



THE NORTHWEST ACADEMY

New Visions In Education



Photo by Joe Biesmeyer ('11)

IT'S NO ACT: NORTHWEST ACADEMY STUDENTS SUCCEED IN THE "REAL WORLD."

Right in the middle of the Club Cabaret show this year was a moment that every NWA student will face: proving they have what it takes to succeed in the outside world. The character of Johnny, played by senior Brendan Robinson, shuffled up and down Broadway searching for his big break. But it was the sage advice of the Producers in the show, played by City Council Member Sam Adams and former Mayor Bud Clark, that gave him the confidence to conquer Broadway:

"So, Kid, where'd you do your training?"

"The Northwest Academy."

"Ah, you'll be *fine!*"

Let me tell you, after over a decade of watching NWA students graduate and go out into the world, I've seen that they don't just do fine—they soar. Every year, students come back to visit and tell me that they felt better prepared for the demands of college and art school than their new classmates. They aren't afraid of freshman English classes because they already learned how to write thesis papers from Dr. James Winchell—and how to tackle college-level math from Amy Pool, and how to pursue every medium of fine and performing arts with focus and discipline from some of Portland's finest practicing artists.

And NWA students don't just go to college; they graduate. This is no small distinction. A couple of years ago, a government study found that only 54% of students entering college in 1997 had a degree six years later. After all the effort involved in getting in to college, students weren't able to complete their degrees. Common explanations for this ominous statistic include poor study habits, deficient academic skills, and insufficient financial resources. At NWA, our students begin learning time-management and effective study habits in middle school. At the upper end of the high school curriculum, they acquire the academic skills they need for college because so many of our classes are taught by former college instructors and master teachers. They are all able to focus on their studies

FROM THE
HEAD OF
SCHOOL

BY MARY
VINTON
FOLBERG



spring2008

FROM THE CHAIRMAN OF THE BOARD OF TRUSTEES

The world needs creativity. Not just in the fine and performing arts, but in every nook and cranny of society—science and industry, law and politics, education and social services, and beyond. The point is, research has consistently proven that an arts-infused, academically rigorous education not only gives students the tools of self-expression, but also the tools to construct meaning and learn almost any subject effectively.

That means better lawyers, better doctors, better scientists, better engineers, better public servants...the list is endless. And let us not forget the artist! For as much as any other vocation, the arts help us change the world.

-Excerpt from
David Poulshock's Message
in the Club Cabaret Program

TEACHING, NOT PREACHING

How best prepare our children for a world where rapid, transformative flux is the norm, not the exception?

Not by preaching, but by teaching.

The senior thesis in English/Humanities, the production of two of which is required for graduation from NWA, represents a task designed to teach skills, not “official truth.” The project results in two substantial, research-based essays in which NWA seniors design, discover and shape a longer piece of writing whose sole requirement asks them to “articulate a perspective on a significant problem in the Humanities.”

In order to accomplish this task, these young people must first decipher what constitutes a “significant problem” in the world.

To do so, NWA seniors work with the meta-cognitive concept of the “included third,” an idea proposed by Continental theories of communication. The notion is simple: for any given binary opposition, there must exist a “third term” that recognizes, and therefore includes, the real elements of any referent in the world—concrete, symbolic or imaginary—necessarily excluded by binary language.

In effect, this idea provides a structural step toward thinking in terms of change. The “third term” invites us to will into existence a description of movement, not stasis; dynamic human relations, not “states”: of Being nor of Nations.

In selecting topics, formulating questions, and preparing their two thesis papers, NWA students encounter the concept of the included third in that the significance they discover in their topics reflects neither “change” nor “tradition,” but an organic shape of living matter: the elusive “X” factor targeted by both the Humanities and the Sciences in our time.

Emerson seems to have prophesized the organic nature of the “included third” even in the 1840’s: “Every [person’s] condition,” he wrote, “is a solution in hieroglyphic to those inquiries he/she would put.”

