

A MAGAZINE FOR ALUMNI, PARENTS AND FRIENDS OF MILLBROOK SCHOOL

MILLBROOK

SPRING 2018





MILLBROOK'S MISSION

Millbrook School educates its students to succeed and serve in college and beyond. In a community where everyone is known and needed, our curriculum instills

- curiosity and a commitment to academic excellence;
- respect for oneself and for others;
- a moral framework based on personal integrity;
- a commitment to serve as stewards of the natural world;
- a readiness to use one's knowledge and skills in service to others.

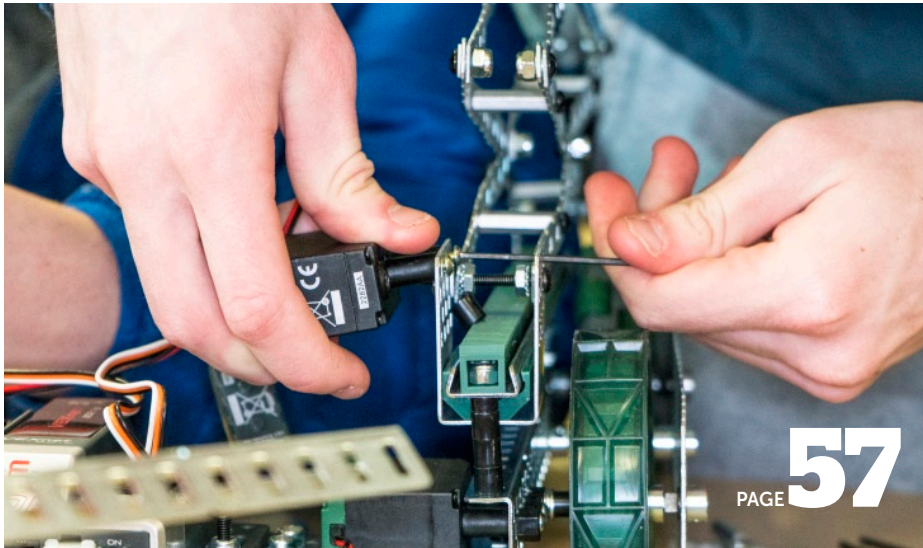
We promote the intellectual, emotional, spiritual, creative, and physical growth that will lead to a life satisfying to the individual and valuable to the greater good.

MILLBROOK

A MAGAZINE FOR ALUMNI, PARENTS AND FRIENDS OF MILLBROOK SCHOOL

SPRING 2018

Living the Tradition of *Non Sibi Sed Cunctis*



FEATURES

- 46** At the Intersection of Education and Legislation – Screentime and Millbrook Students
- 52** Technology Enhancing the Educational Experience
- 58** Alumni Across Technology Spaces
 - 59** JULIANNE SAWYER MIGELY '87
 - 60** MAX BUSSELLE '88
 - 61** JESSIE (ZIRINSKY) REED '91
 - 62** JOE WENDEL '99
 - 64** ANDREA TEHAN CARNES '99
 - 66** YOSEF DISHINGER '01
 - 68** XAVIER VAN MEERBEEK '06
 - 72** RACHEL CAREY '07
- 76** *A Letter to Inspire Current and Future Millbrook Students*
How a Millbrook Education Breeds Success
BY PETER JACKSON '58

UP FRONT

- 3** Introduction from Headmaster Drew Casertano
- 4** Millbrook Moments

MILLBROOK MATTERS

- 16** Academics
- 18** New Academic Courses
- 24** Quotables
- 28** Arts
- 34** Student Life
- 38** Athletics
- 42** Faculty in New Roles

ALUMNI

- 78** Millbrook Alumni Gatherings
- 87** Class Notes
- 106** In Memoriam

ON THE COVER

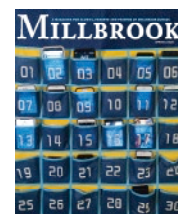


Photo of phone pocket holder in Harris Hall by dorm parent Alex Pearson

MILLBROOK

A MAGAZINE FOR ALUMNI, PARENTS
AND FRIENDS OF MILLBROOK SCHOOL

EDITOR

Michelle Blayney

DESIGN

Proof Design

CONTRIBUTORS

Michelle Blayney, Katherine Havard,
Peter Jackson '58, Alex Pearson,
Trish Rexhouse

PHOTO CONTRIBUTORS

Robert Anthony '65, Michelle Blayney,
Dan Cohen, John Dolan, Pat Honan,
Tom Honan, Leighann Kowalsky, Sarah
MacWright, Yannis Malevitis, Cindy
McWilliams, Alex Pearson, Trish Rexhouse,
Deborah Vanecek, Kandice Zakarian

MILLBROOK is published by the Communications
Office and Alumni & Development Office of
Millbrook School for alumni, parents, and friends
of the school. Contents may be reproduced
or reprinted only by permission of the editor.
Opinions expressed do not reflect the official
position of Millbrook School.

Millbrook School

131 Millbrook School Road
Millbrook, NY 12545

Phone: 845-677-8261

Website: www.millbrook.org

Follow Millbrook at your favorite
social media sites:



Facebook



Twitter



LinkedIn



YouTube

ALUMNI & DEVELOPMENT OFFICE

Director of Advancement

Nancy Stahl

Assistant to the Headmaster for External Affairs

Robert Anthony '65

Alumni/Constituent Relations

Cynthia McWilliams

Director of Parent Programs

Barbara Gatski

Director of the Annual Fund

Deborah Vanecek

Events Coordinator & Class Notes Editor

Betty Siegenthaler

Research & Campaign Coordinator

Ginny Connolly

Gift Entry Manager &

Administrative Assistant

Melissa Pastre

Administrative Assistant & Database Manager

Bonnie Lodevole

Administrative Assistant

Elizabeth Lowe '13

Director of Communications

Michelle Blayney

Assistant Directors of Communication

Trish Rexhouse and Alex Pearson

Photography and Sports

Information Coordinator

Kandice Zakarian

BOARD OF TRUSTEES

Chairman

William L. Menard '78 (P '09, '12, '12)

Vice Chairman

Paul M. Solomon '61 (P '98)

Secretary

Peter R. Chapman (P '11, '12)

Treasurer

Richard A. Stuckey (P '00, '03, '09)

Headmaster

Drew J. Casertano

Francisco L. Borges '70

Stephen M. Clement, III

Kelly Coles '86 (P '19)

Trevor L. Colhoun '95

Morgan C. Conrad '99

Kathleen A. Dill '85

Nicole Sheetz Frith (P '18)

Christopher C. Holbrook '82 (P '11, '12, '14)

Theodore S. Karatz '96

Robert S. Koenigsberger (P '13, '16)

Sean McManus (P '18)

Gordon S. Pennoyer '99

Gilbert P. Schafer III '80

Lisa P. Selz (P '12, '17)

Paul Simons '83 (P '17, '19)

Paul Stafford (P '16, '19)

Charlotte Carroll Tracy '88

Caroline A. Wamsler, PhD '87

Honorary Trustees:

Farnham F. Collins '53 (GP '17)

William L. Crossman '74 (P '09)

Lucy P. Cutting (P '77)

William R. Hettinger '77 (P '01, '04)

David D. Holbrook '56 (P '82, '83, GP '11, '12, '14)

Bruce B. Huber '47

Thomas E. Lovejoy '59 (P '86)

William B. McNamara '75

Bradford Mills '44 (GP '03, '17)

Oakleigh B. Thorne (P '95)

NON DISCRIMINATION

Millbrook School adheres to a long-standing
policy of admitting students of any race,
color, creed, religion, sexual orientation,
national or ethnic origin to all the rights,
privileges, programs, and activities generally
accorded or made available to students at
the school. It does not discriminate on the
basis of race, color, creed, religion, sexual
orientation, national or ethnic origin in the
administration of its education policies,
admission policies, financial aid program, or
other school-administered programs.



ENVIRONMENTAL STATEMENT

Millbrook magazine is printed on Finch Fine
Bright White Ultra Smooth 100 lb. cover
and 80 lb. text. This paper is manufactured
with 10% postconsumer fiber using on-site
renewable power. It is FSC certified.

*For this issue we reduce our carbon
footprint the equivalent of...*



17 trees preserved for the future



22,009 gal wastewater flow saved



5,580 lbs net greenhouse
gases prevented



22,000,000 BTUs energy
not consumed



PLEASE RECYCLE THIS MAGAZINE

Introduction from

Headmaster Drew Casertano:

Technology makes our lives better. Think the wheel, paper followed by the printing press, electricity, the steam engine, airplanes, and the personal computer, and you get the picture.

And technology presents us with challenges. I'm writing specifically about computers and, even more specifically, about laptops and tablets, and, most especially, about handheld devices. I've long felt that Millbrook students spend very little of their time on computers for academic purposes. Recent research tells us that handhelds (primarily the iPhone at Millbrook) and use of social media is contributing to greater isolation, depression, and anxiety among adolescents. Through surveys conducted on campus this winter, our IIIrd and IVth formers told us that they use their phones for social activity almost exclusively.

So, what to do. At Millbrook, where institutional evolution is in our DNA as a school founded to be "conservatively progressive," we have been reading (*Irresistible, Reclaiming Conversation and Raising Digital Natives*), talking, doing research with our own students, and planning and creating thoughtful change to some of our policies and practice. In essence, our curriculum is expanding to help our students use technology to enhance their learning in our classrooms and make good choices in their personal use of devices. As usual, we are teaching "in community," and as we do, we find ourselves at the "intersection of education and legislation," as Jon Downs '98 has said so well.

As a result, in most classrooms on campus, phones are put aside in baskets at the start of class. And as pictured on the cover, the phones of all IIIrd and IVth formers are placed in holders for the duration of evening study hall. In our newly developed RIS²C program (for those who recall Intersession, this is a new and improved version), conducted at the end of February, the most popular of our Think Tank groups were The Psychology of Social Media and Stress Management & Sleep, which indicates to me that our students are looking for answers to the challenges they face as the iGen. My colleagues and I are especially interested in how our parents manage handhelds and technology at home, and how we can best support each other in this education. We are planning a survey in the spring.



In the meantime, I trust that you will find the articles and examples in the pages that follow informative and thought-provoking. As always, please feel free to be in touch with your thoughts and suggestions.

Onward!

Drew Casertano
Headmaster





Erected in 1948, the chapel was a gift to Millbrook School from Harry Harkness Flagler in memory of his wife, Anne. At the heart of our school community, the chapel will always be the most prominent, iconic, and inspiring building on campus.

Millbrook Moments





Millbrook coaches are passionate about teaching—not just skills and game day tactics, but how to play with integrity, how to focus on “we” not “me,” how to persevere in the face of adversity.

Millbrook Moments





We hear it all the time: “Why a school with a zoo?” Because the zoo teaches real responsibility—not only in the daily care of animals, but in ongoing efforts to ensure the very survival of endangered species —while providing opportunities for research and scientific exploration of topics including animal behavior, zoology, biology, and environmental science.

Millbrook Moments





Dia:Beacon is but one of the many inspiring cultural destinations visited recently by Millbrook students. Classrooms extend well beyond our own backyard in Millbrook to the Hudson Valley, New York City, and the Berkshires.

Millbrook Moments





A setting can inspire immense creativity. Here, students create a forest floor on canvas from their vantage point overlooking the vast expanse of Millbrook's own woodlands.





Students in gardening community service have been digging deep into the science behind composting, testing the viability of using worms to facilitate composting year-round in Millbrook's greenhouses.

Millbrook Matters

ACADEMICS, ARTS, STUDENT LIFE, ATHLETICS AND FACULTY

ACADEMICS

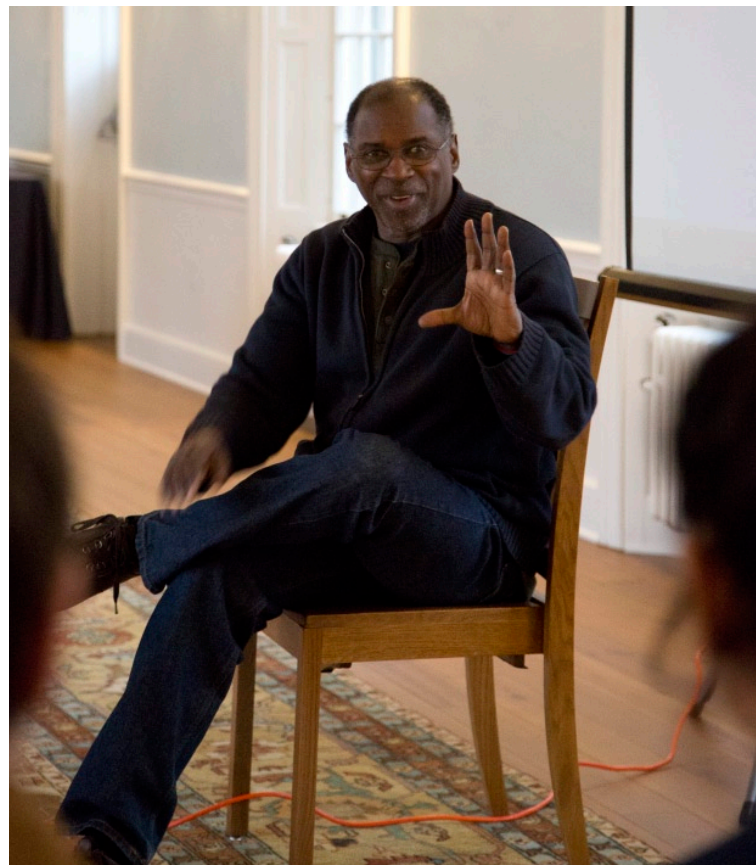
Our primary focus continues to be nurturing the spirit of inquiry in our students. Within the Warner Gallery, the canopy walkway, the Trevor Zoo, and our more traditional academic classrooms, students have the opportunity to explore interdisciplinary studies in hands-on and meaningful ways.

Building Bridges

The Warner Gallery recently featured *Question Bridge: Black Males*, a transmedia art project created by artists Chris Johnson, Hank Willis Thomas, and Bayeté Ross Smith.

Art Department Chair Sarah MacWright saw *Question Bridge* on exhibit at the Brooklyn Museum six years ago, and the experience had a lasting effect. When it seemed like it might be possible to host the exhibit at Millbrook, Sarah and the other faculty members were excited to bring it to our community and connect it to lessons across the curriculum.

Question Bridge: Black Males includes a video installation, which was displayed in the Warner Gallery, an interactive website, and a book published by Aperture. To create *Question Bridge: Black Males*, artists Johnson, Willis Thomas, and Ross Smith traveled across the United States to invite black men to ask questions of other black men and to answer them on camera. The questions and answers explored topics like identity, family, generational differences, education, and legacy.



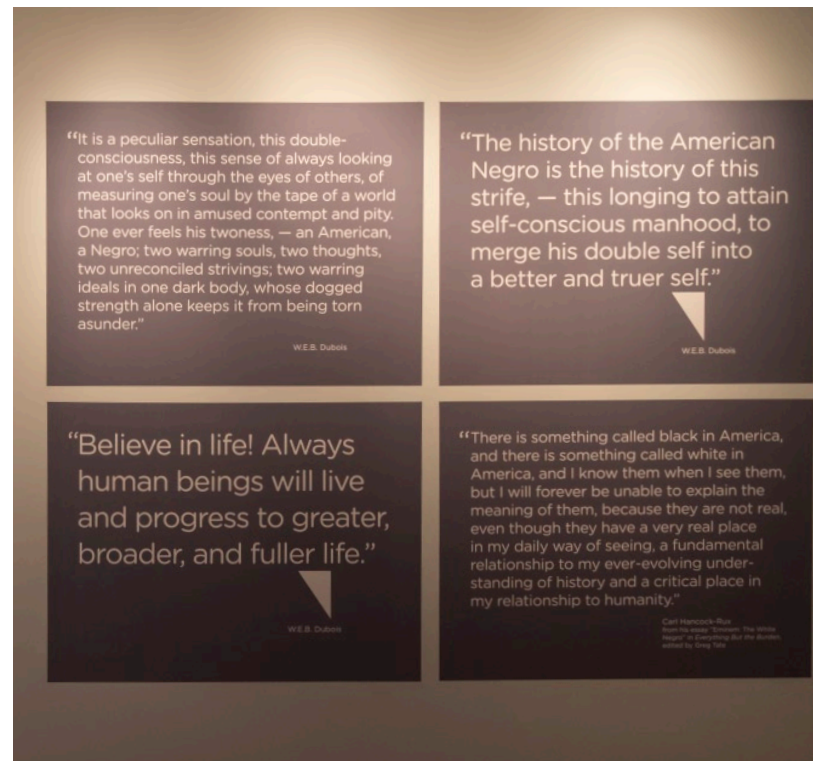
Johnson emphasizes the project's goal of exploring an "effective means of overcoming negative bias about black males" and creating an opportunity for viewers to be "exposed to more complex, multi-faceted, and whole images and narratives" of black men. This is what *Question Bridge* hopes to accomplish, and by sharing the candid, vivid, and divergent experiences of black males in a multi-media format, the artists aim to help people understand and confront bias.



During the exhibition in the Warner Gallery, Millbrook hosted contributing professional artist Chris Johnson. Through the John Berkey Class of 1991 Visiting Artists Program, Chris met students in a variety of classes to discuss his work and the exhibit as a whole.

"When we started talking about bringing different artists to campus, we knew that we wanted to invite people whose work and ideas would foster collaboration," said Ms. MacWright. Chris Johnson and the *Question Bridge: Black Males* exhibition fulfilled this objective, starting with the timely gallery reception on January 19th that followed Millbrook's celebration of Martin Luther King, Jr. the day before. King's life and legacy and the black experience in America were top-of-mind when the gallery exhibit opened, and the show ran through February (Black History Month), allowing faculty to incorporate many varied elements of *Question Bridge* into the curriculum.

"*Question Bridge* is contemporary, but the conversation about the black experience in America is historical," said English Department Chair Samantha Goodwin. "We scaffolded our literature choices around the theme of *Question Bridge*, which inspired us to incorporate poetry as a way to practice empathy



and understanding through storytelling. Having the opportunity to incorporate *Question Bridge* into our classroom discussions, and using it as a springboard for creating curriculum, certainly added value."

Chris Johnson visited VIth form English classes to speak to students and to answer questions about his work.

"We discussed why Chris Johnson and his fellow artists chose to pursue this project, and we concluded that one of the many reasons was that storytelling allows us to connect and to heal," said Mrs. Goodwin. "That thread continued as we read poems from Gwendolyn Brooks and Claudia Rankine, among others."

Question Bridge was also incorporated into the history curriculum throughout January and February. Within a unit on race in America, students focused on the black experience from the Civil War to the present.

"*Question Bridge* allowed our students to hear black voices talking about their views of everyday issues," said History Department Chair Mark Clizbe. "Through this candid artwork, students were exposed, some for the first time, to the problems that black men confront solely because of their race. This allowed us to make even deeper connections to the history and how it connects to the modern-day and to have more meaningful discussions." ♥

WHAT'S NEW:

Courses, Curriculum & Programming

Millbrook's academic committee is constantly evaluating how well our program supports our mission and our students' preparation for college while simultaneously matching our faculty's interests and strengths to current or potentially new academic offerings.

Only at Millbrook: Students Take to the Trevor Zoo to Study Evolution & Conservation

Advanced biology students took a hands-on approach to their evolution studies in the fall by way of the curriculum developed by instructor and alumna Ava Goodale '01. This included time spent at the Trevor Zoo to observe real-world animal conservation with endangered species.



“The process of evolution drives the diversity and unity of life, and understanding how evolution connects with ecology and genetics is imperative to keeping species alive. Three of the species that we studied are currently at the zoo, and this has allowed us to study evolution by observing not only the animals themselves but also how the zoo works to keep species from going extinct.”



The class read *Beak of the Finch* by Jonathan Weiner and then discussed case studies about different species including the red wolves, red pandas, and cichlids, all animals that currently live at the Trevor Zoo. Applying what they had learned, students created diagrams to illustrate similarities between the case studies, measured animal skeletons to determine which were of the same species, and made recommendations for which animals should breed to maintain genetic diversity.

The coursework also touches on environmental stewardship, a core value at Millbrook from the beginning. Thinking about this in the context of this year’s school focus on curiosity, the class also participated in discussions around why we value biodiversity, how humans are players in the process, and what our role as stewards of the environment should be in terms of animal conservation. ♥



• Students’ case studies included the red wolves (above) and red pandas (below)



RIS²C

Millbrook launched a new experiential learning program, RIS²C, this spring. The acronym represents the school's core values: respect, integrity, stewardship of the natural world, service to the community, and curiosity. The purpose of the weeklong program is to immerse the community deeply in Millbrook's mission via out-of-the-classroom opportunities.

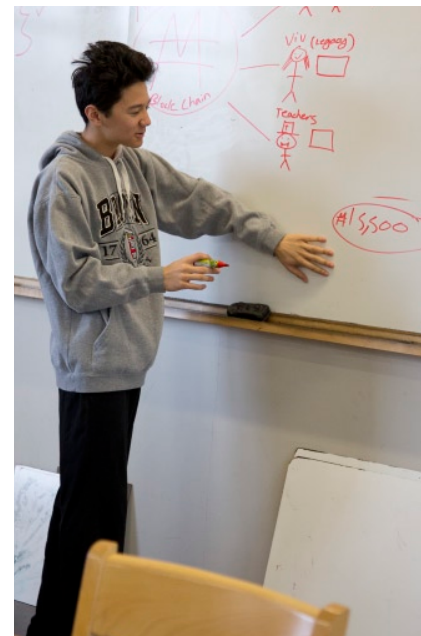
RIS²C replaces Millbrook's Intersession program, and while it occurs during the same time of the academic year that Intersession once did, it is different in important ways.

"Our community realized that Intersession was a program that served many students well, but that the time had come to rethink it. It needed to evolve," said Activities Director Leighann Kowalsky, who was charged with developing the new RIS²C program. Like everything at Millbrook, the development of the new programming was thoughtful, and every detail in the final plan and execution was intentional. Ms. Kowalsky spent months gathering feedback from the community on how Intersession worked well and what could be improved. RIS²C combines the best Intersession attributes, such as immersive learning, with new elements and opportunities based on feedback from faculty and students.

Programming is broken into four categories, and students participate in a different category each year:

- **THINK TANKS:**

Students use design thinking strategies to discuss and brainstorm solutions campus, local, and global issues while fostering engagement with Millbrook's core values. This year, all think tank topics were selected by way of student votes. Topics included stress and sleep management, psychology of social media, promoting diversity, and cryptocurrency among others.



- **OUTDOOR EXCURSIONS:**

Students venture into the wilderness with the goal of forging deeper connections with the natural world and fostering conversations about environmental stewardship. This year students traveled to the Adirondacks, White Mountains, and Lake Placid.

• **COMMUNITY ENGAGEMENT:**

Students travel to local cities—including Poughkeepsie, Newburgh, and Albany—to work with various non-profit organizations including Hudson River Housing, LifeKids, The Lunch Box, Nubian Directions, and St. George’s Soup Kitchen.

• **PRESENTATION BOOTCAMP & CLASS BONDING:**

Vlth formers spend their time during RIS²C working on their CES (Culminating Experience for Seniors) projects, participating in class bonding activities like laser tag and pizza-making, and working on their presentation skills. This year the Vlth form had the unique opportunity of working with Stand and Deliver, a consulting and training firm that primes organizations and people for high-performance communication and leadership.



“Our goal was to maintain a variety of opportunities each year while also maintaining consistency so that students leave Millbrook having a shared experience rooted in the school’s mission,” said Ms. Kowalsky.

RIS²C achieved these goals, and after just four days, students and faculty had collaborated with 16 organizations, hiked

17,155 feet, consulted with 27 industry professionals, discussed 19 think tank topics, visited three cities and slept in three churches, and fired 10,041 laser tag shots. Our community took a deep dive into new experiences, ideas, and problem-solving techniques, had fun along the way, and is ultimately better for it. ♥

• Vlth formers prepare to work on their public speaking skills



Academics

Astronomy

Historically, astronomy has been an important part of Millbrook's science curriculum.

Most recently, after longtime physics and astronomy teacher Somerset Waters retired in 2016, Science Department Chair Ava Goodale reviewed and reorganized elective offerings in the department and reinstated astronomy as a semester-long elective in the fall. This fall, astronomy was taught by Dr. Jeff LaCrosse, and students participating in the course learned about the history of astronomy, the associated scientific tools, and the objects that inhabit our universe. With a background in radio astronomy, Dr. Lacosse introduced that topic along with astrophotography and helped students get comfortable using spectroscopes and telescopes. One practicum required students to determine the celestial coordinates of an object in the sky, and then students were tasked with taking photos of those objects using the telescope as a telephoto lens.



• Student photo of the moon

“What I enjoy most about the course is showing students how astronomy is really a mix of various sciences,” says Dr. LaCrosse. “It’s fun to teach students how physics, chemistry, and biology come together with astronomy, and to get them excited about learning more about nature and our neighbors in the universe. Regular night observations of the sky are a big part of that.”



