

# ST. MARK'S SCHOOL



Look inside.

It is ok to  
care about a cause  
but I think she took it  
too far...



Yes, I think this is due  
to the amounts of time  
she spent up in her tree w

ree, I

spending  
years in

place w/ limited  
at life can drive  
it crazy

little to ~~now~~  
human interactions

yes,

2 years is a very  
long time What  
about the other  
things she cared  
about? did she just  
disregard them for  
~~2~~ 2 years?



Social  
Skills

ith



See beyond.

# Intellectual Curiosity

## From the Head of School

What does it mean to be a student in the 21st Century?

The 21st Century student assumes things will change. By the time our students come to St. Mark's they have lived through several iterations of Windows, tried thousands of new apps, and probably watched at least one of their most cherished technological tools become obsolete. The way they watch movies, listen to music, share information and communicate with each other has changed several times in their lifetimes. They understand something about what it means to be a global citizen; they feel all too keenly the stress of competition. They understand the speed at which they are expected to process and digest information. They feel the pressure that comes from that

speed; from the potential of all that data, and they feel the pressure that comes with the expectation that they will somehow solve the problems we've bequeathed them.

So the 21st Century student must be curious and fearless—able to tackle problems with confidence. He or she must be agile—able to cross disciplines, apply information in a variety of contexts, work in teams and cross the boundaries (physical and emotional) that true collaboration in a knowledge economy requires.

What does this mean for the way we teach and the way our students learn? Hands-on experience is more important than ever for building confidence and teaching creative problem solving. As many studies have shown, innovation

thrives in environments where innovators feel safe failing, trying again, speaking up, risking a guess, designing a new experiment or prototype. That's the kind of learning environment we have created at St. Mark's.

While the goals articulated in our mission statement, like challenging our students to develop their analytic and creative capabilities, remain as relevant as ever, some of the old methods of teaching and learning are no longer useful. In some contexts, for example, less time memorizing old formulae makes time for creating new formulae. While emotions were previously thought to have no place in the classroom, new research in neuroscience and cognitive learning emphasizes the productive role of emotions in learning. Other studies emphasize the often detrimental role of anxiety and stress.

Now that our Center for Innovation in Teaching and Learning has been completed, we are ready in



earnest to advance the objectives identified in our Strategic Plan. We have an inspiring, bright, airy place in which to study new research on adolescent development, academic technology, and assessment. We are beginning to create curricula that reflect the integration of subjects required in the 21st Century.

As educators, living and learning in this context is a formative, exciting

experience. We never lose sight of our goal: helping our students prepare for their futures and for our collective future. We model the values that we believe make our students into leaders.

What's it like to be a student here? I'm told that one component of being cool at St. Mark's is how nice you are. It's a simple little word but it still means a lot at St. Mark's. There is now, as there has always been, a strong sense of

community—we hold each other accountable and we are supportive and encouraging. We give each other ideas. We make it safe to have ideas; to risk trying and failing. Life in the 21st Century requires all the creativity and innovation we can bring to it.

This is the place to begin.

John C. Warren '74, Ed.D  
Head of School

Question everything.





I love this school. It's such a healthy place for a student to be.

— Les Baird, Department Chair, Arts; English Faculty

You don't have to be confined to being a 'Math' person or an 'English' person.

— Anna Lee, V Form



We give people the chance to do things for themselves.

— Chris Roche, Computer Science/Science Faculty

St. Mark's kids are terrific colleagues.

— Nat Waters, Associate Dean of Academics, English Faculty

Make friends.

In the end, it's all about living with other people.

— Jammil Telfort, III Form



At St. Mark's, when someone asks you how you are, they really want to know.

— Meg Josephson, V Form

Each subject changes the way I see the world.

— Taylor Dorsey, III Form

This is who I am; this is who I hope to be. Who I am is enough.

— Jeniene Matthews, English Faculty







## The Center for Innovation in Teaching and Learning

### Promoting a Community of Learners

Moving beyond the teaching and learning centers developed at many colleges and universities, the Center for Innovation in Teaching and Learning employs an integrated approach to education by implementing programming

for faculty and student development with the guiding philosophy of promoting a community of learners.

### We Go to School, Too

The Center staff, working with other constituents across the school and beyond St. Mark's, promote



the introduction and adaptation of new educational approaches, provide support for faculty and student development, and promote academic enrichment opportunities. There are five Professional

Learning Groups studying adolescent development, assessment, and educational technology. We meet regularly to discuss new research and present our findings.

### Collaborate. Collaborate. Collaborate.

The Center is a place for thinking, talking, and working together. It's a place to be creative and learn about new developments in education. What

can new developments in neuroscience tell us about teaching and learning? What do the latest studies on assessment tell us about testing? How does emotion affect learning? What can new studies on the teenage brain tell us about creating a lesson plan? There are offices, a student resource room, rooms for workshops and professional development seminars. It is here that we establish a foundation of concepts,

ideas and applications to implement in our curriculum.



Ask questions.





## Curriculum

# Take risks.

### Life Has a Way of Getting Complicated

We help our students focus on longer-term career goals, most immediately, college. We help them to prepare for the inevitable transitions in their lives: from St. Mark's to college, from college, perhaps, to graduate school; from graduate school into the world. We help them to find a voice and strengthen their inner core so that they can articulate their goals, feel confident and take risks.



### Students at St. Mark's are challenged to:

- Be resilient and resourceful
- Learn deeply and think critically
- Be creative problem-solvers with an understanding of the importance of inquiry
- Develop intellectual self-confidence and curiosity
- Communicate and listen effectively
- Operate with integrity and honesty
- Develop necessary skills to live in a diverse community and a global world
- Develop healthy habits of mind, body, and spirit



Leave no mind behind.

— Lynette Sumpter, Director of the Center, Dean of Academics,  
Religion and Psychology Faculty





## The St. Mark's curriculum is designed to support our students in the following key areas:

Choose wisely.

### A Strong Foundation

Students will gain the necessary skills to be successful in a collegiate setting. Our younger students arrive with a strong foundation that is built upon as they move through our challenging curriculum, while engaging with our committed faculty who are masters in their disciplines. They enhance their ability to master developmentally appropriate skill sets such as critical/analytical thinking, logical argumentation, effective writing, and close observation. Students are exposed to a foundational core curriculum designed to sharpen skills and habits of mind upon which to build their secondary school and college careers.