To this end, and at the risk of preaching, the NWA provides each group of thesis-writers with the following guidelines, adapted from Richard Geldard’s book on Emerson: not toward including their thesis projects in our seniors’ lives, but rather toward including their own lives in their thesis projects:

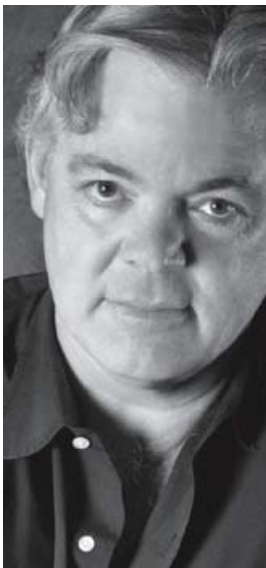
Qualities & Practices for Avoiding “Thesis-Stress”

- 1. Practice the Spirit of Conversation:** each time we talk about our topic with someone else, we think it through and “rehearse” its expression.
- 2. Practice Reverie as a discipline (like flossing):** “bring to mind what has been lost” in your thinking and writing.
- 3. Transform all remorse into an act of will (not shame!):** If you feel bad about not working on your thesis, use that as a motivation to sit down to work, not as a sign of your continuing and inevitable failure.
- 4. Practice the passion (Eros) to proceed:** Use energy for investigation of your topic; no matter what happens, keep going. When you’re “not in the mood” or “too tired” to write, then read, make notes, or discuss your topic with others. Nothing satisfies like clarity born of honest work.
- 5. Practice Surprise:** true discoveries are oblique.
- 6. Cultivate your sense of Character** by making real progress on your work every day. Dream is Destiny.
- 7. Practice the integrated & holistic act of Making:** think of writing as carving a sculpture in words: a physical object you can modify as you will, constrained only by grammar, time and space.
- 8. Remember: “To Make” in Greek (poiein) is the root word for poem, poet, and poetry:** the organically hand-made “word sculpture” that embodies intellectual freedom, insight and commitment.

The NWA senior-thesis project aims at nothing less.

WINCHELL'S ROOM

BY JAMES WINCHELL, PH.D.



James Winchell, Ph.D., is a Master Teacher at NWA where he teaches English/Humanities III & IV and advises the Senior Thesis.

New Visions In Education is published by the Office of Development two times a year for alumni, parents and friends of The Northwest Academy.

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**MARK YOUR
CALENDARS FOR
FEBRUARY 28, 2009**

Next year's event promises to be just as outstanding. Club Cabaret: Paris, 1929 will take place at The Portland Art Museum.

**CLUB CABARET: BROADWAY 1928 SETS
NEW FUNDRAISING RECORD FOR NWA**

On February 9, 2008, the ballroom of the Portland Art Museum was filled with the excitement and glamour of Broadway as 300 fabulously attired guests and a wonderful team of volunteers helped make The Northwest Academy's most important fundraising event of the year a great success. Club Cabaret raised over \$155,000 in gross revenues this year, breaking previous NWA records.

Money raised at Club Cabaret supports The Northwest Academy's scholarship fund, which remains NWA's highest fundraising priority and need. Without scholarship assistance, many gifted students who enrich the NWA community would be unable to attend the school. Current NWA music instructor Malcolm Lewis, a 2001 graduate of NWA, spoke about how receiving a scholarship to the school changed his life. He thanked the Northwest Academy community for supporting the scholarship program and allowing "kids like me to come here to learn and further our education."

Will Vinton presented Dorothy Piacentini, an NWA grandparent, with the second annual Arlene Schnitzer Award. In her filmed acceptance speech, Dorothy noted that when she first learned about The Northwest Academy, she said to herself, "that's the kind of school I would have liked to attend."



As the NWA Community Big Band played such lovely standards as "The Lullaby of Broadway" and "New York, New York," it was the students themselves who stole the show. In an original production directed by Greg Tamblyn, the students acted, sang, and danced with so much joy that, like Dorothy Piacentini, many Club Cabaret guests probably found themselves thinking, "that's the kind of school I would have liked to attend."