Multiple nighttime observations through telescopes have not only helped the class appreciate our universe, but they now also understand the celestial coordinate system and how to find sky objects. Plans to renovate Millbrook's original observatory are currently being

reviewed, and we hope that renovations might be completed by this coming fall. It's a space that was built by students and used as a classroom, and with some repairs to the structure and the telescope, it can once again be an incredible tool for students. ♥



THROWBACK: During Operation Moonwatch, Millbrook students observed both Sputnik I and Sputnik II during a series of morning observations spanning from October through April. At 5 a.m. on November 7, 1957, the group of Millbrook observers (on 18 telescopes) was one of 16 Moonwatch stations in this country to obtain a fix on the second USSR satellite. On April 14, 1958, Millbrook's Moonwatch team sighted Sputnik II on its last stage of re-entry into the Earth's atmosphere, just before complete disintegration. Facts concerning the course, position, and appearance of the satellite were telephoned immediately to the Smithsonian Astrophysical Observatory in Cambridge, MA. Millbrook students' observations were among the last official sightings.

Immigration and Migration

History Instructor Lindsay Peterson crafted the curriculum behind Millbrook's newest history course offering: Immigration and Migration. The course dives into the details of citizenship through historical events and topics such as the forced migration of the Cherokee, the diversity visa lottery, the Deferred Action for Childhood Arrivals Program (DACA), Jewish immigration during World War II, and more.

Each course unit starts with the reading of a case study, and the class then examines how it fits into a broader historical context. Following these exercises, Ms. Peterson

offers an analytical question, and students are required to take a position on the topic being discussed and share their ideas and response to the question with the class. Students have been studying and engaging in classroom discussions around issues including who is a citizen, how citizenship is determined, what are refugee and asylum policies and how do they work, and how governments respond to immigration.

"I wanted to teach something that examined the often-forgotten voices of history," said Ms. Peterson. "Immigration has been very much on my mind given the current political climate and debates as to how to respond to undocumented immigrants in the United States and the migrant crisis in Europe."

It has been challenging staying updated on and incorporating ever-

changing current political policies into their discussions. "We have found ourselves going back and revisiting case studies that we have already covered and having completely different discussions based on the latest news and updates," says Ms. Peterson.

"I've also been impressed with our students' motivation to incorporate what they have learned outside of the classroom," she says, recalling a class where students were studying DACA policies as they were being negotiated. The class proposed that they organize their conclusions from their discussions and send policy suggestions to Congress.

"One thing that has struck me throughout teaching this course is how much our students enjoy learning about topics that they hear about in the news. Every topic is very relevant." ♥



QUOTABLES

Visiting Speakers

Millbrook welcomed a variety of guest speakers to campus to engage in thoughtful discussion and reflection. Speakers provided insights into a wide range of topics: curiosity and entrepreneurship, bias and the experience of black males in America, global citizenship, and more.

Alumni Panel/Forum

Millbrook launched this year's forum series with a panel of entrepreneurial alumni. The forum began as each panel member briefly introduced the nature of their current profession and how curiosity propelled them to launch their own ventures. After introductions, students engaged in a question-and-answer session with the panel.

- Student hosts introduced our alumni panel members Zoe Chapin '03, Colin Kingsbury '94, Bridget Meigs '96, and Gregg Osofsky '91



"Curiosity brought me to Millbrook."

– Zoe Chapin '03

"The difference between a decent company and a really bad company and really great company, these days more than ever, is the people. People really make the difference."

– Colin Kingsbury '94

"Let travel be your teacher."

– Bridget Meigs '96

Chris Johnson

Millbrook hosted Chris Johnson, a contributing professional of the *Question Bridge: Black Males* art exhibition. Through the John Berkey Class of 1991 Visiting Artists Program, Chris met students in a variety of classes to discuss his work and the exhibit as a whole.



"Blackness ceases to be a simple, monochromatic concept. If we succeed in deconstructing stereotypes about arguably the most opaque and feared demographic in America, then the Question Bridge model can work to overcome limiting assumptions about any demographic."

Chris Wilkins '18

describes a traumatic injury that could have ended life as he knew it. He tells of the strength it took to push through to get back to living the active and fulfilling life he leads today.



“The hardest times often lead to the greatest moments of your life, so keep going. Tough situations build strong people.”

Aria Bowden '18

delivers a powerful and emotional chapel talk describing, through poetry and prose, her struggles with the loss of her mother this year.



“For Parents Weekend at the High Mountain Institute we were asked to write poems to our families who were coming to visit. At this time, my mom was very weak, but still she came all the way up to Leadville, CO, to come see me. She was late. I was mad at her for being late, for missing my poem, and I was really mean to her. I think I was mostly mad at her for being sick, and that wasn't fair. I think about that day sometimes and get really mad at myself, and I remind myself to be more patient with people.”

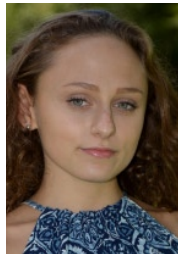
Chapel Talks

The long-standing tradition of chapel talks brings the entire school together to listen to a personal experience or story from which the entire community might benefit. Topic choices are vast, and students, faculty, and staff deliver deeply personal and reflective speeches. In a technology-driven era, this tradition reminds us of the importance of listening to one another and the incredible power of the spoken word. You can listen to any of these chapel talks in their entirety on our website: www.millbrook.org/millbrookinmotion.

Academics

Lily Lazarus '18

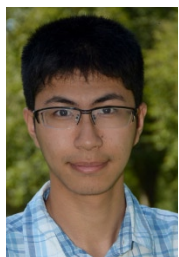
describes how taking a year abroad in France allowed her to find herself.



“By pushing myself to look at things differently, so much of what I learned at Millbrook was put into perspective. I discovered my appreciation for other cultures and began to understand not only what interested me, but also what was important to me. Now, I would much rather be the best person I hope to be than the person other people want me to be.”

Zihan Chen '18

tells the Millbrook School community about how his life changed instantly when he received his acceptance letter.



“I lived and went to public school in downtown Shanghai, China, 7,200 miles away from Millbrook. Residing in a neighborhood that is almost twice as densely populated as Manhattan, my daily stomping ground didn't really extend beyond a square mile from home, but then, for the first time, I could see myself willing to not live at home and be at a different place.”

Liya Liang '18

shares the unique and inspiring story that led her to Millbrook School and how she has changed since.



“I was born into a family of Cambodian refugees, so I would have never thought that I would be going to prep school. Millbrook has shaped me into the person I am today and continues to push me to be the best version of myself. I've had so many unique opportunities, and I've been surrounded by people who really want me to succeed.”

India Patterson '18

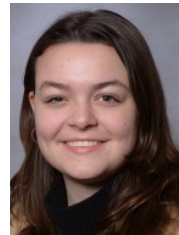
speaks to the defining moment in her life and how Millbrook helped her recognize it as a moment for personal growth.



“It wasn't until I came to Millbrook School that I built up enough curiosity to learn more about the way my mother died. This was the most defining moment of my life. Finding out the way my mother died made me want to change how I was because I wasn't happy with myself or with her. When I first arrived, I'm sure a lot of people thought that I was the stereotypical angry black girl, but you have to try to get to know someone before making assumptions. And, there is no such thing as THE angry black woman, only AN angry black woman. She simply happens to be angry, and she happens to be black.”

Ava McCoy '18

talks to the Millbrook School community about pursuing her passions, the difficulties she has encountered, and the drive that keeps her moving forward.



“Remain ambitious, take the plunge into something unexpected, and do it because you love it. Don't let the expectations of others hold you back from pursuing something that you care about.”

Martha Clizbe

shares the story of the bumpy road that led her to the career she loves so much: teaching.



“When I hear a DJ on Monday mornings bemoaning the fact that it's Monday, or on Friday yelling, “Thank God it's Friday!” I am simultaneously confused and saddened, you see. Because for the last 27 years, I have felt the exact opposite on my Mondays and Fridays. I love teaching.” ♣



STAY CONNECTED with Millbrook

You're only ever a click away from current events, news highlights, thousands of photos and hundreds of videos. Reconnect with old friends, or share what's new in your life!

www.millbrook.org

www.millbrook.org/keepintouch

to update contact information or write a class note

www.millbrook.org/alumni

to read current news and learn about upcoming events

www.millbrook.org/app

to login to the alumni directory



Alumni App

download from Apple's App Store or Google Play



www.facebook.com/millbrookscool



www.twitter.com/millbrookscool



www.instagram.com/millbrookscool



www.linkedin.com - search Millbrook School



www.youtube.com/millbrookscoolny



• A scene from the fall play, *As You Like It*.

Arts:

Impressive performances, award-winning works, inspirational adventures, and hands-on experiences with professional artists has made for an incredible year in the arts thus far. The passion and creativity of our students and faculty has never been more evident.

TAKING TO THE STAGE

Over 30 Millbrook students debuted *As You Like It*, a pastoral comedy by William Shakespeare, in November.

“In selecting productions year-to-year, we try to vary the style, time period, genre, tone, etc., to give the students and our audiences a variety of experiences. We

also try to link to the core value that we are focusing on each year,” said Director of Theater Elaine Lifter. “We selected *As You Like It* because it lands on the lighter side, and we had a lot of fun exploring the themes in the play: court versus country, appearance versus reality, and, of course, love in its many forms.”

The cast embraced the challenge of performing a Shakespeare production and learned a lot about Shakespeare and themselves as actors throughout the process. Jacob Maren '18 appreciated the deeper meaning behind his monologues, and Will Bates '18, who played Touchstone, had this to say about the process:

“Putting a Shakespearean play on is so interesting because everyone acting in the production brings that individual interpretation to each of their characters. I loved being able to both transform myself and bring my own personality to the character.”

The crew of 12 students were also highly invested in the production as they transformed the Chelsea Morrison Theater into a forest using lumber, steel, aluminum, rope, and fabric. “I loved the setting and the dreamlike aura of it all,” said Assistant Director Roan Scanlon-Black '19, who worked on the set creation. The crew created the dreamy feel, crafting lifelike trees by sewing and painting 86 feet of green and purple fabric. They also created and installed a 300-pound ground cloth on the stage to create the forest floor.



At the start of the second semester, students turned their focus to *Dogfight*, a musical by Pasek and Paul (*Edges*, *Dear Evan Hansen*, *James and the Giant Peach*, *A Christmas Story*) and Peter Duchan. Praised by critics and nominated for multiple awards, it won the Lucille Lortel

Award for Best Musical. Based on the 1991 Warner Brothers film, *Dogfight* takes audiences on a heartbreaking journey as they follow three young Marines on the eve of their deployment.

In preparation for the performance, U.S. Marine Sergeant Zach Cole spoke to students about his own experience

in the Marines and trained Millbrook's student-actors on proper Marine stance, salute, and formation. Sergeant Cole's visit rounded out the cast and crew's exploration of the 1960's. “We are so grateful for his time, as he really helped the students add an authenticity to their characters,” said Ms. Lifter.



• Scenes above from the spring musical, *Dogfight*. Left, Jacob Maren '18 in *As You Like It*.

THE WARNER GALLERY

Confluence: An Annual Exhibition

Confluence, a visual arts exhibition of faculty work, opened in the Warner Gallery in September. Our Arts Department faculty are all professional artists in their respective disciplines, and their work in this collection was a testament to their skill and artistry.

Confluence presents a series of conversations between faculty, past and present, and an opportunity to learn more about each faculty member and their artistic passions. On display were a variety of works including:

- Mr. Hardy's abstract oil paintings inspired by landscapes
- Ms. MacWright's life-size portraits of several faculty and staff members in her "Crumpled Portraits" series
- Ms. Duffy's oil on canvas portraits, part of an in-progress series that uses LED light from various devices to illuminate subjects
- Ms. Harris's bud vases, inspired by botanical forms

This year's exhibit also featured work by longtime member of the Millbrook community Ted Lindsay and included a dedication in his honor; Ted passed away suddenly last summer. Having worked at Millbrook School as a nurse since 1999, he was also a

loyal friend to the ceramics program. He learned to throw clay in elementary school and studied with Tsu Hansen and Hideo Okino at the University of Vermont and John Mason at Hunter College. Production pottery and wheel-thrown form sculpture were his favorites, and both were represented in the show.

Night Sailing

Other professional artists continue to exhibit in the Warner Gallery, and we especially enjoy displaying the work of Millbrook families and friends.

Millicent Cox, parent of Katrina '04 and Alex '07 and wife of Tom '62, celebrated the opening of her art exhibition in the Warner Gallery on November 10th. Titled *Night Sailing*, the exhibition featured acrylic and oil paintings, which were inspired by the notion of sailing on the open ocean in the middle of the night.

"In the absence of light, except perhaps for the light generated by the stars, there is obviously very little color. Everything is black, but also if one looks carefully one can often make out the white of the sail and the shimmer of the water as the hull of the boat makes contacts with the water," says Cox. "This to me is a very haunting and romantic time to be on a sailboat, and I hope to have conveyed some of this emotion through my works."





Exquisite Portrait

This multi-media art exhibition—a collaboration between Millbrook art students and faculty and professional artist and mask maker Brynna Bloomfield—was featured in the Warner Gallery from March 30th – April 4th.

Originating in the 1920s, the exercise “cadavre exquis” (or “exquisite corpse”) brings a group of artists together to produce a composite drawing. Millbrook arts faculty worked together to make this truly collaborative, extending the exercise across four courses including Playwriting, Abstraction and Mixed Media, 3D Design, and Digital Photography. After Millbrook playwrights developed original written character sketches, students in the visual arts brought them to life in various forms including photographs and plasticine and cellulay masks.

Brynna Bloomfield, who was brought to us through the generosity of the John Berkey Class of 1991 Visiting Artists Program, joined students on campus throughout the project to work with them on their mask-making skills and to help design and critique the exhibition.

Returning/Arriving

Mary Nelson Sinclair '03 and her husband, Matthew Cruise, opened their art exhibition in the Warner Gallery in October. Titled *Returning/Arriving*, the exhibition featured sculpture, painting, works on paper, furniture, and brass pieces. Turn to Class Notes to read more about Mary Nelson’s campus visit and exhibition.



Making Marks & Making Moves: Exploring Art in Our Surrounding Communities

Taking advantage of our convenient location, art students attended Portfolio Day at the FDR Library in Hyde Park, NY in November. During the event students were able to meet with over 40 colleges and universities, including Boston University, Rhode Island School of Design, and Tufts University, to get feedback on their portfolios and to discuss their work with school representatives.

The event was presented by the Art Institute of Mill Street Loft, an advanced art portfolio program that has been supporting high school students in the college scholarship process since 1996. Run by professional artists, the program connects students with professionals and educators through events like Portfolio Day.

Over 70 of Millbrook's arts students also participated in field trips to various locations in October. While some students visited Jack Shainman's The School in Kinderhook, NY, others traveled to the Massachusetts Museum of Contemporary Art (MASS MoCA). Simultaneously, students also ventured to New York City to participate in the Pedestrian Wanderlust dance project and to see 1984 on Broadway.

- A visit to Jack Shainman The School, Right: Portfolio Day at the FDR Library and works by V1th former India Patterson and Uni Hunte





• Kevin Drevitch earned a gold medal for his photograph "Sam"



• Kevin Wang earned a gold medal for his photograph "Man in Turban"

Art Accolades

Millbrook student artworks were recognized and awarded at the 2018 Scholastic Art & Writing Competition. The competition, which was hosted by SUNY New Paltz, welcomed students in grades 7-12 to apply in 29 categories for a chance to earn scholarships and have their works exhibited and/or published.

Millbrook students earned both silver and gold key awards, and those who received gold keys went on to national adjudication. Two students, Kevin Drevitch '18 and Kevin Wang '20, won at the national level and received gold medals. Both students will be honored at the national ceremony at Carnegie Hall in June. ▀

Millbrook's Silver and Gold Key Recipients

IVth Form

Clara Bent
Jack Bloom
Jonathan DeStazio
Gabriella Kirikian
Eliza Lindsay
Pam Nguyen
Kevin Wang

Vth Form

Lucy Burke
David Ciancio
Hugo Darmon
Henry Frankenbach
Greta Garschagen

Gussie Grell
Ava Humphrey
Alyssa McLeod
Isabella Puccinelli
Collin Tardio

VIth Form

Samantha Besca
Robbie Bisconti
Kevin Drevitch
Sam Iacavazzi
Olivia Garip-Davies
Emily Le
Emma Oliva
Huarui Zhang

Student Life

“Indeed, it is a good thing to live not for oneself, but for all,” said Headmaster Drew Casertano in his Convocation Address. “But what does that mean exactly? What does it actually look like?” He pointed to **empathy** as a necessity to live Millbrook’s motto and **curiosity** as a prerequisite for empathy. Setting the tone for the upcoming year, Mr. Casertano invited everyone to listen, question, and seek understanding this school year and to challenge themselves academically, socially, and emotionally.

Winter Weekend

The colorful and boisterous Winter Weekend tradition once again commenced in January, and Abbott Hall earned victory overall, with Prum/Guest and Clark Hall earning second and third places respectively. Abbott Hall’s victory was definitive, as they earned first place in multiple events, including the pep rally, college bowl, and scavenger hunt. Their *Lion King*-inspired theme was weaved creatively throughout the events and connected well to this year’s theme of curiosity, including in their witty and high-energy pep rally performance, which included the *Lion King* theme song and recreations of scenes from the movie. Prum/Guest also “buzzed” through the competition with their bumble bee theme of “BEE CURIOUS,” and they earned a strong second place in the pep rally and scavenger hunt. Clark Hall tried to defend their first-place victory from last year and were successful in winning first place in the airband competition; however, it was not enough to secure the top spot. As in year’s past, the competition was fierce, dorm pride and school spirit were strong, and lasting memories were made!



Connections Through Tradition

Each year Millbrook students participate in activities that foster connections to our campus and its natural resources, to each other, and to the core value that is being spotlighted that year.

This year's spotlight is curiosity, and IIIrd formers literally jumped right in and began exploring our campus! Wasting no time, they plunged chest-deep into the murky waters of the campus marsh during the first few days of school to explore the ecosystem and collect specimens for examination in the laboratory. They also hiked the campus nature trails and ascended into the canopy walkway to appreciate the beauty of their natural surroundings from a very unique perspective. The activities continued into the winter and spring seasons, with stargazing and a birding excursion.

IVth formers also partook in meaningful adventure, as they embarked on their annual trip to Camp Jewell in Colebrook, CT, during the first week of school. As Millbrook's IVth form grows considerably each year, the Camp Jewell tradition allows this mixed group of new and returning students to get to know each other through activities, small group work, and challenging physical activities including high ropes courses and a climbing wall.



Student Life

An Exclusive Screening of *Wonder*

Millbrook students, faculty, and staff enjoyed an exclusive screening of the much-anticipated film, *Wonder*, in November. As Millbrook's student experience is continually framed in the context of community, choosing to be kind to others is very relevant and central to the school culture. Students and faculty both reflected on the honest portrayal of meanness and the worthy goal of showing the importance and power of kindness.

Based on *The New York Times* bestseller, *Wonder* tells the incredibly inspiring story of August "Auggie" Pullman, a boy born with facial differences who enters a mainstream elementary school for the first time in fifth grade after being homeschooled. Auggie, played by the young Jacob Tremblay, gave the Millbrook community a glimpse into the consequences and severity of bullying from a child's perspective.

In preparation for the screening, Millbrook students read the book and wrote anonymous "kind notes" to each other, placing them in designated areas around campus. Students also pulled from the theme of positivity in the movie and compiled a list of motivational quotes and mantras.



COMMUNITY SERVICE

New technologies are integrated into Millbrook's longstanding tradition of service.

Service is a common thread shared by all Millbrook students since 1931—their contributions to activities directly impact and benefit the functioning of the entire campus community. Students also have a voice in creating new services while working with faculty to enhance the experience and impact of existing groups. Some services that have evolved in this way over recent years are those that incorporate newer technologies; these include the Technology, Website, and Environmental Council community service groups.

Technology

The technology community service provides technical support to students, faculty, and staff. They troubleshoot printing issues, help with computer repairs, ensure that electronics are being properly recycled, and more. When they are not busy with their day-to-day duties, they also test new technologies and brainstorm how technology can be more incorporated into campus for both fun and function.



creative, and up-to-date website and social media presence for the school. Students who participate film school events, create geo filters for Snapchat, and capture and create photo and video content on a daily basis.

With the addition of three television screens in the Mills Athletic Center this year, the website community service group is now tasked with generating creative ideas for ongoing content to display on those screens. As the school began live-streaming winter athletic events this year, live-streaming responsibilities might also become a dedicated responsibility for one or two members of this group, our campus storytellers.

Environmental Council

Millbrook was sustainable long before sustainability became cool. It is no surprise then that one of the school's community service offerings is the Environmental Council, which is a group of students and faculty tasked with promoting sustainability by integrating environmental stewardship into programs, policies, and activities on campus. The council recommends and implements projects that support the school's mission of stewardship of the natural world and goal of carbon neutrality, which includes energy efficiency and conservation, community awareness and involvement, and renewable energy initiatives.

Last year, the students created a video game. Taking the project one step further this year, students drafted a proposal and met with Dean of Students Dan Skoglund to discuss funding to create an arcade cabinet for their "homemade" video game and where the finished product might be installed for community use. In their own spare time, they've created a cabinet for the video game, and this has involved teamwork, time management, physical labor, and critical thinking. The project started because students were curious about how video games are made, and it came to life because of the group's shared desire to enhance the community experience—a true passion project!

The finished arcade, which will be a testament to the group's creativity and hard work, will be installed in the Barn this spring.

Website

The website community service was created to meet the modern-day demand for digital content. With so much good news to share, a community service was needed to help curate, write, and share that content online. At first, students were collecting game scores and highlights from coaches and posting them on the website. This community service has evolved greatly in the past several years, and the dedicated group of 4-5 students now assist the Communications Office in helping to maintain an effective,



One area of the group's focus this year was improving the school's energy dashboard, both in aesthetics and in visibility around campus. The energy dashboard is an interactive resource designed to promote sustainability initiatives on campus by providing real-time updates of energy usage on campus, tips and facts about energy conservation, and highlights of Millbrook's ongoing green efforts, including the 7-acre solar field, LEED certified buildings, and Climate Action Center at the Trevor Zoo. ♥

ATHLETICS:

Our Mustangs had impressive fall and winter seasons, and many teams competed at the championship level. It is an exciting time to be a Millbrook Mustang.

SQUASH:

One Weekend, Two New England Titles

Both the boys and girls varsity squash teams took first place in this year's New England Championship matches.

The boys traveled to Moses Brown School in Providence, RI, to compete in the New England Class B Championship. Sixteen schools were represented, and the Mustangs came out swinging, sweeping all seven matches in their first round of competition without dropping a game.

“Everyone contributed and played exceptional squash—I could not be prouder of this team,” said Head Boys Varsity Squash Coach Greg Reiss.





The girls varsity squash team also played with conquest and character throughout the weekend. In addition to winning the team event, Lizzie Carter '18 and Maggie McManus '18 were New England Champions in their respective flights, and Ena Cheng '18 and Emily Le '18 were flight finalists.

“We edged Buckingham Browne and Nichols 58-56 for the championship, so everyone had to play well and contribute,” said Head Girls Varsity Squash Coach Trip Powers. “I am so proud of how these girls competed this weekend and how they have supported each other throughout the entire season.”



Competing at the Highest Level

BOYS VARSITY SOCCER

Boys varsity soccer had an outstanding season, and after defeating Green Farms Academy and Concord Academy, they went on to play Hebron in the NEPSAC Class C championship game. The 6th seeded Mustangs fought hard and were proud to finish the season as the #2 team in New England.



Athletics

FOOTBALL

In just its second year, Millbrook's eight-man football team made huge strides and played for the championship title in the NE8 Football League. Millbrook ran a very successful football program until 1978 and was excited to bring the sport back as a fall interscholastic athletic offering for boys in the fall of 2016. Together with Gunnery, Pomfret, and Forman, Millbrook launched the new eight-player football league, which is a viable, long-term alternative to the game in its traditional form and a return to the roots of the sport in prep schools. After a very successful second season, Millbrook finished second to a strong Pomfret after defeating Gunnery and Forman and scoring a total of 226 points throughout the season.



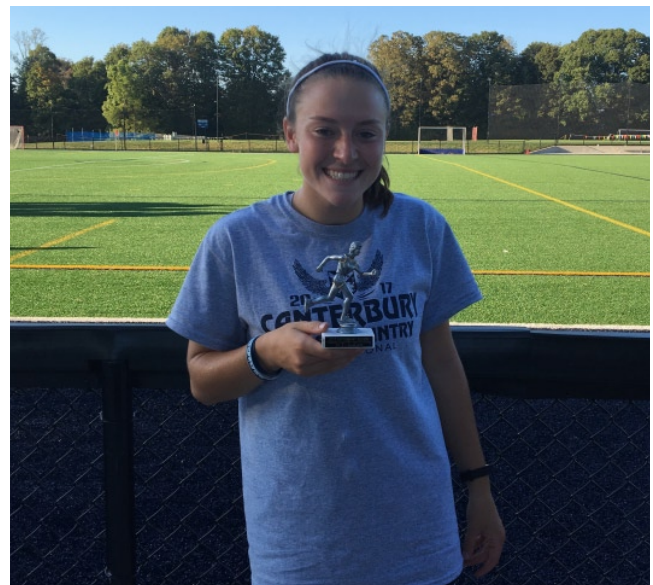
BOYS CROSS-COUNTRY

Boys cross-country opened their season by taking first place at the Canterbury Invitational, and they went on to earn victory against multiple teams including Gunnery, Salisbury, Canterbury, South Kent, and Forman. The Mustangs competed and placed high in the Division III Championships, taking 5th place overall, with Kazuki Unayama '18 earning 3rd place and Mateo Winogrand '19 earning 20th place, individually.



