



CISTERCIAN PREPARATORY SCHOOL



WELCOME TO CISTERCIAN

In the following pages we hope to introduce you to the Cistercians and to Cistercian Preparatory School. You will learn of the Cistercians' visions for educating young men, something of their 900-year history, and their arrival in Texas nearly 60 years ago.

A DEFINING VISION

The Cistercians came to Texas with a vision: to build a secondary school that would combine academic excellence with Christian faith, morals, and spirituality.

The time was ripe for such a school. In what later became known as the "Sputnik Crisis," the Russians shocked America by putting the first manned satellite into orbit. In order to surpass the feat by putting a man on the moon, America would need to make quantum leaps in math and science education.

At the same time, an expanding world called for more and better forms of communication, which in turn necessitated an overhaul of the way we were educating students in language skills, literature, and the arts. Finally, a rapid erosion of social values, the separation of faith from reason, and a generation's growing alienation from religious traditions demanded new ways of teaching Christianity, a new vision of the human being, and new directions along the path to God.

The Cistercians' outlook on life served as the basis for their educational philosophy. Foremost in their mind was the conviction that the search for God was the purpose of every human life. They also sought to promote all human values and integrate all forms of learning into the journey toward God.

As refugees from post-war Communist oppression, the Cistercians were eager to link their concept of "liberal arts" with the promotion of the individual's freedom. They understood from their own experience that human freedom is the only possible context for genuine learning and loving. Their exploration of the world demanded both self-

discovery and discovery of other human beings as spiritual creatures and, therefore, as children of one family. Such a vision of the human being led to a style of education that links knowledge to responsibility for the proper stewardship of creation, and to an openness to the past and future.

The Cistercians' philosophy accounts for a number of innovative practices. They committed themselves to a rigorous, integrated 8-year curriculum (grades 5-12) in theology, language arts, math, science, history, and fine arts. Such a curriculum implied that serious academic work should begin at age 10. It also created continuity in a student's education from childhood through adolescence.

To organize and administer the school, the Cistercians introduced the Form Master system. A Cistercian priest was assigned to each of the entering classes to oversee their personal, academic, and spiritual growth for the full span of eight years. The Form Master would seek to create a community among the students and their parents, and a sense of identity for each form.

Having a consistent Form Master also personalized the counseling of students by providing parents an educational partner with a long-term view of the development of their child. At the same time, unity and consistency in instruction and discipline were maintained. Finally, the Form Master provided deep and permanent ties between the Abbey and the School. The very nature of monastic life made this system possible, for the monks have bound themselves to the Abbey by a vow of stability.

TRADITION AND TRADITIONS

FOUNDATIONS IN HISTORY

Cistercians draw inspiration and wisdom from several traditions. Most ancient is the Catholic Christian Tradition expressed in the Old and New Testaments and in the living doctrine of the Church. This Tradition, the only one spelled with a capital T, is the foundation for Cistercian.

We also draw on the tradition of Western monasticism, a way of life that found its classic formulation some 1500 years ago in the Rule of St. Benedict. The monastery's main function, St. Benedict wrote, is to become "a school for the Lord's service" in which the monk listens for the Word of God in order to let the Word shape him and his relationships.

The Cistercian tradition itself dates back 900 years to the foundation of the monastery of Cîteaux (Cistercium in Latin) in France. The first Cistercians sought to follow St. Benedict's Rule more "authentically" by living a life of simplicity, by "being poor with the poor Christ," by balancing prayer and work, and by recovering in their own day the fervor of the earliest Christian community which gathered around the apostles.

In the 18th century, Cistercians were faced with the upheavals of modern times – the French Revolution, the Enlightenment, Josephinism, the secularization of society. The Cistercians of the Abbey of Zirc in Hungary responded by forging a new tradition. They combined the education of youth in secondary schools together with their monastic life.

Almost two hundred years later, monks from the Abbey of Zirc found their way of life threatened once again. The post-war Communist regime in Hungary suppressed the abbey's five schools and drove many of the monks into exile. Led more by Providence than by any well-planned strategy, this group of monks eventually brought their tradition of monastic life to Texas.

THE CISTERCIANS IN TEXAS

The first Cistercians came to Texas to help found the University of Dallas. Nine were invited to join the original faculty of the University in 1956. In the same year, an unexpected uprising against Communist oppression in Hungary opened the border for another group of Cistercians to escape and join the community already forming in Texas.



