PROCTOR

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PREPARING STUDENTS FOR COLLEGE AND LIFE

PROCTOR

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Our Motto

"Live to Learn. Learn to Live."

Our Mission

Taking inspiration from our motto, Proctor Academy creates a diverse learning and living community: one that values the individual and recognizes the potential of each member to stretch beyond what had been thought possible.

Balancing academic rigor, structure, and support with the freedom for students to explore, create and define themselves, Proctor encourages students to achieve their optimal growth. A deep commitment to a learning skills program and a strong emphasis on experiential learning is interwoven throughout Proctor's academic, athletic, artistic, and environmentally conscious programs both on and off campus.

Proctor students graduate understanding the values of honesty, compassion, respect, and responsibility, proceeding with confidence and with strategies to become life-long learners and thoughtful contributors to their communities.

For more information about Proctor, please visit our website at www.proctoracademy.org.

Proctor's magazine is published by Proctor Academy. Letters and comments are welcomed and can be sent to Scott Allenby, Chief Strategy and Communications Officer, Proctor Academy, P.O. Box 500, Andover, NH 03216; (603)735-6715; communications@proctoracademy.org.

Thank you to the army of proofreaders including Lisa Ensign Wood P'15, '18, '20, Lindsey Allenby P'27,'29, and the Development Team.



There is something special about the Proctor community and the way it impacts young people's lives. We hear about this impact from alumni all over the globe, but perhaps the most powerful testament to Proctor's impact is seeing 32 alumni choose to make Proctor their professional home!

Dear Proctor Community,

One of the greatest joys of my first year at Proctor was watching how fully our students immerse themselves into their experience here. They get excited about an idea in class, a powder day on the mountain, a piece of art they are creating, cheering on a Friday night game on the turf, or exploring a place halfway around the world. Spending time with our alumni this past year, I saw that same spark for life. They spoke with passion about their work, their families, their communities, and the things they love. I found myself feeling incredibly grateful to lead a school whose culture of relationships and experience stays with our graduates long after they leave.

It made me think differently about what we mean when we say we are preparing students for life after Proctor.

Of course, we care deeply about academic preparation. Our students thrive in college, are empathetic citizens, and have the skills and confidence to lead the lives they choose. Ultimately, though, what I hope for every Proctor student is simpler and more profound: that they build a life filled with joy and purpose.

We don't prepare students for those lives by making their experience here easy. We give them an extraordinary range of authentic experiences through which they discover what excites them, what they are good at, what matters to them, and what they are capable of overcoming. They struggle. They take risks. They fail, get back up, and try again. Through it all, they are surrounded by adults who know them, believe in them, challenge them, and help them make meaning from their experiences.

This is why I am so optimistic about Proctor's future. There is something powerful about the way we weave together challenge and support, joy and struggle, independence and deep relationships across an unparalleled breadth of experiences. Our students leave Proctor not simply prepared for what comes next, but with confidence and passion, a deeper understanding of who they are, and a growing sense of what gives their lives meaning.

After a year of seeing this up close, I am more certain than ever about what makes Proctor so special. At a moment when young people need this kind of education more than ever, I believe Proctor matters more than ever, and there is no other place that does what we do here. We are preparing young people not simply for what comes next, but for lives of meaning, joy, and purpose. We do that in a way that is uniquely Proctor, together.



With gratitude and incredible optimism,

Amy

Amy Smucker
Head of School

A Year of Historic Engagement and Philanthropy

A Foundation of Support for Proctor's Future



Dear Proctor Community,

There is a vibrant energy in Andover right now; the unmistakable feeling of a school on the move, and a momentum we all get to celebrate together.

This past year, our community gave with extraordinary generosity. The Proctor Fund set a new record, we received the largest gift commitment in the school's history, and final leadership gifts completed our Health and Well-Being Center. These milestones set the stage for what comes next. As we prepare for the next chapter of Proctor, we are dreaming big about new dormitories, fresh gathering spaces, an upgraded lift for our beloved ski hill, and a deep investment in Proctor's endowment to sustain our mission well into the future.

Yet even as we envision our physical campus evolving, we hold fast to our deepest conviction: our people are our greatest asset. Supporting the dedicated teachers, coaches, advisors, and staff who truly know our students remains the core of our mission. Proctor's Board of Trustees shares this commitment as we welcome three exceptional new trustees to help guide our future.

On a personal note, as our youngest child enjoys her senior year marking the end of our seven years as Proctor parents, I am reflecting on how our kids' unique journeys shaped them. There have been ups and downs, injuries, and disappointments, but looking back, it is exactly in those moments of uncertainty that the growth happens, when our community rallies to show our students how to keep moving forward, and to remind them that they are wonderfully multidimensional young people poised to impact the world in remarkable ways.

Proctor makes a difference in the lives of its students because it believes in them. Those who are building Proctor's future alongside us share this same belief.

With gratitude,

Kate

Kate Krehbiel P '23, '25, '27
President, Board of Trustees

Welcoming Three New Board Members



Fiona Benenson, P'28
Brookeline, MA
After a career with Goldman Sachs Asset Management, Fiona went on to advise collectors and institutions on art valuation and collection strategy. She holds an A.B. from Harvard and an M.A. from Christie's Education, and is active with the Museum of Fine Arts, Boston.



Malcolm de Sieyes '01, P'29
Napa, CA
Malcolm '01, a trained chef and owner of Silverado Cooking School and Chef Malcolm Private Culinary Services, runs a two-acre organic farm with his family that reflects their hands-on, sustainable way of life.



Sam Thompson '92, P'28
Cambridge, MA
Sam, a founding partner of Progress Ventures, holds a B.A. from Lewis & Clark and an MBA from Babson, where he continues to coach and mentor student entrepreneurs. A devoted Proctor connector, he most recently served on our Campaign Planning Committee.



Proctor Receives Largest Gift to Date - $10M Estate Gift

In November, 2025, Proctor received the largest gift to date in its 178 year history: a $10 million planned gift. This remarkable, anonymous, and unrestricted gift will have a profound impact on Proctor's ability to impact the lives of young people through our educational model. Head of School Amy Smucker notes, "This gift reflects decades of care, dedication and belief that has been poured into our students by teachers, advisors, coaches, dorm parents, and an extended Proctor family. It is a testament to the way that this community sees the possibility that lies within each and every Proctor student. This is a truly extraordinary moment for Proctor. This generous gift serves as the largest commitment made to our school, and represents a hopeful path for future generosity. Just as Proctor changes young people's lives, this gift will transform our ability to simultaneously challenge, support and walk alongside our students as they grow and learn."

An estate gift, or planned gift, is a commitment made through a will or trust that provides funding to the school at a future date. We extend our deepest gratitude to this donor for their unprecedented belief in Proctor's mission and our future. This anonymous estate gift adds to a rich history of planned giving at Proctor through the James L. Dunbar Society. Learn more at: www.proctoracademy.org/plannedgiving.

$2M Wallace Gift
New Dormitory Plans



In January, 2026, Proctor received a $2,000,000 gift from Richard Wallace '68 in support of Proctor Academy and the future construction of a new dormitory. The gift will support the planning and construction of a new dormitory on Proctor's campus in the coming years. Richard's generosity is a tribute to his Proctor experience and to the friendships that shaped him, including his longtime bond with classmate Crocker Bennett '68. A lifelong adventurer, Richard's Proctor story is shared on page 56.



A Quest

to Prepare Students for Life, Not Just College:

The Intersection of Metacognition, Educational Experiences, and Well-Being



When campus is quiet during certain weeks of the summer and vacations during the school year, the pause to the regular rhythm affords time to reflect on the pace of life we experience at a boarding school, and, in turn, what we model for the young people in our lives. In a go-go-go society, teaching our students to slow down is just as important as teaching them how to work hard.

If we believe our job is to prepare students for both college and life, we must continually ask ourselves what skills and experiences our students need in order to effectively navigate the human experience. On a deeper level, how do we challenge students to consider what it means to be human, where this meaning comes from, and how they will respond to the world's resource scarcity with ingenuity, creativity, and commitment?

The intersection of metacognition (the process of understanding how we learn), educational experiences, and well-being is foundational to our research on Proctor's evolving policies around phones, human connection, and curriculum. When we zoom out, this relationship of self-awareness, learning, and well-being serves as a critical foundation for our entire community's work preparing our students for both college and life.

For those who are parents, it is easy to be so concerned with the college admissions landscape that we forget that getting into a college is just one small step in a student's lives. We believe our work at Proctor is to ensure students are not only admissible at their best-fit colleges, but are ready to embrace the whole of their post-Proctor experience - in college and the workforce. How do we make sure students pursue the most interesting courses, not just the ones that will land them a job or internship? How can students have the confidence to study abroad? How can we prepare them to pursue the arts or athletics at their chosen place of higher education without a fear of failure? How can we help them believe in themselves so that they step into leadership roles in their communities? And, perhaps most importantly, how do we help them prioritize their own well-being amidst all the other challenges that we know will come their way as adults?

Over the past fifty years, Proctor's Off-Campus programs and Wilderness Orientation program have allowed students and teachers to experience a pace that prioritizes intentionality. Days are filled with meaningful engagement, the intangible learning of group dynamics, and proximate lessons in a real-world curriculum, while the busy-work of simply chasing college readiness is placed on the backburner. Institutionally, our work is to learn from the most intentional aspects of our educational model and begin layering the lessons they teach onto those areas of Proctor less insulated from society's pressure.

Just as we ask our students to embrace the beautiful intersection of metacognition and well-being, we, as a school, must do the same. How can we better understand ourselves as a school and amplify those aspects of Proctor that serve as the most transformative, life-prep experiences for our students?

The following pages explore this institutional focus on self-reflection, evolution, and refinement of Proctor's educational model.



Welcome

New Faculty Members!

Proctor is thrilled to welcome this group of new faculty members to Proctor who believe deeply in our mission to prepare young people for life.



Sarah Carpenter
World Language Department
Teachers College, Columbia University, M.A., Middlebury College, B.A.



Noah Clarke
Proctor en Segovia
King Juan Carlos University, M.A., University of Barcelona, M.A., Williams College, B.A.



Steve Gaughan
Math Department
Middlebury College, B.A.



Emma Gwyn
Mountain Classroom
University of Vermont, B.S.



Cope Hardy-Makechnie '17
History Department
University of Cambridge, MPhil, Brigham Young University, BA



Tim Healey P '29
Admissions and Boys Hockey
American University, M.A., Fairfield University, B.A.



Helena Iaquinta
Office of Equity and Belonging
Bowling Green State University, M.A., College of Wooster, B.A.



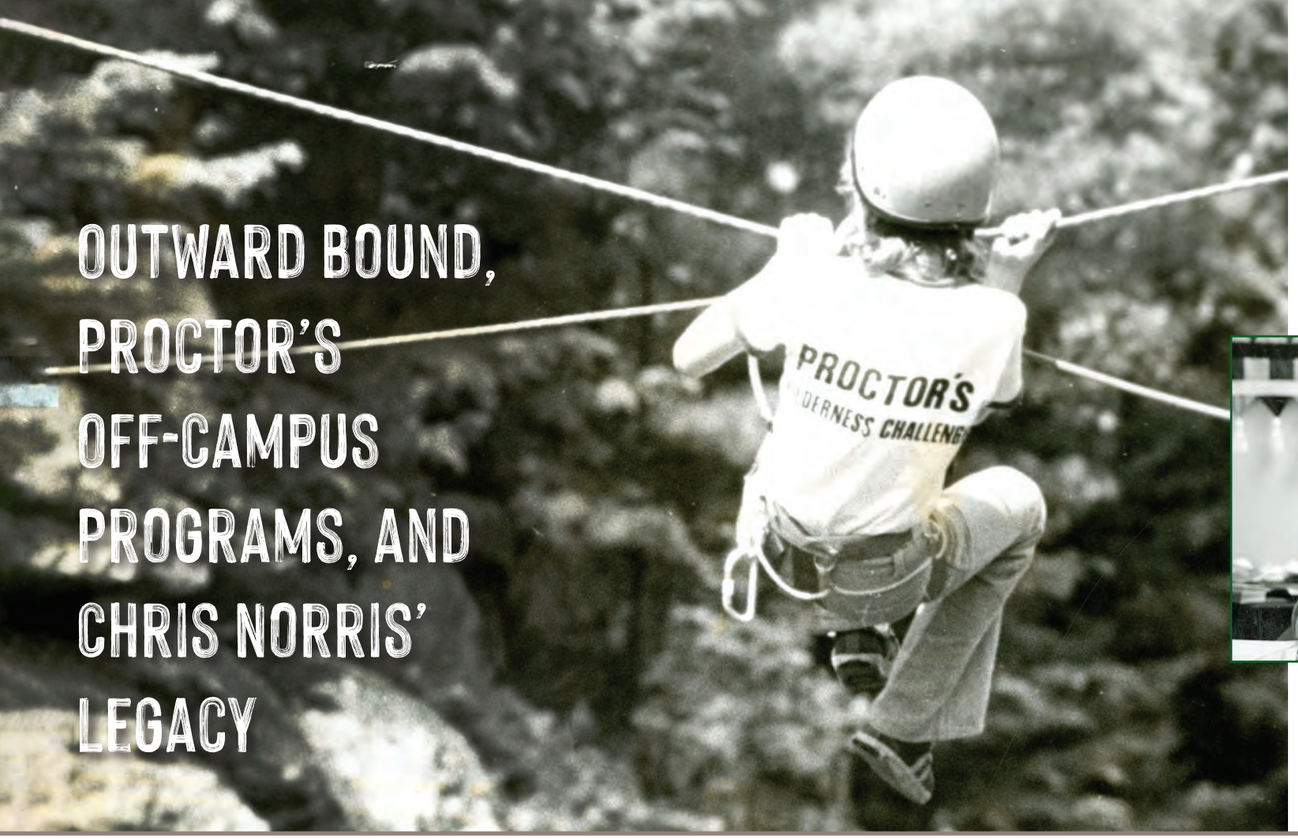
Amy Livermore
Learning Skills Department
Wheaton College, B.A.



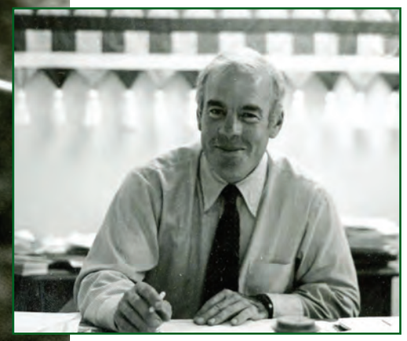
Caleb O'Connor-Genereaux
Mountain Classroom
University of Vermont, B.S.



Tori Simek P'29
Learning Skills Department
University of Connecticut, M.A., University of Maryland, M.B.A., Vanderbilt University, B.S.



OUTWARD BOUND, PROCTOR'S OFF-CAMPUS PROGRAMS, AND CHRIS NORRIS' LEGACY



"I distinctly remember how entirely impressed I was when Chris played the role as Acting Head of School in 1984-1985 while David Fowler was on sabbatical. Although his performance in no way surprised me or others on the faculty, I felt all year long that I was witnessing a master educator rising to the occasion to run the school in David's absence. Chris was quite simply superb in this role as his sense of humor, inveterate goodness, stellar honesty and character, and unmatched work ethic led Proctor with such steadfastness."

Richard Parker
Former Proctor Assistant Head of School and Dean of Students

Some leaders seek to carry the organizational flag boldly. They love to be out in front, using their charisma to guide an institution. Others quietly, steadily drive an organization forward through their commitment, dedication, wisdom, and ability to execute a vision. Chris Norris served as the latter for Proctor Academy for 35 years. When a school has the privilege of having both types of leaders at the helm, as Proctor did under David Fowler and Chris Norris from the late 1960s through the 1990s, remarkable transformation is possible. Since Chris' passing last winter, we have celebrated his life, reflecting on the long-tail impact of his brilliance as an educator and leader.

Chris, alongside his wife Kit, joined the Proctor community in the summer of 1966 as Chris took an English faculty position and coached JV football, hockey, and baseball. With a degree from Harvard and Kit with a math degree from Duke University, the couple settled into life at Proctor alongside Chris' brother, Tim, and his wife Suzy. Over the next 35 years, Chris, Kit, Tim, and Suzy would serve as cornerstones of a Proctor revolution that transformed a struggling traditional, all-boys boarding school into a reimagined coeducational, hands-on learning community rooted in integrated academic support, off-campus experiences, and a love for the outdoors.

Soon after David Fowler took over as Head of School in 1970, he recognized the talent and commitment that Chris possessed as an independent school leader. After a one year departure to work at Cranbrook School in Michigan, Chris and Kit returned to Proctor and committed their life to stewarding the Proctor community alongside their own growing family. Chris stepped into the Dean of Student role in 1973, was named Assistant Head of School in 1975, and then Associate Head of School in 1984, a position he held until his retirement in 2001. Chris and his approach to leadership helped give Proctor the confidence to become a self-assured, yet humble, institution that believed deeply in how to best educate young people and to take care of the adults who were central to the delivery of its mission.

When Chris joined the Proctor community, he brought with him experience from Outward Bound that helped shape Proctor's evolution as a school. It was this deep belief in the philosophies of Outward Bound that transformed Proctor as an educational institution. Whether it was introducing daily all-school assemblies, embracing a first-name basis for teachers and students, launching Proctor's Wilderness Orientation program in 1971, and off-campus programs in the 1970s and 1980s, Chris' deep belief in the transformative power of experiential learning drove Proctor to become the school it is today.











THE OUTWARD BOUND Legacy AT PROCTOR

In the early 1970s, Chris Norris, David Fowler, and other Proctor educators immersed themselves in Outward Bound programs. Whether it was on Hurricane Island or another Outward Bound campus, Proctor's evolution as a school throughout the 1970s and 1980s was rooted in the philosophies of Outward Bound's fundamental understanding that young people grow when they take on real challenges—together, outdoors, and guided by educators who believe in them. The lasting legacy of Outward Bound at Proctor include:

WILDERNESS ORIENTATION
Introduced at Proctor in 1971 and has run every year since as every new student spends five days and four nights backpacking in the White Mountains to kick off their Proctor experience.

ALL-SCHOOL ASSEMBLY
A cornerstone of the Outward Bound experience, all-school assemblies at Proctor gather the community for regular, informal meetings to discuss real issues, share in celebrations, and navigate the ups and downs of community. Today, Assembly remains a critical component of Proctor's educational model as the community gathers three times a week, with students sitting in advisory groups and student leaders leading the community meetings.

FIRST NAME BASIS
Inspired by the informal, yet structured relationships between leaders and students in Outward Bound, Proctor's leadership in the early 1970s adopted a first-name basis for faculty and students at Proctor. The belief that students and faculty were partners in the educational process established a culture of collaboration that continues to this day in our continued use of first name basis on campus.

OFF-CAMPUS PROGRAMS
The name "Outward Bound" was adopted from the nautical reference of ships leaving the safety of a harbor to the open sea. Recognizing that students learn and grow best when they are challenged beyond the safety of the proverbial harbor, Proctor launched its first off-campus program (Mountain Classroom) in 1972, followed by Proctor in Spain (Segovia today) and Proctor in France. In 1994, Proctor launched Ocean Classroom and in the early 2000s, Proctor in Costa Rica. Today, five term-long off-campus programs sit at the very heart of Proctor's educational model with more than 100 students studying off-campus each year and more than 75% of Proctor graduates spending at least one term off-campus.

Proctor's Off-Campus Programs:
Real-World Learning in a Digital Age



Before Ocean Classroom students can raise a sail on the 134-foot brigantine *Corwith Cramer*, they must learn to trust the people hauling on the line beside them. In a world where access to information has never been more frictionless, and more of daily life moves behind a screen, the skills that matter most are best developed in person, in relationship with educators and peers.

Off-campus programs push students to work through group dynamics during back- and front-country excursions, read cultural subtleties around a host family table, or practice the ethos of "Ship, Shipmate, Self" while at sea in the North Atlantic. In roles like Junior Watch Officer or backcountry Leader of the Day, students articulate choices under pressure and own their decisions.

This year, as Global Art Classroom settles into a new U.S. home base in North Carolina, programs keep evolving, but their longstanding approach to learning seems more prescient than ever. Real-world skills like building trust, working through disagreement and friction, and accomplishing challenging tasks together are perhaps even more relevant in 2027 than in 1977.



Ocean Classroom:
Scientific Research and Life at Sea

Launching its 34th year – and third year in partnership with the Sea Education Association (SEA) – Ocean Classroom set out this fall with 22 juniors and seniors. Students began the term at SEA's Woods Hole campus, conducting lab-based marine research and learning the fundamentals of seamanship. In early October, they stepped aboard the *SSV Corwith Cramer* as working crew and active researchers, sailing from the New England coast to the U.S. Virgin Islands. Co-Directors Heidi Thoma P'22, '25 and Morgan Salathe P'23, '25 oversee the program from campus. Scan the QR code to follow Ocean Classroom's adventures on their blog.



Proctor en Segovia:
Host Family Connections and New Leadership

For over 50 years, Proctor students have immersed themselves in Spain's history, language, and culture. Central to this program are the ties formed with host families, some of whom have opened their doors for more than two decades. Students take more than 10 hours of weekly language instruction, Spanish literature, and Spanish history, then see that history firsthand on local and overnight excursions, they explore places such as the Prado, where they analyze Goya's masterpieces, and the Alcázar of Sevilla. Returning Co-Site Director Shelby Wischan and new Co-Site Director Noah Clarke lead the program. Scan the QR code to follow Proctor en Segovia's adventures on their blog.



Proctor en Monteverde:
Place-Based Learning in the Cloud Forest

Since 2008, Proctor en Monteverde has offered 10th graders a study abroad opportunity in Costa Rica's Monteverde Cloud Forest. Living with host families in Santa Elena, sophomores find a "home away from home" through the generosity of their Tico families. Students maintain their core 10th-grade academic coursework – including US History, Math, Science, English, and Spanish – while learning about the biodiversity and culture of the Cloud Forest region. Co-Directors Lindsay Brown '01 and Melanie Maness lead the program with on-site coordinator Kathia Corrales. Scan the QR code to follow Proctor en Monteverde's adventures on their blog.



Mountain Classroom:
Reflections from the Road

On Mountain Classroom, where "your bus is your home," ten students and new instructors Emma Gwyn and Caleb O'Connor-Genereaux explore the American West aboard "Bennie the Bus." As Lila '26 wrote, "We are all simply students, no more, and no less. The world is our teacher." From backpacking through Southwest canyons to experiencing the warmth and generosity of Hopi and Navajo friends, Mountain Classroom continues to ask students to push beyond perceived limits and to treat the places and people they encounter as teachers, yielding change that stays with them long after their term off-campus. Scan the QR code to read more from Mountain Classroom on their blog.



Global Art Classroom:
Living and Creating Together

Since 2009, small groups of students have been living and making art together off campus. For years, that group was based in Aix-en-Provence, France. More recently, Proctor moved the program's base to the American Southwest, with students spending the final three weeks of each term in European museums and art capitals. This year, Global Art Classroom will be based at the Nantahala Outdoor Center in North Carolina for the winter and spring trimesters. Co-Directors Laura Whatley and Amy Alterisio continue to lead the program. Scan the QR code to follow Global Art Classroom's adventures on their blog.

Welcoming
Mountain Classroom and Proctor en Segovia Faculty



Proctor en Segovia:
Noah Clarke

A Boston native, Noah earned his B.A. in American Studies from Williams College, then moved to Spain, where he earned master's degrees from the University of Barcelona and King Juan Carlos University and worked for the Ministry of Foreign Affairs. He spent eighteen years teaching history, ethics, philosophy, and economics at New England independent schools, including Phillips Exeter Academy and Miss Porter's School, with additional years at TASIS in Switzerland and, most recently, the American School of Barcelona.



Mountain Classroom:
Emma Gwyn

Emma earned her B.S. from the University of Vermont, where she studied Environmental Sciences and Geospatial Technologies. Since graduating, she has worked in field ecology research and outdoor education across the country, most recently in the mountains of Colorado. Her hobbies include canoeing, snowboarding, and crafting.



