… all the moments when I could almost see the light bulb go on over a student's head as something "finally made sense"… songs, laughter, and games in class.

Some words of wisdom...
Wisdom is a lot to ask! The closest I can come to it is to say that I have learned a great deal from my students over the years, and I expect to keep learning.

Plans for retirement...
I hope to spend time enjoying our family, spending more time in Maine, and visiting our daughter in California on occasion.

GRATEFUL FOR OUR FACULTY

Did you know that the average Academy teacher has been on staff here for 10 years. We celebrate their hard work and dedication over the course of many years. As the 2014-15 academic year concludes, we recognize and commend the following faculty, staff, and administrators for their respective milestone anniversaries (representative of years of continuous full-time employment).

30 years: *Terry Bowie*
20 years: *Faber Deimler III ("Harry"), Lisa Nazar*
15 years: *Mari Bender, Dave Buckthal, James Harding, Mary Toth*
10 years: *Tim Luckenbaugh, Kevin Muirhead, Penny Quigley, Kelly Seely, Karla Sherman*

EILEEN FORMAN

21 years at Harrisburg Academy teaching MS math and science
Mrs. Forman, too, came to the Academy in 1995 after teaching in the Harrisburg City School District. Coming from huge class sizes to very small class sizes was an adjustment at first, she said, but having such wonderful children to teach was amazing. "I didn't need to spend time disciplining kids and could actually do creative activities instead. I knew I could never go back."

A favorite memory...
I remember how exciting it was to see my first 4th grade class graduate as seniors. Being at the same school and seeing "your kids" grow up and mature has been great. Also, seeing the same parents over the years and teaching siblings really allowed me to build a strong connection with entire families.

I also had the pleasure of having my son, Matthew '99 graduate from the Academy. Being at this school saved his self-esteem and prepared him for college. He credits his teachers for getting him ready for the challenge of college and enabling him to be on the dean's list for all four years. Today he is a financial advisor at Merrill Lynch.

Plans for retirement...
I have worked with excellent teachers here who truly care about their students, and I have grown as a person and a teacher thanks to these people. While I am excited about my next chapter, I will miss the staff and children I have gotten to know. Even though I am retiring, I still want to stay in touch with Harrisburg Academy either through substituting or tutoring.

DR. DAVID BUCKTHAL

15 years at Harrisburg Academy US science
Dr. David Buckthal just finished his 15th academic year at the Academy. He chose to spend this time at an independent school because of the people. "The quality of the faculty and students made the Academy an enjoyable and rewarding work environment."

A favorite memory...
The first Morning Meeting that I attended. I was truly impressed by the poise and enthusiasm of the students who made announcements.

Some words of wisdom...
Many people take themselves too seriously. I believe that the reduction of stress and anxiety through humor can make a very productive learning environment.

Plans for retirement...
I plan to travel both to visit family and to sightsee, mostly within the United States. I expect to complete projects around home that I have put off for years, and I hope to play more duplicate bridge than my schedule has allowed in the past few years. I would not be surprised that within five years I will have moved to a much warmer climate such as in Florida, Georgia or Arizona.

IN MEMORIAM

WILLIAM THOMAS KIRCHHOFF, JR. (1970-2015)

The Harrisburg Academy community mourns the loss of Tom Kirchhoff, who passed away on March 10, 2015 after a four and a half year battle with ALS (Lou Gehrig's Disease). Tom and his family are associated with the Academy in many ways — Tom was an Academy parent (to Tommy, Sam, Brynley, and Ty along with his wife of 16 years, Staci), a trustee of the Board (from 2010 to 2015), and a John Harris Circle leadership giving society charter member. He is related to generations of Cleveland family members who also studied at our school and held leadership roles. A dealer principal for Cleveland Brothers Equipment Company, Tom and his legacy will live on indefinitely for the students of the Academy through his family business' Bold Ambition campaign leadership-level gift for the Cleveland Brothers Science Wing.

