Alexa DiNorscio, Grade 6

Student
21st Century Curriculum: Pushing the Boundaries

- Emphasizing Student Engagement
- Designing a New Curriculum
- Learning with the iPad
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Amogh Anakru ’17
DEAR FRIENDS of MBS,

I am thrilled to introduce the pages ahead, where you will read what we are doing at MBS to offer our students an education that will enable them to lead lives of engagement and purpose, joy, and meaning. MBS has known for a long-time that the traditional high school teaching practices that rely too heavily on dispensing information are not the most effective ways for students to learn. Rather, we invite students to engage in discovery, to extract knowledge and apply it to new contexts, to ask questions and to make meaning from what they learn. We invite them to own their learning, not receive it passively. Perhaps this approach is best captured by Professor Eleanor Duckworth of Harvard Graduate School of Education, who says: “Teaching is at its best when it’s about helping people learn rather than telling people what you know.”

At MBS, we are working to offer our students many different methods and contexts for critical thinking, reasoning and problem solving. We work to develop habits of mind that lead to lifelong learning and intellectual curiosity. We work to help them develop the capacity and disposition to understand and act on issues of global significance. And last but not least, we seek to help our students develop moral character and inner fortitude.

President Emeritus from St. Lawrence University, Dr. Dan Sullivan, offered high praise indeed for our approach to education when he said: “At Morristown-Beard I have come to know, the focus is on doing the right things right for student learning and development.” It was exactly two years ago, at the end of February 2010, when he, along with MBS trustees, administrators, faculty, and students, engaged in several extraordinary days of studying the MBS academic program and planning for its future. In the pages ahead, you will read the results of this effort alongside our continued work revisiting and renewing a number of well-established programs.

While you will read further about the academic program in the pages ahead, I would like to devote some space to what we teach outside the classroom. Growing research shows that development of moral character and sense of self enhances learning; it gives it purpose and meaning, and to that end, I would like to commend our faculty for the work they do not only in the classroom but also outside it. As the National Survey of Student Engagement (NSSE) results show, our seniors reported strong positive results for the category “Student-Faculty Interaction and Enriching Educational Experiences.” That is to say, our students benefit significantly from the faculty’s attention and from the many enrichments the School has to offer.

To that end, my monthly “Bench Talks” are delivered to the School community with the hope of emphasizing the important learning that happens in our day-to-day interactions. These reflections are intended to enhance our students’ discussions with the adults in the community: parents, teachers, and staff. The “Bench Talks” are posted on the website so that parents may engage in a dialogue with their children if they are so inclined. In each talk, I hope to offer students a lens through which they can think about how they may lead lives of integrity and meaning.

As I hope the articles ahead will reveal, both in and outside the classroom, MBS is living up to its primary mission to educate our students for success both in college and in the rapidly evolving world beyond.

With all best wishes from campus,

Peter J. Caldwell
Headmaster
Audiences enjoyed a campy, satirical twist on the modern musical comedy as Morristown-Beard School staged “Bat Boy: The Musical” in Founders Hall from February 29th through March 3rd.

Ripped from the headlines of a trashy supermarket tabloid, “Bat Boy: The Musical” is a cult hit about a half-boy, half-bat discovered in a cave. Clearly not your grandmother’s musical, this ridiculously unhinged comedy treated audiences to plenty of laughs as well as a memorable and inventive score that moved from rap to soft shoe in a matter of minutes.

The cast featured Charlie Hill ’12 as Bat Boy, Harry Kronfeld ’12 as Dr. Thomas Parker, Rachel Donahue ’12 as Meredith Parker, Samantha Cocuzza ’12 as Shelley Parker, Max Schmidt ’13 as Rick Taylor and Pan, Erica Atkinson ’13 as Ruthie Taylor, Austin Fernandez ’12 as Ron Taylor, Chris DeBono ’12 as Mrs. Taylor and Rev. Billy Hightower, Tyler Smith ’15 as Sheriff Reynolds, Susanna Mathews ’12 as Maggie, Casey Miller ’12 as Daisy, and Maura Hargrave-Kerns ’12 as Lorraine.

Townsfolk, ranchers, and citizens of Hope Falls were played by Pooja Aggarwal ’14, Ashley Aracena ’13, Rachel Butensky ’13, Sailesh Doraiswamy ’12, Eric Fernandez ’14, Kyle Fisher ’12, Sarina Morales ’15, Rachel Moss ’13, Kyle Movsovcich ’13, Lacey Nussbaum ’13, Alexa Rojek ’15, Kayla Terry ’15, and Nancy Zhu ’13.

For the second year in a row, the Morristown-Beard Middle School “A” Ice Hockey team has finished its season with a perfect 11-0 record.

The team capped its undefeated season with a solid 6-4 win over cross-town rival Peck on February 15th.

“The team really did a great job finishing out the season on a strong note,” said Head Coach, P.J. Scriff. “We put over 40 shots on their goalie and kept the puck in the offensive zone for pretty much the entire game. We took a two-goal lead into the third period and the kids played a great game.”

With only three 8th Graders returning from last year’s undefeated “A” Team, it wasn’t so obvious at the start of the season that this team would be a repeat success.

“Alex Borowiec, Danny Porth, and the other 8th graders carried a lot of weight this year,” said Scriff. “And I honestly don’t know if Alex set a new scoring record for the Middle Team, but I’ve never seen a player as dominant as he was this year at the middle school level.”

Next year’s squad will have some big skates to fill. The returning defensive unit will be strong, but is currently looking for a goalie. And there are two solid lines on offense. If the team finds a goalie, it could be a three-peat undefeated performance for Coach Scriff.

Congratulations to this year’s “A” Team: Alex Borowiec ’16, Spencer Bridges ’16, Tyler Chiperfeld ’17, Trevor Clemson ’18, James Duffy ’17, Charlie Ewig ’17, Sam Hatfield ’17, Griffin Hutchinson ’18, Mike Karratt ’17, Jake Kurz ’17, Drew Loughran ’17, Kyle Loughran ’16, Emma Polaski ’17, Danny Porth ’16, Garrett Ryon ’17, and Steven Shields ’16.

Congratulations to Morristown-Beard School senior Harry Okun ’12, who was named a finalist in the annual National Merit Scholarship Program.

The pool of nationwide...
finalists represents less than one percent of U.S. high school seniors. The group was selected out of 1.5 million students who earned qualifying PSAT scores for achieving the highest scores.

At Morristown-Beard School, Okun is a co-captain of the Quiz Bowl team, culture editor for the student newspaper, a member of the Crimsingers a capella group, and a member of the Business, Finance and Investment Club. He has also been a member of the cross country team and served as a member of the yearbook staff.

MBS LITERARY MAGAZINES BOTH RANKED “SUPERIOR”

Morristown-Beard’s Upper School literary magazine, Mariah, was recently honored with a Superior rating by the National Council of Teachers of English (NCTE). The Middle School literary magazine, Melange, also received a Superior rating by the NCTE.

The 2011 edition of Mariah was edited by Nina Cammarata ’12 and Rebecca Saltzman ’11 under the guidance of faculty advisors Michael Dundas and Samara Landers. The literary staff included Rachel Donahue ’12, Jill Griffith ’14, Tripp Hefferman ’12, Harrison Kronfeld ’12, Hannah Levy ’11, Susanna Mathews ’12, Cynthia Tremonte ’12 and Ashley Young ’14.

The 2011 edition of the Melange was edited by Priya Aggarwal ’16, Amogh Anakru ’17, Maggie Collier ’15, Emily Hromin ’16, Dylan Iuzzolino ’15, Lew Mitchell ’15, Arielle Moss ’16, Annabel Pruitt ’16, Jordan Sweeney ’17, Lucy Thoroman ’16, Calvin Wetmore ’16, and Hailey Winterbottom ’16 under the guidance of faculty advisor Holly Darby and art faculty advisor Cynthia Hamilton.

Both Morristown-Beard literary magazines have a long tradition of excellence.

The 2010 edition of Mariah received a Superior Award by the National Council of the Teaching of English program to recognize excellence in school literary magazines. It was nominated for the Highest Award, given to only one school in the state. The 2008 and 2009 editions of Mariah were awarded Excellent ratings by the same Council.

The Melange has received an Excellent rating by the NCTE for 2010, 2009 and 2008.

THREE BASKETBALL PLAYERS REACH 1,000-POINT MARK

It was quite a winter for Morristown-Beard basketball milestones. In January, Tatiana Johnson ’12 and Jamie Cossolini ’12 became the newest members of the girls’ varsity basketball program to join the 1,000-point club. Earlier that month, Cossolini also set a new school record for career 3-pointers. In February, Morristown-Beard junior forward Chris Jenkins ’12 also scored his 1,000th point, becoming just the seventh player in boys’ basketball history to achieve the feat.

Jenkins netted his 1,000th point on February 4th in a first-round Morris County Tournament win over Morris Hills. He sank a 3-pointer from the left side of the arc with six minutes remaining in the contest. “It felt really good to see all my friends cheering for me,” he said. “All my teammates have been behind me from the beginning. It was just a great feeling.”