While teaching at the University of Dallas, the Cistercians never lost sight of their tradition in secondary education. For this reason they responded enthusiastically when a group of parents under the leadership of Mr. and Mrs. Patrick Haggerty and Mr. and Mrs. Bryan Smith approached them to start a school for talented boys.

FROM THE FIRST DAY OF SCHOOL TO THE FIRST GRADUATION

Cistercian Preparatory School began in 1962 in a rented residence on the campus of Ursuline Academy in North Dallas. That year, fifty boys in grades 4 and 5 began the long, arduous journey towards Cistercian's first graduation. Fr. Damian Szödényi, the school's first headmaster (1962-69), was able to instill enthusiasm into a group of pioneering parents and students ready for the new enterprise.

In 1964 and 1966 the first school buildings were constructed on Abbey grounds. Having added a new grade each year, Cistercian finally graduated its first seniors in 1970. Fr. Denis Farkasfalvy, the second headmaster (1969-74 and 1975-81), fleshed out a stable curriculum, established electives and extracurriculars, expanded the facilities, and began increasing the enrollment.



FURTHER GROWTH AND EXPANSION

In the late '70s it became clear that a solid sports program, diverse extracurriculars, and financial stability called for increased enrollment. This became possible through the creation of new classrooms and the addition of a separate science building, constructed under Fr. Bernard Marton, the third headmaster (1981-96). In 1992, the School and Abbey built Cistercian's magnificent church to accommodate the needs of the increased student body and the Abbey. Fr. Peter Verhalen, the first alumnus to serve as headmaster (1996-2012), oversaw the full expansion of the enrollment to 350 students and built out the campus to include a library and art building (1998), renovated track and athletic fields (2000), a music room and theater (2002), and the addition of a new gymnasium (2003).

STARTING THE SECOND FIFTY YEARS

With a successful 50th Anniversary Capital Campaign, Cistercian acquired undeveloped land to its east, expanding to its current 82 acres and providing a much appreciated buffer from any neighboring development. Furthermore, both the Upper School (2008) and Middle School (2009) buildings were completely renovated to update heavily used classrooms, increase energy efficiency, and introduce modern technology.

In 2012, Fr. Peter was elected Abbot, and Fr. Paul McCormick succeeded him as Headmaster. Realizing the final fruits of the campaign, Fr. Paul oversaw construction of a new entrance, chapel, and courtyard (2014). This project has provided much needed additional office and seminar space, united the campus geographically, and includes a beautiful sanctuary for prayer and quiet reflection in the heart of the School.

The future of Cistercian as a School and Abbey has been guaranteed for the next generation by the influx of 13 young men who have entered the monastery beginning in the year 2003 and are already teaching, coaching, and mentoring in the School as they live out their vocations of prayer and priestly ministry. Sixteen monks are currently teaching in the school.



FACULTY

The Cistercian faculty are held to high academic and personal standards. They must take an active interest in the boys' personal development and identify with Cistercian's educational philosophy. They are expected to hold at least a master's degree in their teaching field. It is also important that faculty members, both religious and lay, continue to advance academically. A significant number have earned their doctorates. All cultivate an intellectual life by giving lectures, writing articles, creating teaching materials, and attending workshops and summer courses.

While maintaining a stable faculty, Cistercian is always seeking talented teachers. The numbers say much about their stability and continuity:

- The 52 men and women on the faculty have taught at Cistercian for an average of 18 years.
- 13 faculty members are true veterans, having taught at Cistercian for over 20 years.
- The Cistercian priests are, as a matter of course, the most stable of the faculty: 16 Cistercians currently teach on campus.
- Nine faculty members are Cistercian alumni.
- 81% of the faculty hold a master's degree; 17% are PhD's.



ADMISSIONS

With each new group of First Formers, Cistercian strives to put together a class of highly motivated boys with a diversity of backgrounds and talents. The Admissions Committee uses several criteria in making their decisions.

The admissions test itself includes an aptitude test, a test of reading comprehension, and a test of math skills. A writing sample reveals not only an applicant's writing skills but also his clarity of thought and his personal and creative responses to the world in which he lives. Teacher recommendations also play a role in acceptance. An informal observation, conducted during the admissions test itself, provides additional insight into a student's qualifications.

The application process offers the applicant's family several opportunities to learn about the Cistercian program. In addition to the Admissions Packet and online resources, an Open House in the fall provides families with a chance to visit the school and observe students and teachers in their regular routine. Families may also schedule personal tours with the Director of Admissions. While the boys are taking the admissions test, parents are invited to tour the school and learn about the program from current Cistercian students.