GIRLS CROSS-COUNTRY

The Mustangs had an impressive outing in their first race of the season, earning 5th place in the Canterbury Invitational. They went on to defeat Berkshire, Gunnery, and Forman during the season and competed in the Division III Championships.



GIRLS VARSITY SOCCER

Girls varsity soccer finished their season with an overall record of 8-4-3, earning second place in the WWNEPSSA Class C league. Six of their eight wins were shutouts, as they kept Berkshire, Gunnery, Kent, King School, Cheshire Academy, and Miss Hall's from getting onto the scoreboard.



BOYS VARSITY HOCKEY

Boys varsity hockey finished the regular season on an 8-2 run, earning their bid to the NEPSAC Small School Quarterfinals. The 5th seeded Mustangs competed against the 4th seeded New Hampton School, and while they came away with a loss, Head Boys Varsity Hockey Coach Vinnie Sorrieto '96 had this to say about the game, "As usual, the group battled right to the final whistle. I am very proud of what the team accomplished this season."



#STANGSINCOLLEGE

We celebrated our Mustangs who signed letters of intent this fall to join collegiate athletic teams in three different sports:



• JonJon Conahan '18, Baseball, Penn State (Division I)



• Quinn Mimnaugh '18, Baseball, Wagner College (Division I)



• Kasai Brown '18, Basketball, Saint Michael's College (Division II)



• Zach Taylor '18, Lacrosse, St. Bonaventure (Division I)



• Nick Brode '18, Lacrosse, Quinnipiac (Division I)

Faculty in New Roles

It is exciting whenever Millbrook faculty take on new or larger roles within the community. As the school's programs and needs continually evolve, Millbrook looks towards its talented faculty to lead the way forward.

HEATHER BERGSTEDT

Community Service Coordinator

It is no small feat to make sure all Millbrook students are placed in a community service that matches their interests or passions, but that is exactly what Heather tried to do in her first year as the director of Millbrook's community service program. Over the summer Heather diligently went through each student's preferences and worked to fill each service with those students who wanted to be involved. The result is a thriving community service program, filled with engaged students, that plays a vital role in the development of our students.

While she relishes her time teaching math, Heather also enjoys leading a program that supports the community. She sees value in the jobs that sustain the community and help the

day-to-day function of a like-minded group of educators, students, parents, and friends. Millbrook's service program does just that—making life in the Millbrook community easier or better for someone else. That work has to be meaningful, and there needs to be buy-in from the students—that is the philosophy behind Heather's approach and what makes Millbrook's community service program sustainable.

As the program continues to evolve to meet the needs of the school, she sees services broadening rather than changing in any considerable way. In recent years students have made suggestions for new service groups as they have seen the needs of the community change. Student-directed service groups that are now a reality include Dog-walking (for faculty pets), Child Care (helping fill gaps for busy boarding school faculty), and Literacy Connections (volunteering with a local literacy support group). Though each of these is different, at their core they provide a meaningful service to improve the lives and experiences of all members of the Millbrook community. Heather is energized when she sees students engaging in a worthwhile service about which they are passionate, and she will continue to work with students so that they get the most out of this traditional and essential part of a Millbrook education.



BRIAN KRAUSS

Director of Athletics

As the assistant athletic director working under Ed Allen, Brian's nickname was Dr. Details. He managed the daily schedule in the Mills Athletic Center and all of the teams that play and practice within and on the fields outside. Buses, food, and all of the behind the scenes logistics also fell under Brian's domain. After Ed Allen's tragic passing, Brian was the steady hand that helped guide the athletic program with Millbrook's incoming athletic director, Billy Thom. This year, Brian stepped easily into the director of athletics role with his eye on the bigger picture and the future of Millbrook athletics.

Since Brian moved to campus with his wife, Sara (Millbrook class of '95), five years ago, he has developed an intimate understanding of Millbrook's culture and how athletics both fits within and helps to drive school dynamics. This awareness, along with his passion for sports and coaching, have led Brian to implement tangible procedures and programs to continually improve all of our athletic programs.



Brian is using a new evaluation process across all teams to formally observe coaches and provide them with feedback. He is also bringing coaches together regularly to discuss recruitment and player communication, how to promote self-confidence in young athletes, and ultimately how to meet specific goals of each program. Looking forward, it is clear that Dr. Details has a plan in place to continue the growth of all of Millbrook's athletic teams, to hit program goals, and to win championships.

SAM GOODWIN

English Department Chair

Having just completed her 8th year teaching English at Millbrook, the summer of 2017 was rather consequential for Sam (Tarnasky) Goodwin. She married fellow Millbrook faculty member Jason Goodwin and shortly thereafter stepped into the role of English Department chair. In her first year leading the department, she has been eager to help shape new ways her colleagues can inspire students' success in the classroom.



Faculty

Sam and her team have focused this year on continually evaluating and improving the defined learning goals for each grade level and determining which content will best support these goals.

In the IIIrd and IVth forms students identify elements within a piece of literature that support their interpretation of the text and discuss how that might compare to the authors' intentions. Sam and her team have discussed ways to help our younger students improve their writing by practicing use of transitional phrases. Recent studies have shown that when students can use phrases that begin with "therefore," "however," or "because," for example, they can better identify the relationship between one idea and another in their writing and support their arguments. It's a simple skill that can make a big difference in a finished piece of writing.

By the Vth form, students are using strategies to analyze multiple texts and make connections between them. Those strategies carry through into the VIth form as students continue to improve their critical reading and analytical writing skills while exploring major themes through varied genres in contemporary literature. Looking ahead to the coming school year, Sam and her English colleagues will introduce semester-long electives to the VIth form, and in these electives students will explore memoir and personal writing, write both fiction and poetry, and try a different approach to creative writing. The "un-essay" will be a nontraditional representation of a student's comprehension of the deeper themes within a text, and that might be an inspiring piece of art or prose.

Millbrook remains committed to creating lifelong learners, and Sam will continue to look at ways to improve upon an already solid framework.

CAITLIN SORRIENTO

Academic Center Director

Caitlin came to Millbrook with her husband, Vinnie (Millbrook '96), in the fall of 2007. While caring for their growing family, Caitlin took on roles at Millbrook as time allowed; this included tutoring students and coaching both lacrosse and soccer. By the fall of 2015, Caitlin was ready for a larger time commitment during the academic day, and she became co-director of the Colhoun Academic Center, working closely with co-director Joan Duggan to provide excellent support to students in specific subject areas and in standardized test preparation. Having just earned her master's degree in educational psychology from Marist College,



and with all four of her children in school full time, Caitlin was ready to assume the role of director of the academic center at the start of this school year.

As the director, one of Caitlin's primary goals is to ensure that the academic center is appropriately integrated into Millbrook's academic support program. This includes promoting clear and constant communications between the center, faculty, and department chairs, working hand in hand with the academic deans, and meeting regularly with the academic committee. The academic center's tutors are another cog in the wheel of student support options, working in conjunction with Student Tutors, an extra help period that is built into the class schedule, and a new "H-block" (an additional extra help period that meets in the evenings).

With a team consisting of six talented members, each with specializations in specific content areas, Caitlin is very satisfied with the academic support services they are offering. She and the other tutors are focused on making sure students are learning more than just the immediate material they need to complete an assignment; students are walking away with a better grasp on time management and organization and how to properly approach all assignments. Ultimately, Caitlin is crafting the perfect set of tools that will help Millbrook students be their best selves in college and beyond.

LEIGHANN KOWALSKY

Activities and RIS²C Program Director

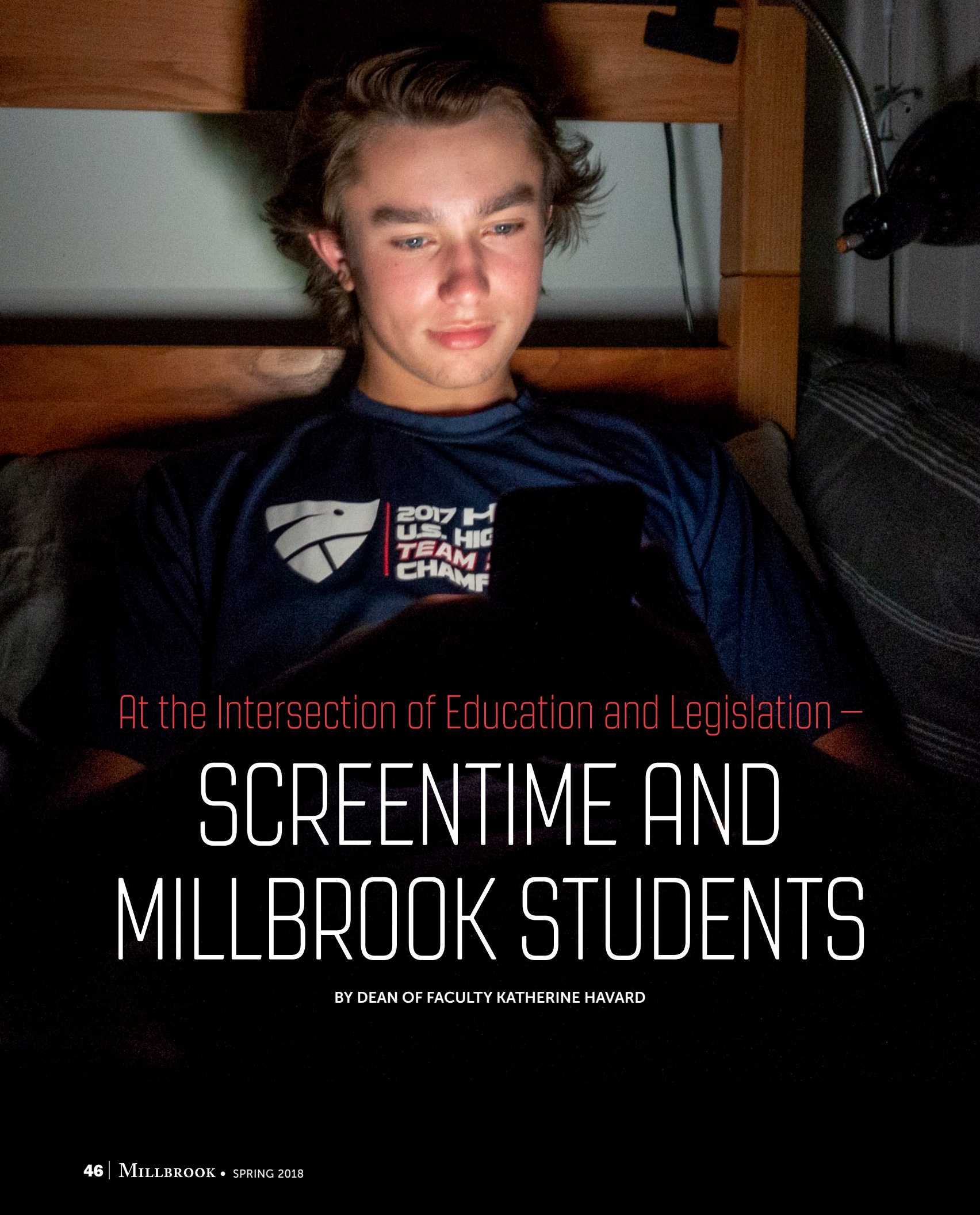
Getting Millbrook students active and engaged is something Leighann is really good at. When she arrived at Millbrook in 2012, she helped students navigate the world of dance as a guest teacher; by 2013 she was on campus regularly, running Millbrook's dance program, teaching class, and recruiting students to join the extracurricular dance program. While her lead role in dance continues, this year Leighann is residing on campus and wearing a couple of new hats. As director of activities she is keeping all of the students, and the better part of the Millbrook community, active and engaged. She is also the brains behind the redesigned Intersession program now called RIS²C.

Leighann's familiarity with the Millbrook's student-driven culture has allowed her to hit the ground running as the director of activities. From "Grammies in your Jammies" parties when the Grammy Awards are on, to Olympic-themed sledding, to a stress-busting weekend right before exams, she is leading the effort, along with her student cohorts, to meet kids

where they're at in their own energy and culture. She actively gathers ideas from students and brings those ideas to life, making sure the "in-between" moments of a Millbrook student's experience are enjoyable and memorable.

It was also important to Leighann that the new RIS²C program fell in line with our student-driven culture, so she allowed students' interests to guide topics and programs while she managed the details and logistics. What resulted was a cohesive week of programming in which groups of students and faculty in fifteen different think tank groups problem solved and tackled ideas big and small. What is the relationship between stress and sleep, and how can we better manage both? What does a scooter-share program at Millbrook look like? How can students help fight global reef bleaching? And so much more. Six other groups traveled off campus to either volunteer with service-oriented non-profits or to explore the high peaks of the Adirondacks or the White Mountains of New Hampshire. RIS²C was a definitive success, and Leighann is encouraged by feedback confirming that a student-driven, week-long, alternative academic program that embodies all of Millbrook's core values is logistically, intrinsically, and programmatically possible. ♥





At the Intersection of Education and Legislation —

SCREENTIME AND MILLBROOK STUDENTS

BY DEAN OF FACULTY KATHERINE HAVARD

This past January, Vith formers in Lindsay Peterson’s Immigration and Migration history elective were in the middle of their long block, studying the history of temporary protected status for immigrants in the U.S. Having listened to that morning’s podcast about the announced end of temporary protected status for El Salvadorans, Academic Dean Jarratt Clarke quickly texted Lindsay, and soon the entire Immigration class was gathered around laptops, devouring articles from the *Times* and other papers about the announcement and sharing what they were finding.

One student gasped aloud after reading a quotation, with no explanation, from a source she recognized as a documented hate group. (The class had recently spent a period vetting and evaluating sources.) Several students joined forces with Peterson to write a letter to the *Times* editor and submitted it during class. While it was not published, the students experienced civic responsibility while engaging in a national conversation in real time.

Laptops, hand-held technology, and access to the internet allow teachers and learners to explore relevant topics and sources in exciting ways. As teachers, these tools require us to be disciplined, nimble, and willing to give over control to the students in ways that push us to improve our craft. Plus, tech can make the classroom spontaneous and heady—a rush of dopamine with every new discovery. But while the faculty at Millbrook has embraced technology as a useful teaching tool, a different kind of technology-induced dopamine rush has occupied our conversations this school year, as similar conversations are taking place among parents, teachers, and students across the country. Smartphones.

Social media sites. Our students are spending more and more of their discretionary time on their phones and in front of screens. Between classes, on walkways, hanging out in dorm common rooms or in the barn, lying in bed before they go to sleep and the moment they wake up—out come the phones.

Some of our students recognize that their frequent use impacts their moods, behavior, and relationships in negative ways. “I wish we didn’t grow up with these things; I wish it were different,” one Vith former confided to me recently. Others say they feel no impact. Over the past year and a half, Millbrook faculty have studied and discussed much of the current research linking increased screen and social media use among adolescents to higher stress and social anxiety, lack of sleep, attention difficulties, decreased capacity for empathy, and depression. (See Jean Twenge’s article in the *Atlantic Monthly*, September 2017, “Have Smartphones Destroyed a Generation?” for an overview.) As parents across the country wrestle with how to restrict use and by how much, the faculty at Millbrook is moving forward with both education and legislation. “Millbrook is a boarding school. Our residential nature is what differentiates us, and that puts us in a unique position to teach students how





to navigate technology in their lives in a healthy way,” points out Dan Skoglund, our dean of students and a leader in these efforts. Recognizing that smartphone technology is here to stay, we are obliged to raise student self-awareness about their phone and social media use and to build their capacity for self-regulation.

This is a newer challenge for us. Millbrook was cell phone-free for a long time while many of our peer schools were dealing with student reliance on them. As recent alums and their parents know, the school’s bucolic surroundings are mostly

cell tower free, and cell coverage didn’t exist at Millbrook throughout the 2000’s. Many bemoan the fact that it is still absent on much of campus. Cell phone calls, social media posts, and messaging were mostly relegated to trips on away-game buses. On campus, students needed to find one another to walk to meals, and more important, they needed to talk through issues face-to-face.

While cell signals remain spotty today, Wi-Fi coverage has become ubiquitous on the central campus and is an expectation of daily life and - in many students’

minds - a necessity. When the headmaster announces a free day, the first email I get is: “Can the Wi-Fi stay on later?” (It is turned off at 11 p.m. on weeknights for under formers and at midnight for V1th formers. The answer is “No.”) A recent power-outage on campus left Case Hall without lights and heat, and when the boys discussed where to settle in for the evening (the barn, dining hall, and athletic center all have generators), their first priority was “Where can we get good Wi-Fi?” Wi-Fi allows our students to work productively via the school’s web portal and the internet, and they are getting online to review and submit homework assignments and research internet sources. However, Wi-Fi also provides their connection to social media, messaging apps, video downloads, online shopping, and much more, and these distractions are incredibly alluring.

While we have ways of limiting what students can connect to via Wi-Fi and when, phones are an increasing distraction. In class, teachers expect students to silence their phones and put them away, place them in shoe bags on the backs of classroom doors, or in baskets at the front of the room. A number of us now place those baskets outside the door, as we have found the mere presence of phones in the classroom distracts their owners from being present and fully engaged.

Our efforts to educate our students about the impacts of their screen time began in earnest last year, with a visit from Dr. JoAnn Deak, a leading expert in adolescent brain development and its implications for learning. Dr. Deak presented to faculty and students about the myth of multi-tasking. Like many of us, teenagers enjoy the neurochemical reaction associated with feeling connected, having multiple screens open and managing many tasks at once while studying. Deak showed them the documented loss of efficiency and

lack of substantive accomplishment that happens when one's brain is being asked to do more than one thing at a time, and how particularly problematic this practice is for the developing adolescent brain as it actively forms, stretches, and pares neural pathways. Deak also emphasized the crucial importance of sleep in adequate brain development and function, and she showed students current research about how screen use before bed makes it more difficult to fall asleep and to sleep deeply and restoratively.

Armed with this research, Samantha Goodwin, dorm head of Clark Hall, our dorm for IIIrd form girls, approached her charges with a proposition. They would turn in their phones every night for study hall. In exchange, they would have permission to move about and study in different places in the dorm—also cited by Deak as conducive to productive study. As an added incentive, girls who agreed to turn in their phones for the night to a charging station in the dorm common room, would earn points towards a trip to a local ice cream shop at year's end. They were loaned old-fashioned alarm clocks to wake themselves up. The experiment was a success. Sam and the dorm leaders found that students became habituated to turning in their phones during study hall. The girls reported getting their homework done more efficiently, and dorm parents had few to no requests for late lights, a noticeable change. Additionally, the handful of girls who chose to turn in their phones overnight said they noticed a difference in the quality of their sleep, and they especially liked how light and stress-free they felt walking to breakfast without having spent the first fifteen minutes of their waking hours surfing social media posts from the night before.

This year, with the leadership of Dan Skoglund and Vinnie Sorriento, director of residential life, we've extended this

approach to all IIIrd and IVth formers across the school. This winter in West Hall, I watched the IVth formers wander into the common room from all corners of the dorm around 7:50 p.m., place their phones in the shoe bag pockets labeled with their names, and check in for study hall. Dorm leaders tracked down a few stragglers, but this practice is clearly part of the dorm routine. When girls left West for the library, tutoring, etc., a few glanced at their phones and asked if they could take them, but when the answer was a firm “no,” they were on their way. A recent survey of the student body revealed that over 60% of the IIIrd and IVth formers believe that the policy has either definitely or “somewhat” helped their productivity during study hall. Interestingly, Vth and

Vth formers who are unaffected by the policy were less supportive of it in the survey, and their commentary was more vehement, calling it “micromanaging” and “oppressive and unreasonable.” Since our goal is self-regulation, to help students make the right choices for themselves once they have those choices, we will be watching closely at how well our current IVth formers self-monitor next year.

On the sleep front, however, only about 8% of our students report leaving their phones out of their rooms or away from their beds overnight. Most sleep with their phones directly next to their heads, and in response to a question about whether they feel they sleep better without them, 22% of under formers and 30% of upper formers answered that they didn't know



because they haven't had—or can't recall—the experience of ever sleeping without their phones in their rooms! Yet lack of sleep is clearly an area of deep interest and concern for our students.

Sleep and stress studies have been undertaken as part of our Independent Research in Science program for the past two years, and the lack of adequate sleep that students reported was troubling. As part of our recent RIS²C program, students posed questions and then selected from the slate of proposed design challenges to examine during a four-day, solution-oriented “Think Tank.” The most popular challenge, resulting in three separate Think Tanks groups, was: “How can Millbrook students manage their stress and increase their sleep?” (The other challenge of equal interest was: “What are the psychological impacts of our social media use, and what can we do about them?”) Interestingly, the stress and sleep Think Tank members listened to a presentation about the connection between screens and lack of adequate sleep and watched a documentary that connected social media use to stress, but when they designed proposals to address their challenge, they offered a revamped academic schedule with a later start time and proposed that the Wi-Fi actually stay on LATER. Of course they did! That's what adolescents do, right?

In-fact, we think adolescent sleep-deprivation is serious business, and a later start time is on the table as we begin a process to revamp Millbrook's schedule. But is the call for more screen time just a symbolic demand, the privilege du jour? Or are our young people addicted, simply unable to regulate their own use without guidelines? The challenge for us as adults—teachers and parents alike—is to provide those guidelines and to model that self-regulation.

This summer, Millbrook's faculty read *Irresistible*, Adam Alter's book about the properties of addictiveness embedded in technology, particularly video games and social media sites. Among other things, the book takes readers under the hood of the development of social media apps like Instagram and Snapchat and the brilliantly addictive “inconsistent feedback” model that keeps users of these apps checking for “likes” hundreds of times a day. Many of us see the amount of attention and worry our advisees expend on how many friends liked or didn't like their posts. We are seeing increasing numbers of the behavioral issues and disciplinary incidents our faculty addresses stemming from hurtful social media posts, often to and from students on our campus who post things online they

would not say face to face. Because our students continue to own the culture at Millbrook, these posts usually come to our attention because of the students' care for one another and the community. However, social media seems to be contributing to an acute level of social anxiety that many of our students carry around with them, and that we see manifesting itself in sometimes debilitating ways.

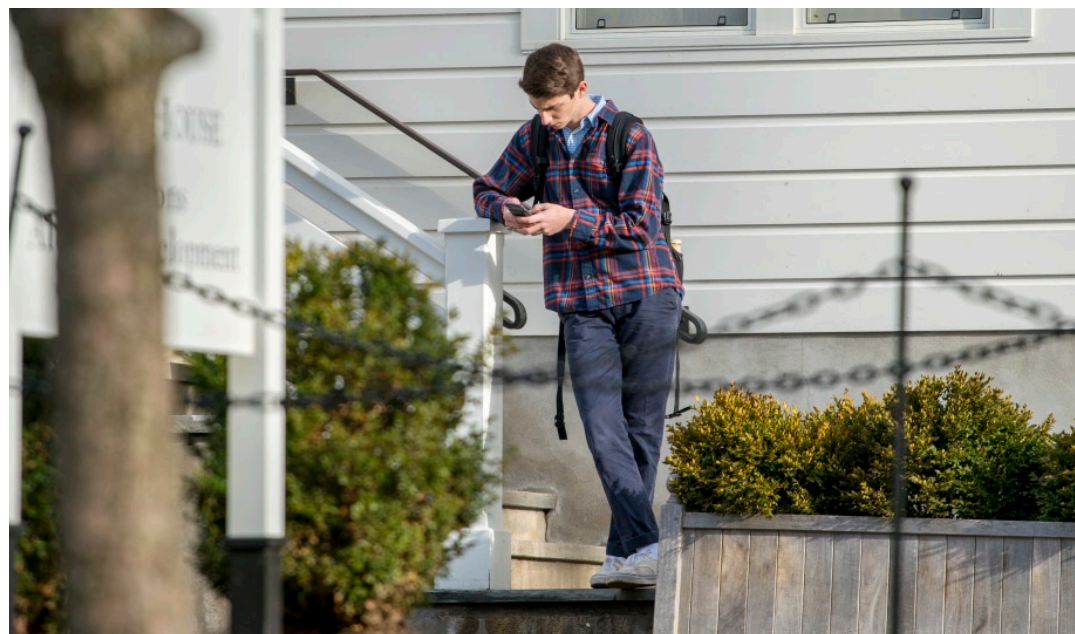
Our human development curriculum has always addressed friendship, and we have added a unit about the pressures social media presents. The peer counselors and adults who facilitate those conversations—device free—find that students have tons of experiences and reflections to share. Michelle Arndt, a facilitator of the human development



curriculum with both the IIIrd and IVth formers, is working to help her advisees put their insights into practice. Her advisees try going “phone free” for longer and longer periods of time and check in about how they feel. Michelle recently shared a poignant anecdote about her advisee’s genuine anxiety that without her phone she wouldn’t be able to find anyone to go to lunch with.