On January 14th, Tatiana Johnson became just the fifth player in Morristown-Beard girls’ basketball history to score 1,000 points. She reached the historic milestone after scoring a lay-up with 2:43 left in the opening quarter against Sparta. By reaching the 1,000-point mark, Johnson joins her older sister Shanice in some pretty elite company. Shanice Johnson reached the 1,000-point plateau during her senior season in 2010. “Playing against Shanice at home gave me someone to compete against,” said Tatiana. “We would push each other, and that gave me a competitive edge.”

Earlier in the month, Jamie Cossolini ’12 set a new school record for career 3-pointers. The senior guard broke the record after connecting for five 3-pointers in a 57-35 win over Kinnelon on January 11th. The previous school record for 3-pointers had been held by Travis Franz ’08 with 151. She continued her memorable month by reaching 1,000 points on January 27th as she led the Crimson to a 46-24 win over Kinnelon in the first round of the Morris County Tournament. “She’s a great leader, she’s very scrappy, and the best word I can use to describe her is ‘fearless,’” said Head Coach Mike Sturgeon.

Morristown-Beard School junior Dan Collins ’13 has been honored for his exemplary volunteer service with a state-level Certificate of Excellence from the 2012 Prudential Spirit of Community Awards program.

Collins earned his award by organizing numerous efforts to help feed the hungry, including Morristown-Beard School’s September food drive. The drive collected more than 2,000 items to benefit The
Community FoodBank of New Jersey’s Backpack Program. The Backpack Program provides food on weekends to at-risk kids whose only source of regular food may be the free school lunch program.

Collins, who undertook the food drive as part of his Eagle Scout project, also won the support of organizations ranging from Drew and Fairleigh Dickinson Universities to Whole Foods as he collected a truckload of food for a drive in Madison.


CROWLEY AND MANIAS RECEIVE KELLOGG AWARDS

Morristown-Beard School is pleased to announce that staff members Janet Crowley and Mary Jane Manias have been selected to receive the 2012 Kellogg Awards.

In 2001, Peter R. Kellogg established the Kellogg Fund in memory of his mother, Elizabeth Kellogg. There are two grants made every year on (or near) his mother’s birthday in February. The award is given annually to members of the Morristown-Beard faculty or staff based on their years of service to the School. There is only one criterion for how the funds are to be spent: they must be used in the pursuit of pleasure — something that is absolutely fun and relaxing. It is sincerely hoped that this money will be spent on vacation away from the School and enjoyed by the recipient and his or her family.

For nearly three decades, Peter Kellogg has been a Trustee, parent (daughter Lee Kellogg Sadrian ’89), campaign volunteer, and active school community member. Through this involvement, Peter has continued to be impressed with the dedication, caliber, and work ethic of the faculty and staff. This award is given in recognition of their professional commitment and tireless service on behalf of the students and the School.

Janet Crowley has served as Bookstore Manager at Morristown-Beard School since joining MBS in 1995. As Bookstore Manager, Janet consistently goes above and beyond the call of duty to serve the MBS community, and her office has always been a friendly and welcoming place where students and faculty alike feel at home. Apart from her role as Bookstore Manager, Janet is also an active and visible supporter of many charitable events on campus. She helps coordinate the faculty/staff Thanksgiving food drive, and she regularly supports other events including the annual Blood Drive and the Race For the Cure. She earned a B.A. from Anna Maria College in Massachusetts.

Mary Jane Manias has served as a staff member at Morristown-Beard School since 1995, but she has been a dedicated member of the MBS community as a parent before that. Mary Jane’s three sons, Jim, Jason and Gregg, graduated from MBS in 1992, 1995 and 2001 respectively, and she always took an active role in their interests and sports at the School. Through the years, she has been an extremely valuable member of the Alumni & Development Office, serving in many roles including Website Manager, Alumni Relations Director, and now Database Manager. Her work in the Development Office has supported all of the School’s recent capital campaigns, from the renovation of Beard Hall to the construction of Founders Hall. She holds a B.A. from Fairleigh Dickinson University.

NEWSPAPER AWARD TURNS TO GOLD

Stop the presses! The Silver Medalist award presented to Morristown-Beard School’s student newspaper, The Crimson Sun, has just turned to Gold.

After The Crimson Sun received a Silver award from the Columbia University Scholastic Press Association, faculty advisor Ida Picker appealed the award, asking for a more complete critique. Upon further review, the judges not only praised the newspaper for its “excellent topic diversity” and “outstanding coverage of every aspect of the school community,” but they also upgraded the award to Gold.

This is the seventh year that The Crimson Sun has participated in the nation-wide competition and the second year in a row that the MBS newspaper has won a Gold Medalist certificate. Last year, The Crimson Sun won its first Gold Medalist certificate award under the stewardship of Jason Shatz ’10 and Ryan Geisser ’10.

The award is based on the quality of last year’s newspaper coverage of the school community including news, feature and sports writing, as well as layout, photography and art.

Three of the issues were published under last year’s editors,
When Morristown-Beard School’s Adopt-A-Road program had to be abandoned due to liability and safety concerns, it wasn’t really the end of the road after all – more like a detour to the nearby trails.

With the help of faculty advisors Mark Hartman and Audrey Onsdorff, the club has transformed itself into the Adopt-A-Trail program. The group now maintains a mile-long stretch that begins near the Frelinghuysen Arboretum entrance on East Hanover Avenue and runs along the perimeter of the Arboretum, all the way to Acorn Hall on Whippany Road. The trail is part of the historic Patriots’ Path network.

“It couldn’t be more convenient for us,” said Mr. Hartman. “And we’ve had a tremendous amount of help from Janet McMillan (Trails Coordinator at the Morris County Park Commission), who works in the Arboretum. She gave us an orientation and walked the entire trail with us during our first clean-up in November.”

As trail adopters, the Morristown-Beard group is required to make working visits to their trail at least three times a year. The club picks up litter, trims weeds and overgrowth, maintains blaze signs, and marks any fallen trees or debris that may be blocking the path. At the end of each visit, they submit a trail report to the Park Commission.

“I think it’s a great service for the community; it gives the kids a better appreciation of nature; and it helps make them better citizens of the planet,” said Mr. Hartman. “We also end up having the greatest conversations with the students during the outings, so it becomes a kind of bonding experience. They are the nicest kids and they take the work really seriously.”

The Adopt-A-Trail outings have also become a family affair – Audrey Onsdorff’s 20-month old daughter even accompanies the group during clean-ups. “It’s a great activity to get outside and get the whole family involved!” she said.

All members of the MBS community are encouraged to participate. If you would like to learn more about the group, or get involved in the next clean-up, please contact faculty advisors Mark Hartman or Audrey Onsdorff.

BRUNO ’12 WINS MINI MAX AWARD

Congratulations to MBS senior Alex Bruno ’12, who was one of 49 football players in New Jersey selected to receive a Mini Max High School Award.

Players throughout New Jersey were nominated by their coaches and were evaluated based on criteria that includes academics, football performance and community service.

Bruno was a co-captain of the 2011 MBS varsity football team and also received a Coaches Award for his leadership this fall. In addition, he was named the MBS Boys’ Sportsmanship Award winner for fall sports in 2011.

Bruno was honored at the New Jersey Mini Max Awards Dinner in January at The Heldrich in New Brunswick.
“CURRICULUM”—AN odd and interesting word, all rounded shapes and sounds, humps and hums. It derives from a Latin word that could refer either to a racing chariot or the course it ran along. When taken over into English it was used figuratively, in an educational context, to describe a course of study, or an academic program. That is where its usage has stayed, but it still retains a faint echo of its original, literal meaning, for a curriculum is the “course” one follows on a very real journey of personal growth through education. Unfortunately the journey through Middle and High School has for too long looked more like the rigid and linear grid of a factory assembly line than a living map of exploration and discovery, a course where students can actively engage both in following trails laid out for them by their teachers and at the same time define and create their own paths. It is this alternate version of the journey that is striving, with increasing success, to replace the older, “industrial” metaphor in our conception of the ideal curriculum. It is a necessary evolution, for it is this model of education—open-ended, challenging (though in new and different ways), interactive and dynamic—that most suits the emerging and evolving culture that our students, and we educators, actually inhabit. At MBS we have defined and articulated our academic vision in our Statement of Curricular Philosophy and our current Strategic Plan and are implementing it actively through a number of specific programs and initiatives. The most succinct description of what is in fact a comprehensive and overarching mission is to say that at MBS we are committed to creating an academic program that maximizes student engagement, is teacher specific and site generated, addresses the entire range of cognitive functions (with appropriate assessments to guide development) and exists within a culture of support and collaboration.

The model of education that derives from this vision is being actively established in the most forward-looking secondary schools and colleges, and is steadily spreading, becoming a new paradigm. Its cause has been taken up by a number of notable educators and cultural commentators, such as Tony Wagner, Daniel Pink and Sir Ken Robinson, who eloquently exhort today’s schools to place greater emphasis on higher-order cognitive functions such as critical thinking and creativity, and to be more informed about how learning actually occurs in young people, a subject we know significantly more about now than we did even ten or twenty years ago. At Morristown-Beard we have had the great good fortune to work closely with Dr. Daniel Sullivan, President Emeritus of St. Lawrence University and a leading writer and researcher in the field of undergraduate curriculum reform. (See Dr. Sullivan’s article on page 8 of this issue.)