Interested parents may begin requesting Admissions Packets for the following academic year in early September. Testing takes place on the last Saturday in January and the first Saturday in February on the Cistercian campus.





PRAYER AND LITURGY

Fostering each boy's spiritual life is an essential aspect of life at Cistercian. The entire student body gathers to open the academic year with a Mass of the Holy Spirit and closes the year with a Mass of Thanksgiving. Another Mass for the whole school marks the end of the First Semester and the juniors' reception of their senior rings. Each Form attends Mass with their Form Master once a week. In addition, the Headmaster celebrates Mass for the entire Upper School once a month.

The sacrament of reconciliation is offered to the students of each Form four times a year. In the School's new chapel students and faculty may attend Mass before morning class, visit the Blessed Sacrament throughout the day, or just find a quiet place for prayer in the presence of Christ. Through an annual retreat the students in each form have the opportunity to grow in their spiritual life and to develop the community of their class. Two traditional prayers mark the beginning and end of each day.

DAILY OPENING PRAYER

Lord, may everything we do begin with your inspiration, continue with your help, and reach perfection under your guidance. We ask this through Christ, Our Lord. Amen.

DAILY DISMISSAL PRAYER

We give you thanks, almighty God, for all your blessings. You live and reign forever and ever. Amen.

FORM ONE: THE JOURNEY BEGINS

Form I, or Grade 5, marks the beginning of a student's 8-year career at Cistercian. The Admissions Committee puts together a talented and diverse class of about 40 boys. A typical First Form will include students from as many as 25 area schools and will represent a mix of economic, social, racial, and religious backgrounds. Three in four boys are Catholic, one in four is a person of color, and one in five is awarded financial aid.

Students come to Cistercian with a variety of educational backgrounds. In Form I, they begin to lay a foundation that prepares them for the rest of Cistercian's rigorous program. They also acquire basic study skills, learning to keep track of their assignments, manage their homework, and study appropriately for different types of tests.

They also assemble the building blocks on which the rest of their Cistercian education will rise – solid foundations in math, an understanding of the scientific method, and the development of their reading and writing skills. A first course in Latin helps them form grammatical concepts common to many foreign languages as well as

English. Their religion course establishes a common foundation for the fundamentals of Christian faith as expressed in the articles of the Apostles' Creed. During their first year, they also take their first steps toward forming a community. They begin to know themselves and their classmates, form bonds of respect through competition and mutual support, and learn to share knowledge, work, and responsibilities. Their creativity and joy in learning flourish in an environment filled with challenge, structure, and encouragement.

Under the guidance of their Form Master, they explore their interests, discover their talents, and expand their limits. Present throughout the school day, the Form Master receives students in the morning and dismisses them in the afternoon. He accompanies them to their weekly class Mass and fosters their personal response to God, whom they encounter in Scripture and sacrament. For all their needs, students and parents alike turn to the Form Master, who thus provides the basis for their identity as a group.



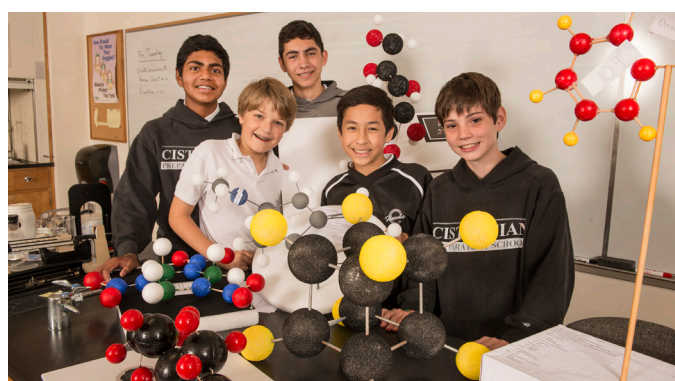


MIDDLE SCHOOL: A CURRICULUM FOR GROWTH

In Middle School (Forms I-IV, grades 5-8), boys work through a curriculum that combines the best of the classical and modern traditions. The language arts program consists of four years of Latin in addition to English and English Lab (grammar and composition) classes. In their Latin studies, Form IV students reach the point of reading Latin texts. Thus, they acquire a skill that opens them up to the riches of Western culture from the ancient world through the Renaissance.

At the same time, students also learn to reflect on the way a language works. In their English Lab classes, they study traditional English grammar, diagram sentences, and work on compositional skills. In their English classes, students explore and begin expressing themselves in response to the imaginative worlds of such master writers as Lewis, Shakespeare, and Dickens.