ELLEN BRODY HUGHES '64 (1947-2015)

A good friend of the Academy, Ellen Brody Hughes '64, passed away on Tuesday, June 9 at the age of 68. Ellen is an Academy alumna and emerita trustee, serving on the Board of Trustees from 1983 to 1992 and assuming the role of vice president from 1986 to 1988. Beyond traditional Board leadership, Ellen was also a member of the Academy's Community Advisory Board / Emeriti and Friends Advisory Board from 2001 to 2010 and has been a charter member of the Academy's leadership giving community, The John Harris Circle, since its inception in 2012.

Ellen's commitment to the Academy was recognized in 1988 when she received the Alumna of the Year Award. She is survived by her husband of 43 years, Nicholas, her sons, Daniel and Patrick, and their families.

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

Carolyn (Leitner) Enterline '61 (alumna)

Donald M. Holmes '48 P.E. (alumnus)

Ellen Hughes '64 (alumna, emerita trustee)

Tom Kirchhoff (parent, trustee)

HARRISBURG ACADEMY

Our students are our **purpose.**

You are our **partners.**

BE A DIFFERENCE-MAKER, SHOW YOUR SPARTAN PRIDE AND MAKE YOUR GIFT TO THE ACADEMY FUND TODAY.

Every gift helps to meet the 2015-16 Academy Fund Goal. Your gift directly impacts the learning experience we provide.

MAKE IT MONTHLY? Go online to www.harrisburgacademy.org/support to set-up a recurring gift to the Academy Fund.

The John Harris Circle

Join the John Harris Circle with an annual leadership gift of $1,000 or greater.

HARRISBURGACADEMY.ORG
Development Office: 717.763.7811, ext. 396

THE ACADEMY FUND
Providing Educational Excellence

HARRISBURG ACADEMY

10 ERFORD ROAD
WORMLEYSBURG, PA 17043

717 763 7811
HARRISBURGACADEMY.ORG

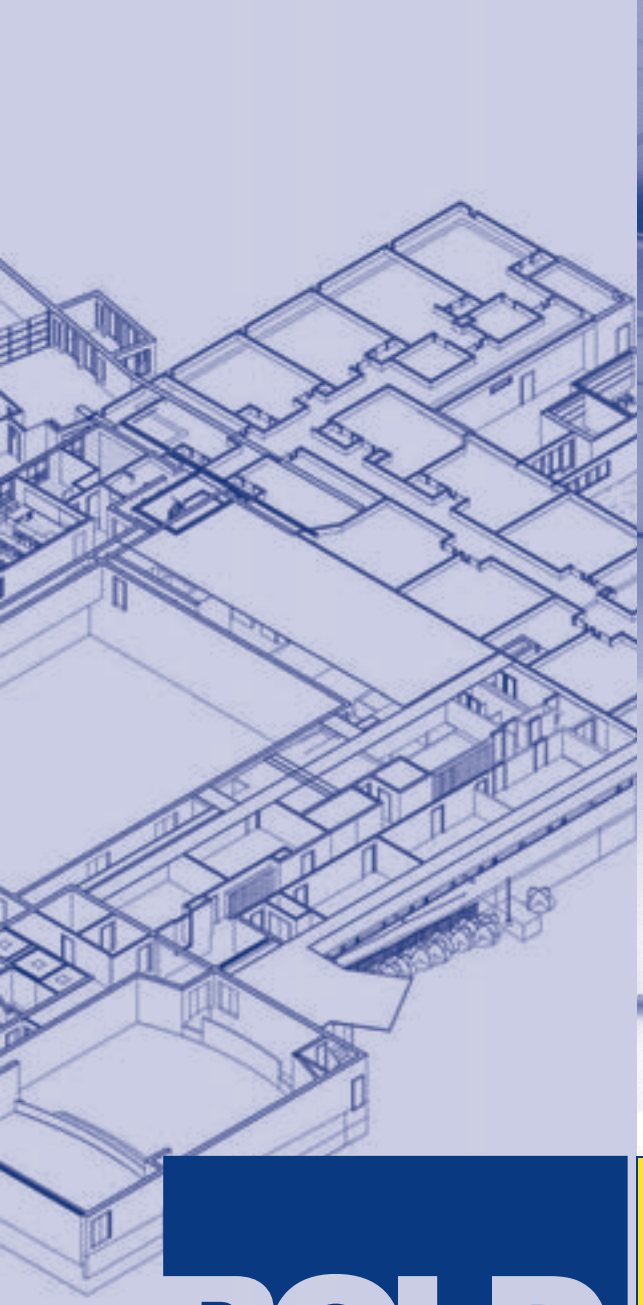
NON PROFIT ORG
US POSTAGE
PAID
PERMIT No.321
HARRISBURG, PA

MOVING?