This “21st Century Curriculum” stresses skills over content, and takes as its basic assumption that our students are more and more coming to need their schools, not to train them to absorb and retransmit information so much as to help them evaluate information and transform it into patterns of knowledge, to think critically and creatively when confronting problems to which there may be multiple solutions cutting across different disciplines. Independence of mind and a willingness to take intellectual risks—not the sorts of traits one immediately associates with traditional “High School” education—must be valued and allowed to develop. It is a holistic vision, and rests fundamentally on the idea of student engagement, and on our commitment to sustaining an academic environment in which students are free not only to participate, but also to contribute in significant ways to the shape and direction of the academic program.

An immediate and appropriate question might arise at this point concerning the problem of measurement. How does one measure student success in an academic program based on the values described
A NEW CURRICULUM FOR THE Teaching Problem

engagement and student learning: that correlate highly with both student each of the five areas of school experience year's senior class showed clearly that in great insight into the nature of a school's Student Engagement (NSSE) can yield thoroughly and enlighteningly describes "student engagement"? Fortunately, as Dr. Sullivan above? How does one measure "student these initiatives are:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

Morristown-Beard seniors scored higher than the national average for all first-year college students.

These results exceeded our expectations, and provide a powerful, objective validation of our curricular vision. We may be challenging some long held assumptions about secondary schooling but we are doing it rationally, as professional educators informed by research and years of practice in the classroom...and above all in a way consistent with our core mission of providing a values-driven education aimed at helping students become life long learners. We take this charge quite seriously, for education may be one of the few paths left that leads to a better future, one where knowing how to think critically and creatively will very likely be a survival skill.

The major programs we are most actively pursuing all bear this distinctive stamp of identity, and are aimed at furthering our goal of enhancing essential skills. Among these initiatives are:

- iPad Program, which shows our commitment to integrating technology in the service of learning, and which has already begun to transform students' ability to manage content and create knowledge. The implementation of the iPad program shows the wisdom of our student-centered approach. We did not overly script the program or attempt to define rigidly the uses to which the device was to be put. Instead we trusted that the students would want to explore their own ways of using new technology to enhance their school experience, and they have indeed begun to do so, from their growing use of e-texts to the proliferation of student content in the many New Media events that are redesigning the School's cultural tapestry;

- Humanities Program, a model of departmental collaboration, demonstrates the skill and willingness of our English and History faculty to work closely across "subject" lines in creating an integrated, thematically-driven humanities curriculum, allowing students to make new and surprising connections among different cultures, works of literature and time periods while enhancing a common set of critical skills;

- Writing-Across-the-Curriculum (WAC) is grounded in the belief that writing as a mode of learning is the single most powerful tool a student can acquire for success both academically and in the workplace. While true WAC programs are still hard to find at the secondary level, their need is urgent, as researchers Steve Graham and Dolores Perin stress in their 2007 Report to the Carnegie Corporation, Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools, "Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy... All students need to become proficient and flexible writers." In a recent report, the National Commission on Writing is even more emphatic. They say, "If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are to learn, they must write." Our WAC program, which will eventually include peer tutoring and a vibrant writing center, aims to integrate academic writing into all subject areas.

These three programs are among the many fruits of our decade-long commitment to the "new" curriculum (to list them all would over extend this short article). But the full implication of our vision cannot really be captured in the form of a list, no matter how detailed; rather it is the very nature of the vision that it be all-encompassing, informing and transforming virtually every action or interaction taken in the service of an MBS education. That is the nature of a sea-change, of a paradigm shift. It can only be fully understood by living through it as it evolves. The diagram appended below gives some sense of the many lines of growth, both physical and conceptual, we have been creating since the new century opened. It can also provide a visual metaphor to represent the new curriculum, this new "course," or "way" toward learning, a metaphor that evokes not the rigid linearity of an assembly line, but the blossoming connections of an infinitely branching bush.
STUDENT ENGAGEMENT AND STUDENT LEARNING AT MORRISTOWN-BEARD SCHOOL

BY DR. DANIEL F. SULLIVAN, President Emeritus, St. Lawrence University

Illustration by Jennifer DeAngelis
It was soothing, frankly, knowing the excessive preoccupation so many independent schools have with preparing students for high stakes college admissions testing and maximizing the average ranking of the colleges and universities their graduates attend, to be in a school that wants, instead, to maximize the kind of student learning that is the best preparation for work and life. Throughout the strategic planning process, MBS kept the focus on a 21st century education that will be both a strong stimulus to lifelong learning and an outstanding preparation for college—trusting that such an education will lead to good testing and admissions outcomes for its students. Of course, unless the college admissions process changes and parents shift their focus more toward student learning outcomes and less toward the relative prestige of the college their children attend, both will still be part of the picture for independent schools. While being realistic about that external reality, at the Morristown-Beard I have come to know, the focus is on doing the right things right for student learning and development.

The elephant in the room, however, is how to tell whether a particular school is doing what it says it’s doing with regard to creating an optimal environment for student learning and development and whether it is doing better in this regard than its competitors. Optimal environments require two things: the right goals for student learning and development, not just for college preparation but also for success in work and life, and an educational environment that epitomizes what research shows works best for student learning. I want to share with you where Morristown-Beard stands on these two requisites.

AT THE END OF FEBRUARY 2010 I had the great privilege to be able to facilitate and participate in Morristown-Beard School’s extraordinary strategic planning retreat, attended by trustees, school leadership, faculty, and students. The absolute best part for me—and I think ultimately for current and future MBS students and their families—was that the process and the ultimate plan was almost entirely about what students should learn for success in work and life in the 21st century and, using the best evidence we have about what works, seeking to create and sustain a truly effective environment for student learning and development.

For over a decade I have been involved in the Association of American Colleges and Universities (AAC&U)—first as an active member-president, then as a member of the board of directors, then as its chair in 2008, and now as chair of its Presidents’ Trust, a group of 100 member-presidents who commit to being visible public advocates for liberal education. AAC&U is the only higher education national membership organization that is wholly devoted to advancing liberal education.

For AAC&U and its 1,250 members, a liberal education emphasizes knowledge and competence in the liberal arts and sciences, but also—and very importantly—promotes the intellectual and practical skills that enable success in both academic and real-world contexts, including:

- inquiry and analysis;
- critical and creative thinking;
- integrative and reflective thinking;
- written and oral communication;
- quantitative literacy;
- information literacy;
- intercultural understanding; and
- teamwork and problem solving.

These are the skills that colleges and employers say are necessary for success in today’s occupational system; they are even more important for the global occupational system toward which we are moving; and there is abundant testimony that they are critical to living a life of engagement and reflection, completely apart from their utility in the world of work. Therefore, because the colleges and universities that are best preparing their students for the 21st century have committed themselves to these aims for student learning, these are also the skills and learning, in my view, that schools like Morristown-Beard should be emphasizing in their preparation of students for college.

Here, for comparison, is the Statement of Curricular Philosophy that emerged from Morristown-Beard’s recent strategic planning exercise:
The Morristown-Beard Statement of Curricular Philosophy emphasizes critical thinking, problem solving, independent thought, and intellectual risk-taking. It supports cross-disciplinary connections and a holistic view of knowledge. It encourages integration of habits of intentional speaking and writing so that students may develop and articulate their ideas. The curriculum is process-oriented, and teachers’ assessment of student work reflects the means by which a student creates and learns in addition to final product. The curriculum at Morristown-Beard esteems the qualitative as well as quantitative dimensions of learning and supports students’ making connections to other areas of intellectual thought and the larger world.

The match is close. Morristown-Beard has absolutely the right kinds of learning goals for its students.

The Morristown-Beard Statement of Curricular Philosophy
does what it says it does.

Very early on in the history of NSSE, factor analysis (a statistical technique for identifying clusters of survey questions that respondents tend to answer in the same way) led to the identification of five summary indices, which were called the “NSSE Benchmarks.”

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

A description of what each benchmark is about and the individual survey questions whose student answers when combined together go to make up the five benchmarks are shown at the end of the article.

Leaders and teachers at a school like Morristown-Beard, and leaders and faculty at colleges like St. Lawrence, see immediately in these benchmarks the things about school teaching and learning environments that they know from their own experience work for high levels of student learning. What is relatively new, however, is the research that shows definitively that students learn more and more deeply in educational environments characterized by high levels of the elements that are the focus of the NSSE Benchmarks.

Furthermore, the research shows that the learning environment features that make up each of the five benchmarks have independent effects on student learning and that the effects of the other four, and other student background characteristics, are controlled. Schools and colleges, in other words, that organize themselves comprehensively with the whole student in mind, do better at causing student learning of the right kinds—the kinds of learning necessary for successful work and life in the 21st century. Let me emphasize this and say it another way: all five of the NSSE Benchmarks are correlated with direct measures of important kinds of student learning—effective reasoning and problem solving, moral character, inclination to inquire and lifelong learning, intercultural effectiveness, and personal well-being—after the effects of the others are controlled, not just the benchmarks linked only to the academic experiences of students.
Let’s look at the Table, where Morristown-Beard’s NSSE Benchmark scores are compared to 2011 college freshmen attending different kinds of institutions:

Compare first Morristown-Beard’s Benchmark scores with those of national first-year students as a whole (the white band in the table). All five of Morristown-Beard’s Benchmark means are larger than those for national first-year students as a whole, and for two benchmarks—Student-Faculty Interaction and Enriching Educational Experiences—they are much, much larger. Compared to the average college first-year student’s experience, seniors at Morristown-Beard experience a more demanding, richer learning environment—richer in the ways that most affect student learning positively. This is, of course, a real commendation of the Morristown-Beard student experience but even more it is a condemnation of the first-year student experience at most American colleges and universities. For large numbers of students expecting college to be a more demanding, richer environment for learning the first year of college is a major disappointment. But that is an issue for another time.