Mountain Classroom:
Caleb O'Connor-Genereaux

In Caleb's words, he was born from the fields, trees, and streams of Vermont's Northeast Kingdom (and two lovely human parents). Fourteen years as a wilderness skills specialist and a B.S. in Natural Resources from the University of Vermont have brought him back, like a boomerang, to Mountain Classroom, where he first served as an instructor in 2023-2024. At home, you will find him pruning his orchard, working on a basket, or tanning a hide.

Global Art Classroom:
A Home Base on the Nantahala, Three Weeks in Europe

The option to relocate Global Art Classroom's U.S. home base to the Nantahala Outdoor Center (NOC), in North Carolina's Nantahala Gorge near Bryson City, just south of Great Smoky Mountains National Park and less than 90 minutes from Asheville, surfaced through the Proctor network, thanks to Clay Courts '93, NOC's Chairman of the Board. Program Coordinator Rosanna Eubank P'27, '29 and Co-Director Laura Whatley had both spent time at NOC and envisioned how the campus could support a term of living and making art together, with the outdoors close at hand.

This year, under Laura and fellow Co-Director Amy Alterisio, students will live together in a house on NOC's riverside campus, with studio and classroom space and a large kitchen for group meals, and head out from there on excursions to create and study art across the Southeast. Each term closes with three weeks in Europe, where students travel "Eurail-style," filling art journals with sketches, seeing in person the work of masters they have studied, and immersing themselves in the culture of each locale.





Why the Nantahala Outdoor Center

- **Asheville's River Arts District:** The district fills former industrial buildings with working artist studios, including that of Kelcey Loomer '96. In 2026, USA Today 10 Best readers voted it the best arts district.
- **Cherokee Art and Culture:** About 30 minutes away, Cherokee, North Carolina, sits on the Qualla Boundary, the sovereign land of the Eastern Band of Cherokee Indians. Students can visit the Museum of the Cherokee People and Qualla Arts and Crafts Mutual, founded in 1946 and among the oldest Native American arts cooperatives in the country.
- **A Landscape for Plein Air Painting:** NOC's campus sits on the Nantahala River, surrounded by the Nantahala National Forest.

Longtime Proctor en Segovia Spanish Teacher Retires

María José Ortega Rokiski began teaching Spanish for Proctor in 1986, when the immersion program was still based in Madrid and Robert Ford was its director. When the program relocated to Segovia, María followed, commuting an hour and a half each way every school day to a job she loved. This summer, after 40 years and more than 600 students, she retired.

A student of the Spanish language and art history, María taught every level over those four decades, with enthusiasm and plenty of colloquialisms and slang to keep students engaged. She had a particular knack for hooking students who doubted their abilities. By working tirelessly with them and giving them tools for everyday conversation, she proved they, too, could learn Spanish, and their confidence followed.



Proctor en Segovia:
A Home Across the Atlantic

Juana Sanz sets a heaping platter of jamón serrano, chorizo, and queso manchego on her dining room table in Segovia, apologizing that she can no longer prepare a multi-course comida. On a long china cabinet, photos of Proctor students sit alongside those of her five daughters. Juana points to three sisters, all Proctor alumni, who still send her birthday wishes on WhatsApp. Between 1992 and 2020, she hosted roughly 85 Proctor students. She sums them all up in one line: "Todos han sido muy majos." Each one has been lovely.

Community starts at home, and the circle widens with age. Once at Proctor, students' circles widen with each new group they join. Those who apply to Proctor en Segovia expect their circle to widen again to include classmates and faculty leaders, but few imagine how far it will reach.

For many students, living with a host family is the most daunting part of the program. Students who arrive with little Spanish listen intently, reading faces and hands for meaning, until they feel confident enough to risk a reply. Living in another language is exhausting, but that struggle is where real growth happens. Host families anticipate questions and supply missing words, then push for more conversation as students' confidence grows, pulling them further into family life.

Host families often tell their students, "siempre tienes una casa en Segovia" – you always have a home in Segovia – and many alumni find it true, returning to visit later in life, sometimes with families of their own. For more than fifty years, Proctor students have traveled from Andover to Spain and found a second family there. This spring, the circle expanded in reverse.

Quinn Sullivan '26 had lived in Segovia with Olga Guerra Illana, and Adele Ziemba '26 with Conchi Martín Arribas. Grateful for the host families who welcomed their children as their own, the Sullivans and Ziembas welcomed Olga, Conchi, and their families for Commencement Weekend. For five days, hosts became guests. Quinn and Adele gave them a campus tour in Spanish. They attended Senior Dinner and Recognition Night, Commencement, and graduation gatherings, and current students and alumni living in the surrounding area came to see them.

This year, 30 Proctor students will sit down to their first comida with Segovian families. While they cannot know whether they will still be sending birthday wishes on WhatsApp a decade from now, they almost immediately understand that their circle has widened.













"Proctor has been wonderful – a fantastic experience. After becoming friends with Robert Ford and working with Proctor in Madrid, once I was in Segovia, I made so many more friends (too many to list)! I have been very, very, very happy during these years. Thank you so much for the wonderful life you've given me. I will never forget you all. **-María José Ortega Rokiski**









Wilderness Orientation 2026

A Promise Worth Keeping













Wilderness Orientation serves as a portal that marks a moment of transition for every Proctor Student. For many students, it is a chance to set aside phones, fashion, and past identities in order to begin the process of leaning into becoming a fuller version of themselves.

Every year produces larger than life stories involving epic views, wild storms, and massive amounts of pepperoni. Ask any graduate since 1971 and they will share their version of this tale.

This year, Global Art Classroom Co-Director, Laura Whatley, and I had the chance to walk in the woods with seven incredible ninth grade girls. This walk with this particular group opened a portal for me to witness the power of making space for the voices of others and the power of embodying your ideals to create the world you want to live in.

We didn't walk far. We didn't bag any four-thousand footers. We didn't quite polish off the endless bagels we had carried to Eliza Brook Shelter. What we did do was spend time in the simplicity of nature entertaining one another with stories, art, card games, letter writing, student handbook discussions, cooking, singing, and reflection. The majority of our days (and nights) were punctuated with raucous laughter and high energy.

On our final night, the energy shifted for a moment as each person on the trip pulled an Angel Card to consider. Each card had a single word written upon it: Awakening, Purification, Grace, Light, Faith, Authenticity, Gratitude, Relaxation, & Flexibility. The assignment: 1) reflect on what comes up for you when considering the meaning of your word and the experience we have shared together, and 2) what will you carry forward to your time at Proctor.

To honor that moment, I won't share specifics; however, my eyes misted over as I listened to these young women talk about their past experiences, why they had chosen Proctor, and what their hopes were for the next four years. Ultimately, they expressed that through the admission process Proctor had somehow communicated to each of them that upon arrival they could embrace being themselves and that the community would love them for it. They expressed deep gratitude and excitement for the years ahead. I quietly wondered, can Proctor live up to their hopes?

The answer is yes.

Every year, a third of our student population turns over as we say goodbye to seniors and welcome a new ninth grade class. We expand the class of rising sophomores significantly and welcome a few juniors, seniors, and post-graduates to campus. If these students embody what they want Proctor to be, it will be. What our team of ninth grade girls wisely shed light on is that each community member holds the power to make this experience positive and special for themselves and for those around them. None of us are perfect. That is why we are here. We can embrace imperfections and the process of becoming while we strive to be what these ninth grade girls envision – a place where no matter who you are, you are accepted, loved, respected, and celebrated for being uniquely you.

Dedicated to the GG6.

- Dean of Faculty, Lori Patriacca '01

Health and Well-Being Center
Now Open to the Community



The Bicknell Family Health and Well-Being Center opened its doors to students this fall and was celebrated at a ribbon cutting event on October 16, 2026. Through the generosity of the Bicknell Family, Stonesthrow Foundation, and dozens of other donors, the Health and Well-Being Center brings all student health services under one roof. A welcoming living room and nurses station embrace visitors, while eight private rooms and office space populates the first floor. After ascending a beautiful, open staircase, the second floor well-being classroom has commanding views of campus and sits adjacent to the home of Proctor's mental health counselors. The newly constructed 7,500 square foot Health and Well-Being Center integrates Proctor's deep history, state of the art environmental standards, and purpose-built space to meet the needs of Proctor's Health and Well-Being team.

The Evolution of Health Services at Proctor

Originally constructed in 1884 as a Congregational Church, Proctor's Health Center first became an infirmary in the 1940s. Since then, it has evolved alongside Proctor's student body. The construction of The Bicknell Family Health and Well-Being Center supports an expanded health and well-being program at Proctor.







Bringing History into the Present



Last fall, faculty member Will Seibert asked for a metalworking project to expand his skills, and Metal Engineering teacher Gordon Bassett '96 handed him a weathervane. It came off the steeple of the old Congregational Church, built in 1884 and bought by Proctor in 1941 to house the infirmary. The steeple was preserved and worked into the design of the new Health and Well-Being Center. Will spent the past year working on the weathervane in the metal shop – sandblasting the copper top and steel body, cutting down the pole and welding it back together, machining a sleeve on the lathe for a new pair of bearings, and painting it black. Will and Matt Nutting of H.P. Cummings took the lift up and set it back in place, oriented north on August 26, 2026.

Environmental Stewardship in Construction

Proctor, architects Lavallee Brensigner, and HP Cummings Construction are thrilled to report that after whole-building testing, air tightness performance in the Health and Well-Being Center far surpasses Passive House and high-performance building standards. Testing by third-party CX Associates confirmed this remarkable milestone as the whole-building blower door test, executed on July 9, 2026, in accordance with ASTM E1827 standards, measured an air leakage rate of just 0.04 CFM75/SF across the building's enclosure. This performance drastically exceeds the project's strict baseline target of 0.15 CFM75/SF. Furthermore, the result places the facility ahead of standard US Passive House (PHIUS+) prescriptive requirements (0.08 CFM75/SF) and significantly below standard commercial energy codes (0.40 CFM75/SF).

By achieving an exceptionally tight building envelope, Proctor ensures long-term operational cost savings, superior indoor air quality, and enhanced thermal comfort for students and faculty utilizing the new wellness center. Chief Financial and Operating Officer Kurt Croft notes, "This most recent achievement reflects Proctor's campus-wide dedication to embedding sustainability into every aspect of our physical infrastructure. By prioritizing sustainability in projects like the Health and Well-Being Center, we create healthier indoor environments while reducing our ecological footprint for generations to come."















Well-Being Center
By The Numbers

$8M
Construction Cost Raised

7500 Square Feet
New Construction

8 Single Occupancy Rooms

142 Year Old Steeple
refurbished & installed

$3M
Health and Well-Being Program Endowment Raised

0.04 CFM75/SF
Measured Air Leakage Rate
(below US Passive House standards)

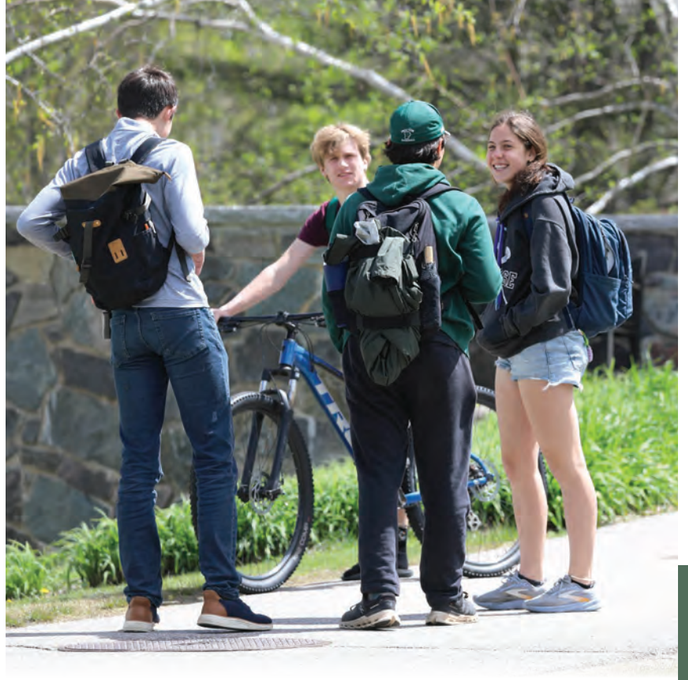
1 Well-Being Classroom for Seminar Courses

Health and Well-Being Program Evolution

A Year In Review: An Update from Chief Medical Officer Dr. Nancy Turkington

With the decision to restructure the Health Center, Proctor Academy confirmed its intention to prioritize the health and well-being of its students. Likewise, the decision to hire a Chief Medical Officer and engage that role alongside senior leadership demonstrated Proctor's commitment to and understanding of cognitive health and well-being as essential components to learning.

Arriving in the fall of 2025, I set out to understand the needs of Proctor students in the midst of a historically stressful time. My work started at the collegiate level where I partnered with a dozen colleges who had already begun to research and address the youth mental health crisis. Our research focused on what the colleges identified as the challenges of the first year students and how they were addressing those needs: students arriving on campus unable to make friends, lacking the skills to join community, and an underdeveloped response to the stress of college life. The colleges were attempting to support these students by decreasing the stigma of mental illness, increasing access to treatment and developing novel approaches to teaching coping skills both inside and outside the classroom. These included supporting faculty in teaching coping skills in the curriculum and providing opportunities for students to meet and spend time together in low stress, fun activities, and community building.



This research served as the foundation for our work on campus. For the first half of the academic year I met with parents, students, and members of the professional community in small focus groups, both virtually and in person. In these intimate settings, we discussed the strengths of our existing programs and the needs that are unique to this generation of Proctor students. Overwhelmingly, each group of stakeholders identified the use of cell phones as a negative influence on our students' well-being. Parents bemoaned phone use as a source of stress in their children's lives. Focus groups also illuminated similar issues experienced by colleges related to developmental delays in social skills, emotional regulation, resilience, and problem solving.



Our research continued during the winter months as we partnered with a research company, Authentic Connections, to use surveys to better understand the needs of our community and to identify evidenced-based responses to those specific needs. Authentic Connections works specifically with independent schools at the high school level. Using their database, we were able to see how Proctor compares to its peers on determinants of student well-being such as belonging, substance use, and school culture. Parents and professional staff were also surveyed as a means of understanding the needs of those members of our community. Addressing the needs of the adults in children's lives is important not only for creating a healthy environment for those adults, but also because students only thrive if the adults in their lives are healthy and well.

After months of working to identify the strengths and understand the needs of this generation of Proctor students, the most incredible part of the project by far was the gathering of community members into work groups. Each work group included students, parents, and members of the professional community. They were assigned a specific area of concern that had been identified by the focus groups and surveys and were tasked with developing ideas for solving or addressing the concern. From these fun, respectful interactions came dozens of brilliant ideas which became the foundation of a multi-year strategic plan. The plan will expand our use of evidence-based practices to improve the health and well-being of our students. It will also create means of measuring the success of these interventions so that we can change the interventions to address the evolving needs of the students.

Our collective work over the past year is a testament to this community's commitment to making a difference in the lives of our students and leading in an integrated approach to support student health and well-being across the independent school landscape. I am honored to lead this work.

Health and Well-Being Work Groups and Collaboration

Faculty, Staff, Trustees, Parents, and Students joined together during the 2025-2026 school year in work groups focused on exploring topics that are challenging the health and well-being of our students. Here are the topics of conversation included:

- Phone and Technology Use
- Building Resilience and Coping Skills
- Building Friendships
- Integrating Well-Being into the Curriculum
- Looking at Supporting Students During Winter Months
- Building an Inclusive Community
- Responding to Student Behavior
- Supporting Students in Acute Mental Health Distress
- Building Arts and Nature into the Curriculum



College Observations of Their Student Bodies

During the 2025-2026 school year, Dr. Turkington conducted research and interviews with dozens of colleges and universities about what they are seeing in their student bodies. Here were the themes colleges reported:

• Low Self Confidence • Challenge Making Friends • Struggle to Join Community and Have Fun
• Self-Identified Anxiety and Depression • Avoidance and Lack of Resiliency



An Evolution of Phones on Campus

Annie MacKenzie P'22, '24, *Assistant Head of School*

This fall, I asked students to think about their favorite Proctor memories, or if they were new, what drew them to Proctor. Waking up to a desert sunrise on Mountain Classroom, jumping through the ice during Polar Swim, scoring a goal under the lights and sprinting to the student section, laughing with friends at the swinging bridge, playing hacky sack on the turf, packing the Ted, or watching dolphins play off the back of the boat on Ocean Classroom. Each of these favorite memories have something in common: phones were not present.

Each year, when we ask our seniors what they will remember most about Proctor it is these moments. And yet over the past decade, these moments have been harder to come by because phones have infiltrated our lives. In order to amplify the fullness of the Proctor experience, we have decided to pilot a new phone policy, powered by a software called Doorman. Each morning students tap their phone on a tile outside their first block classroom, and Doorman will disable certain apps until dinner. They still have access to the emergency system, can call home, and access their schedule/assignments on Canvas, but, apps like TikTok, Snapchat, and YouTube will be quiet for the day. This pilot will evolve over the course of the year, but it is a step forward as we build intentional community with our students.



Why this solution? Researcher Jonathan Haidt, author of *The Anxious Generation*, makes an important point: simply putting phones away doesn't work. He suggests that boredom without connection is just as bad as scrolling. What students actually need isn't just less screen time, it is more time together, connecting. Phones cannot replace real face-to-face conversation. So, our decision is not just about disabling phones; it is about making sure that time gets filled with something better: real relationships and connection. Opportunities for that deep connection abound on Proctor's campus, and when we are looking down at our phones, we miss them.

We knew this would be challenging at first, just like the first few days of Orientation are when students do not have their phones, but we also know that the freedom students are experiencing after adjusting to this new reality will unlock the best of Proctor for all of us.



A Destination for Educators

Head of School Amy Smucker challenged Proctor's academic and administrative leadership to consider: What would it look like for Proctor to become THE destination for educators who are passionate about teaching and brain development? How might we further invest in professional development and our years-long focus on understanding the adolescent brain. Proctor's educational model allows educators to both grow in their own development while pursuing their passions through creative electives, unique coursework, and a curriculum that encourages teachers to dive deeply into the content they are exploring with their students.

Here are a few of the professional development experiences Proctor faculty engaged with over the last year:

- **August 2025:** Launched our work on Neuroteach/discussing what we learned as a community and laying out the work for the year.
- **Dec 2025:** Neuroteach Work & Professional Learning Community Presentations (PLCs)
- **Jan 2026:** Neuroteach Work with Steve Wilkins P'02, '05 & PLCs, Launched Authentic Connection Well-Being Survey
- **May 2026:** Final Report Out on Neuroteach & PLCs presented their work
- **June 2026:** 3-day workshop led by Former Head of School Steve Wilkins with 6 faculty; diving deeper into neuroscience of teaching and learning.



The Honors Option

Led by History Department Chair Brian Didier P'27, Proctor's Academic Department Heads have developed an Honors Option pathway for students motivated to challenge themselves with the most rigorous coursework at Proctor. The Honors Option includes honors-level courses in the 9th and 10th grades, AP and College-Level elective courses in the 11th and 12th grades, and an Academic Concentration option for juniors and seniors. Proctor's Honors Option is designed to inspire, challenge, and nurture high-aspiring students by offering a wide variety of advanced academic possibilities.

- **Inspire:** Proctor inspires students to develop a passion for learning and an intellectual independence they can take with them well beyond Proctor by preparing a new generation of scholars who are interested in learning for learning's sake and who aspire to change our world for the better.
- **Challenge:** Proctor challenges students not just to work harder and smarter and to meet the academic expectations of the course, but to think more critically, to challenge accepted wisdom, and to push beyond boundaries of their own intellectual and disciplinary preferences.
- **Nurture:** Proctor believes high academic expectations should be coupled with overt support systems to create a genuine and enduring love of learning. We believe that the rigor of our program and high expectations we set for our students require clear structure and support.

An Educational Model Built for Adaptability

Future Proofing Education Through Experiences and a Focus on Wicked Problems

By Dean of Teaching and Learning
Derek Nussbaum Wagler P'25, '28

Since I entered the world of education in the fall of 1997, educators have been saying that we are preparing our students for an unpredictable future; and we have been right. We could not have predicted the job market the class of 1997 would enter. The same was true in 2007 and in 2017, and will be true for our Class of 2027 graduates this spring. It turns out, "we" are pretty bad at predicting the specific careers that will emerge over a graduate's life.

Yet, most independent schools claim to know exactly what a graduate should look like. Scan school websites across the country and you will find virtually identical language praising intellectual curiosity, personal agency, resilience, and global citizenship. At Proctor, we describe Proctor Graduates as:

...collaborative, ethical individuals, ready to contribute productively to their communities. Our diverse programs and experiential approach to education develop creative, resilient, and knowledgeable problem solvers who take responsibility for their own learning.

So how does Proctor uniquely deliver on this promise? For more than fifty years Proctor has believed there is no singular way to prepare young people for life after high school. Instead, our approach for more than fifty years has been to root our education in three foundational approaches to preparing students for life after Proctor: immersive experiences, a willingness to tackle "wicked problems," and ensuring each graduate leaves Proctor both having been exposed to diverse perspectives and with a deep sense of self-awareness.

Immersive Experiences
Every trimester, between 30 and 40 students leave campus to participate in off-campus programs, pushing well beyond their comfort zones and returning transformed. While other collegiate and high school study-abroad programs struggle with enrollment, Proctor's off-campus offerings operate with waitlists—a reflection of a 50-year culture that normalizes taking risks. It is in these immersive experiences that students gain proximity to their learning. They are studying border issues while interviewing immigrants in New Mexico, studying art history while touring Europe's most historic museums, and engaging in marine biology experiments in the middle of the Atlantic Ocean.

Tackling "Wicked Problems"
Conventional education builds deep domain knowledge in isolated subjects like math, science, and history. While valuable, we believe this approach often fails to prepare students for "wicked problems"—complex, multi-domain, "real-world" challenges like climate change, resource allocation, and community division that lack straightforward solutions. Proctor students, because of their superpowers as diverse learners, are perfectly positioned as "wicked problem" solvers. Our goal is to expose students to these problems throughout their Proctor journey so they can then pursue them in the "real" world.

Self-Awareness and Diverse Perspectives
Addressing these existential issues requires cross-disciplinary collaboration, self-awareness, and an appreciation for diverse perspectives. Proctor's model of education is messy and multidisciplinary, but it is precisely what the future demands. The students who have been exposed to a messy form of learning will be ready to jump into a messy, complex problem-filled world after Proctor.

Proctor remains uniquely positioned to lead this work of preparing students not just to adapt to an unpredictable world, but to shape it. Our alumni are doing this around the globe today, and we are committed to preparing this next generation of young people to step confidently into whatever future lies ahead.







Equity and Belonging:
A Foundation of Community

Over the last two years, Proctor's Office of Equity and Belonging has evolved into a full team of incredible individuals stewarding the Proctor community as we learn about one another. Each individual living in community with others needs something different to know they belong, and, in turn, become the best version of ourselves. Proctor's approach to Equity and Belonging is not "initiative based", but rather foundational to all that we do. Learn more about our Equity and Belonging Team and new Director of Equity and Belonging Helena Iaquinta.

What is one accomplishment or initiative you're especially proud of that has helped strengthen equity and belonging?

Josie Ventura-Sanchez (Equity and Belonging Coordinator): Creating regional partnerships with neighboring schools! Last year, members of our Students of Color Affinity and Asian/Asian-American Affinity groups expressed a desire to connect with students from other schools who share similar identities. We reached out to Angelica Pascual '09 at Kimball Union Academy to host a joint event. Together, we hosted an evening of food, music, and games that allowed students with shared identities to form genuine connections. This experience ultimately helped us build a strong inter-school support network for the students and adults, which we will continue this year!

Chris Allen '12 (Admissions, Coach, Advisor, Dorm Parent): I am most proud of a seemingly small initiative last year. When we brought barbers to campus to host haircuts for ALL students, the Student Center transformed into a functioning Barbershop. You could see students feel "at home". Being able to offer the opportunity for students to freshen up their look was important to our team.

MLK Day 2026: Alumni Panel

See Alumni Updates on page 66 for more information.







