

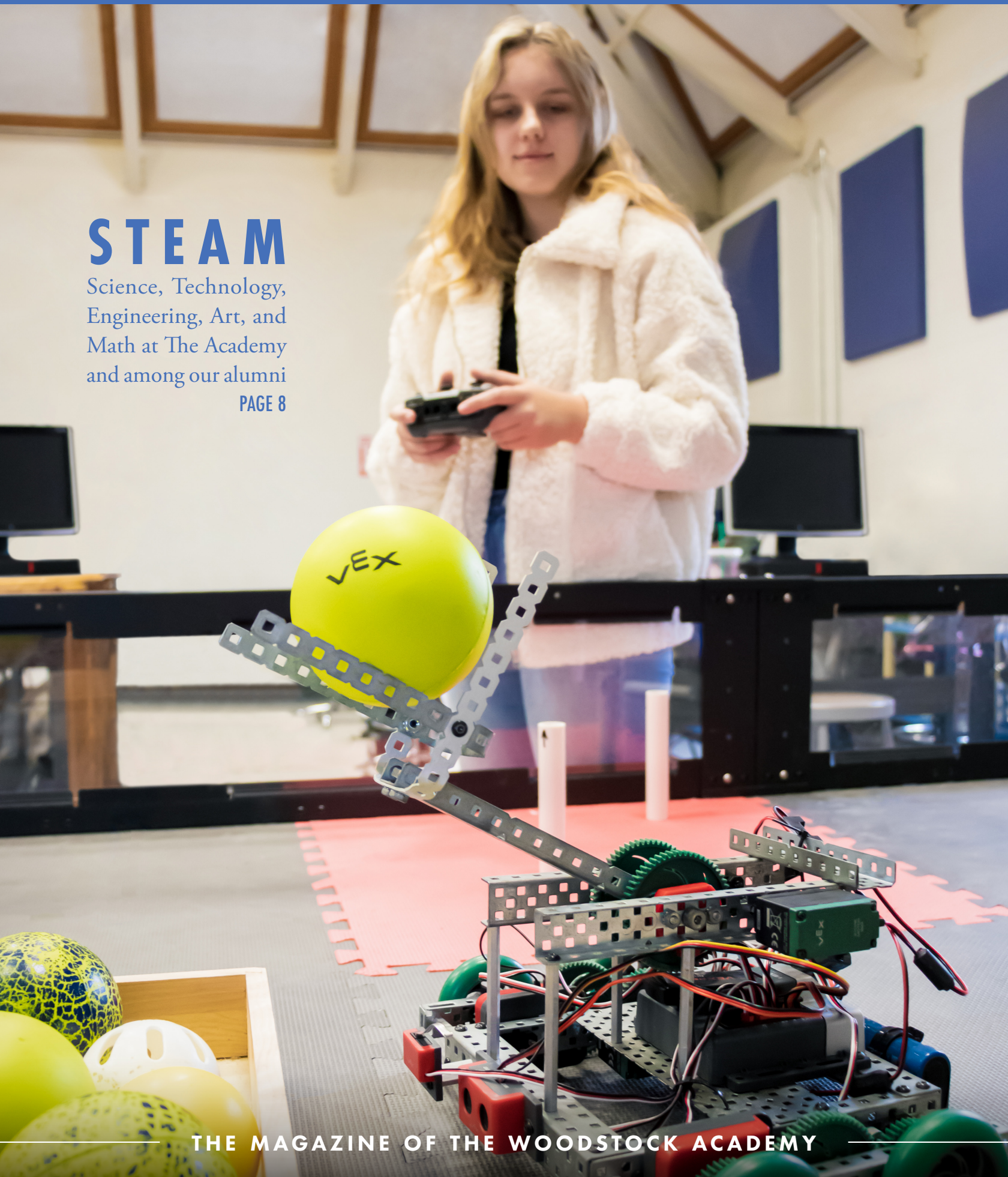
THE GLEANER

2020

STEAM

Science, Technology,
Engineering, Art, and
Math at The Academy
and among our alumni

PAGE 8





OUR MISSION

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

EDITOR

Julia Budd '11

DESIGNER & PHOTOGRAPHER

Joel Tretheway

CONTRIBUTORS

Marc Allard

Melissa Beck

Brad Favreau '88

Gloria Hanczar

Doreen Holt '75

Nicole Ostaszewski

Christopher Sandford

Deborah Sharpe

Holly Singleton '86

Jonathan Sturdevant

Please direct magazine
inquiries to:
communications@woodstockacademy.org

To update your contact
information or preferences,
please contact: Doreen Holt
dholt@woodstockacademy.org

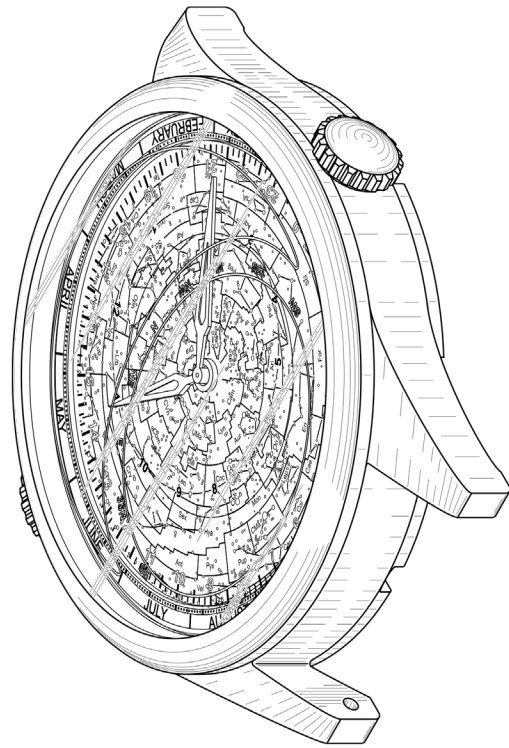
The Woodstock Academy
57 Academy Road
Woodstock, CT 06281
woodstockacademy.org

ON THE COVER

Katherine Ionkin '20
completes a challenge with a
student-made robot.
Photo by Joel Tretheway

08 STEAM

With the addition of
art, STEM becomes
STEAM.



THE GLEANER

2020

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are making a difference at WA and
looking to their future.

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The Woodstock Academy



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FROM THE HEAD OF SCHOOL'S DESK

As we entered the 21st century, The Academy, staying true to its commitment to innovative learning, was at the front of a national shift in education towards active, hands-on learning. We revamped many of our courses to better prepare students for life after high school, a core focus of our mission.

In recent years, this drive has expanded to include the goal of making students successful innovators in the modern workforce. This has been true in Eastern Connecticut, where a well prepared workforce is in high demand. According to the U.S. Department of Commerce, jobs in science, technology, and math will grow by 17% in 2020, nearly double the growth of non-STEAM fields.

About three years ago, The Academy increased its offerings to include STEAM-specific programming. This initiative was made possible by many donations from local businesses, specifically SPIROL International Foundation, the Beatson family, the Li family, and Jennifer Randall Male '64. This past fall we held a grand opening for the SPIROL STEAM Center, the Beatson Makerspace & Fabrication Lab, and the Randall Collaboration Space.

STEAM education, which is an approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics as a way to guide student inquiry, dialogue, and critical thinking, is now a large part of our program.

There is nothing more exciting than to walk around these spaces and watch students interact and work together while they create a robot, design and build an electric guitar, conduct a physics experiment, or use the flight simulator. Gone are the days where the students sit in rows all day and listen to the teacher; now students lead discussion and guide their own learning.

This issue of *The Gleaner* has a STEAM focus which includes stories from today's students and alumni in STEAM careers. We are very proud of our program, and we are not done yet. This summer we are creating a state-of-the-art mathematics classroom/lab and we are developing programming to train future generations of pilots by adding an aerospace program so students can complete ground school for their pilot license.

I want to acknowledge and thank those donors and staff who have made this exciting and cutting-edge programming possible. Your generosity has helped us to inspire and motivate students whose ideas will certainly shape our collective future.

Christopher J. Sandford
Head of School

SENIOR ADMINISTRATION

Christopher J. Sandford
Head of School

Holly G. Singleton '86
Associate Head of School

Jonathan D. Sturdevant
Associate Head of School for Advancement

William J. Guillot
Interim Associate Head of School for Finance & Operations

Amy W. Favreau '93
Assistant Head of School for Enrollment

John D. Rigney
Assistant Head of School

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NEWSFEED



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STAFF MEMBER OF THE YEAR



“Attitude is everything!”

TRACI NELSON '86

Title:

Main Office Administrative Assistant

Time at WA:

Since August 2017

When she's not at WA:

“Sitting seaside with my husband and two sons with something good to eat and good to read is a wonderful day!”

When the phone rings at The Woodstock Academy, chances are the first person to answer will be Traci Charlton Nelson '86 in the main office.

“As the face and voice of the main office, she greets students and families by name and has genuine interest in their lives,” affirmed Holly Singleton, associate head of school at The Woodstock Academy.