Another faculty summer read, one I found especially compelling, was Sherry Turkel’s *Reclaiming Conversation: The Power of Talk in a Digital Age*. Turkel argues powerfully that technology is interfering with young peoples’ capacity for solitude, as well as their appetite for extended face-to-face conversation, both of which are crucial activities in the development of empathy. “We have convinced ourselves that surfing the web is the same as daydreaming, that it provides the same space for self-reflection. It doesn’t,” Turkel says. Millbrook’s lovely paths where students walk between classes provide the setting, but our relentless schedule coupled with the easy pull of technology makes detaching difficult. A thoughtful senior—a poet who seeks wild spaces whenever possible—told me recently that after a day of classes, sitting in the dorm common room for thirty minutes, losing herself in mindless surfing on her phone, is a comfort to which she regularly resorts.

Turkel further posits that digital conversations give us “the illusion of friendship without the demands of intimacy.” Those demands, including patient listening, staying in the moment, responding to facial cues, and leaning into discomfort, can be avoided when conversations are had online rather than face to face. Everything about Millbrook—our size, our chapel talks and seated meals, our advising program, our



intentional residential life curriculum, and our student- centered classrooms—promote and practice deep listening and face to face conversation, which is the antidote to the kind of stress-filled disconnectedness that researchers like Turkel and Twenge describe in young people. Yet are these things enough to counter the pull of screens? The faculty believes we need to do more.

At present, teachers and student leaders are discussing tech-free spaces on campus and email-free hours each week as important next steps (the latter is perhaps more crucial for the adults than for students). In September 2018 we plan to start the year with the understanding that all assemblies, whether in the chapel or the theater, are to be device-free, and the prefects, faculty, and other student leaders will be prepared to enforce in order to create that culture. Students currently rely on their phones when making announcements, and the faculty hopes that enforcing device-free spaces will improve public speaking and help

students be fully-present listeners. The dining hall is another space under discussion, and Headmaster Drew Casertano raises regular community concerns about walking across campus while looking at screens. He has charged students and faculty to make eye contact, to step off the pathway and stop if we absolutely must answer a text or email, and to confront one another when we see each other walking with heads in screens.

The recent March for Our Lives—which included a Millbrook-student-organized march to the chapel and letter-writing campaign—shows us how this generation has harnessed the tremendous power of social media to organize locally and globally, to be part of—and even to direct—the national conversation. Our role as educators must be to help students embrace that power, while honing their appetite, their empathy, and their patience, for the substantive conversations that evolve from it and the hope that it will bring their lives meaning and purpose. ♥

TECHNOLOGY



ENHANCING THE EDUCATIONAL EXPERIENCE

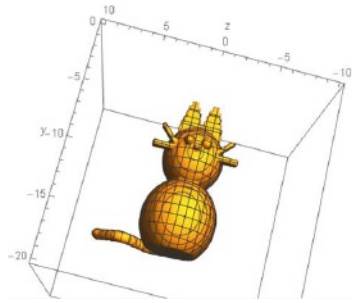




TRANSFORMING MATHEMATICAL EQUATIONS INTO 3-DIMENSIONAL OBJECTS

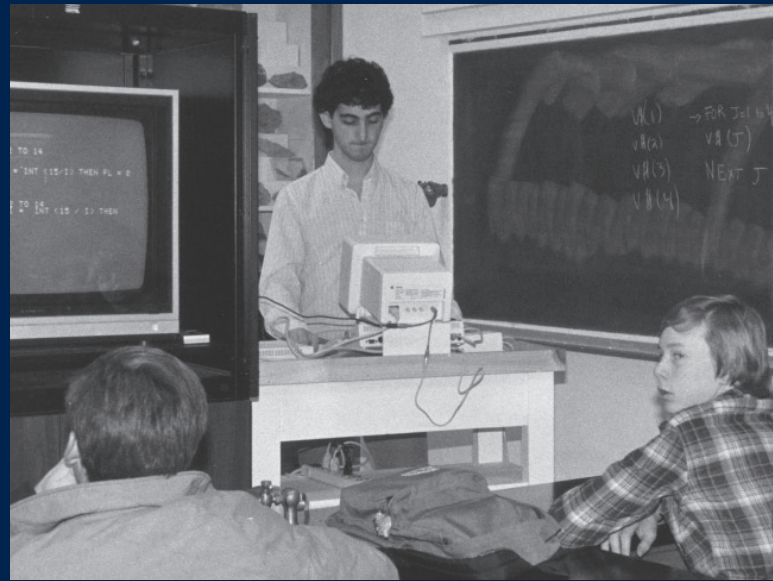
Students in Mr. Feitelson's Algebra II Honors class regularly graph equations, and they come to understand how an expression like " $y < -2x - 4$ " might look when plotted on a two-dimensional chart. Using Mathematica, an online program by educational software developer Wolfram, they take equations into the z-dimension, computing and manipulating 3D graphics in order to print their individual mathematical creations.

Students progress on Mathematica by making cubes and other shapes within particular numerical limits on the x, y, and z axes. Vocabulary informs the process, as specific syntax defines how students join multiple equations to create stacked shapes and, ultimately, their own three-dimensional objects. The program allows each student to visually rotate his/her creation on the screen and immediately see results of any changes within equations. One tiny mistake in an equation or syntax will throw off a design, and students have to figure out why.



Designs are only limited by the students' imaginations...and their knowledge of equations. In Algebra II they have studied lines, parabolas, and circles; in pre-calculus and calculus students are applying equations that include polynomials and sin curves. A desire to modify shapes to add more detail creates a demand to learn more, and it requires persistence. Mr. Feitelson admits, "It's easy to give up and not get the details right if you don't have that persistence. And that's life. One of the goals is to live logically and persist. Will all of these kids have to write code using mathematical equations in the future? No. But there will be a problem they will need to solve, and they'll have to draw on certain resources. What do they do if they encounter a problem? They are learning strategies to draw on."

Once their designs are finalized, students generate a print file containing their code, and Mr. Feitelson manages the time-consuming part of printing the 3D objects on the school's MakerBot. A 24-millimeter piece will print out in about an hour in 133 layers of plastic filament. Having seen only the code and no preview of the object, he enjoys a surprise every time he prints.



Todd Feitelson has been teaching math and integrating technology in his classes at Millbrook for decades.

"How cool would it have been to have a 3D printer when my kids were little? We would have created all our own game pieces, and no one else would have had anything like them! Our kids could have brought their own unique game pieces wherever they went."





INSIDE A FLIPPED CLASSROOM

In a more traditional classroom model, teachers present a lesson and students practice the lesson in a homework assignment.

The flipped classroom model inverts the lesson and practice time—students review a lesson independently on their own time, and classroom time is then devoted to applying their knowledge and reviewing questions. Many college STEM classes are using the flipped classroom

model with great success. When Millbrook math teacher Jason Goodwin found the experience to be particularly beneficial in his applied data analysis class at Wesleyan (where he is working on a master's degree), he decided to bring the flipped classroom to his AP Statistics class.



After introducing a topic generally in class, Jason pushes a prepared video lesson to YouTube. He adds the video link to his online class page, and students watch it for homework. The video includes Jason's own notes on the topic and annotations that he makes in real time as he demonstrates how to solve a particular problem. Students take notes, and in class the next day, practice problems allow them to ask questions as they refine their new skills and apply broader knowledge of new statistics terminology. The benefits are many. Students can pause and rewind to get further clarification while taking notes. Videos and the notes therein are always available for students to review from the online class portal, and their teacher is available to answer questions as they practice solving problems. Students have expressed that they prefer listening to or watching a lesson rather than reading through a textbook or reading notes, and that they learn more readily this way. AP Statistics student Gabriel Diaz shares his thoughts: "The flipped classroom works so well. When you're actually doing the work in class, you have the ability to ask as many questions as possible. It really eliminates the frustration that can come with solving homework problems on your own."

Students love the examples that Jason includes and the brevity of each video lesson. "In the beginning I was trying to explain every little thing in each video. Now, I share just what they need to know in 10-15 minutes. With time to pause and rewind, my students might spend about 30 minutes on each video lesson."

While the flipped classroom is not appropriate for every class or every level, Jason is already thinking about how to apply the idea to some lessons in algebra and geometry, and other teachers, particularly at honors and AP level, are considering the same.



LEARNING LANGUAGE MORE EFFICIENTLY

Because of the incredible variety of online tools available to students today, how students learn a new language has changed dramatically over the past decade. Millbrook's Mandarin students regularly use a variety of online tools and practice apps to complete homework or practice their language skills:

- **DUOLINGO** is a free online program that allows each student to work at their own pace as they answer questions and identify words through a hierarchy of skill levels.
 - **SCRITTER** is helpful in practicing difficult Chinese characters. As students draw on their cell phone using their fingers, the app checks for right stroke order before it speaks the word aloud with the correct pronunciation. Flipping the character over like a flashcard, they can also check the English translation and further build their vocabulary.
 - **FLIPGRID** lets students record themselves answering a question that was posed in class. In a quick 5-10 minutes it provides another opportunity to speak in Mandarin, and the class teacher is able to monitor their progress and provide feedback on their pronunciation.
- A wide range of technology tools also balances how students learn in the classroom. Online software offers opportunity to play games like the two listed below, and friendly competition has been beneficial to learning.
- **QUIZLET** makes for a fun vocabulary game in class. Looking at online flashcards, they connect the meaning of the word as quickly as possible and race to finish first.
 - **KAHOOTS** allows for multiple choice quizzes based on a current dialogue they've reviewed in Mandarin. The program checks their understanding and ability to read characters while playing super quirky music that the students love, all within a quick time limit.

Says Mandarin teacher Susan Beattie, "I'm so envious of my students' experience learning Mandarin today. To look up a single word in a Chinese paper dictionary took me up to 5 minutes. Now, students can easily look up a Chinese word online, click a button to see the stroke order for the character, and click another button to hear the pronunciation of the word. Outside of the classroom, students can easily access a wide variety of apps that are fun to use, portable, and keep track of their progress. Kids can squeeze in a bit of practice whenever they have even just a few minutes, and they're really able to learn a language so much faster than ever before."



DESIGN THINKING

A newly revamped science elective, Design Thinking is a semester-long course in which students learn the C programming language and complete 15 Arduino projects from January through May. Arduino kits—first introduced in Italy in 2005 and now wildly popular across the world—allow students to create working prototypes connecting the physical world to the digital world.

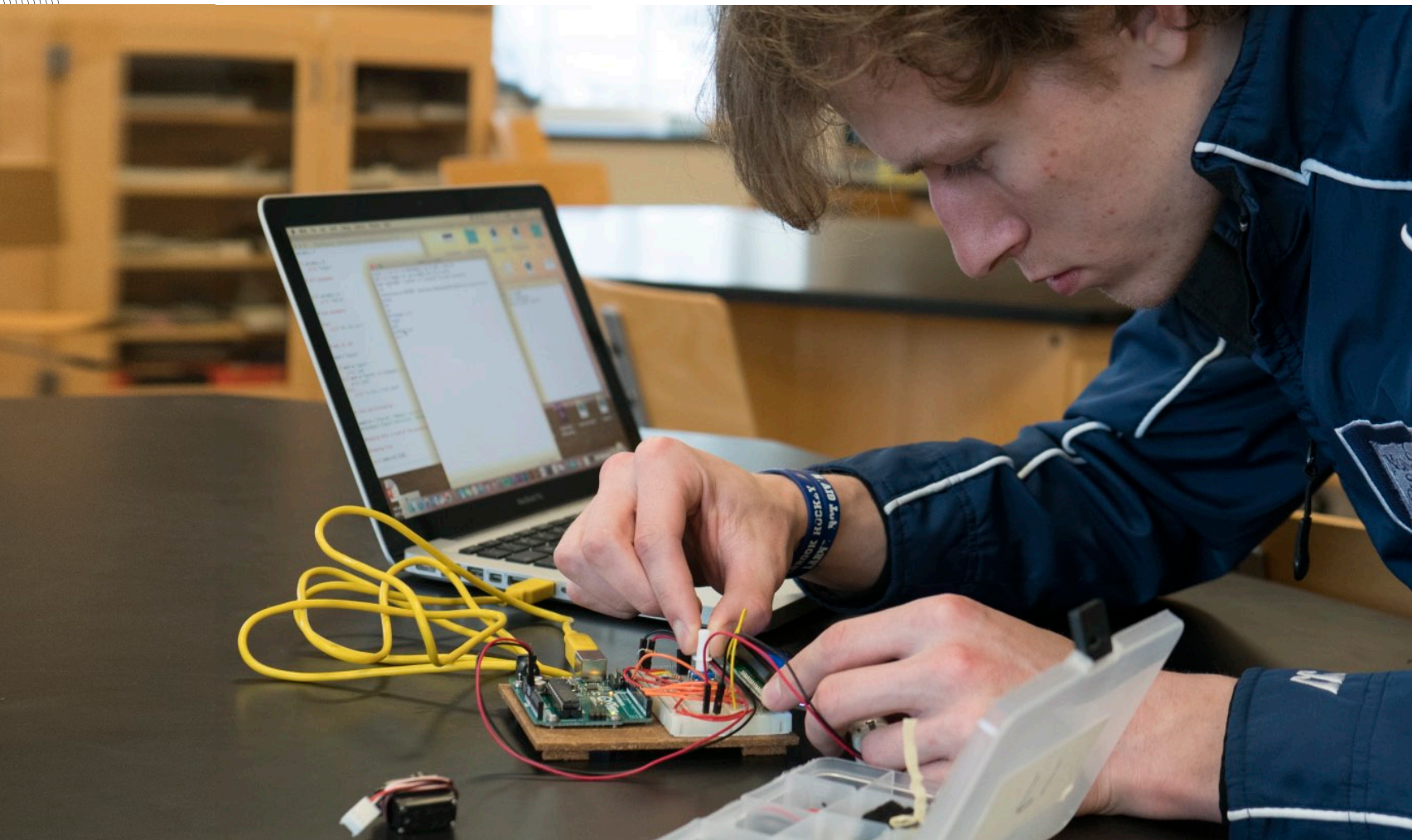
Each student uses his/her own kit to build board designs using a variety of microprocessors and controllers. The boards are equipped with sets of digital and analog input/output pins that may be interfaced to other boards and circuits, and the microcontrollers are programmed using C code.

Students work independently at their own pace to complete working circuits and demonstrate an understanding of the code driving the mechanics. Each kit includes everything they need—light-emitting diodes, transistors, speakers, switches, integrated circuits, and other electronic components—to complete all 15 projects. Once they build their circuits, students download a pre-written code to the microprocessor, and run the program. If the resulting action is not accurate or doesn't work at all, it's back to the

drawing board to check connections or syntax in the code. Teacher Dr. Jeff Lacosse encourages students to manipulate the code to see what will happen when they use different sequences or parameters.

Beginning with a primer in C, the most widely used compile language, students dive into the first simple projects that involve turning on lights, controlling a motor, and moving a lever. Projects build in complexity over the semester and end with creative team designs. Working in pairs, students build a design that solves a “problem” of their choice—making a mechanical arm play and win an online game, broadcasting weather information on a small display, or any other creative idea.

While Design Thinking has been offered at Millbrook before, this is the first year that students are actively using coding, their understanding of mechanical principles, and Arduino kits to design and build a solution to a problem. Dr. Lacosse plans to continue to develop this curriculum and offer even more opportunities for learning coding and its applications: “At a STEM Leaders workshop I attended two years ago, the big push was to get more students involved in coding and using coding to control devices. Industry experts have said that within 20 years many jobs will be automated, and this is the beginning of automation. If they can do this, they are on their way to learning how to automate something much larger.”





ENGINEERING TEAM

Led by science teacher Dr. Jeff Lacosse, a new athletic alternative offered for the first time this past winter, the team evolved from a former club and the great interest of many students who wanted more dedicated time to build intricate projects including competition robots and rockets.

Third formers Cady Sheng and Justin DeFour were the lead engineers on Millbrook's competition rocket, designed to fly two chicken eggs as close to 800 feet in the air as possible while being aloft for 41-43 seconds. The rocket had to meet certain standards including minimum diameter, minimum length, and maximum mass; the lighter the rocket, the better, especially in windy weather conditions, so their design used commercial paper tubes and thin basswood for the body construction and high gloss paint to reduce friction. A Chinese dragon emerging from water and waves graced the exterior—a design conceived and executed by Cady.

Assisting Cady and Justin were Fenway Powers '21 and Andy Qiu '21, and this team performed extremely well in the 2018 Team America Rocketry Challenge. After testing their rocket multiple times on Millbrook's upper fields, they performed

their three qualifying flights at the end of March and earned the 11th spot on the alternate finalist list, beating out 740 other teams competing nationally.

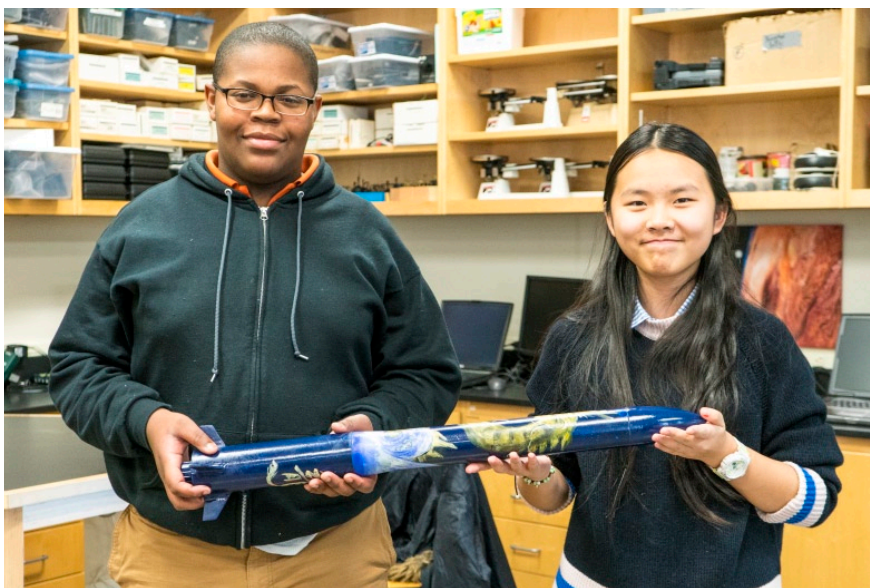
Other members of the Engineering Team focused on building a robot with a scissor-lift and a grip to compete for the first time in a local robotics competition at The Harvey School in Katonah, NY. The robot was constructed to be able to lift a number of cones within a specified grid and to place those cones on both mobile and elevated goals within that space. During the first 15 seconds of the competition, the robot is pre-programmed to move independently, and during the remaining 90-seconds, members of the engineering team manipulate the robot to pick up and stack as many cones as possible.

Using a Vex robotics kit, the team started building in early January, spending six weeks to construct and program the



robot. Motors, microprocessors, levers, controllers and nearly 1,000 pieces came together after testing iterations of various engineering designs. The team worked out inefficiencies, and the last bolt was tightened on Millbrook's robot, "Mustang," just the day before the competition commenced on February 17th.

Matching up against seven other schools, team "Mustang," didn't muster enough points to qualify for the New York State Finals Tournament, but the first-time experience energized our students, who already look forward to the next competition. Says Vth former Chris Wedd of his experience, "You learn practical skills, but it's fun. It's really cool bouncing ideas off of each other and figuring out how to make it work." Dr. Lacosse adds, "And most importantly, it's easier said than done. They'll be much better planners the next time and each time in the future. Multiply the time they think it's going to take by six—that's the rule of thumb in engineering, and this group has definitely learned this." ♥



TECHNOLOGY



ALUMNI ACROSS TECHNOLOGY SPACES

Whether you're a technophile, a technophobe, or simply technology illiterate, your life today is more integrated with technology than ever before. For better or for worse is the debate that is swelling—in the media, in the workplace, in homes, and in schools. But there is no denying that technology has allowed for vast improvements across industries, and the tech landscape will only continue to evolve precipitously.

Today's technology provides us with new capabilities and efficiencies—like instant responses to customer questions or inspections of critical infrastructure with drones. It makes us adaptable—as in the development of cost-effective and self-sustaining clean energy sources or virtual reality that allows a surgeon to practice a new skill before operating on a patient. It makes us believe in possibilities—like living on Moon Base Alpha or driving a flying car. It is changing the way we see the world and how we communicate with those near us and those who live thousands of miles away from us. Big data, artificial intelligence, automation, cloud computing, social media, smartphones, tablets, apps, and computers as small as a grain of salt—these are changing the world we live in.

Technology has also opened doors to a plethora of new professional opportunities. It has changed the scope and requirements of more traditional jobs, and tech skills that are changing the workplace are becoming increasingly important, not just for software engineers. Marketers, educators, designers, analysts, and entrepreneurs have to be nimble and open to learning how to control, or at the very least navigate, technology tools.

Here, we feature Millbrook alumni across a wide variety of industries and professional capacities, whose work is enhanced by and intricately tied to technology. Many also share their thoughts on teens and technology and the potential pitfalls with technology and its overuse, particularly in terms of smartphones and screentime.





ALUMNI ACROSS TECHNOLOGY SPACES

JULIANNE SAWYIER MIGELY '87

Big Data and AI in Healthcare



Julianne attended the University of Chicago to earn her undergraduate degree in sociology, and she continued there to earn her Master of Arts in social sciences with a concentration in healthcare. The bulk of her career has been in healthcare analytics, working for many years of her career with Truven Health Analytics, now part of IBM Watson Health, delivering technology-based

solutions and business intelligence applications. She recently joined Shyft Analytics, an innovative healthcare technology and analytics company that focuses on life sciences customers. As in every other large industry, data drives a successful business model, and using integrated data and artificial intelligence, the healthcare industry is evolving to improve performance and patient care. Julianne points to three robust examples of how technology is being used to improve patient care in this country.

INTEGRATED DATA

A massive amount of data is generated across the healthcare sector, and there is a significant focus on leveraging technology platforms to integrate disparate data files so that clinical data coming from the patient's electronic health records can be linked with claims data and other data sources like patient registries, socio-economic data, and health status data. The goal is to improve the quality of care, healthcare processes, and health outcomes while reducing costs. Julianne suggests, "As providers take on more payment risk from insurers and move towards 'value-based care,' they need to have integrated access to large data sets that link the patient across the continuum of care delivery—not just the hospital anymore." While health plans and health providers are benefiting from data that provides benchmarking, cost-saving opportunities, and disease-level treatment paths, patients, too, see benefits through better access to information, higher quality of care, and better healthcare outcomes overall.

ARTIFICIAL INTELLIGENCE

With a clear understanding of the business use cases and objectives, big data technology can provide actionable insights and help solve problems. Julianne uses the example of IBM Watson Health, using cognitive learning in radiology. "They are teaching Watson to think, to be able to scan through huge datasets to improve productivity and accuracy in imaging diagnostics. Some predict that this will greatly mitigate the demand for radiologists in the future. Radiologists will still be needed, of course, to work directly with patients on individual diagnoses, but AI will go a long way towards improving efficiency."



PREDICTIVE RISK AND DISEASE PREVENTION

Other applications of big data include predictive risk methodologies, using data to analyze disease prevalence so that providers can better prevent disease and inform treatment choices. By being able to analyze large historical datasets of patient data and other related data, like socio-economic data, for example, providers can identify groups of patients at risk for developing a condition and take that a step further with emerging personalized medicine genomics to develop individual patient treatment plans." ♥



ALUMNI ACROSS TECHNOLOGY SPACES

MAX BUSSELLE '88

Personalized Marketing via Predictive Data



Max attended the College of Wooster in Wooster, Ohio, and flew for United Express Airlines for a short period time, transitioning into technology sales in San Francisco in 1997. “I was initially drawn in by the enjoyment of using technology, figuring out the puzzle. I could start to see the possibilities for where technology was going to take us, as we stood there in the late-90s

looking ahead.” Max’s career path in technology sales him into retail marketing and advertising on digital channels. As the current vice president of strategic accounts at Coherent Path, a digital medium marketing company for top retailers, his focus is on informing and transforming companies’ email programs into modern data-driven channels focused on customer engagement and revenue.

PERSONALIZED MARKETING

Long gone are the days when a brand would plan a series of print ads in the newspaper and perhaps includes a radio or tv spot in their media mix. Today’s brands must reach their customers across an enormous variety of media, and any number of digital channels allows for very personalized communications. “If we have a clear sense of what is going to engage our customer, then the question is on which channels should we deploy the message? It could be social media—Facebook ad or Instagram ad, for example—it could be email, or it could be the retail website. The key is developing a very personalized plan, so the next time we see this customer on the website, we know exactly what information to present.”



