THE GLEANER

THE MAGAZINE OF THE WOODSTOCK ACADEMY

WINTER 2016

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THE MAGAZINE OF THE WOODSTOCK ACADEMY | WINTER 2016 | VOLUME 1, NUMBER 1

Headmaster
Christopher Sandford

Director of Communications and Editor
John A. Lahtinen

ON THE COVER

Front: Academy Building artwork by Teacher of the Year, Gloria Hanczar

Back: Academy Building artwork by Teacher of the Year, Gloria Hanczar

MISSION STATEMENT

The mission of The Woodstock Academy is to prepare all students for a lifetime of learning by providing academic rigor, a safe environment, and a diversity of educational experiences which will foster a sense of respect for self and others, and will encourage active investment in family, school, community, and the world.

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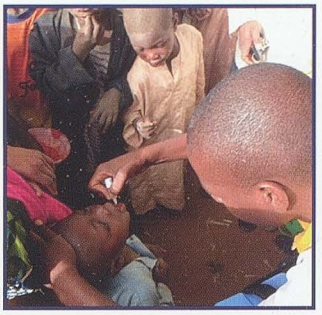

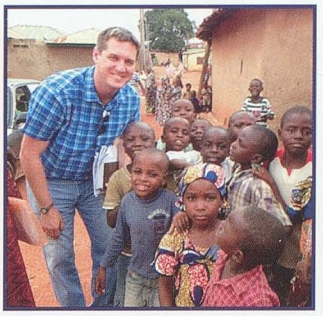

Alumnus **John Vertefeuille '91** was awarded The Academy's Distinguished Service to Society Award during Homecoming Weekend. Read more about John and his incredible effort to eradicate polio and other infectious diseases from the world on **page 11**.

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1801 SOCIETY
THE WOODSTOCK ACADEMY

For more information about giving to
The Woodstock Academy
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or contact Jonathan Sturdevant at (860) 928-6575
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FROM THE ADVANCEMENT DIRECTOR

On behalf of all of us here at The Woodstock Academy, it is my pleasure to reintroduce our magazine, *The Gleaner.* Originally published in 1893 after Ely Ransom Hall established The Woodstock Academy Alumni Association, the Gleaner has appeared in various forms and time periods. We have decided to bring it back and hope you will find it to be a valuable source of information for many aspects of The Academy. Over time, you can expect to read about our students, alumni, and faculty making an impact right here in the quiet corner, and all over the world. We will keep you informed about campus life, opportunities to get involved, and new initiatives.

I am now well into the middle of my second year at The Academy, and it has been a rich experience so far. As I reflect on what we have been working toward, I feel the need to explain the meaning of my role. If I had a dollar for every person who has asked me what "advancement" means, the development portion of our responsibilities may be well covered. Well, the truth is that it takes on many different forms depending on the institution. Here at The Academy, Advancement currently includes everything related to development, annual giving, communications, alumni relations, and anything else that could be considered a part of these areas (planned giving, media relations, etc.). In short, the role of our team is to promote, progress, improve, and provide support for the entire Academy community so that our students, faculty, and alumni have every opportunity possible.

As you can see through this new edition of The Gleaner, we are blessed to have a strong communications team. We are also now making a concerted effort to connect and engage with more of our alumni, parents, and friends in the local area, around the country, and internationally.

In the past year, we have held events in:

- Beijing, China
- Boston, MA
- Burlington, VT
- Chicago, IL
- Guangzhou, China
- Hong Kong, China
- Naples, FL
- New York, NY
- Norwich, CT
- Palm Beach, FL
- Putnam, CT
- San Francisco, CA
- Siesta Key, FL
- Shanghai, China
- Woodstock, CT

We increased the number of people on our team as Jacky (Brown) Putnam '08 came on board in July as our Director of Alumni Relations. Many of you have already heard from her several times, and you will be used to seeing her correspondence. Among other initiatives, Jacky has been working to create a new online community called Woodstock Academy Connect, and we're excited about the connections and networking options it will help create between alumni and other members of The Academy community.

In order to boost alumni and parent giving participation and overall support for The Academy, we launched the 1801 Society last November. To date, more than 70 members have committed to give to The Academy Fund each year at a certain designated level. These gifts help enhance faculty and staff professional development, faculty grants, student activities and travel, as well as athletics and the fine arts. Most recently, these funds helped us complete the renovation of the Alumni Field House.

It is my privilege to serve in this role, and I look forward to working with many of you as together, we continue to build on the excellence and tradition of The Woodstock Academy.

-Jonathan Sturdevant

For more information on ways to **support The Academy,**
contact **Jonathan Sturdevant** at:
(860) 928-6575 ext. 1146 or
jsturdevant@woodstockacademy.org

ALUMNI SPOTLIGHT

In the late 1970's, The Woodstock Academy had few art classes and very limited art resources. Here we meet ***Pauline Delin****, class of 1981, and a group of what she would call "brave" students, determined to hold onto their love of art. Thirty years later, Delin has made her passion for the fine arts into a career by taking over her father's paint restoration business, Delin McElory Conservators, in Medway, MA. While working to clean The Academy's beloved Henry C. Bowen portrait by J.J. Sawyer and restore the William B. Marcy portrait by B.F. Carpenter., we caught up with Delin to learn a little more about her life after The Academy.*

After leaving The Woodstock Academy, where did you continue your education?

I attended Boston University's School of Fine Arts for three years as a Painting major before heading to the Art Institute of Boston where I continued taking studio classes until 1987. I began restoring paintings in 1984.

What has your career path looked like? How did you end up with a painting restoration company?

Like most college students, I needed some money so I worked nights as a bartender and took classes during the day. After about five or six years of art school, my father asked me if I wanted to join him in restoring paintings.

What do you love about your job?

There's a lot to love about my job. I think the obvious answer is that I get to restore history. I get to take something that could conceivably fall into complete disrepair and pull it back to life so it can continue on. On a smaller, more personal scale, because I'm an artist and have such a great respect for the pieces, it's nice to think that at some time there was an artist who sat at an easel and poured their heart into this. Somebody loved it and cared for it enough to bring it to me. And I loved it and cared for it enough to bring it back. I like to wonder what that artists' response would be.

What are some of the biggest challenges you face when restoring a painting?

There are challenges of running a business like this. First off, it's a business so it has to work that way. I'm ethically bound to treat every painting with respect. Most of my clients are people who buy and sell paintings. Sometimes I grapple with knowing that a painting may not bring the kind of money that you have to sink into it. I have to give options and try to do the best thing for the painting, do the best for the client, and do the best for me and my business. It's tough! There are some times when people will walk out saying, "You know what, it's not worth it," and I want to grab them at the coattails and say, "No, hold on, I'm sure there's something we can work out!"

Some of the technical parts that come to mind, would be when I have a ship portrait. Ship portraits can have a lot of great detail in the rigging; when artists paint that they often added a lot of medium to the paint to create this very fine line. Those lines are very vulnerable to any cleaning agent. So when I get a beautiful portrait of a ship that's filthy, the first thing I have to do is test the rigging to make sure it's not going to disappear. I've been doing this for 30 years and that's still really scary.

What was your favorite restoration project?

I received a late 1700's French portrait of a woman and I could tell immediately that it had been over-painted. Somewhere along the way someone had put on extra paint, especially over her face. There were still some original areas, and I could tell it was a wonderful portrait. Little by little, I was taking off this paint and I realized that somebody had made her thinner along the way. They had changed her hair, her jewelry, and all of these things probably to mirror the fashions and styles of their era. I thought, "Oh gosh, I have to give this back to a client; she's not slender anymore, she's older than she looked." But as it progressed, the original work and incredible detail came out and it was this wonderful reveal of an old painting. That was very cool.

Tell us about your time at The Academy.