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

Photo by Mike Barrett

From left (front): Jenny Zhang, Rachel Duong, Lanie (Seyoung) Jung, Dayna Levine, Zoe Dragas, and Oliwia Pytlewska; (back): Michael Mills, Samuel Banks, Young Jae Lee, Brian Clark, Jini Gabbidon, Joshua Getz, Alexander Zuckerman, Adras Szep, Carter Taliaferro, Tyler Pollock, and Ilija Marchenka. Not pictured: JuliAnne Carr-Phillips and Sharon Wanjiku



BOLD ambition

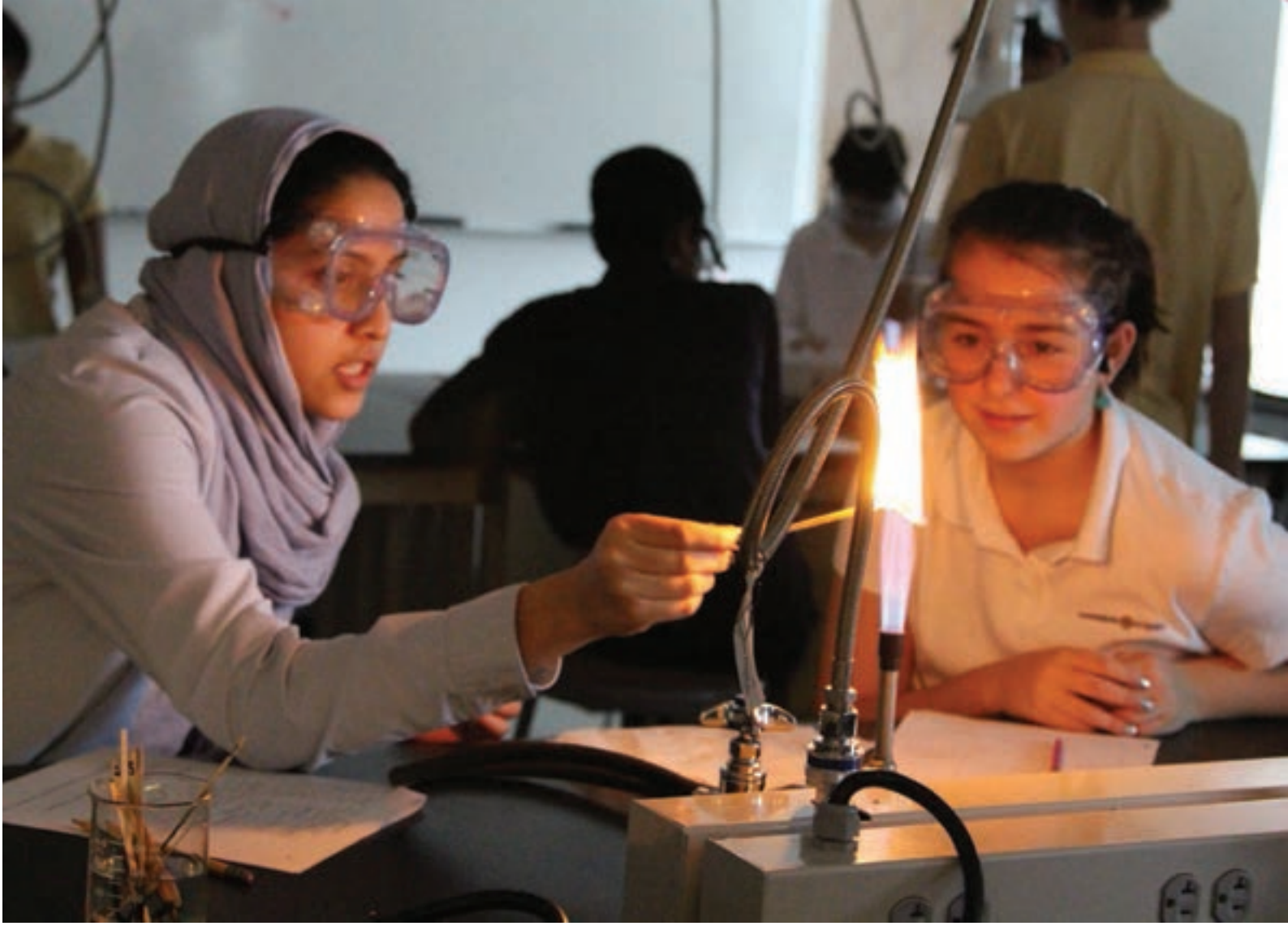
The Campaign for Harrisburg Academy

BOLD ambition
The Campaign for Harrisburg Academy

SCIENCE, TECHNOLOGY, AND PROGRESS:

Leading the Way with Bold Ambition

Aly Darwish '17 builds a robot during Upper School robotics class. The popular course was new for the 2014-15 academic year.



Sara Safiullah '17 lifts a wooden splint off the surface of her lab table and cautiously places it over a gas flame. Immediately, the flame shoots upward, giving off a golden glow. Safiullah and lab partner, Shula Bronner '18, grin in excitement. Then Bronner picks up a different splint from the pile of 10 and extends its tip into the fire — this time, the flame is pink.

According to Dr. David Buckthal, he performs this experiment with his students a third of the way through his chemistry course to teach about electron configuration. They are learning the specifics of atomic structure and why electrons are so important to that structure, and when they deposit the tips of the splints — all pre-soaked in various metal ion solutions — into a flame, each gives off a unique color.

Buckthal's students are hard at work in the bright and spacious chemistry classroom, using new gas jets and exhaust cones to safely perform their experiment. The space is one of four renovated Middle and Upper School science laboratories and one new classroom constructed in summer 2014 as part of Bold Ambition: The Campaign for Harrisburg Academy. This comprehensive campaign, the school's most significant fundraising initiative since 1998, is a multi-year effort to raise $8.5 million for facilities, the endowment, and the Academy Fund.