“My favorite part of my job is that I have the opportunity to interact with so many nice people all day. Not only faculty, staff and students, but community members as well. The Academy is a busy place and I am grateful to be part of a team that can serve many needs and hopefully solve some problems along the way,” said Nelson.

Her role in the main office is as much about people as it is about tasks. Nelson approaches every conversation with a helpful and professional composure and every task with a can-do attitude.

“I am often amazed at how she can handle two, three, sometimes five things at once

while maintaining that level of positivity and calm,” emphasized Michael Harten, dean of academics at The Woodstock Academy.

Nelson received several nominations for Staff Member of the Year. One nomination read, “She takes on any task with vigor and enthusiasm,” and another said, “She always has a smile on her face when faced with a difficult situation and makes the best of it without complaint.”

It's hard to describe an average day for Nelson in the main office. “We handle all sorts of issues and no two days are alike—which is great!” she said.

For Nelson, working at The Academy is about being a part of her community and giving back to her alma mater. “The Academy is an integral part of Woodstock, and to be able to give back to this community at this stage of my life is both humbling and gratifying,” she explained.

W



TEACHER OF THE YEAR

2019–2020

Melany Gronski Science Teacher

DOWN TO A SCIENCE

By Julia Budd '11, Editor



There is no perfect formula for making connections with students or inspiring lifelong learning, but Melany Gronski, The Woodstock Academy's 2019-2020 Teacher of the Year, applies scientific analysis to perfect the art of teaching.

"I experiment in teaching strategies and methods, collect data and reflect upon them to improve my practice," said Gronski, adding that her methods are "continually evolving to try to make authentic connections with my students."

CREATING CONNECTIONS

For Gronski, her time spent with students, both inside and outside the classroom, is all about forming connections and empowerment. In her own words, "sometimes it takes a flashy demo, a gross autopsy, a magic trick, a smile, a happy greeting, a salty snack, a listening ear, a silly game, a cool experiment, some background music of Michael Bublé, or a crime to solve to get the connection flowing." And, never having been one to resist a good science pun, she added, "like a flow of electrons, this connection is electric."

Gronski received multiple nominations for Teacher of the Year from both colleagues and students. One student wrote, "she makes a connection with every student and notices when someone is having an off day. She never fails to make a bad day better while still teaching." Another student wrote that she "inspires us to do our very best."

When asked about being named teacher of the year, Gronski responded, "In our school, there are numerous gifted teachers and to be named Teacher of the Year is an incredible honor and it was truly a surprise to me." Explaining further, she added, "like many of my colleagues, I go into The Academy every day trying to connect with my students. To inspire them to think critically, to problem solve, to be kind to one another, and to help them develop a joyful love of learning."

Gronski began teaching at The Woodstock Academy in 2015 as a long-term substitute in the science department. Now, as a full-time teacher Gronski teaches biology, chemistry, anatomy and physiology, and has pioneered the forensics curriculum at The Woodstock Academy.

THE THRILL OF DISCOVERY

In her forensics classes, Gronski creates elaborate crime scenes that require students to use forensic and scientific techniques to solve the underlying mystery. Her class even created a "body farm" where they buried the remains of chickens and mice to study their decomposition over time.

"Forensics is not a traditional high school science class," said head of school Chris Sandford, "but Melany is able to take a subject students might associate with a TV show and use it to teach important scientific concepts." Each semester her honors and college prep level forensics classes are full to capacity.

For several summers, Gronski has adapted her curriculum into a CSI Forensics summer camp to introduce crime-solving techniques and the scientific method to middle school students.

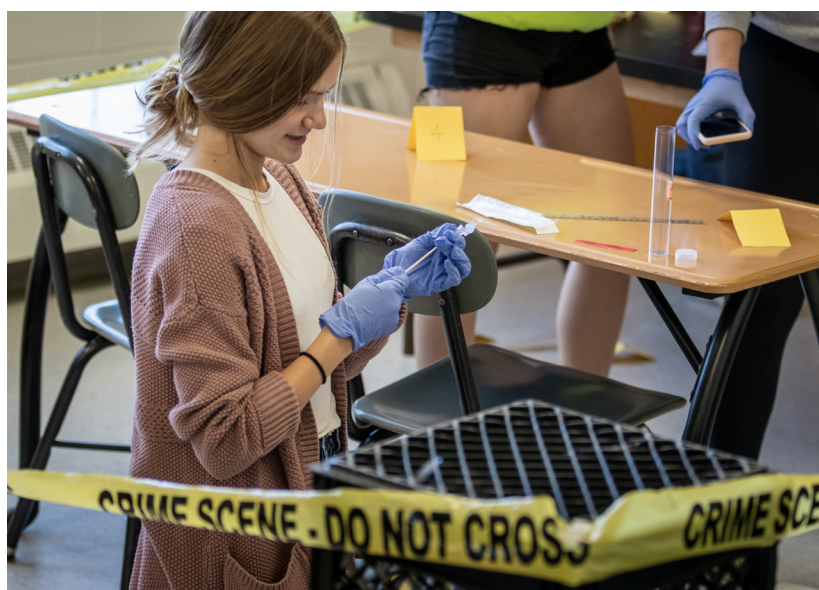
During the nomination process for Teacher of the Year, a staff member wrote, "She shows such an interest in allowing her kids to learn from both her teaching techniques and from their mistakes by testing their hypotheses." Gronski's classroom is all about igniting within students the thrill of discovery.

"Mel's enthusiasm is contagious," wrote one teacher during the nomination process, "She constantly has a smile and a warm, caring attitude."

In the spirit of chemistry, not only are you matter, but you matter to me!



Students solve a crime in Melany Gronski's forensics class.



CATALYST FOR COMMUNITY

Gronski puts her all into preparing students to be lifelong learners and global citizens, a key part of The Academy's mission. She helped carry on the tradition of the Senegal Exchange with Mariama Bâ School in Senegal. As an exchange coordinator, her energetic and warm personality catalyzed lasting friendships between student and faculty guests and hosts.

In numerous ways, Gronski has helped facilitate community and celebrate diversity. She became the advisor for a student-initiated anime club and, with her guidance, student leaders have brought new energy to the EarthSave club for environmentally-conscious students. Gronski even used a chemistry-themed demonstration to welcome incoming students and parents to the WA community on Family Traditions Day.

Gronski is well-loved by students and the wider WA community. The class of 2018 chose to dedicate their yearbook to her and managed a surprise presentation during the Pink House Senior Tea. "I'm honored to be your pick because you are all my pick," said Gronski. Eager to connect her care for students with her enthusiasm for science, she told seniors, "In the spirit of chemistry, not only are you matter, but you matter to me!"

IN HER ELEMENT

Just as she empowers students to take ownership of their education and see the learning opportunities of everyday life, Gronski is constantly honing her craft of teaching. Even as COVID-19 completely shifted the school community to eLearning in March of 2020, Gronski quickly adapted and stepped up to help her colleagues in learning new teaching techniques and carried on EarthSave meetings virtually.

"This award has motivated me to continue to learn and improve my teaching practice," said Gronski. "I am honored and humbled to be WA's 2019–2020 Teacher of the Year." **W**





Eliza Dutson '21

STEAM

SCIENCE

TECHNOLOGY

ENGINEERING

ART

MATH

**A look at
STEAM at The
Woodstock
Academy,
in our
community,
and among
our alumni**

By Julia Budd '11, Editor

Why STEAM and not just STEM?

For years schools and educators have focused their attention on STEM, science, technology, engineering, and math, in an effort to better prepare students for a changing world and, more specifically, the careers that will be available to them as they graduate.

A focus on STEM is a tremendous benefit to students of all ages, but it leaves out one critical component—art. With the addition of art, STEM becomes STEAM. It is about more than adding beauty; art and design are integral to the learning-through-making strategy STEAM is based on. With the addition of art to STEM, students are challenged to create something of functional and aesthetic value by applying scientific and engineering principles rooted in mathematics, all while using, and even creating, technology.

STEAM is more than teaching specific subjects, assigning projects, or creating programs, it is a lens through which we can view education as a whole.

Hands-on and collaborative creating is a key component of STEAM, because ideas are made stronger when tested by diverse input. This is why The Woodstock Academy, with the help of key partners, has developed the SPIROL STEAM Center, Beatson Makerspace & Fabrication Lab, Randall Collaborative Space, and started to shift the design of classroom spaces to foster collaboration. These physical spaces help make The Academy's educational priorities of STEAM and collaboration possible.

What does STEAM look like at The Woodstock Academy?

Students in an engineering class partnered with the Chamberlin Mill preservation project to model the mill's 1900s technology using a 3D printer in the STEAM Lab. In order to create the model, students had to understand how the mill would have functioned, which also gave them a glimpse into the technology and economic practices of Woodstock during that time period.



The Foundations of STEAM class was challenged to work in teams to design and create towers that could support a substantial weight like a textbook. The catch? Their only supplies were a limited amount of newspaper and masking tape. If their tower failed the weight test, they had to conduct an error analysis to determine why it failed. Joining in the project were students participating in a two-week exchange program from Spain, which added language and cultural factors to their collaboration.