The religion course of Form I covers the fundamentals of Catholic Christian doctrine through a study of the Apostles' Creed. In Form II religious and moral practice is dealt with through a study of the Ten Commandments and the liturgy



of the sacraments. The study of Scripture follows in Form III (Old Testament) and Form IV (New Testament). These courses not only introduce students to the stories and teachings of the sacred texts, but they also teach them to find in Scripture responses to the concerns in their own lives.

The math curriculum moves the students beyond arithmetic skills and informal geometry to algebra, from working with numbers to the underlying theory. Students learn both the tools of the scientific method and the structures and laws of the world around them as they take courses in earth science, life science, physical science, and chemistry. After elementary instruction in typing and programming, students learn to use the computer as a tool for finding, presenting, and storing information. Art and music classes assure the aesthetic dimension of a classical formation for all students in Middle School.

The Social Studies program in the Middle School moves in four years' time from a broad sweep of the history, cultures, and geography of the two hemispheres of the world to a more focused

EXTRACURRICULAR ACTIVITIES IN THE MIDDLE SCHOOL

The four years of the Middle School provide many opportunities for students to pursue extracurricular activities. Once a semester each form goes on a class outing so that students may spend a full school day relaxing together away from the campus.

Annual retreats help the students relate to one another as God-seeking believers who should develop their spiritual life according to the rhythm of their overall intellectual and emotional growth.

Through a variety of other extracurricular activities, students can discover and pursue interests outside the classroom.

- Field studies to museums and concerts bring the students to the best artistic events in the Metroplex.
- The annual Middle School Drama gives students in Forms III and IV the chance to perform on stage and work behind the scenes.
- The School's student newspaper and literary magazine provide opportunities for Middle School authors and artists to publish their work.
- The Math Club prepares students to study especially challenging math problems and to participate locally and around the state in math competitions.
- The competitive sports program allows students in Forms III and IV to learn a sport while experiencing the special joys of belonging to a team.

All these activities are tools that can heighten self-awareness, develop community, and extend learning to include all facets of the individual's talents and interests.



study of major events, and individuals and their social impact here in the United States, in Texas, and even in the very families from which our students come. Historical inquiry and geography are studied together as an integrated discipline, where both physical and historical maps provide an indispensable context for understanding the past.

An important aspect of the Middle School curriculum is developing the students' desire for academic excellence. Since the same faculty teach both Middle and Upper School classes, teachers come to each Middle School course with the perspective of the whole curriculum and higher academic standards. In this way the Middle School

in its entirety serves the ideal of a well-educated young man, an ideal that will be reached at the end of the Upper School curriculum.

Another vitally important aspect of the Middle School program is building community. This happens through sharing the same academic experiences – the challenge, excitement, competition, and mutual help students encounter in all subjects. Travels through Narnia, model rocket projects, a class trip to Austin and San Antonio—these specific academic experiences often become part of the traditions of each class, since all boys study the unified curriculum and are instructed by the same faculty.







UPPER SCHOOL: DEVELOPING THE FULL POTENTIAL

Upper School (Forms V-VIII, grades 9-12) students encounter the same strong classical and college preparatory curriculum taught by the same excellent faculty as in Middle School, but now are challenged with a more mature style of learning and of developing community life. Honors courses make up the entire Cistercian curriculum, and while the School chooses not to designate any courses as "AP", the rigor of the Upper School program is such that most students choose to take Advanced Placement tests in several subjects.

While the required curriculum is intended as a scaffold on which to hang secure intellectual inquiry, students are also asked to venture beyond it, to explore their interests by choosing one elective course each semester. Elective offerings are widely varied, depending on student interest. They range from multiple aspects of the Arts (e.g. Painting, Printmaking, Encaustics, Acting, Architecture, Opera, Cinematic Film, Photography, etc.) the Humanities (e.g. History of WWII, Space Exploration, Sonnets, Creative Writing, Plato, Latin, Languages, Economics, etc.) to Science/Technology (e.g. Geology, Android Programming, Robotics,

Engineering Projects, Mathematics, etc.). Current faculty as well as alumni and outside professionals often offer specialized electives in their field of expertise.

The four years of Upper School culminate in a senior year that demonstrates the level of intellectual depth at Cistercian. All seniors take college-level courses in World Literature, United States Government, Calculus, and in a laboratory science (Biology, Chemistry, or Physics). At the same time they complete their fourth year of Language (either Spanish or French). In the theology program, having already studied Christian Doctrine (Form V), Moral Theology (Form VI), and Church History (Form VII), the seniors pursue a comprehensive study of world religions, critiquing and evaluating them from the viewpoint of the Christian faith. Plus, they are required to complete a Senior Project in an academic area. Through an arrangement with the Dallas County Community College System, Cistercian seniors also have the opportunity to receive college credit for some of their courses.