The new lab spaces, funded through leadership-level gifts from Cleveland Brothers Equipment Co., Inc. and others, allow for the Academy's science faculty to design multi-day, in-depth exploration of biology, physics, chemistry, and robotics. Academy students are better able to participate in active, hands-on learning applied in real-life situations because of it. But the science classroom renovations are just the beginning of this bold ambition, which will re-define the Academy's physical plant and enhance the collaborative culture of the school.

BOLD BEGINNINGS

"When I was 11, the Academy built a new auditorium, gymnasium, and science lab," said Ellen Caldwell '80 (mother of Paige '21). "It was so exciting, as a student, to see these wonderful changes! I had science class in the new lab the following year and it felt great to enjoy the new space. Now, as a parent, I feel eager about continuing to make changes that will impact the students and faculty in a powerful way."

Sara Safiullah '17 and Shula Bronner '18 complete an electrons lab assignment in Dr. David Buckthal's chemistry class.

Students have been enjoying the bright and spacious classroom space renovated during Phase I of the Bold Ambition campaign.

"Although I was not present for the renovations in the 1990s, I have been able to see, firsthand, all the changes made to the facility as well as the evolution of an Academy education," she continued. "It has been 18 years since our last capital campaign, so now is our time to be bold!"

"We have been talking about a major campaign for a number of years," said head of school, Jim Newman. "To accommodate active learning, we knew we wanted larger spaces with movable desks. We also had a sense that so much of today's learning takes place outside of the classroom, so we needed to think about common spaces in the Upper School to enable student collaboration. With music and art being such strengths of our liberal arts-focused school, we also considered our future needs in these disciplines."