Raz Rasweiler P'15 (Native American Program Coordinator): One initiative I'm especially proud of has been helping strengthen Proctor's Native American connection. Building relationships with Indigenous communities, supporting our Native students, coordinating cultural experiences, and creating opportunities for students and faculty to learn directly from Native voices has been incredibly meaningful. I believe equity and belonging are strengthened when students see their identities reflected, honored, and celebrated within the life of the school.

Zhen Lei (International Student Advisor): The school has supported us in having festival celebrations for kids and adults who are far away from home. Each of these brought the whole community closer through the different activities.

Ricardo Culler (Student Life Coordinator): Last year's MLK day was really special. Having the alumni come back and talk to the community about their experiences being a person of color on this campus was not only beneficial to the students, but to everyone who attended the discussion. Creating a space where our students of color can come and show up authentically has made me very proud. Seeing them come in and feel that they can trust us means that we are building community within the community. We laugh, we talk about hard stuff, we even, of course, correct troubling behavior, but it all leads to how they feel when they come to that room, safe.

Can you share a moment, story, or experience that reminded you why this work matters?

Chris '12: Being able to lead a conversation on MLK Day about the N-Word with my fellow Black educators (and Ben Bartoldus '10) was an incredible experience. We used "Blacker the Berry" by Kendrick Lamar to guide the conversation. Students were engaged just as much as faculty members. I do feel this was groundbreaking work in that everyone left feeling more connected through conversation around what is viewed as a divisive word. There was space for our peers and young people to ask us direct questions. It felt sweet to be vulnerable and show up in that capacity without the fear of it becoming inappropriate. The moment was just as liberating for us as Black educators.

Josie: MLK Day 2026 when our alumni panel served as a powerful keynote experience for the community. Hearing our alumni share their stories drove home something simple yet profound: it doesn't matter your generation, social class, or upbringing — someone else is often living through that exact same moment in a completely different way. We do not have to endure life alone. Sharing our stories is what truly connects us all. By the end of that day, students and members of our community were stopping me on the walkway and emailing me to say it was the best MLK Day they'd ever experienced. The alumni's personal narratives were exactly what they needed. It gave people permission to see each other's truth, not just their own, and to acknowledge that there are multiple perspectives on the world beyond our own lens.

Proctor Rosebud Summer Service Trip 2026



In July 2026, a group of Proctor students and members of our professional community traveled to South Dakota to spend ten days as guests on the Rosebud and Pine Ridge Indian Reservations, living and working alongside the members of the Sicangu and Oglala communities who welcomed them. At a moment when technology makes it easier than ever to outsource human interaction and avoid friction, and when difference is more often argued about than understood, the case for authentic connection and for learning in a context that is not our own only grows stronger.







Raz: Each time I travel to South Dakota with faculty, staff or students, I'm reminded why this work matters. Watching our Proctor family form genuine relationships with Lakota families and community members, while learning with humility and respect, transforms perspectives in ways that cannot be replicated in a classroom or on campus. Just as meaningful is seeing Native students experience pride when their cultures and traditions are recognized as an important part of our community. Those moments remind me that belonging grows through authentic relationships and shared experiences.

Zhen: Being an International educator on campus, I feel I have a base where I can talk, share about what I experienced, and what I learned from students, while helping our voices be heard. When we talk about the Spring Festival, just the name, I mentioned to our team in the meeting about Lunar New Year is not the calendar Chinese (and eastern Asian) are using for holidays, my team immediately asked me about the history and changed the name as referenced on our calendar. I feel this is very important to portray accurate information to the community, even something as seemingly small as this, because it shows that we truly value other cultures.

Ricardo: Becoming a trusted adult means that somehow, some way, you've made a student feel safe, heard, or even just allowed them to be themselves when they needed it the most. At the end of last year I received two short, but very meaningful, letters from two different students, both expressing something good that I had done for them and those letters remind me why this work matters. I didn't do anything grand or magnificent, but simply listened to them, asked questions that were genuinely curious, and laughed with them about random stuff. This work matters because those moments are necessary, the stories told are important, and the experiences shared serve as valuable tales for the decisions that may come.

How does the Office of Equity and Belonging contribute to creating a culture where every student feels seen, valued, and supported?

Chris '12: Our department is a collection of understanding, enthusiastic listeners. The physical Office of Equity and Belonging is an open door operation. We champion the young people that go the extra mile to build relationships. We remain ready to support those who are maybe more reserved, while actively showing up ready to educate ourselves and colleagues alike.

Josie: We are focused on narrowing the accessibility gap and making sure every student has a fair, just experience here. So when a student raises a concern that conflicts with our goal of creating a space rooted in belonging and safety, we want them to know that resolving it is a priority. We're not just listening; we're troubleshooting alongside them until we find real solutions.

Raz: The Office of Equity and Belonging helps create opportunities for connection, education, and meaningful dialogue across our community. By celebrating diverse identities, supporting affinity spaces, fostering cultural learning, and encouraging relationships built on respect and curiosity, the office helps create an environment where students know they belong. This work is most impactful when it becomes part of everyday life, helping each member of our community feel seen, heard, and valued.

Zhen: While we are doing some great work, there is always a space to do it better. As adults on campus, our behavior and word-choice matters as it represents the school's culture. Students are watching us, and what we say to students has a significant impact on them.

Ricardo: We are trying to create spaces where students are allowed to show up authentically. We work with the affinity groups and clubs to make sure that they are celebrating their ideas, their culture to help them shape a local community of students that will support them. Our department lends support on issues that need to be seen from many different lenses. I think one of the most important ways that our department helps to create culture is that we show up as ourselves in every room. We are smart, passionate, well read, driven, and we bring our own individuality into the overarching community of Proctor Academy, not only for self preservation, but to lead by example for the students who need us to be.

Looking ahead, what are you most excited about as we continue this work together?

Chris '12: I am excited to sit within a formally established department that can further use the resources that Proctor has to create enthusiasm around inclusivity. I am excited to continue to dream for and with our youth. I am excited that each person on our team is different. Our diversity will prove to be contagious within multiple departments, from History to Admissions to Athletics and Arts.

Josie: I am looking forward to continuing to build partnerships with regional schools, deepening our connections with alumni, and empowering students to believe in themselves. And, of course, upping the ante for our institution: solidifying the necessity of our work across departments and throughout the entire community.

Raz: I'm excited to continue strengthening partnerships with Indigenous communities while expanding opportunities for students, staff and faculty to engage with cultures and perspectives beyond their own. I also look forward to collaborating with others in our department and across campus to continue creating experiences that encourage empathy, understanding, and genuine connection.

Zhen: I am excited to build a stronger system to support our international students, better help them to build a closer community in Proctor, and make them feel they are home.

Ricardo: I am excited about empowering and enriching the students this year in ways that will help them build community, gather understanding, and engage in critical discussions. I'm excited to meet new students and catch up with the returners.

What message would you like our students, families, and professional community to take away from this piece about our commitment to equity and belonging?

Chris '12: They should know that we are here. We are here to make sure that their children/students are protected and seen. With all of us living in different worlds professionally, we have eyes and ears everywhere. They should encourage their children to engage with us as much as they can!

Josie: We want all students to feel welcome and to leave knowing they were seen and loved. My hope is that every student feels they have another home here in this community.

Raz: I hope our community knows that equity and belonging are not simply goals, but daily commitments. They are reflected in how we welcome people, how we listen, how we learn from one another, and how we respond when someone feels unseen or unheard. Every student and adult deserves to know they are valued for who they are, and I hope our community continues to be a place where everyone has the opportunity to feel that sense of belonging.

Zhen: We are doing this to build role models for our students and families and we truly believe it. We do not do this work for show, but rather to have students learn and understand how they can navigate the world after they graduate from Proctor. We need them to believe that they can make a difference.

Ricardo: Equity and Belonging is work worth doing and we are committed to seeing that the work is properly done here at Proctor. We want people to understand what it means to be equitable, and we want people to always feel like they belong. I want to celebrate the work that we've done so far, and I am excited about the work that has yet to come as our department talks through new ideas and future projects. I work with an amazing group of caring adults who bring so much knowledge and support to this community so that it actually feels like one. No factions, no subgroups, just Proctor, together.

Connect with Us!

Proctor's Office of Equity and Belonging would love to connect with alumni, parents of alumni, and former faculty and staff as they think about how to best create a community that welcomes, supports, and challenges every student to live in community with others. Reach out to deib@proctoracademy.org to connect with us!





Introducing Director of Equity and Belonging, Helena Iaquinta

As you begin your role, what drew you to Proctor, and what excites you most about joining this community?

Working in education over the past twenty years has only invigorated my love of learning and teaching. I knew I wanted to be a part of this community from the first time I connected with members of the OEB team and stepped foot on campus. There is a throughline of positivity, optimism, and curiosity that is contagious. The programs offered to students on campus and off are life changing. The fresh mountain air is cleansing. And there is a peace that comes over you when you pause for a moment and enjoy the nature surrounding you. I am looking forward to getting to know everyone by name and most importantly learning their stories. What I am the most excited about is being a part of the fabric of this school and creating meaningful and lasting experiences.

What is your vision for continuing to strengthen equity, belonging, and opportunity for every student?

As I think about the legacy of Proctor, our mission is to create a diverse learning and living community: one that values the individual and recognizes the potential of each member. As we ask our students to stretch beyond what they think is possible and define themselves, equity and belonging are a large piece of that. We understand that each student has different starting points and challenges and our goal is to provide them the support they need to excel in all facets of life. This is something Proctor does extremely well. The OEB team is committed to, and will continue to, partner across departments to dismantle barriers, foster brave spaces, and value each community member for their unique qualities.



Take advantage of all the opportunities Proctor provides. I wish I would have played more sports, gone on Mountain Classroom or Ocean Classroom, and taken more advantage of the Project Period offerings. Those are the experiences that teach you so much about yourself and lay the foundation for the rest of your life.



Chris Allen ’12

From DC to Proctor and Back Again

For Chris Allen ’12, the path to Proctor Academy began in sixth grade at SEED Public Charter School in Washington, D.C., when City Kids Wilderness Project introduced him to outdoor adventure. On his first trip to Jackson, Wyoming, counselors Ruth Aguazim ‘04, Serena DeGreaffenreidte ‘08 and Raymon Beach ‘08 planted the seed about Proctor. By eighth grade, inspired by Ruth’s stories, Chris applied alongside ten peers. Following an interview with Admissions Director Chris Bartlett ’86 P’25, ’27, Chris and Jasmine Coley ’12 were accepted, setting a life-changing journey in motion.

At Proctor, Chris found a vibrant community of mentors. From his advisor Dave Pilla and teacher Lynne Kenney to football coach Ben Rulli and music director Bill Wightman ’73 —who nurtured his passion for music recording—staff like Lida Beaudoin and mentors Randy and Anne Luskey ‘86 provided unwavering support. Throughout high school, Chris remained connected to City Kids by working at their ranch in Wyoming each summer as a junior counselor, and discovering a passion for mentorship along the way. Chris also reflects, “Going into my junior year at Proctor, City Kids and NOLS joined forces to provide a cost-free 30 day backpacking trip through the Wind River Mountains in Wyoming. It was an incredible experience and gift to me.”

After graduating from West Virginia University, City Kids helped connect Chris to his first job in youth development in the D.C. area. After various roles in the nonprofit arena, Chris returned to Proctor to deliver the 2024 MLK Day keynote speech, and returned fulltime as an Admissions Associate, dorm parent, advisor, and coach in the fall of 2024. Today, Chris is pursuing his passion for mentorship at the very school that shaped his journey. “I love combining my passion for soft-skills training, music, and coaching without being tied to a traditional classroom.” His advice for future Proctor students who may be hesitant to jump into a boarding school environment? “Approach boarding school with an open mind—from applying to visiting—seek support, ask questions, and be prepared to have your identity evolve.”

ALUMNI SPOTLIGHT

Ruth Aguazim ’04

A Generational Connection with City Kids

When Randy Luskey started City Kids in 1996, he likely had no idea how deeply the program would connect with Proctor Academy. City Kids had the simple goal of exposing young people from the Washington DC area to the wilderness and activities like kayaking, camping, rock climbing, spotting wildlife, swimming or just relaxing in a hammock. The program allows kids to take personal risks and engage in self-exploration in a safe environment that is drastically different from the urban neighborhoods of Washington DC. Over the last 30 years, City Kids has impacted well over 500 youth, including Ruth Aguazim ‘04.

Ruth joined City Kids at the age of 11, remembering fondly that first flight to Wyoming where she was immersed in a world so different from that which she was used to. After four years as a camper, she grew into a “leadership team” camper, staying longer in Wyoming each summer and doing more advanced activities with City Kids like trips to the Everglades and skiing trips to Vermont. While City Kids was a remarkable opportunity for her, Ruth did not thrive during her first year in high school, falling to a crowd that was happy to simply go through the motions. Ruth reflects, “Randy said to me, ‘I don’t love where you are going to school. Pick a high school in the US and I will support you.’ I thought he was joking, but when he shared about his sister’s (Anne ‘86) experience at Proctor Academy, I was intrigued.”

Ruth toured Proctor with William Hutton ‘03 (another City Kid), and despite the snow piles and freezing temperatures, she felt seen and known by the Admissions Team and decided to enroll. “Coming to Proctor was an enormous challenge for me simply because it was so different - the atmosphere, the small town, the population of students - everything was different and I felt stuck at first. But Proctor taught me how to adapt and thrive in a new environment. I was amazed that this place could bring together so many people from so many backgrounds and places, and have it feel like home for all of us.”

Despite the 9/11 attacks happening just days after Ruth completed Wilderness Orientation, she was surrounded by peers (especially friends Janique ’04 and William ’04 from DC) and adults who helped her adjust to life at Proctor. From her first dorm parent, Sarah Whitehead, to teachers like Gregor Makechnie ’90, P’17, ’19, ’22, ’25 and Jane Barban P’02, ’02, ’05, the adults at Proctor provided the emotional and academic support she needed when the transition felt insurmountable. Ruth notes, “The best thing for me was being more independent. Waking up in the morning and getting myself out the door, getting to classes, doing my sports, making sure I got my work done, and learning how to do time management was so valuable.” She adds, “The opportunity to study abroad was such a blessing. I don’t think I would ever have been able to study in Europe in high school; people from my neighborhood simply did not have that opportunity, and yet at Proctor it was possible.”

After earning a bachelor’s degree in biology and a master’s in project management, Ruth has built a successful career in quality assurance at Procter & Gamble. She is a mother of four alongside her husband Dr. Samuel, and a woman who represents her roots with pride. Reflecting on the relationship between City Kids and Proctor, Ruth sees it as a vital bridge. She remains a dedicated advocate for the program, frequently returning to speak to new cohorts. “I’m proud of everyone else that came out of City Kids and came out of Proctor,” she says. “Everywhere I go, I try to show that my leadership skills and adaptability shine through. I try my best to represent where I come from and share my story with them. I wouldn’t be where I am right now without Proctor; it steered me in the right direction.”

Athletics

The Connection Between Well-Being and Athlete Performance

Proctor's effort to understand how the school can best create an environment where teenagers are able to understand, embrace, and work toward a balanced view of well-being directly intersects with athletics and afternoon programming. With every student engaged in Proctor's afternoon program, the Athletics Department has set a goal to create offerings where students of all abilities, backgrounds, and experience levels thrive physically, mentally, and emotionally while engaging in the school community as they balance athletics, academics, arts, and residential life commitments.

The Athletic Department is working to implement the following strategies to ensure student well-being and healthy development remains at the forefront of their work:

- Collaborate with mental health counselors, health center staff, and the residential life team to ensure coordinated support and integrated mental performance, sleep, nutrition, and hydration practices.
- Partner with Dining Services to align menus with athletic training and adolescent nutritional needs.
- Champion broad participation and multi-sport engagement for students rather than sport-specialization.
- Create a year-round strength and conditioning program for all athletes that can be customized with sport-specific ancillary workouts.
- Conduct baseline testing in the early fall and track athlete gains in strength, speed, and agility throughout the school year.
- Align training demands with the academic and residential rhythms of the school to promote rest, recovery, and sustainable athletic engagement.
- Provide exemplary athletic training, injury prevention, and recovery education, including customized recovery, mobility, and flexibility practices.
- Provide structured leadership education for captains, co-captains, and emerging leaders, including teaching leadership skills, communication, conflict resolution, decision-making, and peer accountability.
- Incorporate intentional reflection practice across teams and afternoon activities

Student well-being and performance in athletics are inextricably intertwined. When we help students holistically define and find success in athletics, we help them establish a foundation of well-being that will serve them well beyond their time in green and white.

Hornets in College Athletics:
Congratulations to the Class of 2026

Alpine Skiing | **Riley Christopher** - Bates College • Equestrian | **Virginia Arnold** - Sewanee: The University of the South • Football | **Layk Quackenbos** - Bates College • Football | **Jake Lantis** - Denison University •Men's Basketball | **Finn O'Neill** - St. Lawrence University • Men's Basketball | **Ahmed Rabie** - Lake Land College • Men's Hockey | **Luke Long** - Connecticut College • Men's Hockey | **Axel Black** - University of Kentucky (club) • Men's Hockey | **Alex Bourque** - Texas Christian University (club) • Men's Hockey and Golf | **Edouard Belval-Turmel** - New England College • Men's Lacrosse | **Brode Frink** - Mount St. Mary's • Men's Lacrosse | **Carson McDonald** - Roanoke College • Men's Lacrosse | **Ryan Roman** - College of the Holy Cross • Men's Lacrosse | **Jae Allen** - Arizona State University (club) • Men's Soccer | **Nico Engalicev** - University of British Columbia at Okanagan • Men's Soccer | **Alessandro Ferrero** - University of Southern Maine • Women's Basketball | **Sierra Jean** - Wheaton College • Women's Basketball | **Mia Canales** - Dickinson College • Women's Hockey | **Reagan Martens** - Lake Forest College • Women's Lacrosse | **Bella Simeone** - Fairfield University • Women's Lacrosse and Field Hockey | **Hannah Sweatt** - St. Lawrence University • Women's Soccer | **Rayanna Wagaman** - Lancaster Bible College • Women's Soccer and Lacrosse | **Charlotte Lund** - Norwich University • Women's Tennis | **Wells McDonald** - Macalester College



Athletic Training and Student Well-Being

Proctor's Athletic Trainers Kelly Griffin-Brown and Noah Smith serve as key members of the larger Health and Well-Being Team that cares for students across campus. Seeing hundreds of students each day in the Athletic Training Room, Kelly and Noah serve as a critical first line of care for students.

Each March, schools around the country celebrate National Athletic Training Month. In March 2026, Proctor's Athletic Trainers helped Proctor earn the Safe Sports School First Team Recognition. This honor, given by the National Athletic Trainers' Association, recognizes the incredible care Proctor's Athletic Trainers provide the community. From creating emergency action plans, to teaching CPR, to providing injury prevention and intervention, to nutritional guidance, to maintaining a top-notch training room, Kelly and Noah work tirelessly to keep our students healthy!

4000 Student Sign-ins to the Athletic Training Room

6,720 YARDS of Athletic Tape Used

250+ Games and Races Covered on Campus

117 MOUTHGUARDS ISSUED

192 Rolls of Prewrap Used

770 Feet of KT Tape Used

750+ Bandaids Applied

Proctor Athletics Hall of Fame | 2027 Induction Class

Each year, our Alumni and Athletic Offices sort through nominations for Proctor's Athletic Hall of Fame. Launched in 2017, the Proctor Athletic Hall of Fame seeks to recognize those individuals and teams who distinguished themselves as outstanding contributors to athletics while at Proctor and who have continued to exemplify the values core to the community: respect, responsibility, compassion and honesty in their personal and professional lives. We are proud to announce the 2027 Induction Class below. This class will be honored at Proctor's 2027 Alumni Reunion.

- **Chris Landers '07 | Soccer, Skiing, Lacrosse**
- **1987 Girls Lacrosse Team | Lakes Region Champions**

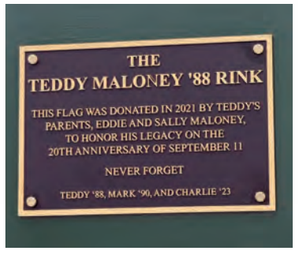
2027



PROCTOR HOCKEY AND THE LEGACY OF TEDDY MALONEY '88

Twenty-five years ago, on September 11, 2001, thousands of families were impacted by the attacks on the World Trade Center in New York City. Proctor's extended family of alumni and friends was not immune to this tragedy. Among others, Teddy Maloney '88 lost his life on 9/11, but through the dedication of his family and friends, his name remains part of our daily vernacular as announcements in assembly say "Come pack The Ted for the hockey game tonight!" In 2002, the Maloney family returned to campus to dedicate the Teddy Maloney '88 Hockey Rink, and again in 2012, the Maloney's were a part of a rink expansion celebration. During Alumni Reunion 2026, nearly 25 years after losing their brother and friend, Mark Maloney '90, Rhys Brooks '88, and Trask Pfeifle '89 were presented the 2026 Alumni Service Award for their work creating and supporting the Teddy Maloney '88 Scholarship.

During the long winter months on campus, The Teddy Maloney '88 Rink serves as a centerpiece to Proctor's student life experience as students pack the rink to cheer on the boys and girls hockey teams. However, while Teddy's name remains a fixture within the physical plant of our community, Mark, Rhys, and Trask, along with friend Gary Zegras, made sure Teddy's memory continuously lived within the Proctor community each year when they established the Teddy Maloney Foundation and launched the annual Big Dog Classic Golf Tournament as a fundraiser in 2002. In January 2014, the group endowed the Teddy Maloney '88 Scholarship Fund at Proctor Academy with an initial $50,000 gift. Through









the Big Dog Classic Tournament and other generous donations, the fund has grown to nearly $600,000 over the last twelve years, underwriting a deserving student's financial aid award each year. The Maloney family, Rhys, and Trask stay connected with each year's Teddy Maloney '88 Scholarship recipient, and their connection to Proctor and Teddy's legacy here remains an inspiration for others.

When Mark, Trask, and Rhys endowed the Teddy Maloney Scholarship Fund at Proctor, Mark shared the following, "The one memory that stands out about my time at Proctor was the single word slogan that meant so much, TOGETHER. Whether it was Bob Livingston pulling our lacrosse team TOGETHER to get the job done and beat Holderness, or the fact that 250 kids were packed into a wonderful campus, and TOGETHER, there were incredible lessons learned and friendships developed from some of the key principles the folks at Proctor taught us. TOGETHER we became friends. We ate TOGETHER, studied TOGETHER and relied on each other in so many different ways. This is how friendships like ours are formed at Proctor, and despite the fact that Teddy is no longer with us, the bond remains strong and unbreakable. As we see every year in October when the closest of friends from Proctor still come together every year, for an old friend. TO BE TOGETHER."

Twenty-five years after losing Teddy, we celebrate his legacy both in the physical space on campus and in those students who the Teddy Maloney '88 Scholarship Fund has supported.

NEW FACES IN THE TED

Mikah Baptiste - Girls Ice Hockey



Mikah stepped into the role of Girls Varsity Hockey Coach for the 2024-2025 season and immediately made an impact on the program. A graduate of Kimball Union Academy and former NCAA Division 1 player at the University of New Hampshire, Mikah's understanding of the game, ability to connect with her team as an athlete, and growing connections in the hockey world have set the girls hockey team on a path to success in the Lakes Region. Mikah notes, "I am incredibly excited for this upcoming season, not just for what we can accomplish on the ice, but for the culture, identity, and family that we continue to build everyday."

Tim Healy P '29 - Boys Ice Hockey



A seasoned educator and coach with a track record of building and elevating hockey programs, Tim joins Proctor for the 2026-2027 school year as Boys Varsity Hockey Coach, Admissions Associate and Director of Financial Aid. Tim joins Proctor after a transformative tenure at North Carolina State where he orchestrated a historic ascent from regional club status to a nationally prominent ACHA Division 1 program, amassing a 115-62-2 record and securing four ACCHL titles. Returning to the New England boarding school world, where he previously served in roles at Worcester Academy and Tilton School, Tim understands the importance of an all-in commitment to a campus community. "Culture is everything and non-negotiable. I look forward to ensuring that Proctor's hockey program is not an island, but a driving force for the school's cultural and institutional sustainability."