As a student progresses through the years of Upper School, the increasing expectations for



depth of study are accompanied by an expectation for increased depth of personal relationships. The Form Master who led his class in the Middle School continues to work with the same boys in the Upper School. His role as guide and counselor is emphasized more and more as his students mature through adolescence. He is involved in their spiritual formation and assists the boys and their parents in developing a healthy, constructive, and enjoyable social life. Working with the College Counselor, he helps the boys in their efforts to determine their goals in life and the direction of their personal growth. In addition to the Form Master, students find true role models and mentors among the members of the faculty, people who can shape and promote their intellectual growth in both academic pursuits and artistic endeavors. Students will also find priests and lay persons from whom they can receive guidance in their spiritual life, during the high school years and often throughout their entire lives. In every case, the Upper School student will find faculty who respect him and challenge him to fully develop his potential.



LIFE BEYOND THE CURRICULUM

Life at Cistercian is more than academic learning. Extracurricular activities develop students' athletic and artistic talents as well as their leadership skills. They also allow students to become involved in new experiences and to discover talents they would not otherwise suspect.

Through the athletic program, Cistercian students learn the skills of various sports, develop their natural abilities, and acquire the virtues needed for teamwork. Beginning in Form III, Cistercian sponsors teams in cross-country, football, basketball, soccer, swimming, tennis, baseball, and track. Every year more than 80% of the students participate in at least one sport. Most students participate in a sport each season. Upper School teams compete in the Southwest Preparatory Conference (SPC), traveling within Texas (Houston, Austin, San Antonio) and to Oklahoma.

Cistercian students are also given the opportunity to be active in volunteer works of charity. Cistercian does not require students to accumulate any fixed number of service hours but strives to instill in them the desire to serve others freely.

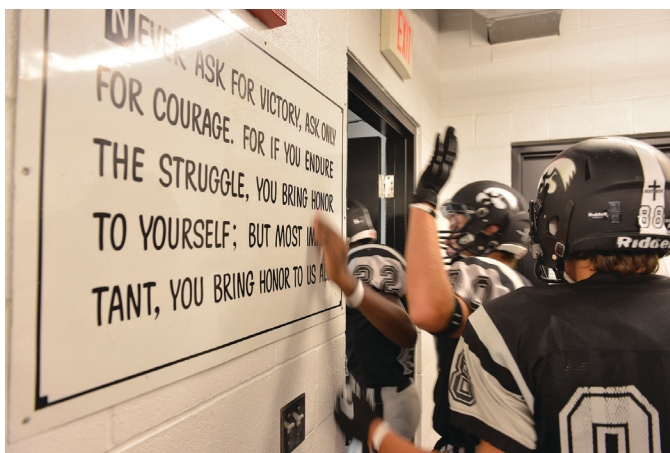
The Community Service Council organizes projects for students of all forms. Recent projects have included collecting groceries and gifts for underprivileged families, helping with the Special Olympics, tutoring underprivileged children, and traveling with the Diocese of Dallas to Central and Latin America on summer missions. Each summer a rising senior is selected to travel to Sierra Leone to assist on a medical mission with Southern Eye Institute.

In addition, students from local girls' schools join Cistercian boys in hosting an annual dance for youngsters with Down Syndrome for an evening as memorable for the hosts as the guests.

Each spring Cistercian hosts an arts festival, an extracurricular activity for the entire Upper School. An entire day is dedicated to art workshops on campus. Of the 15-20 workshops available to the students, some of the most popular have been a metal sculpting workshop, didgeridoo, improv, encaustic painting, and film production. The festival culminates in a juried show of student art produced during the school year.

The Student Council provides an opportunity to learn the skills of organizing dances and parties as well as representing the interests and concerns of the student body before the faculty and administration. School dances and post-game parties are found throughout the fall and spring calendars. In late fall, Cistercian hosts an annual volleyball tournament for Cistercian students and girls from local schools. After months of planning by the Student Council and the Parents Club, the Cistercian Homecoming takes place in the gymnasium, which parent and student volunteers transform into such improbable settings as an African forest, a medieval castle, or a '20s-era speakeasy. The Cistercian Prom caps off the year with an elegant evening for juniors and seniors.

