

Exeter at Gettysburg

(continued from page 7)

of General Longstreet and repeat to each other his Cassandra-like warnings to General Lee. We unfurl our maps and walk the mile across Emmitsburg Road, on the zigzag route of the Confederate infantry, which had been ordered to split the Union lines at the middle. Scrambling across the wood fences, it takes no imagination to be gripped with a soldier's fear of the withering fire that descended from the slope above. In our mind's eye, we see dead bodies carpeting the field in colossal carnage. We cross stone walls at "The Angle" and find "The High Water Mark" where Schubart reminds us how close Lee's army came to snatching victory. We find Lindsay Miller in front of a bronze plaque that salutes the bravery of her great-grandfather's Mahone's Brigade. She wonders aloud why he was not killed in that place and why she, therefore, is on this earth.

It is fitting prelude to the afternoon visit to the National Cemetery, which is busy with summer tourists but nonetheless remains empty of joy. The stories of the horrible burials of rotted corpses are retold, and the flat stones, arranged by state, are inspected with incredulity. So many are marked "Anonymous." The Gettysburg Address is read aloud as sacred American text, which it surely is. Cmdr. Victor Krulak '55, a retired Navy chaplain, seems especially quiet, as is Col. Dallas Brown '74, who has just returned from the theaters in Iraq and Afghanistan. The connection between the service of these men and the sacrifice of the soldiers at Gettysburg subdues the class. The Exonians are silent and solemn in this moment. The teacher says nothing. Young and old, men and women, doctors, public servants, students, entrepreneurs, artists and journalists are joined in the common communities of their broad country and their small New Hampshire school.

Later, at a gathering on the patio of our charming little inn, the mood changes—as if graduation is at hand. Three generations of Exonians arrange themselves into an ad hoc oval, sharing laughter, reminiscences and the warmth of a waning summer day. As the sun sets, Peter Ambler rises from his chair and offers an impromptu and hilarious performance of "Jubilation T. Cornpone." In a bold baritone voice, he sings verse after verse of an entirely forgettable spoof of Civil War leadership. But we have finished with a flourish and with sense of bonhomie that we first encountered at Exeter.

—E. Bruce Hallett III '67; P'02, P'06, P'11

ANJA S. GREER CONFERENCE CELEBRATES 25 YEARS

At the end of June, as summer vacation got under way, 215 high school teachers went back to school.

They came to Exeter from 35 of the 50 states and countries that included Colombia, Qatar, England, China and Peru, to attend the Anja S. Greer Conference on Secondary School Mathematics, Science and Technology, which celebrates its 25th anniversary this year. The annual weeklong conference is an opportunity for collaboration and discovery, where science and mathematics teachers learn about innovative technologies and their uses in the classroom from peer instructors.

"The conference is a great way for Exeter to reach out to the worldwide educational community and have an incredible impact," says Tom Seidenberg P'93, P'99, conference director and PEA instructor in mathematics. "And, I think we do this without a lot of fanfare. The conference isn't about Exeter or Exeter's teaching methods—it's about providing a venue for teachers to share ideas and be treated in a first-class manner while they are here."

Conference session topics—led by public and independent school teachers from around the globe—included how to incorporate tablet PCs into the classroom; the use of Google's free SketchUp program to teach 3-D geometry; and an introduction to Texas Instruments' TI-Nspire hand-held device, the next generation of graphing calculator. In addition to the regular sessions, each participant also enrolled in two of 64 seminar courses offered, which met for two hours every day.

Initiated in 1985 by Mathematics Instructor Anja Greer '81 (Hon.); P'81, P'83, P'94 as the Conference on Secondary School Mathematics and Computers, the program has evolved over the past quarter-century to keep pace with advancements in technology and the needs of educators. One of the most significant milestones came in 2001, when science courses were first offered alongside mathematics courses. "It is important for science teachers and mathematics teachers to talk—something that, in reality, seldom happens due to separate curricula, separate buildings, etc.," says Seidenberg, who has been conference director since 1994. Now, courses like *Physics for Mathematics Teachers* are helping to bridge the discipline divide and spark new methods of instruction.

In its 25 years, the conference has served thousands of high school teachers, many of whom return year after year. In a joint letter sent to Dean of Faculty Kathleen Curwen P'99, P'03, the peer leaders of the 2009 conference summed up the reason why: "Exeter has become that special place where educators intent on improving their craft come each summer to learn, to exchange ideas, to share frustrations, and to dream what is possible. [That] is why each June we make the pilgrimage back to Exeter."

—K.I.



Mathematics Instructors Philip Mallinson and Laura Marshall in The Geometry of Surfaces class.