### Be Choosy

There's a lot to do at St. Mark's—a wide variety of courses and activities. We help students discover the subjects that truly fascinate them and we help them turn that fascination into intellectual curiosity. We also help them to improve their time management skills!

### Quiet Time

Supervised Study Hall runs from 7:30 to 9:30 p.m., Sunday through Friday. On Wednesdays and Saturdays, classes end at lunchtime to allow time for athletic competitions.

### Learning by Doing

Our students and faculty work closely together and are engaged in collaborative work across the curriculum. Group work is a part of course design and students are encouraged to extend cooperative work to other areas outside of the classroom. The Independent Study Program allows students who are curious about a particular subject to design their own Independent Study with faculty guidance.

### Get Centered

Built into our curriculum is the two-semester religion requirement signaling the importance of intellectual

inquiry of spiritual matters and discussion of ideals such as integrity, compassion, and spiritual cultivation.

### Be Smart

At St. Mark's, we offer advanced courses and preparation for AP exams in a wide variety of subjects, including American History, Art History, Biology, Calculus, Chemistry, European History, French Language, Human Geography, Latin Literature, Music Theory, Physics, Psychology, Spanish Language, Spanish Literature, Statistics, and Studio Art.

### Fully Wired

St. Mark's has Internet access in every classroom and student dorm rooms. Students have their own voice mailbox and email accounts and access to computer labs with PC's and Macs. The digital language lab offers the latest in foreign language practice and instruction. Laboratory classrooms are equipped with computers for advanced

computation, data manipulation, digital probes, and programs for studying DNA sequencing.

### Everything You Need to Solve the World's Biggest Problems (Almost)

Our library catalogue is fully automated and online. The collection includes 24,200 circulating volumes; 102 magazine and newspaper subscriptions; extensive microfilm and print microform files; 150 DVDs and videos; and a comprehensive reference section with 2,500 volumes and 13 online newspaper and periodical databases. In addition, the library is a member of the Greater Boston Cooperative Library Association, a consortium of 64 independent school libraries.

### The Classics Diploma

St. Mark's Classics Diploma is unique among preparatory schools across the country. Students are offered classical Latin and Greek. The Classics Diploma is awarded to

students who have completed three years of one ancient language and two years of the other.

Recipients wear a laurel wreath on graduation day.

### Create Your Own Formulae

The Institute of Mathematics at St. Mark's was created to offer workshops and activities for our students as well as those from the global community of students and educators. It is a base of creativity, exploration, and discovery, designed to allow curious students to move beyond the confines of traditional high school math. We write and self publish many of our own textbooks, which allows us to update and "include new concepts.

We teach math that helps students explain their world. Meaningful math is the basis of so many other fields. From financial analysts to fabric designers—our alumni regularly tell me how much they use math everyday at work!"

— Karen Bryant, Math Department Chair



# College Attendance

It takes a village to find the right college! Our college counseling program at St. Mark's begins in the V Form and is fully integrated into every student's overall academic experience. Three full-time counselors work closely with individual students and families as well as faculty, coaches, and advisors to fully support

each student in their search for and transition to college or university.

Additionally, the counselors (all of whom have college admission experience) collaborate closely with their colleagues in the admission world, hosting representatives from over 80 college and universities a year at St. Mark's.

## College Matriculation

Over the past five years, St. Mark's students have chosen to attend the following schools. On average, students choose sixty different schools a year. Of these schools, 81 percent are private, 14 percent are public and 5 percent are international.

American University  
Amherst College  
Babson College  
Bard College  
Barnard College  
Bates College  
Binghamton University  
Boston College  
Boston University  
Bowdoin College  
Brandeis University  
Brown University  
Bryn Mawr College  
Bucknell University  
Carleton College

Carnegie Mellon University  
Case Western Reserve University  
Chapman University  
Claremont McKenna College  
Clark University  
Clarkson University  
Colby College  
Colgate University  
College of Charleston  
College of the Holy Cross  
College of William and Mary  
Colorado College  
Columbia University  
Concordia University

Connecticut College  
Cornell University  
Curry College  
Dartmouth College  
Davidson College



Stay focused.

Dawson College  
Dickinson College  
Eastman School of Music of the University of Rochester  
Elon University  
Emerson College  
Emory University  
Endicott College  
Fairfield University  
Farleigh Dickinson University  
Flagler College  
Franklin and Marshall College  
Furman University  
George Washington University  
Georgetown University  
Gettysburg College  
Hamilton College  
Hampshire College  
Hillsborough Community  
Hitotsubashi University  
Hobart and William Smith Colleges  
Hunter College of CUNY  
Indiana University  
Ithaca College  
Johns Hopkins University  
Kalamazoo College  
Lehigh University  
Massachusetts Institute of Technology  
Middlebury College

New York University  
Northeastern University  
Quinnipiac University  
Rhode Island School of Design  
Skidmore College  
St. Lawrence University  
Trinity College  
Tufts University  
Tulane University  
Union College  
United States Coast Guard Academy  
United States Naval Academy  
University of California, Los Angeles  
University of California, Santa Barbara  
University of Colorado  
University of Connecticut  
University of Delaware  
University of Denver  
University of Edinburgh  
University of Florida  
University of Hartford  
University of Illinois  
University of Maryland  
University of Massachusetts  
University of Miami  
University of Michigan  
University of North Carolina, Chapel Hill  
University of Notre Dame  
University of Pennsylvania  
University of Richmond  
University of San Diego

University of Southern California  
University of St. Andrews  
University of Tampa  
University of Vermont  
University of Virginia  
University of Wisconsin  
Utica College  
Vanderbilt University  
Vassar College  
Villanova University  
Wake Forest University  
Waseda University  
Washington and Jefferson College  
Washington University  
Wesleyan University  
Wheaton College  
Williams College  
Xavier University  
Yale University



Wonder sometimes.

We talk and talk...

## Nat Waters

Associate Dean of Academics, English Faculty

I've wanted to teach since high school. It always seemed to me that passionate teachers and mentors could really affect the quality of students' lives.