The Robotics Camp and STEAM for Makers Camp, as part of the Centaur Summer Camps program, open up The Academy's STEAM resources for middle school students.



In an architecture class, students were tasked to design tiny homes—an excellent small-scale starter project for aspiring architects that reflects current movements to reduce the physical footprints of living spaces.

Learning-through-making can be incorporated into disciplines like language and history as well. As a part of a culminating project on *The Odyssey*, students in Mythology class created board games that also required a comprehensive knowledge of Homer's epic poem. In the Beatson Makerspace & Fabrication Lab, students could move around freely to design, plan, and create.



Coming Soon!

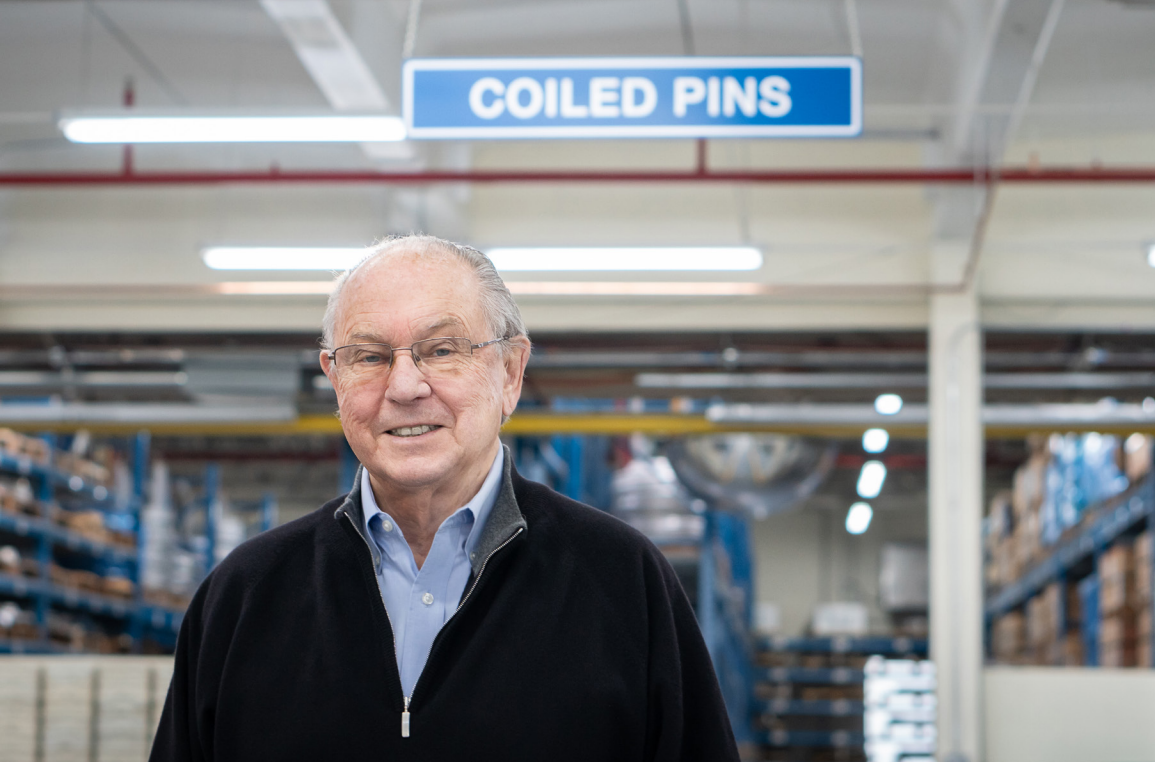
The work in the STEAM center isn't finished! There is still technology to be added and programs to be developed.

GROUNDLED FLIGHT SCHOOL

Beginning in the spring semester of 2021, a class called Grounded Flight School will give students the training they need to take the written portions of the private pilot and drone pilot exams. They will also gain exposure to in-flight training through a flight simulator located in the SPIROL STEAM Center.

& OTHER NEW COURSES

- Introduction To Manufacturing
- 2D/3D Arts
- Social Media Literacy
- Computer Science: Intro To Coding
- Digital Video Production



Hans Koehl & SPIROL International Corporation

Hans Koehl, son of SPIROL co-founder Herman Koehl, attended The Woodstock Academy during his first year in the United States.

When Hans Koehl and his family moved to Woodstock, Connecticut from Germany in the spring of 1948, he was initially placed in seventh grade. But he quickly moved up to eighth grade, and by the fall, with the help of the Woodstock principal and watching films at the Bradley theater in Putnam, he had become accustomed enough to American English to begin his freshman year at The Woodstock Academy.

“I was lucky to come to the US, which was at that time the land of opportunity,” said Koehl. His family lived just down the hill from The Academy, and he worked at a nearby farm.

It was a very pivotal time.

“It was a good time in the early years of my development,” reflected Koehl. “I still look back on it with fondness.”

I wish I’d had four years.

As a student at The Academy, his favorite class was Latin because he had already studied Latin for several years in Germany. Koehl joked that he could have taught the class.

After his freshman year, his family moved, and he finished his high school career elsewhere. “I only had one year [at The Academy], but it was the first year of my life in the US,” reflected Koehl. “It was a very pivotal time. I wish I’d had four years.”

Koehl later received his master’s degree in mechanical engineering at Worcester Polytechnic Institute followed by a Juris Doctor degree from Stanford University. After many years at SPIROL, he now serves as the chairman of SPIROL International Holding Corporation and as a trustee, and founding member, of the SPIROL Charitable Foundation.

Origins of SPIROL

Koehl’s father, Herman Koehl, along with Hans Prym and Walter von Cantu founded what is now SPIROL International Corporation headquartered in Danielson, Connecticut. SPIROL is known for its unique coiled pin fastener, but has expanded to a variety of innovative fasteners. Today SPIROL has 13 locations in 12 countries and does business worldwide.

Herman Koehl, while still in Germany worked in a coal mine while paying for a tutor in order to complete an equivalency exam to enter an engineering school. “He prized education above all, and also instilled in my sisters and me the importance of education,” said Koehl.

Today SPIROL allocates three percent of its income toward the SPIROL Charitable Foundation with a major emphasis on youth and education. “Not just scholarships, but anything that facilitates the development of people in the technical area,” explained Koehl.



The Koehl home in Woodstock, Connecticut with Hans’s mother, Hans, and his sisters Emmy and Gerda.

Many Academy students have been the recipients of SPIROL's scholarships which continue through the course of a student's higher education studies and give them the opportunity of employment at SPIROL during the summer.

As SPIROL gives back they are looking for students who are also giving back. When describing the applicants Koehl said, "They have to have reasonable grades, but we look mostly at what they have done for the community." Koehl noted that each year the foundation has many qualified applicants from The Academy, which he credits not only to the education The Academy provides but also how The Academy contributes to "the development of the young people."

"The school should be very proud," said Koehl. "Every student I've met is very happy and developing in a positive atmosphere."

SPIROL & STEAM

SPIROL contributed generously to the revitalization of the Bracken Memorial Library and more recently to the development of the SPIROL STEAM Center on The Academy's North Campus.

Koehl said that through furthering STEM education at all ages they can help "do away with the misconceptions that people have about being an engineer or a physicist." Partnering with schools like The Woodstock Academy is just one way SPIROL helps show students the opportunities of careers in technology and manufacturing.

The Woodstock Academy has a unique approach to STEM education that incorporates art, making it STEAM, not STEM. Koehl shared that when he toured the developing SPIROL STEAM Center he was surprised at how "technology and art can go very well hand in hand." He joked that during the tour, "even I learned something."

Koehl, along with students and the rest of The Academy community, is excitedly awaiting the completion of the SPIROL STEAM Center.



2019 recipients of the SPIROL Foundation scholarships including Amanda Haines '16, Spencer Collins '19, Patrick Houlihan '17, Liam McDermott '19, and Heather Converse '19



2015 ribbon cutting ceremony for an expanded and refurbished classroom and lab generously supported by SPIROL. **Martha Beckwith '80** President of The Woodstock Academy Foundation, **Jeff Koehl** Chairman and CEO of SPIROL, **Corinne Jones '16**, **Melany Gronski** Science Teacher, & **Christopher Sandford** Head of School

James Phongsa '21 tests the strength of a bridge in the SPIROL STEAM Center.





ROSLYN DUDAS CHILD '07

ARCHITECT
Boston, MA



“I like solving problems—all kinds of problems.” That is what Roslyn Child '07 loves about being a commercial architect. Child works at a woman-owned firm in Boston, Massachusetts on projects ranging from the Encore Boston Harbor casino to academic spaces at UMASS Amherst. Child said she spends most days “developing the 3D model and drawing set and resolving design issues,” while working to meet the needs of the client and problem-solving with consulting engineers.

The variety of the job is a plus for Child, “I typically don't work on any one project for too long—anywhere from a few weeks, to about a year has been my experience, depending on my role and the size of the project. This helps keep things interesting and I'm constantly learning.”