Let’s look next in the Table at Morristown-Beard’s scores in comparison to the mean score of first-year students attending one of the colleges whose mean scores placed in them in top 50 percent of all colleges (approximately equivalent to the 75th percentile for all colleges), and then in comparison to the mean score of first-year students attending a college ranked in the top 10 percent of all colleges (approximately equivalent to the 95th percentile for all colleges) with regard to NSSE Benchmark scores. (See section highlighted in yellow.)

Morristown-Beard School’s mean score equals or exceeds the mean scores of colleges and universities at the 75th percentile on all five NSSE Benchmarks. Think about what it means that MBS seniors experience an academic program more challenging and educationally richer than those for first-year students at 75 percent of American colleges and universities!

Even more notable is that Morristown-Beard seniors equal or exceed the mean scores of colleges and universities at the 95th percentile on two Benchmarks: Student-Faculty Interaction and Enriching Educational Experiences, a truly amazing result though in some ways not totally surprising. Seniors at MBS are experiencing the culmination of a high school experience, while first-year students in college are experiencing the beginning. Just as I suspect seniors at Morristown-Beard have more of the
faculty’s attention and the most access to the many enrichments the school has to offer, that is also true for college seniors. Indeed, when one examines the Student-Faculty Interaction and Enriching Educational Experiences Benchmarks for college seniors on these same comparisons, the scores for colleges are higher than Morristown-Beard’s. But this doesn’t diminish the implications of the comparison with first-year college student results.

Next, let’s examine the Table (see section highlighted in light blue) to see how Morristown-Beard’s Benchmark means compare to those of first-year students at Carnegie Classification Arts and Sciences Baccalaureate Institutions, St. Lawrence University, and its benchmarking group (called the New Comparison Group, or NCG) of highly selective liberal arts colleges.

With regard to all arts and sciences baccalaureate institutions taken as a group, Morristown-Beard’s seniors’ means equaled or exceeded those of first-year students at those colleges and universities on all five Benchmarks—a very positive result.

In addition, MBS seniors’ means exceeded the means for first-year students at St. Lawrence by a wide margin on the Student-Faculty Interaction and Enriching Educational Experiences Benchmarks, and equaled St. Lawrence’s mean score on Supportive Campus Environment. St. Lawrence’s scores for first-year students on Level of Academic Challenge and Active and Collaborative Learning were significantly higher than those for Morristown-Beard’s seniors.

In comparison to the average scores for St. Lawrence’s highly selective liberal arts college benchmarking group, Morristown-Beard’s seniors’ mean score was higher for Active and Collaborative Learning, as well as Student-Faculty Interaction and Enriching Educational Experiences.

Finally, look at the section of Table highlighted in green for comparisons of the first-year student NSSE responses in two kinds of colleges: liberal arts colleges (highlighted in light blue) and private and public national research universities with a very high emphasis on faculty research (highlighted in green). I pick these two Carnegie categories because, with one exception (where master’s universities have the lowest score on one of the Benchmarks) liberal arts colleges have the highest Benchmark means and research universities with a high emphasis on faculty research have the lowest Benchmark means.

In some respects, of course, readers of this article already “know” this—that research intensive universities do not invest faculty time and resources in the best practices that produce the most student learning and many more selective liberal arts colleges do. Now we have data. In every comparison, liberal arts colleges have the highest Benchmark mean scores. Ironically, it might seem that Morristown-Beard is preparing its students wonderfully for success in selective liberal arts colleges, but perhaps not-so-wonderfully for research-intensive universities. But the problem there lies on the university side; the learning environments they provide are out of sync with the best practices Morristown-Beard is pursuing and from which its students learn well. They will be even more out of sync as time goes on (unless and until their undergraduate programs are given higher priority). It is not surprising, then, that so many students from fine schools like Morristown-Beard are disappointed when they get to college—they expected college to be better than high school, and especially they expected it to be more academically challenging, but found it was not.

CONCLUSION

So what we have here, I believe, is a very positive affirmation of an outstanding school—an affirmation which, because so far only Morristown-Beard has been able to administer NSSE to its seniors, no other school can presently duplicate.

What we also have, though, is a way for Morristown-Beard, by regularly administering NSSE to its seniors and analyzing the results, to build for itself an ongoing, non-onerous, assessment process focused on what its school leaders and teachers know is important for student learning and on the things school leaders and trustees can control through spending, investment, and management of the educational experience.

It is a vehicle for continuous quality improvement, assuring the perpetuation of Morristown-Beard’s existing culture in support of student learning and development. That, surely, is a win-win for all!
Level of Academic Challenge

“Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.”

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor’s standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

Active and Collaborative Learning

“Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.”

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction

“Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.”

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements
Enriching Educational Experiences

“Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.”

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Supportive Campus Environment

“Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.”

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

“MBS SENIORS EXPERIENCE AN ACADEMIC PROGRAM MORE CHALLENGING AND EDUCATIONALLY RICHER THAN THOSE FOR FIRST-YEAR STUDENTS AT 75 PERCENT OF AMERICAN COLLEGES AND UNIVERSITIES!”
MBS: A Leader in 21st Century Learning

BY CAROL SELMAN '64

It’s after lunch and quiet in the MBS Dining Hall. Three Upper School students sit at a table doing schoolwork during a free period. One types a paper; another reads an assigned book; a third studies Latin declensions. If this academic scene seems familiar, look more closely. No books, dictionaries, paper or pens can be seen.
September 2011, MBS launched the one-to-one iPad program. Every MBS student and faculty member has the portable, 9.7 inch Apple iPad tablet in their educational tool box. In a few short months, the entire MBS academic community has learned a dizzying array of ways to wield this physically lightweight - about one and half pounds - but powerful device.

A student typing a paper is a tap, drag or pinch of the hand away from class notes and support materials. Instead of photocopying paper, MBS faculty now routinely scan text and graphics in a re-writable PDF format and deliver them electronically to each class member's iPad. Instead of reams of paper copies, MBS to reach its environmental sustainability goals. Our student paper writer also has iPad access to online search engines. She might check a word's definition on a built-in dictionary or research its etymology in the complete Oxford English Dictionary, readily available through the MBS Library Databases. That paper can be submitted electronically to her teacher who will return it the same way, adding color-coded, electronic highlights that correspond to common grammatical or stylistic errors. Easy to read comments are electronically typed, and the teacher can also record audio comments into the iPad, explaining the grade at the end.

As to our Dining Hall reader, assigned books can be found on iBooks; Kindle books or the library's E-Book collection are two other options. Explanations of anything unfamiliar are a tap away, as are color-coded highlighting functions and electronic sticky paper for 21st century margin notes. These iPad notes both adhere to the electronic book's virtual pages and are automatically collected into an archive.

"I'm using iBooks for 'Jane Eyre' with my sophomores," said English teacher Darren Lovelock, who has recently moved all his test and quiz taking to the iPad. "The ability to tap on words to get definitions is proving very valuable."

Let's look in on our third Dining Hall student. Latin grammar completed, eleventh grader Nicholas Saldivar '13 offers a tour of his iPad's educational folder. First stop, the basic MBS-required apps, shorthand for software applications. These include Pages, a word processing program; Keynote, a presentation program; Numbers, a spreadsheet and calculator program; and NoteTaker HD that allows students to type class notes and organize them by subject, as in a 20th century loose leaf binder. All iPads come with touchpad typing; some students purchase external keyboards or buy an app for writing notes with a stylus.

Everything is saved automatically. There are no more sinking feelings as lab data or first drafts go missing: All iPad content floats on the iCloud, waiting to be downloaded to a desktop computer, laptop or another iPad.

If the required apps are the iPad's A, B, Cs, each student adds the X, Y and Zs by downloading specialized applications pertinent to his academic schedule and interests. Calculus students use QuickGraph, a 2- and 3-D graphing calculator; middle school language students use iMovie to create vocabulary-driven animations. Investment Club members use Stock Wars, and 12th grader Joshua Schramm's "App of the Week" can be found on the MBS website.

One of Nick's programs reminds him to answer a daily SAT question: "Every student should download this app," Nick said. Nick's tour continues with a longer stop at his ArtSite app; its many functions include online viewing of major museum collections.

"Before we began sculpting hands in clay, our teacher, Miss Washington, had us research and share images of works by Auguste Rodin," Saldivar explains, speeding through first a collection of images by the French master and then of his own efforts. He and his classmates use the iPad to photograph their works and create a personal cyber-folder of their progress. There are also portfolio folders for viewing each class member's best works.