"We started these discussions thinking long-term about what needed to be accomplished and then worked our way forward with the support of our Board of Trustees and campaign steering committee," Newman said.

The Bold Ambition campaign traces its beginnings to 2010, when the school's leadership first engaged Murray Associates Architects P.C., a 70-year-old Harrisburg architectural practice that specializes in the education industry, to create a facilities master plan for the Academy's academic and athletics campuses. During this point in time, the Academy's Development Office also sought input from its administration, faculty members, trustees, parents, and alumni to determine the school's most important renovation and new construction needs. The group completed this facilities "road map" in 2012.

The next step for the Academy's leadership was to develop a three-year strategic plan to guide decision making. Completed in 2013, *Growing the Academy Advantage* outlined several key components, including a commitment to building upgrades and supporting the upgrades through a new, large-scale fundraising effort.

With additional input and support from The Woolbright Group, a consulting firm specializing in capital campaigns for independent schools, Newman and the Academy's Development Office staff drew up a campaign case statement and presented the plan to the Board of Trustees. Then, everyone worked to amend it based on financial and logistical considerations. The Bold Ambition campaign — the third component of three very important strategic initiatives that represent nearly four years of time and careful planning for the Academy — was finally born.

BOLD AMBITION UNDERWAY

The Academy's Board of Trustees voted unanimously in December 2013 to proceed with the Bold Ambition campaign, agreeing on the focus of their efforts: $5.5 million for facilities renovation and new construction (with a focus on science laboratories, performing arts space, and Early Childhood classroom space); $1.5 million for increasing the Academy's endowment; and $1.5 million for the Academy Fund. Efforts to expand the Academy's endowment and Academy Fund started immediately, through growth of The John Harris Circle leadership giving society, active development efforts with alumni and their estate-planning considerations, and determination to extend relationships with local foundations. The most exciting of the three — physical plant upgrades, starting with the Middle School and Upper School science laboratories — began six months later.

As families gathered across the street for Closing Ceremonies at the Radisson Hotel in 2014, COR Constructions Services was already bringing heavy equipment on-site, installing temporary hallways, and knocking down walls. Ten weeks of heat, sweat, and debris later, the 2014-15 academic year opened with the completion of Phase I of the Bold Ambition campaign and the Cleveland Brothers Science Wing.

"The new space is really nice and definitely very user-friendly," said Jen Klemunes, 6th and 7th grade science teacher. "All of the counters and the sinks are great, and it's so nice to have space to prepare my materials. It used to be very tight, and now it's efficient and functional." At the end of the academic year, Klemunes' countertops housed supplies for several different lessons, including: a mass of toothpicks and raisins to test which geometric shapes are the strongest and best able to hold a baseball; a full skeleton for reference during a lesson about bones and muscles; and a large group of microscopes to look at several types of human cells.