PREDICTIVE DATA

Technology allows for a very deep analysis of big data in order to predict future behaviors. The software that Coherent Path provides analyzes huge amounts of data provided by retailers in order to understand, in a predictive way, where customers are moving to over time and to better personalize the marketing that retailers use with their customers. “We don’t want to look just at what Ms. Smith has purchased in the past and recommend that to her again. We want to figure out where is Ms. Smith is evolving to as a customer, and how do we get out in front of that, leveraging big data, in order to personalize the marketing in such a way that it’s really going to engage the customer in a forward-looking journey. What will be their buying patterns and needs over time?”



ALUMNI ACROSS TECHNOLOGY SPACES

JESSIE (ZIRINSKY) REED '91

Managing the Customer Experience



Jessie Zirinsky's love of science was not innate—her biology teacher and advisor, Bruce Rinker, encouraged her interest and encouraged her to take Advanced Physics in her VIth form year. She attended Union College after Millbrook, appreciating the small school with a lovely campus and a strong program in science and engineering.

Attracted to Union's Physics Department

because of its excellent professors and opportunities to do hands-on research, she graduated in 1995 with a bachelor's degree in physics.



Making the leap from one science—physics—to another—computer science, Jessie began her professional career at a large technology consulting company, which allowed her to travel and gain valuable experience before being hired by an IT start-up focused on customer relationship management technology. She was the fifth person they hired and the first woman, and she was an integral part of growing the business to a nearly 500-employee international corporation, taking part in sales calls, meeting clients, helping to win new business, and supporting customers over a seven-year period. Wanting to stay closer to home after starting a family, Jessie took a position as the director of IT at a

publishing company for the next seven years before transitioning into independent IT consulting from her own home office. Today, she appreciates how technology allows her to work from home and balance her work hours with family responsibilities.

THE RIGHT TECHNOLOGY TOOLS

As a provider of technology solutions at Innoveer Solutions (now Cloud Sherpas), Jessie helped to build a successful software company that was recognized for their expertise in customer relationship management (CRM) technology, cloud-based sales automation, and customer service. Moving into the publishing world as the director of IT at Triumph Learning, she gained valuable experience on the other end of the spectrum as a customer evaluating online tools to improve processes. With so much dynamic movement in technology, she was cautious to avoid using technology for technology's sake. But she did find that certain software tools allowed Triumph to be more connected, to better manage customer relationships, and to respond with greater agility. Salesforce.com was one of those tools, and her proficiency with that software created the opportunity for her to build a business from home and become her own boss.

She has built her client base through word-of-mouth referrals, and she assists with the implementation, integration, and customer cloud development of the Salesforce CRM. The cloud-based software provides a single platform, accessible from anywhere, to manage information and interactions with customers. Jessie's background in science, coupled with implementing computer science across multiple industries, has given her perspective for how supportive or disruptive technology can be. Jessie credits her Millbrook education for instilling a love of problem solving and ability to see an issue from multiple angles. Her clients and her children both want to use the latest and greatest apps, the challenge is giving them both the guidelines to be successful with the right tools. ▀



ALUMNI ACROSS TECHNOLOGY SPACES

JOE WENDEL '99

Recruiting at Google



After graduating from Millbrook, Joe attended the University of New Haven in Connecticut on a basketball scholarship before transferring to Rowan University in New Jersey. He began his professional career as a recruiter shortly after graduation, working for Apex Systems in New York and then San Diego. In California he shifted to Kineticom, a boutique staffing agency servicing the wireless telecom sector, where he hired engineers for AT&T, Verizon, and T-Mobile. That background made him an attractive candidate at Google, and he was soon hired as an independent contractor on a 12-month contract. Ten months in, he was hired as a full-time employee and moved into learning and development, helping to build out the training program for new recruiters.

DIVERSIFYING THE TALENT POOL

Joe spent his first six years at Google in their hardware space, initially staffing electrical and mechanical engineers who build Google's hardware products (the Pixel smartphone, the Chromecast, the Chromebook, and Google Home, for example) and then managing a group of recruiters in this space. As Google's

hardware business was still relatively new then, Joe and his team were looking to hire more industry experts with years of experience in consumer electronics, recruiting from companies like Apple, Samsung, and Sony. With a maturing hardware division, Google can now focus on absorbing new talent with a broader profile (experience, age, and gender) who might not necessarily have years of experience working on phones, laptops or smart home products. The priority is simply to hire as many brilliant engineers as possible.

He's proud of Google's efforts to be transparent about the company's demographic makeup and their goals around diversity and inclusion. "When you're only recruiting out of other consumer tech companies, you're fishing from a pool that is pretty limited when it comes to diversity. Our entire industry is particularly poor at this, but Google has led the charge in terms of transparency about our demographic makeup and wanting to opening opportunities to people from different backgrounds. And as we move forward, we will start to see our employee population better match our user base—that is our ultimate goal. At Google, the scale is such that our products are used by the entire world. The teams that create these products should reflect the user base."

WELCOME TO GOOGLE!

Ready for new opportunities within Google's HR sphere, Joe began managing the Noogler program in January this year. Short for "New Googler," it is their two-week onboarding program, and Joe is the MC with the mic in his hand saying hello to everybody and walking them through their orientation content. "I'm managing orientation at Mountain View as well as our New York City location, and, to a certain extent, Europe and Asia. I'm on the stage, but I am also responsible for the content that we deliver, the strategy, the vision for the program, managing the people that make it happen, all the logistics, and all the strategic partnerships. It's like putting on a wedding every week. Sounds like torture... What did I just get myself into?"



Millbrook has helped create opportunities for me, particularly as it relates to taking risks. My wife and I were talking about putting roots down in San Diego—buying a house and starting a family. And then I got the call from Google...As much as I had put Google on a pedestal—dream company, dream job—it was still a major decision. I was managing people, on an upward trajectory, and I was offered a contract position that had no guarantee of going anywhere, in a city that I've never been to, on the biggest stage with the biggest potential for failure. My decision-making process was this: I would rather try it and fall flat on my face and fail or realize that it's not for me than stay in my comfort zone and wonder, "What if?"

OVE



ALUMNI ACROSS TECHNOLOGY SPACES

ANDREA TEHAN CARNES '99

Devices and Apps as Tools in Education

At Millbrook Andrea loved working at the zoo, traversing up into the canopy walkway, and researching in the wetlands, and here she fell in love with science. After graduating from Union College (with a major in anthropology and minor in biology), she joined the Peace Corps and served in Jamaica for two years, teaching environmental science to students in pre-school through grade 6. Teaching became her passion, and she enrolled at George Washington University in D.C., graduating with a master's degree in transition special education. After two years as a full-time high school teacher in Silver Spring, MD, Andrea and her husband made the decision to leave the hectic pace of the city. When a position opened at Stoneleigh-Burnham School in 2011, Andrea applied and was hired, and they made the move to Greenfield, MA. Originally hired as the director of their academic center and teacher in both the math and science departments, she transitioned to teaching Algebra I and 8th grade science full time in 2013.

CREATING A SCHOOLWIDE IPAD PROGRAM

In 2012 Andrea led the development of Stoneleigh-Burnham's 1-to-1 iPad program, which requires students to utilize an iPad in their daily school work. While the iPads allow teachers to utilize some cool programs, there are other primary benefits of the program. There is now far less reliance on textbooks, and thus students no longer struggle to lug heavy books around campus. The overall expense of book purchases for families has also been greatly reduced. Over a three-year process, all students were equipped with iPads that include the apps they need to use in classes. The school's tech office configures all the devices with a school-created Apple ID, and this allows the school to



push out new apps and app updates, as needed, and to manage subscriptions to an app that can later be shared with another group of students.

The program has been very successful, even while the school has dealt with expected challenges. Teachers can share their extra help schedule with students and schedule appointments; a calendar reminder will pop up on their iPad screen or will go to them via email. All homework assignments are posted online through Google Classroom, and students can write comments below the assignment if they don't understand something. Teachers can reply in real time. "For me, as a middle-school teacher trying to engage students and get



them excited about science and math, it's been wonderful, including using tools like Kahn Academy for review videos and practice problems. I also use a wide array of media and assign podcasts for the kids to listen to or a quick review video on YouTube. If I have students who are out of school, I can record myself giving the notes to the class and then post it, so no one is ever behind.”

Andrea is an avid user of technology in her own classroom, but she understands that every classroom is different and the technology itself needs to be flexible and adaptable. “Our language department has gone back to using regular textbooks—their online books were too glitchy. I use my math and science textbooks online, but I do have some hard copies of the science book in my classroom. We’ve found that iPads aren’t great for typing, so we also have a legion of Chromebooks in every nook and cranny of our school within easy reach for typing essays. We have technology here everywhere!”

POLICIES FOR TEENS & TECHNOLOGY

The iPad program and boom of smartphones on campus over the past six years has led the school to review and develop rules for overall use of personal technology devices. Middle school students must check in all their electronics before they go to bed. All phones and iPads must be brought into the dorm common room to be

charged—where a tech locker is then secured overnight. By the 9th and 10th grade, dorm faculty work with students to plug in their devices at night in a place that is not next to their bed. Access to the internet is also turned off at 11 p.m. The goal with upper school students is to have established such good habits that students can manage their screen time without too much faculty oversight.

All students follow certain campus-wide technology rules: no devices during morning meetings, and no devices in the dining hall. During the academic day, students may not use their phones at all, and they cannot use their iPads when walking through campus. Any apps that are not relevant to specific classwork must be closed at the start of class, and students may not use the iPad for social media purposes. Teachers can check a student’s iPad at any time, or they can have all students logged into their Apple Classroom app. This connects the iPads to an online portal where teachers can see exactly what students are doing on each device. The Apple Classroom also comes into play during study hall for middle schoolers, as house parents can monitor if their student residents are using their iPads appropriately. A three-strike policy means students who are abusing the iPad will have all apps not related to classwork removed for two weeks, when they can then apply to regain access.

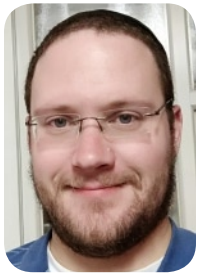
“Ultimately, our policies will continue to be updated as needed, and that will happen with a lot of student input. It’s so important to continually check in and ask them how they are doing.”



ALUMNI ACROSS TECHNOLOGY SPACES

YOSEF DISHINGER '01

A Developer's Capacity to Adapt



Just before starting his freshman year at Beloit College in Wisconsin, Yosef's grandmother passed away. Two weeks after he arrived on his college campus, the twin towers were attacked in NYC. These major life events set off a series of fundamental changes in his life as he began to think more philosophically about consequential choices and to look for a deeper sense of

his own identity. While he had not been especially religious up to this point, he became more interested in Judaism and making a connection to Israel, and mid-way through his sophomore year in college, he transferred into the undergraduate program at Yeshiva University in New York. Taking advantage of their study abroad program in Israel, he discovered an intellectual and spiritual depth of meaning in his life, met his wife, was married, and became an Israeli citizen in 2005. What was meant to be a yearlong journey turned into the journey of a lifetime.

Committed to staying in Israel with his young wife (and growing family), Yosef worked to pay the bills, first at a call center as a customer service agent, and then at a non-profit assisting

immigrants in Israel. Having read in a publication that Israel's military training in technology offered really practical and excellent preparation, he signed up and completed an intensive six-month program in software development before joining an elite unit in the Army. His four years with the Israeli military would open doors to new opportunities and shape his professional career.

"People in the U.S. who end up working for Google, Microsoft—most of them went to top schools for computer science. In Israel, military training in programming and software development is comparable to a college degree. People who come out of the army here may have less theoretical knowledge, but their practical orientation and hands-on problem-solving experiences have a special value that is impossible to obtain only from college coursework."

Coming out of the army, Yosef was hired by a start-up, Blue Vine, that provides web-based flexible business lines of credit and invoice factoring. There he worked on both the server side and the browser side—writing code to manage what's happening behind the curtain and what users see when they're interacting with the software. He enjoyed the culture and people at Blue Vine, but when JP Morgan recruited him earlier this year, he was eager to join

"An illustration of the kind of experience young developers can have in the Israel Defense Forces (IDF)—they could be working on coding and sirens would go off. Then it was down to the bomb shelters. When the sirens were silenced, it would be right back to work. The radar system that picks up missiles as soon as they are launched literally knocked almost all of them out of the sky. This programming was done by private

developers working for the military industry, but the Army and Air Force collaborated on that. Their algorithms were the difference between stopping each missile and having any one of them hit a family's house. It's incredible.

The things I worked on were different but sometimes also had a life or death impact on real events. Coming off of that, working for a bank doesn't seem quite as intimidating."

their ranks because of the scale and impact of their technology that is helping to maintain the integrity and stability of the world financial system in a very tangible way.

Yosef credits his success in large part to his experiences in the IDF, which allowed him to develop a familiarity with a number of programming languages and a comfort level with different technologies that exist in those areas. “They taught me to have an outlook and perspective that if I fall into a new problem, I have the confidence to figure it out, to take action and to not be paralyzed by the situation. If you have a strong enough mindset, you realize, you can actually do this. That pedagogy is an incredibly valuable, powerful thing. The training, the high expectations, the pressure—these really served me well.”

PROFESSIONAL RELEVANCE IN A FAST-CHANGING ENVIRONMENT

In a profession where the rate of change is lightning fast, Yosef knows that his professional relevance is very much tied to how well he has his finger on the pulse of what is new. While he knows the tech landscape is constantly evolving, he doesn't feel pressured to master every passing trend. Coding, in fact, requires a set of core skills and competencies that allow a programmer to continually adapt. Having the capacity to ramp up quickly, dive into a new paradigm of software, and apply skills to solve a different kind of problem is what makes a successful programmer. Ongoing professional development will supplement his skill set. A wealth of online resources today allows him—and anyone interested in learning—to develop new skills on his own time and at a reasonable cost, often even for free. Yosef's biggest challenge: finding the time while helping his wife raise four children (ages 12, 10, 6, and 3).

CREATIVITY VS. CONSUMPTION

Yosef and his wife, Chevy, regularly discuss technology and best uses for their children, and smart phones are not part of that mix. “Having everything completely open and unfiltered at such a young age would take away from their childhood. I also worry about their capacity for thinking, analyzing, discussing, and forming opinions. People used to think deeply about critical issues and discuss them at great length, as in presidential debates, for example. Now, everything is a sound bite or a text message, and this greatly limits the depth of discourse.” To counter this, Yosef spends time reading classic books with his children in hopes that the beauty of the written language will make an impression.

Yosef also encourages his children to utilize technology that includes interactive or constructive activity. While most children

use tablets and phones to watch videos, play games, or scroll through photos and social media, he focuses his children's tech time on creating rather than consuming content. His oldest daughter has a “pen pal”—an ongoing email correspondence with one of her cousins in New York. She has to put together her thoughts, and she has to practice her writing in English. Online learning programs like Kahn Academy are really well done and offer a wide variety of topics, and coding games are actually teaching kids the basics while as they solve a problem using code. Yosef finds value in incentivizing his children's learning, giving an allowance or making progress into a game.

What does the future look like as his children get older? “Technology will continue to transform more and more industries. Ideally, if you can write code and have a depth of knowledge in another field, then you can do a mashup and come out with new and creative things. That's what will continue to transform society and our global economy. My kids are really curious about technology, and what's exciting is that if they really come to understand how things work, they won't be limited to just the way things are. If they want something to be different, if they have a problem to solve, they can create that solution. That's quite powerful, and it's very practical.”

“Thinking back on my time at Millbrook, there were so many things that were really remarkable about Millbrook that I didn't have the maturity or life experience to understand at the time. Faculty members were outstanding, wonderful people. I clearly remember working at the zoo. The campus—such a beautiful natural space, so open—is just gorgeous. It's even more special to me now. It was a model of what a healthy community can be—a community of people who had my best interest at heart. This was a formative experience in my adolescence and will be with me for my entire life.”



ALUMNI ACROSS TECHNOLOGY SPACES

XAVIER VAN MEERBEEK '06

21st Century Entrepreneurship

Photography by John Dolan



Following a year at George Washington University, Xavier enrolled at City University of New York - Hunter College and declared a double major in chemistry and interdisciplinary honors. Treating college very much like a job, he arrived on campus every day at 9 a.m. and left at 6 p.m. He was fortunate to be hired to do research in a chemistry lab, and after graduating with his undergraduate degree, he continued working towards a PhD.

When a business opportunity presented itself about a year into his PhD program, Xavier realized he couldn't possibly do both well and had to make a choice. So his entrepreneurial journey began, and along with a good college friend, Chuong, he started the Vaan Group on a whim and a bet that they had found just the right business to develop. Joining forces with two other small business owners, who were successfully selling electronic cigarettes at the time, Xavier and Chuong cut their teeth on anything that needed to be done. Being the "young guys in the company," they were tasked with handling the online store for the business, and thus they came to understand the world of web design and e-commerce.

Doing the design and running the store operations for the e-cig company gave Xavier the background that would allow him to branch out and bring in other clients. By 2015, two of the four partners had left to pursue other opportunities, and Xavier was at the helm as CEO of a sustainable, full-fledged e-commerce agency he continues to run with Chuong today. They have landed very sizable and reputable clients, hired seven full-time employees, and expanded their business in extremely creative ways. As CEO, Xavier manages the bulk of communication with clients and scopes out projects, whether for design, development, or both.

REMOTE-BASED WORK: A MODERN BUSINESS MODEL

Using web platforms like Weworkremotely.com to connect with developers or designers overseas, Xavier has built a talent pool that can best serve their clients. “There is a lot of trial and error, but you find those who really stand out. Our Chief Technology Officer started off as a contract employee working for us from Warsaw. Eventually I flew there to offer him a full-time job, and now he helps hire new talent. There are a lot of companies now that are going fully remote. I am constantly reading about how those teams operate, what software tools they are using, how they keep in touch, what the work flow looks like. For us, so far, so good.”



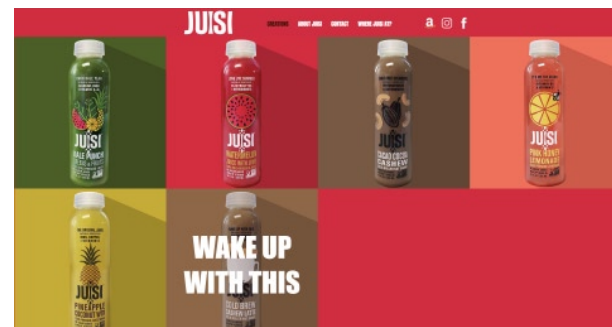
While the Vaan Group continues to grow, there is only one full-time employee—their UX designer—working alongside Xavier and Chuong in the Brooklyn office. Their CTO is based in Warsaw, another developer is in Norway, and another developer is in Croatia. The entire Vaan Group meets up a few times per year or as needed in either Warsaw or Berlin. “We can afford to hire the top talent in Warsaw or Croatia before we can afford the top talent in the states. So it makes us more competitive and able to service our larger clients.”

E-COMMERCE AND BRAND LOYALTY

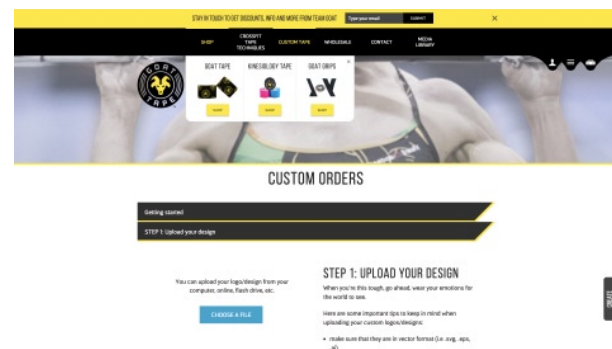
The Vaan Group has found their niche as an e-commerce agency, so they have really focused on building web stores that attract shoppers and convert sales. A really successful direct-to-consumer webstore is a smart investment that provides a retailer

MILLBROOK CONNECTIONS ARE EVERYWHERE!

In 2015 Xavier put together a proposal for friend and fellow Millbrook alum George Kuhnhardt '05 to redesign a webstore for George's Goat Tape business. The site launched in 2016 and continues to be maintained today. Xavier and his team created an interactive form that allows customers to check the pricing on custom tape orders, fill out all the necessary information, and upload the logo that they want to use in the correct format. What had been a long arduous process going back and forth on email became simple and streamlined. Xavier has also worked with Joe Savino '05, establishing his online store for Joe's Juisi brand, a line of cold-press juices that he continues to sell, and they have plans to work together on a new project in the coming months.



Xavier also brought in Millbrook alumnus Oliver Cohen '16 to work as an intern during the summers of 2016 and 2017. Oliver had met Xavier during a 2014 Intersession focused on technology and entrepreneurship; Xavier and Chuong hosted the Millbrook group at their Brooklyn office and discussed how they were growing their business in e-commerce and online marketing. Impressed by what he learned about the Vaan Group's work, Oliver kicked off a gap year by joining their team for a few months after graduation; he was pivotal in marketing their co-working space, Workspace Williamsburg, and assisting with social media marketing for Goat Tape, among other things.





with detailed customer datasets, more profit per sale (without middleman charges), and superior brand management.


“Companies that are purpose-driven, sustainable, care about their practices, source from the right places, and create products that are high quality—all of that helps create a customer that is brand loyal. A webstore is definitely the best way to gain those customers and far superior to Amazon in that regard. While Amazon grabbed about 44% of all online sales (and 4% of total retail sales) in the U.S. in 2017, there is still a ton of revenue to be made in other e-commerce spaces.”

Some of Xavier’s favorite clients are companies that have achieved strong e-commerce growth. Ann Taylor has been a steady client and is a great example of a customer who invested in e-commerce early on, resulting in huge dividends and driving their profits up over the last several years. Extra Butter, a retailer selling trendy and cool sneakers, bags, and apparel, needed a more cinematic approach to their site, so The Vaan group developed cool animations and interactions to support their brand identity. Another client, Pilgrim, sells a line of diffusers and aromatherapy, and Xavier and his team elevated the brand, creating a clean interactive site. Sustain Natural is another great success story. A feminine care and sexual wellness brand, they launched their online store in February of 2017 and experienced a

massive amount of growth in a very short period of time. Excited about the future, their client list continues to grow with high-value well-known brands coming on board.

THE FUTURE IS HERE: SUBSCRIPTION BASED E-COMMERCE

Positioning their expertise in the e-commerce space, Xavier and Chuong are developing tools to meet the challenges that their customers are managing on a daily basis. They are currently beta-testing an app that analyzes data for subscription-based e-commerce businesses. As more and more businesses jump into this model—ideal for products with recurring use like skin care, household goods, pet food, vitamins, and so much more—growing datasets are getting harder to decipher and manage. “Our application will give businesses more insights into this data... What is our average order size? How many line items are their per order? When people cancel, what is the average cancel time, and what marketing strategies worked or didn’t work? Subscription data is so solid because there are repeating patterns—our customers can use this data to negotiate rates for their shipping providers, for example, or manage their marketing campaigns when they see a large spike or drop off in business.”

A man with dark, wavy hair and glasses is sitting in a modern office or lounge area. He is wearing a dark blue and red plaid button-down shirt over a white t-shirt. He is looking slightly to the right of the camera with a neutral expression. The background is a bright, out-of-focus office space with large windows and modern decor.

I had a recent Millbrook student reach out to me about how to break into the technology space. I think the most beautiful part about tech is the egalitarian nature. If you're really good at it and you're passionate and you do good work, your portfolio speaks volumes. It's about doing it—even if it's just for fun. The internet offers so many free courses on every subject, and they really do work.

Coding classes would be great to offer in schools. However, knowing code isn't a panacea—it doesn't guarantee a job. But the thought process and methodology of coding is quite beneficial from a pedagogical perspective. It's learning a new language and then problem-solving using that language. And it's a story that you can keep building forever. It teaches you process, much in the same way you work on a piece of art that takes a long time to create.

To current students I would also say, take a year off. College shouldn't be something you just need to do right after high school regardless of what you want to get out of the experience. So many friends of mine who came into college after a year off were better students, better citizens, and ended up on a much better path. And, don't be so obsessed with the name of a college or university. There are some industries where the name of your school has a measurable impact, but those sorts of standards are changing. There should be a lot more that goes into your college choice beyond the *US News and World Report* ranking.



ALUMNI ACROSS TECHNOLOGY SPACES

RACHEL CAREY '07

A CULTURE OF CREATIVITY

Photography by Emily Andrews

Trinity College offered Rachel everything that she wanted—small class sizes, excellent professors, and a strong liberal arts education. The college also offered an immersive study abroad program that allowed her to enroll for five months as a student at the University of Vienna. That experience inspired her to continue to travel after graduation, and in the fall of 2011, she signed on to teach English in South Korea for a year. She

enjoyed her work in the classroom and her students while taking advantage of opportunities to explore the varied cultures and vast landscape in Asia.