At this past February's Parents' Association meeting in Wilkie Hall, veteran teacher and artist Bisa Washington expanded on Nick's thoughts, "I'm planning to use ArtSite to create an Art Blog where students can discuss and critique works," Washington said.

Washington offered a deeper look into ArtSite. "To inspire students making hand crafted artist's books, I uploaded an exhibit of professional examples," Washington said. "We could view both covers and interior pages."
Murmurs filled Wilkie’s meeting room as Washington used her iPad to project images, virtually turning pages.

History teacher and Director of Academic Support Roger Richard, one of the six faculty members in the MBS 2010-2011 iPad pilot program offered insights: “The iPad offers tremendous flexibility; all faculty and students can readily create, share and show materials,” Richard said. “Our students need to be prepared for the 21st century workplace, which demands team research and effective media presentations.”

Richard and MBS Educational Technology Coordinator Caitlin Trought have been leading afterschool faculty workshops on iPad use since the fall and recommending apps for faculty to explore on their own. The goal is to continue to move instruction away from teacher centered “chalk and talk” presentations to more individualized student and group learning.

Long-time MBS science teacher and iPad pilot teacher Paul Fisher wears both his enthusiasm for the iPad and the actual device on his sleeve - he found an iPad cover that slips over his forearm: “I like to be free to walk around the classroom,” Fisher said. (Many users choose iPad covers that convert to stands and personalize their tablets with brightly colored covers or by applying stickers to the black, standard issue ones.)

“I’ve been waiting for a device like this for about a decade,” Fisher said as he talked with parents about using the iPad in his “Advanced Geoscience” course. After a few weeks’ use, I decided to go all the way,” Fisher said. “It’s fundamentally changed how I think about the class - it’s much more dynamic.” As he talked, Fisher screened images of class resources, including pictures from Google Earth and reports from the United States Geophysical Survey, and then showed a video - produced with his iPad - of students creating presentations.

“Student creation and ownership of original content and opportunities for collaboration are vital. School life must mirror life outside of school, where students are connected to multiple platforms,” said Upper School Head Darren Burns. “We are excited by what is happening here, and we are also acutely aware that MBS is in the vanguard of iPad usage in the schools - there are no best practices guidelines to follow. Our challenge as administrators and educators is how best to evaluate the impact of the iPad on both academics and the School culture.”

“I’m very happy the iPad has not revolutionized the School overnight,” commented Dean of Faculty John Mascaro, “It’s altered the range of options.” There is ongoing study of where the iPad fits into the MBS Strategic Plan; how it best serves the School curriculum and core values.

There are healthy differences of opinion. Underclassmen and Middle School students have embraced the iPad: “I love it,” said one ninth grader in the Student Center, her circle of friends agreeing, as a classmate took out his iPad for another impromptu demonstration. But a group of 11th and 12th graders straddled the fence. “I see the advantages, but I prefer using my notebook,” said one, “There’s something about pen, paper, actual books,” said another.

Faculty members voice other concerns. What about privacy rights? How best to police unauthorized playing of online games? Does using iPad technology diminish the concentration needed for mature work? Is reading electronically the same as reading a printed book? How is the iPad affecting social relations?

As questions are discussed and studied, the iPad enters new places. School wide, from the basketball court to Middle School science labs to the Theater at Founders Hall. Performance related iPad apps - isolating a tap dance step or tuning a guitar - are facilitating practice in music, dance and theater. As new School productions are staged and choreographed, each day’s progress is recorded for the next day’s study.

Specialists in the Learning Center are among the strongest proponents, finding the iPad especially valuable for students who have trouble taking notes or who learn better through audio. Upwards of 15 percent of MBS students have permission to audiotape in class; others are allowed to take photographs of notes on the classroom Smart Board.

Many parents are cheering the iPad, too. “The iPad has eliminated those wasted first minutes of class when students would shuffle notebooks and papers for the day’s lesson,” said Director of Admission Hillary Nastro. “Especially for 6th or 7th graders, organizational skills are a big issue,” he continued. “When I explain to a prospective family how the iPad works for our students, it’s a transformational moment.”

The larger world continues to have its eye on the MBS iPad program; school systems statewide send observers, as does Apple. Apple will soon be offering McGraw Hill textbooks on the iPad, and the company is making available the template to create textbooks through iAuthor. “We can now publish our own textbooks,” Darren Burns announced, “and we’re going to own the content.”
Amogh captured his second Consortium spelling bee championship this winter at Delbarton after disposing of the competition in five short rounds. He didn’t miss a single word, and he spelled ‘chassis’ correctly to seal the victory.

“French words are always challenging, but I’ve taken a semester of French, so that has helped me learn the rules,” he said.

While this year’s win was exciting, Amogh’s victory in the spelling bee two years ago remains the stuff of legend. As a sixth grader, Amogh went head-to-head with an eighth grader from Morris Catholic for 23 grueling rounds before emerging victorious by spelling the word ‘sputnik.’

The MBS team also did extremely well that year, taking top honors in the competition. After the victory, Amogh was typically gracious at Morning Meeting, calling attention to his teammates, Ben Schreiber ’15 and Maggie Collier ’15, and faculty coach Holly Darby rather than himself.

“Amogh is a voracious reader and he has a knowledge beyond his years. He’s also very humble and kind. It’s a pleasure to work with him,” said Middle School English teacher Holly Darby.

Mrs. Darby is now helping to prepare Amogh for his next challenge – the New Jersey regional competition leading to the Scripps National Spelling Bee in Washington, DC.

During 5th period, Amogh can be found in Mrs. Darby’s room, reviewing vocabulary words and receiving tips and strategy. “I look at the pronunciation of the word, I practice spelling it, and I try to understand the root of a word,” said Amogh. “I don’t want to be blind-sided by the judges.”

During a spelling bee, Amogh says he is often nervous before the competition, but he frequently calms down by the second round. He also uses various techniques to help himself focus and recall words.

“Amogh is an arm-speller,” said Mrs. Darby. “He pretends to write the word by spelling letters on his arm. It’s a technique that helps to trigger a memory. Amogh has a photographic memory.”

When he is not busy reviewing his spelling, Amogh participates in the activities and classes of a typical Morristown-Beard Middle School student. He especially enjoys math and science classes, and he has a knack for performing. He had a few scene-stealing moments in last year’s musical, “How to Eat Like a Child,” and he is also an aspiring violinist. Amogh practices and performs regularly as part of the New Jersey Intergenerational Orchestra.

“The orchestra is nice because you don’t always have to be in the spotlight. If you mess up, other people can cover for you,” says Amogh.

‘Messing up’ is not something Amogh does often, however. Mrs. Darby and Amogh are both quietly confident that he will perform well in the New Jersey regional spelling bee.

“I have no doubt that Amogh will be among the top spellers. He’s studying very hard now,” said Mrs. Darby. “The great thing about Amogh is that he makes a game out of it. It’s not about drudgery – it’s about playing with words.”

As Amogh practices in Mrs. Darby’s room, his classmates frequently cheer him on as they walk down the hall.

“It’s nice to have their support,” says Amogh. “I never let it go to my head, of course.”
IN A SPECIAL SERIES of Winter Workshops on campus from February 22nd to 24th, Morristown-Beard students got a chance to sample a variety of creative and sometimes offbeat courses.

While some students learned about stage combat, others discovered African dance, got an inside look at the music industry, created interactive apps, or even played water polo.

Nearly 100 different courses were presented during the week. Students were able to learn about a variety of topics, including such titles as: “A Brief History of The Transformers: The First Four Million Years,” “How to Build a Successful Career in the Music Industry,” “The Reality of ‘Reality’ Television,” “Explore Mandarin Chinese 101,” and “Make Your Own Natural Lip Balm.”

The Winter Workshops culminated with a final all-school performance featuring the dancers of Illstyle & Peace, who traced hip-hop dance styles from the late 1960’s through today.

This three-day week of workshops was modeled along the lines of an academic conference, offering entertainment, excitement and education to all in attendance. Presentations were conducted by all members of the MBS community: faculty, staff, students and alumni.

“These sessions allowed students to shift both the context and content of their learning. By changing this lens, they are apt to recognize connections between the disciplines and learning experiences that they might not ordinary see,” said Headmaster Peter Caldwell. “Relevant and applicable, these sessions were a time for students to engage in their learning in a different way.”

Special thanks to Director of Academic Support Roger Richard for organizing this series of Workshops.
GIRLS’ SWIMMING

The MBS girls’ varsity swim team was led by freshman Liza MacCowatt ‘15, who became the first Morristown-Beard swimmer to participate in the Meet of Champions since 2003. MacCowatt placed third in the preliminaries in the 100 breaststroke, swimming a personal-best 1:07.19. Her achievement placed her 9th in the entire state among high school breaststrokers! “This was a huge achievement for Liza and for the entire swim team,” said Coach Cori Eggert. “The only thing more amazing than her talent is her passion for swimming.” Coaches Awards were given to senior Adrianna Aguayo ‘12 as well as junior Grace Fleming ‘13. Fleming was the go-to swimmer in the 100 butterfly and finished 17th at Preps, while Aguayo exhibited tremendous intensity and leadership as the team’s captain.