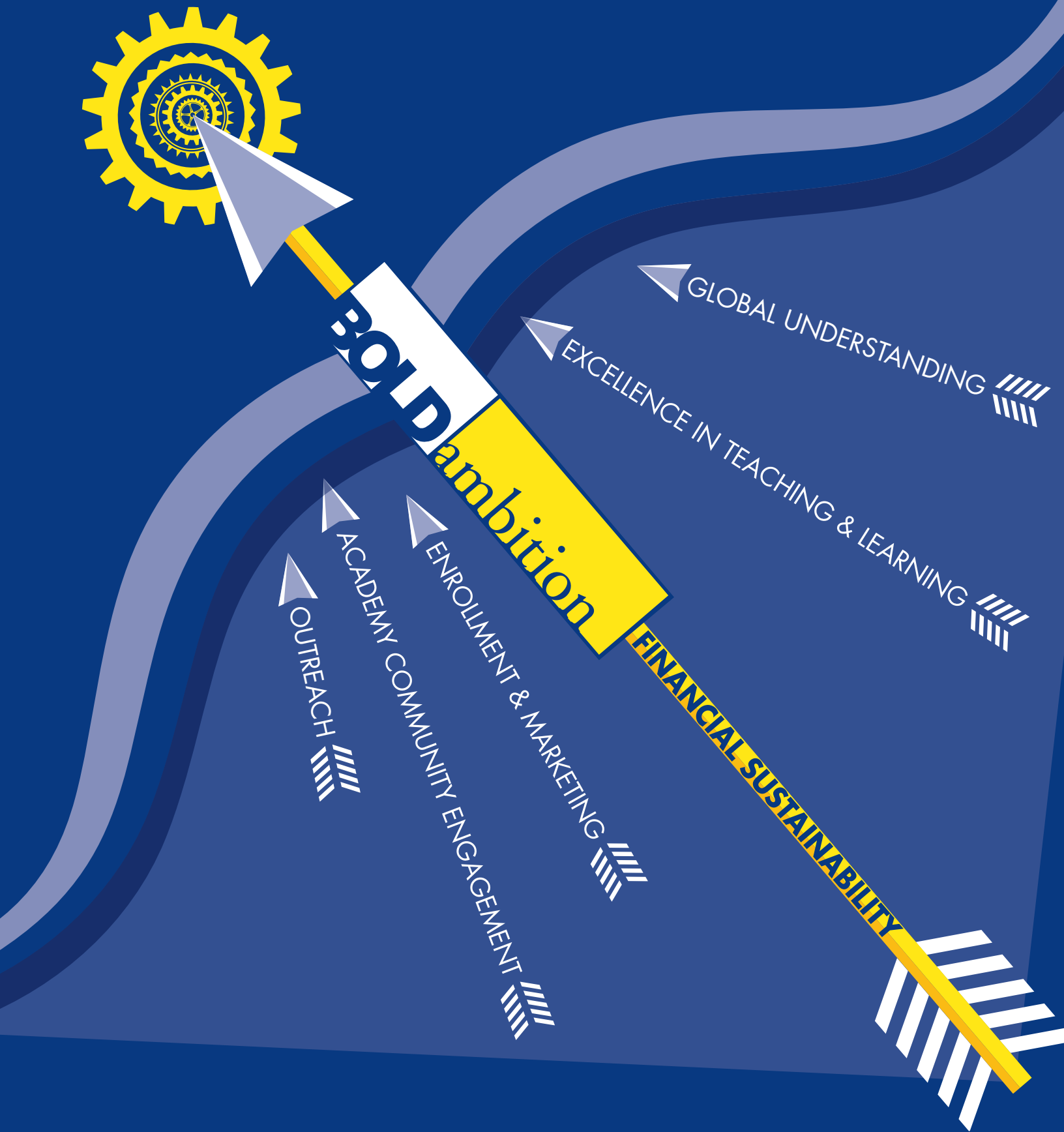
Middle School and Upper School robotics teacher and director of the Center for Technology & Entrepreneurship, Becky Coutts, also appreciates her big, open classroom.

"Upper School and 6th grade robotics is very collaborative, with teams of two-to-three students each," she said. "It's been nice to be able to move the lab tables and have lots of floor space. They are challenged to program their robots to move around and do different tasks — having space to do this, and all of the counter space on the outside of the room for robot storage, too, has been great."

HARRISBURG ACADEMY

ON TARGET.

THE 6 GOALS OF OUR "ADVANTAGES" STRATEGIC PLAN



US SCIENCE LAB DEMOLITION BEGINS

JUNE 10, 2014

FRAMING OUT WALLS IN AN US SCIENCE LAB

JUNE 30, 2014

REMOVING THE ROOF AND WALLS/MS SCIENCE LAB DEMOLITION

JUNE 24, 2014

BOLD LEADERS

Harrisburg Academy is grateful for the early support of several leadership-level donors to the Bold Ambition campaign. Their generous gifts helped fund the renovation of the science laboratories, which now comprise the Cleveland Brothers Science Wing, and the endowment of Harrisburg Academy.