The delightful evening, which also included spirited bidding at both the silent and live auctions, would not have been possible without a tremendous amount of work by planning committee co-chairs Nancy Winbigler and Kari Gustaffson, staff members Samantha Swaim and Minta Crafts, and a strong corps of volunteers. Together with planning committee members Vicki Hastings, Karen Shimada, Art DeMuro, Karen O'Rourke, Nancy Preib, and Jane Irvine, this dedicated group made Club Cabaret: Broadway 1928 a great success.



Thank you to sponsors: Harold & Arlene Schnitzer, Gerding Edlen, Stoel Rives LLP, Emily Karr, Terry Pancoast, Wieden+Kennedy, Bank of America, Brunish Properties, John Carroll, Dave Coryell, Karen and Skip Freedman, Jane Irvine, Kathy Long Holland, Mary Vinton Folberg, Loving Touch Yoga, Michael McCulloch, Lindley Morton, Moore Music, Perkins Coie LLP and John Thomas, Red Door Films, Sunstone Montessori, and Waggener Edstrom Worldwide.

TED HENDERSHOT
NAMED NATIONAL
MERIT FINALIST

The Northwest Academy congratulates senior Ted Hendershot on his selection as Finalist for the National Merit Scholars program.

NWA'S COLLEGE APPLICATION PROCESS: MORE THAN PICKING A SURE THING, A LONG SHOT, AND A SAFETY SCHOOL

College counseling at The Northwest Academy is designed to be personal and individualized. At its best, the process goes beyond helping our students find a college that is a “good match”; it helps them grow and learn more about themselves.

Julia Cain, NWA's college counselor, is eager to help students—and their families—at any point and she is a valuable resource for advice and information. The school assists, encourages, challenges, and supports students as they set goals and make decisions. From beginning to end, the students are at the center of the process. They are expected to take responsibility for registering for the appropriate tests, completing applications, and meeting deadlines. We urge parents to take the opportunity to learn about schools and ask their own questions, but we also firmly believe that students should take ownership of the process.

While NWA keeps college on the radar throughout the first two years of their high school experience, Julia Cain begins working directly with students in the beginning of their junior year. Cain invites an average of 40 colleges and universities to visit with the juniors (and seniors) to talk about their programs. This allows the students to form an idea of what type of environment might be right for them. In February, Cain asks them to examine closely their abilities, ambitions, and interests. Through meetings and questionnaires, she helps students develop a list of prospective schools. Students then begin to research the schools and narrow down their lists to the programs that best fit their interests. For most students, this is the first time in their lives they have been asked to do such a comprehensive self-assessment on paper. It is an exercise that takes thought, honesty, courage, and effort.

In the fall, Julia Cain holds a parent night meeting for levels 1-3 as well as a Senior-only parent night to go over the application process, organization, how to request letters of recommendation, and where to get help with financial aid. Cain meets with students on an informal, individual basis, and holds special workshops where students can come to school on Saturdays to get help with their applications. “Brian Christopher (Writing on the Edge) always comes to the first one or two to jump start the essay process,” says Cain. “In 2007 – 08 we had nine workshops—that’s 45 hours!—of designated time where seniors could drop in and work unencumbered on their applications without any distractions. I also think it is good that they use their cohort as a resource and for support.”

Some students decide to take a “gap year” between completing high school and beginning college. Cain keeps information on such programs available for students in the library. “I love gap years and many of our kids choose to do them,” notes Cain. But she also advises, “I find that it is easier to apply to school, defer and then do something special because it can be hard to get back into the college application mindset during a gap year.” NWA students have traveled to countries such as Africa and Asia, and worked in a variety of settings before beginning college.

The benefit of NWA's approach is that students concentrate on finding a school that is a good match for them. Rather than relying solely on *US News & World Report* rankings or external factors such as which school their friends will attend, this process helps them to develop an opinion about the kind of school that will fulfill their individual needs. NWA students do well with this kind of introspection, it helps them to think broadly and independently, and as a class they enroll in a wide variety of schools.