BOYS’ ICE HOCKEY

It was another successful season for the MBS varsity boys’ ice hockey team, as they claimed the Prep Championship following a 6-1 victory over Pingry. The Crimson advanced to the finals after defeating Montclair-Kimberley Academy, 8-4, in the semifinals. In the State Tournament, MBS posted a 6-2 quarterfinal round win over St. Augustine as team MVP Tom DePoalo ‘12 posted his 100th career point. “Tom is a coach’s dream – he’s fast, he’s mean, and he scores goals. He’s our go-to-guy,” said Head Coach Randy Velischek. Although the Crimson bowed out of the State Tournament with a semifinal loss to Delbarton, they posted a solid 15-8-4 record for the season. They advanced to the semifinals of the Mennen Cup before losing to Morris Knolls, 4-3, in an overtime heartbreaker. Donnie Shauger ‘12 earned a Coaches Award for his leadership, while freshman Tim Sanford ‘15 was named Morristown-Beard’s Rookie of the Year for guiding the team’s power play.

BOYS’ BASKETBALL

The MBS boys’ varsity basketball team had one of its most impressive seasons ever. The team jumped out to a perfect 18-0 record before finally falling to Randolph on the road in overtime. The Crimson finished the year with a stellar 21-5 record and a conference championship for the second year in a row. “While we won two conference titles, I think the most important thing is the commitment that this group of guys has shown,” said Head Coach Eddie Franz. “All the way from June through the winter, they have practiced hard. It takes a lot of work and they were always willing to do that.” Offensively, the team was led by junior Chris Jenkins ‘13, who scored his 1,000th point on February 4th. The Crimson were also led by seniors Harrison Rosemond ‘12, Brian Bartner ‘12 and Tyler Terens ‘12. For the first time, MBS had three players named First-Team All-Conference: Jenkins, Rosemond, and Bartner, while Terens narrowly missed the honor and was named Second-Team.

GIRLS’ ICE HOCKEY

The MBS girls’ ice hockey team had another tremendous season – posting an 18-1 record and capturing the WIHLMA league championship for the fourth time in the past five seasons. The team notched 45 wins in a row over the past three seasons before finally losing to Lawrenceville in the final game of the year. Earlier in the season, the Crimson handed Lawrenceville a convincing 4-0 defeat. MBS won its WIHLMA title after a 7-2 thumping of Rye Country Day School in the finals on February 12th. The team was led by co-MVPs Katherine Chester ’13 and Laura Mead ’12. Mead recorded 30 goals and 17 games and finished her career with the best points-per-game average of any female player at MBS. Chester, nicknamed “The Spider,” was a force in goal, posting 13 shutouts in 18 games with a 0.37 goals against average. Allie Aiello ’13 received a Coaches Award for her offensive firepower as she became the eighth player at MBS to eclipse the 100-point plateau. “She’s a blood-and-guts player who does everything right,” said Head Coach Bruce Driver.

GIRLS’ BASKETBALL

It was a record-breaking year for the MBS girls’ varsity basketball team as Tatiana Johnson ‘12 and Jamie Cossolini ‘12 both joined the 1,000-point club, and Cossolini also shattered the
3-point shooting record at the school. The team posted a 17-11 record and recorded impressive wins over Rutgers Prep (which boasted a 6’11” center!), Metuchen, and Whippany Park. The team was equally impressive off the court – boasting a 3.6 team grade point average. “This is the finest group of student-athletes I’ve ever had the honor to coach,” said Head Coach Mike Sturgeon. Jill Raia ’12 was named the team’s Most Improved Player for her competitive drive, while Tatiana Johnson and Jamie Cossolini shared the MVP award. “Jamie was a hard worker with absolutely no regard for bodily harm,” said Coach Sturgeon. “Tatiana was a program changer. She has been an unbelievable scorer and a great leader.”

BOYS’ SWIMMING

The boys’ varsity swim team was led by MVP Trevor Baptiste ’14, who scored 88.5 points for the Crimson this season with eight first place finishes, two second place finishes and two third place finishes. “He was a big reason we ended up with an overall record of 8 wins and 2 losses,” said Coach Tim Hannigan. Senior Dan Collins ’12 was named the team’s Most Improved Swimmer after dropping 10 seconds from his 200 meter individual medley time and consistently placing in the top three in his events. The Coaches Award was presented to junior Mitch Green ’13, who continued to improve during the year and became one of Morristown-Beard’s top swimmers in the 100 and 200 meter freestyle events.

SKI TEAM

Despite a warm winter with very little snow, the ski team still managed to have a rewarding year. Team captain Delaney Jones ’13 qualified for the State Race of Champions, where she finished the 17th best female in the state in Giant Slalom and the 15th best female in the state in Individual Slalom. The girls’ team was also led by Coaches Award winner Elizabeth Mignon ’15, who showed a strong work ethic and a positive attitude all season. Gabby Hyman ’15 was named the team’s Most Improved Skier after emerging as a true competitor within the conference. On the boys’ side, the team was led by Matt Karlson ’15, Colin Waters ’15, and Reid Harris ’12. Each of these skiers earned a Coaches Award for displaying dedication and commitment to the team.
As a young man, Craig Slaff ‘78 played semi-pro soccer, worked heavy earth moving machinery and designed and built his own passive solar home, studio and barn on 20 acres of rugged land – land which he cleared himself. (He lives there today with his wife and three children.) Throughout his life Craig has painted, melding his knowledge of aviation and naval history with his deep understanding of the intersection of man, machine and nature. His paintings and prints have beauty, power and extraordinary technical and historical accuracy; they tell stories to millions of viewers worldwide. Slaff’s works have received numerous awards from prestigious museums here and in Canada.
Q. WHAT WERE YOUR EARLIEST INFLUENCES?
A. My father and uncle had a building company. I was surrounded by architectural blueprints; I grew up drawing. My uncle’s World War Two stories filled my imagination; he led a team of Navy Seabees who built landing strips in the Solomon Islands. I absorbed the family saying - “there’s no such thing as can’t.”

Q. CAN YOU GIVE AN EXAMPLE OF HOW BEING TOLD “CAN’T” INFLUENCED YOUR ART?
A. At MBS I made varsity in 11 out of the 12 teams. College soccer coaches were recruiting me in my junior year. But my parents had kept me out of school for a year - I had dyslexia that had gone unrecognized in public school. I turned 19 a few days before 12th grade, and an area coach kept me from competing my senior year. I was sad, angry. The art teacher Judy Schmidt and her husband Charles, the architecture teacher, encouraged me to channel my feelings into art. They introduced me to artist Frank Frazetta’s work. Frazetta continues to inspire me: how he captures you, leaves you thinking, “What happens next?” I painted a copy of a Frazetta work for Judy’s class. That painting hangs in my office today, and I’m hanging it in the Founders Hall exhibit.

Q. DID YOU PURSUE SOCCER AND ART IN COLLEGE?
A. I went to Hartwick College—then Division I Champions—for both. My eldest child has the legacy scholarship there now. I got more encouragement on the soccer field than in the studio. My art professor would say, “Slaff, stop being such a Renaissance man;” he wanted me to loosen up. My junior year, basketball legends Walt Frazier and Earl Monroe signed me to play professional indoor soccer. I would have left school, but then their deals fell through.

Q. HOW DID YOU BECOME A FULL-TIME ARTIST?
A. For a few years after graduation, I worked days for the family business. At night I painted renderings from blueprints for architects and builders until CAD - Computer Aided Design - made me obsolete. Then, I joined Local 825 of the International Union of Operating Engineers and worked heavy equipment. Major projects such as the Monksville Dam or Route 287 meant my working six days a week, year round. Other jobs would be seasonal, and I would paint all winter.

I bankrolled most of my wages. After five years of looking, I found the acreage I wanted in Northwest NJ. I paid cash, no mortgage. I knew how hard it was – is – to support yourself and a family as an artist. I married my wife these years, too. Long before oil prices skyrocketed, I explored passive solar energy - using glass and mass. I designed and built my home and studio. It’s a saltbox colonial; traditional in the front, but a window wall lets in southern light and warmth. My studio is there. I design and build my artist’s equipment to let me follow the light. You need natural light to see true pigment colors.

Q. HOW DID YOU FIND YOUR SUBJECT AND YOUR AUDIENCE?
A. I paint what I love and what moves me - nature, naval and aviation history, the machines and men who make things happen. I thoroughly research each plane, each ship, each story. Early on, I would go to air shows to sell my work. I met my other art hero, Keith Ferris who did the murals at the Smithsonian Air and Space Museum. He introduced me to the American Society of Aviation Artists; I’m a past trustee. I have works in the National Museum of Aviation History, the Museum of Flight in Canada, the Naval Museum in Pensacola, The US Air Force Museum and in corporate and private collections. I also do work for the Coast Guard and the US Navy. For many years I continued with construction, but now I paint full-time.