Upon returning to the states, Rachel worked briefly for a tech education non-profit, Donors Choose, before starting at a boutique PR firm in New York City in the spring of 2013. Within a short six months, Rachel realized that planning events and



placing products was not fulfilling. She began a job search anew and received an offer for a position in customer service with Squarespace, a software content management system and website building platform that offers blogging tools, an e-commerce platform, and domain registration. With no specific professional tech experience, she brought other skills to Squarespace. She came very prepared to her interview, having done a lot of prep including a list of her own questions. Researching connections, she talked to as many people as possible who worked there. She believes they saw that she was dedicated, and that is probably part of the reason for getting her foot in the door.

AN APPEALING MODERN WORKPLACE

All customer support at Squarespace happens via email and live chat, so as customers write in, advisors field questions and suggest best practices. Rachel had a lot to learn about the platform when she started as an advisor in customer relations in January of 2014, but she began to answer customer questions after about two weeks and became an expert over the first 3-4 months with the support of an excellent training program and her colleagues, who were always willing to answer her own questions.

Why join a fledgling tech company with no related expertise? First and foremost, Rachel was impressed by the product. Within a beautiful, user-friendly and intuitive platform, people are bringing their ideas to life. The software is accessible and easy to use for anyone who is interested in building a website - individuals and small businesses, bloggers and marketers, chefs, designers, and actors. A huge selection of templates makes it incredibly easy to create a beautiful site without having to know a bit of HTML or code, and the possibilities for creating something unique, powerful, and authentic are endless. Plus, the e-commerce and online marketing tools help users engage an audience and grow their business or their followers.

She also knew she wanted to be a part of a company where the culture was positive, and people really enjoy working there. Squarespace clearly elucidates how committed they are to making the work space engaging and comfortable. Office perks include daily gourmet lunches, snacks galore, strong cold brew, and occasional meditation, yoga, and chair massage sessions. Allowing time for employees to have fun together is also a priority, so they provide weekly catered happy hours, family-friendly events, and activities over the summer.

Rachel appreciates that employees have a work/life balance couched within a creative and entrepreneurial culture, and management gives employees the tools they need to succeed.

“At Squarespace, you’re not expected to answer emails into all hours of the night when you’re off with your family or friends. It’s the same with vacation time—you’re not expected to be chained to your phone. I’m sure that’s rare. I feel like I’m better off for it. People are more creative when they have that break rather than feeling like they always have to be ‘on.’”

The company was started by Anthony Casalena in 2003 in his college dorm room, and it has grown tremendously even over the past four years. The customer base now numbers in the millions, employees are nearly 800 strong, and office locations have expanded to include Portland, OR, and Dublin, Ireland. Rachel works in their 98,000 square foot NYC headquarters in the West Village where they fill three floors and enjoy collaborative work spaces and a rooftop deck with beautiful views of the city.

FORECASTING AND MACHINE LEARNING

Now a project lead with Customer Operations, Rachel is focused on strategy and shaping the department to be more effective and streamlined. Machine learning—recognizing patterns, applying algorithms, learning from collected data, and then making predictions—is one of the tools that will allow Rachel and her team to improve the customer experience and allow for more efficiency overall. “We need to continually improve how we gauge what customers need to know, what questions they have. On our end, we can use machine learning to adjust our help guides to better match customer questions. Using keywords that customers type in, we can predict and then display the guides that will be most helpful.” Rachel is also sourcing workforce management software that can analyze large amounts of data related to customer questions and requisite responses by Squarespace advisors. Moving from a manual process to an automated one will better inform the company’s staffing needs and advisor scheduling and ultimately provide the best customer experience.

What does the future hold? Rachel continues to love the company, the Squarespace product, and its accessibility to a wide variety of customers. From individuals to small and large businesses, she is continually impressed by their creativity. She is really happy working at Squarespace, and she’s not sure how the next 5 to 10 years will unfold. Since she enjoys working in the tech industry, she’ll likely stay in this space, perhaps pursuing opportunity on the product manager side or working to develop strategic partnerships. Whatever path Rachel takes, her dedication will surely bring continued success. ♥



ALUMNI ACROSS TECHNOLOGY SPACES

On teens, technology, and the benefits and drawbacks of personal technology devices



JULIE SAWYIER MIGELY '87

Technology is an enabler, a tool that can turn disparate data into actionable insights, provide greater access and freedom (think of smart phones or wearable technologies that can monitor diabetics), improve productivity, and create value in innovation.

In short, technology is a critical tool—it is not the “answer” in itself. I think that this is as applicable to student learning experience as it is anything else.

MAX BUSSELLE '88

It's a baffling world of technology out there, and the pitfalls are many. But when you slide down the continuum to the people who have grown up with this technology, there's a great deal of empowerment and knowledge there.

If parents listen to their kids rather than be fearful for them, kids might educate their parents. I see kids balancing better than we might suspect as parents. I have a lot of confidence in them, particularly with encouragement and with a watchful parental eye.



JESSIE REED '91

Our children are born in the digital age. They are born with a computer in their hand, and that is way more powerful than what we used to have on our desks.

But there are drawbacks...When you're standing in line in the supermarket, everyone is always on their phone. They can't wait for two minutes to just get through the line. That ability to just be with your thoughts—it's something that we have to be careful is not lost.



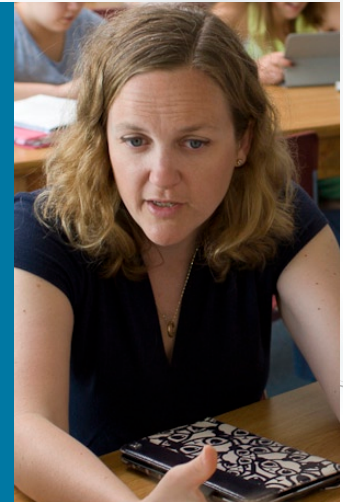
JOE WENDEL '99

There's so much to gain from these devices. It is innovative and exciting and provides an opportunity for everyone, especially those who might not have had the access to information previously. I think about different generations, going to the library and searching through the card catalogue. That might take an entire day, and now I can simply ask my phone, not even type the question, and get the answer back in five seconds. That aspect is very exciting to me— where we can take education with a technology that affords us all this access to information.

It's important to instill messages early in the education process that there is a balance that needs to be struck between human interaction and screen interaction, between being outside and interacting with the physical world and interacting with these amazing machines that give you access to all of this awesome information. We can't simply demonize screens, yet we can't rely on them solely.

ANDREA TEHAN CARNES '99

Whether on campus or off campus, if students use social media to post disparaging remarks, they are held accountable at school. In their 9th grade technology class, students talk about the ethics of online communication, and the topic comes up in other middle school classes as well. If there is a related story in the news, we might talk about it in morning meetings with the middle schoolers on Fridays or with the school's technology director in all school meetings. We can't talk it about it too much.



YOSEF DISHINGER '01

I had an email account at Millbrook, but I corresponded with my mom in a letter every week. But today, who communicates in a letter? The style of communication today is condensed, almost a shorthand, that is, perhaps, very efficient, but I don't know that it is conducive to structured thought. That's a real concern of mine.

I'm also concerned that kids don't understand the difference between creation and consumption. A person can be very fluent with popular programs (Whatsapp, Facebook, etc), and this is sometimes perceived as technological fluency, but, in fact, they are only consumers of technology. Understanding how things actually work and having the skills to create with technology is something else. For example, I think any teenager using Facebook should understand Facebook's business model and the fact that they, the user, are actually the real product.

XAVIER VAN MEERBEEK '06

People are coming around to the fact that these companies are designed to get your attention, to get you addicted. In Netflix's stock report, they write that their competition is Facebook and sleeping. They're serious about that.

I am pretty cynical at this point – it's a pretty big issue. Kids use their phones too much. I use my phone too much. I've deleted the Facebook and Instagram apps from my phone. I've made conscious efforts to turn off all notifications for any social media apps on my phone. Even still, I don't think it's enough. It's no surprise to me that the idea of a digital detox is really growing in Silicon Valley and in the technology community at large. Even some top executives don't want to have a cell phone because they feel the need to disconnect a bit more.



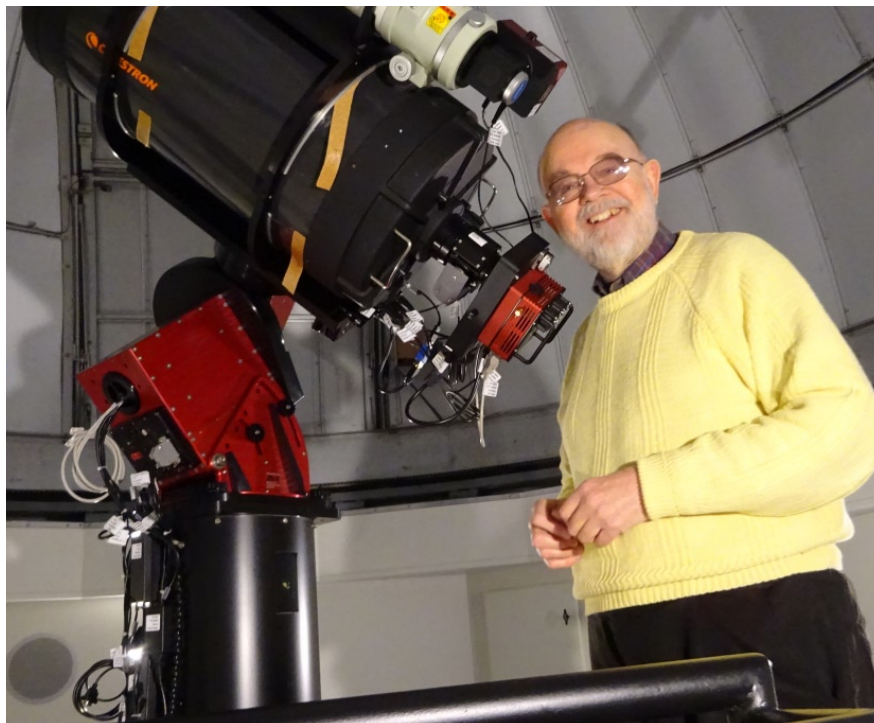


A LETTER TO INSPIRE CURRENT
AND FUTURE MILLBROOK STUDENTS

How a Millbrook Education Breeds Success

By **Peter Jackson '58,**

Communications Engineer and Technology Innovator



In a way, you could say that Millbrook School saved my life.

When I was in public junior high school, I was fascinated with science and technology. I pursued and completed a couple of science special projects and was elected vice president of the student government in the 9th grade. These accomplishments made me a “marked man.”

One day while walking with friends down a school hallway, I was accosted by one of the school bullies. He reached around, clicked open his switchblade knife, and attempted to stab me in the groin. Luckily, he missed. The knife plunged deeply into my inner thigh. My father was appalled, and within days he found out about Millbrook School. I was promptly whisked away to Millbrook for my IVth form year.

It was the best thing that could have happened—three years of the ultimate challenge. Millbrook provided the environment and the basics of broad life experience as well as deep specialized training that set the perfect stage for my life and career.

From Millbrook I moved on to Duke University to earn a bachelor’s degree and PhD in electrical engineering, and then I was blessed to start a career at Bell Labs in New Jersey where I participated in the invention of the Internet. Throughout the rest of my career, whatever my main project and management goals, I continued to drive the introduction of the Internet into most of the established countries of the world. Lots of travel. Lots of frustration. Mostly successes, and a few learning experiences.

In the 70’s, while at Bell Northern Research in Ottawa (the Canadian Bell System arm), I defined and managed a project to produce active pages of information for display on computer terminals. The first commercial use of information pages in the world was our

project with Bell Canada. In the early 80's I built and started up the western laboratories for BNR, which became the mother house of technology for fiber electronics in Canada. Later in the 80's, I was general manager of a manufacturing division of Northern Telecom which invented and began production of the first electronic key telephone systems.

By the end of the 80's and following the breakup of Ma Bell, I led the introduction and adoption of digital switching systems for the US telecommunications network and was eventually hired to start up the new R&D laboratories for Southwestern Bell, a company that is today named AT&T. The early 90's saw the failure of wired, long-distance calling caused by very poor software quality in long-distance digital switching systems and control equipment. I was hired at DSC Communications to turn around that company and, heading up their software development unit for four years, I received the personal and business Gold Software Quality Performance Award from our major customer, Pacific Bell, in '94.

Finally, in the middle and late 90's, I was senior vice president for technology at Qualcomm. Today Qualcomm is the world mother house for CDMA mobile radio technologies and produces the processors and graphics chips for most of the world's cell phones, tablets, and small laptops. I directed and managed their efforts on the mobile telephone penetration into China and was general manager of the Globalstar project on world-wide satellite-based mobile telephone systems.

Enough of that. Back to Millbrook.

I credit Millbrook with providing me with a broad platform of experience and education to tackle these disparate accomplishments. I also credit Millbrook with giving students the room to pursue both individual projects of interest and to focus on specialized personal interests through advanced courses in focus areas.

I believe there were many special and unique facets of a Millbrook education that helped me focus and provided a platform for success. I believe that you will see all of the parallels in your own Millbrook experience.

First, Millbrook helped us conquer fear. Don't laugh! We were each expected to give a solo presentation to the entire school every year. In early years we spoke at the end of the lunch period in the dining hall once per year. As V1th formers, we spoke twice during the year to a full school Friday evening assembly in the library. These talks helped us to organize our thoughts, to make the material interesting and informative for others, to conquer our quaking knees, and to stand up with eventual comfort and clear minds before groups large and small. It was vital training for successful business performance wherever we eventually landed: business, government, or academics. My advice—speak at every opportunity at Millbrook and address groups large and small.

We also were required to write a two-page paper each week in English classes. Topics were only very rarely assigned. We learned about writing, composition, and logical thinking. We became skilled eventually at idea generation. You would be surprised how quickly you run out of easy subjects on which to base your short papers. That made us seriously grope for topics, think about life, focus on our interests, and identify our strengths. My advice—take all possible opportunities to write down your thoughts and ideas and gladly accept the challenges in critical thinking that your history and English teachers throw at you. It will be the very best training you can get.

One of Millbrook's greatest strengths is our unique program in Community Service. Here we could chop wood, wait on tables in the dining hall, put out community board walks on Work Day, run the bank, run the post office, write poetry for publications, or

produce the school's annual yearbook. The opportunities seemed endless. The hidden objective of increasing our community awareness and societal obligations was priceless. We learned how to accomplish mundane but required tasks. We learned how to work on teams. We learned how to manage those teams, and we learned how to serve the community. It was invaluable training that was unique to Millbrook. My advice—dive right in. Do stuff. Manage stuff. Head up one of these units after working through the ranks. It is superb life training for wherever you direct your career.

Millbrook also gave us the opportunity to create. Advanced placement classes went far beyond anything possible in public schools. With my interest in math (Orton Gadd was a fantastic mentor), physics and astronomy (Neal Howard was our leader in these sciences), and writing (Ed Williams and Ed Pulling, "The Boss," were relentless in leadership and in critique), I received deep technical training unavailable elsewhere. My classmates had the same personal benefits. It didn't matter in what direction your own special interests and focus developed. There was some "master" or mentor there to give you the training and to provide the help to encourage special projects. My advice—pursue your dreams and your "hot buttons" while at Millbrook. You will gain career skills or avocational skills that will stick with you for life.

You are in the right place. Millbrook is the place to be! And I hope you have gained some small inspiration from reading this. If so, please make contact.

All the best for your future with the support and impetus from Millbrook. ▀

Peter Jackson
peter@chesapeakebayfarm.com



MILLBROOK
ALUMNI GATHERINGS

ALUMNI LEGACIES

The great number of Millbrook legacies - parents, grandparents, aunts, uncles, and siblings of current students - is a testament to the strength of our Millbrook community. This photo, taken during Fall Parents Weekend, includes our current student legacies and their alumni parents.

From left to right: Taylor Harris '15, Jay Harris '19, Samantha Webster-Sheldon '92, Kelly Coles '86, Issy Coles '19, Sydney Trager '18, Michael Trager '79, Chris Randolph '19, Teddy McLanahan '18, Allen Randolph '83, Morgan McLanahan '82, Paul Simons '83, Will Simons '19, Will Brune '87, Lacey Brune '21



ALUMNI WINTER DAY

1. Headmaster Casertano drops the puck, with team captains Brandon Rettig '01 and John Payne '60 and former coach Bob Howe
2. With his family, we celebrate the life of Bryan Dygert '01
3. Siblings Colin Norton '04, Ana Spinella '06, and Louise Steele-Norton '11
4. Alumni hockey game



MILLBROOK





FLORIDA

1. Jim and Ann Heffernan P '00, '03, '07, '09 with host Tommy Morrison
2. Cindy and Rick McWilliams with Ogden Timpson '85 and his son, Ogden
3. Former trustees Kris Reid '74, Patsy Warner P '98, and Alice Holbrook '82, P '11, '12, '14
4. Tom Kallman '75 with wife Elena



NEW YORK CITY

1. Penn Sednaoui '12, Jon Downs '98, and Krissy Dowtin '00
2. Caroline A. Wamsler, PhD '87 with Paul Solomon '61
3. Elizabeth Lowe '13 with Eliza Flood '11
4. Bob Anthony '65, Seth Morton '61, and Paul Solomon '61
5. Arthur Anthony '07 with J'nelle Agee '06 and her mom, Maxcine Agee
6. Paul '83 and Karen Simons P '17, '19
7. John Powers P '02, '04 with Cindy McWilliams P '01, '05



SEATTLE

- 1. Amy Manny P '05, '06, '10, '12 with Rick and Cindy McWilliams P '01, '05, and Erin Stuckey '00
- 2. Paul Thomas '84, Melody Gowan '83, Bob Anthony '65, and Oliver Davis '83
- 3. Will Weld '07 with guest
- 4. Rick McWilliams with Stuart '79 and Dione McGehee



HEADMASTER'S CHALLENGE NEW YORK CITY

- 1. A huge turnout for the NYC Headmaster's Challenge event in January
- 2. Event co-hosts Marko Guzijan '99, Mary Zoumas '98, Bethany Bowen Turnure '98, and Katrina Cox '04 with Drew Casertano and Jon Downs '98
- 3. Members of the class of 2010: Sam Silvershein, Rodney Benson, Tate Lavitt, Kathryn Whalen, and Emma Silvershein
- 4. Members of the class of 2013: Elizabeth Lowe, Eva Kudenholdt, Sean Fleisher, Rob Austrian, Zack Keller-Coffey, Storey Schifter, Gabe Fekete, and Maddie Schmalz



HEADMASTER'S CHALLENGE BOSTON



1. Sarah Calabrese '91, Kate Roberts '81, Cindy McWilliams, Jessie Reed '91, Camille Abbe '91, and Julie Rosenberg '91

2. Host Colin Kingsbury '94 with Tom Dillon

3. Members of the class of 2010: Alex Harvey, Max Schermerhorn, Laurel Greenfield, Caroline Collins, Tory Small, and Jay Livermore

4. Flanigan sisters, Skye '07 and Cici '05

5. A great group to have together in Boston!



WOMEN'S EVENT:

Caroline A. Wamsler, PhD '87 hosted the largest gathering of Millbrook alumnae to date at the annual women's dinner on January 24, 2018. Longtime faculty member and Director of Parent Programs Barbara Gatski spoke to the group about the joys of teaching and the development of a fully immersive World Languages program under her leadership as the department chair from 2000-2016.

1. A proud and jovial group of Millbrook alumnae gathered to celebrate an evening with Barbara Gatski
2. Linda Casertano, Chippy Hermann P '06, Sarah Thaler '05, and Priscilla Hermann '06
3. Host Caroline Wamsler '87 with Director of Advancement Nancy Stahl
4. Kealin Maloney '07, Barbara Gatski, Charlotte Jenks Lewis '97, and Allie Cavanaugh '08
5. Former and current Millbrook trustees Ellen Sykes P '92, Kelly Coles '86, Charlotte Carroll Tracy '88, and Caroline A. Wamsler, PhD '87 with 2018 Alumni Achievement Award winner Caroline Bozorth Sayan '90



CLASS NOTES

Class of 1952

Clay Alexander lives in southern California and travels mostly to see his children and grandchildren in other states. His five years at Millbrook got him started in adult life, and he wishes success to all who teach and administer at Millbrook. He recalls that Mr. Pulling and Mr. Trevor were wise, encouraging, and intimidating presences who kept his nose from wandering too far from the grindstone. Clay remembers that Mr. Prum had a sign above his desk, which kept him out of trouble on many occasions. It was a stuffed fish, mounted on a board, with a sign underneath that said, "If this fish had kept its mouth shut, it never would have been caught." The silence in his math class was deafening.

Class of 1954

Denny Haight and his wife, Stephanie, are enjoying their new life in Little River, SC, just north of Myrtle Beach.

Class of 1956

Jerry Hume lives in San Francisco, in the same house since 1974. He and his wife, Patti, have three married children and six grandsons living nearby. They will celebrate their fifty-fifth wedding anniversary by taking the kids and grandkids to Las Vegas for Memorial Day 2018. William retired from Basic American Foods in January after fifty years of employment. He and Patti are both in good health and would welcome any visitors from Millbrook. He can be reached at WJHume@aol.com.

Class of 1959

Dr. Thomas Lovejoy joined the Strategic Advisors Council of NatureServe in June of 2017. NatureServe is a biodiversity conservation organization with 86 programs and more than 800 scientists who collect real-time data about 7,000

habitats and 70,000 species at risk of extinction in the Western Hemisphere. Tom said of his appointment, "Biodiversity conservation is only as effective as the information on which it is based. That is why NatureServe is so essential to the future of the living planet."

Tom also made news in January as National Geographic launched their *Year of the Bird* to mark the centennial of the Migratory Bird Treaty Act. The National Geographic *Year of the Bird* website leads with a quote from Tom: "If you take care of birds, you take care of most of the environmental problems in the world."

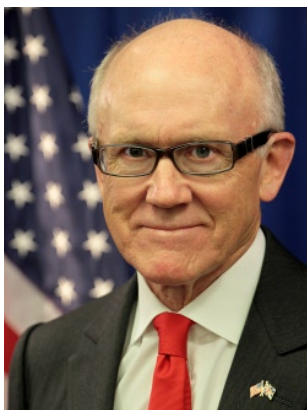
Albert Trezza recently shared his memories of his days at school under the leadership of Mr. Pulling and the teaching of Mr. Trevor. He is looking forward to returning to campus for his big reunion in 2019. Al spent his career as a lawyer and credits Millbrook for his success. His children, **David '89** and **Jennifer '92**, are Millbrook graduates.

Class of 1966

Ray Oneglia writes that at 70 he is still acting like an 18-year-old but with 50 years

Class of 1965

Woody Johnson was sworn in by President Donald Trump and Vice President Mike Pence on August 21st as the U.S. ambassador to the United Kingdom of Great Britain and Northern Ireland after confirmation by the Senate on August 3rd. He presented his credentials to the United Kingdom's Foreign and Commonwealth Office on August 29, 2017. Woody will serve a three-year appointment and will live in the United Kingdom. At his swearing in at the White House, Woody's statement began, "This is the greatest privilege of my life."



Class of 1971

Roger Jenkins gave up his British citizenship to take up his Singaporean birthright and has lived in Singapore for 40 years. He is a professional storyteller, the founding director of the annual 398.2 Storytelling Festival, and is currently performing in special needs schools. Later this year he will be performing in festivals in Kuala Lumpur (Malaysia), Kuching (Sarawak) and Chennai (India), as well as acting in a commedia dell'arte masked drama in Bangkok.

He spent five months at Millbrook School as an ESU exchange scholar and two months after in buses traveling around the United States.

"It was a transformative experience for the shy and sheltered teen that I was," he says. "I remember performing in a play, delivering an address in the chapel, and partaking in community service at a hospital for the intellectually disabled. So the Millbrook experience really, really impacted me in terms of confidence and installing the idea of service." Roger would be happy to reconnect with 1971 class members.

Class Notes

of experience! Construction is still his passion, but he has joined two national groups to broaden his horizons, The Hudson Institute and BENS (Business Institute for National Security).

Class of 1968

50TH REUNION

Arthur “Terry” Bennett, of Ontario, Canada, is now retired. He has two married children and two grandchildren (so far).

Class of 1969

Rob Bierregaard has been living in the Philadelphia suburbs since 2011, after an eighteen year stay in Charlotte, NC. He continues with raptor research and couples this passion with writing. He will make his first entry into “kid-lit” with a book coming out in May. It is a middle-school chapter book about an osprey’s migration from Martha’s Vineyard to Brazil and back (<https://www.amazon.com/Belles-Journey-Osprey-Takes-Flight/dp/1580897924>). Rob is looking forward to his 50th reunion next year.

Class of 1975

Ernest Ashley lives in Wenham, MA, and recently celebrated twenty-five years working as a geologist and environmental professional for CDM Smith in Boston, where he rids the world of “methy-ethyl-bad-stuff” for large industrial clients.

Class of 1984

Tripp Hughes is still living in Wisconsin, where he works for Organic Valley, an organic farm cooperative. He enjoyed catching up with classmate **Kingsley Gallup** on a recent trip to Maine.