Cistercian organizes still further activities that allow students to pursue their talents and interests. Boys with an interest in writing and publications can work on the yearbook, a school newspaper, and





literary magazine. Annual interscholastic academic conferences, such as the Flannery O' Connor Colloquium organized and hosted by Cistercian in Fall 2014, provide an excellent opportunity for students to publicly share and discuss their academic work with students from peer institutions. The Academic Quiz Bowl Team and the Math Club have both earned state and national recognition.

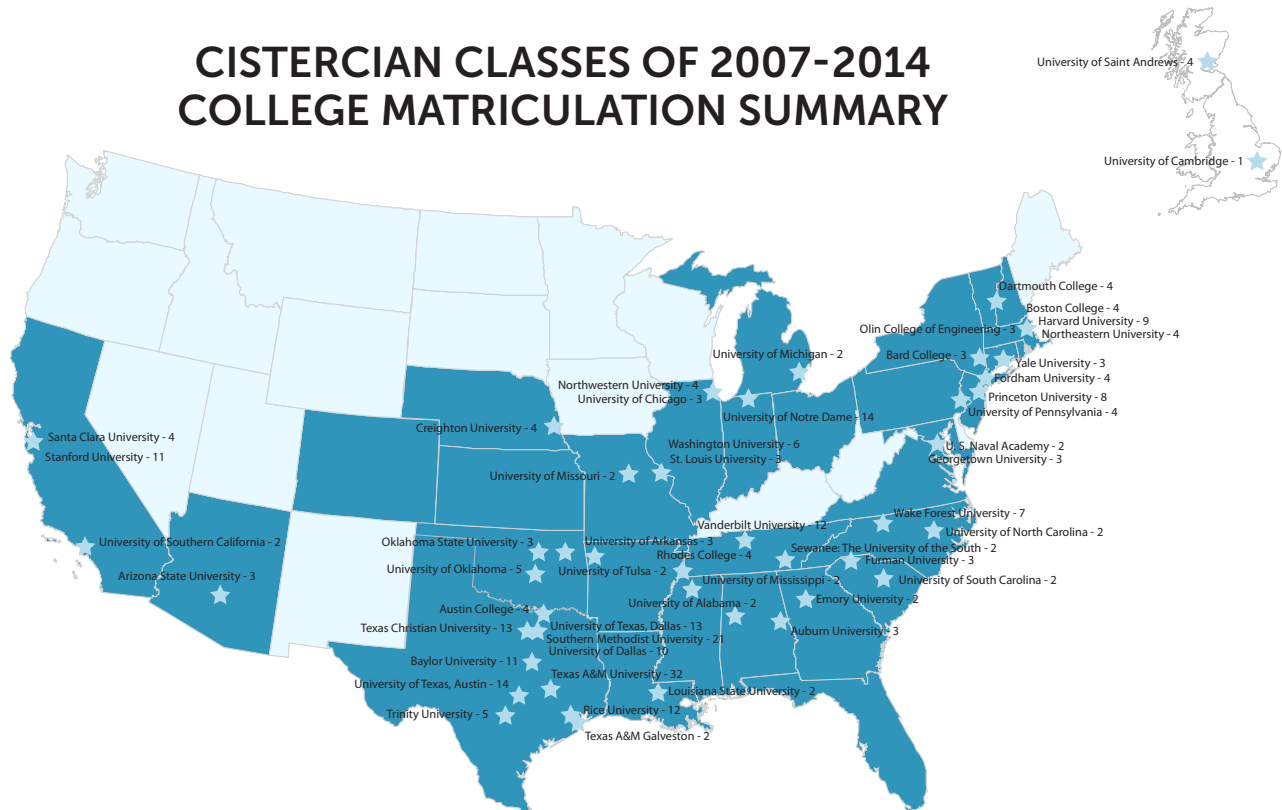
In support of the boys' education, Cistercian strives to build a community among the parents. They get to know one another through socials organized for the parents and faculty of each Form as well as through volunteering to help sponsor

social events for the boys. Parents interact by helping with the organization and decorations for the students' social events. They also host Open Houses at the school for prospective parents and their sons. They help with the students' class outings and Christmas parties, staff the bookstore and the concession stand at sporting events, and also volunteer in the library and organize the annual Cistercian Book Fair. Through their volunteer efforts, the parents serve the school as well as contribute to their sons' extracurricular and social activities, and in so doing, parents join our efforts to build the whole Cistercian family into a coherent community.





CISTERCIAN CLASSES OF 2007-2014 COLLEGE MATRICULATION SUMMARY



The students in the Cistercian classes 2007-14 have enrolled at 84 different colleges and universities: 23 state supported universities, 13 Catholic colleges and universities, 11 different colleges and universities in Texas, 3 colleges and universities out of the country, 73 colleges and universities in states outside of Texas.