The Academy was an idyllic place to go to school. I haven't heard of anyone that's had the type of experience that I had in school. We were a small community; we had a small graduating class; so for better or worse everyone knew each other. And most of us still know each other. It really was this wonderful community up on a beautiful hill. I remember it so fondly. I got a good education. I loved it. It was a great experience.

My understanding now is that The Academy has this incredible art facility and the kids indulge in all sorts of art like ceramics, photography, and painting. When I was there in the late '70's, there was very little art offered. That being said, I think the kids that showed up to school that loved art, held onto that. There was bravery in that, to be 'those kids' that loved art, and we stuck together. I can think of three or four classmates that are still in the arts. We pursued it, we stayed with it, and we are still in touch. The facility and what is offered now has changed dramatically. We did it. We made it happen!

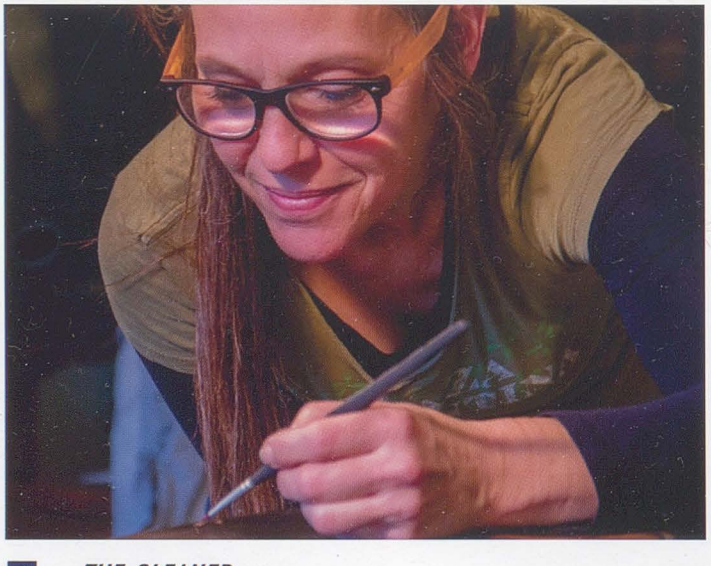
How did The Academy help prepare you for your career?

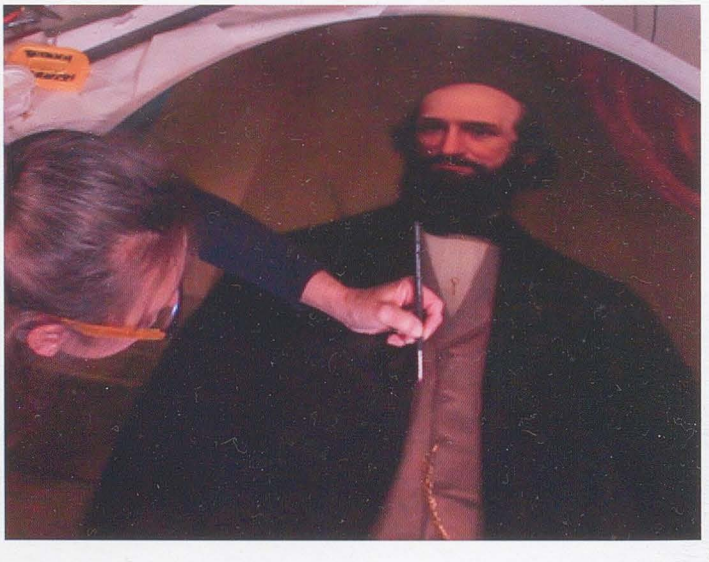
There were a couple of guidance counselors who were very adept at pinpointing what direction kids wanted to go in. Regardless of grade level or how well they really did in school, they were great people to encourage us to go in the direction that we wanted. I remember walking into the office and saying, "I got accepted into BU." A lot of that had to do with the support I received and them saying, "Just go for it and get there! Because if you don't go in that direction, what else are you going to do?"

What advice do you have for Academy students interested in pursuing an art career?

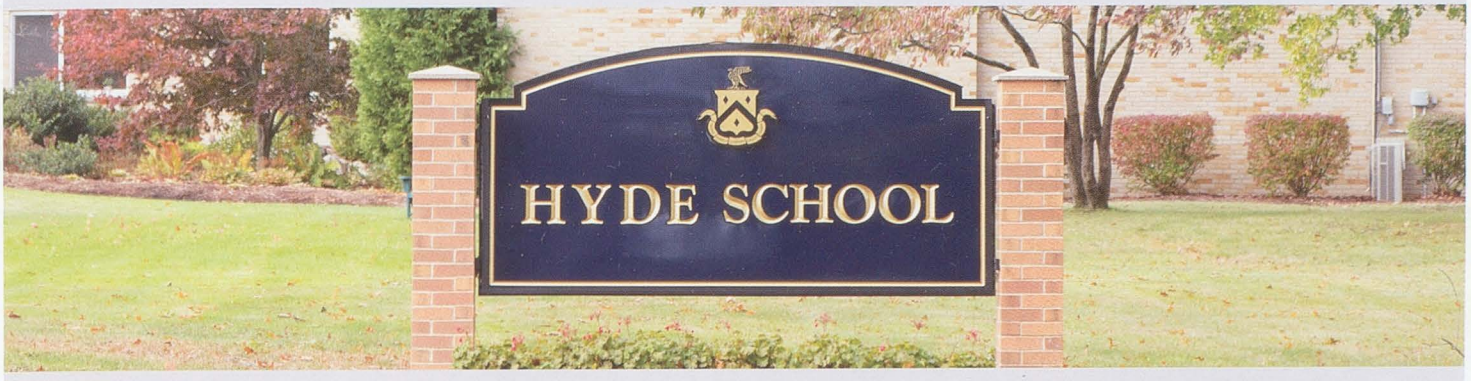
I would say two things; first, stop and listen. Look and open your mind. Understand that what you are doing now is learning. What you're creating now is nothing more than a tool. You can't treat what you're creating now as precious. You have to be willing to ruin it, destroy it, work it over, and keep doing it because it's the only way you will learn. You have to set your ego aside. You have to look at everything. Really hear it, be willing to rework, and do the grueling work that comes with it because its all about learning. You never stop learning. If you stop learning, you're dead in the water.

Second, having a career in art can be challenging. I think that sometimes there's a little bit of "be careful what you wish for" because it's tough to make a living, especially in the Fine Arts. If you manage to do that, you may find that you kill your passion for it. If you can find your niche in a creative environment, even if it's not what your passion is, you're still there, you're still seeing it, you're still influenced by art and creativity. You may live lean and mean, but you can then have separate time to do your own work. Then it's all yours.





Looking to Our Future!