RECOGNIZING 24 SEASONS OF IMPACT: MIKE WALSH RETIREMENT

Since 2002, Mike Walsh's name has been synonymous with Proctor Academy boys ice hockey. Walsh had a storied career on the bench that saw a 2003 New England Championship, two Lakes Region Tournament Championships (2008 and 2017), three Lakes Region regular season championships (2003, 2008, 2017), and nine NEPSAC playoff appearances. He tallied more than 320 career wins as a Hornet, and retired from the sidelines as the longest tenured coach in the Lakes Region. Mike notes, "When you get kids who are passionate about what they do on the ice, but then take advantage of all the other opportunities available to them at Proctor, that's what we are really all about. That's where the transformation in our kids happens. Our program's trajectory since 2002 has mirrored Proctor's; my goal was for it to be a consistent, high-integrity model—not an outlier—where passionate kids chase their hockey dreams while embracing the full range of opportunities the school offers. I think we have done this, and I am proud of that."



1968 HOCKEY TEAM | HALL OF FAME INDUCTION 2026

The 1950s and 1960s saw the emergence of Proctor's ice hockey team as a power in the Lakes Region. Under the guidance of legendary coach Spencer Wright P'72, '75, the 1968 ice hockey team finished with a 9-0 Lakes Region and 11-3-1 overall record. At the heart of the team was a core of athletes who loved playing the sport as much as they enjoyed playing alongside one another. During Reunion 2026, Proctor inducted the 1968 Hockey Team into the Athletics Hall of Fame. Led by Jim Sherman '69, and the Charles A. Jones Trophy winner for best overall athlete in the Class of 1968, Captain John Gary '68, along with goalie Dave Babbitt '69 who had four shutouts and allowed only 32 goals on the season (with 12 of those goals coming against Canadian power Westmount). The team dominated Lakes Region opponents, outscoring them 53-8, and ended the season with a 4-3 win over a team composed of Lakes Region All-Stars.





ALUMNI SPOTLIGHT

Jamie Gaines '13

The Courage to Change Paths

For many high school students, they picture a linear path from their high school experience to college to the work force. The media tells them they should have it all figured out before they curate their college application and plan their next internship, with one stepping stone leading directly to the next. As Jamie Gaines '13 and so many Proctor alumni will attest, the highest impact journeys in life are rarely linear. Instead of simply letting one chapter of life flow directly into the next, it is critical to understand when the path might be misaligned with our goals. Do we have the courage to stop and the boldness to ask ourselves and those around us the hard questions about how we might forge a new, better path for ourselves?

Today, as the founder of The Gaines Group, a premier luxury real estate team operating in Boston, Gaines earned recognition as one of the top 1.5% of agents across the country in terms of sales during the last year. Jamie '13 credits the foundation of her current trajectory to her four years at Proctor. Growing up in the local area, when it came time to choose a high school, Jamie and her family saw the combination of high level academics, ski racing, athletics, and experiential learning as the perfect fit for her. Jamie reflects on Proctor's teachers and coaches who made the experience so powerful, "Starting with Wilderness Orientation, I made friends and was forced outside my comfort zone from Day 1. Sharing those raw, unscripted moments in the mountains with complete strangers who became lifelong friends taught me that walking into a room alone is one of the most powerful things I can do." She adds, "Being involved in student leadership and the camaraderie of the ski team taught me the harsh but necessary lessons of work ethic, accountability, independence, and the value of competition. These were central to my experience, as was every person I met at Proctor. Avery Hoglund '02, P'30, in particular, started as my assistant lacrosse coach and quickly became so much more as she taught me lessons that carry forward to today."

A serious back injury while at Proctor forced Jamie to expand her identity beyond athletics. "It was so, so hard for me when I broke my back. I was lost without sports. But Proctor scooped me up and provided opportunities for me to expand my sense of self. Perhaps the single most impactful experience for me was when I was able to travel to Honduras with Dr. Hank Marks '71, P'15 as a student assistant for open-heart surgeries during the summer between my junior and senior years. This experience, and the help of Heide Johnson P'17, '19, led me to fall deeper in love with the sciences and my desire to study medicine." Jamie took this passion to Gettysburg College where she poured herself into her pre-med coursework and continued to stay involved in athletics as the director of the entire intramural program. "As my high school self, I am not sure I could have imagined not playing sports in college, but my back injury helped me see other opportunities to lead and grow that taught me invaluable lessons about leadership, communication, and managing others."

Jamie's willingness to trust herself and understand when it is time to change directions once again emerged during her final internship in the trauma unit at the University of Maryland Medical Center. "I had a moment where I realized that what I loved about medicine was helping others in need, but not necessarily the medicine itself. I felt the need to shift directions, and am so thankful I had the confidence and support of my family to do so." After moving home to figure out the next decision, Jamie came across a real estate job posting in Boston offering a $2,500 sign-on bonus and she took the leap. From that initial job opportunity, Jamie has spent the last ten years establishing herself as a real estate leader in Boston, and two years ago launched her own company, The Gaines Group, specializing in the luxury real estate market throughout Boston and Greater Boston.

As a business owner living in the South End with her fiance Chris, Jamie describes her work with the same enthusiasm she had for skiing and studying pre-med: varied, challenging, and deeply rewarding. "I love what I do. Every day I meet new people and get to guide them through one of the biggest moments of their lives. Every transaction is different as I work to understand my clients. Immersing myself in the communities I sell in, and continuing to build them, has been one of my greatest joys."



THE PERFORMING ARTS



Each year, new talent, personalities, passions, and opportunities present themselves through performing arts courses and afternoon activities, allowing students to take risks, explore new areas of interest, and pursue their passions. Students learn to sing, dance, act, direct, make and record music, build sets, design lights, sew costumes, and produce projects of their own design, spending countless hours developing all aspects of their performance abilities in preparation for the annual drama productions, and instrumental music, vocal music, and dance recitals. It is not only the process and the outcome of a performance that shapes students, but the very act of performing in front of an audience.

Through three community-wide shows a year, Proctor's theater program allows students to experience the entirety of the theatrical process from building sets to audio and lights to acting on stage. Last year's production of *Boxcar Children*, *Pippen* and *Alice and Wonderland* involved extensive casts and the opportunity for all members of the community (young and old!) to join a core of student performers and technical support.

Proctor's music program affords the same opportunity for students to push themselves out of their comfort zone. Whether they are performing at an open mic session, utilizing Proctor's state of the art recording studio as a home for musical immersion, or performing during assembly, music teaches powerful lessons in self-confidence and creativity alongside the concrete skills every musician needs.



PERFORMING ARTS ACADEMIC COURSES

Independent Music Study Skills
Designed for experienced musicians, students pitch a specific goal to their instructor, such as recording an EP or mastering a complex repertoire.

Instrumental Ensemble Skills
This ensemble is for moderate to advanced musicians interested in contemporary styles like jazz, rock, and funk.

Music Production Skills
Students learn to navigate Digital Audio Workstations (DAWs) to record, edit, and produce music with virtual instruments.

Vocal Ensemble Skills
Open to all levels, this ensemble develops vocal technique, harmony, and note reading through a positive, collaborative environment.

"I was always the kid who once would never raise his hand, but when I am playing music, I'm me. – Max '29

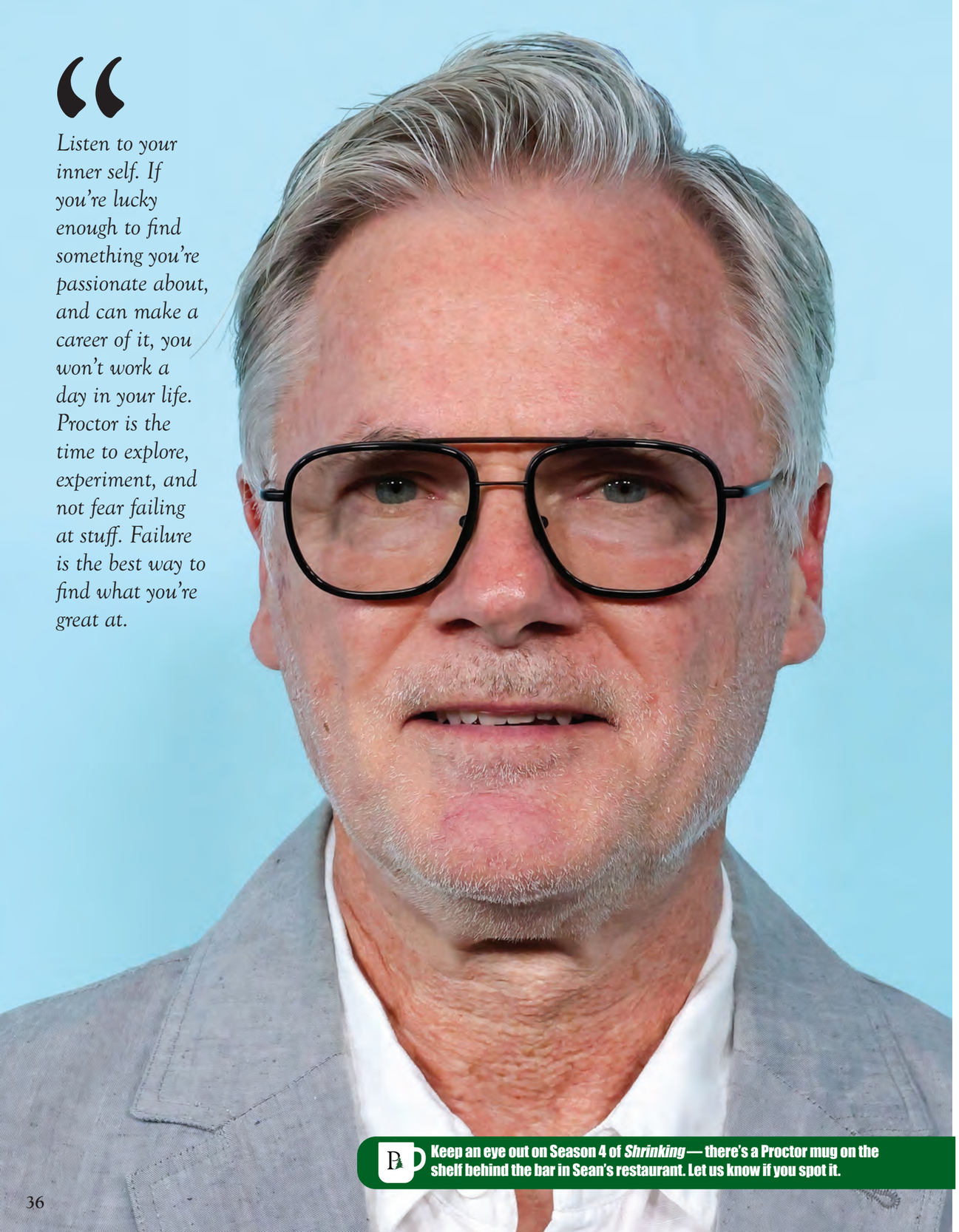
PLAYING WITH THE PROFESSIONALS: PROCTOR'S VISITING ARTIST SERIES

Arranged in a loose circle in the Recording Studio, about fifteen students recorded two songs live, three takes each. Vocalists stood and sang in a line in front of microphones and music stands, while other musicians sat in a state of deep concentration, instruments in hand. Two professional musicians stood in the circle with them, with Music Director Garrett Gleason at the center, orchestrating the performance. A finished recording is a lasting representation of a musician's craft, and that morning, during a single class block, Proctor students were on their way to creating a professional recording of their own.

The professional musicians were Dan Gleason and Larkin Bogan, who play together in the New York band Sir Richard Newton and currently perform in *Wicked* on Broadway. They met as castmates in the show and began writing songs together between performances in the stairwells of the Gershwin Theater. This recording session, and an evening public concert on the Norris Family Theater stage, were part of the second edition of Proctor's Visiting Artist Series. This series was created by Garrett Gleason to give students the rare opportunity to rehearse, record, and perform alongside working musicians.

Later that Friday evening in early May, the community filled the Norris Family Theatre as students took the stage behind Dan and Larkin, playing original Sir Richard Newton songs alongside two numbers from *Wicked*. Friends, teachers, and colleagues came to support them and to enjoy an evening of live music on campus. When the last song ended, the students walked offstage with a public concert behind them, two professional recordings in their portfolios, and the gratitude of a community that had turned out to hear them play.





Listen to your inner self. If you're lucky enough to find something you're passionate about, and can make a career of it, you won't work a day in your life. Proctor is the time to explore, experiment, and not fear failing at stuff. Failure is the best way to find what you're great at.

Keep an eye out on Season 4 of *Shrinking* — there's a Proctor mug on the shelf behind the bar in Sean's restaurant. Let us know if you spot it.

Cabot McMullen '73

The Freedom to Find Oneself

The Vietnam War was raging and the counterculture movement was sweeping the country when Cabot McMullen arrived at Proctor as a freshman in 1969 — just as the school itself was transforming from a traditional all-boys boarding school into an experiential, first-name-based, co-ed community. Cabot, now an Emmy-nominated Production Designer of film and television, and a producer of emerging media, says that shift shaped him as much as anything he studied.

He hadn't planned on boarding school. After graduating from the Fenn School, his father, a Colonel in the US Air Force, got orders to deploy to Thailand to command a satellite reconnaissance mission defending the Ho Chi Minh Trail. Cabot was told he'd be heading to boarding school that fall, but the choice of school would be his. He toured the best ones in New England, but none felt like Proctor.

"When I visited Proctor there was something that grabbed me. I can't even explain it, but I made the decision with confidence, and when I landed in Cary House that next fall, I found myself surrounded by guys who would become found family and lifelong friends" — Matteo Moore ('72), Cass Smith ('73), John Mulford ('72), and Philip Kirby ('74), among others. "We were all super active, intellectually and physically, and Proctor became a metaphor for the world around us. We saw authority figures like Tim Norris, Chris Norris, and David Fowler break down the usual barriers to build trust and a community we could all believe in, so we could then take ownership as students."

Cabot went through Proctor's first Wilderness Orientation his sophomore year, then became one of Proctor's first exchange students, spending a trimester in Bordeaux, France with classmate Debbie Drake in 1973. He's still in touch with his French counterpart, Pierre Bernard, whose colloquial English, picked up from Cabot, helped earn him a life-changing promotion to officer in the French Air Force (FASF) ahead of the first Gulf War.

"I remember so clearly Tim Norris' freshman English class exposing me to authors I'd never read before, and Patricia Gaines becoming a mentor for me in ceramics, painting, and sculpture. Nancy Wright ran the theater program and exposed me to building sets and stage lighting, and between that and Dan Hindert's elective, The Films of Ingmar Bergman, I saw a whole world open up that would eventually become my career."

Cabot's path to a career as a Hollywood Production Designer was anything but a straight line. He went from Proctor to the University of New Mexico to study architecture under Dean Don Schlegel, then followed a growing interest in furniture design to New York City to earn his master's in industrial design under Dutch designer Hans Krieks — leading to a position with famed midcentury furniture designer Vladimir Kagan at his Long Island City factory, picking up production techniques he still uses today.

Theater found him again while apartment hunting. "I answered a classified ad in the *Village Voice* for a loft to share and ended up living with a bunch of actors studying at the Lee Strasberg Theater and Film Institute. I was always drawing at my drafting table, and one day a roommate said, 'We need a set for our new show, can you design it?'" That favor turned into a four-year apprenticeship designing productions across Broadway, World's Fair exhibitions, commercials, film, and network TV.

In 1984, Cabot went out on his own, landing the job of Art Director at NBC for Season 10 of *Saturday Night Live*. "I was thrown in the deep end and quickly realized the only way you find out what you're capable of is by putting yourself in challenging situations — the same thing I'd felt at Proctor: put yourself out there, meet the fear of the unknown head-on and conquer it."

Years of live-show design work followed, then Production Designer of Michael J. Fox's *Spin City* in 1996, setting the course for the next thirty years: seventeen feature films (*Red State, Flamin' Hot, Super Troopers, The Fifth Wheel*), hundreds of commercials, and thousands of TV episodes, including *Spin City, Scrubs, Designated Survivor, Smash*, and, most recently, *Shrinking* with Harrison Ford and *Rooster* starring Steve Carell.

For more than three decades, Cabot has also worked at the intersection of technology and storytelling as an entrepreneur and two-time founder of digital media startups, including Snackshop.app. Through Snackshop, he's currently focused on empowering diverse and underrepresented storytellers with human creativity, AI-native workflows, and a micro-media pipeline built for today's mobile audiences.

A longstanding member of both the Art Directors Guild in Hollywood and United Scenic Artists in New York, Cabot has earned three Emmy nominations, five ADG Award nominations, and one SDSA nomination, and has been represented by WME for the last sixteen years.

Looking back from backstage in the Holland Auditorium to Hollywood soundstages, Cabot says it traces back to the same place. "Proctor had this uncanny way of helping my classmates and me figure out who we were. Whether it was signing out to the cabin for the weekend, attending theater workshops at UNH, Wilderness Orientation or studying abroad in France, we were constantly asked to expand who we thought we were. That was the gift that led me to find myself and my career."



THE VISUAL & INDUSTRIAL ARTS IN ACTION

Thinking With Their Hands

In art studios and workshops, failure is feedback, making is thinking, and confidence compounds.

Over the course of a single arts block at Proctor, mistakes are made continually across the art studios of Slocumb Hall and the shops of the Alan Shepard Boat House. Bowls collapse on the wheel, welds fail, and wood splits along the grain.



It would be easy to describe studios and workshops merely as sanctuaries, or places where students disconnect from screens, focus on what is directly in front of them, and enjoy a break from the fast-paced daily life at Proctor. While this characterization is certainly true, it undersells the kind of learning that occurs in each of these spaces.

Creating with one's hands is not secondary to intellect – making is itself a fundamental form of thinking. Students rarely arrive in the art studio with a fully formed concept and execute it. Instead, they discover what they are making through the process of making it. Every mistake delivers real-time feedback. Just as in our academic classrooms, failure in the studio is not an endpoint – it is the prerequisite for learning. Leaning into that frustration is precisely where growth happens, and with patience over time, increasing mastery.

When we gather at the end-of-term art show and marvel at the finished works on display, we witness another distinct aspect of artistic learning: tangible output. A finished piece sits on the table – or, in some cases, is the table. Very little else a student produces during a term takes such an enduring, physical form, and undeniable proof of trial, error, and growth.

Beyond offering physical evidence of growth, these spaces allow students to be known differently by their peers and faculty than in the classroom or on the athletic field, and they come to perceive themselves differently as well. Building what educators term "islands of competence" where confidence in one area compounds and is transferred to other disciplines, students carry with them out of our art studios a quiet pride born from concrete proof of what their hands and minds can accomplish together.

The habits cultivated in these studios – envisioning what does not yet exist, persisting past frustration, and learning directly from mistakes – follow our students long into adulthood. Decades later, alumni still point to Proctor's art studios as the place where they learned to think, adapt, and create with their hands.

RARE ARTS OFFERINGS: METAL SCULPTURE AND ENGINEERING

While many independent boarding schools offer studio art or traditional woodworking, very few boast both a working coal forge and a fully equipped metal engineering shop. Tucked into the lower level of the Alan Shepard Boat House, Proctor's metal programs, spanning metal sculpture, metal engineering, Project Period offerings, and advanced independent studies, offer an experience rarely found in schools. Students work directly with fire, anvils, and raw steel, alongside industrial machinery like vertical mills, metal-cutting lathes and MIG/TIG welders.

In the forge, every student starts on equal footing with a single quarter-inch square of steel stock. Under the guidance of Corby Leith '92, they learn foundational blacksmithing techniques – heating, drawing out, and hammering metal into a simple scroll, barn hook, or fork. From that shared baseline, student paths diverge toward fine sculpture, custom hand tools, or functional design.



In the metal engineering shop, faculty member Gordon Bassett '96 coaches students through high-level fabrication, mechanical drawing, and machine tool operation. The project-based curriculum emphasizes creative problem-solving, precision measurement, and independence as students execute complex designs.













VISUAL AND INDUSTRIAL ARTS COURSES OFFERED

3-D Design Skills
Using professional modeling software, explore 3D computer graphics similar to those in animated films and video games.

Boat Building Skills
Embrace the artisan process of crafting sailing or rowing vessels, such as cedar-strip canoes or sea kayaks.

Ceramics Skills
Learn both wheel-throwing and hand-building techniques, including centering, pulling, and glazing. Refine the creative process through increasingly complex projects and self-reflection.

Digital Art Skills
Transition from conceptualizing ideas to executing digital works using Canva, Procreate, and Photoshop as you explore color theory, composition, and visual communication through various applications.

Film Photography
Learn to operate manual 35mm cameras and process black-and-white film in Proctor's dark room.

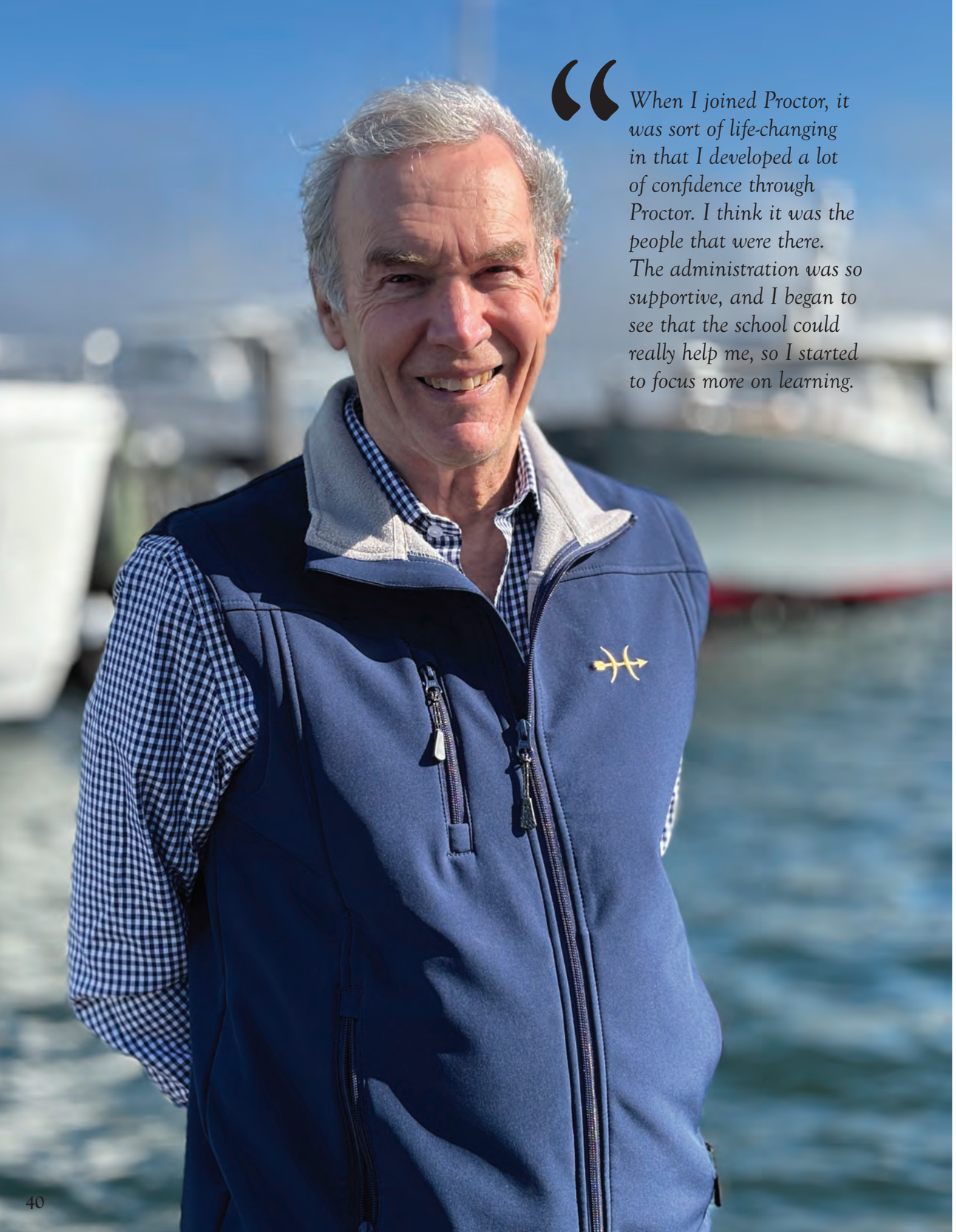
Metal Engineering Skills
Gain hands-on experience with metal-cutting machinery, including lathes, vertical mills, and various welding techniques (MIG/TIG).