Richard & Marilynn Abrams

Anonymous, current parents

Roberta Baldwin estate

MS AND US LAB TABLES AND EQUIPMENT ARRIVE AND ARE INSTALLED

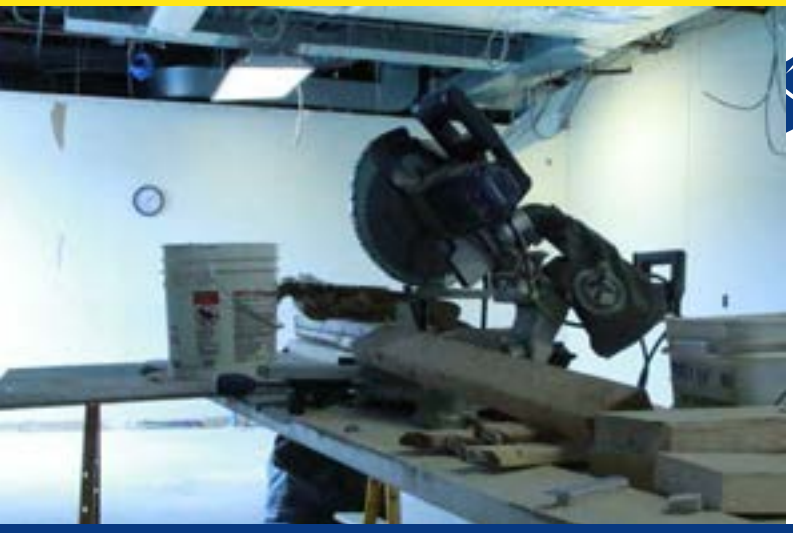
JULY 10, 2014

US SCIENCE LAB DRYWALL IS INSTALLED

AUG 7, 2014

AUG 25, 2014

LAB SPACES UNVEILED AT BACK-TO-SCHOOL PICNIC



Ellen Osler Caldwell '80

Mark Caldwell

Cleveland Brothers Equipment Co., Inc.

Marie Graupner Elias estate

The John Crain Kunkel Foundation

Steven Sorem & Jean Woodworth-Sorem

Marian Spong estate

Benedict Dubbs, AIA LEED AP and owner of Murray Associates, too, thinks the Academy was successful in its efforts to create a more collaborative space, but from a different point of view.

"One of my favorite elements in the new science laboratories is the big classroom windows," he said. "The introduction of natural light in the Upper School hallway has made it a very different space. We always thought, architecturally, that the Upper School kids saw their peers, but the Lower School kids walking by now have the ability to visually connect with their peers, too. There is an atmosphere at the Academy that creates mentorship among students of different ages, and this really is a way to change how students are educated by how they engage with each other, with this window into their environment."

BOLD PERFORMANCE CONTINUES

In January 2015, the public phase of the Bold Ambition campaign began, with Newman and Board of Trustees president, Seth Mendelsohn, announcing campaign plans for the next three years. The message was met with great excitement across the Academy community, Newman said.

One of two music classrooms that will be built during the performing arts phase (Phase II), part 2, of the Bold Ambition campaign.

Then on March 3, the Academy's trustees approved Phase II for facility renovations — a three-part project to renovate and create new performing arts space. At this time, construction is well underway for part 1 of the project, the McCormick Auditorium Commons. This part includes renovation of the foyer adjacent to McCormick Auditorium and the hallway leading to the band room, and construction of a new hallway that will connect to the music suite [see right]. After part 1 concludes in August, the school's leadership will commence with parts 2 and 3, beginning this fall and with a tentative completion date of August 2016, funding-dependent.

PERFORMING ARTS PHASE, PART 1:
McCormick Auditorium Commons and Hallways

Scheduled to be completed August 2015

We will renovate the foyer adjacent to McCormick Auditorium and the hallway leading to the band room; we will construct a new hallway that will connect to the music suite.

PERFORMING ARTS PHASE, PART 2:
The Music Suite

Scheduled to be completed Spring 2016, funding dependent

We will construct a new music suite, whose footprint is where faculty and staff now park behind our Middle School science rooms. The music suite includes two large instruction rooms, four smaller practice rooms, and instrument storage. The music suite will connect to the new hallway built during summer 2015 and the MS/US Library.