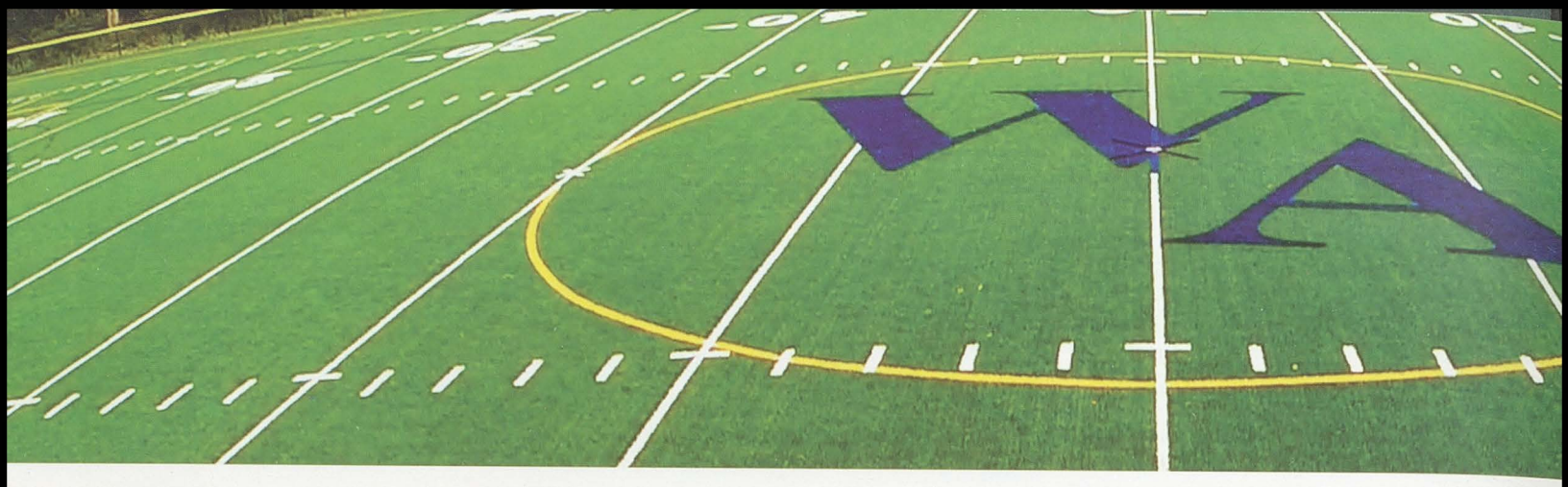
On Friday morning, October 7th, 2016, Gary Osbrey of WINY Radio concluded his live broadcast at The Academy by interviewing Headmaster Chris Sandford and announcing the agreement to purchase the Hyde School's Woodstock Campus. This amazing opportunity to add facilities for the entire school community was something the Board of Trustees, recognized, pursued, and invested in, ensuring an enhanced experience for every Academy student.

The Academy's future "south campus" will be an integral part of the everyday routine beginning with the fall 2017 semester. The purchase will allow The Academy to realize almost all of the long-term priorities identified by both the faculty and staff, and the Board of Trustees in the strategic plan. As the news spread, students, parents, faculty, and staff celebrated, and the greater community showed its support for such a bold and exciting move with an outpouring of messages.

The new campus has a number of highlights, including: a 1,000-seat auditorium; three dormitories; a dining hall; a turf field that allows for night games; a gymnasium with a basketball court, locker rooms, wrestling room, and fitness center; an eight-lane track; residential houses; classrooms; and offices. Several departments that will be best suited for the space on the new campus will be relocated. Renovations to some of the existing facilities on the main campus will create the new STEAM (science, technology, engineering, arts, and mathematics) Center. The main campus is only 2.2 miles away from the main Hyde School campus, and students will be shuttled between the two as needed during the day.

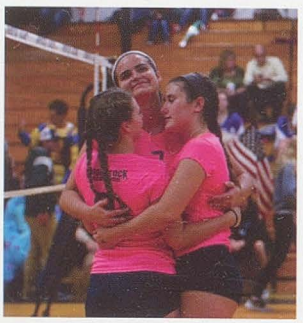
This purchase doesn't only benefit The Academy. One of the most exciting aspects for the local community is the space the school will have to form additional partnerships. Current ideas include summer activities and camps, senior citizen programming, and fine arts performances. Continuing efforts to strengthen partnerships with sending towns will now be enhanced by an incredible range of facilities.

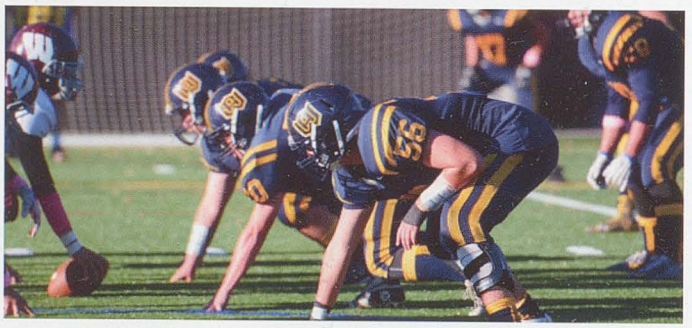
Several Hyde school employees will become members of the WA staff or faculty, and that process has already started. Transition teams are in place and working on the very large task of integrating an entire new campus. In the coming weeks and months, more information about the plan for integration will be available. Central to the effort is maintaining the student culture that makes The Academy such a unique and well-loved place.

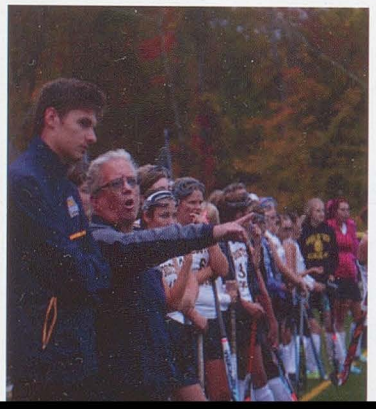


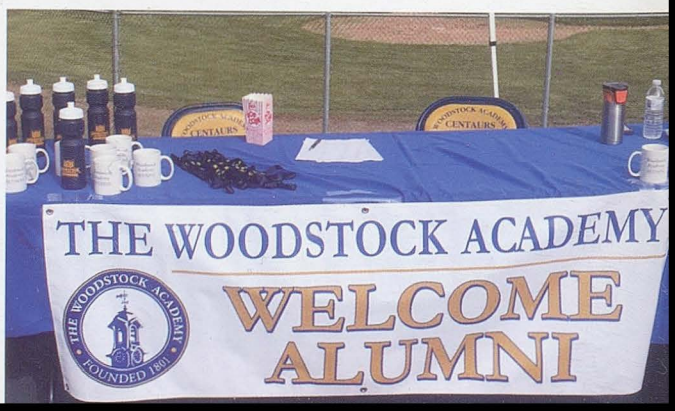
COMING HOME

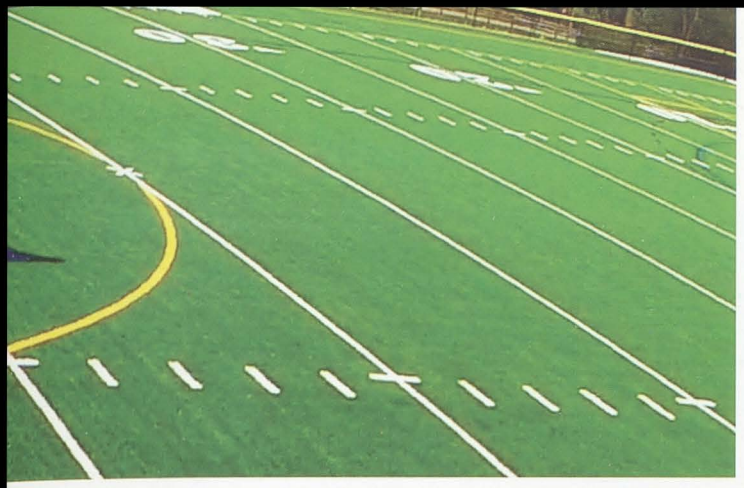
WA WELCOMED MANY ALUMNI AND FAMILIES BACK TO CAMPUS LAST FALL FOR HOMECOMING WEEKEND. THE CLASSES OF 1966 AND 1991 CELEBRATED THEIR 50TH AND 25TH YEAR REUNIONS AND MANY OTHERS ENJOYED ATHLETIC EVENTS, THE SHINDIG, AND THE ATHLETIC HALL OF FAME INDUCTION CEREMONY.