Metal Sculpture Skills
Learn the techniques of blacksmithing and the history of steel sculpture while forging, welding, and cutting your original works.

Studio Art Skills
Develop a foundational exploration of creative expression using charcoal, pastels, watercolors, and acrylics.

Textile Skills
Learn about aesthetic manipulation of natural and synthetic fibers through sewing construction, embroidery, weaving, and fabric design through an "assemblage" approach.

Woodworking Skills
Learn wood anatomy, joinery, and the safe use of power tools to build furniture or cabinetry as you begin to understand design aesthetics, drafting practices, and finishing techniques.



When I joined Proctor, it was sort of life-changing in that I developed a lot of confidence through Proctor. I think it was the people that were there. The administration was so supportive, and I began to see that the school could really help me, so I started to focus more on learning.

Ray Hunt '79

In the Middle of It All

As embodied in its motto, Proctor ideally activates its graduates' innate, but latent, talents. Such is the case with Ray C. Hunt '79, whose deep experience in fiberglass boat building and project management of custom yachts draws on the self-taught design heritage of his world-famous grandfather, C. Raymond Hunt.

Having had what he calls a "life-changing experience" of increased confidence in his academics while at Proctor, Ray began to "live to learn" through his social interactions with classmates during quiet-study evenings in classrooms and opportunities to apply his learning. Always capable in math and science, he found English and history classes more enjoyable than he had previously experienced, thanks to teachers like Tom Eslick, Richard Parker, and Chuck Will P'00, '03. He enjoyed transferring his skills into a "River Classroom" course led by Bert and Dani Hinkley P'97, '99, traveling west with classmates to paddle on sections of the San Juan and Colorado Rivers in the Southwest. The practical curriculum emerged from their earlier classroom study in Andover. "Having read various books that Bert chose about the areas where we'd be paddling, we drove out there with a trailer and a whole bunch of kayaks, dragging them with us, and went on to do various big-water kayaking, some of which was a little intense, but it was a remarkable experience," Ray said.

Following study at Hampshire College, Ray settled on elementary education as an initial vocation, eventually transferring his skills with computers into a job in educational software design at C.E.S. Computech. As the company wound down operations, Ray "...went back to boats, having grown up on the water my whole life." A 1991 opportunity at Concordia Custom Yachts, a division of his grandfather's original company, gave Ray the chance to learn to build fiberglass yachts. "That's when I learned to actually build boats. I started out board-sanding boats, and then worked my way through the company, eventually doing estimating for them, and then some design, making construction drawings for the guys on the floor. Auto CAD was coming together back then, so I learned some basic CAD programming and design work."



Ray was building on his grandfather's legacy. While the *Concordia Yawl* was one of his grandfather's most famous, beautiful sailboat creations, much of his name recognition was latent in C. Raymond Hunt's pioneering work in powerboat design. Recognized in 1960 as the inventor of the "Deep V" hull, C. Raymond Hunt had revolutionized the ride and seaworthiness of high-powered motorboats, mostly in the 25 to 36-foot range. In 1998, Ray took a small equity position in a growing business, helping shepherd the Hunt brand through a number of iterations, serving in a General Manager's capacity for what became "Hunt Yachts" in 2001. The nameplate, Hunt Yachts, has remained through ownership by the Hinckley Company, and, as of April, DiMillo's Yacht Sales. Ray is now a Project Manager/Engineer there. The brand focuses on custom fiberglass yachts from 56 to 76 feet, to designs made by the Ray Hunt Design firm and construction at Global Yacht Builders in Taiwan.

Ray focuses for DiMillo's on their Hunt Yachts Ocean Series. He was on hand in August to receive the new Hunt 56 that premiered at the Newport Boat Show in September. In his role, Ray serves as liaison among the buyer, design team, and construction arm, working within each yacht's molded "envelope" to deliver a yacht to a client's wishes. The logistics of transporting a multi-million-dollar yacht via container ship from Taiwan to its final destination are complex, but Ray draws upon decades of experience and a calm disposition to manage the process.

Ray's time messing about in boats began with a storied childhood and continued with the integration of experiential learning and emerging academic confidence at Proctor. Adapting to changing conditions in the maritime trades, Ray Hunt has applied his skills and experience to extend his grandfather's legacy into a new generation of powerboats. In this, he embodies Proctor's motto, "Live to Learn, Learn to Live."

Celebrating
The Class of 2026
Finding Their Voice

Stewarding a place like Proctor is never the task of an individual, but rather the responsibility of everyone in the community. Proctor's 178th Commencement exercises served as a reminder of how the collective work of everyone who has supported the Class of 2026, past and present, shapes Proctor into the perfectly imperfect school it is today.

Proctor graduations are special in that they carry their own energy; an energy that uniquely reflects the graduating class. For the Class of 2026, that energy centered on a deep gratitude for the educators who commit their lives to Proctor.

Life as a boarding school teacher is largely irrational. We are asked to work long hours, be on call all the time, and willingly live alongside teenagers, all while seeking to raise our own families, cultivate our own passions, and have a life of our own. On the surface, it does not make sense. Who would sign up for this job? And yet once we are immersed in the lifestyle, we begin to understand that the messy interwoven strands of personal and professional components of being a boarding school educator can weave a beautiful life for all connected to the school.

This year, History faculty member and Class Dean Kyle Connolly served as Commencement Speaker. Kyle beautifully articulated his reason for teaching to the Class of 2026 and the more than 1,000 others in attendance. "Here's the heart of it all: It is and always has been about you and your voice. For us as teachers, it is being there to guide you and help you discover your voice, as you learn what matters most to you, and how to hold onto it when all about you might challenge it. It's beautiful. It's powerful. We see it in your writing, your art, your music, your acting. We watch it happen in the classroom, the studio, the forge, and the boatshop. We cheer for it on the fields, the courts, the rinks, the rivers, the snow, the trails and the track. You express it in your adolescent angst, your infectious excitement, your profound hurt, your all-encompassing stress, and your deep and genuine love. It's beautiful. It's powerful. Your voice is beautiful and powerful in a way you may not be able to understand but we remind you. This is why we teach."

It is an absolute privilege to see the voices of our students emerge, but rarely does it happen overnight. It happens in the small moments - the extra help sessions, the conversations on the bus rides home from disappointing losses, or in the dorm common room. It happens when we, as adults, are not around and students learn to stand up for what they believe in, and it happens just as often on the heels of a mistake as it does after a moment of triumph.

A Proctor education forces young people to live outside their comfort zones, to constantly churn social circles, and to move beyond a superficial understanding of each other's quirks as each individual finds their own unique voice within the context of community. As educators, we absolutely love being a part of this beautiful, messy, non-linear transformation where our students begin to find themselves and their voice.









Commencement | Awards and Recognition

Alice S. Fowler Award
Awarded to Axel Black
A graduate who best exemplifies strength of character, personal dedication, and commitment to the Proctor community.

Charles Levy Award
Awarded to Hailey Pastel
Class Valedictorian

Charles A. Jones Outstanding Athlete Award
Awarded to Sierra Jean & Luke Long
Two most outstanding athletes in the graduating class.

Citizenship Award
Awarded to Mia Canales & Kyara Cruz
Best all-around citizens in the graduating class.

Allan S. Bursaw '67 Award
Awarded to Hannah Sweatt
A student who exemplifies high effort and citizenship.

Carl B. Wetherell Award
Awarded to Georgie Nichols
Faithful and willing performance of all extra curricular responsibilities.

Fred Elroy Emerson 1886 Award
Awarded to Sierra Jean
A student who, during their junior and senior years, has shown the greatest development in attaining the ideals of Proctor.

Robert J. Livingston Community Service Award
Awarded to Amena Martinez-Paris
A student who has made outstanding contributions to the community through volunteer service to others.

Lyle H. Farrell Award
Awarded to Max Preuss
A senior who has performed outstanding service to the school and to their fellow students.

Philip H. Savage Award
Awarded to Annie Johnson
A student who exhibits outstanding leadership qualities.

Renaissance Teacher Award
Awarded to Shauna Turnbull
English Department
Recognizes a Proctor faculty or staff member who has gone above and beyond to make the experiences of students at Proctor more meaningful through their encouragement and support.

Nance Patten Barrett Staff Award
Awarded to Becky Walsh
Athletics Department
This award recognizes extra-ordinary service to the Proctor Community by a non-faculty member and heightens awareness of the dedication, hard work, and loyalty of all its employees which makes possible the smooth operation of this institution.

John O'Connor '79 Award for Excellence in Teaching
Awarded to John Bouton
English Department
Alumni two and five years out of Proctor vote for the individual among the current faculty who in their opinion is most deserving of this Excellence in Teaching Award.



"My Proctor journey wasn't defined by a single moment but rather a collection of micro epiphanies that quietly changed me through trying new things, taking risks, failing, and adapting. Simply, every experience has changed me in ways that weren't necessarily distinct epiphanies, but rather building blocks continuously constructing the person I am and the person I am becoming."

– Hailey Pastel '26, *Valedictorian*





"That's what's so great about off-campus programs. I really wish everyone did one. They pluck you from your little bubble and put you with a group of people who you might not know so well. And over the course of a trimester you have the privilege of getting to know so many new people and forming new friendships. Any preconceived idea you might have of someone gets completely destroyed simply because you have the opportunity to talk to these people. I remember thinking, 'oh that person's gonna be annoying' or 'that person isn't gonna do anything' and thinking I had it all figured out…It's a beautiful thing to be proven wrong like that. To become friends with someone you never thought you could get along with. Don't let other people make opinions for you. Be a detective and find out for yourself."

– Dylan Menard '26, Senior Speaker

"You're going to leave here and you might not always be asked to share your voice where you go. And you might look around at others and feel like your voice does not speak as loudly or with as much authority. And you might encounter people who will devalue and diminish your voice. And you might measure yourself against others and think your voice does not deserve to be heard. I'm not a politician, sports hero, CEO, or celebrity, but I am a teacher and think I have something important to say. Believe in the beauty and power of your own voice."

– Kyle Connolly – History Faculty, Commencement Speaker















Class of 2026 College Decisions and Matriculation

Arizona State University
Assumption University (2)
Barnard College
Bates College (4)
Bentley University
Boston College (2)
Boston University
Clark University
Clarkson University
Colgate University (2)
College of Charleston (2)
College of the Holy Cross (2)
Colorado College
Colorado School of Mines
Connecticut College
Deerfield Academy
Denison University
Dickinson College
Elon University (2)
Emory University
Endicott College (2)
Fairfield University (2)
Flagler College
Hamilton College
High Point University
Indiana University, Bloomington
Lake Forest College (2)
Lancaster Bible College
Macalester College
Maine Maritime Academy
Montana State University (3)
Nashua Community College
New England College
New York University
Northeastern University (3)
Norwich University
Plymouth State University
Providence College (2)
Quinnipiac University
Roanoke College
Sacred Heart University
Saint Joseph's University
Simmons University
Skidmore College (2)
Southern Methodist University
St. Lawrence University (4)
Suffolk University
SUNY- New Paltz
TETR College of Business
Texas Christian University (2)
The University of Arizona
The University of the South
The University of Utah (5)
Tulane University
University of British Columbia
University of California, Santa Barbara
University of Colorado, Boulder (4)
University of Denver (4)
University of Georgia
University of Kentucky
University of Massachusetts, Amherst
University of Nevada, Reno
University of New Hampshire
University of Rochester
University of San Diego
University of South Carolina (2)
University of Southern Maine
University of Virginia
Virginia Tech (2)
Wake Forest University
Wheaton College

To relive commencement 2026 visit : www.proctoracademy.org/classof2026



Gratitude for Our Departing Faculty and Staff

When Proctor alumni run into each other out in the real world - whether it is on a gravel ride in Colorado, at a music venue, or on the streets of Boston, their shared experiences create an immediate bond that transcends their years spent on campus in Andover, New Hampshire. Central to these shared experiences are the faculty and staff who make Proctor, Proctor. Many members of our professional community choose to make Proctor their home for their entire career, while others spend a chapter of their life with us, but all leave an indelible mark on our community and the lives of their students. This year, we bid farewell to the following professional community members and thank them for their service to Proctor's mission.

Buz Morison P'12, '14 | 2009-2026 | Science Department, Nordic Skiing

A seasoned educator before he landed at Proctor in 2009, Buz (pictured above) has elevated the academic and athletic experiences of students for seventeen years through his teaching high-level science and math courses and serving as Proctor's head Nordic skiing coach. His pure enthusiasm for learning permeates every interaction with colleagues and students as his energy pours out of him and into others. Fellow Nordic coach Jennifer Summers reflected on Buz's impact on both students and adults during his tenure, "Buz has taught me more about what it takes to be a patient, kind, and effective coach and teacher than anyone else. His passion for every aspect of Nordic skiing is inspirational as he modeled lifelong learning (always testing new waxes and training techniques), and talking neuroscience on the side with our students." Countless Proctor students have pursued PhD studies because of Buz's Neuroscience, Calculus, and Physics courses, not because they were driven to do so, but because Buz showed them how to be curious, to wrestle with problems, and to seek more questions rather than answers. Congratulations on your retirement, Buz, and we have confidence we will still see you in the Nordic room and on the trails next year!



Barb Major P'06, '09 | 1997 - 2026
Dining Services

Barb joined the Proctor community in 1997 as a member of the Dining Services Team. This summer, she retired after 30 years of service to Proctor Academy. With hundreds of thousands of meals prepared and a wonderful culture of togetherness stewarded in the Canon Dining Hall and Brown Dining Commons, Barb leaves a powerful legacy at Proctor. Thank you for your years of service, Barb.



Linda Sargent P'13, '14 | 2011-2026 | Learning Skills Department

Linda joined Proctor's Learning Skills Department in 2011 and immediately jumped into her work supporting her students with passion, attention to detail, and deep commitment to student success. Throughout the past sixteen years, Linda's students felt her love and support at all times. Whether it was on the sidelines as a lacrosse coach or in a Learning Skills tutorial, her impact on Proctor has been one of serving as a steadfast, consistent presence for those around her. Congratulations on your retirement, Linda!

Pam Brown P'05 | 2019-2026
Housekeeping Department



Alicia Barry '15 | 2019-2026
Admissions Team



Marc Flaherty | 2022-2026
History Department



Kara Jacobs P'27 | 2023-2026
World Language Dept. Head



Gavin Moody | 2023-2026
Admissions Team



Emi Morison '13 | 2023-2026
Mountain Classroom



Ted Fuell | 2024-2026
Mountain Classroom



Stephanie Einstein | 2024-2026
Math Department



Dave and Lynne Kenney

Global Perspectives and Proctor's Ethos in Japan



Leaving Proctor Academy in 2015 felt like the beginning of an exciting new chapter rather than the end of one for Dave and Lynne Kenney. The departure from Andover, New Hampshire, was not just a career move, but the start of an international journey for their family that would redefine their understanding of education, community, and the human experience. With their three young children in tow, the Kenneys embarked on a professional path that would take them from the classrooms of Alexandria, Egypt to the mountains of Japan.

Their odyssey began in Egypt at an American School in Alexandria, where Dave served as Athletic Director and Lynne as a history teacher, Dean of Students, and eventually Principal. The path continued to the Netherlands, where Lynne led a Pre-K-12 International Baccalaureate school, while Dave managed residential life and athletics programs. A subsequent stint in the Caribbean, where Dave served as Assistant to the Head of School in St. Croix, provided yet another layer of global perspective. "Working internationally has certainly given us all a global perspective," Lynne reflects. "We see the world as people, not nations."

That philosophy now anchors their work at the Hakuba International School (HIS) in Japan. With Lynne serving as co-principal, Humanities teacher, and College/University Counselor, and Dave as Director of Admissions and Student Activities Director, the Kenneys are part of a founding team building something unique. HIS operates on a question that feels strikingly familiar to the Proctor ethos: How can people and the planet both flourish? By integrating project-based learning, a focus on the outdoors, and a robust advisory program, they are creating a transformative environment with students from over 20 countries. Lynne notes, "One of the reasons our founder started the school was a belief that students who are roommates and go to school together won't be as ready to go to war with each other. I certainly think that is true. We have Taiwanese and Chinese students who are best friends, we have Ukrainians and we'll be getting our first Russian student this year. The closer we are internationally to working together, maybe the less likely we will be to destroy our planet."

It is no coincidence that the HIS model mirrors Proctor. "Proctor's nimbleness and innovative programs were instrumental in developing the HIS curriculum," Lynne notes. Whether it is HIS's strong advisory program, focus on the outdoors, or emphasis on project-based learning, the Kenneys credit their years at Proctor with providing the professional bedrock for this success. They recall their growth—Dave's transition from part-time ski coach to Director of Student Activities and Learning Skills instructor under the mentorship of Donna Jonas, and Lynne's master's degree from Columbia University and collaborative work with Jen Fletcher P'18, '21, '21 and the Learning Skills team to develop a truly interdisciplinary curriculum for the History Department. Lynne adds, "The Proctor families like the Gawande's (Walker '14) stand out for their willingness to partner with Proctor in their children's journey. Using Atul Gawande's *Checklist Manifesto* in our approach to teaching shaped what we brought with us to Hakuba International School. Helping students build confidence, trust themselves, and create lasting connections are skills we gained at Proctor that continue to guide our work as educators today."

Looking back, the community they found at Proctor was life-changing. Dave and Lynne note colleagues like Patty Pond P'09, Annie Makenzie P'22, '24, and Mike Koenig P'11, '13 as models of the spirit of experimentation, resilience, and celebrating failure as a catalyst for growth. "Proctor was, and is, a family to us," Lynne says, "We come back every year to Proctor to reconnect and to build on the friendships and the camaraderie we have here, so in many ways it's like we've never left Proctor and we're just bringing out to the diaspora the ideas and the beliefs that Proctor instilled in us." She adds, "I hope that we can instill at Hakuba International School that same strong sense of community we experienced at Proctor. The collegiality and willingness of the entire faculty to try out ideas, test them, fail with them, and celebrate failure as a way of improving education and modeling for students that we are all lifelong learners was central to our Proctor experience, and remains core to our work at HIS."

As HIS prepares for its first graduating class in 2027 and builds fascinating partnerships with MIT and the University of Tokyo graduate programs, the Kenneys cherish their deep Proctor ties and extend an open invitation to the Proctor community to come visit! Learn more about HIS and their educational model at https://www.hakuba-is.jp/ to see how the seeds planted in New Hampshire are blossoming in the mountains of Japan.

The Proctor - Hakuba International School Connection Grows

The Proctor/Hakuba International School connection continues to grow as the Kenneys are thrilled to welcome departing Proctor faculty members Alicia Barry '15 and Marc Flaherty to Hakuba International School for the 2026-2027 school year. Anyone who knows both Lynne and Dave and Alicia and Marc recognize the similarities in their energy, enthusiasm, and willingness to experiment in the classroom. Lynne and Dave are looking forward to the expertise and enthusiasm Alicia and Marc will bring to the 9-acre campus currently under development near the site of the 1998 Nagano Olympics.

Lynne notes, "We are thrilled that Alicia and Marc are going to be joining us at Hakuba International School and we look forward to them sharing their enthusiasm, expertise, and excitement for learning and the outdoors with our students and faculty!"

Alicia Barry '15



"I am incredibly excited about Hakuba International School's commitment to experiential learning and its intentional immersion of Japan's rich culture into everyday student life. Joining the school during its formative years is a unique opportunity, as faculty and students will work together to shape what the community becomes, and that level of student agency and collaboration is especially inspiring to me. It is exciting to imagine a student body having such a meaningful voice in building a community at a time when so many young people are searching for a place where they feel a true sense of belonging and purpose!"

Marc Flaherty



"What excites me most about this next chapter is the opportunity to continue growing as an educator in a community that places both human and environmental flourishing at the center of learning. While every school seeks to prepare students for the future, what draws me to Hakuba International School is its belief that this preparation happens through meaningful relationships with communities, the natural world, oneself, and through authentic learning experiences."



PROCTOR reunion 2026

MAY 29 - 31 | ANDOVER, NH

Recap!

The stillness following Commencement each year affords time to reflect on the graduating class, the unique community they built during their years at Proctor, and the contributions they made to a culture that will remain long after their graduation.

Proctor's physical campus changes with each decade. What proves far more durable is the culture. Culture runs underneath a community, like an operating system, mostly out of sight, until moments of challenge and celebration bring it into view – it is present in difficult conversations with a student in the middle of February, during the celebrations of Commencement Weekend, and as alumni return to campus for Reunion.

Schools often describe themselves as relational communities. What distinguishes Proctor is the depth and consistency of those relationships across generations. Perhaps the most striking thing about Reunion Weekend is watching alumni reconnect with former teachers, coaches, advisors, dorm parents, and each other. Whether five or fifty years have passed, many of those relationships pick up where they left off.

A deep belief in students, carried by the adults who teach, coach, and live alongside them, was the common theme of the weekend, connecting alumni. Continuity of culture showed itself again and again during Reunion Weekend 2026 as graduates described Proctor in remarkably similar terms. Buildings will continue to change, but the relationships that brought alumni back to campus Reunion weekend endure.















Hi from the Alumni Office!

Three years into these roles now, and somehow it still feels like we're just getting started. We've spent that time on our fall road trip, at events from coast to coast, another amazing reunion, and in more than a few email threads swapping old stories. Every one of those moments has been a reminder of why this community is so special.

If there's one thing these three years have taught us, it's that Proctor doesn't really let go of you, and honestly, most of you don't want it to. You show up for each other. You send the photos nobody asked for but everyone loves. You give back so the next class gets what you got. That's the whole thing, really.

So we're not slowing down. We're planning more ways to bring Proctor to you, whether that's on campus or right in your own backyard. We want your ideas, your feedback, your best (or craziest) Proctor stories. However you want to stay in it, we're glad to have you.

Thanks for sticking with us these three years. Here's to the next one - let's make it count.

Whit Hill Sowles '92, P'25,'27
Director of Alumni Engagement

Caroline Heatley '91
Director of Alumni Giving

"It's not what, it's who. When I think back...something fascinating happened here and still happens here. For a lot of us, coming to Proctor was the first time we were believed in... If they can believe in us, I can believe in myself. And I did, and so do many, many other students here. And I want to thank Proctor for the most formative years of my life, and everything since then has been built on that platform."

- Steve Pope '76



2026 ALUMNI SERVICE AWARD



At the heart of each of our Proctor experiences lies relationships; relationships to this place, to friends, to colleagues, and to our work. For Mark Maloney '90, P'23, Rhys Brooks '88, and Trask Pfeifle '89 it was their shared relationship with Teddy Maloney '88 and the Maloney Family through Proctor that has left a remarkable legacy. During Alumni Reunion 2026, Proctor recognized Mark, Rhys, Trask, and the Maloney Family's remarkable commitment to Proctor, to Teddy's legacy, and to each other with the 2026 Alumni Service Award. Through establishing and continuing to support the Teddy Maloney '88 Scholarship, Mark, Rhys, Trask, and the Maloney Family have continued to honor Teddy's legacy at Proctor through the direct support of a student's financial aid.

There are many ways to give back to Proctor as alumni, and we are so proud of the way this group has chosen to use their platform to both bring the community together and to help this generation of Proctor students understand the true gift of friendship Proctor offers each of us. Read more about The Teddy Maloney '88 Rink, scholarship, and this group of alumni on page 30.

Save the Date!

PROCTOR reunion 2027

JUNE 4 - 6 | ANDOVER, NH



Way to Go!

We shattered our own records this year for alumni giving to the Proctor Fund. Alumni participation climbed to 24%, with the Class of 1991 once again leading the way at a remarkable 58%, followed closely by 1986 (54%), 1978 (43%), 1995 (42%), 1971 (40%), 2021 (37%), 1969 (33%), and 2001 (30%). Alumni giving now accounts for 39% of all monies raised for the Proctor Fund — a powerful testament to how connected our graduates remain to this community.