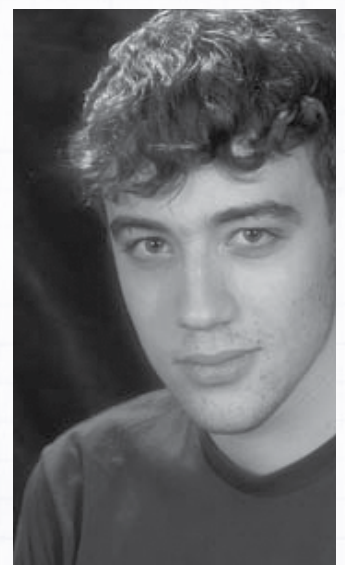
NWA's college application process is much more than finding a college to attend. It is one of self-discovery, exploring possibilities, and finding independence.



Self portrait by Ted Hendershot ('08)

BY PHIL
SAUNDERS

Compared to writing a thesis, applying to college was a piece of cake. The hard part was deciding which colleges to apply to; a task which would have been impossible without Julia Cain. She helped me decide which programs would be right for me, then helped me organize my applications. As a person whose backpack resembles a post-tornado disaster zone, having a knowledgeable advisor with the skills to get my things in order was invaluable. During the process, I found that while completing forms and writing essays was easy, talking about myself—indeed, selling myself to these schools—was difficult. I am a relatively modest person, and discussing my accomplishments so frankly with people I have never met made me feel as though I was bragging—something I hate to do. Julia and the NWA application process helped me to recognize the difference between honest description and embellishment for the purpose of appearing better than one is. Because of the long hours I put into my applications with Julia's help, I now find myself faced with the happy dilemma of choosing between my top two colleges.



FROM BONSAI APPRENTICESHIPS IN JAPAN TO SAILING 18TH CENTURY REPLICA SCHOONERS ALONG THE WEST COAST, NWA ALUMS ARE PURSUING THEIR DREAMS AROUND THE WORLD

In a recent questionnaire, The Northwest Academy graduates were asked what they are doing these days and how NWA prepared them for college or their current pursuits. The responses were as diverse as the NWA students themselves.

ELLE GREEN – 2007 I am at Lewis and Clark College in Portland. In a literal sense, NWA prepared me for the course load that college provides. I feel I am more capable of the readings assigned and the papers assigned than a fair number of my classmates. All freshmen complete a 10-12 page research paper second semester here at LC, and for many students, this is the first paper they have written that is over six or seven pages, where as NWA prepared me for the longer, more academic papers I have written and will continue to write. In a more figurative sense, NWA prepared me for college by providing an environment where I was mostly accountable to myself. The trust between teachers and students at NWA is similar to the trust between professors and students at LC.

My favorite NWA moment was more a series of moments when my class was getting our acceptance letters to our colleges. For the most part, we all got in to the schools we wanted, and it was a really joyous time.

MOLLY LAING – 2007 I am currently taking the year off. I've been doing some Northwest traveling for the past couple of months. I was a nanny for two months in Seattle and worked at a fruit stand during the summer. In preparation for my Great African Adventure, I am studying up on my Swahili and African politics and current affairs. I head to eastern Africa in May to live in the bush of Tanzania for 3 months before returning to Oregon and then turning around and leaving again - to college. My year off has been great for me. It's given me time to relax and reflect and adventure. And I am fairly certain by the end of this year my thirst for higher education will be renewed and revamped. And let Dr. Winchell know I have at least two more ideas for a thesis.

MARIE CLARE BRUSH - 2007 I am at Parsons School of Design, in my freshman foundation year, preparing myself to enter the Fashion program. The training in technical art skills that I received at NWA has been invaluable to my survival with this year's rigorous curriculum. I now appreciate those assignments that I felt unnecessarily basic exercises, such as color wheels, and value gradients. I wish I'd known then that everything Sean Cain teaches is mandatory and valuable knowledge for becoming an artist. I took the work seriously but was oblivious to the amount that I would rely on it.