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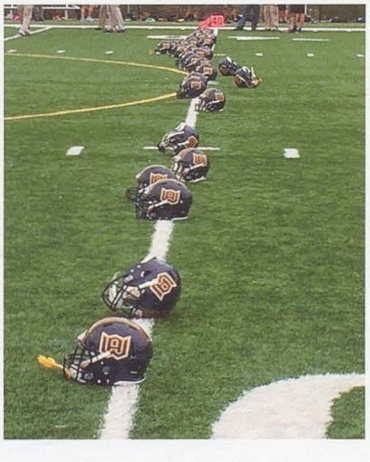
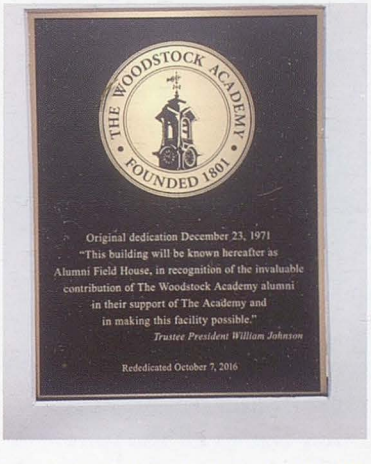



THE WOODSTOCK ACADEMY
FOUNDED 1801
Original dedication December 23, 1971
"This building will be known hereafter as
Alumni Field House, in recognition of the invaluable
contribution of The Woodstock Academy alumni
in their support of The Academy and
in making this facility possible."
Trustee President William Johnson
Rededicated October 7, 2016

2016-17 Teacher of the Year — Gloria Hanczar

Passionate and Driven, Gloria Hanczar Shows No Signs of Slowing Down

By John A. Lahtinen, Editor

Gloria Hanczar recalls becoming enamored with drawing at a very early age.

"While drawing," she said, "time would stand still and I would hear nothing, respond to nothing. Soon, I created storybooks of my chickens – they all had names and personalities, of course."

Hanczar even remembers being offered money from fellow classmates back in the fifth grade to complete their art work for them – offers she is quick to point out she never took anyone up on.

A critical part of The Academy's fine arts program for nearly 30 years now, Hanczar says creating is a huge part of her life and she can't imagine a day without thinking or talking about art. When it comes to her inspiration to become a teacher, she credits her sophomore English teacher in high school who held her spellbound through her passion and teaching mastery.

"She was rather stern," Hanczar said, "some said intimidating, but because of her sincere desire that we all work extremely hard to attain great and excellent work, I did just that. The intensity behind her calm demeanor told us she cared about us as people and because she cared that we each do our absolute best in her discipline, I polished and honed those papers and short stories. I mulled and turned over in my mind, numerous times, the meaning behind any of the literature we were studying. I crammed for those vocabulary tests. Nearly fifty years later, her calm and caring ways are with me and I intuitively model these qualities."

An admitted "teaching geek," Hanczar loves to design lessons and has been known to be mulling over new lesson ideas during the last few days of the school year or even on a drive for a weekend away. Anything she observes could become an inspiration for a lesson and she develops new ideas for her classes all the time

– ultimately having more ideas than she has time to actualize with her students.

"Teaching is an art and science," Hanczar said. "I savor the magic of the 'aha' moments of discovery, and I am fascinated by the science that makes learning a joyous activity. Teaching, for me, is an art form practiced and refined over many years, and experience truly allows for fluency in my craft. Research and current thought on collaboration, peer observation, and best practice inform my performance. The sum of this art and science ensures that students are motivated, successful, and active learners."

And it is definitely the students who inspire her on a daily basis. Because she loves the subject she teaches, Hanczar's enthusiasm for learning is obvious and getting students on board is easy.

"I am so very fortunate to be in a profession where I learn daily while interacting with young people," she said. "I play with abstract ideas, teach creative thought, and encourage personal expression. It doesn't get any better than that! I would describe myself as one the richest, most rewarded people I know. Frequently, I tell my students that my wish for each of them is that they find a vocation that rewards them with even a fraction

of the satisfaction that I have found in teaching."

Abigail Dustin, a junior from Thompson, says that while there are many qualities that make Hanczar the teacher she is, her patience, energy, and kindness for her students make her truly remarkable.

"No matter where you are in the creative process for a particular piece of artwork, Mrs. Hanczar is brilliant at helping you progress and portray your ideas, while making sure that they remain your own," Dustin said. "She is so patient in helping students of all skill levels learn the techniques, and, more than that, learn how to be creative and express themselves. She brings such a strong, positive energy to the classroom that no matter how difficult or slow a day you've had, you can't help but feel excited about whatever project we're doing. It is one thing to teach students how to draw accurately, use proper techniques, and create quality artwork, but it is a whole other feat to teach a student creativity. This is the greatest thing I have learned from Mrs. Hanczar."

Having experienced teaching at several schools and age levels from pre-K to university level, Hanczar says The Academy is the right place for her without a doubt and she is proud to be a part of the community.

"The Academy is truly an amazing place. Through rich curricular and extra-curricular offerings, a top notch administration, faculty and staff, and a culture of sincere care, any student can find a niche and a 'family' to identify with at WA. There is a high level of positive energy here, and plans are currently afoot for this institution to grow in a bold new way. I am proud to be part of the team."

Those "bold" new plans include The Academy's move to a dual campus next fall with the recent acquisition of the Hyde School's Woodstock campus – a move Hanczar is "thrilled" about.

"Perhaps no one has noticed," she said, "but I am of that age where one thinks of retirement! I, however, am not thinking of retirement as I as I wish to be part of this bold and exciting plan for growth. The new facility will provide new and previously undreamed of opportunities for learning, collaboration, and programming for WA faculty, staff, and students."

Headmaster Chris Sandford wasn't surprised that Hanczar would be honored with the Teacher of the Year award.

"Gloria really embodies everything we are trying to accomplish at The Woodstock Academy," Sandford said. "Her passion, intelligence, and personality shine through to her students, her colleagues, and really anyone she meets. We are fortunate to have someone like Gloria as a part of this community and she is a natural choice to be the 2016-17 Teacher of the Year."

Fine Arts teacher Justin DuPuis has known Hanczar for eight years and counts himself lucky to work alongside her having been able to witness firsthand, he says, the many examples of her commitment and success.

"Not only is she a teacher of the visual arts, but she is also a teacher of countless other life lessons not outlined in the curriculum," DuPuis said. "Whether it be working countless hours with a student on an AP Portfolio, or staying after school as an advisor of her Arts Outreach program, Gloria has always gone the extra ten miles just to provide opportunities for excellence for her students. There are few people more deserving of this recognition, and I feel privileged to have learned so much just by observing her in our day-to-day interactions in the art department."

For more information about Gloria and to see a video, please visit woodstockacademy.org/toty

FROM THE HEADMASTER

As we are now into our 215th year, we have an opportunity to reflect on recent accomplishments and to chart a course for the future. In 1801, led by the Reverend Eliphalet Lyman and attorney John McClellan, members of the First Ecclesiastical Society established The Woodstock Academy as a "school of a higher order" in Woodstock in response to a 1799 law passed by the state legislature.

Since that time, The Academy has been living out its unique mission which embodies our core values as an institution. This mission provides students with transformative and meaningful experiences which allow our graduates to have the skills and the talent to be leaders and champions in their chosen fields.

Over the last few years, we have seen significant advancements in who we are as an institution. Because of the outstanding faculty and staff and the generosity of alumni and friends, students were afforded new programs and initiatives which will benefit them for years to come. These advancements continue to provide a "school of higher order" for all students who choose to attend The Academy.

Last year, The Academy transitioned to a one-to-one environment where each student and faculty member was provided an iPad, equalizing technology for all students. This initiative proved to be highly successful and it continues this year as well. We added two newly remodeled state-of-the-art science classroom labs which provide additional and exciting science opportunities. New courses, such as a Guitar Making and Human Rights have added to the diversity of our curriculum. When students returned for the 2016-2017 school year, they entered a newly remodeled Alumni Fieldhouse. This renovation includes a new hardwood playing surface, new storage, new scoreboards and new signage.