Reunion classes brought incredible energy to this year's effort, with classes ending in 1 and 6 raising $298,276 from 239 donors, a 29% participation rate. The Classes of 1991 and 1986 led the way in reunion participation, while 1986, 1976, and 2001 each raised over $50,000 for Proctor this year.

Seeing alumni participation grow each year is a measure of success that ensures our future efforts will have a strong foundation of support from the people who know us best!

Reunion 2026 Fun Facts

Farthest Traveled:
Chihiro Susuki '96 (Japan)
& Zach Lee '11 (China)

Largest Class Attendance:
Class of '21
(27 Members)

Current/Past Employees in Attendance: 52

41%
Highest Percent Class Attendance
Class of 1986

Best Turnout for Hall of Fame Induction:
1968 Hockey Team

Intentional Connections:
50+ Years and Going Strong

For many boarding schools, the late 1960s and early 1970s are a lost generation of alumni from the engagement perspective. The often rigid boarding school culture of the 1960s was challenged by a turbulent social scene, a generation of students challenging authority, and young educators questioning a traditional learning model. Proctor has been incredibly fortunate to have a group of alumni from the 1960s and early 1970s remain deeply engaged in the school since their graduations more than 50 years ago. This summer, we caught up with Tom Canfield '69, Doug Windsor '71, and Greg Samaha '71 to better understand why they have stayed connected to Proctor, and, in turn, kept an entire generation of Proctor alumni engaged with the school.

Thank you to Tom, Doug, Greg, and others like the late Curt Peterson '62, Knox Turner '67, Bill Bolton '69, for the countless hours you have poured into Proctor over the years.



Which individuals and what experiences shaped your Proctor experience?

Tom: Alice Fowler stands out first; she always had time to listen and provide guidance. I shared my deep appreciation for her in a letter to David after learning of her passing. Second was Spence Wright P'72, '75. His economics class was unforgettable—he had a unique way of keeping us on our toes. If your Weegin loafers weren't secure, they might end up out the window of Maxwell Savage, and dodging blackboard erasers was practically a sport in his room. Curt Peterson '62 often tells the story of how he questioned a D+ grade, and Spence simply asked, "Do you want to flip a coin?"

Greg: Proctor was home to three of the best years of my life. Proctor taught me how to learn - I couldn't read worth a damn before arriving here - and while they didn't diagnose dyslexia in the 1960s, I really figured myself out. David Fowler, Chris Norris, George Emeny - they brought back Outward Bound physical challenges that really pushed us. Mrs. McGuire was my reading specialist and Spencer Jackson was my ski team coach and had a huge influence on me.

Doug: Proctor gave me my life. It turned my life around and was the single most important thing that ever happened in my life. I was put in Carr House my first year (1968) and David and Alice were dorm parents. David was such a dynamic person and so having him as a house parent was just a game changer for me. We were so lucky because we had Chris Norris, Tim Norris, Spence Wright, Don Burke, David, George Emeny, and others who were just incredible teachers who became leaders of the school. Each one of them had visions and dreams of what Proctor could be. It was so inspiring as a young person.



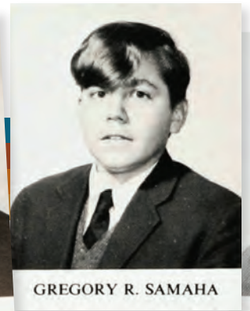
How have you seen Proctor evolve over the last fifty years?

Tom: The school has changed significantly, starting with the enrollment of female students in 1970. In 1969, experiential education really took root, with several classmates participating in Hurricane Island Outward Bound. I've also noted the more relaxed relationships between adults and students, expanded athletic and curricular offerings, and a robust orientation program. The evolution from remedial reading to today's Learning Skills Center—and the overall shift toward "kids learn best when..."— has been remarkable. Through all the changes, I believe maintaining the "humanism" of the institution has been the most critical element to keep at its core.

Greg: If I had one criticism of Proctor today it is just too big. It has grown so much, in some wonderful ways, and the programming we have is amazing, but with a community as large as we are today, it is hard to be as close knit as it was when we were 140 boys. Proctor built character and taught me the strength of myself, and I think that still exists. When I engage with kids today on campus, they are confident, comfortable people, and Proctor still grows that, just on a bigger scale. Likewise, Proctor still teaches students who just don't yet understand how they learn, and it gives them a perseverance to push through those barriers.

Doug: When David got selected to be HOS in winter of 1970, he went around and held meetings with students "What do we need to do? How do we need to shape this school?" Out of this came first name basis, dress code changes, and visions of Mountain Classroom. We were all a part of this change and felt inspired to build something. Today, Proctor is so much more complex in size and scope of program. We have so many faculty and staff and programs, and with all of that comes both amazing experiences for kids and financial pressures for leadership.


THOMAS F. CANFIELD


GREGORY R. SAMAHA

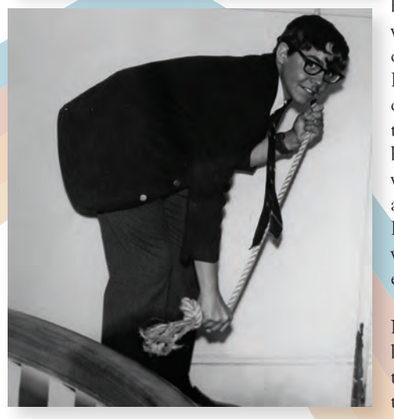

DOUGLAS C. WINDSOR



How have you stayed so connected to Proctor?

Tom: Thanks to a call from Knox Turner '67, I served as President of the Alumni Association for a time. I've been a Class Agent "forever," served on the Board of Trustees during the Wilkins era, and have been a consistent participant in reunions and the October golf fundraiser at Lake Sunapee Country Club. Additionally, since moving to the Upper Valley 33 years ago, I've been a regular at the Sunday Proctor Men's hockey games at the TED!







Greg: I didn't engage with Proctor until my 10th reunion when I connected for the first time with some of my classmates that I just didn't know well as students because we lived in different dorms, or played on different teams. Ahead of my 20th reunion in 1990-1991, I contacted all 46 classmates, achieving 62% attendance. This engagement led Bruce Begin to hire me to help raise $1 million for the Fowler Learning Center. What began as a one-year contract evolved into a 20-year career on the Development Team, and as a dorm parent in Gannett for many of those years, followed by service on the Board of Trustees.

Doug: I came back to teach in 1975-1976 at Proctor and was supposed to teach Chemistry, but was switched to teach Math when I arrived. I was up until 3:00 AM every night trying to learn what I was going to teach the next day! That spring, David came to me and said "I have a bunch of seniors who are going to get in trouble and we need to get them off-campus." I ended up leading a 24 day long canoe trip along the St. Croix River and lakes in Maine and ended in Machias at the Ocean. In 2000, I came on as a guest Trustee and led the building of the day care facility. Betsy and Bill Peabody then asked me if I would be chair of Buildings and Grounds Committee, and I stayed on for a while helping build the Walt Wright '48 Biomass Plant, Peabody House, and Heads House renovations.

What are your hopes for Proctor's future?

Tom: I hope Proctor continues to prioritize real-life skills, problem-solving, and communication, and that the school's population: faculty and students reflect the diversity of the world we live in. I want to see students develop true confidence—a belief in their capacity to succeed and overcome setbacks—and strong connections with mentors and peers that provide a sense of safety and belonging. Ultimately, I hope the administration and Board of Trustees work to ensure the school retains the feel of a New England village while remaining a leader in secondary education.

Greg: I believe the core of Proctor remains incredibly strong, but it could never be quite as strong as it was when we were here because we were so small. I hope Proctor will always allow an outrageousness that other schools don't. That is our strength. I don't think there is a better environment on the face of the earth for high school kids to be educated than Proctor, and this is because we find and hire interesting, fun, whacky people who love working with kids and bring their own passions to the school. I do wish Proctor wasn't so expensive, and wish there was a way around that, but the experience we offer is unparalleled.

Doug: I really believe diversity of backgrounds and thinking is essential to a school like Proctor. We have to keep this front and center as a school and continue to find ways to keep Proctor socioeconomicly diverse. It is so important for all of the students. I also hope Proctor can retain the teacher/coach/dorm parent model. It is so critical to the culture of the place, just as experiential activities are to the development of young people. We just need to keep evolving intentionally.

Richard Wallace ’68

Just Go

By Chris Bartlett ’86, P’25,’27

Richard Wallace ’68 has spent a lifetime thinking independently, betting on himself, leaning into teamwork, and charting his own course. Nearly 60 years after Proctor, his path has brought him full circle.

By the end of a few days with Richard Wallace ’68 and Crocker Bennett ’68 in northern Michigan this summer, we were exhausted. Richard and Crocker were still ready for more. At 76, Richard had kept us moving: swimming, kayaking, cycling around Mackinac Island, playing with antique cars, and boating on Lake Michigan. Head of School Amy Smucker and I had traveled there with our spouses, Jimmy Smucker and Lynne Bartlett, to spend time with Richard and Crocker, his best friend from Proctor. Richard was not just showing us a good time, he and Crocker were moving at their normal pace. There is always another adventure to be had when you are around Richard Wallace.

Richard’s appetite for challenge started early. Growing up in Michigan, he spent summers at Keewaydin Camp in Ontario, where long canoe trips and difficult portages taught him to be comfortable with discomfort. “I just thought that was the measure of a person,” Richard says, “doing something really hard.” By the time he arrived at Proctor from Cranbrook in 1964, Richard was already independent, adventurous, and not particularly interested in following the path others expected of him.

Crocker met Richard at Proctor and remembers someone who was almost impossible to categorize. “Richard was an incredible athlete,” Crocker says. “He starred in football, hockey, and baseball and once came within an out of pitching a no-hitter. The funny thing was, sports didn’t really make him tick. He wanted to write songs, play guitar, and act. It was like Joe DiMaggio wanting to be Woody Allen.” Richard sang lead in a band that played school dances and local VFW halls, acted with the Proctor Players, and, to the frustration of coach Spencer Wright, left the hockey team his junior year to try skiing.

Richard was bright, curious, independent, and not especially interested in letting other people define him. He remembers wanting more freedom at Proctor, but he also remembers the faculty who saw something in him. “Mr. Sherman, he’d wrap his arms around you conversationally and tell you, ‘Look, you can do this,’” Richard says. When Richard’s parents visited campus, Sherman told them what a good writer their son was. “That meant the world to an insecure 16-year-old.”

At 18, Richard decided to ride a bicycle alone from Michigan to Maine to work and play music in Kennebunkport. The route brought him through Proctor, where a damaged wheel threatened the trip. Faculty member George Emeny drove him to Concord for repairs and got him back on the road.

After Colorado College, Richard joined ND Industries, his family’s small manufacturing business specializing in adhesives and coatings. Over time, Richard became convinced the company could be much more and eventually bought out his family members. “It was probably the biggest risk I took in my career,” he says. “My family thought I was crazy, but I was betting on myself.” The bet worked. Richard and his team built ND Industries into a successful global company. In 2024, as sole shareholder, he sold the business. “My formula was pretty straightforward,” Richard says. “I surrounded myself with people who were experts and tried to create an environment where they could thrive. I pushed when I needed to and had high expectations. But when they needed capital or permission to take a risk, my answer was almost always the same: ‘Go.’”

That philosophy extended well beyond work. Richard climbed Kilimanjaro and Aconcagua with longtime ND colleague John Hamaty. In 2018, at age 70, Richard, Hamaty, and fellow ND teammate, Dan Conner, skied roughly 60 miles across Antarctica, pulling 100-pound sleds to the South Pole. The idea began, characteristically, with Richard. After getting a satellite call from an expedition guide in Antarctica, he remembers thinking, “I’ve got to go there. I just have to go there.” A few people at ND raised their hands. “Yeah, let’s go.” Years later, Richard talks about the men who shared those adventures as much as the adventures themselves. “We’re like brothers now.”

There is a thread running through all of it. Richard has spent much of his life trusting his instincts, taking calculated risks, and surrounding himself with people he believed in. After selling ND Industries, he began thinking more intentionally about the people and places that had shaped him, and where he wanted his philanthropy to matter. Proctor came back into focus.

Richard acknowledges that his Proctor experience was not perfect, but his combination of gratitude and recognition led him to make an unexpected, unrestricted $2 million gift to Proctor. His gift reflects the same philosophy Richard brought to ND Industries. Believe in people. Give them resources. Give them room to take a risk. Then let them go. “The lessons of Proctor were not immediate for me,” Richard says. “It took time.” Nearly 60 years later, Richard Wallace is still charting his own course, still betting on people, and still ready to go.





YOUR GIFT MATTERS | BUILDING PROCTOR'S FUTURE, TOGETHER

Every gift to The Proctor Fund has a profound and immediate impact on our community. Your contribution directly invests in the people, programs, and unique sense of place that are core to the Proctor experience. Because of the generosity of the extended Proctor family, we can continue to offer a transformative education - one that nurtures each student's potential, fosters deep creativity, and challenges young people to expand their identities during their most formative years.

Thanks to your incredible support, we not only reached, but surpassed, our 2025-2026 Proctor Fund goal of $1,900,000, raising the most annual fund dollars in Proctor's history ($2,020,225). Each gift mattered. Thank you to all who contributed to this historic year of giving!

2025-2026 - FAST FACTS

FY26 GOAL: $1,900,000

UNRESTRICTED ANNUAL FUND GIVING RAISED:

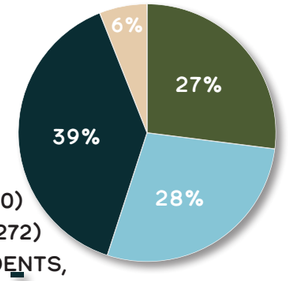
$2,020,225

1,714 TOTAL DONORS

194 NEW DONORS

$5,212 RAISED PER STUDENT

WHO GAVE?



- ALUMNI (844)
- CURRENT PARENTS (210)
- PARENTS OF ALUMNI (272)
- GRANDPARENTS, STUDENTS, FRIENDS, EMPLOYEES (388)

*PERCENTAGES REFLECT DOLLARS RAISED; PARENTHESES INDICATE DONOR COUNTS.

7% OF OPERATING BUDGET REPRESENTED BY ANNUAL GIVING

THE POWER OF PARTICIPATION

76% of Current Parents Gave to Proctor

PARENT GIVING RESULTS BY CLASS

Total Parent Participation for both restricted and unrestricted gifts (Proctor Fund + PAPA Adopt-A-Team/Dorm).

2026: 72%
2027: 77%
2028: 77%
2029: 81%

ALUMNI GIVING RESULTS

Alumni Participation = 24% | 844 Donors

Largest number of alumni donors ever!

17% PARTICIPATION
From Graduates of the Last Decade

$298,276 *Raised from classes ending in 1 and 6*

PROCTOR REUNION GIVING

239 *Donors from classes ending in 1 and 6*

68% of Current Students gave to Proctor

59% of Current Faculty and Staff gave to Proctor

1848 Giving Challenge

• WHY WE GIVE •

FEBRUARY 10, 2026 | 1,848 MINUTES | 1,292 DONORS | $597,730 RAISED



The amazing people in Learning Skills and the Arts at Proctor!
- Kate Jones P'29,'29, Faculty/Staff



In honor of Tim Norris, an extraordinary ski jumping coach, mentor, and English teacher, and above all, an incredible human being. His guidance and passion helped to shape the person I am today in ways that words can barely capture. Thanks Tim!!
- Oliver Preuss '91, P'21,'26



Still to this day I consider my Proctor years some of the best in my life. Strongest friendships and the life lessons are invaluable.
- Sixto Alonso '01



To see my kids become curious, hardworking, and brave in trying new things – and, with the support of incredible adults, develop a sense of self, kindness, and care for their community and the world.
- Kate & Yaz Krehbiel P'23, '25, '27



My why is because of great people and a great community.
- Charlie Seavey '24



This is for our fellow advisee, Isabella Venus '27 who is on Mountain Classroom presently!



- 587 ALUMNI
- 268 CURENT STUDENTS
- 235 CURRENT PARENTS
- 131 FACULTY STAFF
- 39 CURRENT & PAST TRUSTEES

Save the Date! 2.4.27

Alumni Giving
The Hornet's Nest

Thanks to **894** *alumni donors who gave more than* **$1,162,405** *to this year's fundraising efforts, the impact on our community is extraordinary. With record-high alumni participation, we surpassed our goal, reaching* **24% participation**. *Thank you for your continued, loyal support of Proctor's educational mission.*

Reunion / Senior Class Giving

🌲 Member of The James L. Dunbar '49 Legacy Society
\# 5 Years Consecutive Giving
* 20 Years Consecutive Giving
~ Deceased

1923
Tom Bryant~*

1944
Stu Brewster*

1945
John Pearson#

1950
Mark Claff#

1953
David Coffin*
Jesse Putney

1954
John and Carole German
Bill Humphrey
Jerry Lester

1955
Jim Graves#

1956
Mike Nash*🌲

1957
Jim Duncan#
Charlie Forsberg#
Everett Jones*🌲

1958
Robert Kvalnes#

1959
Rusty Court#
Bill Grant#
Ted McCabe
Paul Rogers*

1960
Laurie Cannon#
Peter Kroll
Ken Lindquist#
George Morosani*🌲
Dave Wilson

1961
Len Elden
Bill Lerchen#
San White#

1962
Bill Flewelling
Dave Lunger*
Frank Robinson#

1963
Dana Bent#
Nat Cheney*🌲
David Cook
Charles Hall*
Scott Hughes*
Peter Kappel

1964
Roger Archibald
Jim Putnam
Mike Rosenthal*
Sears Wullschleger#

1965
Anonymous🌲
Art Cox*
Tom Geibel*
Stu Lipp🌲
Steve Stoner

1966
Howard Bleakie
George Craft
Guy Kelley#
Niels Olsen
Kirby Whyte#🌲

1967
Joel Becker
Bob Bristol#🌲
Andy Bruns
Richard Harris#🌲
Andy Hatt
Butch Lane
Tomp Litchfield
Jim Morris#
Knox Turner#
Bill Wickes

1968
Bruce Bartlett
George Brengle
Peter Davis
Charlie Flammer
John Gary#
Russ Materne
Jon Randall
Park Smith#
Courtenay Taplin#
Richard Wallace

1969
Doug Armstrong#
Bill Bolton*
Tom Canfield
Bill Davis#
Gordie Harper#
Jim Hoyt
David LeDuc
Ted Levering#
Alan McLean#
Dave Roper
Steve Shapiro*
John Van Siclen

1970
Bruce Baker
Dave Boyd#🌲
John Coolidge
Pete Hoagland
David Moulton*🌲
Tom Rudkin#
Curt Taylor
John Welsh#

1971
Tim Brown#
Bill Buchsbaum#
Henry Burton
Frank Gibney*
Kevin Gillespie*
George Hoffer
Charles Howard#
George Kaknes
Peter Kernan
Rick Lucas
Peter Rolfe
Howdy Rue
Greg Samaha#🌲
Jack Simonds#
Frank Tripp
Doug Windsor#

1972
Jon Bursaw#
Jim David
Dave Hubbs#
Doug Rendall#
Torrey Wallace
Gary Wright#

1973
Debbie Drake Cross
Christopher Dey
Tricia Taylor
David Walker

1974
John Curran
John Deas#
Mike Klau#
Russ Mawn
Dave McClintic
Henry Vaughan*🌲
Lindsay White

1975
Dave Cummiskey
Malcolm Irons
AJ Johnstone#
Bob Murchie#
Andrew Sheppe#
Jean Tierney Tarrant#

1976
Todd Hunter
John Keuper
Ellen Masten
Meg Fairbanks Middleton
Tim Munson
Steve Pope
Ann Levandowski Senter
Ben Tuckerman

1977
Brooks Bicknell
Ned Harvey#

1978
Anonymous
Jeff Abramson#
Ramon Agosto
Lowell Beebe-Center
John Curtis
Mike Dresner
Garry George
Charlie Iszard
Allan Johnson#🌲
Curtis Kitchen
Paul Knox
Andy Lawrence#
Carol Levine
Larry Levow
Chris Mitchell
Dan Murphy*🌲
Jake Nicholson
Jeff Power#
Lee Ross#
Heidi Schmidt
Chris Smedley
John Welch

1979
Eric Benoit#
Sean Canty
Bill Faulkner#
Dan Hart#
Ken Lifton*
John O'Connor*
Bill Pierce#

1980
Keith Barrett*
Linda Diskin
Chip Evans
John Halsted#
Kevin Hannaway
Jamie Hilliard
Hope Martin Walker

1981
Anonymous
Chris Hadley#
Deb Kirchwey🌲
Justine Alston Payne
Carolyn Reynolds Peach
Dawn Douglass Stevens#
Ann Thayer#

1982
Tom Colby#
David Oakes
Andrew Parker#
Lucy Polese Rohner
Ayres Stockly#🌲
Emily Montag Vaughan*🌲

1983
Mary Denney Bogart#
Max Cobb#
Alex Estin*🌲
Roger Gibson
Will Hamill
Edward Johnson#
Tom Keeler
Bob Manning#
Travis Mathis*
Dan Mori#
Sam Reeves#
Chris Webster
Ted Wolf

1984
Elizabeth Bauman*
Tracy Torregrossa Brandt
Amy Gerry
Ian Godwin
David Gunn
Christi Harris#
Rob Logan*
Amy Westerman McKain#
George Squibb
Bob Sutherland
Claudia Douglass Williams

1985
Dana Berenson
CC Callaway
Carlotta Segars Cunningham
Carl Douglass
Russell Evans
Ben Flemer
David Laflam
Ann Luskey
Amy Emeny Pattison#
John Pendleton
Emma West Werner#

1986
David Allensworth
Chris Bartlett#
Debbie Bellefeuille
Sarah Blodgett
Wendy Chambers Brown#🌲
Johnny Buck
Matt d'Arbeloff
Jon Davis
Corbin Day
Dana Fletcher#🌲
Kristin Harrison-O'Brien
Doug Hill
Cole Horn
Abby Jewell
Otis Kenne
Mitzie Wood Laidlaw
Larry Madeira
Jean Molloy
Erik Moxcey
Stephanie Nichols
Heather Noonan
Kymbo Brown O'Brien
Andi Oki
Will Peabody#
Steve Rowley
Greg Stroh
Pam Gruen Sullivan
Erin Taylor
Jen Ballou Vogt#
Sue Waller
Sam Woodger
Andy Wright
Tripp Wyckoff#🌲

1987
Scott Clay
Jed Dickman*
Liam Donoghue
Seth Downs
Tom Eaton
Trevor Foster#
Scott Goodman
Anya Reed Goodridge#
Marcy Ikeman Ikeman
Hull Maynard
Peter Moore
Heather Moore
Sarah Randle Murawski
David Page#
Jim Plunkett
Todd Shove
Brook Sumner
Charlie Totten
Jennifer Swift Wilson#

1988
Beth Carpenter Bartlett#
Charlie Beyer
Rhys Brooks#
Jason Eslick
MargaretSova McCabe
Joe Palmer
Adrienne Perry

Dan Rauh#
Tariq Sheikh#
Tom Spang#
Gunnar Whitehead

1989
Anonymous
Maura McHenry Beyer
Will Boyd
Richard Courts
Chris Durell#
Bill Graves
Heather Hay
Rob Ittner#
Chad Jackson
Bob Kaynor#
Karyn Gerschel Lamb#
David Lapham
Lindsey Buck Lynch#
Bruce MacLear
Cally Moriarty
Kirstin Salmela
Daphne Wilmerding Scalamandre#
Tricia Zoch Smith
Lans Taylor#
Brett Wagenbach#
Jeff Ziter

1990
Digger Clarke
Max Corcoran
Jessica Filoon Cornell#
Emmett Dunbar
Rob Hutchins
Gregor Makechnie#
Mark Maloney#
Sarah Rowe McIntyre#
Allan Porter
Jackson Price
Vinnie Purpura#
Pedro Reynoso#
Jesse Schust#
Chris Spitzmiller
Chelsea Kittell Taylor#
John Turner#
Anna White
Pete Whitehead