Teaching English involves teaching communication, habits of mind, and inquiry. There's so much value in the texts we read—ideas that help students to think about how they fit in the world. They are building a field of reference.

These kids are growing up in a radically different world from the one we grew up

in. We read the transcendentalists; we read Ed Abby and Bill McKibben and we talk about sustainability, about finding solutions. We talk about stress, about nature deficit disorder. We try to have more research-based conversations, inside and outside the classroom. We talk about the importance of failure.

St. Mark's kids really engage with adults. They aren't squirrely—they are terrific colleagues in our common effort.

We talk about the importance of failure.





# Passion abounds here!

## Meg Josephson

V Form

I didn't really have friends in middle school. When I came to St. Mark's, I was struck by how genuine the kids here are. When they ask you how you are, they listen to the answer—they really want to know!

I came from public school and at first I was shocked by the workload. Then I learned how to get help—from peer tutors and from teachers—there are so many opportunities for individual attention.

The passion teachers here has really affected me. And the students—everyone wants to learn! We all came here to learn; but also to learn about ourselves. I don't know yet what I want to be, but I know what I enjoy and what I don't enjoy. This is a time to try new things.

I didn't know what passion for learning was, but I found out at St. Mark's."

This is a time to try new things.



Be humble.





# Global Citizenship

St. Mark's School recognizes that a global education is a critical component of a 21st century education. The goal of the Global Citizenship Initiative, through both curricular and extracurricular offerings, is to help our students see and appreciate the distinctive features and the beauty that exist in the variety of cultures of the world, to appreciate the human universals that make all people more similar than different, and to inspire our students to become global citizens.

At St. Mark's we emphasize global competency and global civics. The focus is not only on the travel experience of the students but on the engagement



of the student and faculty with other ways of thinking and being; and on our responsibility as members of the global community. Our ultimate goal is that every St. Mark's student will have the chance to study an array of global issues in both required and elective courses across the curricu-

lum, including political, economic, health, environmental, cultural, and social issues, as well as issues of perspective. Every St. Mark's student will be given the opportunity to experience firsthand, through immersion, a culture that would otherwise be foreign to him or her.

## Semester Abroad

Since 1964, School Year Abroad has sent high school juniors and seniors to study abroad in distinctive cities and towns throughout Europe and Asia where their safety and security is a priority. Widely considered the 'gold standard' of high school study abroad programs, SYA's rigorous academic curriculum, paired with complementary educational travel and varied extracurricular activities, ensure students are in an optimal position to return to their home schools or

proceed to college. At SYA, you have the advantage of earning high school credit for your year studying abroad while learning from exceptional U.S. independent school and locally-hired faculty.

Unlike other high school study abroad programs, School Year Abroad independently operates its own schools, so instead of enrolling in a local high school, you'll be learning from hand-selected local and U.S. faculty who serve as advisors to SYA students as they navigate their new environment.

In SYA's unique intellectual environment, learning takes place in the classroom and in the larger global community. Each SYA school provides a unique educational environment that brings together the high educational standards of top U.S. prep schools with the excitement of experience-based learning.

## Summer Exchange

St. Mark's offers summer exchange programs in France, Spain, Germany, and Australia. The French Program starts in Paris. Students then travel to the Loire Valley, where they stay with a host family and attend language school. In Germany, students stay with host families in Munich and attend the Wittelsbacher Gymnasium. In Australia, students attend school and stay with host families in Melbourne.

The Instituto San Pedro provides a month long opportunity over the summer for St. Mark's students to experience



Live sustainably.

At St. Mark's, we study global citizenship, not global studies. It's not a one-way street. We are trying to understand our impact on the world. Are there poor people or people who are poor? This kind of distinction is so important.

— Dr. Laura Appell-Warren



# Call home.

the language and culture of Spain through the full immersion program St. Mark's in Segovia. Living with carefully selected families, attending three classes a day, joining daily cultural activities, and weekend trips is the core of the program. The stay in Segovia is complemented with an unforgettable trip to the south of Spain where students will be able to visit the magnificent cities of Cordoba, Seville, and Granada.

## The Global Citizenship Institute

The inaugural summer of our innovative Global Citizenship Institute will take place the second week of July 2014. Teams of students and faculty from schools around Southborough and around the world will gather to explore issues of global significance and to collaborate on projects that can be implemented at their home schools.

## Spring Break

**Morocco:** During spring break students have the opportunity to travel to Morocco for a week. St. Mark's is working with a group called Envoys who will create the itinerary in consultation with the Global Citizenship Office.

**Greece:** During spring break there will be a trip to Greece for students working towards a classics diploma and for students taking Latin and Greek.

## Service Learning Trips

**Orphanage Outreach, the Dominican Republic.** Students involved in community service travel regularly to the Dominican Republic to volunteer with the nonprofit Orphanage Outreach. While there St. Markers will have the opportunity to participate in programs working with children in underserved areas in the DR.

Saint Marguerite's School, Latournelle, Haiti. St. Mark's School, Southborough and St. Mark's School, Altadena, California have partnered, through the auspices of the School Partnership in Haiti Program, with Saint Marguerite's School in Latournelle, Haiti. While students will not often have the opportunity to travel to Haiti, the Haiti Partnership Committee at St. Mark's School, is an active and vibrant organization. "The Haiti Partnership Committee is dedicated to developing the partnership between St. Mark's School and Saint Marguerite's School in Latournelle, Haiti. Our goal is to foster communication, education and cultural exploration between the two schools. We, at St. Mark's Southborough, are also committed to supporting capital projects at Saint Marguerite's through fundraising, in both the local and broader school communities."

**Brantwood Camp, Greenfield, NH.** St. Mark's will soon reach its 100th anniversary of sending students to volunteer as cabin counselors at this summer camp in New Hampshire. Brantwood is specifically designed to serve boys and girls who would not otherwise have the opportunity to afford a camping experience; most are from inner city areas in New England and New Jersey. For sixteen days in the summer (three sessions are available), St. Mark's students volunteer to live with a small group of campers, helping them develop character, confidence and independence, both physically and emotionally. In this they are trained and supervised by a highly experienced camp staff. It is a challenging job, but it offers unparalleled leadership training and experience to St. Markers who are ready for a life-changing summer.