MATT REEL - 2006 I live and work as a Bonsai apprentice in Nagano, Japan. The name of my town is "Obuse." When I complete my 5 year agreement, I will be a certified professional by the Japanese Bonsai association. When I first arrived here, I did not speak any Japanese. In my environment, the English language is just about as foreign as my getting a day off (I get 1 day off a month). Obuse is a fairly secluded town, with very few foreigners. Last March, my teacher, elder apprentice and I made a live debut on local television. It's a crazy life. My teacher's name is Shinji Suzuki. I live alone in my own apartment. I play basketball every Wednesday. Other than that I have no life, it is now dedicated to Bonsai. Three or four more years and I will be home again.

MCKENZIE KERMAN -2006 I am at CalArts studying Stop-Motion Animation and having a great time of it. I don't know many high schools that offer such a professional animation class as NWA. I was on par knowledge-wise and portfolio-wise with people in their 3rd year at CalArts thanks to the head start that NWA gave me.

cont. on page 6



Matt Reel (06)

CLASS OF 2008 COLLEGE ACCEPTANCES

- | | |
|--|---------------------------------------|
| Bennington College (3) | Humbolt State University |
| Boston University | Lawrence University (2) |
| California State University, Chico | Maryland Institute College of Art (3) |
| California State University, Long Beach | New York University (2) |
| California State University, Northridge | Oregon State University |
| California College of the Arts (2) | Parsons The New School for Design |
| Dominican University | Pratt Institute |
| Drew University | Rhode Island School of Design |
| Earlham College | Sarah Lawrence College |
| Emily Carr Institute (2) | Savannah College of Art & Design |
| Eugene Lang The New School of Liberal Arts (2) | Seattle University |
| Evergreen State College | Simon Fraser University |
| George Washington University | University of Oregon (3) |
| Georgetown University | Washington State University |
| Hampshire College | |

and know college is possible because our financial aid recipients consistently receive scholarships at the college-level as well.

I think our Board Chair David Poulshock said it best at Club Cabaret when he spoke with so much pride about his son who used the skills he learned at NWA in college and then came back to Portland "hell-bent on changing the world." "That's what our community needs," he said, "creative thinkers trained at NWA."

So, as you flip through this issue of the NWA newsletter, check out the exciting things our Northwest Academy alums are doing out in the real world. Then, look at Dr. Winchell's column about NWA's rigorous thesis program and the article about how the school helps guide each student through the process of applying to schools that are the right fit for that student. These are just a couple of examples of how The Northwest Academy prepares students to face life's biggest challenges—be they on Broadway, in college, or across the world.

And that, I believe, is NWA's vision of the future that we all share.

ALUMNI

cont. from page 5

IAN ECHLIN - 2006 I'm studying Industrial Design at the Hochschule für Gestaltung und Kunst in Aarau, Switzerland. www.createyourstudy.ch. The NWA opened my eyes to photography and developed a new way of looking at objects and the daily things that surround us.

JACKSON HUNT - 2006 I'm living in Brooklyn and I just got my acceptance letter into the bachelor's degree painting program at Pratt.

JEREMY HUFF - 2006 I'm living in Milwaukie, Oregon taking time off from school to drive cross-country semi trucks starting in June to save up money for school. I am currently learning how to blacksmith and have found that beating red hot metal with a hammer is something I love to do. NWA helped me grow as a person and taught me to try new things and to be myself. I really enjoyed thesis class and sitting in Dr. Winchell's class wondering what crazy discussion we would have that day. I wish I had known then how right Julia was about colleges. I did not take much time in selecting my college and ended up hating the college I chose.



Katelyn Hales ('05)

KATELYN HALES - 2005 I am in my Junior year at Western Washington University in Bellingham where I'm working towards a B.A. in English with an emphasis in Creative Writing, as well as a B.F.A. in Dance. My writing will be published this spring in *Labyrinth*, the women's literary journal at Western and I will also perform in Western's Spring Faculty Dance.