A favorite project for Child was a STEM-focused school for students in grades 6-12

in Boston, Massachusetts. She worked on the project from 2014-2015 and was able to see construction completed in 2018. Her role in the project was to create STEM-supportive interior spaces, “which are designed to be as flexible as possible, encourage collaboration between students and staff, and integrate the use of technology,” said Child. Alongside her colleagues, she carefully considered every aspect of the design, “from the arrangement of spaces in relation to each other, down to the finishes used on the walls of the classrooms and corridors.”

As a student at The Woodstock Academy, Child always liked math and art. “Some of the teachers at The Academy definitely helped foster those passions,” she said. After graduating from The Academy, Child studied architecture at Rensselaer Polytechnic Institute. Architecture was a natural way to blend those two interests.

She gave this advice to prospective architects, “You don't have to be extremely artistic or excel in math to be an architect—don't let that discourage you if you're interested. There are a wide variety of architects out there, and we fill an array of roles in the design and construction fields—it takes all kinds!”

There are a
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all kinds!

MORE ABOUT ROSLYN

Roslyn and her husband Adam Child '06 enjoy being active outdoors and renovating their 1913 home. Their son Lincoln was born in January.





DAVID SENERTH '04

PATENT ILLUSTRATOR
Brooklyn, New York



As a child, Serneth would stare at the construction drawings and hand-drawn renderings around his dad's office. "I just remember looking at all the details and trying to figure out how it was put together," said Serneth. He grew an appreciation of art and design in all its forms.

As a student at Massachusetts College of Art and Design, Serneth studied architecture, but he noted that "being at an art school I was exposed to many different types of creative classes, like weaving, sculpture, glass blowing, and other three-dimensional art forms that helped in my understanding of how things are built and put together."

Serneth pursued architecture for a time but eventually ventured into patent illustration, first working for a firm, and now running his own business based in Brooklyn, New York. As a patent illustrator he creates the required drawings for US and international patent applications. His clients range from individual inventors to patent attorneys at large intellectual property law firms from around the world.

Some illustrations start with just an idea and description from a client, while others he adapts from digital models or physical prototypes. Getting the details right is essential to Serneth's job since his illustrations are used to protect the design or utility of a client's product.

Serneth shared that, as a high school student, he jumped right into the detail of his art. At The Academy, his teachers Gloria Hanczar and Susan Rosenstone Larrow encouraged him to loosen up and get a sense of the project before diving into detail.

I just remember looking at all the details and trying to figure out how it was put together.

One particular memory from Hanczar's class stood out to Serneth; "I still remember that first year doing this quick project where we came into class and there was a bust of Abraham Lincoln in the front and large pieces of paper set out at each seat. She then came in and said 'Today, we are finger painting!' and proceeded to pour paint on each of our pieces of paper randomly. From there we were told to look at the Abe sculpture and quickly paint with

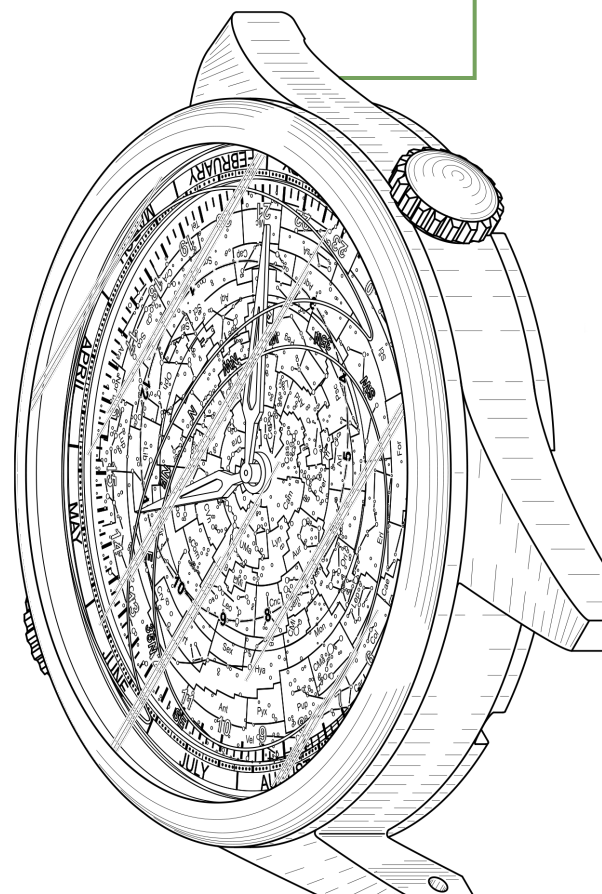
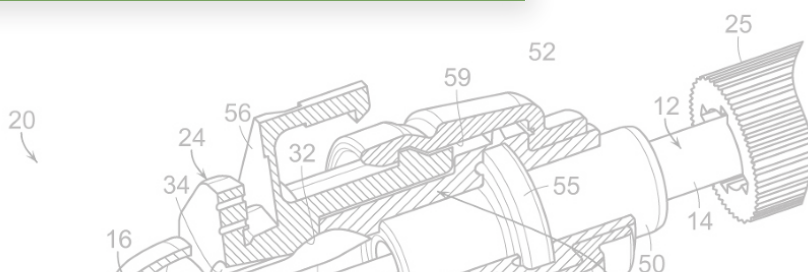
our fingers the overall shape, looking at only basic features and not getting too focused on the details yet. After letting the paint dry, she handed out sharpies and from there we got to focus on the details."

To Serneth, this was just a learning exercise, but Hanczar saw potential in Serneth's creation and entered it into an art competition. Then, according to Serneth, "Fast forward to six months later, I am standing on stage at Lincoln Theatre in D.C. receiving a National Scholastic Art Award for this 'finger painting.'"

Now as a patent illustrator, one of his favorite parts about what he does is helping his clients visualize their ideas. He shared, "I get to be creative and give the client a starting point to take an idea to a manufacturer or more advanced product designer." In his years as an illustrator he has drawn upwards of 10,000 unique design and utility patents.

MORE ABOUT DAVID

David loves where he lives in New York City, but as a self-employed illustrator, he also has the freedom to travel around the world while still keeping up with his clients.





ALEXYS HANCZAR WILBUR '98

DESIGNER & OWNER AT IDEAMILL
Hanover, New Hampshire



At the root of everything Alexys Wilbur '98 creates is a design that meets a human need. No two projects or days are alike at Ideamill, Wilbur's human-centered design company. "Whether I am designing an interface to help practitioners monitor and treat newborns affected by withdrawal symptoms, or working on the form of a wireless headset that enables audiologists to give hearing tests to children in a small village in Tanzania to help track and treat the progression of a disease, at the core of each problem is a person who wakes up in the morning with the same basic needs as you or I," shared Wilbur.

Wilbur relies on her constant curiosity and training in industrial design from Carnegie Mellon University and additional training in user experience and interaction design from Rhode Island School of Design and the Nielsen Norman Group. "Details of our lives may be vastly different, but at our core, we are all human beings that have the same basic needs we've had for thousands of years," assessed Wilbur.

When I
discovered
design,
the world
made
sense.

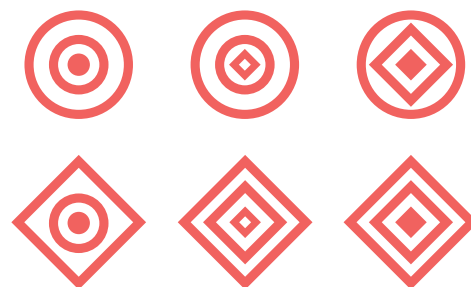
Addressing these core needs is what Wilbur aims to do with her design rather than focusing merely on aesthetics. She commented, "As a designer, I feel lucky to be able to avoid projects that only seek to make things look attractive so that consumers will buy more things they don't really need from a company whose goal is to sell more."

A favorite project has been designing stimuli for neurocognitive tests for children. "It brings together perception, anthropology, color, and the principles of interface design," described Wilbur. The test is created to be low cost, highly mobile, and intuitive to use so it can be used all around the world.

For Wilbur, industrial design is a synthesis of her many interests. "When I discovered design, the world made sense," she shared. She credits her parents for exposing her to the magic of the natural world, the joy of creating with her hands, and the value of seeing a project through to completion. Her father, Dennis Hanczar, was an engineer and later a science teacher at The

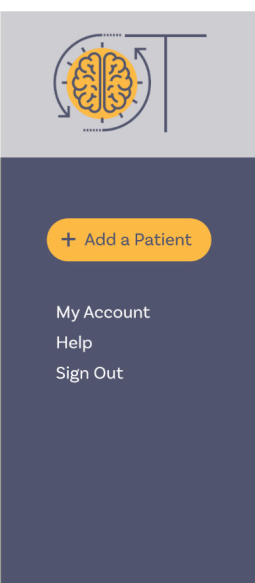
Academy and her mother, Gloria Hanczar, recently retired as an art teacher at The Academy and now directs The Gallery.