In addition to on campus offerings, we built stronger relationships with our community partners, such as the Mystic Seaport, our sister school in Senegal, and TEEG (Thompson Ecumenical Empowerment Group), which further strengthens our program. We also announced the formation of a Girls Hockey Team – set to hit the ice this winter!

In addition to these new programs and opportunities, our students saw great success. Whether it was at Model United Nations Conferences, All State Music Festivals, on the athletic fields, or on a sheet of ice, our students represented The Academy with distinction in accordance with the standard set by our alumni.

Like any institution, The Academy history is defined by historic moments. This year, we announced the acquisition of the Hyde School's Campus in Woodstock. This purchase sets our course for the future. In addition to the spacious educational spaces, the campus includes a gymnasium, wrestling room, fitness center, a 1,000 seat auditorium, three dormitories, a dining hall, a turf field that allows for night games, and an eight-lane track. The facilities presented at the Hyde School's campus represent everything included in The Academy's strategic priorities as outlined by both our faculty and staff, and the Board of Trustees. Obtaining the new campus allows us to provide increased opportunities now, while realizing major long-term construction savings. This is a historic purchase which will continue to allow us to set a standard of excellence.

As I am now entering my fourth year as Headmaster, I continue to be humbled to work at The Woodstock Academy and be a keeper of its extraordinary legacy. We have great plans for the future and it is with great certainty I can say that we will continue to provide our students with transformative and meaningful experiences that will prepare them for the future.

- Christopher Sandford

The Modern Day Town Academy

In the early years of our country's history, there was a strong emphasis on education, and rural communities throughout New England put a focus on creating opportunities for increasing access to quality schools. Throughout this era many independent and public schools were founded. As more of the rural towns grew, agreements were reached with some of the newly established independent schools to educate local students at a set tuition rate. This model, known as the Town Academy, provided quality education for students without placing large financial burdens on the local populations.

Today, that model lives on, and there are twenty-two independent Town Academies in Maine, New Hampshire, Vermont, and Connecticut. In addition to The Woodstock Academy, Connecticut is home to Norwich Free Academy and The Gilbert School. The Woodstock Academy provides tremendous value to the local sending towns as well as private tuition students from other local communities and around the world. In fact, The Academy's per student tuition rate was the sixth lowest in the state last year. There aren't many places where towns can provide the opportunity for their students to engage in a high quality independent educational environment for less than the cost of most public high schools.

We are able to run an extremely efficient educational model without sacrificing opportunities for our students. In fact, we have an unusually large number of athletic, fine arts, and club offerings. At the same time, The Academy only has three revenue sources: sending town tuition students, non-sending town tuition students, and private donations. As we continue to provide the high quality education our community has come to expect, we rely on private investment to fund capital projects and additional programming that benefits the entire student body.

I grew up on the campus of one of the Maine Town Academies, and wholeheartedly believe this model provides one of the most unique, exciting, and diverse educational environments available to any student. One of the greatest strengths of The Academy is its ability to meet every student where they are, and help them advance throughout their secondary careers. Whether that is through the wide variety of classes, the more than 45 student organizations and clubs, athletics, the fine arts, or international experiences, there is a place for everyone to contribute and excel.

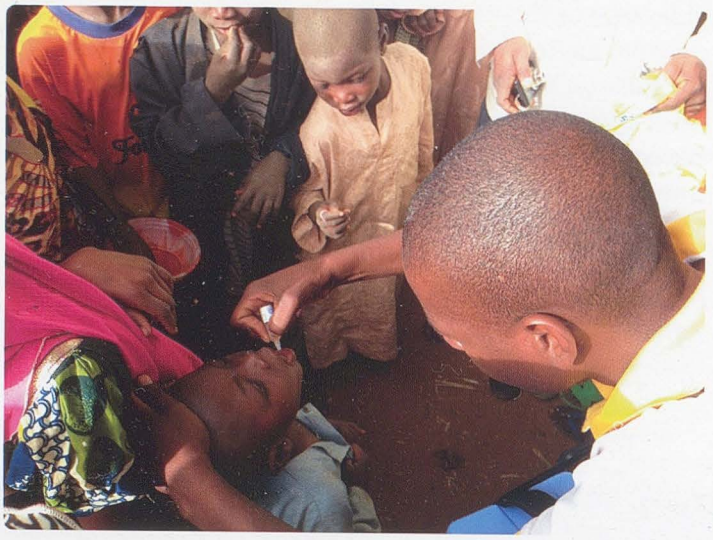
- Jonathan Sturdevant

Eradicating Polio, One Community at a Time

This is the story of alumnus **John Vertefeuille**, class of 1991, and his incredible mission to eradicate polio and other infectious diseases from the world.

The Beginning

"From running through the Apple Orchards with the Cross Country team, to going up to Wachusett on Tuesday nights with Ski Club, to Mr. Gill challenging us in Chemistry and Mrs. Keller making AP Calculus and Physics fun, I really enjoyed everything. My years at The Woodstock Academy were some of the best years of my life."



Even after living in several countries and traveling around the world, alumnus John Vertefeuille vividly remembers his three years at The Woodstock Academy. Entering as a sophomore from Brooklyn, he was anxious about how he and his friends would be received by The Academy community only to find that they were welcomed with open arms. This was the beginning of his journey that would eventually lead him to the United States Centers for Disease Control and Prevention.

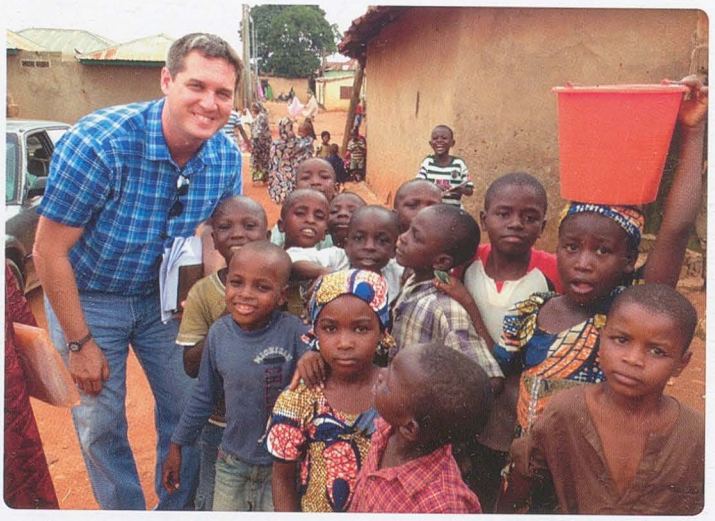
When he graduated from The Academy, Vertefeuille headed to Johns Hopkins University to pursue a bachelor's degree in Biology and History of Science, Medicine, and Culture. At Johns Hopkins, he felt he had an easy transition from high school to college thanks to his Academy experience.

"Woodstock and the surrounding setting is a very worldly, but rural community. You're between a lot of big cities, yet you have this rolling farmland and a real focus on community," Vertefeuille said. "The hard education, that is the subjects themselves and how to solve problems, were really incredible. But, working with people and understanding the value of community, which is such a centerpiece of both the town and the school, was equally as important."

After taking a brief hiatus from studying, he decided to jump into a master's program at the Johns Hopkins School of Public Health where he received a degree in Molecular Microbiology and Immunology. Following his master's studies, he moved immediately into a Ph.D. program for Epidemiology. Vertefeuille realized he enjoyed the application of sound healthcare practices, but also enjoyed applying them to large populations, understanding how disease moved through populations, and what measures to take to control the spread of disease. This newly-found passion would lead him toward his work to attempt to eradicate polio completely.