REVAN WILLIAMS - 2005 I am enjoying my last 3 semesters of college at Swarthmore and planning to teach English in Japan after that. NWA was a great environment for really learning how to enjoy the work that in other institutions so often seems foisted on to you. I still miss the guidance and care of my teachers at NWA, the close-knit atmosphere of academic camaraderie and the great classes. If all goes well with my summer funding, I'll be at Swat over the summer doing research on transitional justice - looking at de-Baathification, de-Nazification and de-Imperialization in Iraq, Germany and Japan in the first five years after US occupation.

NATHAN STANTON - 2004 I am in New York but I'm preparing to move to Asheville, NC with two others in my recorded music program to open a performance space, recording studio, and artist services company. Classes at NYU are for the most part easy as eating pie. Whether that's NWA being good prep, or NYU lacking rigor is up for debate.

MARIAN LOCKWOOD - 2004 I am in Los Angeles, CA finishing my last semester at Occidental College and looking for a job in Portland having to do with design/architecture. I am very equipped technically in my studio art classes. I have more experience in dance, as well as freedom and courage in choreography. NWA made me better and further along in the two things I love to do! I am also used to critical thinking, analysis and intimate discussions about provocative literature, which has been helpful all four years at Oxy.

EMILY TATE - 2004 I live in an apartment in NW Portland with my husband Jeffrey, and work doing marketing & events planning for Oh Baby, a local lingerie boutique. NWA Prepared me for my current pursuits by imbuing me with the insane audacity to say things like "Oh, of course I can write a press release" when I've never even seen one before.

BLAKE LOWELL - 2004 I'm finishing my final semester at NYU. I've also just signed with a New York talent agency and I'm currently auditioning for every skinny, awkward Caucasian male role in Film, TV and Theater between the ages of 16 and 20.

JESSE HUFF - 2004 I'm living in Milwaukie, Oregon and taking courses at Clackamas Community College and working 30+ hours per week. My art projects can be viewed at <http://rossic.deviantart.com/>. Amy Pool's math teachings are helping me tackle Physics and Calculus. Ed Geis's photography and video teachings have come in handy. I've used a lot of the knowledge gained from my digital art classes by Nathan Lucas in my jewelry work. The knowledge I gained from the one and only class I had with Sean Cain, Sculpture Projects, has also aided my jewelry pursuits. If I had it to do again, I would have taken at least one drawing class with Sean Cain and I would have tried to take at least a calculus class with Amy Pool, because she is still by far the best math teacher I've had.



Andrew Judd ('02) and Mara Forsythe-Grane ('02), Magna Cum Laude and Cum Laude at their 2006 graduation from Macalester

SARAH DOBBINS – 2003 I'm at the Graduate School of Public Health at University of Pittsburgh getting my Masters degree in Infectious Disease and Microbiology. The teachers at NWA encouraged creativity in the classroom, which has been an invaluable skill in my academic career. They also encouraged us to take ownership of our own education and our experiences. This has helped me make the most of opportunities both in college and in my graduate program.

ANDREW JUDD – 2003 I am now working for ChristieCare in Marylhurst as a Teacher/Counselor. The Christie School is a residential treatment school for kids with behavioral issues that they are working out. I will be putting my psychology major to good use. I hope that I will have a real impact. I am very happy that I spent the last 5 months learning about the video/film marketing industry in Portland. It gave me a chance to meet some great people and learn some new software. I hope to continue to produce content for the Willamette Week on a case-by-case basis.

IAN FERGUSON - 2002 I am currently living in Arizona working for one of the top 3 Porsche tuning companies in the world. I am the Purchasing Agent for Evolution Motorsports in Tempe, AZ. My favorite NWA moment had to have been the endless challenges put in front of me by my teachers/mentors. I do wish I still lived in Portland only for the fact that those people had such a positive impact on my life, and I will be forever in their debt. Wagstaff, Winchell, Pool, Cain, Folberg, Watson, Rose... They'd all be in my acceptance speech if I ever won an award.