As a student at The Academy Wilbur enjoyed being able to take deep dives into topics that interested her through independent studies which she said then prepared her for self-driven study in college. She shared, "Having the quality of education at WA behind me felt like a springboard to follow my interests with confidence and trust from experience that hard work would pay off." **W**



MORE ABOUT ALEXYS

Alexys lives with her husband and two children in Hanover, New Hampshire where she enjoys being outdoors and her welcoming community's sustainability initiatives, respect for the environment, and booming technology sector.



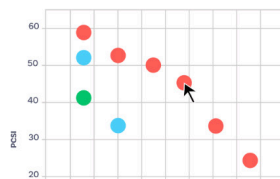
PCSI Overview

PATIENT

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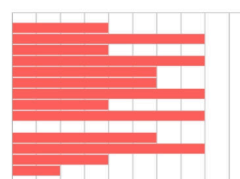
SELF-REPORTED

PCSI



SYMPTOMS

answers questions more slowly
balance problems
difficulty concentrating
difficulty remembering
dizziness
drowsiness
fatigue
feeling mentally "foggy"
feeling more emotional
feeling slowed down
confused by directions or tasks
headache
to what degree you feel down
irritability
move in a clumsy manner





By Jonathan Sturdevant
Associate Head of School for Advancement

THE GIFT

As most are now aware, last spring The Academy received a landmark gift from Mrs. Joan Loos to help sustain the excellent fine arts programs we have at WA, and reinvigorate the opportunities provided to our greater community here in the Quiet Corner.

WHAT HAS ALREADY BEEN DONE?

Physical renovations have been completed, and we now have one of the finest theaters of our size anywhere. New sound and lighting systems have been installed in the theater and atrium. The stage has been gutted, painted, and equipped with a new fully-automated rigging system. Trust us when we say that our new capabilities will blow your mind. These capabilities are immediately impacting our students as options for concerts and musicals are greatly expanded, and we have far more options to bring in outside performances and visiting artists.

WHAT IS COMING?

Mrs. Loos's gift will continue to impact this space each and every year as part of it has established an endowment to be used for the facility in the form of physical upgrades and booking additional arts programming. These funds alone will allow The Academy to bring in great performances and exhibits each year. In addition to our own student exhibits and performances, you can expect to see four to seven external performances and three to four exhibits in The Gallery each year.

OPEN FOR BUSINESS

At times, the facilities in the Loos Center for the Arts is available for rental. Many groups have already used the theater and the atrium for performances, dinners, fundraisers, and meetings. There are over 1,000 seats in the theater, and a separate 70 seat lecture hall.

THANK YOU!

The entire Woodstock Academy is grateful to Mrs. Loos for such an impactful gift. Some of our vendors deserve special thanks as well. Both 4Wall Entertainment and Rational Acoustics have been invaluable partners throughout the renovation process. **W**





EVENTS

AT THE LOOS CENTER
FOR THE ARTS

Join our mailing list to be the
first to hear about

CONCERTS

**GALLERY EXHIBITS &
OPENINGS**

STUDENT PERFORMANCES

CHILDRENS THEATER

& MORE!

**GET TICKETS & SIGN UP FOR
OUR MAILING LIST AT
THELOOS.ORG**

WE SAVED YOU A SEAT!

Purchase a seat in the Loos Center for the Arts to help further improvements and prepare for years of art and entertainment by our students and for our community. Each seat purchased for \$200 includes custom recognition on a seat.

LEARN MORE AT
woodstockacademy.org/saveaseat



ADVANCING OUR WA FAMILY

I have now been connected to The Academy for a little more than five years—a mere novice compared to many around here, but the years have been full. As I think back over these initial years and recognize how much we have grown, the challenges we’ve undertaken and completed, I’m thankful for an amazing student body, a dedicated faculty, and an administration and board of trustees with visionary leadership. While we won’t ever stop working on current and capital projects to make our student experience even better, with many things now in place, it’s time to build a focus on sustaining the growth we have become accustomed to, making our programs stronger in the long term, and providing annual financial support through our endowment.

This begins with legacy. Many alumni, parents, grandparents, friends, foundations, and businesses have given generously to help us get to where we are. What they have helped us build is forever a part of their legacy. It is hard not to think of Henry Chandler Bowen when we think about legacy as it relates to The Academy. One could argue that if it weren’t for his generosity, The Academy may not even be here today. We will need more people with his kind of thought and dedication to continue our history of delivering excellent programs for our students. That is why we are establishing the Henry Chandler Bowen Legacy Society. Membership is simple. If you have chosen to include The Academy in your will, estate, trust, or other type of planned gift, we want to recognize you.

This can be an intimidating topic. Whether you have already made plans or have yet to consider them, we would welcome the opportunity to discuss potential projects and endowments that may help you leave a legacy at The Academy, as well as save on taxes, while still being able to provide for family and other organizations near to you. While we are not estate attorneys or financial advisors, we can help with the vision. The Woodstock Academy Foundation has worked to develop a list of trusted advisors who can help you think through details of planned gifts that may be appropriate for you and your family. In the coming year, we also plan to provide educational opportunities with some of these advisors for those who may like to learn more about estate planning and planned gifts in general. This topic is, of course, personal and we won’t disclose details publicly about gifts from members of the Henry Chandler Bowen Legacy Society unless desired.

Timing on this new legacy society is fitting as The Academy is undertaking a multi-year capital and endowment project to renovate and sustain the Academy Building. The funds for this iconic building were given by Henry Chandler Bowen in the early 1870s and it has been known by every student to attend The Academy since—quite the legacy! For almost 150 years, it has been at the forefront of our physical campus and educational programming, and with your help, it will remain in that position for years to come.

Please feel free to reach out to me, another member of our team, or one of our Foundation Directors if you have already included The Academy in your estate plans and would like to be included in the Henry Chandler Bowen Legacy Society, or would like to learn more about ways to make a planned gift or the Academy Building restoration.

Looking to our future,

Jonathan D. Sturdevant
Associate Head of School for Advancement
giving@woodstockacademy.org
860.928.6575 x1211



INSPIRE150

150th anniversary campaign for the Academy Building

We are now working to restore this beloved historic landmark to its original design and revitalizing it to suit the needs of 21st-century teaching and learning.

Improvements & Restorations Include

- New windows
- New roof
- Clock and bell restorations
- Exterior paint and repairs
- Accessibility improvements
- Renovated bathrooms
- New furnace and heating

Help us INSPIRE learning for future generations by making a gift to the INSPIRE150 campaign.

woodstockacademy.org/inspire150

5 Benefits of Strength & Conditioning for High School Student-Athletes

By Brenden Ostaszewski, MS, RSCC, CSCS, Strength and Conditioning Coach at The Woodstock Academy

Over the past three years, Brenden Ostaszewski, or Coach O as he is known on campus, has developed a robust strength and conditioning program for Academy students. The newly refinished Strength and Conditioning room on South Campus has been a great resource for athletic team workouts, weight training classes, and open gym time. As he pursues a Ph.D. in Health & Human Performance, Coach O shared five of the ways research has proven strength and conditioning benefits student-athletes.

Adolescents who engage in a strength and conditioning program are likely to encounter various psychological and physiological benefits. Particularly, resistance training is

a key component commonly used within a strength and conditioning program. Resistance training has been shown to provide physical, social and emotional benefits in the adolescent population.^{1,2}

With the aid of a strength and conditioning coach, student-athletes can witness various benefits using a progressive strength and conditioning plan.

1 STRENGTH: The most obvious benefit is an improvement in strength. Adolescents who engage in prolonged, progressive resistance training regimens have been shown to improve muscular strength.^{1,3}

2 PERFORMANCE ENHANCEMENT: Power, speed, and strength are critical elements for athleticism. Long-term systematic strength and conditioning training has been associated with improvements in speed, change of direction performance, strength, and power.^{4,5}

3 INJURY REDUCTION: Rigorous sport participation in the adolescent population increases the prevalence of acute and overuse injuries.⁶ Soomro et al. suggests that the implementation of a strength and conditioning program, which prioritizes a warm-up and neuromuscular strength training, can help reduce injury rates in adolescent sporting activities.⁶ Thus, adolescents who engage in a strength and conditioning program may reduce the likelihood of developing injuries.

4 BODY COMPOSITION: Not only can a structured and progressive strength and conditioning program enhance strength, performance, and reduce the likelihood of developing an injury, but it may also improve body composition. Velez, Golem, and Arent demonstrated that 12 weeks of resistance training had shown significant reductions in body fat percentage compared to a control group.⁷

5 COGNITION: Lastly, student-athletes who engage in a strength and condition related program may enhance their cognitive abilities. Increases in physical activity and fitness have been associated with improved cognitive and mental health in adolescents.⁸ Therefore, strength and conditioning programs which increase physical activity levels may provide a cognitive benefit for high school student-athletes. **W**



¹ Lesinski, M., Prieske, O., & Granacher, U. (2016). Effects and dose-response relationships of resistance training on physical performance in youth athletes: A systematic review and meta-analysis. *British Journal of Sports Medicine*, 50, 781-795.

² Schranz, N., Tomkinson, G. & Olds, T. (2013). What is the effect of resistance training on the strength, body composition and psychosocial status of overweight and obese children and adolescents? A systematic review and meta-analysis. *Sports Medicine*, 43, 893-907.