The Dream Job

"What I love most about my job is the the real opportunity to work with so many diverse populations. I've lived in and traveled to several countries outside of the United States for my position. I find that everywhere I go, there is this common belief that they want to see their children healthy and have opportunities to grow up and do amazing things."



Vertefeuille's career path was constructed by the recognition of unique opportunities that were presented to him. Following the completion of his Ph.D. program,

thanks to his lab and epidemiology background, he was offered a faculty position at the University of Maryland's Institute of Human Virology. While in that role, he was awarded a small grant to do HIV prevention work in rural Nigeria. Vertefeuille began traveling back and forth to Nigeria frequently, working with local populations to learn about what was driving the HIV epidemic. His research allowed him to create successful messaging to help solve problems and prevent more infections.

At the time, the United States government was starting to ramp up what has become a world-class program, the President's Emergency Plan for AIDS Relief. This program brought HIV services and care to millions of people around the world. The timing of this program coincided with Vertefeuille's growing experience in Nigeria and in 2004 he received a once-in-a-lifetime opportunity when the Center for Disease Control (CDC) asked him to help build a country office in Nigeria.

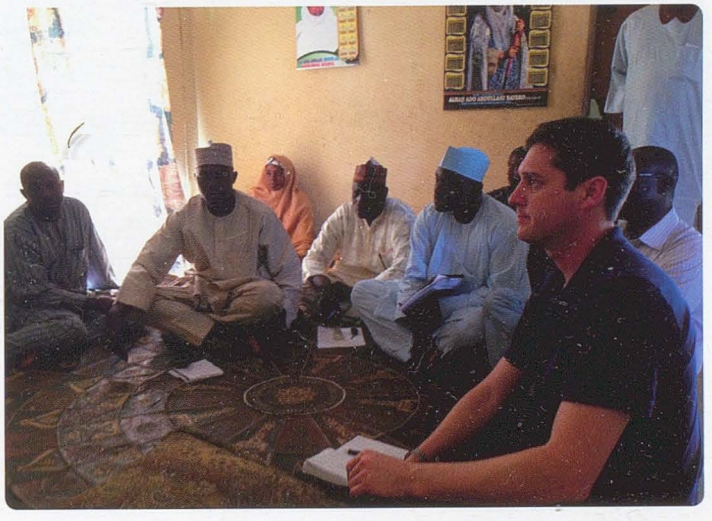
Over the next few years, Vertefeuille grew his office from eight to 84 staff members. The office went from a very small HIV program to one of the few that was receiving funding to provide prevention, treatment, and education services to thousands of people in need. Those services had not previously been available to the country, and they were saving lives.

Vertefeuille also worked on the public health systems in Nigeria, aiding local health care professionals as they worked to figure out how they could better move their resources to where they were needed most. It was an incredible shift in his career that then led him to Tanzania to do similar work for the CDC. There he worked with the National Ministry of Health to build a workforce of field epidemiologists that were able to do field investigations when the H1N1 pandemic started. The workforce Vertefeuille created eventually advised the Tanzanian president on proper strategies to protect the population from a large outbreak.

In 2010, following a devastating earthquake, the CDC asked Vertefeuille to move to Haiti to lead its office. He worked on addressing a wide swath of diseases including HIV, rabies, and cholera. Additionally, Vertefeuille worked with the CDC's foundation and partner organizations, like the UN and USAID, to confront issues with the underlying health system and help create a strengthened workforce. Together, they created training programs for local health professionals and built new working lab spaces for the Haitian Ministry of Health.

Most recently, Vertefeuille battled a new enemy when Ebola came through airline transport to Lagos, Nigeria. His polio team, along with a group of local epidemiologists, worked with the local government to set-up an emergency operation center, brought in medical teams, and responded very quickly. Rather than a large outbreak in a city with over 20 million inhabitants, the team's effort helped limit the infection to only 20 cases of Ebola; an incredible victory in West Africa.

Currently, Vertefeuille is leading the CDC's Polio Eradication team and is responsible for working with several organizations including the Bill and Melinda Gates Foundation, Rotary International, WHO, and Unicef.

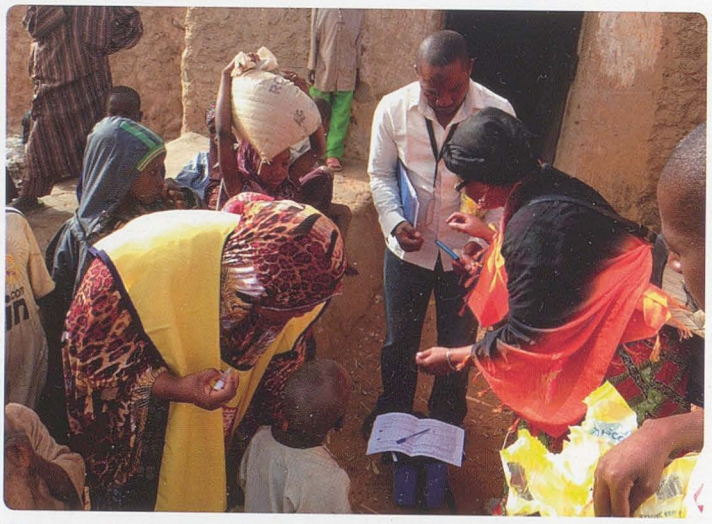


Their efforts define best strategies to vaccinate children in countries where the wild polio disease is still present, as well as maintain high levels of vaccination in other countries around the world. His ultimate goal is to interrupt transmission completely and certify a polio-free world. He expects this goal to become a reality in the very near future.

The biggest obstacle Vertefeuille's team faces is the need to reach and vaccinate each and every person. The disease cannot be left anywhere, and as the team gets closer to the finish line, any issues of security that prevent access to children in particular areas, or a community's resistance to engage, becomes a big threat to the program.

Helping Future Generations

"When I think about my career, I have been really blessed to have incredible opportunities to work with fantastic teams to solve some really tough health problems. My career has had this underlying theme of getting to know and understand local populations, the local health professionals and their systems, and then developing strategies to deliver the best health services."



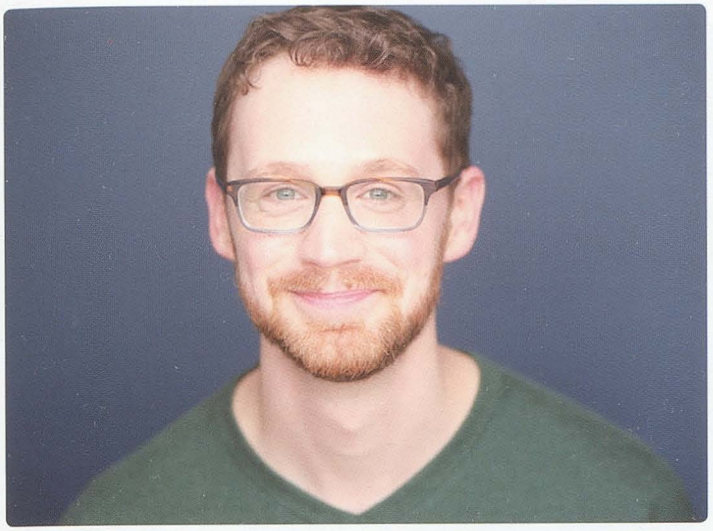
When asked about his advice to students who are interested in a similar field, Vertefeuille said, "recognize that the learning process is really important and invest as much as you can in the components of the education. Remember what you're learning isn't just for that one subject. The goal is actually to prepare you to apply

what you're learning to a wide variety of things. Don't be so focused on those individual pieces. What you're learning is really a process for problem solving that's going to carry you through the rest of your life."

Vertefeuille advises students to enjoy themselves as he believes many people can get caught up in the hard parts of education. "Enjoy the process and the people involved in it. Always remember to laugh, have good times, and build relationships."