St. Mark's is in the very early stages of creating a partnership with Valley High School in Sanders, Arizona. Located on a Navajo reservation this partnership, or one like it, will afford St. Mark's students the opportunity to learn from and understand the Native American perspective.

## Gap Year Opportunity

Graduating 6th Formers have the opportunity to work as Interns at the Waterford-Kamhlaba School in Swaziland for a semester or a year. Cost is airfare and spending money, students are given room and board and a small stipend.





## The Broad Path

In 1865, Joseph Burnett of Southborough founded St. Mark's School on the "principles and practices of the Protestant Episcopal Church." Known as Via Media, or "The Broad Path," the Episcopal Church embraces individual inquiry as well as a variety of liturgical expression found within Christianity and other religions. This Episcopal and inclusive

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### It's a place where you are free from judgment.

nature of the School is visible in all that we do: in varied courses in religion, in the twice weekly community Chapel services, and in the belief that

purposeful inquiry into matters of faith and value are fundamental to leading an examined life.

Beyond the two all-school Chapel meetings, other services are available during the week such as Holy Eucharist on Sunday and Shabbat on Friday evenings. There is a dedicated prayer space for our Muslim students. Services are also available throughout the year on various Holy Days, including Ramadan and Passover.

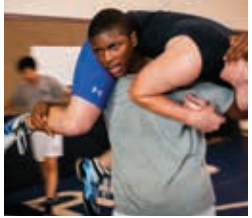
"People think the study of religion involves catechism—it doesn't! It crosses all departments in the humanities. We ask our students to 'try on' multiple world views—Judaism, Christianity, Muslim—this is what it means to be a global citizen.

"We try to create an atmosphere of psychological safety in our Chapel Talks—there are no prizes, no grades. It's a place where you are free from judgment. At St. Mark's, we talk about the self—the authentic self, the integrated self, the self-centered self! We are a family. We forgive each other a lot at St. Mark's. The starting place is open-heartedness and generosity."

— *Barbara Talcott, Head Chaplain, Religion Department Chair*







Expect more.

## Jammil Telfort

III Form

I was born in Port au Prince and came to the U.S. with my mother and brother to live in Harlem. I worked hard in school—I always did my best. My Mom taught me to be independent, work hard, and stay out of trouble. My Dad always told me that education is everything. Boarding school seemed like a once-in-a-lifetime opportunity—I mean, city life is city life. St. Mark's is where I wanted to be.

In English, I'm learning how to really say what I mean. Ceramics is relaxing. Geometry—well, I'm more of an algebra person. I'm

going to take Chinese and do a service trip abroad.

I've always been confident and outgoing—I don't let people sit alone in the dining hall. There's a real atmosphere of racial acceptance here. If someone offends me, that just means they need to be educated.

Because this is a small community, it's important to be able to trust each other. In the end, it's all about living with other people.

Some day, I want to be the CEO of my own company.

In the end, it's all about living with other people.

# The Importance of Trust





Come visit.





22 teams

Text less.



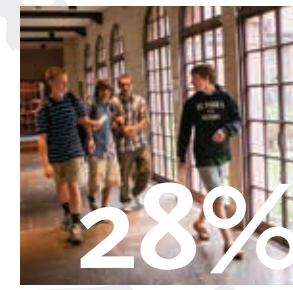
77 faculty members

Be curious.



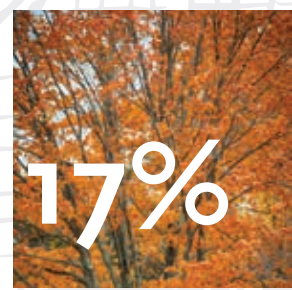
20% domestic students of color

Listen well.



28% receive Financial Aid

International students of color



17%

Stay hydrated.



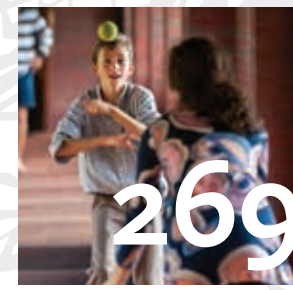
355 students

Love life.



250 acre campus

Recycle more.



269 boarding students



20% international



16 countries represented

Day students



86



# Athletics

“The St. Mark’s Athletic Department enhances the school community by providing competitive athletics and fitness activities for all students. Our entire school community embraces athletics as an integral component of our students’ overall education, designed to teach resilience, teamwork, goal-setting and a life-long commitment to health and fitness.



“Our program is proud to challenge students of all abilities and to prepare competitive athletes for the next step in their athletic career. Embracing the lessons of athletics that go beyond wins and losses, St. Mark’s student-athletes are taught to value sportsmanship, demonstrate integrity, and commit themselves, at all times to the ideal of *Age Quod Agis!*”  
— *John Levandowski, Director of Athletics*

“I started playing hockey when I was four—it’s in my blood going back several generations! The trick for me is balance—how to apply the same work ethic to sports and studying. Dedication, desire, and commitment—that’s my motto.”  
— *Jeff Cyr VI Form*



Dedication, desire, and commitment—that’s my motto.

— *Jeff Cyr VI Form*

Fear nothing.



“Everyone here finds his or her thing. I get up at 6 am every day. I play three sports and I find that each day there is some new challenge, something to overcome, something to enjoy!”  
— *Mathilde Sauquet VI Form*

“I ride horseback for two hours a day, six days a week. I’m so lucky to go to a school that supports my passion!”  
— *Jane Chiavelli VI Form*

“At St. Mark’s we get our students to try new things. I coach cross-country—these girls are hard core! In spring I coach tennis as a recreational sport. This is one hour when they can just play!”  
— *Karen Bryant Math Department Chair*

“I played basketball my first year at St. Mark’s. Where I grew up in

Georgia, everyone plays football. Maybe I’ll do both next year.”  
— *Justin Nsiah, IV Form*

The vision of the St. Mark’s Athletic Program is to achieve the perfect balance between physical pursuits, competitive success, and character development in delivery of the highest quality educational experience for our students.