³ Behringer, M., vom Heede, A., Yue, Z., & Mester, J. (2010). Effects of resistance training in children and adolescents: A meta-analysis. *Pediatrics*, 216, e1199-e1210.

⁴ Sander, A., Keiner, M., Wirth, K., Schmidbleicher, D. (2013). Influence of a 2-year strength training programme on power performance in elite youth soccer players. *European Journal of Sport Science*, 13, 445-451.

⁵ Keiner, M., Sander, A., Wirth, K., Schmidbleicher, D. (2014). Long-term strength training effects on change-of-direction sprint performance. *The Journal of Strength & Conditioning Research*, 28, 223-231.

⁶ Soomro, N., Sanders, R., Hackett, D., Hubka, T., Ebrahimi, S., Freeston, J., & Cobley, S. (2016). The efficacy of injury prevention programs in adolescent team sports: a meta-analysis. *The American journal of sports medicine*, 44(9), 2415-2424.

⁷ Velez, A., Golem, D. L., & Arent, S. M. (2010). The impact of a 12-week resistance training program on strength, body composition, and self-concept of Hispanic adolescents. *The Journal of Strength & Conditioning Research*, 24(4), 1065-1073.

⁸ Costigan, S. A., Eather, N., Plotnikoff, R. C., Hillman, C. H., & Lubans, D. R. (2016). High-intensity interval training on cognitive and mental health in adolescents. *Medicine & Science in Sports & Exercise*, 48(10), 1985-1993.



Homecoming



1

ideate.

i·de·ate /'īdē'āt/

verb: form an idea
imagine or con



2



5

Alumni and Homecoming Weekend was a huge success in 2019. We continued the tradition of our annual Alumni Soccer Game. This year Blue won in the highest scoring game in recent memory (Final Score: Blue 9 and Gold 6). The Gallery in the Loos Center for the Arts featured *Ideate: a collection of alumni creatives*.

At the pep rally, students and staff went head to head in a battle of tug-of-war, the science teachers showed their Centaur pride, and the prep basketball team showed their moves on the dance floor. At the homecoming football game, the stands were filled with students, alumni, parents, and the whole WA community! Centaur football had one of their best seasons with a total of seven wins and three losses.



9



11



12



SAVE THE DATE

Alumni Weekend 2020 October 2nd and 3rd

2019



1 & 11 Spirit Week
2, 3, & 7 The Gallery - Ideate
4, 9, & 10 Pep Rally
5, 6, & 12 Alumni Soccer Game
8, 13, & 14 Homecoming Football Game



Alumni Banquet



Class of '69

The Alumni Shindig in a nearby Woodstock barn was a fun, casual night of catching up with WA alumni. The following night, the Alumni Banquet in the Loos Center for the Arts welcomed Academy grads of all generations, but especially the class of 1969 celebrating their 50th high school reunion.



A special moment of the banquet was the unveiling of three portraits of special Woodstock Academy community members to honor their service to the institution.

Allan Walker Sr. '51 (pictured left with wife Joan) was one of the longest serving headmasters at The Woodstock Academy. He served from 1960 to 1980.

Arthur and Evelyn Weimann, who were inducted into the Alumni Athletic Hall of Fame in 2014 as benefactors.

Charles "Bill" Bentley, who served as president of the Board of Trustees from 1986-1989 and for whom The Bentley Athletic Complex is named in recognition of his contributions to the growth and development of The Academy and its athletic programs.



ALUMNI CONNECTIONS

From Brad Favreau '88 Director of Annual Giving and Alumni Relations

THE WOODSTOCK ACADEMY CONNECT



I am very excited to announce that we have re-launched Woodstock Academy Connect, an online community and resource exclusive to alumni of The Woodstock Academy! Now available as an app, it is easier than ever to stay connected to The Woodstock Academy and fellow Centaurs. There are currently over 575 members!

On WA Connect, you'll see posts from me sharing WA news and alumni highlights, but you can post, comment, and share as well! You can also:

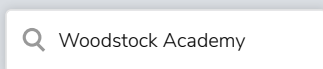
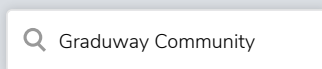
- Elevate your career with mentorship opportunities and an alumni job board.
- Expand your Centaur network through an alumni directory and groups.
- Amplify your Woodstock Academy experience with campus news and events.
- Share your journey on the network and group feeds.
- Give back to your Woodstock Academy community by mentoring and sharing job opportunities.

You can quickly create an account with Facebook, LinkedIn, or your email.

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OR

DOWNLOAD THE APP



Enter The Woodstock Academy



ALUMNI & REUNION WEEKEND 2020

Friday, October 2

- Alumni Art Show in The Gallery in the Loos Center for the Arts
- Alumni Shindig at Taylor Brooke Brewery

Saturday, October 3

- Alumni Tours
- Class of 1970 50th Reunion Reception
- Alumni Banquet
- Wooden Horse Concert

CONNECT WITH US!



Woodstock Academy Alumni Community



@Alumni_WA

RHODES SCHOLAR & SO MUCH MORE

Wanjiku Gatheru '16 was elected to the American Rhodes Scholar Class of 2020! She is the first from the University of Connecticut to receive the award. Gatheru was also a 2019 Truman Scholar and a 2019 Udall Scholar. Congratulations!



Sean Flynn/UCConn Photo

ALUMNI HOCKEY GAME

In December, Blue prevailed over the Gold 8-4, as 32 skaters came out for this annual event.



Jeremy Usefeld Photo

SIGN UP FOR EVENTS AND
VIEW MORE ALUMNI NEWS ON
WA CONNECT

ARTIFACTS

FROM A RICH HISTORY

1 Centaur of Attention In the center of the Bowen Building lobby stands this centaur statue created by art teacher Prescott Powers in 2001 to celebrate the school's bicentennial. The centaur symbolizes guidance and strength, reaching toward the future, and our goal of academic excellence.

2 Ex Libris This Latin dictionary belonged to Ely Ransom Hall, the longest serving principal of The Woodstock Academy from 1888-1914.

3 Building Progress From 1990-1992 the Academy campus underwent major construction to the Bowen Building and Hyde Building. Special Academy hardhats were made to commemorate the expansion.

4 WA Style This vintage bag reminds us that WA never goes out of style. Show off your WA spirit with clothing and more from the Centaur Shoppe. centaurshoppe.com

5 Best All-Around The Yale Honor Cup was established in 1930 by nine Academy alumni who graduated from Yale University. Each year two cups are presented to two seniors who are considered to be the "best all-around." It is the highest honor bestowed on a graduating senior by The Woodstock Academy's faculty.

6 Goal! A signed memento from the 1977 boy's soccer state championships. In the 2018 season both the boys and girls teams were named the ECC champions!

7 Let's Go Centaurs! Three cheers for the Centaurs! This classic cheerleading megaphone lives in Mrs. Singleton's office, but it still makes an appearance at a pep rally from time to time.

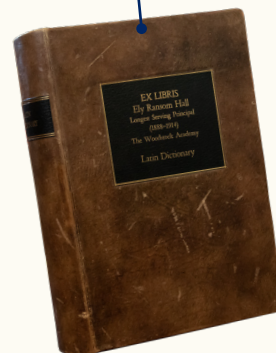
8 A Fresh Dinner with FRESH This ticket is from the first of many spaghetti dinners FRESH, The Woodstock Academy's student-run non-profit, has held to support community initiatives in northeastern Connecticut. FRESH celebrated its 10th anniversary during the 2019–2020 school year.

We would love to add to our collection of items from The Woodstock Academy's long history. If you have items of interest, please email alumni@woodstockacademy.org

1



2



4



3



5



6



7



8



Robert J. Smith
A History of
The Woodstock Academy
1801-2016

LEARN MORE ABOUT WA'S PAST

A History of The Woodstock Academy: 1801–2016 by Dr. Robert J. Smith

Purchase your updated, limited edition from woodstockacademy.org/historybook.



eLearning

When schools around the world were forced to close in order to keep students healthy, The Woodstock Academy quickly shifted to online learning.

By Julia Budd '11, Editor

Before cases of COVID-19 were identified in the United States, The Woodstock Academy began creating plans to maintain teaching and learning, even if the virus interrupted the typical, on-campus schedule. The solution was eLearning. By using Academy-issued iPads and existing collaboration and video conference software, teachers and students would be able to continue with their courses for the semester.

By mid-March 2020, after a practice eLearning day, The Academy switched to eLearning for the foreseeable future. Because plans were already in place to practice eLearning, teachers had already been trained in developing an online classroom. Many teachers stepped up to teach each other through workshops and tutorial videos.

While eLearning looks different from class on campus, it has allowed teachers to maintain the educational momentum

with their students. Throughout the transition The Academy continued to make adjustments, but, most importantly, students did not lose a single day of school. Even boarding students who returned home within the United States or around the world were able to stay connected to their classes online.