John Vertefeuille (right) received The Academy's Distinguished Service to Society Award during Homecoming Weekend 2016 from Headmaster Christopher Sandford. For more information and to see a video, please visit: woodstockacademy.org/dsts

ALUMNI SPOTLIGHT



Alumnus **Jared Trudeau** has kept himself very busy since graduating from The Academy in 2007. He studied as a pre-med student at Tufts University but after going through all of his coursework and shadowing doctors for a few weeks, he quickly realized he had no desire to enter the field of medicine. Trudeau then attended Penn State where he earned his Master of Fine Arts degree in Voice Pedagogy for Musical Theatre. While studying at Penn State, he spent two summers in London studying singing, voice, speech, acting, movement, theatre history, and criticism.

Trudeau holds a faculty position at the CAP21 Conservatory and serves as a vocal coach for Musical Theater College Auditions in New York City. He also teaches private voice, speech, and vocal technique classes for students pursuing Fine Arts and music degrees and clients acting in national tours, regional productions, and on Broadway. He focuses his lessons on all aspects of healthy vocal function including alignment, breath, resonance, registration, and more.

"Spend time in high school and undergraduate exploring as many different kinds of courses as you can."

"I love that my job is completely different every day. I have students who are at the very beginning of their vocal training, and some who are in the process of rebuilding their voices after vocal injuries. Other clients are constantly in and out of call-backs for professional productions, and some are managing their 8-show a week Broadway performance schedule," Trudeau said. "I am also working on my own auditions, performances, book proposals, and presenting at academic conferences. I love that I get to use both sides of my brain, work with people at all stages of development, and am helping them to be the best artists they can be."

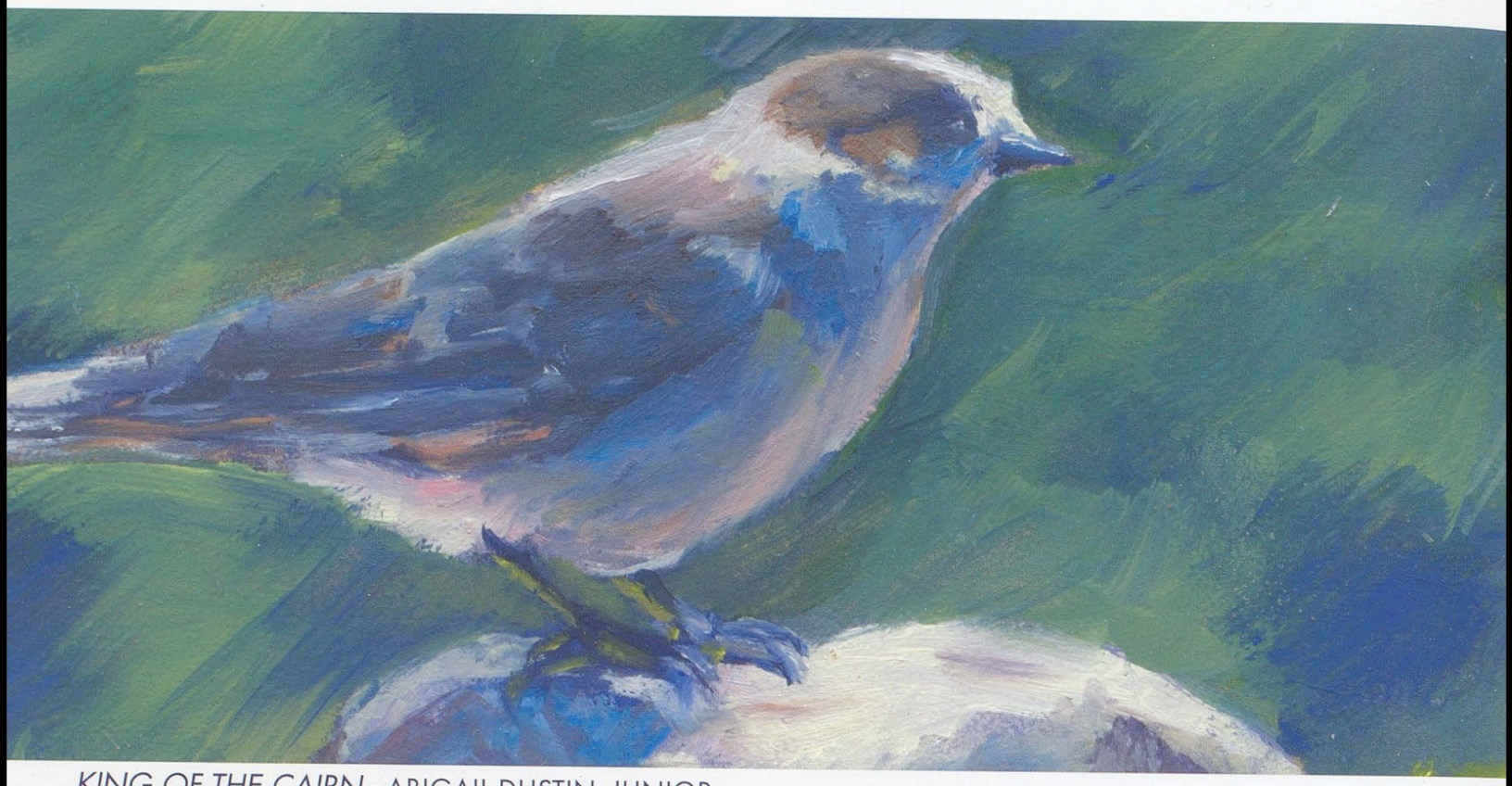
In addition to working on several book proposals and a series of articles on vocal function and rehabilitation, Trudeau has also presented his research at several academic conferences and workshops. He's auditioning more often now and hopes to continue working as an actor and singer in New York, while at the same time working toward a longer-term goal of earning a tenure-track position at a major university.

When asked about his time at The Academy, Jared shared: "I had a wonderful time at The Academy! I had the opportunity to work in so many different organizations and take challenging classes with talented teachers who prepared me for the rigors of higher education. I spent lots of time with friends who I still have today. I was a member of several extra-curricular and honor societies, the track team, and performed in two musicals. I have so many great memories from WA – homecoming weekend bonfires, the musicals, the senior trip, going to the Pink House, proms, blood drives, and many fantastic classes."

His advice for Academy students interested in pursuing a teaching or music career: "Spend time in high school and undergraduate exploring as many different kinds of courses as you can. You never know what is going to become your passion, so don't limit yourself. As a teacher and a musician, I think it's very important to be grounded and have a life outside of your given discipline.

"If you want to have a career in music, keep practicing and perform whenever and wherever you can! Find the joy in practice and performance. In order to become a professional musician, singer, or actor, you need to have some natural talent, but your work ethic is the most important part. I have seen many people blessed with an overwhelming amount of natural ability who never made it to the highest level because they didn't spend the time in the practice room. On the flip side, I have students who are working at the highest level because they have put in thousands of hours of practice. Remember to always be on time and be kind. Kindness goes so far. Getting a performing gig is one thing. The real goal is to get hired again, which means being prepared, performing well, and treating your colleagues with respect."

CREATIVE CORNER



KING OF THE CAIRN - ABIGAIL DUSTIN, JUNIOR

SCHOENHEIT IM WINTER - JULIA ROEMER, SENIOR

STUDENT SPOTLIGHT

Ben Gormsley, Class of 2016, Woodstock

Ben was a dedicated student, avid environmentalist, role model, and an ideal demonstration of what it means to just "jump in and try it." He always had a cheerful demeanor and remained polite and humble. He was an active member of our music department, participating in Chorale and the Hill Singers. Ben's passion for the environment were reflected in his efforts to minimize his impact on the earth's resources. He was an accomplished and decorated Eagle Scout who did his Eagle Scout Project at the Woodstock Arboretum.