1991
Wade Albright
Barney Aviles
Domingo Benavides
Cat Ehlen Breeden
Chris Bremer

Jennifer Allen Bryant
Erica Doyle Calder#
Sarah Head Camp#
Kate Ferris Carter#
Brad Courts#
Kristan Foard Dewey
Josh Dunne
Julia Perry Elliott#
Eric Ensign
Dan Ephraim
Liz Webb Green#
Tony Hadzima#
Eric Haven
Caroline Heatley#
Gretchen Hemberger
Brooks Holmes#
Julia Huggins#
Katie Kidder*
Chris Laing
Derek Lecours
Natalie Leeds Leventhal
Brian Levy#
Katie Lorentzen#
Corbin Marr
Roth Martin#
John Matthews#
Curt Millington
Greg Montore~
Meghan McSheffrey Morin#
Matt Nathanson
Ben Naylor
Eugenie Niven
Kim Eason Nubel#
Oliver Preuss#
Jen Putney#
Terence Reaves
Javier Recio
Matt Richter
Tony Robinson
Jess Sarkisian
Mike Sheehan
Kate Shaughnessey Smith#
Kitter Spater#
Andy Taylor#
Jimmy Thatcher
Suzanne Rapp Troyer#
Alissa Van Nort#
Scott Walden
Travis Warren*
Sean Webber
David Whitlock

1992
Steph Clarke
Bryan Corbitt

Drew Donaldson#
Holley Anstatt East
Peter Farrow
Richard Fisher
Mac Goodchild
Spencer Harman#
Corby Leith#
Josh Norris#
Andrew Scott
Hadley Kasnet Scully#
Whit Hill Sowles#
Jeremy Stowe#
Jennifer Goneau Thompson
Sam Thompson#
Sam Vineyard
Dimitri Vlachos
Shannon Young

1993
Ryan Bowse#
Rinear Thatcher Coulter#
Clay Courts
Tom Dodge#
Stu Green#
Willow Rheault Kreibich
Braden Miller
Liv Vogel-Eck#
Blue Wheeler#
Christi Wood
Mark Wyatt

1994
Abby Landry Chau#
Amanda Davison Faulk
D.J. Hanlon
Robbie Holland
Caroline Galyean Metsch
Kat Roski Pearl
Amaliya Jurta Silsby#

1995
Anonymous#
Mehdi Akacem
Ty Anderson
Sarah Leith Bahn
Cassie Heaton Bowse#
Lindsay Grow Brock
Tony Cabana
Craig Churchill
Charlotte Long Clarkson
Alex Corbit
Seth Currier
Coral Vogel Cutting
Alison Tetler El Ayadi
Alexandra Forrester

Andrew Gabriel
Jason Griffith
Andrea Cafritz Hamor#
Brian Hamor#
Jonah Horowitz
George Hume
Joshua Kreeger
Jordan Matheson
Cole Miller
Becca Newhall#
Harriott Lumpkin Parker
Chris Rogers
Sean Venus

1996
Gordon Bassett
James Beaudoin
Suzanne Decker Delaney
Danielle Dubard Dunn
Trevor Goodrich
Jeanne Gosselin#
Andy Klein*
Charity Haskin Mayes
Adam Nelson
Lorna Macdonald Newman#
Jeff Nowlan#
Booth Platt
Lindsey Schust
Chihiro Takeuchi Susuki
Mitzi Tolino
Abby Usen Berner#

1997
Caley Bourland Wilson
Adam Courville#
Dan Cutler
Simon Etherington
Owen Foster
Erin Hinkley Shaffer#
Carla Morgan Isaacson#
Mark Johnson#
John Kiaer
Chris Knapp#
Dale Krantz
Clare McCarthy#
Courtney Monteiro#
Pete Moyer
Chris Sanborn#
Mugi Umemoto#

1998
Liza Appleby
Allison Atkin-Bagley
George Blair#
Andrew Clemons

Bob Downey#
Rachel Golden Kirscht#
Brian Meehan
Liz Perantinides Pjesky
Andrew Sandler
Rich Symington
Sarah Eldred Taylor
Carl Van Loan
Leo Waterston#
Shauna Sylvain Young#

1999
Chris Aiken
Pete Ensign
Phoebe Rideout Lambert#
Christiana Makinde#
Spencer Martin#
Joe Sortwell

2000
Laura Anker#
Paul Behnke#
Lindsay Cross Hanson#
Katie Corsini Cutler
Tom Fletcher
Sarah Hamor Greenshields#
Moss Hartwell
Dan Jacobs
Fritz Lazarus
Sarah Felch Lindvall#
Justin Putzel
Abbi Stern#
Melissa Butler Tuckerman#

2001
Andrew Abendshein*
Sixto Alonso
Kate Smith Austin#
Trish Austin#
Liz Harrison Bouchard-Hall#
Lindsay Brown#
Hunter Churchill#
Will Cole
Taylor Cullen#
Malcolm de Sieyes
Lyndsay DeVore#
Justin Donaldson#
Edwin Fowler#
August Heinrici
Tigger Knecht
J.D. O'Toole
Doug Park
Lori Patriacca#
Jessie Rives
Laura Eaton Rutkiewicz

2002
Anonymous
Meredith Donaldson Amenkhienan
Merlin Backus
Brad Cabot#
Bobby Dunbar#
Adam Gervais#
Avery Cushman Hoglund#
Ben Hoglund#
Meredith Leoni#
Megan Manning Cairncross#
Melanie McNamara
Mariann Monteiro
Larkin Williams Richards
Sarena Stern#
Garrett Thompson
Julie Totten
Nick Wilkins

2003
Nancy Coxe Batten
Sarah Wood Doherty
Tim Frazier
Mo Goebel
Sonz Morosani
Greg Stetson#
Rebecca Barker Truitt
Stephanie Williams#
Joe Zeitler#
Zach Zimmerman

2004
Anthony Brown
Cory Cooke
Tony Gomez-Marrero
Michael Murphy
Geoff Osmun
John Pellett
Dan Risotti#
Tracy MacGregor Westcott

2005
Luke Backus
Kathryn Barban
Matt Carpenter
Alex Fellows
Alex Felton#
Christine Frazier#
Carolina Gonzalez
Sara Murphy Howard
Sarah Jordan#
Dave Schleyer#
Jules Sushelsky

2006
Anonymous
Ali Radloff Archambault
Chris Bishop
Georgia Gomez Bristol#
Jeremy Carter#
Jake Colony#
Erin Davey
Keira Driscoll
Laura Lebourdais
Brittany King Manley
Ty Morris#
Bill Powers
Evan Procknow#
Katie Klauzenberg Richardson
James Terrill
Lindsay Werner
Claire Winship

2007
Anonymous
Emily Summers Bouchard
Leon Cangiano
Emily Cox
Haley Creed
Coral Cyzewski
Caroline Deans
Ashley Nichols Devarajan
Joe Fitzpatrick
Sara Whipple Froman*
John Goheen#
Nick Green#
Chris Landers
Louisa Loring
Lucy MacNaught
Matt Milley#
Helen Veasey Murphy
Harrison Smith
Gunnar Stratton

2008
Liz Arnzen
Charles Bush
Patty Dansereau
Annie Durkin
Britt Plante Harff#
Justine Hewitt
Tristan Jones
Courtney O'Brien Kehl
Wilson Land
Alex Milley#
Becca O'Connor#
Abbie Plummer
Morgan Saunders
Brooks Whitehouse#

Charlie Willauer
Marissa Ray Williams#
Kiersten Wulff

2009
Stephen Alli
Kat Copeland
Spencer Corkran
Ebby Gerry#
Ashley Ward Perkins
Trilbey Smith
Charley Stern
Kristen Turpin

2010
Anonymous#
Keith Buehler
Chris Dale#
Gardner Kelley
Grace Beah Macmillan
Emily White Mello
Kerstin Middleton
David Murphy
Abbie Webb Pederson#
Connor Salema
Maggie Shine#
Tommy Slothower-Miner
Marion Smith Buglione#
William Whipple#

2011
Anonymous#
Sam Brown
Maggie Hull Diem
Lindsay Hoar Distel
Evan Gaskin#
Maddie Koenig Gaskin#
Elliott Hays-Wehle
Jake Hines
Ali Mitchell#
Ian O'Connor#
Brian Perry
Garrett Pierce
Stephen Sample#
Caleigh Erickson Saucier
Spencer Schwenk

2012
Anonymous
Chris Allen
Tucker Andrews
Evan Anthony
Courtney Birch
Warren Davis
Peter Durkin#

Harry Foard
Cat Kinney
Annie Palmer
Ned Pressman
Daniel Yeom

2013
Anonymous
Nicole Adee
Tim Braley
Jamie Gaines
Lilli Gensler
Ryan Glantz
Stephen Harris
Ian Hislop
Morgan Koenig Nelson#
Merrick Madsen
Madelline Mathis
Anne Neylon#
Madison Powers
Tanner Robinson
Patrick Shine#
Connor Simon
Tori Smith Roberts#
Cheka Ventura-Sanchez
Dan Watts

2014
Michelle Asch#
Sam Barrett#
Cortland Begor
Nicola Bush
Baird Davis
Angie Duke#
Axel Getz
Kate Pattison Heikkinen#
Connor Hollenbaugh#
Ben Mello#
Joey Mitchell
Jordan Moore
Nika Paulin
Sophie Rosenberg-O'Rourke
Julia Sargent#
Ian Starkey
Mark White Hat

2015
Warren Albert
David Bamforth
Alicia Barry#
Beau Collins#
Molly Comrie
Catie Craig#
Abbie Young Desrosiers
Isabella Ellis
Delia Holland
Lindsay McCarthy
Bailey Powers
Will Reynolds#
Lindsay Richardson
Oliver Santry
Alex Sprague#
Erica Sullivan
Ian Wood#

2016
Riley Anderson
Max Barrett#
Will Bullion
Daniel Cook
Paris Healey
Burke Hildner
T.J. McCarthy
Jake Pappalardo
Aaron Rosenblum
Annie Sheehy
Connor Simpson
Nick Takahashi
Lucas Windsor

2017
Grey Bechok#
Chandler Devaney
Logan Drewniak
Caroline Ellis#
Makena Gorman
Annika Johnson
Luke Lockwood
Drew MacInnis
Cope Makechnie Makechnie-Hardy
JoJo McDonald
Sydney Minnehan
Jacqui Morris-Hundal#
Jay Pier
Linnea Saunders
Reilly Walsh#

2018
Cat Bulens
Sage Fletcher#
Liv Ginchereau
Katie Kamio
Anna Krajewski
Sam Royal
Jon Tilton
Connor Timbrell#
Phoebe Torres
Siri Warren

2019
Jesse Aguilar
Henry Bechok#
Matt Bent#
Ben Charleston
Rob Gillis
Andrew Harrell#
Declan Healey#
Chad Hildner
Anna Hollenbaugh
Cat Krupka
Lulu Larkin#
Hailey Lowman#
Myles Powers
Andrew Rusis#
Frances Whyte
Sam Wyckoff

2020
Anonymous
Timmy Bechtold
Lila Beckwith
Caleb Carbonneau
Jane Ellis
Kaley Farmer
Bella Forrest
Christopher Golden
Hitch Graham#
Tommy Harrell
Nils Holland
Cole Kellogg#
Will Railton
Josh Ross
PJ Shaw#
Mackenzie Timbrell#
Ronan Walsh#
Carol Zhao

2021
Isabella Anzalone
Torie Ball
Kerri Belguendouz
Billy Benson
Katie Bent
Grayson Blanchard
Anna Bush
Saul Chávez Muñoz
Tyler Egan
Ashley Fletcher
Camden Fletcher#
Tahg Healey
Alex Hotz
Mitchell Hoyt
Matthew Hynes
Lexie Knowles
Cha Krupka
Brad Lyman
Sophie Lyras#
Bryson Martin
Nate Murawski
Emily O'Rourke
Kingsley Palmer
Grant Porter
Birgit Preuss
Annie Reynolds
Cooper Rice
Cameron Robie
Luke Ryan#
Hannah Stowe#
Olivia Sutro
Ezra Taylor
Ollie Weiss
Toby Wilkinson

2022
Emily Charleston#
Aspen Whitehead Dellinger
Bella Eaton#
Ella Farmer
George Hildner
Louisa Liddle
Sasha MacKenzie
Reid Sias
Piper Sullivan
Lucy Werner#

2023
Olivia Ames
Oliver Barkan
Grace Bean
Kally Bryant
Wyatt Corrigan
Tyson D'Orio
Nina Garbarino
Cosi Gregg
Libby Harrell
Sam Liddle
Ella Lowman
Niko Lyras
Ingrid Pekala
Kass Reynoso
Gretl Shaw
Cal Wilby

2024
Owen Bezos
Barrett D'Orio
William Green
Whitney Hollenbeck
Leon Huang
Hayden Kidder
Will Lunder
Braeden MacKenzie
Henry Ohler
Kael Reynoso
Lily Rusis
Charlie Seavey
Caroline Swayze
Delaney Young

2025
Seth Barkan
Jane Bartlett
Milo Closson
Tess Gatti
Annika Green
Brendan Gurtler
Peter Hale
Stella Hamor
Emma Harrell
Morgan Hart Nibbrig
Kam Huang
Lily Krehbiel
Reese Malboeuf
Theo Mehlman
Ethan Raphaelson
Ian Rosenshine
Myles Saint Louis
Eiley Sowles
Jelena Subasic
Devon Towne
Cade Wiley
Noah Young
Madi Zahn
Turner Zapton

2026
Ella Appleton
Virginia Arnold
Arman Bast
Édouard Belval-Turmel
Axel Black
Alex Bourque
Elsa Caiazza
Siri Carr
Riley Christopher
Gigi Clesceri Grabowski
Maisy Clowes Franklin
Scotty Connors
Nate Cornell
Winn Courts
Freya Crooks
Kyara Cruz
Hazel Curry
Wyatt Dodge
Magnus DuBois
Sophie Eck
Brodie Farren
Will Feigh
Christina Fossum
Penelope Garth
Mia Gazaille
Ada Goren
Ollie Grotnes
Evan Houser
Lukas Jaerbyn
Sierra Jean
Annie Johnson
Dylan Jordan
Lauren Kaswan
Meghan Kershaw
Jake Kurja
Ozzy Labrie
Jake Lantis
Reagan Lorio
Carly Lorio
Evie Lovell
Charlotte Lund
Reagan Martens
Katie McCoy
Dylan Menard
Linden Morgan
Tony Mori
Noah Munene
Bode Murano
Griffin Murie
Georgie Nichols
Hailey Pastel
Burke Pekala
Abbey Perkins
Kendall Prewitt
Layk Quackenbos
Ryan Roman
Claire Sargent
Alden Shaw
Bella Simeone
Alex Skinner
Sonny Stanton
Lila Stevenson
Quinn Sullivan
Lulu Sutro
Hannah Sweatt
Knox Thompson
Ethan Tucker
Rayanna Wagaman
Anna Warzocha
Piper Whitehead
Cooper Zapton

In Memory
Ryan Bishop
Bowen Brinegar
Leo Clark
Karin Clough
Michael Damien (2)
Merritt Eddy
Tom Eslick
David and Alice Fowler (10)
Howard George
Jen Hauser
Eric Johnson
Tim Johnson
Jessie Milne
Martha Modarai
Patrick Moore (11)
Suzy Norris (6)
John B. Pendleton
Dave Pilla (7)
Henry H. Smith
Bob Taggart
Peter O. Willauer
Coach Spencer Wright
Christian Yemga

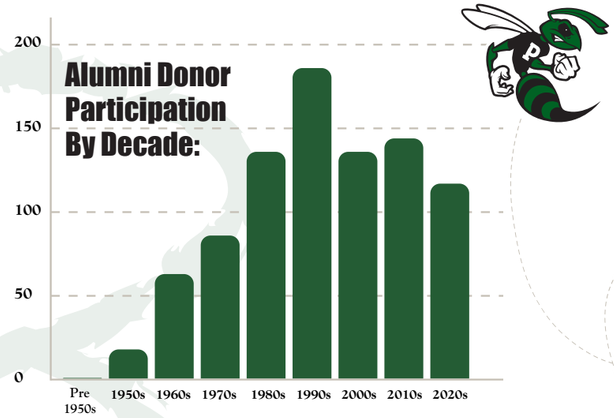
In Honor
Bob Anderson
Joann Antonelli
Chris Bartlett
Bill Bolton
BJP
Hunter Churchill
Caroline Heatley
Sue Houston
Teddy Maloney
Karl Methvan
Joan Saunders
John Schoeller
Peter Southworth
Henry Webster
The Class of 2012! (2)
Proctor Ski Patrol

Reunion / Senior Class Giving

🌲 Member of The James L. Dunbar '49 Legacy Society
5 Years Consecutive Giving
* 20 Years Consecutive Giving
~ Deceased

ALUMNI FUNDRAISING HIGHLIGHTS

24% Alumni Participation *(all-time record!)*



TOP 6 CLASSES FOR GIVING PARTICIPATION 2025-26

35TH REUNION	40TH REUNION			60TH REUNION	5TH REUNION
1991 - 58%	1986 - 54%	1978 - 43%	1995 - 42%	1971 - 40%	2021 - 36%

Alumni *Updates*

Seeing our student's lives unfold as adults is one of our greatest joys as educators. Whether it is at an in-person event, at Alumni Reunion, or on social media, we love seeing our alumni grow as professionals, parents, partners, and quality humans who pursue their passions. Share updates from your life with us, and learn how you can get involved with the Proctor Alumni Association by connecting via email at alumni@proctoracademy.org or over the phone at 603-735-6720.



1970

Dave Boyd '70
Bath, ME
Fifty-six years after graduating, Dave's life has taken on a new energy. He recently became a grandfather, and looks forward to his son visiting soon with his fiancée in tow, and a tennis racquet, for some friendly matches. After noticing new courts near his Bath, Maine home, he volunteered to teach tennis lessons to kids through the city's summer camp program, which he says was equal parts exhausting and rewarding. For a new adventure, he's also taken up DoorDash delivery along Maine's Route 1, and often gets recognized by fellow Proctor alumni along the way, especially when wearing his Proctor t-shirt. He credits it all with a renewed sense of adventure, and encourages classmates to step outside and invite a little serendipity of their own.

1971

Doug Windsor '71
Georges Mills, NH
Doug and his wife Lisa hosted a Lobster Bash in Hills Beach, Maine, on August 15, 2026, for some of his classmates. They included, Rick Lucas '71 and his wife, Vicki, Scott Record '71 and his wife, Carol, Frank Gibney '71 and his partner, Diane, Greg Samaha '71 and his wife, Marie, and George Kaknes '71. (2)

1972

The Class of 1972 will celebrate their 55th Reunion on June 4-6. Fifty-five years later, it's a milestone that calls for a proper homecoming, old stories, familiar faces, and a fresh set of memories on the Proctor campus you once called home.











1977

Fifty years. The Class of 1977 will celebrate their 50th Reunion June 4-6, and if that's not worth a trip back to Andover, we don't know what is.

1982

The Class of 1982 marks 45 years since graduating, with reunion June 4-6. Come back and pick up right where you left off.

1983

Dan Mori '83
Andover, NH
Dan's son, Tony, graduated from Proctor on May 23, 2026. (1)

1985

Charles Callaway '85
Hollis, NY
C.C. returned to campus this January as part of a panel of alumni speakers for Proctor's MLK Day assembly, sharing his reflections on his time at Proctor in the 80's. He is a Workforce Development Specialist at City College of New York, empowering Careers through Continuing Education. (3)

Rand Hinman '85
New London, NH
Rand recently spent some time with incoming Proctor freshman Hartley Kipp '30 during fall clean-up work, and came away impressed. Hartley recently led a friend on his first backpacking trip — a grueling three-day hike up Mt. Madison, over Mt. Jefferson, and across Mt. Washington before descending into Tuckerman Ravine. Rand reports Hartley is already excited to meet his future classmates on Proctor's orientation hike, and dove right into manual labor with a smile, ready to "do the hard work" both on the trails and on campus. Rand says Hartley is off to a great start.

1987

Forty years later, the Class of 1987 will celebrate their 40th Reunion on June 4-6. It's the perfect excuse to return to campus, swap updates, and remember why these friendships have lasted this long.

1988

Gunnar Whitehead '88
Hailey, ID
Gunnar's daughter, Piper, graduated from Proctor on May 23, 2026. (1)

1989

Lindsey Buck Lynch '89
Beverly, MA
Lindsey reunited with Tim Noonan '89 in Whitefish, Montana. They ended up going for a hike and chatted about the old Proctor days. (4)

Richard Courts '89
Atlanta, GA
Richard's son, Winn, graduated from Proctor on May 23, 2026. (1)

1990

Jessica Filoon Cornell '90
San Francisco, CA
Jessica's son, Nate, graduated from Proctor on May 23, 2026. (1)

Sarah Rowe McIntyre '90
Andover, NH
Sarah's daughter, Indira, graduated from Proctor on May 23, 2026. Sarah and her husband Alan both teach at Proctor and are also dorm parents. (1)

1991

Katie Lorentzen '91
Grand Junction, CO
Katie's daughter, Freya Crooks, graduated from Proctor on May 23, 2026. (1)

Matt Nathanson '91
San Francisco, CA
Matt hit a billion listens on Pandora and spent the summer touring with Train and Barenaked Ladies. (5)

Oliver Preuss '91
Wilmington, NC
Oliver's son, Max, graduated from Proctor on May 23, 2026. (1)











1992

The Class of 1992 will celebrate their 35th Reunion on June 4–6. Thirty-five years later, the campus looks different, but the bonds haven't changed a bit. Come reconnect and see four of your own classmates who now call Proctor home as members of the faculty and staff.

Scott Messersmith '92
Blackhawk, CO
Scott reconnected with fellow alum Will Trask '10 and former faculty, Jim and Lynn Cox, when they were out in Colorado. Scott and Will met when Will was on Mountain Classroom, and his group stayed with Scott. (6)

Kadi Sibi '92
Santa Monica, CA
Kadi returned to campus this January as part of a panel of alumni speakers for Proctor's MLK Day assembly, sharing reflections on her time at Proctor. She is the founder of Roots2Legacy, a strategic advisory firm connecting diaspora investors, institutions, and global partners to vetted opportunities across Ghana, Nigeria, and beyond. (3)

1993

Liv Vogel Eck '93
Brattleboro, VT
Liv's daughter, Sophie Eck, graduated from Proctor on May 23, 2026. (1)

1994

Kim Traversie '94
Eagle Butte, SD
Kim's son, Griffin Murie, graduated from Proctor on May 23, 2026. Kim spent a full week back on campus in November 2025. She sat in on classes, caught up with old friends, and met with faculty and staff across the school. Much of her visit focused on Native American history and curriculum, including a field trip to Dartmouth's Native American Program and meetings with the History Department about a new history course. She wrapped up the week having reconnected with the Proctor community while helping shape its future. (1) (7)

1996

Megan Jepson '96
Winthrop, WA
Megan lives on a small farm in Winthrop, Washington, with her husband, two teenage daughters, and a menagerie of horses, chickens, a dog, and a cat. A Montessori educator, she runs farm-based programs for young children and serves on the board of a local nonprofit supporting valley schools. Her love of travel, sparked by time abroad in Spain during her Proctor years, continues to shape her family's life. She's also come full circle with hockey, a sport she first fell for as a Hornet, helping build a local women's team, playing in a coed league, coaching her high school's teams, and working to grow the sport for girls in her mountain community. (8)

Kelcey Loomer '96
Asheville, NC
After losing her art studio in the 2024 Hurricane Helene flood in Asheville, Kelcey is grateful to have opened a new working studio and gallery in the historic Cotton Mill Studios. She shares the space with two fellow painters, and it has become a wonderful new home for her work. If you're ever in Ashville, stop by and say hello. Kelceyloomer.com (9)

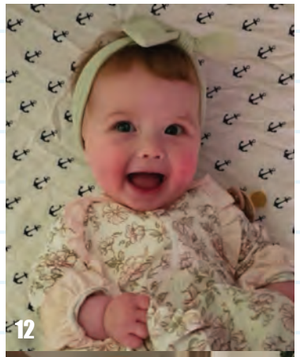
Katherine Hamburger Schneider '96
Atlanta, GA
Katherine '96, Heather Beveridge '97, Caley Wilson '97, Mariah Keagy '99, Jeff Nowlan '96, and Adam Courville '97 all got together in Vermont this summer for a little Proctor Reunion. (10)

1997

Mark your calendars! The Class of 1997 will celebrate their 30th Reunion on June 4-6, a milestone worth the trip back to campus for catching up, reminiscing, and making a few new memories along the way.