Class of 1974

David Crimmins and wife, Lynn, hosted a wedding for his daughter, Alex, last September in Raleigh, NC. Pictured left to right are some of the attendees and David’s Millbrook classmates: **John Ewing**, **Preston Goddard**, **David Crimmins**, Alex, **Bill Crossman**, and **Bill Clark**.



Class of 1975

Thomas M. Kallman is president at TMK Risk Management, Inc. He serves as commissioner to the City of Weston, FL, and is director of the Broward County League of Cities. Thomas and his wife, Elena, have two grown children, Alison and Jesse.



Class of 1978

While traveling in the Lake District of England in June, **Ann Machado** signed up for a boat tour of Coniston Lake. The tour took visitors to spots on the lake where English author Arthur Ransome based his *Swallows and Amazons* books about the Walker and Blackett families’ adventures on the lake. As Ann was waiting to leave the dock, she struck up a conversation with the captain of the boat and discovered he was an alumnus of Millbrook School! She and **Robert Thompson '70** had a great time reminiscing about the school. Ann recommends Robert’s lake tour if you are ever in the Lake District.

Class Notes

Class of 1990

Nina Jonas made national news in November. As mayor of Ketchum, Idaho, Nina weighed in on the city being named to the International Dark Sky Community, one of only 16 cities in the world to be awarded this designation. Nina told the AP that the credit is due to “the work of so many who have devoted time and energy to reducing light pollution across our city and neighborhoods so that we can enjoy the truly amazing views we have of the night sky.” In July of 2017, Nina joined a national coalition of U.S. mayors committed to the reduction of greenhouse gas emissions and the climate protection goals of the Paris Climate Agreement.

Class of 1991

Avery MacLeod Maddaloni is currently living in Hawaii with her family and planning to retire from the Army soon.

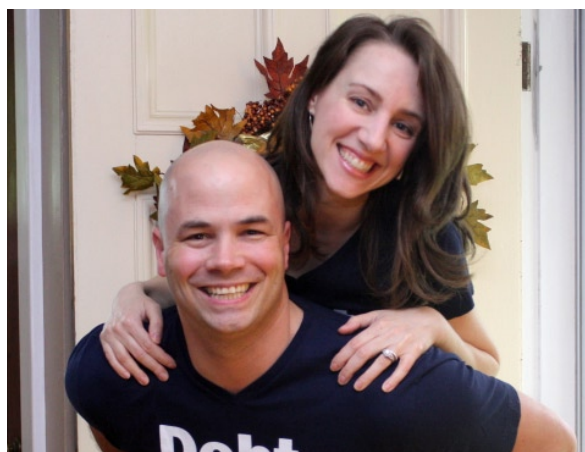
Class of 1996

Last fall **Kirsten Bonanza** was named the volunteer coordinator for the Temple Guardians, a sub-group of 500-1,000 active volunteers at Burning Man’s Temple. Additionally, she received an organization-wide honor reserved for the top 500 out of 10,000 volunteers. She is incredibly proud of the recognition for the service that she has provided. This spring/summer Kirsten is using that special energy of joy and fun as fuel to the launch a creative project called the Burning Almanac. The almanac will contain creative content that runs the gamut from serious to fun and can be found at <http://burningalmanac.us>.

Class of 1997

Sean Riva graduated magna cum laude with a degree in liberal studies from SUNY Purchase last May. Beginning this June, he will be attending Hunter College’s three-year program to earn his Doctor of Physical Therapy degree. Sean was one of

24 (in an applicant pool of about 8,000) to earn a spot in this competitive and highly regarded program. He hopes to continue his photography career, as well, and expects there will be areas where his knowledge of creating and capturing images and video could help in long term treatment.



Class of 1993

2017 was a big year for **Andrew “AJ” Elder** and his wife, Courtney. They started building their dream house, their son turned three, and AJ celebrated ten years of being cancer free. AJ is an instructional designer in the e-commerce world by trade, moonlights as a financial coach, serves as a cancer “buddy,” and plays a few gigs a year with his wife.



Class of 1997

Calder Greenwood is busier than ever and continues to create his bigger than life works of art. He built and exhibited a 14-foot-tall character from a movie by Spike Lee, who happened to see it online and decided he had to have it. Calder flew east to install the piece at Spike’s studio in Brooklyn. The next day Calder flew to Montreal, where he had a short video in the Fantasia Film Festival. From there he headed back to Los Angeles to work on a commission for Sia, then off to Japan to build and install some oversize figures at the Gonohe Music Festival. Finally, he capped off 2017 as the production designer for a new *War of the Worlds* opera commissioned by the LA Philharmonic, which premiered November 12th at the Walt Disney Concert Hall.

Class Notes

Alumni Profile

ERIN STUCKEY '00



Erin Stuckey has been featured across multiple media outlets in recent months. Foreign Policy Interrupted named Erin to their Fellows Program, a program targeted to diversifying voices and opinions in the foreign policy

space; it is open to women ages 26 and older with a clear commitment and passion for foreign policy and international affairs and demonstrated engagement (i.e., full-time professional work) in the field.

Erin has more than a decade of experience focused on global health issues and is currently supporting efforts to eradicate malaria as an epidemiologist and a program officer with the Bill & Melinda Gates Foundation. She manages a portfolio of investments in the areas of applied epidemiology and data for decision-making systems in Latin America, the Greater Mekong Sub-region, and Southern Africa.

In January the Gates Foundation, in partnership with Inter-American Development Bank and the Carlos Slim Foundation, announced an initiative to eradicate malaria in Central America. Erin led development of the initiative and its 'blended finance model' that will include a loan component and partnerships with multilateral development banks. Erin was quoted in a Devex news article about the \$180 million initiative announced in Davos, Switzerland: "While there has been progress against malaria, funding has plateaued, creating the need for innovative financing mechanisms...Assuming it works, we want to make sure we measure the ways in which it works, and it could be useful for other regions, for malaria in particular."

Erin also spoke at Global Washington Conference in December, leading a breakout session focused on evaluating global preparedness on the threat of global pandemics and the importance of the UN International Health Regulations as a mechanism to avert future threats. She outlined a number of benchmarks, such as centralized laboratory models, the ability to leverage new technology appropriately, vertical data integration, capacity-building, risk communications, and advocacy efforts.



Class of 2001



Trevor McWilliams was at Millbrook last summer to unveil his painting of a local Millbrook landscape, and we have been enjoying this beautiful commissioned work above the fireplace in the new dining hall since. The 30x54" oil on canvas painting was a labor of love for Trevor, who said, "It was an honor to receive this incredible opportunity, to install my work in such a beautiful space, and to paint for my alma

mater the land on which I was raised." Trevor currently lives in Portland, OR, where he is working as a professional artist.

Class of 2003

15TH REUNION

Eliza Cantlay sent news of another great year. She attended the weddings of Patrick Schneider, former Millbrook math teacher, in Connecticut last spring, and fellow classmate **Paul Stuckey**, who was married in Jamaica last October to Somers' Gardner. In 2017 Eliza logged her 50th dive in Cozumel and logged her 32nd country when visiting Jamaica. She and some friends purchased 7.5 acres of forested land in Kansas City on which they plan to build a small, intentional, eco-friendly community of tiny houses. Eliza has been decluttering homes for eight years as the owner of her own company, *Simplicana*. She is looking forward to the 15-year reunion next June!!

William Cart and **Alexandra (Peterson) Cart '04** are living in New York City. He is in the high-end cocktails business, and she is at the forefront of impact investing.



Class of 2003

Mary Nelson Sinclair returned to campus in October with her husband, Matthew Cruise, for the opening of their art exhibition in the Warner Gallery. Titled *Returning/Arriving*, the exhibition featured sculpture, painting, works on paper, furniture, and brass pieces, and they can all be viewed on Millbrook's website at www.millbrook.org/warnergallery. Mary Nelson currently resides in Brooklyn, NY, and is represented in galleries in New York City and Charlotte, NC.

Alumni Profiles

TEDDY '04 AND GEORGE '05 KUNHARDT

As producers, George '05 and Teddy '04 Kunhardt celebrated the premiere of Kunhardt Films latest production, *King in the Wilderness*, at the Sundance Film Festival in January.



This documentary, directed by their father, Peter Kunhardt, recounts the last years of Martin Luther King, Jr. through archival film clips and new interviews with members of his inner circle including Harry Belafonte, Andrew Young, and Jesse Jackson. *Variety* lauds the film, describing it as, "A searing portrait [that] captures the Civil Rights leader in a purgatory of anxiety and conflict...You glimpse the real glory of who he was: not a walking monument, but a human being with fear, humor, guts, and (amazing) grace under pressure." The film later premiered at the African American Museum in Washington D.C. and Riverside Church in New York City. *King in the Wilderness* debuted on HBO on April 2nd.

Kunhardt Films has worked with HBO for many years. The family company has produced three documentaries on members of the Kennedy family, one of which, *Teddy: In His Own Words*, won a Primetime Emmy. Other recent films produced for HBO include *The Newspaperman: The Life and Times of Ben Bradlee* (2018), *Becoming Warren Buffet* (2017), *Jim: the James Foley Story* (2016, Emmy Award winner), and *Living with Lincoln* (2015, Emmy nominated). The latter, from 2015, was a deeply personal film that captures the Kunhardt family's struggles to preserve their extensive collection of 19th century photography.

In the coming months the Kunhardts will continue to produce documentaries for HBO. George will take some time this spring to spend with his growing family—he and his wife, Jackie, are expecting their first child in May, and Teddy and his wife, Sarah, are expecting their first child in August!

Class Notes

Alumni Profiles

PHIL GOULET '06

Phil Goulet won the Christian Stehl '91 Theater Tech Award on Prize Night in 2006. He has always been consummately interested in “making things work” and credits Tim Slater and Alan Tousignant for helping to drive that curiosity during his time at Millbrook.



After graduation, Phil went on to study civil engineering at Purdue, and courses in computer programming caught his interest while required math courses seemed to thwart his efforts to succeed. Switching his major to computer graphic technology (with a focus on graphic design and web development) allowed him to not only graduate on time, but it provided the opportunity to minor in forensics and the greater certainty of landing a job right out of college.

Phil came back to New York in 2010, just as the tech boom in web development and tech marketing was hitting its stride. He landed a job with a small ad agency, where he got his feet wet with programming and web development and began to learn about app development as well. At his next job at the digital agency RGA, he dove more deeply into solving practical applications, programming for brands like Nike. Combining hardware and software, he was part of a team that brought to life the Nike Fuel Band, one of the first fitness trackers, in 2012. He was on the ground floor of the Fitbit and Apple Watch revolution, and he was spurred on to think about how he could continue to solve problems with practical applications.

Phil saw the opportunity to help build a new company from the ground up when he joined Jet.com. “We were constantly solving challenges that you didn’t necessarily know needed to be solved, all while under deadlines with pressure from investors. Working closely with the designers, and even with the CEO in the beginning, we built the prototype.” The original concept was to offer the lowest and most transparent prices through an online shopping experience; a quickly expanding customer base, excellent customer service, and

great selection of products eventually made them an attractive acquisition for Walmart.

Growing tired of being tied to a desk, Phil recently joined the Department of Justice after an extensive interview process. The combination of emergency services, technology, problem solving, and being out in the field seemed to be the perfect mix for him. That’s all we can say about that, but we’re certain that where there’s a problem or a puzzle to be solved, Phil will be able to help find the solution.

FIGURING IT OUT: Practical Problem Solving

A volunteer fire firefighter with the Armonk Fire Department since 2006, Phil began thinking about how to design an app to help the fire station locate its volunteers and track who was responding to an emergency call. The app he developed allowed responders to notify the fire station with one swipe and tracked their travel time directly to the station. He had such great feedback from the Armonk Fire Department that he marketed the app to other local fire departments, maintaining the app over the next few years.

He has also automated many things in his house and connected his Alexa to his app. If he gets an emergency call in the middle of the night, the app turns on his lights and then turns them off when he leaves. “I think programming will continue to be important. Having a base for programming is good, but even better is using your resources to create things that are meaningful for you. It’s one thing to program a computer, but it’s another thing to program on a computer and then make it interact with your real physical world.”

Class Notes

Class of 2006

Alisha Albinder and her husband, Jesse Camac, are partners in Heritage Food + Drink in Wappingers Falls, NY, where she loves working with local farmers to feature their foods in this new setting. She continues to work with her family at Hudson River Fruit Distributors, where the majority of apples grown in the Hudson Valley are sold.

Class of 2008

10TH REUNION

Will Weld was interested in computer science at a very young age. While at Millbrook, he enjoyed all his math classes, especially with Martha Clizbe, and he was able to bring his passion for computer science into his Culminating Experience for Seniors project. He really loved working on his CES project and learning Python, a popular programming language. With this knowledge Will created a spin-off of an old game called Lode Runner and allowed students to play during the CES presentations. Will received honors recognition for his CES work, further cementing his interest in computer science. He was the first member of his class at St. Lawrence to declare a double major in both math and computer science. Now living in Seattle, Will is currently doing independent consulting as a digital analytics architect and engineer. He helps companies measure their online presences and provide strategies for increasing customer engagement and brand loyalty.

Class of 2009

Ben Cart is living in Nashville, TN, where he manages the digital marketing and communications for the Bonnaroo Music & Arts Festival.



Class of 2006

J'Nelle Agee recently accepted a position as a producer associate with NBC News and relocated to Dallas, TX. She is taking part in a year-long producer development training program at KXAS, the Dallas/Ft. Worth NBC affiliate. In 2018 she will return to New York to complete her training at MSNBC. J'nelle is transitioning from on-camera reporting to working behind the scenes in news production and development. She previously worked as a general news reporter for Spectrum News and Verizon Fios, covering multiple counties in New York's lower Hudson Valley.



Class of 2006

Peter Smith is an Army captain commanding an Aviation Maintenance Company in the Texas National Guard. His unit was deployed to Iraq for 2017. His company had 148 soldiers who were responsible for the mission readiness of the brigade's Blackhawks, Chinooks, Apaches, and UAVs. Peter and his team maintained the aircraft and performed test flights before sending them out on mission. When not working, Peter enjoyed pretty decent living conditions: wifi in the offices and rooms, a coffee shop, and a brand-new runway. He was on a base run by the Coalition Forces with people from all over the world. Brits provided medical support in the back of the aircraft, and soldiers from Australia and New Zealand ran the base's gyms. Friday night dinners were surf and turf, and the Canadians on base had king crab legs shipped in from Vancouver every week.

Left: PETER SMITH FLYING NORTH OF BAGHDAD



Class of 2007

Julia Heffernan was the creative genius behind Jimmy Fallon's "Jimojis," which he released on live television. Not only are her latest emoji creations witty, artistic, and fun, download proceeds were donated to the Sesame Street Yellow Feather Fund. Awesome emojis for an amazing cause!



Class of 2010

Laurel Greenfield graduated from Boston University's master's program in gastronomy, and today her professional life combines her passions for food and art. A self-proclaimed "food-obsessed painter," Laurel is living in Boston, MA, painting in her home studio, and selling both her own favorite paintings and commissioned pieces through her website, www.laurelgreenfieldart.com. Laurel was recently featured in *The Boston Globe* and on *Buzzfeed*, and she has said this about her work, "Going through the gastronomy program, we talked a lot about food and memory, food and nostalgia, and I started to see why food was so important to me and how important it is to everyone. I use that when I paint."

Class Notes

Class of 2011

Rachel (Kanegis) Ahdut is currently living in Manhattan with her husband, Efrayim. She is the founding teacher at WeGrow, an elementary school pilot program that is an extension of the coworking company WeWork. WeGrow is an approach to education in which children can find their true passions through an apprenticeship program—a hands on approach to learning. Much of this has to do with an integrated farming curriculum and a focus on a culture of kindness. Similar to Millbrook, the school's program has an emphasis on developing a strong sense of community and collective conscious. Education is a key component of Rachel's life today; in addition to her teaching, she is working towards her master's degree at Bank Street College.

Danielle Carolei graduated from Cornell University in January of 2016 and began working in sales and marketing in the produce industry. After a year in the industry, she realized that her passion lay

with art and creativity, particularly when connected to agriculture. Having worked with social media for years to promote her own goat herd, she transitioned her experience into a business designed to help small business owners in their quest to engage their fans and reach more potential customers. With flexibility in her schedule as her own boss, she has been able to get back to painting and drawing as well, allowing for the development of her animal greeting cards, which are currently being sold at the Trevor Zoo's new gift shop in the Mill.

Lauren Pompilio earned a Bachelor of Science degree in chemical engineering from Syracuse University in 2015, and a Master of Science in nuclear engineering from Texas A&M University in 2017. She is employed at the Defense Intelligence Agency.

Class of 2012

Ken O'Friel continues to live in Tokyo, Japan, and ran the 2018 Tokyo Marathon

on February 25th. Although he did not train extensively, he finished in the top 20% of all male runners with a finish time of 3:37:47.

Royce Paris is loving his new role at the Athenian School in California, where he is a graphic design intern for the Advancement Office, assistant basketball coach, and dorm head. He has made a smooth transition from player to coach, developing strategies that will ensure his team is mentally and physically ready for the game. Royce continues to feel the adrenaline that fueled him as a player at Millbrook and then Skidmore, often finding himself jumping on the sidelines for one of his players as if he had scored a basket himself. He finds that developing a strategy and watching his team successfully execute it is a euphoric experience. He's also enjoying a new hobby in graphic design, producing print and and social media content for Athenian's Advancement Department and soaking up as much knowledge as possible. Although new to the field, he thinks he has found a good career path.



Class of 2012

Chloe Gbai is now a streaming producer for POV (Point of View documentary films)/ PBS, a newly created role that puts her in charge of championing groundbreaking short documentaries by emerging filmmakers via broadcast and a new streaming

initiative. In January she interviewed Bill Nye the Science Guy on a live POV Facebook event - Bill was in the office to promote his upcoming movie that would be broadcast on PBS in April. Chloe earned her bachelor's degree from New York University's Gallatin School of Individualized Study, and her previous work, focused on issues of race, immigration, and gender, has appeared on Teen Vogue, HBO, and VH1.



Class of 2011

Nell Gridley spent the last year working on a goat dairy farm, Blue Ledge Farm, in Salisbury, VT. They have a herd of about 130 goats and make 10 different kinds of cheese. She considers it such rewarding work, especially since she started out last year during kidding season and now those kids that she bottle-raised are having kids of their own! Nell is involved in every part of the farm's operations, including following the milk cycle through the making and selling of the cheese. As much as she likes her work in Vermont, Nell is excited to be moving on soon to new adventures. She has been accepted into the Doctor of Veterinary Medicine (DVM) program at St. Georges University and is waiting on the same good news from Atlantic Veterinary College at the University of Prince Edward Island. She'll start vet school at one or the other this year!

Class of 2013

Dana Foote released her first album on iTunes, Spotify, Amazon, and Google Play in the spring of 2017. Dana wrote seven pop-punk tunes for the self-titled album and co-produced the cover art.

City Squash recognized **Felipe Pantle**, who capped his senior year in action at the 2017 CSA National Team Championships held at Harvard University. Felipe graduated from Hobart & William Smith in May.

Anthony Kuhnreich works at PWC (Price Waterhouse Cooper) where he was appointed an Ambassador for PWC for recruitment. He will begin CPA courses in the fall of 2018.

Class of 2014

Mansell Ambrose will enter the Teach for America program after her graduation from Sewanee. She will teach in San Francisco and work on her master's degree as part of the program.

Katja Galli is currently in her second year of medical school in Argentina. She also coaches and plays on Argentina's National Women's Lacrosse Team.

Casey Murray is in her last semester at the University of Arizona, finishing her degree in philosophy, politics, economics, and law (PPEL) with a minor in gender and women's studies. She is working on her senior thesis evaluating the constitutionality and morality of conscientious healthcare refusal laws, which disproportionately affect women seeking reproductive health care. Casey works at Arizona List, a political action committee that supports pro-choice Democratic women running for state and local office in Arizona, where she is the regional political director for southern Arizona.

Alumni Profiles

SEAN FLEISHER '13



Sean Fleisher graduated with a degree in political science from Trinity College in 2017 and has been working for a new app-based event service, Tikkit, since September.

Tikkit is an end-to-end ticketing service for events of any type or size—concerts, parties, formals, philanthropy events, and more—and a fully centralized, fast and seamless solution to event management. Their ticketing platform eliminates many of the inefficiencies and obsolete methods that coincide with organizing events, especially when money is being collected. Tikkit serves as a social event marketplace catered to individuals rather than large corporations, making it the perfect platform for college students and non-profits.

The Tikkit app allows users to host events and sell tickets within seconds, and any money earned from ticket sales transfers to the event host's bank account within 24 hours. The optimum feature of Tikkit is its fast admission software, a mobile "boarding pass" that works completely offline and admits guests into events instantaneously.

When Sean learned about Tikkit's new business model from a college friend, he immediately saw enormous potential and wanted to be a part of the exciting new start-up. To date, his role has been in business development and marketing, and he has been influential in Tikkit's expanding presence across the web and various social media platforms. Since Sean first joined the team, Tikkit has undergone impressive growth in its number of users and events, and 2018 is shaping up to be a huge year for the company.



Class of 2013

Reagan Brown graduated magna cum laude from Mount Holyoke College last May after completing her studies in art history and photography. Following graduation, she spent 32 days walking the Camino de Santiago, a pilgrimage route in Northern Spain. She and a friend walked from Pamplona to Santiago de Compostela (about 440 miles). She blogged about her adventure and shared photos on her website: <https://rbwordadventures.wordpress.com>. At the end of the hike, after having her 'Pilgrims Passport' stamped along the route, she received a 'Compostela,' or certificate, that certifies she walked. Upon her return to the U.S., Regan began a job as a special events and membership work scholar at Aperture Foundation in New York City.

Class Notes

Alumni Profile

A Q&A WITH CHARLOTTE MAGUIRE '14

As a computer science major and design minor at Washington University in St. Louis, Charlotte will graduate this spring and begin planning her move to Boston, Massachusetts.



She has been hired by Microsoft to work in their Boston office as a program manager starting in September—this offer followed on the heels of an internship at this same office last summer. In her role as PM, she will research, design, map out, and drive implementation for features on an enterprise content management system based in Microsoft's cloud, working closely with other program managers as well as designers and developers. She has enjoyed her four years at Washington University, noticing more recently that there are fewer women in the upper level courses in computer science than she encountered in her earlier years.

Q: *What are the reasons why you think women don't continue in computer science?*

A: I cannot speak for all women, but I do think some women are less likely to stick with a CS major because it can be difficult to find other females, particularly female mentors, in the discipline. That's not to say that male partners or mentors are not a wonderful thing to have or to seek out, but I think it is easy to lose confidence if all the people you see succeeding fit into one category, in this case, gender. Then you start to see yourself

as an anomaly, and unless you think you are the bee's knees, it's easy for that feeling to become a seed of doubt in your own abilities.

Q: *What do you enjoy about computer science?*

A: I enjoy problem solving, and I am fascinated by technology. That being said, I sort of fell into computer science. I do love that the major has opened doors for me, and I love that technology is so intersectional across most/all disciplines so that I don't feel limited in the paths I can choose down the line. I chose computer science because it would maximize my options without closing any doors, and it has worked out okay for me.

Q: *What advice would he/she give to current students interested in your field?*

A: Work hard, ask questions, don't be afraid to fail, ask for help, and network. If you are interested in technology, there is a 99.9% chance that you can combine that with any of your other interests, as well, so take the time to look around at the different sectors in tech or at different industries that might need people in tech.

Q: *Based on your own experiences, what are your thoughts on the use of technology, both by children and teens, in education and in general? Do you have an opinion on how technology should be used or can best be used in educating students, and the pitfalls that you see with technology and its use/overuse, particularly when it comes to smart phones?*

A: I have a lot of opinions on this. I do not necessarily have an issue with screen time, but I do have issues with how young people tend to use social media. I worry that overconsumption of things like Snapchat, Facebook, and Instagram can foster unsafe environments, specifically emotionally and especially for young people. I also think social media can give [young] people a false sense of what is realistic and appropriate and what isn't.

That being said, I think understanding how to interact with technology is an incredibly important skill to develop because it is an integral part of everyday life and is only becoming more ubiquitous. Moreover, technology in the classroom can be a game-changer for a lot of students, namely those with learning disabilities. In my case, technology has been very useful in helping me with hearing issues in and out of the classroom.

Class Notes



Class of 2014

Ben Duhoski continues to garner attention in collegiate lacrosse. In January the Denison senior was named to the USILA D-III Player of the Year watch list on the heels of being named North Coast Athletic Conference Defensive Player of the Year. When beginning his final season of play in February, he took to the field with two other Millbrook alums and strong Denison contributors: **Spencer Butler '15** and **Sam Asman '17**. Former faculty member Liz Duhoski Morrison P'10, '14 confirms, "One-third of Denison's players on the field are from Millbrook!"