Following the practice eLearning day, Chris Sandford, head of school, wrote in an email to The Woodstock Academy community, "We are proud of how our faculty, staff, and students have stepped up to the challenge. While the format of learning has changed and we are not together on campus, our school is not closed and we are still a community."

Teachers, guidance counselors, social workers, and support staff came together (in a virtual sense) to provide additional support to students struggling with the transition. The Academy's focus has always been on the whole student.

Recognizing that experiences outside of class are essential to a student's high school experience and wellbeing, over 30 clubs, activities, and honor societies moved to an online format. From Jazz Band to Knitting Club, students have multiple opportunities to connect with peers from home.

No matter the circumstances, The Academy maintains a student-centered approach to education. **W**

AFTER THE FIRST OFFICIAL DAY OF E-LEARNING, A PARENT SENT THIS EMAIL:

Bravo to Woodstock Academy! The transition to eLearning has been going very well from our perspective. My sophomore and senior are hard at work during their scheduled class blocks. Just another reason to love WA. Hats off to you and your entire staff!

eYoga



eMeetings



eScience



NEVER GIVE UP

By Ame Tsamaase '19

Ame Tsamaase was the 2019 winner of the Kathryn Robertson Essay Contest. Each year, the winner of this prestigious award is given the honor of adapting their essay into the commencement address.

“Though my soul may set in darkness, it will rise in perfect light. I have loved the stars too fondly to be fearful of the night.” - Sarah Williams

What are your stars? Your dreams? Your aspirations? My dream is to become a college graduate, yours is to join the army. Mine is to heal with medicine, yours is to own your own company. Others strive to get justice for the innocent or teach the upcoming generation. We could fill an infinite night sky with these many bright ambitions, but how we each reach the stars is dependent on individual persistence. In our darkest moments, we must struggle on for our dreams. This is the constant of humanity, for when I connect the dots in history, it forms a constellation of ancestral perseverance—of pioneers in every field who were persistent in the pursuit of prosperity, of parents and grandparents, who pursued success despite pain. As Sarah Williams’s quote implicitly states, those who achieve their goals in life all echo the same phrase.

Don’t give up. Everyone comes into the world dauntless, as babies who didn’t quit on walking after the many times they had fallen before. Overwhelmed but not defeated, we crawled. But once our chubby knees were no longer sore, we once again gripped onto a wall and started toddling, unbothered by fear. Though I wish the journey to achieving grand ambitions was the simple walk in the park it was when we were children, it’s now really a hike up Mount Everest. It’s a bitter, sad, uphill trek swarming with suffering, set-backs, and self-sabotage. No short-cuts. No easy ways

out. The true test of resiliency is that when confronted by adversity, will you give up or will you rise up?

In response to this question, my grandparents said, “You rise.” They were relentless when denied education beyond the third grade during colonialism, in Botswana. Once they had tasted its possibilities which are as limitless as the sky, they “forever looked up,” as Leonardo Da Vinci implies. Forty miles, my grandfather traveled—every day—by bicycle. In the unbearable heat and blinding sun he bolted on, with broken-down pedals and bald tires, crossing borders in the name of hope, to work for a cruel totalitarian employer who did not believe in his humanity nor his right to literacy. The ability to read we all take for granted now, to him was but a dream. With the below minimum wage money my grandfather earned, he enrolled his children into school because he wanted them to have their own dazzling desires. He raised them to be stars and not to hide their fires. So find your ambition. Shrouded within the celestial mosaic of your mind, sculpted by spirited love that burns brighter than a meteorite, it arrives in divine epiphanies as visions of who we are at our most successful selves. Fight for your dreams.

Part-way through telling the story about his long bicycle journeys, my grandfather frowned. “Experience will nurse your sour milk -” My grandmother interjected, “But when it does, be like a tree and let the dead leaves drop. Be like a river that washes the dead fish away. Fall to the ground, then get back up. Cry your heart out, then try again.”

My grandfather admitted that on the days when hunger and exhaustion almost made him collapse on his long bike journeys, he

held onto the vision of a future where his offspring could weave ideas into poetic beauty and digest words of different languages. The year he told me this story, I received an award for publishing a non-fiction piece. My mother published. My father did too. Because of my grandparents’ tenacity when times got tough, we are a family of authors who are fluent in several languages. From their lives I learned that discomfort and uncertainty are significant aspects of success meant to teach us, not cripple us. How will we know if we are truly meant for something if not challenged by difficulty? We become wiser from our mistakes, braver from our fears, and stronger through our challenges.

Thomas Edison believed the same thing. Like my grandparents, he is also evidence that the universe loves a willful heart. Growing up, Edison was a happy young boy with hopeful comets for eyes that came home holding a folded paper from his teacher. He handed it to his mother. Fighting back tears, his mother’s glimmering eyes skimmed the paper as she exclaimed, “Your son is a genius! Please teach him yourself.” Several years after his mother died, he found the original paper which read, “Your son is mentally ill. We won’t let him come to school anymore.” After being fired from his first two jobs for not being productive, after 1000 unsuccessful attempts, after being called “too stupid to learn anything,” Thomas Edison’s 1001st attempt lit up the world as the light bulb. In science class I learned that in order for a star to be born, a gaseous nebula must tragically crumble. Same with success - in order to achieve it, we must overcome impediments. Thus success is stalled by behavioral inertia. Like wavelengths, humans resist change, but in science, politics, education, and

The true test of resiliency is that when confronted by adversity, will you give up or will you rise up?



other disciplines, it was a few individuals venturing out of their comfort zones, unwilling to settle for anything less than their goals; that revolutionized the world. Edison showed that success in life requires commitment and action, persistence and unwavering faith.

The same values are required from soldiers. When my father was deployed to South Sudan, he recounted sitting outside an army tent in the blistering heat one starry night with an American soldier who asked, “Why are we doing this?” The soldiers’ experiences were physically and psychologically straining. Peace in Darfur, which once was the life-blood of men from various countries, now seemed an impossible dream. But both did not give up, and they persevered because they never stopped looking up—to the glistening stars of freedom that guided Harriet Tubman on her treacherous journeys and inspired her to say, “Reach for the stars to change the world.” They gazed up, to the freckled sky that Aristotle admired as he said, “It is during our darkest moments that we must

focus to see the light.” Like the soldiers, like my grandparents, like Edison, Aristotle, and Harriet Tubman, we must press ahead with integrity and zeal because we all gaze at the same stars. They are proof that even in the darkest midnights, there is always hope.

**For the
manifestation
of dreams
can only
occur through
liberation
from fear.**

There will always be obstacles in life, some minimal and others life-altering. That can never change. But I have power over my perspective, so I must treat the obstacles as learning opportunities that teach me the skills required for my success. I will face my insecurities to be able to explore my possibilities. Every loss must fortify the motivation to keep on striving. Every defeat must clarify the vision in my mind of where I want to be in life. For the manifestation of dreams can only occur through liberation from fear. So unshackle, like Harriet did to slaves, and let your unrestrained dreams take flight. Race

towards them with the fierce passion of my grandfather pedaling a broken bicycle under the blazing sun. Let hope for the future guide you like Edison’s light bulb through the darkness of uncertainty. When the obstacles in life feel as terrifying as the war my father fought in, when college courses become difficult or jobs become stressful, I must believe in my relentlessness because as a member of humanity I stand on the historical sacrifices of a culture, a testimony of self-determination and perseverance, with veins pumping resistance. And so do you. No matter what your stars are, when we reach them only persistence can tell, as it is the pendulum of the grandfather-clock of life. It decides what time we reach our dreams. All I know is that when we don’t give up, we step out of autopilot and control our own destinies.

W



Nahshon Battle PG '20 New Jersey

ambitious, observant, & personable

Nahshon came to WA for the prep basketball program, but it's the community that has enriched his experience. "I feel the family aspect of Woodstock, and definitely the family aspect of the team," Nahshon shared. When he isn't training or playing in his own prep basketball games, he enjoys going to the varsity high school games. "I like how people show up, the band comes, and it's a good environment." In terms of Nahshon's academic experience at WA, Mr. Smith's Military History class is at the top of his list of favorite classes. "He was the most interactive teacher I think I've ever had. It was informative, but he did it in a fun way. We watched a lot of films, we had a lot of discussions, and a lot of debates. We got the opportunity to learn from each other in that class." Through a ceramics class, Mr. Dupuis has helped Nahshon explore his creative side.



Looking to the Future

WA prep basketball coach Jacques Rivera said Nahshon had offers from every school in the Northeast Conference but Nahshon wanted to make sure the school he chose was 100% the right fit. In the end, Nahshon committed to play Division II at St. Michael's College where he'll also pursue a biology pre-med degree. Nahshon commented, "I'm still going to school for free so to be able to come out of a four-year institution with no debt is a good deal."