Q. WHAT IS YOUR MESSAGE FOR MBS STUDENTS?
A. Art is a passion – you see something and you have to paint it. I did everything and anything to keep painting. And every day, I try harder. It’s no good to keep copying yourself.
GROWING UP NEAR EACH OTHER
in South Orange, they met on Penny’s first day at The Beard School when Penny was in eighth grade and Taz was in eleventh. Penny describes walking onto the field hockey field in the fall of 1946 and saying to Eunice Child (coach at The Beard School). “I don’t know how to play.” Eunice turned to Penny and commanded: “Get in line. You’ll learn.” As Penny watched one of the more experienced players dribbling the ball, Eunice said: “Taz will show you how it’s done.” That was the first time Penny laid eyes on Taz, and they haven’t looked back. Their friendship has continued for over sixty years; Reverend Eric Tazman, Taz’s father, presided over Penny and Dean’s wedding and baptized all of Penny’s children. Their connection was further strengthened when they married husbands who were 1949 classmates at Princeton University.

After graduating from The Beard School, Taz played field hockey, basketball, and lacrosse at Vassar College and in 1947, she became girls’ athletic director at The Peck School. Although she had applied for an academic position, Headmaster Philip Hesseltine took one look at her and said, “You will be director of athletics” despite the fact that she had not applied for the job. It was a match made in heaven. Taz enjoyed incredible success at The Peck School, doing for the children at Peck what The Beard School had done for her; helping children realize their athletic potential. She worked at The Peck School until a week or two before her first child was born in May of 1958. She returned to The Peck School in 1960 and coached lacrosse there until 1984. Beyond her work at Peck, Taz is responsible for starting up three high school lacrosse programs, including the one at MBS. In 1986 Taz became the first female member of The Crimson Club, and in 1989 she was inducted to the MBS Hall of Fame.

Despite these impressive achievements and accolades, Taz’s greatest source of athletic pleasure came from her role as captain of the Athenians 1946-7 at The Beard School. Because the girls did not compete outside of School, they were divided into two teams that competed year-round in every sport imaginable. In her last two years at The Beard School, the Spartans beat the Athenians. “They were stacked with athletes,” Taz shrugged. “Almost every good athlete in the school was a Spartan.” Nevertheless, Taz had aspired to be the Athenian captain since her sophomore year, and one cannot listen to Taz describe her memories of her role as Athenian captain and not feel the power of the experience. She emanates her love for the School and all it gave her.

Diminutive in size, Penny Probert Boorman ’51 hardly appears to be a person who stock-piled medals in the 1958 Pan Am Games, but she did, winning gold in 100 meter
“We loved it. The Beard School was where we discovered our love for sports. The Beard School was everything to us.”

butterfly, and silver in both 200 meter backstroke and the 400 meter medley relay. When teasingly asked how on earth she made it into the Morristown-Beard Hall of Fame with such a shabby record, Penny, with a serious look on her face said “Oh, it wasn’t my swimming that got me into the MBS Hall of Fame. It was my equestrian ability!”

At the Beard School, Penny made the varsity field hockey and lacrosse teams, and outside of school she trained in hunter seat, a form of riding based on the tradition of fox hunting over fences. In eleventh grade she won the Alfred B. Maclay Hunter Seat Championship in Madison Square Garden and later at Hood College, she was hunter seat champion all four years. Her love for horses continued into her adult life, and as a young mother she kept her hand in the sport when she exercised Jackie Kennedy Onassis’s horses at The Essex Fox Hounds Club.

Along with riding throughout her years at the Beard School, Penny managed to keep swimming in her life, too, training in the evenings with Olympic Coach Mickey Vogt at the Newark Athletic Club. Although Penny did not compete in swimming at Hood College, she did train with a Washington D.C. club team, and after college she trained with the Rocky Mountain Swim Team, paving the way for her success in the Pan Am Games.

When asked what it was like to play sports at The Beard School, Taz said: “It took us longer to get into the uniforms than to play the game!” In the 40s, the athletic uniform for The Beard School girls included serge wool bloomers with tight elastic around the waist and leg and black cotton stockings held in place by a garter belt. While the white blouse and sleeveless vest did not seem to pose much of a problem, the women described the cotton stockings as hot as blazes in the fall and spring. “But the worse part,” said Penny, “was losing your stockings. I remember running down the field, garters popping, and tripping over my stockings as they fell around my ankles.”

“The worst part for me,” added Taz, “was dealing with the holes and runs. We had to sew our own stockings. You could imagine how many runs and holes we would get!” Taz remembered going to Miss Tumer (co-headmistress) and asking her to do away with the required stockings. “Yes,” said Penny, “I think we were the last school in the whole country to still be wearing those black stockings.” Miss Turner reported that Miss Beard felt that the girls’ legs were ugly and needed to be covered. Ultimately, Miss Turner relented, and Taz’s senior year they were allowed to go barelegged during the hot weeks in the fall and spring.

The purity of athletic competition when Taz and Penny attended The Beard School is something to admire. All competition was self-contained. Sports included no interscholastic competition and only a handful of fans. While there were several coaches during these years, the one that Taz and Penny remember best is Eunice Child. In response to the query: “Where did Coach Child learn to play?” Taz said “God only knows where Eunice played. All I know is she loved sports, and boy, did she know what she was doing.” Penny agreed, “She was a good teacher. I liked her.”

Athletics at Miss Beard’s began in a co-ed kindergarten class of 13 students in 1891, and one can only imagine the athletic endeavors of those first students. In the 25 years following the School’s conception, attention to athletics increased as the School expanded its scope and became an all-girls college preparatory school.

By 1913 the girls were assigned to one of two athletic teams, the Athenians or the Spartans, and assignments were permanent. The girls on these two teams did not specialize; they competed in many different sports, and they competed against each other until graduation. That is to say, if one team happened to be loaded with fast runners, they might win Field Day until those runners graduated, but this did not seem to lessen the opposing team’s desire for unexpected victory. The girls were given almost daily score reports, and the competition between the Spartans and the Athenians lasted all year. In an impressive way, the administration thought of creative ways for each team to win points, including letting the teams earn points by getting a certain number of Athenian fans or Spartan fans to come to the games.

By the 1940s, the School had both asphalt and wooden platforms for year-around athletics. In the winter, one of the three tennis courts was flooded and became an ice rink. While the School began with three sports: basketball, tennis, and field hockey, by the 40s the girls formally competed in track, javelin, field hockey, soccer, basketball, and lacrosse, but athletic opportunities seemed to know no bounds. The School offered modern dance class, tumbling class, fencing, and “Marching in Formation” in gym class. Nearly everyone participated. Penny’s previous experience in diving was a great asset to the tumbling team, and Taz remembered with pride the girls’ ability to march in a quarter wheel “just like they do in the service,” said Taz. “If you were an athlete, you dabbled in almost everything.”

With Field Day, interclass championships, and Father/Daughter competitions, the girls found ways to fuel their hunger for competition both in school and out of school. Taz rode her bike to school almost every day, pumping up the Montrose Avenue hill in South Orange and waiting at the top for her friend who could not keep up with her.

In the end, what did their experience at The Beard School add up to?

“We loved it. The Beard School was where we discovered our love for sports. The School allowed us to define ourselves as athletes, and that very much developed our sense of self and carried into our adult lives. The Beard School was everything to us.”
Chapter of Romans as a senior. This memorization was required before we could graduate, and there is even now much wisdom in that chapter!” she writes.

1949

PHOEBE STILES KING is still living full-time in Florida, but goes back north for her Metropolitan Opera subscription. “The weather here is beautiful – opportunities for croquet, bocce and tennis!” she writes. She also enjoys golfing with her husband, Bob.

1956

EMILY LEHMAN SMITH writes that she and her husband Bob are having a very happy life, seeing family and friends often. Their youngest daughter, Vicky, lives in Burlington and recently welcomed a son, Henry William Smith.

1958

JOAN KLAS LEVIN is currently living in San Francisco where she has been keeping busy renovating several historic homes.

1966

In March, JON VLACHOS was posthumously inducted into the New Jersey High School Ice Hockey Hall of Fame. Vlachos, who passed away in 2010, received unanimous approval from the selection committee. At Morristown Prep, Jon was the team MVP during his senior season and won the School’s prestigious Halvoran Trophy. As a center, Jon played hockey for Norwich University in Vermont and for the New Jersey Rockets. He was inducted into the Morristown-Beard Athletic Hall of Fame in 1990.

1967

ELLEN WHITNEY LEROE writes, “I just finished reading the Crimson Magazine cover-to-cover and was delighted to see that it won the CASE Silver Award. Hats off to you!” Leroe is a writer who has published more than 30 titles for children: young adult science fiction, middle grade suspense thrillers, fast-paced and funny chapter books, early readers, and board books for toddlers.

1978

BARRY NEMET is enjoying life in Scottsdale, Arizona, where he is has been living since 1989. He is busy doing custom modeling and repairs, and is anxious to return to MBS for a visit.

1982

JULIE SIMON is living with her two daughters, ages 11 and 12, in Larkspur, California.

1994

On January 2nd, MCKINNE DUNN and TODD SCHLACHTER welcomed their daughter, CATHERINE ANNE DUNN SCHLACHTER into the world. McKinne works as a reading specialist, and Todd is finishing up his fellowship in Interventional Radiology at John Hopkins Hospital, where he will continue to work as an associate professor.

2006

HANNAH G. VICKERS graduated from Brandeis University in 2010. She just completed a Masters of Science in Journalism at the Medill School of Journalism at Northwestern University.