# Go running.

## Athletic Programs

### Fall

**Boys:** Cross-Country, Football, Soccer  
**Girls:** Cross-Country, Field Hockey, Soccer

### Winter

**Boys:** Basketball, Ice Hockey, Squash, Wrestling  
**Girls:** Basketball, Ice Hockey, Squash

### Spring

**Boys:** Baseball, Crew, Golf, Lacrosse, Tennis  
**Girls:** Crew, Golf, Lacrosse, Softball, Tennis

### Recreational

Golf, Yoga, Tennis, Volleyball, Dance, Weight Training, Aerobics





# Build intelligence.

## The future is not linear!

### Chris Roche

Computer Science/Science Faculty

“I’ve always searched for places I can be creative,” says Chris Roche, whose classes in robotics are a big draw for St. Mark’s students. “I went to Law School thinking I could have a rock band in my non-billable hours.” Patent work wasn’t creative enough for Roche. So he went to the Rhode Island School of Design, spent a year in Italy, then went to New York to be, as he says, a “lawyer/artist.” Why not? Refusing to be pigeon-holed, he taught K-12 art and computer science at a school in Brooklyn for five years and loved it.

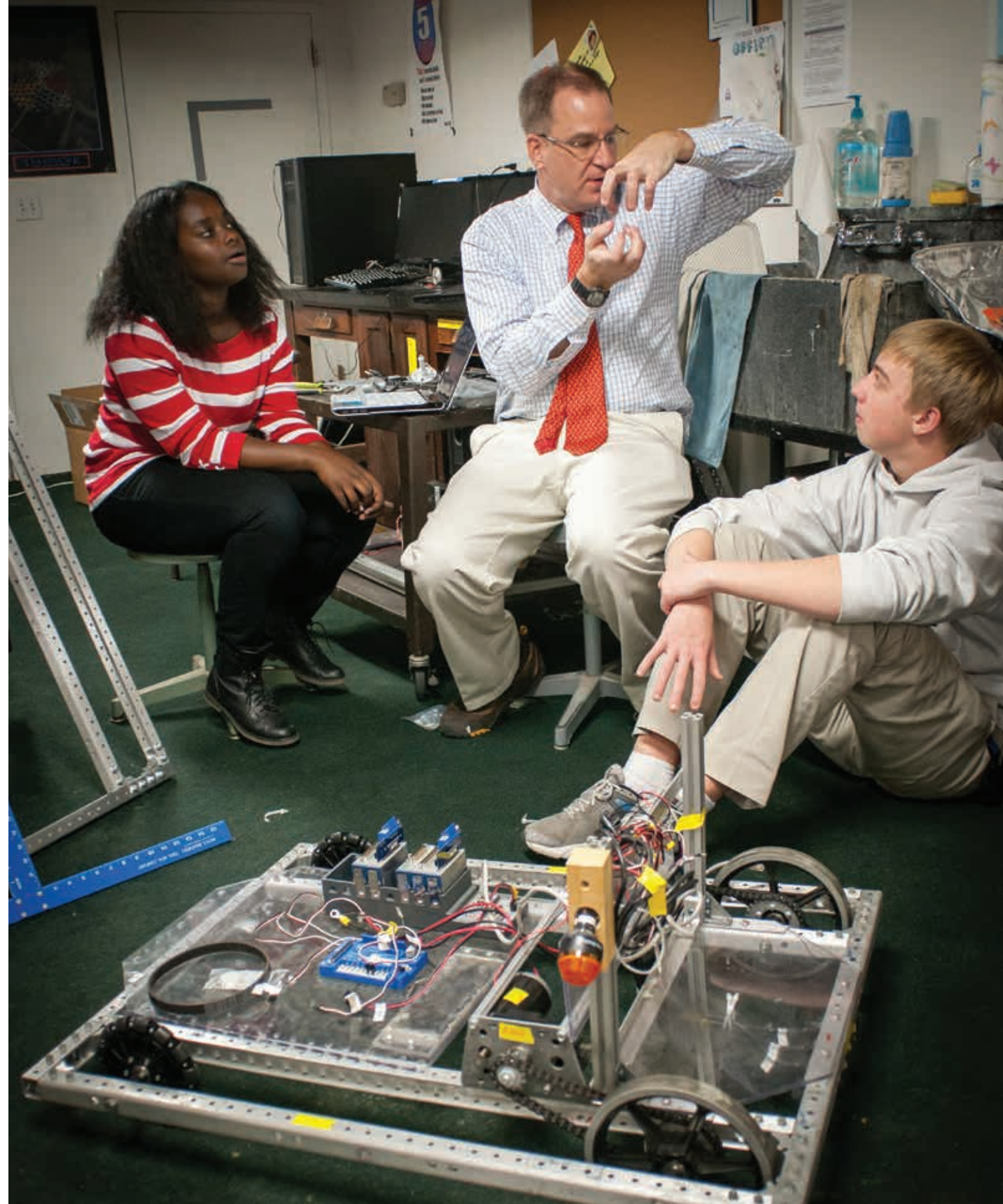
“When I first came to St. Mark’s my strength was computer science, but I’ve been given room to really expand on that.” The classes in robotics are springboards for asking questions about artificial intelligence. Is it good or bad? How can robots be used to help people? Roche designed a class in which students build computers. “We integrate physics, computer science, and math,” Roche explains. “We have speakers from a variety of professions come to talk about sensors, physical computing, software engineering, the future of big data. These ideas all

build on each other.” “STEM is all about solving problems,” Roche explains. “And most problems can’t be solved with just a piece of paper and a pencil. We give people the chance to do things for themselves.”

“The classes involve project-based work,” says Roche. “A twenty-first century kid has to be able to go into things headlong, and assume that things will change.” Solving problems, Roche says, makes students feel good. “Hands-on experience makes everyone more fearless.”

“I’m so grateful,” Roche laughs, “to have grown up in the eighties. Professions, careers are no longer linear. St. Mark’s is a place where I can bring all of my experience into play—the software patents, the law school, the art...the whole person.”

Solving problems makes students feel good.





## Home Away From Home: The St. Mark's Community

St. Mark's is a small school with 77 faculty members, over 90 percent of whom live on campus, and 355 students—so the School functions very much as a community. Our lives are all intertwined in a variety of ways. As faculty, we are advisors, coaches, dorm parents, and teachers. We help students troubleshoot a wide range of issues they will face throughout their lives. This is where they will change from adolescents to young adults. As advisors, we meet with our students at least twice a week to listen to their concerns, help with decision-making, and report on their progress. We also serve as an important link to parents.