A partial list of the universities at which the graduates of 2007-2014 have enrolled:

Arizona State University	Northwestern University	University of Michigan
Auburn University	Oklahoma State University	University of Mississippi
Austin College	Olin College of Engineering	University of Missouri
Bard College	Princeton University	University of North Carolina
Baylor University	Rhodes College	University of Notre Dame
Boston College	Rice University	University of Oklahoma
Columbia University	Santa Clara University	University of Pennsylvania
Creighton University	Sewanee: The University of the South	University of Saint Andrews, Scotland
Dartmouth College	Southern Methodist University	University of South Carolina
Duke University	St. Louis University	University of Southern California
Emory University	Stanford University	University of Texas at Austin
Fordham University	Texas A&M University	University of Texas at Dallas
Furman University	Texas Christian University	University of Tulsa
Georgetown University	Trinity University	Vanderbilt University
Harvard University	U.S. Naval Academy	Wake Forest University
John Hopkins University	University of Alabama	Washington University, St. Louis
Louisiana State University	University of Arkansas	Yale University
Massachusetts Institute of Technology	University of Chicago	
Northeastern University	University of Dallas	



Cistercian Forms remain connected even beyond graduation. The Form Master-student bond also remains strong.

GRADUATES: THE LEGACY OF CISTERCIAN

FRANK FEHRENBACH '91

BACKGROUND

Frank Fehrenbach is a Managing Director and leads the Relationship Management, Corporates business in the Americas for Deutsche Bank Securities, Inc.

Frank is responsible for the development and execution of client strategies for key Corporate relationships. In this regard, he oversees cross-corporate and investment banking synergies, growth projections, and development opportunities for these clients. Frank also oversees the Chief-of-Staff role for Investment Banking Coverage and Advisory and oversees production of a weekly client research publication, *Executive Focus*.

Frank is the co-founder of Veterans on Wall Street (VOWS), a financial services initiative that focuses on veteran employment and education. He also serves on the boards of the Catholic Guardian Services and the Kellogg Alumni Council of Northwestern University. He earned an MBA from the Kellogg School of Management at Northwestern University, a JD from Northwestern University School of Law, and BS from the Wharton School at the University of Pennsylvania.



CISTERCIAN'S IMPACT

"Cistercian gave me confidence academically and a foundation for every academic pursuit in my life. In the 21st century, successful people are in a constant state of education, training and learning. If one can graduate from Cistercian, he will be well prepared and will excel in all future academic pursuits. For me, attending an ivy league school, law school, business school—although challenging, was achievable due to the core built at Cistercian (and these schools were often easier than Cistercian!).

The friendships that I developed at a young age have stayed with me. Many of my closest friends and mentors have all come from Cistercian, and I cherish these relationships to this day. Many years after one graduates, he will still have a durable bond to classmates, families and teachers from Cistercian.

Finally, Cistercian laid the foundation for my moral compass. I work with and advise many of the world's largest companies across many industries. You will face moral challenges; whatever your skills can build for you, your character can destroy, and Cistercian was instrumental in instilling integrity and character."

ANDRÉS RUZO '05

BACKGROUND

Ever since he was a boy, Andrés had been fascinated with nature, animals, and volcanoes, but issues with math kept him from considering the sciences as a career. All that changed when he worked on an active volcano in Nicaragua, realizing that he wanted to change the way humans produce and use energy by harnessing the earth's natural heat. He graduated SMU with degrees in Geology and Finance, focusing on geothermal energy (green energy produced from the earth's heat). Now in the SMU Doctorate Program in Geophysics, he will finish his Ph.D. in May 2015.

Andrés' geothermal research has taken him to five continents. He was named a National Geographic Explorer in 2011, and has been featured on the National Geographic Channel, Magazine, textbooks, blog, and website. He has spoken at "TEDx" conferences in the U.S. and in Nicaragua. His research has been awarded support and recognition from National Geographic, Google, the Geothermal Resources Council, Greenpeace, and the American Association of Petroleum Geologists, as well as privately held companies.



CISTERCIAN'S IMPACT

"Cistercian was a challenging environment for me, as I was pushed to new limits academically and spiritually. What kept me in Cistercian even when I felt like throwing in the towel was my Form Master, Fr. Paul. He believed in me even when I didn't believe in myself. He has remained one of the most important positive influences in my life, and his mentorship has been Cistercian's greatest gift to me. For eight years, I witnessed Fr. Paul live his faith daily—a faith that turns struggles and hardship into personal growth, and one that assures that God never gives us more than we can handle."