Class of 2015

Edward Opoku recently signed to play major league soccer with the Columbus Crew SC in Ohio, and he has already enjoyed the opportunity to sign autographs for young fans! Edward was the 32nd pick in the MLS draft on January 19th in Philadelphia. There to celebrate with him was his Millbrook family including the McWilliamses and the Lang-Assaels. Since graduating from Millbrook, Edward has had an outstanding soccer career at the University of Virginia, where he was named to multiple conference and All-American teams. In early January he was offered and signed a Generation Adidas contract, which made him eligible for the MLS SuperDraft.



Class of 2015

Greg Reiss is in his junior year at St. Lawrence University, majoring in environmental science and economics, and completed his fall semester abroad in Copenhagen. He took the opportunity of living in Europe to visit 12 different countries, including his favorite stop, Iceland!

Class Notes

Melissa Sheeran was recently featured in the December issues of both *Sports Illustrated* and *MainStreet Magazine*. *Sports Illustrated* notes many of Sheeran's recent athletic accomplishments on the women's ice hockey team with Plattsburgh State Athletics, including how she "led the Cardinals to the national title," and *Mainstreet Magazine* refers to her as "one of the best hockey players in the country."

Dustin Sloan and fellow Georgia Tech classmate Trenton Charlson were recently interviewed by the NBC affiliate in Atlanta, GA. Electrical engineering majors, Dustin and Trenton were tasked with "upgrading children's toys," and they answered the challenge by creating a 250CC Barbie Jeep that can hit 30 mph. 11Alive reporter Christopher Buchanan reported, "Under that unassuming pink plastic go-cart, the two managed to pack the new larger engine, a steel frame, hydraulic brakes, a new gas pedal, and components needed to steer this speed demon."

Class of 2015

Harrison Bluestone is spending a semester abroad in Australia. He is in his junior year at Trinity College.

Hailey Schimmel is an art history major at Sewanee, and she is currently doing an internship at Sewanee Art Gallery.

Class of 2017

Taddeo Galli is attending Southern Methodist University.



Class of 2015

Jessie Ribera studied abroad in Nepal this past August to December. While she was there, she stayed with a host family in Kathmandu and also traveled to other parts of Nepal. She studied in Chitwan National Forest, Annapurna Basecamp, and two small mountain villages, Simigaau and Tangting. Part of her studies included an independent project, which allowed her to spend her last month in Nepal researching oral folktales of the Newari through interviews conducted in Nepalese. Through her study abroad experience she was exposed to the strength and resilience of an entirely new culture, "Nepalese people are some of the strongest, friendliest, and resilient people I have ever had the privilege of meeting. I cannot wait until I go back to Nepal!" Back at Pitzer College this semester, Jessie continues to focus on courses that support her major in organismal biology and minor in media studies. She is also a proud three-time member of Pitzer/Pomona's women's rugby team that is set to compete in the Division II National Championships. She appreciates her team members, who are strong, compassionate, and intelligent women supporting her in every way.



Class of 2016

Olivia Galli spent two years at the School of the Art Institute of Chicago. She transferred to Parsons School in New York City last September. Olivia was back at Millbrook in July, as she was wedding photographer for two of her Millbrook teachers, Sam Tarnasky and Jason Goodwin, who were married in the Flagler Memorial Chapel on July 29th.

Class Notes



Class of 2017

Katie Isler used her time between her Millbrook graduation and her January 2018 start at the University of Vermont to spread her wings. She went paragliding in Switzerland during a weekend break from the University of the Arts in Florence, Italy. In addition, she did an internship assisting with shark research and cage diving off of Gansbaai, South Africa.

Katie considers these experiences of a lifetime.



Class of 2017

Olivia May helped organize a student trip to South Dakota, volunteering there last summer with Simply Smiles. Those participating in the service learning trip worked with children on the Cheyenne River Sioux Tribe Reservation, where they helped with the construction of a new bunk house and organized activities for children of the tribe.



Class of 2017

Si Wei is a freshman at Colgate University and is pictured here with fellow Millbrook alum **Will Rayman '15**. Her favorite classes so far have been multivariable calculus and computer science. She plans to double major in computer science and mathematical economics. Outside of the classroom, she is a member of the varsity cheerleading squad as a flyer. She enjoys cheering for football and basketball games and loves Colgate's vibrant culture. Most importantly, she currently works for a startup company, The Waffle Cookie, founded by a senior at Colgate; it's a social enterprise that donates a meal for every 10 cookies sold. She joined The Waffle Cookie because of its social impact and the unique opportunity to gain valuable experience in the business field. Her role is to find PR opportunities and develop marketing plans in order to continue spreading the company's message and delicious treats. One day she hopes to start her own company.

Class Notes



Arthur Anthony '07, Jordan Spieth, and **Bob Anthony '65** played in a Pro Am together in August at Silo Ridge in Amenia, NY.



You never know who you'll run into when you're donning your Mustang pride! Alumni **Spencer Rundquist '15** and **George Sayan '88** were browsing at a store in New Hampshire when they bumped into each other and noticed a familiar theme. While they had never met before, their great fashion sense allowed them to make introductions and connect over their Millbrook experiences!



Emily Hottensen '06, **Eliot Hubbell '07**, **Lulu Carter '07**, **Mimi (Anthony) Cushing '08**, and **Lauren Roxborough '07** at Eliot's bachelorette party in July.

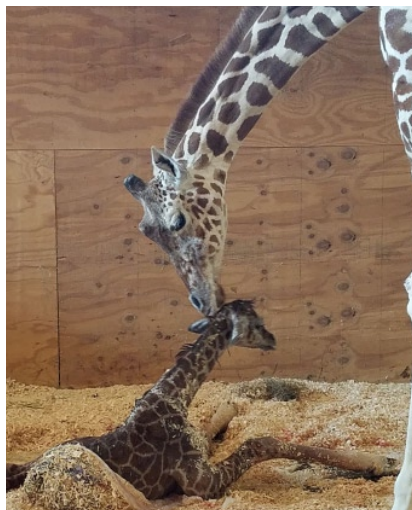


PHOTO BY SEAN McLAUGHLIN.

Dolan siblings **Olivia '13**, **Jack '15** (not pictured), and **Henry '17** were featured with their parents, photographer John Dolan and ceramicist Michele O'Hana, in the January issue of *Martha Stewart Living*. Illustrated with John's photos, the story outlined the passion behind their family tradition of tapping sugar maples from nearly two dozen trees on their property in Chatham, NY.

Class Notes

Former Faculty



Dr. Tim Slater, former Trevor Zoo keeper supervisor from 2001-2003 and Millbrook physics teacher from 2003-2005, made worldwide news on a daily basis last spring as the veterinarian caring for the famous mom-to-be April the Giraffe. Tim shared the very first photos of April and her calf, Tajiri, taken at the Animal Adventure Park in Harpursville, NY, where he is a regular visiting veterinarian. Tim graduated from Ross University School of Veterinary Medicine in 2009, and he is currently the owner of Country Care Veterinary Center in Afton, NY.

Engagements

Katelyn Frunzi '03 is engaged to Michael Freeman. A March 24, 2018 wedding is planned.

Ben Ross '06 proposed to his fiancée, Allison McKendry, over the holidays in Boston, where the couple met four years ago.

Forrest Mas '07 is engaged to Mackenzie Kersen. A June 9, 2018 wedding in Boothbay Harbor, ME, is planned. **Ethan Vallarino '07** and **Michael Marsal '06** will be groomsmen.

Geneva Wagoner '13 was engaged to Brandon Kramer on December 26, 2017 in New Orleans, LA.

Marriages

Jordan Vexler '99 married Albert Shannon, October 22, 2016.

Sean Adams '04 married Emma Klausen, June 24, 2017.



Jon Silver '06 is engaged to Faye Rosseutscher. An August 5, 2018 wedding in Montreal is planned.



Molly Dyson '99 married Benjamin Schwery on October 15, 2017.



Nicholas Hoagland '02 married Charlotte Süreyya Sayre Olcay on April 22, 2017 at St. James Church in New York City.



Michael Reinoso '03 married Mackenzie Colgan, October 14, 2017, in Vero Beach, FL. Pictured at the reception are Millbrook wedding guests from left to right: **Kohei Omori '03**, **Will Cart '03**, **Alexandra (Peterson) Cart '04**, **Leland Smith '03**, and **Anna Menken '03**.

Class Notes

Marriages



Paul Stuckey '03 married Somers' Gardner, October 3, 2017 in Jamaica. Millbrook attendees include: (back row) **Eliza Cantlay '03** and **Charlie Hettinger '04**, (front row) **Erin Stuckey '00**, Somers', Paul, and **Luke Stuckey '09**.



Katelyn Massarone '04 married Brendan Foley, June 10, 2017.



Caragh Fisher '05 married Jeffrey O'Connor on October 21, 2017. Millbrook friends and family in attendance included **Priscilla Hermann '06**, **Sophia Pellicoro '05**, **Geoff Fisher '07**, **Grace Fisher '11**, **George Kunhardt '05**, **Sarah Thaler '05**, **Madeline McCarthy '05**, and **Katie Coby '05**.



Andrew Williamson '05 married Amanda Forbes on July 16, 2016.

Class Notes

Marriages



Eliot Hubbell '07 married Conor Jeffers on October 14, 2017. Millbrook friends and members of the wedding party joined in the celebration: **Gavin Bennett '06**, **Nick Weaver '07**, **Mimi Anthony Cushing '08**, **Emily Hottensen '06**, **Lulu Carter '07**, **Lauren Roxborough '07**, **Lacy Kelly '07**, and **Alex Pinsky '06**.



Rachel Kanegis '11 married Efrayim Ahdut on January 14, 2018. **Nikeyu Callaway '10** was one of Rachel's bridesmaids.



Faculty

Current faculty members **Samantha Tarnasky** and **Jason Goodwin** were married in the Flagler Memorial Chapel on July 29, 2017, and Cam Hardy officiated. They celebrated with family and Millbrook friends including Dave & Dana Mullen, Sarah MacWright & Jeff Smith, Corey Cooper, Brian & Sara Krauss, Kyleen & Chase Depew, Matt & Chrissy Dilley, Maggie Dubler, Ryan Wager, Terry Cox, Jarratt Clarke & Lindsay Peterson, Mark & Martha Clizbe, and Cam & Bill Hardy. **Olivia Galli '16** was their official wedding photographer, and **Olivia May '17** was their "day-of coordinator."



Former Faculty

Cam Hardy officiated at the wedding of former faculty member Colin Donovan to his wife, Taylor, on July 8, 2017, in La Jolla, CA. Millbrook friends and former colleagues in attendance included John Kildahl, Matt and Chrissy Dilley, Cam and Bill Hardy, and Dave and Marnie Mochel.

Class Notes

Births



Jon Downs '98 and his wife, Erin, welcomed Finley Emily Downs on May 19, 2017. Finley joins siblings Atticus and Aurora.



Craig Tredenick '99 and his wife, Melissa, welcomed a daughter, Charlie Elizabeth Tredenick on August 27, 2017.



Cyd Cipolla '00 welcomed Lucy Lewis Cipolla, on June 12, 2017.



Julia McLaughlin Todd '00 and her husband, William H. Todd IV "Trip", welcomed a son, William H Todd V "Quint", on October 12th, 2017.

Class Notes

Births



Ayumi Hosoda '01, her husband, Nate Brown, and son, Clyde, are well and happy in California.



Meredith Casale Roll '04 and her husband, Matthew, welcomed Kate Ellis Roll to their family on July 9, 2017 at 7:55 a.m. Kate weighed 8 lbs., 13 oz., and measured 21" long.



Ana Norton Spinella '06 and her husband, Tom, welcomed Teagan Lee Spinella on August 20, 2018. Teagan joins her furry "siblings," Jofa and Birdie.



Sarah Butts '12 and Gregory Grey, welcomed a beautiful baby girl, Blakely Rowan Grey, on March 8, 2018. Former faculty member Robin Herow is a very proud Grammy!

Class Notes

Births

Katy Shanley Scott '91 and her husband, Dan, welcomed a daughter, Bayley Elizabeth Scott, on August 28, 2017. She joins big sister Annebelle.

Jillian Ho Wilkes '06 and her husband, Josh, welcomed a daughter, Abigail Bennett Wilkes, on December 5, 2017. She joins brother Asher James.

Former Faculty

Brian Mitchell and his wife, Alison, welcomed a daughter, Paige Mitchell, on October 29, 2017. She joins her brothers, Grayson, 5, and Rhett, 2.



In Memoriam

We offer our most heartfelt condolences to the families of all Millbrook alumni, parents, past parents, faculty and friends who have passed away recently.

1943

Sir Alistair Horne, a British journalist, historian, and biographer, died in Turville, Buckinghamshire, England, on May 25, 2017. Alistair's primary school education took place in England, but during WWII he was sent to the United States for safety's sake. *A Bundle from Britain* (published, 1993) is his book about his sojourn to Millbrook, his life-long friendship with **William F. Buckley, Jr.**, and his return

Kingdon Gould Jr. '42



Kingdon Gould Jr. (P '66, '67, '69, GP '89, '95, '95, GGP '18, '20) died on January 16, 2018, at his home in North Laurel, MD. He enrolled at Yale after Millbrook, but quickly volunteered for the armed service. As a member of the 36th Mechanized Cavalry, he landed in France in June 1944 after the Normandy beaches had been secured. He was awarded two Silver Stars with oak leaf cluster and the Purple Heart, also with a cluster. He received a battlefield commission as a second lieutenant and served in the Ardennes and Rhine campaigns. In 1946 he married Mary Bunce Thorne and returned to complete his courses at Yale, where he received both a bachelor's and a law degree. Kingdon practiced law in the District of Columbia and in Maryland, invested in Washington and Baltimore properties, and served as an

ambassador to Luxembourg (1969-72) and The Netherlands (1973-76). With his sons he developed the community of Konterra in Beltsville, MD, and helped found the Glenelg Country School in Howard County. In addition, Kingdon was an accomplished rider who competed in Maryland's point-to-point races. Kingdon was a Millbrook School trustee from 1968-1979, and he was awarded the Edward Pulling Community Service Award by Millbrook School's Alumni Association in 1992. He is survived by his wife, four sons, five daughters, 28 grandchildren, and many great-grandchildren.

to his homeland to serve in the RAF (1943-44). After the war, Alistair served in the Coldstream Guards (1944-47) and graduated from Jesus College, Cambridge, in 1949. In 1993 he received a LittD from the University of Cambridge. He worked as a foreign correspondent for *The Daily Telegraph* (1952-55) and for MI6, Britain's foreign intelligence service. A prolific researcher and author, Alistair published more than twenty-five books. Notable among them are *The Price of Glory: Verdun 1916* (published, 1962), a Hawthornden Prize winner, and *A Savage War of Peace: Algeria 1954-1962* (published, 1977), a Wolfson Prize winner written at the suggestion of former British Prime Minister Harold Macmillan. In 1989 he wrote Macmillan's official two volume biography, *Harold Macmillan*, Politician. His last book, *Hubris: The Tragedy of War in the Twentieth Century*, was published in 2015. He was elected as fellow into the Royal Society of Literature in 1968 and knighted in

2003. Alistair is survived by his wife, Sheelin Ryan, three daughters from a previous marriage, and five grandchildren.

1944

Hoyt Ecker, grandparent to Molly Ogden Schuster '02, died on October 5, 2017. He enrolled at Harvard, graduating in 1949 after taking time out to serve in the Navy. Hoyt spent his career in product development, most notably on an early laptop presented in 1983 at the Electronics Show in Palo Alto, CA. In retirement he spent time in Chatham, MA, and Vero Beach, FL. He was founder of the Massachusetts Committee for the Preservation of Horse Shoe Crabs, which helped to designate Monomoy Island as a horseshoe crab sanctuary. Hoyt enjoyed tennis and skiing and was an avid sailor and jazz enthusiast. He leaves behind his wife of 68 years, Deborah, three children, and their families.

1945

John Aldeborgh (P '74, '77, '80) died peacefully at his home in Edgartown, MA, on November 3, 2017. Following Millbrook, John served in the Navy during WWII before attending Williams College. He ran the Standard Gage Company in Poughkeepsie, NY, and retired to Herring Creek Farm on Martha's Vineyard. John was an equestrian, tennis player, sports car aficionado, skilled amateur mechanical engineer and inventor, lover of anything motorized, and avid pilot. He leaves his wife of 61 years, Janet, five children, and ten grandchildren.

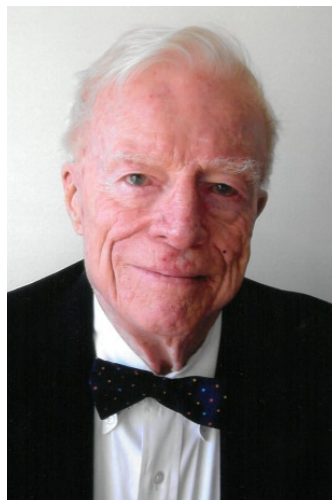
1949

David Chaplin is remembered as a lifelong educator, storyteller, sailor, and family man; he died on July 27, 2017 in Freeport, ME. David received his undergraduate degree from Amherst College and his PhD in sociology from Princeton. He taught in the Sociology Department at the University of Wisconsin from 1966 to 1972 and chaired the Sociology Department at Western Michigan University from 1972 until 1989. He retired to Maine in 1992. He is survived by his wife, Joyce, three children, and four grandchildren.

1950

Martus Granirer died on April 27, 2017, in New City, NY. After a period as a filmmaker, Martus became a photographer, developing photographic techniques that explored how we see things. His photographs, still considered innovative, are in museums including the Museum of Modern Art. Martus later moved to Rockland County, NY, and became a lawyer specializing in land conversation. He led the community in protecting more than 1,000 acres from development in New York State's smallest county, and he worked to maintain the area that was the home of artists such as Lotte

David Wray '48



David Wray died at home in Needham, MA, on December 22, 2017. Born in Paris, France, in 1929, he graduated from Millbrook in 1948, Amherst College in 1952, and Harvard Business School in 1955. Dave started his investment career at New England Mutual Life Co., and then he relocated to New York City for two years to serve as director of Equity Research at Lazard Freres & Co. In 1973 Dave moved back to Boston, where he spent 23 years at Sun Life Assurance Company of Canada, serving as their chief investment officer for the United States until his retirement in 1996.

Dave, whose wife of 60 years, Patty, died in 2015, is survived by his son, David, Jr., and by daughters Susan Smith and Betsy Lawrence, six grandchildren, and four great grandchildren. He is also survived by his brother, **Michael '53**.

Dave was a loyal graduate and a generous benefactor to the school. He had fond memories of his undergraduate days at Millbrook, and he valued his friends and faculty members who made a difference in his life—especially Millbrook's founders, Ed and Lucy Pulling.

Dave supported nearly every annual and capital project that took place on campus during the last 25 years including the current Wray Gymnasium, the Wray Faculty Room, the Schuyler B. Haynes '85 Memorial Garden, the renovation of Callard House, and the Sportsmanship plaques that hang in Schoolhouse. In 2011 Dave received a Millbrook Medal for distinguished service to his alma mater.

Lenya, Kurt Weill, and Maxwell Anderson as an affordable place for artists. He lived on coffee and music, and he credited a course he took at Millbrook for his lifelong love of music. Martus leaves Terri Thal, his partner of 19 years, his brother, Joseph Friedman, his daughter, Liz, son Julian and daughter-in-law Kathleen Harrison, and two grandchildren.

1951

Richard Wheeler Darrell passed away on June 23rd, 2017, in Ft. Myers, FL, at age 83. Richard was a professor of ophthalmology and epidemiology at Columbia University and physician at Columbia Presbyterian Hospital; he also had a private practice in New York City.

Millbrook was a special place for Richard, where he first developed his lifelong love of biology and the sciences in general. The

friendships that he made at Millbrook lasted him his entire life, as did the stories. Not a month went by when he wouldn't comment or joke about his physics teacher, hands tucked into his belt, tapping his belly, talking about "Momentum-tum-tum," or his biology teacher, Mr. Trevor, who kindled in Richard a deep and lasting interest in the natural sciences.

From Millbrook School Richard went on to attend Harvard University where he studied biology and pre-med and was also the captain of the Harvard Rowing Team. Harvard was fortunate to enjoy Richard's attendance twice, as he continued straight into medical school. He also completed a Sc.D. in epidemiology at Columbia University, and this combination proved to be the perfect nexus of Richard's core interests: biology and medicine. He put that combination to great use during a tenure at the CDC, where he authored multiple publications on infectious disease.

Class Notes

Richard met his wife, Constance Jackson, in Washington, DC, and they soon after married. They resided in New York, where Richard was working at Columbia Presbyterian, and in December of 1966 they had a son, Trevor. No doubt that Mr. Trevor back at Millbrook influenced their name choice! He is survived by his son, Trevor Darrell, his daughter-in-law, Lisa, and his grandchildren, Torsten and Linnea.

1962

Griffin Okie died on September 9, 2017, in Santa Rosa, CA. Grif graduated from Yale in 1966, and then immediately enrolled in Officers' Training School in Newport, RI. He became a supply officer on a Navy destroyer, completing several tours of duty in Vietnam. He had been to California several times on the ship, and when his duty was finished, he was thrilled to live there. Grif became an acclaimed woodworker, teacher of woodworking, and artist. He made furniture for thirty-five years, some of it for the rich and famous, and won several awards. He was a founder of the Bolinas Craft Guild that encourages and supports struggling artists. Most of all, Grif loved wood and described himself as a "wood-a-holic." Grif's son, Tyler, will incorporate Grif's priceless collection of wood in his own workshop to continue his father's legacy. Grif is survived by his wife, Cyrie, son, Tyler, daughter-in-law, Emily, and two grandsons. Grif was uncle to **Karin Foreman Sweeney '89**.



Karin (Foreman) Sweeney '89 celebrates the life of her Uncle, **Griffin Okie** (November 27th, 1944 - July 7th, 2017), with two of his Millbrook classmates **Ted Elliott** and **Michael Straight**.

1964

Jack Tieder passed away on Sunday, December 3, 2017, following a years-long battle with multiple myeloma. After graduating from Millbrook, Jack attended Johns Hopkins University in Baltimore, MD, where he majored in history. Jack entered Syracuse School of Law in September of 1968 and finished his legal education at the Washington College of Law at American University following time in active duty with the New York Army Reserve. After graduating from law school in 1972, Jack worked briefly as an attorney for the General Services Administration before joining the law firm of Lewis, Mitchell, Bixler and Moore in Vienna, VA. In 1978 he was a founding partner of Watt, Tieder, Killian and Toole, which later became Watt, Tieder, Hoffar, and Fitzgerald, an international government contracts/construction law firm based in the Washington D.C. area. He specialized in representing parties engaged in large construction projects around the world. He also served as a visiting lecturer in government contracts at William & Mary Law School and as an adjunct professor teaching International Commercial Arbitration at Antonin Scalia Law School. In his later years he volunteered time teaching international law in many Eastern Bloc countries through the Center for International Legal Studies.

Jack is survived by his loving wife, Ruth, his sons, Jay and Nick, and their wives and children, his former wife, Claire Tieder, his brother, Sheldon, his sister, Rae, and other members of his extended family. A giant in the field of international law, he will be remembered as a man who loved life, travel, beer, fly-fishing, sports, reading, running, and, most of all, family.

1965

Allan Schmidlapp died peacefully on April 1, 2017, in Old Lyme, CT. Allan attended Babson College after Millbrook

and created Union Savings and Trust company, which later became Fifth Third Bank. He is survived by his wife, Jane, and his children, **Cooper '98**, **Victoria '05**, and Olivia.

2011

Jack McClement died May 24, 2017. Jack had a bright inquisitive mind and a giving heart. The time he dedicated to the spiritual life program, Outreach, and community service, in general, at Millbrook made a distinct difference in those programs. Jack also loved everything to do with the theatre, and he was a natural performer, right at home on the stage. In the classroom he was very proud of a particular art history project he did in honor of his grandfather F. William Free, a catalyst in the advertising world whom he adored. Jack will be missed, but his spirit remains present on campus and with the many friends whose lives he touched.

Faculty

Edward "Ted" Lindsay died suddenly on August 7, 2017. Ted was a steady presence in Millbrook's Miller-Brown Health Center for eighteen years, where he gently dispensed TLC to our community. In addition to his work here at Millbrook, Ted cared for others at three area hospitals and at Camp Treetops in Lake Placid, NY. Besides his work in the healing arts, Ted was an accomplished and artistic ceramist. His work was featured in the fall 2017 Annual Faculty Show, Confluence, dedicated to his memory. Ted was husband to Nancy and father to Morgan and Dana.



Your Millbrook, Ever Better

Help us build on the past and secure a strong future for Millbrook.

Your contribution to Millbrook's Annual Fund helps create an ever better student experience and ensures that students leave Millbrook prepared to carry on the tradition of *Non Sibi Sed Cunctis*.

Please make your gift to the Annual Fund today.

Ways To Give:

ONLINE AT: www.millbrook.org/annualfund

BY PHONE AT: 845-677-6752

Or by mail using the enclosed giving envelope

MILLBROOK SCHOOL

131 Millbrook School Road, Millbrook, NY 12545

Address Service Required

Non Profit Org
U.S. Postage

PAID
Cinnaminson, NJ
Permit No. 579