St. Mark's is way above average when it comes to diversity in independent schools—36%. Faculty diversity is 16%. There's a lot of movement between groups—students report that it's just not as cliquey as some schools.

### School Under One Roof

St. Mark's is on a 250-acre campus. Some buildings, like Belmont Chapel, were built in the 19th century. Others, like the Putnam Family Arts Center, were built using the most up-to-date technology for sound, energy efficiency, and computer use. One of the things that students and faculty love best about St. Mark's is the Main Building. Most of the classrooms; the library; the Center (where we hold the all-student meetings); the Math Institute; and the Dining Hall are all housed in the Main Building, which enhances the feeling of a small, vibrant community.

### The Faculty-Student Relationship is the Basic Building Block of a St. Mark's Education

Faculty members are the role models students see every day. Teachers at

St. Mark's are very involved in and passionate about their respective fields. There is a lot of discussion and exchange of ideas between faculty and between students and faculty. At St. Mark's, we work to create a safe environment—a place where students do not feel judged—a place where they feel safe enough to make intellectual leaps and connections and to discover their own voices.

### Community Service

Community service is not mandatory, but many St. Markers choose to participate in one of the following programs:

#### St. Mark's Society

Students raise money for various relief efforts and organizations, such as the Jimmy Fund School Program, the Jubilee Ministry of the Episcopal Diocese of Massachusetts' African AIDS Project, and many local charities.



#### Metro West Boys and Girls Club

Students serve as after-school tutors and play-partners at the Metro West Boys & Girls Club in nearby Marlborough.

#### Our Father's Table

On one afternoon each week, students help with meal preparation, service, and clean-up at a local Baptist church in Marlborough.

#### Lutheran Social Services Programs

Students participate in a holiday fund and gift drive for local developmentally disabled children, teenage mothers and their children, and recent refugees in nearby Worcester, Massachusetts.

#### Support for the Ministries of the Episcopal Diocese of Jerusalem

St. Mark's has been a companion school with

St. George's School for Boys in East Jerusalem. The St. Mark's Society contributes scholarships for the most needy boys.

#### Age Quod Agis Do and Be Your Best

This is the St. Mark's motto. It means: Try new things. Stay involved. Encourage deep thinking. Wrestle with big, important questions. Be a better listener. Embody your values. Identify and overcome your obstacles.

We are here to help these students become the people they want to be.

— Lynette Sumpter, Director of the Center, Dean of Academics, Religion and Psychology Faculty

Eat breakfast.





# Dealing with Pressure

## Anna Lee

V Form

I'm from South Korea—my parents wanted me to study in the U.S. Many young people in Korea study abroad, so when we go home, we compare schools. I find myself talking about the community here.

There's a lot of pressure in Korean schools. Before I came to St. Mark's I thought of myself as a 'math person.' But now I find I really like English—talking about books. There have been a lot of subtle changes in the way I see various subjects. I think I've become more well rounded.

You don't have to live where you were born to be happy, to succeed.

My dream is to be a doctor—both my parents are doctors. But I'd like to find a way to combine all my interests—perhaps Psychiatry could be a way to integrate literature and medicine.

Even though I'm not studying in Korea, I'm still Korean. You don't have to live where you were born to be happy, to

succeed. You don't have to be confined to being a 'Math' person or 'English' person.

Third Form year I worked in a daycare center for underprivileged children. After all, what's the point of learning and succeeding if you don't give back—if you keep it all to yourself?

Embrace diversity.





## Art, Music, Drama, Dance

St. Mark's requires one year of fine arts study and encourages students to take advantage of the resources, expertise, and instruction available here. In the Putnam Family Arts Center and throughout the campus, students exhibit evidence of hard work and creative exploration. Printmaking, ceramics, photography, painting, sculpture, drawing, music, theater, voice, and other performance pieces—students have access to professional-level equipment and produce

work that goes way beyond traditional high school levels. Theater students stage several productions throughout the year: comedies, dramas, and one-act plays. The St. Mark's Singers, Concert Choir, Jazz Band, Chamber Ensemble, and two a cappella groups, the Cat's Meow and the Octet, perform regularly to captivated audiences. Musicians at St. Mark's have access to teachers and students from the New England Conservatory of Music; they participate in a variety of ways with the

Sing often.

Greater Boston Youth Symphony Orchestra and the Youth Philharmonic Orchestra and take many trips to perform nationally and abroad. The fine arts faculty is composed of practicing artists who believe that the skills and craftsmanship required in the arts are useful in many other aspects of a successful life.

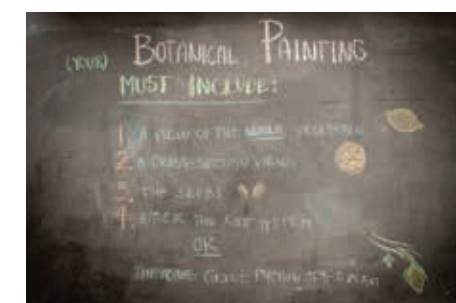
“Part of the challenge for people in the arts is keeping the arts relevant. We are shifting at St. Mark's from being a traditional boarding school to proactively including the world. I don't know exactly what that will look like, but it's exciting. We are also exploring new ways to incorporate



technology in our performances—A production of “Waiting for Godot” using robots is one example.  
— Les Baird, Art Department Chair, English Faculty

work. ‘Don't be content with the first thing you see; I tell them. ‘Don't be content to be average.’”  
— Barbara Putnam, Art Department

“Art is a language, an intellectual language. Art is also a way of seeing—slower, more thoroughly, discerning and discovering. Art is one of the points at St. Mark's where kids find their own voice. It takes



The arts are where kids learn the value of being human.