JEFF LOCKHART '93

BACKGROUND

Jeff Lockhart is the Manager of Athletic Forum and Programs in The Office of the Vice President at Southern Methodist University. He manages the SMU Athletic Forum, Doak Walker Award, SMU Athletics Hall of Fame ceremony, as well as fundraisers for both football and basketball. Prior to SMU, Jeff worked at Young President's Organization (YPO) producing international events in 10+ countries including China, France, Italy, and United Arab Emirates.

Jeff began his career following graduation from Tulane University, where he was a four year track and field letterman, and two year captain of track and field while earning a bachelor's degree in English with a minor in psychology.

Jeff holds an MBA from SMU. He serves on the board of directors of the National College Football Awards Association (NCAA) and the Dallas Running Club (DRC). Jeff is a Big Brothers and Big Sisters Mentor.

CISTERCIAN'S IMPACT

"Cistercian is a special place that prepared me to be successful academically and athletically, but the thing I value most about my Cistercian experience is the lasting relationships and friendships. I have built great relationships with not only my classmates but also with alums from before and after my time at Cistercian. I truly value the special relationships I still have today with many of my former teachers and coaches."



JON REISCH '98

BACKGROUND

Jon Reisch developed an interest in film-making and effects from an early age, shooting movies in his backyard sandbox. When Reisch was 15, his dad took him to hear legendary ILM visual effects supervisor Dennis Muren speak at a local film festival about his work on the "Star Wars" saga. After that, he knew he wanted a career in film and visual effects.

Attending Texas A&M University, Jon graduated with a bachelors degree in Environmental Design, and continued his education in the Visualization Sciences master's program.

Jon joined Pixar Animation Studios in 2004, during the production of Golden Globe®-winning feature "Cars." Since that time, Reisch has contributed to effects development and shot work on Academy Award® winning features "Ratatouille" and "Up," and Golden Globe®-nominated "Cars 2." Reisch supervised effects work on several "Cars Toons" shorts and most recently on Disney•Pixar's 2013 feature, "Monsters University." Reisch received two Visual Effects Society Awards and was also twice nominated for an ASIFA-Hollywood Annie Award. He is currently the effects supervisor for Disney•Pixar's "The Good Dinosaur," scheduled for release in fall of 2015.



CISTERCIAN'S IMPACT

"Cistercian will always be an incredibly special place to me and my family. In the eight years from first form to senior year, I grew up there, through some of the most pivotal years of my young life. I watched my younger brothers, Danny and Kit, grow up there as well. Years later, my wife and I were married by Fr. Gregory, my form master, in the Abbey Church. I realize now how grateful I am for the incredibly generous gift of time, love, and community that the monks, faculty, and staff have given to so many of us over so many years, and how grateful I am to my parents for the opportunity they provided for my brothers and me to be a part of that community."

CHARLIE MILNER '99

BACKGROUND

Charlie was always interested in how things worked. Airplanes, cars, and computers were all fascinating. After leaving Cistercian, he attended Texas A&M and studied Computer Engineering. After graduating, he got what he thought was a dream job working for Boeing in Long Beach, California designing and constructing aircraft.

While working as an engineer, Charlie found that while engineering was fascinating, the business world was just as interesting. Charlie earned his MBA from USC and later joined PwC as a Management Consultant. Today, Charlie is a director in Strategic Planning at Southwest Airlines where he is responsible for the airline's long range fleet planning and competitive strategy.

CISTERCIAN'S IMPACT

"Cistercian had two key impacts on my life. The first is the religious teaching and mentoring provided by Cistercian. It has created a deep-rooted Catholic faith that would have been difficult to duplicate elsewhere. On the academic side, the curriculum at Cistercian forced me to be well rounded rather than focused on my favorite subjects. Some schools would have put me on a math and science track, allowing me to slack off in other areas. Little did I know at the time that Cistercian's education in English composition and rhetoric would be vital to my success as a business executive."





Cistercian is located on 82 wooded acres of Las Colinas in Irving,
across Highway 114 from the University of Dallas.

Please visit our website: www.cistercian.org/school

You can contact us at admissions@cistercian.org or 469-499-5400 for admission information.



*Cistercian Preparatory School does not discriminate on the basis of race, color, creed,
or national or ethnic origin in the administration of its admission and education policies,
financial aid programs, athletic programs, and other activities.*

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