JORDAN HASKINS – 2002 I'm currently spending the winter in Ludlow, Vermont working on the Ski patrol (on snowboard) at Okemo mountain and the summer in the Adirondacks, New York working as a Whitewater Kayak Instructor/River Guide for Wild Waters Outdoor Center on the upper Hudson River. I blame my college success to the endless patience held by Dr. Winchell in English class and the learning that its okay to have fun in class as provided by Amy Pool. I also owe thanks to Julia Cain who actually understood kids.

JENAE FERGUSON - 2001 I am back in school getting my certification to teach yoga and body healing in Manhattan Beach, CA. I'm also working on a TV show and .com called *TMZ*. I came in to NWA with a love of dance and not much love for reading and study. Since the class sizes were so small we really got to be a part of discussions, readings and hands on experiences, I grew to love reading, studying and becoming a voice in a classroom. NWA really prepared me for college and life, period. I use the writing and reading skills I learned from Dr. Winchell in my everyday correspondence and work; I continually harness the chi that I found in Wagstaff's teachings and forever remember the encouraging and guiding remarks from Mary Folberg.



Cassie Nichols ('01)

CASSIE NICHOLS - 2001 I am currently a career sailor and educator, teaching students about life in the 1800's for sailors and about the role of the American Privateer in the Revolutionary War. Currently I'm in Vancouver, WA. But when I'm on contract, I spend my time going up and down the west coast, working on 18th century replica vessels. This summer I'll be working as head educator on the 82' schooner Seaward. I think my experience at NWA taught me to be flexible and creative. I've found that in my work there are a lot of situations where you can't use a by-the-book educational approach.

If I'd known that I was going to end up working as a sailor, I probably would have paid much closer attention to physics and trigonometry classes. It seems like there won't be any useful application for it in the real world... until your instruments fail and you need to know where you are by getting a relative bearing.

ANDRE LAGLER -2001 I am currently in Chicago, working as a Financial Analyst for W.W. Grainger, the largest maintenance distribution company in North America. I graduated from Portland State University with B.S. in Economics and will begin my MBA shortly.

EMILY KATZ - 2001 I am working hard on my clothing line and playing lots of music as well. My band Love Menu is going on tour in April. You can listen to us here: www.myspace.com/lovenubymilykatz. Also, check out my food blog here: www.love-menu.blogspot.com.

BRENDAN WRIGHT - 2001 I am triangulating the world of comics, beginning with teaching comics and cartooning in a daytime class at The Northwest Academy. Having recently completed an internship at Northwest publisher, Top Shelf Productions, I am currently working on obtaining a paying job as an editor in the comics field. Hailed as one of the "slightly better known bloggers" on comics (<http://circumstantial.wordpress.com/2008/02/12/skyless-space-and-time-without-depth/>), I run the review and interview site, The Wright Opinion, which can be read at <http://thewrightopinion.wordpress.com/>.

JENNA LEE DIXON- 2000 I am studying education at Antioch University New England in Keene, NH. I am in the Integrated Learning Program (M.Ed.). The Northwest Academy reinforced my deep belief in the value of creative thought and expression. It's a community that encouraged and supported freedom of expression, engaging and dynamic curricula and accessible/caring/inspired/encouraging/demanding teachers who were/are working professionals in their fields.

NWA CALENDAR OF EVENTS

JUNE

2-5 Final Exams

6 Film Festival and All School Picnic

9 Graduation

9-12 Conferences

16 Alumni Picnic, Washington Park
5:00-8:00

MAY

26 Memorial Day - NO SCHOOL

ESPRIT!



The Northwest Academy's annual Esprit performance was held April 28 & 29 at the Winningstad Theatre in downtown Portland. Performed in the spirit of the musical Hairspray, Esprit 2008 showcased the hard work and accomplishments of NWA students in the performing and visual arts.

Waggener Edstrom Worldwide provided major support for Esprit 2008. Without the generous support of corporate partners like Waggener Edstrom Worldwide, The Northwest Academy would not be able to stage professional-quality productions such as Esprit. Thank you!



THE NORTHWEST ACADEMY
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