2007

DANIEL WORT and JACQUELINE BARTON were married in a military wedding on December 2, 2011 at the Donnegal Presbyterian Church in Mt. Joy, Pennnsylvania. Dan is the son of Morristown School graduate JONATHAN WORT ’64. He earned a B.A. in communications from Messiah College, and was commissioned as a 2nd Lt. in the Marine
Corps in November and will be reporting to Marine Corps Base Quantico, Virginia for The Basic School in April. After a wedding trip to Bora Bora, the couple resides in Harrisburg, PA.

2008

BRIAN EGAN is a second-semester senior at Fairfield University, where he is majoring in New Media – Film. Several music videos and other examples of his work can be found on his website: www.brianpegan.com.

2009

PETER DONNALLY, now a junior at Saint Michael’s College, was named Northeast-10 Conference Player of the Week in lacrosse for the week ending March 18th. Donnally averaged 3.0 goals, 3.7 points and 2.0 ground balls while helping the Purple Knights to a 3-0 Spring Break trip in the San Francisco Bay Area. Through five contests, Donnally has a league-best 17 goals, as he stands sixth in the nation in goals per game. Through 32 career games, Donnally has 70 goals and 86 points, standing just nine goals short of the program’s Top 10. Pete’s older brother, John DONNALLY ’08, is a senior on the Colgate University lacrosse team. His younger sister, LUCY DONNALLY ’11 is a freshman at Miami University – Ohio.

2010

DOMINIC CUOMO, a sophomore at the University of Maryland, was named this year’s Defensive MVP of the Atlantic Coast Conference Hockey League (ACCHL). This year, Cuomo helped guide the Terrapins (17-12) to the finals of the ACCHL Championship, where they lost to Georgetown University, 2-1. He finished the year with 16 goals and 15 assists in 29 games.

CARSON GANNON recently set several school records in swimming in her sophomore year at Dickinson College. Gannon had a great showing at the Centennial Conference Championships, winning conference championships and setting school records in the 200 freestyle and with the 800 freestyle relay. She won the 200 freestyle with a school record time of 1:54.97. As the second leg of the 800 freestyle relay, she helped her team to a conference, school, meet and pool record time of 7:48.59. Gannon was named First Team All-Centennial Conference.

2011

SARAH BAYERSDORFER helped lead the Boston University Terriers women’s ice hockey team to the program’s second WHEA championship on March 4 following a 2-1 double-overtime thriller over Providence.

JEFF MASER, a freshman at Brandeis University, was selected as the University Athletic Association (UAA) men’s indoor track and field athlete of the week ending January 16, 2012. Maser earned his first collegiate victory in the high jump at the Bowdoin 5-Way Meet with a height of 1.93 meters (6’4”). His height was the second-best in the UAA this season by 2.5 inches, and earned him a top-25 rank in the NCAA Division III rankings.

ALUMNI ENJOY RECEPTION IN SAN FRANCISCO

Members of the Morristown-Beard community gathered for an evening of cocktails and conversation in San Francisco on February 4th at the home of David V.H. Hedley III ’87.

The event gave West Coast alumni an opportunity to re-connect and spend some time with Headmaster Peter Caldwell and members of the MBS Alumni Office.

Alumni in attendance included (from left to right): Greg Simon ’05, Joan Levin ’58, Alex George ’05, Greg Williams ’05, David Hedley ’87, Dowell Heppe ’96, Todd Heppe ’98, Russ Finnesey ’98, Headmaster Peter Caldwell, and Richard Hauserman ’74.

HARDENBROOK ’62 PUBLISHES “FORGOTTEN LETTERS”

Barbara Hardenbrook ’62 recently published Forgotten Letters, Tramping Through China 1935-1937 – her father’s own story of a wonderful, often dangerous adventure in the Far East. She explains:

For the past two years I have been working on the daunting project of compiling my father’s letters to his mother written from China in the mid 1930’s. I found these letters and photographs in my mother’s attic mid 1930’s. I found these letters and photographs in my mother’s attic several years after he had died. Only recently have I found the time to work on this lengthy project. Forgotten Letters, Tramping Through China 1935-1937 is the result of my labors.

Just having graduated from college my father thought he would visit China for three or four months before settling down in a job. His parents were world travelers, it was with that same adventurous spirit that he headed off to see China. He saw the sites in Peking, but wanting to get off the beaten path
he traveled further and further into western China. On a bus from Chengtu to Yachow he met a Buddhist lama who claimed to be a reincarnation, a living Buddha. The man was fascinated by my father as he was with him. They traveled together to Tachienlu on the border of Tibet, walking over 1000 miles. They parted company there as my father felt the threat of the Red Armies was too great.

Opportunities continued to present themselves. By the time he was to leave China in November of 1937 he had been a professional hunter, worked for Eastman Kodak in Shanghai and helped Ruth Harkness to get the first baby panda out of China.

Please join the 25 year old as he travels into the wilds of China and Tibet. He will safely guide you past the Chinese bandits and Red Armies and through small country villages. The 98 photos in the book will give you a sense of the time and place and the web site for the book www.forgottenletters.info will give you a sneak preview.

Send Us Your News!

If you have a Class Note that you would like included in an upcoming issue of Crimson Magazine, please contact the editor Steve Patchett at spatchett@mbs.net

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ATHLETIC HALL OF FAME CELEBRATES 25 YEARS

DESPITE THE SNOWY WEATHER, a large and enthusiastic crowd turned out to celebrate the 25th anniversary of the Morristown-Beard Athletic Hall of Fame on January 21st.

The event was highlighted by a keynote address from Lou Lamoriello, the CEO and General Manager of the New Jersey Devils hockey team.

Lamoriello spoke about his years as Athletic Director at Providence College before joining the New Jersey Devils and guiding the team to three Stanley Cups. He offered insight into his management philosophy, his approach to motivating others, and his keys to success. He also spoke about his business association with MBS Hall of Famer Finn Wentworth ’76 as well as the hockey careers of Randy Velischek and Bruce Driver, former New Jersey Devils who are now Morristown-Beard’s boys’ and girls’ ice hockey coaches, respectively.

Before the dinner, Headmaster Peter Caldwell introduced the 13 members of the Morristown-Beard Athletic Hall of Fame who were in attendance. They included: Spike Billings, Penny Boorman ’51, Nancy “Taz” Brower ’47, Brooke Billings Bulmer ’82, David Cary ’71, George Fessenden, Eddie Franz, Peter Hall ’50, Douglas Kramer ’71, Herman Kurz ’86, Kevin McDonald ’98, Burton Talmage ’49, and Finn Wentworth ’76.

MONDAY, MAY 21, 2012
CRIMSON NIGHT BEGINS AT 5:30 P.M.

Silent Auction will be open all day
Please visit www.mbs.net/totton/ to register for the Totton Golf Classic, Tennis or Crimson Night.

Morris County Country Club, 36 Punch Bowl Road, Morristown, NJ 07960
12:30pm Golf & Tennis // 5:30pm Crimson Night
Alumni Weekend at a Glance
CELEBRATING REUNION CLASSES

FRIDAY, MAY 18, 2012
10:30AM
Class Visits

12:00PM
Beard School Lunch
Morristown School Lunch

1:30PM
Class Visits

3:00PM
Gallery Opening: Craig Slaff ’78

3:30PM
The 2012 Lehman Lecture: Craig Slaff ’78

7:00PM
Distinguished Alumni Dinner

SATURDAY, MAY 19, 2012
9:00AM
Bus Trip to Beard

10:00AM
Campus Tour
11:00AM
Alumni Lacrosse Game with Coach Alden Hess

12:30PM
State of The School with Headmaster Peter Caldwell
Alumni Association Annual Meeting

1:00PM
Alumni Bar-B-Que

2:00PM
Alumni Baseball Game with Coach John Sheppard

5:30PM
Headmaster’s Cocktail Party

7:30PM
Class Reunion Dinners

MONDAY, MAY 21, 2012
Totton Golf Classic and Crimson Night

DISTINGUISHED ALUMNI DINNER HONORING
Siobhan Amelia Teare ’77 and The Half Century Club

2012

Siobhan Teare’s legacy of civic responsibility and leadership began during her time at Morristown-Beard. A 1977 graduate, she was active in the Student Government Association throughout her years at MBS. She also led several athletic teams and served as captain of both the Basketball and Field Hockey teams her senior year.

Upon graduation from MBS, Siobhan received a Bachelor of Arts degree in History and Political Science from Tufts University and her J.D. from Rutgers Law School in Newark.

Ms. Teare is a Superior Court Judge for the State of New Jersey, now sitting in the Family Division of the Essex County Vicinage. She is a past director of Legal Management for the UMDNJ, Chief Assistant Prosecutor of Administration for the Essex County Prosecutor’s Office, has practiced law privately and was Corporation Counsel for the Cities of East Orange and Plainfield. She is a past president of the Garden State Bar Association, a past member of the Supreme Court Committee on the Americans with Disabilities Act and the Supreme Court Arbitration Advisory Committee. She is a recipient of the NJ Professional Lawyer of the Year Award.

Morristown-Beard created the Distinguished Alumni Award to recognize graduates of Beard, Morristown, and Morristown-Beard who have performed exceptional service to society.