— Les Baird, Art Department Chair, English Faculty

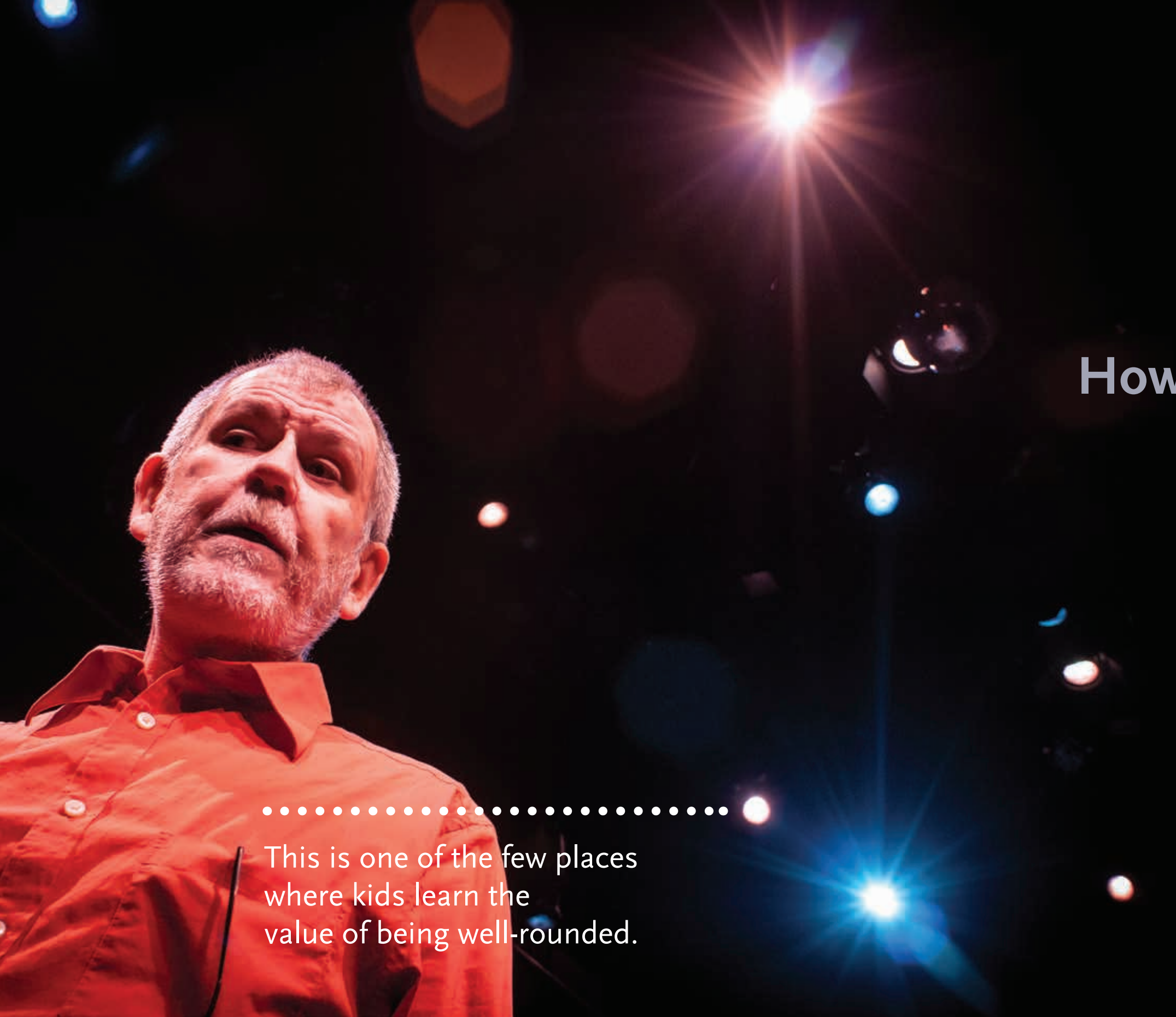






Breathe deeply.





.....  
This is one of the few places  
where kids learn the  
value of being well-rounded.

# How to be Human

## Les Baird

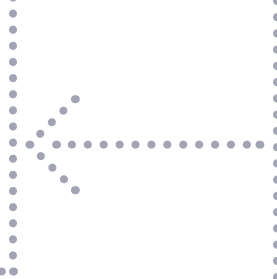
Department Chair, Arts; English

I started a theatre company in Colorado, directed in Chicago, and taught for forty-four years—the last fifteen at St. Mark's. I love this school. It's such a healthy place for a student to be—there's so much respect—students can get on with the work of inventing themselves.

These are such exciting times. I teach Shakespeare, and while the fundamental meaning of words like “love” and “hate” haven't changed, they mean something different in different parts of the world. Students' perception of these meanings has grown.

The Center for Innovation in Teaching and Learning will help us all to be involved in each other's work and lives in a more profound way. For example—using computers to design sets; staging a production of “Waiting for Godot” using robots.

Part of the challenge for teachers in the arts is to keep the arts relevant. This is one of the few places where kids learn the value of being well-rounded—of being human, and the role the arts play in that ongoing effort.



Love Shakespeare.



## Beyond the Classroom

Have fun.

### Coming Soon: Independent Study Opportunities and Saturdays at the Center

The “Jan Plan” will provide an experience that lies outside of the normal daily and weekly schedule of the school and provides a chance for meaningful collaboration between students and between students and faculty. It will allow students to explore their place in the larger world beyond campus; to explore their interests in a real-world context. It will be interdisciplinary and will push the boundaries of traditional learning paradigms and approaches and will culminate in a final presentation or sharing experience with the community.

St. Mark's has always been a six-day boarding school. Saturdays at The Center will be an opportunity for students to engage in deep, meaningful learning experiences not possible in a 45- or 80-minute class meeting. Saturdays are also

a great time for faculty to engage with The Center for Innovation in Teaching and Learning, pursue professional development, and devote time to the craft of teaching. In addition to Saturday seminars, service work, leadership training, developmental work by forms, house-based programming, current event discussions, and speaker series will be offered.

### Internships and More

The St. Mark's Student Enrichment Office creates ways for students to pursue their interests beyond the classroom. A new data base will highlight specific summer programs (such as the Sustainable Oceans Studies program offered by Chewonki Semester School and Waynflete) and semester programs (such as Chewonki and the Mountain School). Facilitators will encourage students to reach out to alumni and

St. Mark's parents for mentorship and advice. Students will also obtain help seeking funds to do research through established grants and fellowships. They will also have access to online career prep courses taught by industry specialists and career coaches. These courses will help students envision various jobs, explore their own ideas about possible careers, and better assess their own skills.