Jingyi Jane Pan '20 China

enthusiastic, kind, & self-disciplined

Reflecting on the three years Jane has attended WA, it was hard for her to pick just one favorite class. She settled on a tie between symphonic band and international relations, sharing that in symphonic band, "I learned not only musical languages, but learned how to challenge myself constantly, and how to listen to others and I believe that has made me a better person." In International Relations Jane said she gained a new perspective by roleplaying and working to find solutions to complex international issues. "It reminds me that the only way to be a good global citizen and put in effort to make our world sustainable and developable for our future is to understand, accept, and communicate in a peaceful way," she shared. Outside of class Jane is active in the music department and Science Olympiad. She serves as a student leader on the school academic committee and as a wing prefect in the residential life program. Last spring she traveled to Peru with WA and skillfully documented it through photo.



Looking to the Future

As Jane makes her post-WA plans she hopes to study political science and international affairs. "I believe that with a comprehensive understanding of the world, we can then find better solutions for many unsolved, but needed and urgent, resolutions to global issues," she shared.

Emma Redfield '20 Connecticut

athletic, driven, smiley, friendly, & creative

Emma excels in both academics and athletics, making her a true scholar-athlete. In fact, Emma was named one of The Academy's top four scholar-athletes, along with Luis Miranda, Tristan Monahan, and Avery Jones.



Emma plays varsity soccer and lacrosse and spends the winter season as a partner for Unified Basketball. In the classroom, Emma likes a challenge. Her favorite class at The Academy so far has been calculus with Mr. Tyler junior year. Thinking back to the class, Emma shared that "The students had great chemistry, and we worked well together, which created a very productive, enjoyable learning environment. Mr. Tyler is an excellent teacher. He encourages teamwork and makes classes enjoyable." Apart from classes and activities on the court and field, Emma keeps busy as vice president of WA's National Honor Society and a member of the Latin, scholar-athlete, science, and math honor societies, and well and a member of Rotary's Interact Club. Emma said "the tremendous range of opportunities available" stands out as a defining characteristic of her time at WA.

Looking to the Future

In the fall of 2020, Emma plans to pursue a degree in a STEAM field and she added that she hopes to expose herself "to as many new experiences, people, and information as possible."



STUDENT PROFILES

Jordyn Brousseau '20 Connecticut

creative, humorous, & hardworking

If you are looking for Jordyn Brousseau on The Academy campus, chances are you'll find him in an art classroom working on a project or helping as a peer tutor. "The art department has allowed me to grow as an artist and the school has prepared me for a creative future outside WA," he shared. A part of this preparation has been co-curating a gallery show of student artwork in The Gallery in the Loos Center for the Arts. While Jordyn's focus has been art, he has also appreciated classes and extra-curricular activities that have allowed him to explore math and science and to give back to the community. During his time at WA, Jordyn has actively participated in several clubs and societies, such as EarthSave, Arts Outreach, National Honor Society, Science National Honor Society, as well as the School Climate Activists, a group that encourages a welcoming school environment. He commented that, "These clubs have given me the opportunity to help out the school and surrounding community."



Looking to the Future

Jordyn plans to study illustration and painting at a college in the northeast. He noted that, if possible, he would like to continue studying biology as well.

Luis Miranda '20 Connecticut

hard working, driven, & student-athlete

For Luis, his time at WA has been about building meaningful friendships with his peers, whether it's on the football team, in the classroom, as a member of EarthSave club, or in the school production of *Our Town*. "I have made lifelong friends with people whom I share a common goal with," said Luis. He has been able to do all of this while excelling in his studies, earning him membership in four honor societies. His favorite course has been AP Biology, which, despite the difficult course materials, remained interesting and "expanded our understanding and appreciation for the natural world," while bringing into focus the formal scientific process.

Looking to the Future

After graduation, Luis hopes to carry his "passion and love for football" into college as he plans to study Physics, and eventually get a Ph.D. in Astrophysics.



Julia Schad '20 Connecticut

dedicated, assertive, unpredictable, self-reliant, & warm

When asked about defining characteristics of her WA experience, Julia shared about the "welcoming people and numerous amazing opportunities," which have led her to meet some of her closest friends. As a junior, Julia took International Relations where she "was immediately submerged into a world of knowledge and high-level debate." Now as a senior, Julia serves as one of three head delegates on The Academy's nationally ranked Model UN team. For Julia, participating in Model UN and International Relations she has been able to "foster a skill in public speaking and build confidence, but also expand my awareness of social issues around the world." When Julia isn't studying or traveling with Model UN she serves as the coordinator for the on-campus food pantry with the student-run non-profit FRESH, along with playing lacrosse, and being a member of the senior class council and EarthSave club.



Looking to the Future

After graduating, Julia plans to attend university in a city setting to study international affairs and biology.

Tristan Monahan '20 Connecticut

genuine, dedicated, & friendly

Tristan is on his way to become an Eagle Scout and he lives his life by the scout law—to be "trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent." Tristan puts these values into practice as a member of the cross country and track teams, as well as through Model UN. In addition to making friends, valuable moments of Tristan's time at WA have included being a delegate at the American Legion Boys State program, traveling to Montréal and Washington D.C. for Model UN conferences, and a trip to Italy with other Italian language learning students. His academic dedication and commitment to the values of the Scout law have earned him membership into science, math, scholar-athlete, and Italian honor societies, as well as The Academy's National Honor Society where he serves as co-president. Tristan's favorite class has been International Relations I and II taken his junior and senior year.



Looking to the Future

Tristan plans to attend West Point to pursue a degree in engineering. Tristan shared that whatever he does, he wants "to be in a position where I can have a significant impact on the community."

A Day in the Life of a Residential Student



Thao To (Stephanie), a sophomore from Vietnam living on South Campus, shares an average day in her life.

6:30 a.m.

Wake up

Prepare for school and get ready for the day.

6:45 a.m.

Take the shuttle to North Campus

7:00 a.m.

Eat breakfast in the North Campus Dining Commons

Stephanie's favorite breakfast is eggs with ketchup and sausage and sometimes fruit.

7:33 a.m.

1st Period – Study Hall or Weight Training with Mr. Ververis

When Stephanie has Study Hall she likes to go to the library for quiet study time. She often uses this time to prepare for the PSAT or Math Team competitions. Every other day Stephanie has Weight Training on South Campus with Mr. Ververis. She said she likes weight training about 80% of the time and 20% of the time it challenges her, but it is a challenge she is willing to accept.

9:09 a.m.

2nd Period – English 2 with Ms. Drogosz

With English being her second language, Stephanie thought that English class was going to be hard for her but instead it has been one of her favorites!

10:45 a.m.

3rd Period – American Government and Politics with Mr. Garceau

As a student from another country, studying American government and politics is a unique challenge. The class has taught her a lot of new vocabulary, but she enjoys the challenge and appreciates her teacher Mr. Garceau.

Lunch Break during 3rd Period

While Stephanie eats lunch she likes to catch up with friends and relax.

12:46 p.m.

4th Period – Geometry with Mr. Young

Stephanie loves math, so geometry is an easy favorite, but she also likes the class because she has made a lot of American friends. She also likes the fact that Mr. Young also lives on South Campus and that he is hilarious and easy to understand. Stephanie plans to study math in college.

2:15 p.m.

Classes End and After School Activities

Stephanie likes participating in after school activities as a way to get to know American day students. She is a member of EarthSave, Student Council, Production Club, Science Olympiad, and the Math Team. This is also a time when Stephanie can stay after class for extra help from her teachers.

3:15 p.m.

Free Time

Stephanie might start working on her homework or hang out with her friends on South Campus.

5:00 p.m.

Dinner in South Campus Dining Hall

Dinner is Stephanie's favorite meal of the day. "I always leave full because I like to try everything," she said. But her favorite dinner, like many American students, is chicken nuggets. There are a few other students from Vietnam at The Academy, so Stephanie likes to catch up with them at dinner.

6:00 p.m.

Free Time

After dinner, Stephanie might play pool with friends in the Centaur Lounge or on Wednesdays she goes to a Japanese language class taught by dorm parents Mr. Pawloski '05 and Ms. Boshoff.

6:45 p.m.

Study

After hanging out with friends Stephanie heads back to her room to study.

9:00 p.m.

Check-In with Dorm Parents

Each night students check in with the dorm parents on duty and when Stephanie goes to check in at night she usually stays and visits.

10:15 p.m.

Lights Out





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SCHOLASTIC ART & WRITING AWARDS

The Scholastic Art and Writing Awards are a long-standing, prestigious recognition program for creative teens. This year several WA students were recognized at the regional level and Gold Key recipients will move on to the national competition.



Christine Faist '20 Honorable Mention



Maximilian Bosio '20 Gold Key



Jordyn Brousseau '20 Gold Key



Alexa Schimmelpfennig '21 Honorable Mention

WRITING AWARDS

Linsey Arends '22 *Short Story*, Silver Key

Shawna Cudworth '20 *Novel Writing*, Honorable Mention

Emily Ross '20 *Senior Portfolio & Poetry* (two individual poems), Three Honorable Mentions

Katinka Sule '21 *Poetry Collection*, Honorable Mention

Audrey Ledbetter '20 *Senior Portfolio*, Gold Key; *Science Fiction and Fantasy & Flash Fiction*, Two Silver Keys; *Short Story & Science Fiction and Fantasy*, Honorable Mentions