2001

Kate '01 and Trish Austin '01
Andover, NH
Kate and Trish welcomed Everett in December 2025. He joins big sister Hazel. Both Kate and Trish are still working and coaching at Proctor.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Hunter Churchill '01
Andover, NH
Hunter's daughter, Hannah, graduated from Proctor on May 23, 2026. Hunter and his wife, Katelyn, both work at Proctor and they are dorm parents. (1)

2002

A quarter century! The Class of 2002 will celebrate their 25th Reunion on June 4-6. It's the perfect moment to reconnect with classmates and see how far everyone's come since their Proctor days.

2003

Sarah Wood Doherty '03
Andover, NH
Sarah and her husband, Steve, welcomed Holland Brooks Doherty on December 26, 2025. Sarah is still working in the Admissions Department at Proctor. (11)

Tahanee Dunn '03
New York, NY
Tahanee returned to campus this January as part of a panel of alumni speakers for Proctor's MLK Day assembly, sharing reflections on her time at Proctor. She is a Criminal Defense and Prisoners' Rights Attorney at The Bronx Defenders. (3)

2005

James Killeen '05
Auburn, NH
James and his wife, Marie, welcomed Lucy Glen Killeen on September 22, 2025. She joins big brothers Jamie and Grady. (12)

2006

Brittany King Manley '06
Bedford, MA
Brittany and her husband, George, welcomed Maxwell "Max" King Manley on November 11, 2025. Max joins big brother Jack. (13)

2007

The Class of 2007 will mark their 20th Reunion on June 4-6. Twenty years later, it's time to come back, catch up, and relive a few favorite Proctor moments with old friends.

Willis Brown '07
Richmond, VT
Willis married Mary Taussig Brown on August 16, 2025, in Stowe, Vermont. (14)



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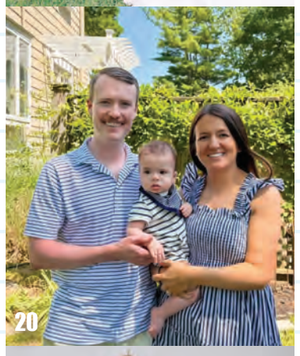
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John Goheen '07
Boston, MA
John and his wife, Olivia French, welcomed Maeve Chamberlin Goheen on June 11, 2025, joining their dog, Skipper. (15)

Chris Landers '07
Duxbury, MA
Chris got together with Sean Kaulbach '07, Wynn Berns '07 and Chris Bishop '06 this past summer. (16)

2008

Joanna de Pena-Veira '08
Andover, MA
Joanna returned to campus this January as part of a panel of alumni speakers for Proctor's MLK Day assembly, sharing reflections on her time at Proctor. She is the founder and CEO of Top Notch Scholars, a TEDx speaker, and author of Turning Pressure Into Purpose Through the Dream B.I.G. Framework. (3)

Kate Desautels '08
Barcelona, Spain
Kate and her husband, Tom, welcomed Leo James Desautels on August 24, 2026. He joins Teddy and Isabel. (17)

Justine Hewitt Holland '08
Salt Lake City, UT
Justine and her husband, Kelly, welcomed Hadley on March 5, 2026. (18)

2009

Andrew Cantella '09
Brooklyn, NY
Andrew married Kirsten Cadden in Palmetto Bluff, SC on October 26, 2025. (19)

Max Ettenborough '09
Boston, MA
Max and his wife, Carlisle, welcomed Owen Daniel Ettenborough on September 24, 2025. (20)

Olivia Shure Fair '09
Medford, MA
Olivia and her husband, Rich, welcomed Calvin Coleman Fair in April 2026. He joins big brother Lochlan. (21)

Emily Mitchell Field '09
Kennebunkport, ME
Emily and her husband, Phil, welcomed Peter Field in June 2026. Pete joins big sister Harriett. (22)

Ebby Gerry '09
Concord, NH
Ebby married Lexi Critch on July 26, 2026. They welcomed Theodore Elbridge Gerry on August 10, 2026. Ebby works in Proctor's communications department as the Events Support Technician. (23)


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Taylor Berns Gill '09
Charlottesville, VA
Taylor and her husband, Gavin, welcomed Maeve Thomas Gill in Charlottesville, VA on June 16, 2026. She joins her big sisters Cece (3) and Tessa (4.5). (24)

Stephanie Pascual '09
Lawrence, MA
Stephanie returned to campus this January as part of a panel of alumni speakers for Proctor's MLK Day assembly, sharing reflections on her time at Proctor. She is an Investment Manager at Trillium Asset Management in Boston. (3)

Ashley Perkins '09
Boston, MA
Ashley got engaged to Josh Cote in Zermatt, Switzerland. (25)

Crystal Williams '09
Grosse Ile, MI
Crystal married Aaron Woodward at The Grecian Center in Southgate, Michigan on May 31, 2026. (26)

2010

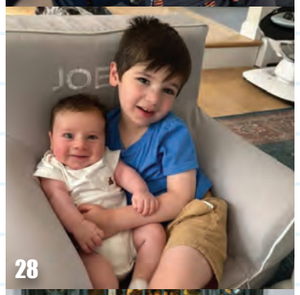
Ben Bartoldus '10
Andover, NH
Ben and his wife, Taela, welcomed Gideon Bartoldus on June 6, 2026. Gideon joins big sister Aaliyah. Ben is still teaching and coaching at Proctor. (27)

Keith Buehler '10
Middletown, RI
Keith is now in his eighth year in Rhode Island, where his wife works at St. George's School and the family lives on campus. Keith practices as a Certified Registered Nurse Anesthetist (CRNA). He and his wife welcomed their first child, Jordy, in 2025.

Emily White Mello '10
North Easton, MA
Emily and her husband, Joseph, welcomed Hayes Michael Mello on April 4, 2026. He joins big brother Joey. (28)

Cody Sienkiewicz '10
Hoboken, NJ
Cody married Emily Hill in Savannah, GA on October 25, 2025. (29)


27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2011

Jackson Bicknell '11
Brooklyn, NY
Jackson wrote and directed *Shark Lake*, which won Best Picture, Best Original Score, and Best Original Song at the East Village Film Festival. (30)

Kelsey Taylor Boucher '11
New Brunswick, Canada
Kelsey and her husband, Joey, welcomed Cole William Boucher on June 21, 2026. He joins big sister Riley. (31)

Sam Brown '11
Scarborough, ME
Sam and his wife, Madeline, welcomed Bennett Thomas Brown on July 25, 2026. He joins big brother Parker. (32)

Canon Brownell '11
Los Angeles, CA
Canon married Erin Nydick in the Bighorn Mountains of Wyoming on August 15, 2026. (33)

Morgan Prudden Cardellino '11
Hillsdale, IL
Morgan and her husband, Mark, welcomed Bodie Edward Cardellino on February 21, 2026. (34)

Maddie Koenig Gaskin '11 and Evan Gaskin '11
Falmouth, ME
Maddie and Evan welcomed Winslow "Wynn" Francis on June 22, 2026. He couldn't wait to meet his older brothers and joined them 5 weeks early, but is healthy, home, and growing! (35)

Megan Subsick-Weggler '11
Chelmsford, MA
Megan married Pearl Weggler on September 20, 2025. (36)

2012

The Class of 2012 will celebrate their 15th Reunion on June 4-6, a great excuse to reconnect, reminisce, and see what everyone's been up to since Proctor.

Tucker Andrews '12
New London, NH
Tucker and his wife, Abby, welcomed Robert Charles Andrews on July 15, 2026. He joins his big sister Maeve. (37)


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Laura DeBois '12
Reno, NV
Laura got engaged to Terry Bailey in August 2026 on Catalina Island, CA. (38)

Peter Durkin '12
Washington, D.C.
Peter started a new role as Senior Product Manager at Grassroots Analytics in Washington, DC. Additionally, he was appointed and unanimously confirmed by the DC City Council to serve as a Member of the Police Complaints Board, a government agency that provides civilian oversight of law enforcement.

Max Lewis '12
Victor, ID
Max married Sarah Duggan on August 15, 2026, in Lakeside, MT. In attendance were Adam Silverstein '12, Alex Williams '12, Charlotte Hadley '15 and his cousin Henry Ohler '24. (39)

Ned Pressman '12
Colorado Springs, CO
Ned and his wife, Brynn Carman, welcomed Aldo Pressman on June 15, 2026.

Alex Williams '12
Brooklyn, NY
Alex and his wife, Julia, welcomed Alexander "Comfort" Williams III on October 11, 2025. (40)

2013

Jamie Gaines '13
Boston, MA
Jamie got engaged to Chris Brindisi in Martha's Vineyard on August 1, 2026. (41)

Harry Hause '13
Chicago, IL
Harry and a crew of Proctor alums hiked Tuckerman Ravine in July 2026 for the first annual "Tucks for Tuck"... a memorial hike in honor of their classmate Tucker Phippen '13. The hikers included: Evan Phippen '12, Christian Bergh '12, Ryan Peel '13, Satchel Adelman '13, Joey Mitchell '14, Justin Pasculano '14, Jackson Wheeler '14 and Sam Fisher '14. (42)

Zack Kessler '13
New York, NY
Zack and his wife, Becca, welcomed Arlo Kessler on July 24, 2026. (43)

Ryan Peel '13 and Nikki Gorman Peel '12
New London, NH
Ryan and Nikki welcomed Bennett Grace Peel on October 31, 2026. Bennett joins big sister Brooklyn. (44)


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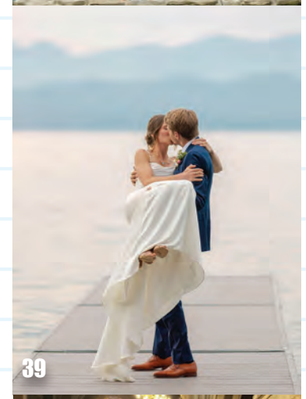
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Madison Powers '13
Cambridge, MA
Madison married Sheila Bonitatibus on July 11, 2026, in Cambridge, MA. (45)

Kayla Harris Ramos '13
Dorchester, MA
Kayla married Josh Ramos in Giungano, Italy on October 10, 2025. Cheka Ventura-Sanchez '13 was her maid of honor. (46)

Cheka Ventura-Sanchez '13
Andover, NH
Cheka married Josie Sanchez on November 5, 2025. Cheka and Josie both work at Proctor, where Cheka serves as Executive Assistant to the Head of School and Josie teaches history and is the Office of Equity and Belonging Coordinator. The couple are also dorm parents in Fowler House. (47)

Alex Weissman '13
Belgrade, MT
Alex married Nick Rossi in July 2026 in Montana with a private ceremony in the Beartooth Mountains, then a celebration with friends and family at the Star M Barn in Belgrade, MT where they reside. (48)

2014

Haley de Vries '14
Somerville, MA
Haley got engaged to Michael Montague in Amsterdam in September, 2026. (49)

Sam Jaxtimer '14
Osterville, MA
Sam married Tessa in December 2025 and they welcomed Cruz Taylor Jaxtimer on June 30, 2026.

Julia Sargent '14
Providence, RI
Julia married Morgan Manthous in Old Lyme, CT on September 12, 2026. Tucker Andrews '12 officiated. (50)

Ian Starkey '14
Austin, TX
Ian married Laura Saker in Antibes, France on June 3, 2026. (51)

Jackson Wheeler '14
New London, NH
Jackson and his wife, Megan, welcomed Skyler Lynn Wheeler, born on March 4, 2026. (52)

Anna Whittemore '14
Arlington, MA
Anna married Web Donovan on August 1, 2026 in Jaffery, NH. She is a designer and her website is annawhittemore.com. (53)


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2015

Alicia Barry '15
Nagano, Japan
Alicia has traded her role in Proctor's Admissions Office for an international adventure. She and her partner, Marc Flaherty, are now working at Hakuba International School in Nagano, Japan.

Thaddeus Bicknell '15
Park City, UT
Thaddeus married Gracie Cier on July 18, 2026 in Park City, Utah. (54)

Abbie Desrosiers '15
Auburn, NH
Abbie and her husband, Jessie, welcomed Madelyn June Desrosiers on May 11, 2026. (55)

Garrett Finn '15
Boston, MA
Garrett married Hannah Bowler in Stowe, VT on June 20, 2026. (56)

Bailey Powers '15 and Warren Albert '15
Houston, TX
Bailey and Warren got engaged in April, 2026. They have been together since their senior year at Proctor. (57)

Alex Sprague '15
Waterbury Center, VT
Alex married Lexie Alexopoulos on July 11, 2026 at Bromley Mountain, VT. (58)

2016

Noah Drummond '16
Haliewa, HI
Noah married Hannah Bellagamba on June 18, 2026 in Salt Lake City, UT. (59)

Jack Lynch '16
Newport Beach, CA
Jack married Sarah Cutshall on December 28, 2025 in Paso Robles, CA. (60)

Chase McGuire '16
Denver, CO
Chase married Rachel Donnellan on October 4, 2025 in Hyannis Port, MA. Some of his classmates were in attendance. From L to R, Cole Bickford '16, Grace Migliozzi '16, his wife Rachel McGuire, Chase and Allie Henderson '16. (61)

Annie Sheehy '16 & Jake Pappalardo '16
Boston, MA
Annie and Jake were married in Newbury, NH on August 15, 2026. (62)


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2017

Ten years already! The Class of 2017 will celebrate their 10th Reunion on June 4-6. Come back to campus, reconnect with classmates, and see how much (and how little) has changed.

Luke Cuticelli '17
Tampa, FL
Luke married Julia Michel on July 11, 2026 in Killington, VT. (63)

Tyler Gamble '17
Bedford, NH
Tyler got engaged to Jillian in May 2026 in Newport, RI. (64)

Makena Gorman '17
Boston, MA
Makena got engaged to Jack Scott in Portillo, Chile in September 2025, and they got married in Skaneateles, NY on August 14, 2026. (65)

Peter Laviolette '17
Wheeling, WV
Peter and his wife, Lindsey, welcomed Leah Marie Laviolette on July 19, 2026. Peter is the assistant coach at the Wheeling Wailers Professional Hockey Team. (66)

Luke Lockwood '17
Dallas, Texas
Luke has lived in Dallas since attending Southern Methodist University. He met his wife, Riley (Preston) Lockwood there 7 years ago. They were married on October 18, 2025 at the chapel on campus followed by a reception at the Rosewood Mansion. Adding onto the already eventful year, Luke and Riley purchased their first home in January. The two have lived in Dallas for the last decade and are proud to call it home. (67)

Cope K. Makechnie-Hardy '17
Andover, NH
Cope is joining the Proctor Faculty in the History Department.

Jacqui Morris-Hundal '17
Concord, NH
Jacqui and her husband, Jobanjot, welcomed Calliope on March 27, 2026. (68)

Haley Parker '17
Waukee, IA
Haley got engaged to Kearby Larson on October 4th, 2025. (69)


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2018

George Egan '18
Canton, MA
George and Morgan Paul got engaged in May 2026. (70)

Lindsay Turmelle '18
Norfolk, VA
Lindsay got engaged to Kyle Knachel and graduated from Medical School and is starting a residency in Pediatrics in Norfolk, VA.

Siri Warren '18
Buzzard's Bay, MA
Siri and her husband, Austin Wenzlaff, welcomed Eloise Jane Wenzlaff on March 23, 2026. (71)

2019

Nelson Makechnie '19
West Jordan, UT
Nelson married Hannah Gunnell on June 17, 2026 in Alpine, UT. (72)

Ben Warren '19
Baton Rouge, LA
Ben got engaged to Olivia Deffes in August, 2026. (73)

2020

Molly Mastin '20
Wilmot, NH
Molly and her fiancee, Robertas, welcomed Ripton Timothy on July 4th, 2026. (74)

PJ Shaw '20
Bow, NH
PJ got together with a group of alums in July 2026. L to R: Annie Reynolds '21, Cat Krupka '21, Teagan Reilly '20, PJ Shaw '20, Lulu Larkin '19, Eliza Patterson '19, Reese Malboeuf '25, Cha Krupka '21. (75)

Sean Slick '20
Sandwich, MA
Sean got engaged to Sid Pankowski in Georgia. (76)

Griffin Spinney '20
Newport, RI
Since graduating from Proctor and earning his B.S. in Climate Studies from Plymouth State University, Griffin has built a professional sailing career, competing in elite inshore and offshore racing programs around the world. This past December, he sailed


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in the 2025 Rolex Sydney Hobart Yacht Race aboard *Lucky*, an 88-foot carbon fiber race yacht, in the 628-nautical-mile offshore classic considered one of the world's most challenging ocean races. *Lucky* finished 4th in Line Honours and 2nd in class, the first American boat to cross the finish line. Griffin continues to race professionally, inshore and offshore, throughout the United States, Europe, and beyond. (77)

2021

Camden Fletcher '21
New London, NH
Camden now works at Proctor full time as the Technology and A/V Support Technician.

2022

The Class of 2022 is celebrating their first big milestone — their 5th Reunion on June 4-6. It's the perfect excuse to head back to campus, reconnect with friends, and relive some favorite recent memories.

2023

Kally Bryant '23
Contoocook, NH
Kally recently completed a 30-day NOLS backpacking course in Alaska's Talkeetna Mountains, and on day one, found a fellow Proctor grad in her group of 13, Eloise Colhoun '27. Though their time on campus never overlapped, the two hit it off immediately, swapping stories about shared teachers and even matching lacrosse uniforms. Leaning on lessons in teamwork and leadership, they supported each other through the toughest days in the backcountry, proof that Proctor connections can turn up anywhere. (78)

2024

William Hurd '24
North Haven, ME
William recently completed his training and graduated from the Penobscot County Fire Academy. A student at Maine Maritime Academy, he volunteers with the Castine Fire Rescue Department while also serving his home department in North Haven - balancing coursework, a full college schedule, and two fire departments along the way. The certification reflects countless hours of classroom work and hands-on training, and both communities are safer for it. (79)

In Memoriam

Remembering Members of the Proctor Community



Karin Clough

Educator and Assistant Head of School (2008-2024)

Our mind's eye has an image of Karin sitting at a table in the dining hall talking to a student. Her right elbow is resting on the table, while her hand supports her chin. Her eyes fixed on the young person, listening in that moment with unparalleled intention. All of us who interacted with Karin had the privilege of sharing a moment like this with her. While the specifics of the conversation may have been lost with time, we absolutely remember how Karin made us feel when she listened.

After graduating from Holderness School, Karin attended Dartmouth College where she played ice hockey, and went on to earn her JD from the University of Tennessee School of Law. She began her career in education at Deerfield Academy and then Bowdoin College. With her young family in tow, she helped run the Aga Khan School in Kenya before returning to her New England roots and settling at Proctor. When Karin arrived at Proctor in 2008 with her three young children (Luke '18, Finn '18, and Sofia) and husband, Kurt, she immediately made an impact on the lives of Proctor students and colleagues. First, as an English teacher, coach, and advisor, and then as Assistant Head of School from 2015-2022, and finally as a member of the Alumni and Development Team in 2023-2024, Karin asked questions that encouraged us to think differently, to trust in our abilities, and to try things we never thought we were capable of doing.

Karin's longtime friend, colleague, and Head of School Mike Henriques P'11, '15 shared the following, "There are joyful educators and visionary administrators, great legal minds and minds of playful curiosity, adventurers who run mountains and travel to distant lands and those with a keen appreciation of what it means to sit in the quiet of a barn or sugar house. There are those who know how to build and sustain family and those who commit to community. How rare is it to encounter someone who possesses all of these skillsets and values while consistently radiating genuine warmth? Karin had those qualities and more, casting a delightful, professional spell on the Proctor community throughout her years."

Karin's most lasting gift to Proctor was her interest in us, in who we were, who we sought to be, and how she could partner with us in that journey.



Connie Appel

History Department Chair (1982-1995)

When Connie Appel arrived at Proctor in 1982, she had spent her entire life traveling the world and gaining invaluable life experiences that would serve as a remarkable foundation for her approach as an educator and would expand the world views of her Proctor students.

As a child of a career military family, she traveled extensively as a young child, living on bases around the globe. Her college years began at the University of North Carolina at Chapel Hill, but ended at Sophia University in Tokyo, Japan where she was scouted by a modeling agency and simultaneously completed her studies while appearing in ad campaigns and eventually a popular TV show. After meeting her husband, an active duty Army officer, Connie fell in love, was engaged within a week and married a month later. After his service in Vietnam, Cameron's Army career brought the couple to Hawaii, New Jersey, Virginia, and finally New Hampshire in 1975 where they planned to raise a family. Sadly, Cameron's exposure to Agent Orange in Vietnam led to an aggressive cancer diagnosis and death in 1978 at the age of 35.

Connie and her young children, 3 and 7 at the time, forged ahead on a new, unexpected path, and she found her way to Proctor where she served as the chair of the history department from 1982-1995, while also earning her graduate degree from Dartmouth College. At Proctor, she was known for her deep love of teaching and the lasting friendships she built with both her colleagues and students. She brought a remarkable life to the classroom; one shaped by world travel, resilience, and an abiding curiosity about people and places. After her time at Proctor, Connie went on to co-found Morgan Hill Bookstore in New London, NH, where she served as a staple in the New London community for decades.



While many of the alumni updates we receive are filled with exciting news highlighting the joyful moments in life, we also received news of the passing of the following members of the Proctor family. We recognize this list is likely incomplete, and appreciate your sharing any other information of which we should be aware.

Dan Allen, *Former Faculty*
Zach Barnes '19
Helen Bellefeuille, *Former Staff*
Bob Bernhard '67
Earle P. Bowen '70
Mike Boyd '58
Tony Brooks P'88, *Past Trustee*
John Buck P'80, '86, '89, GP '29, *Past Trustee*
Peter Crawford '65
Lloyd Ferriss '59
Audrey Ford GP'21, '25, *Former Staff*
Tim Johnson '87
James Lawrence '98
Joan Deveney Lovejoy P'10, *Past Trustee*
Flash Millington '11
Tom Niles '59
Dave Norris '60
Tim Norris* P'88, *Former Faculty*
**We will share more about Tim's impact on Proctor in next year's magazine as news of his passing came just before going to print.*
Fred Norton '80
Curt Peterson '62, *Former Alum Council President, Former Corporation Board, Past Trustee*
Arthur Powers '72
Keith Pratt '60
Rollie Santos '75
Dave Scott '60
Jerry Shennan '70
Dan Stevens '72
Bryant Stockwell '96
Calvin Waters '64
Peter Willauer P'77, GP'08, *Past Trustee*

Chris Norris | 1966-2001

For more than 35 years, Chris Norris helped lead and define Proctor's role in the independent school world. His fierce commitment to experiential learning, off-campus programs, wilderness education, and the crafting of an authentic community allowed Proctor to thrive. Read more about Chris' impact on Proctor on page 8.

PROCTOR

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UPCOMING PROCTOR EVENTS

Saturday | November 14
Holderness Day
Proctor

Tuesday | December 8 | 6:00 - 8:30 PM
Holiday Gathering
Larz Anderson Auto Museum
Brookline, MA

Tuesday | February 2 | 6:00 - 8:00 PM
Boston Area Alumni Gathering
The Mighty Squirrel Fenway
Boston, MA

Saturday | February 6
Ski Area Event
Proctor

Sunday | April 4
Maine Mariner's Hockey Game
Portland, ME

Saturday | May 29 | 10:30 AM
Commencement
Proctor

June 4 - 6, 2027
Alumni Reunion Weekend
Proctor

To learn more about upcoming events visit
www.proctoracademy.org/events

Questions?
Contact Debbie Krebs at (603)735-6721 or
events@proctoracademy.org

Visit us on Social Media!
proctoracademy
proctoracademyalumni

Want to receive our Alumni Updates?
Email communications@proctoracademy.org

Reunion 2027
Interested in helping organize or spreading the word to your classmates about your next Reunion?
>> Email us today at alumni@proctoracademy.org

PROCTOR reunion 2027
JUNE 4 - 6| ANDOVER, NH