### Career Day

Career Day will be an all school event. The purpose of the program is to provide our students with the opportunity to gain first-hand knowledge of various careers and job-related skills. Our Sixth Form students will spend the day job shadowing in various corporate settings between Boston, Worcester and Providence. These visits will be hosted by St. Mark's alumni and parents. The Third, Fourth, and Fifth Form students will remain on campus and participate in a variety of career

I care deeply that—to the greatest extent possible—learning be viewed as fun by St. Mark's students.

—John Warren, Head of School

related activities, such as skill assessment, resume writing, grant writing, networking opportunities and presentations from professionals.

### V Form Think Tank

Fifth formers gather in small groups to discuss topics like women in combat and gun control.

“We want to create a culture of dialogue among our students outside of the classroom about substantive topics, starting with monthly discussions led by faculty volunteers.”

—David Vachris,  
Dean of Students

### 15-Minute Lectures

These lectures take place after Friday seated meals. They are an opportunity to

gain a little knowledge about a particularly fascinating subject. For example, past lectures include Mayan predictions on the end of the world, service opportunities in Mongolia, lessons from *Peanuts*, and how to walk successfully in high heels.

### Boston in Our Backyard

Boston is 30 minutes from St. Mark's. Students make frequent trips to enjoy the Boston Symphony Orchestra, the Huntington Theatre Stage, the Isabella Stewart Gardner Museum, the Museum of Fine Arts, the New England Conservatory of Music, The American Repertory Theatre, and the Museum of Science. Sports fans go to Celtics, Red Sox, and Bruins games. In addition, St. Markers travel by bus to New York City each year to attend a performance at the New York Metropolitan Opera.

### Fun 101

More than thirty student organizations provide opportunities for students to explore new interests and make new friends. The Outdoor Club, Asian American Alliance, Cat's Meow (girls a capella), Gay-Straight Alliance, WSMR (radio station), *Vindex* (literary and arts journal), Surf Club, Ski & Snowboarding Club, Math Club, Human Rights Club, Octet (boys a capella), God Squad, and Electric Vehicle Club are just a few of the activities available.



# Notice new things.

## Taylor Dorsey

III Form

I'm a day student from Sudbury—which means I get up at six a.m., get to school at 7:45, and stay until six p.m.—a little later during winter sports. From the moment I set foot on the St. Mark's campus everyone was so friendly and helpful. At first I was a little overwhelmed—sports are important to me—and I realized I'd have to learn to manage my time really well! I used to push everything till the last minute. No more! At my old school, I could let things slide, but not at St. Mark's.

It's really important to challenge yourself—there's no better way to find out what you are really good at. For example, I never thought of myself as an artistic person—but at St. Mark's we have to take art, and I was surprised to find I really liked it (and I wasn't terrible!). So much of this learning turns out to be fun—in Spanish we play all kinds of games—and I really like the small classes. Math has been pretty hard this year but there are plenty of peer tutors to help when you need it.

Each subject changes the way I see the world—physics has forced me to

notice all kinds of things. This year in physics we learned about motion. Now I'm very aware of the way things move—what it means to slow down or speed up! My dad, for example, has a tendency to stop completely at yellow lights. I feel the car slowing to a stop. "You could've made it!" I tell him.



Each subject changes the way I see the world.

Laugh often.



Read more.



## In Loco Parentis

### Jeniene Matthews

English Faculty

I was a lawyer before I came to St. Mark's, and I taught lawyers for several years. Lawyers are listeners and storytellers. Every good teacher in my life has been a listener and a storyteller. Both of these skills require intellect and emotion.

In my IV Form Writing Workshop here we tell stories: this is who I am; this is who I hope to be. Who I am is enough. I am, for

example, extremely proud of my grandmother, one of the first black women to matriculate at UCLA. I always dreamed of being the first black woman on the Supreme Court.

I ask my students to bring their backgrounds, their stories, their plans and dreams into our work together.

Parents entrust their children to us: In loco parentis. I take this very seriously. I know when they are homesick, when their room is dirty. Once I teach you, I tell them, you are mine.

Life is full of detours and surprises.







# Who/What/When/Where?

St. Mark's School  
25 Marlboro Road  
Southborough, MA 01772-9105

**Phone:** 508-786-6000  
**Fax:** 508-786-6120  
**Email:** [admission@stmarksschool.org](mailto:admission@stmarksschool.org)

[www.stmarksschool.org](http://www.stmarksschool.org)

To schedule a campus visit, call 508-786-6118 or email us at [admission@stmarksschool.org](mailto:admission@stmarksschool.org).

## Statement of Nondiscriminatory Policy

St. Mark's School admits students of any race, color, religion, sexual orientation, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the

basis of race, color, religion, sexual orientation, and national and ethnic origin in the administration of its educational policies, admissions policies, financial aid programs, and athletic or other school-administered programs.

## Sustainability

In valuing cooperation over self-interest and recognizing our role as global citizens, St. Mark's School actively fosters environmental stewardship and sustainable development in its education, planning and practices. To that end, this project, which used Finch Fine recycled paper:

- preserved 6 trees
- saved 2,691 gallons of wastewater flow
- conserved 4,487,320 BTUs
- preserved 586 lbs. of net greenhouse gases
- saved 18 lbs. of waterborne waste
- saved 298 lbs. of solid waste





# Mission statement

St. Mark's School educates young people for lives of leadership and service. Founded in 1865 as an intentionally small residential community, the School challenges its students to develop their particular analytic and creative capabilities by both inspiring their academic and spiritual curiosity and kindling their passion for discovery. We value cooperation over self-interest, and we encourage each person to explore his or her place in the larger world beyond our campus.

St. Mark's is a coeducational 9–12 college-preparatory school located 23 miles west of Boston. Affiliated with the Episcopal Church and rooted in that tradition, St. Mark's embraces the rich diversity of the many faiths and nationalities of our students, faculty, and staff.

Know yourself.



“You are not a vessel I empty information into. I see the future and it looks uncertain. You are going to have to do a lot of real problem solving. Where are we going to get clean water? How are we going to stop having economic meltdowns? I may not be able to get you to be passionate about a particular subject, but I can get you to be passionate about asking a lot of questions.”

— Lynette Sumpter, Director of the Center, Dean of Academics,  
Religion and Psychology Faculty



## ST. MARK'S SCHOOL

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