PERFORMING ARTS PHASE, PART 3:
MS/US Hallways and Lockers

Schedule to be completed August 2016, funding dependent

We will overhaul our two Middle School and two Upper School hallways, including new lighting, flooring, and wooden lockers. We hope to engage our students and alumni to "sponsor a locker." All who participate will be recognized through installation of a name-plate on their sponsored locker.

BOLDambition
The Campaign for Harrisburg Academy

Visit BoldAmbition.org to learn more about the campaign and get involved in the excitement.

"I think the music suite will engage the building in a different way," Dubbs said. "We are trying to find things that will increase cohesiveness across the building and pull it together by developing 'points of interest' through interior brick or ceiling treatments. It's important to have a destination to take visitors, and they will be coming into a major strength of the Academy through the school's McCormick Auditorium Commons and new performing arts spaces."

"It will be a fun space, and virtually everyone in the school will use it," Dubbs continued. "Like the science laboratories, the spaces themselves will take on a much more functional role and allow the faculty to do things they haven't been able to do with students up to this point. The Academy's music program is phenomenal right now, but this change will elevate it to a totally different level. I only see it getting better," he said.

"I think this change will cause the music department to become a nucleus for creativity and innovation," said Michael Gamon, head of the Academy's fine and performing arts department. "With the additional instructional space, performance space, and studios, students will finally have the venues to explore and express music to their potential. The new performing arts space underscores that music is for everyone, that it builds community, and that parents, students, and teachers are all integral to learning and innovation."

OUR NEXT BOLD STEPS FOR THE FUTURE

"Completing the first two phases of the capital portion of our campaign — science lab renovations and performing arts spaces — will position us very well to complete the third and future ones," said Kevin Muirhead, head of Early Childhood and Lower School. The most important component of Phase III, construction of an Early Childhood Center, is also related to space and organization.

"Our faculty can't wait for the opportunity to have more space," he said. "A major element in the environment we seek to create for our emerging learners is the space to accommodate both individual and group discovery. My faculty performs small miracles each day in the space we've got… these renovations will have a direct impact on the teaching and learning at our school and will enable our teachers to take student success to the next level."

Plans developed by Murray Associates call for a new 10,000-square-foot wing constructed to house the Academy's entire Early Childhood program. Besides larger instructional space — classroom size will increase by nearly 40 percent — the new wing will take into consideration the unique needs of the Academy's youngest students. It will be sited on the ground floor and facing eastward to provide separate and convenient access for parents during student drop-off and pick-up.

The benefits of the new space will also impact the Academy's Lower School students and teachers. Plans call for former Early Childhood classrooms to be renovated and absorbed into the Lower School, increasing classroom size and providing a new science laboratory, technology laboratory, and conference room. To facilitate easier student access, the Claire Reynolds Joyce Lower School Library will also relocate upstairs to the heart of the Lower School.

"In many ways," said Newman, "completing all three capital phases of the Bold Ambition campaign will see a 25-year vision realized. In the 1990s, school leadership strived to create separate and meaningful instructional space for each of the Academy's four divisions.

With these major renovations, students will be able to enter the Academy as emerging learners in Early Childhood and graduate 15 years later with experiences that were enhanced by our outstanding faculty and staff, and by the unique learning spaces we will have created for them."

REFLECTIONS ON BOLD AMBITION

The environment in which students learn plays a huge role in the success of the learning process, Newman said, and environment is two things — the physical setting and also the spirit of the classroom. He is excited to be at this point in the campaign because renovated and new spaces will allow the Academy's physical structure to mirror the quality of learning currently happening in its classrooms. "When you have the combination of the spirit created for learning and the right kind of physical setting with a committed and experienced teacher, it's a formula for success," Newman said.

What is Bold Ambition? Newman says it's the willingness to dream big for the benefits of the Academy's students and faculty, and to take risks that are rooted in data. Being bold is to think about those dreams and have the drive and commitment to reach these goals — and to never be willing to settle for something less than the Academy's students or faculty should have.

BE BOLD. BE AMBITIOUS.

Now it's time to get involved.

Find more information, take action,
and help us stay on-target! **LOG ON NOW!**

www.BoldAmbition.org

BOLD ambition

The Campaign for Harrisburg Academy