Sam (Haoen) Li, Class of 2017, Guangzhuo Province, China

Sam has adjusted very well to life in the Quiet Corner and become increasingly dedicated to The Academy. He is a member of the Leo Club, a subdivision of the Lions Club, serving members of the surrounding area. A dedicated student and accomplished musician, Sam is also passionate about sports, particularly biking and sailing. In fact, he once circumnavigated Qinghai Lake, the largest lake in China, during a spring break. He also excels at badminton and studied with world champion Zhao Jian-Hua.

Over one summer break, Sam committed to raising money for The Academy's new science CLAB's. He used his martial arts experience for a performance with many of his lifelong friends. The event was a huge success with all the proceeds from ticket sales going to The Academy. He also produced an informational book about WA for students from his hometown in China who are interested in studying abroad.

Carly Deluca, Class of 2017, Canterbury

Carly truly embodies The Woodstock Academy's mission by respecting herself and others, taking advantage of our diverse educational offerings as she prepares for her future, and being incredibly active in the Academy community as well as the local and international communities as well. She is on the executive board of our student-run nonprofit, FRESH; was involved in the Save Fiji Campaign; and is on the Student Council and President of the senior class.

This year, Carly received the Underclassman Who Has Done The Most For The Academy award in recognition for her many contributions to the Academy community. It was not at all surprising that Carly decided to spend a recent spring break in Haiti on one of our service-based trips. While she enjoyed some down time and day excursions, Carly spent the bulk of her time playing with the children at HELO, an orphanage in Les Cayes. She also co-taught an English class for local community members, ran several activities for children, offered assistance to her peers, and was one of the first students to volunteer to aid Haitian masons as they worked to expand a piece of property.

Nina Campbell, Class of 2017, Brooklyn

During her years at The Academy, Nina has certainly made her mark. Often described as dedicated, kind, supportive, confident, and compassionate, Nina is a hard-working student who balances both academics and athletics. Nina makes a difference not only within The Academy community but beyond as a volunteer and mentor with The Sunshine Foundation, a nonprofit group committed to fulfilling the dreams of chronically ill, seriously ill, physically challenged, and abused children between the ages of three and eighteen.

Dennis Miller Bunker

Pictured (from left to right) with the painting in the field behind Roseland Lake where it was painted are: Martha Beckwith '80, President of The Woodstock Academy Foundation; Annice Bradley Rockwell '87; Jonathan Sturdevant, Executive Director of Institutional Advancement; Edward Bradley; and Christopher Sandford, Headmaster.

Renowned Impressionist's Painting Has A Local Connection

The Academy recently received an original oil painting by Dennis Miller Bunker. The scene, painted in South Woodstock in the summer of 1886, depicts Roseland Lake from Senexet Road. Mentored by Isabella Stuart Gardner, connected with Henry Bowen, and trained in France, Dennis Miller Bunker's art hangs in such places as the National Gallery of Art. Generously given in memory of Arlene Bradley by Edward Bradley and Annice Bradley Rockwell '87, the painting honors and celebrates the local connection to a significant artist and the love of fine art and passion for education that Arlene demonstrated throughout her life.

FROM THE ALUMNI DIRECTOR

Dear Centaur Alumni:

Each of you plays an integral part of the 215-year-old educational heritage of The Woodstock Academy, and we want to strengthen that tradition by celebrating you and your accomplishments, as well as those of our alumni-to-be. If you are not receiving our electronic or printed information, please be sure to fill out our online form found on The Academy's website (www.woodstockacademy.org/alumniupdate) to update your current contact information and to let us know what's happening in your life.

There are numerous ways for you to stay involved and connected with your alma mater – by attending sporting events, plays, or class-year reunions; by volunteering to help with the Alumni Association booth at the Woodstock Fair; or by attending Homecoming weekend. There are always opportunities for involvement. Just let us know what you're interested in.

Please feel free to contact the Alumni Office with information, ideas, questions, or just to catch up on what is happening at The Academy. We would love to hear from you!

Thank you in advance for your continued loyalty and support of WA!

All the best,

- Jacky (Brown) Putnam '08
Director of Alumni Relations
jputnam@woodstockacademy.org

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Students Experience A Year At SEA

By Michael Harten, Ed.D., Academic Dean

Walk around The Academy building on Friday afternoons and you might not expect to see many students. But if you listen closely, you can hear the sounds of sea shanties, students reading passages from ship's logs, videos about the ocean, or students whistling as they polish beef bones. If you're lucky, you might just stumble upon Seaport Experience Academy, or SEA, one of The Academy's newest extracurricular clubs.

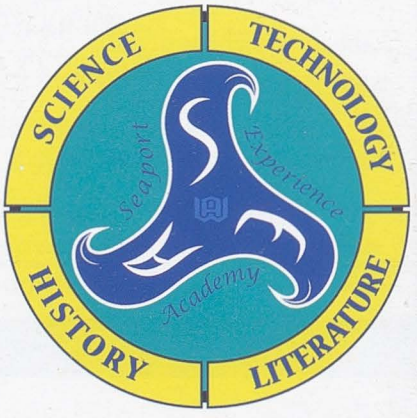
SEA began in May 2015, when a private donor connected The Woodstock Academy with the Mystic Seaport in Mystic, Connecticut. Five teachers and the Academic Dean received a behind-the-scenes tour of all of the educational possibilities the Seaport had to offer to Academy students. Over that summer, our teachers devised an interdisciplinary, comprehensive extracurricular program to expose students to all aspects of 19th century New England whaling culture.

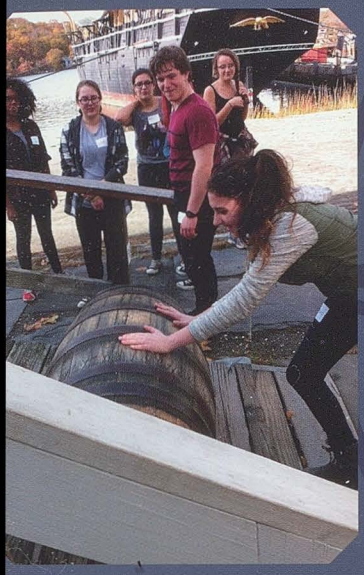
Students spent four Fridays at The Academy with each of the four modules – science, history, technology, and literature, led by Academy teachers. Trips to Mystic Seaport, supported financially by both The Academy and the same private donor, were interspersed to expand and enhance the learning taking place at The Academy. Overall, more than 25 Academy students participated in SEA in its pilot year.

In the science module, led by Ms. Julie Sandeen, students learned about oceans and whaling practices then and now. In Ms. Danielle Duquette's history module, students studied historical documents and wrote their own sea shanties. In Mr. Keith Landin's technology module, students used beef bones as a stand-in for whale tusks to create scrimshaw, the ancient sailor's art of ink and carving. In Mr. Rich Telford's and Ms. Meghan Mizak's literature module, students analyzed ship's logs, and nonfiction and fictional accounts of whaling expeditions.

In addition to the learning taking place at The Academy, students attended two overnight field trips at Mystic Seaport, as well as four day trips. Students had the chance to read primary texts, explore the archives and vaults at the Seaport, sleep and work on an actual whaleboat, see authentic examples of sailors' scrimshaw pieces, and have many, many other experiences. To conclude their year, students received the opportunity to develop their own characters and work on creating displays to expand Seaport's exhibits or appear on the Seaport's website.

SEA is now an approved interdisciplinary elective course. Students study four full weeks in each module, which gives them a chance to immerse fully in all aspects of the culture.





Watch our video to learn more about our Seaport Experience Academy at woodstockacademy.org/seaport

THE GLEANER