



Spring 2019

# Westminster

## *Bulletin*



Alumni Faculty Give Back

A Passion for Sports

Summer Online Learning  
Opportunities





A view of Cole Library from the Armstrong Atrium of Armour Academic Center.

FEATURES



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Alumnus and Dean of Faculty Mark de Kanter ’91, P’19, ’22 meets with students Shelby Oken ’22 and Max Larock ’22.



Dear Members of the Westminster Community,

Personally, one of my greatest joys as headmaster is visiting with alumni — many of whom I taught, coached and advised — now settled into their adult personal and professional lives. Listening to alumni share their stories, I often reflect on my fond memories of our times together decades earlier on Williams Hill, as they prepared for the lives that awaited them and that they are now enjoying. I cherish this perspective, especially since the life-journeys alumni experience are so inspiring.

Of course, alumni are our school's great legacy, and through that legacy they lead us in all sorts of important capacities — perhaps most notably as class agents, as trustees and as faculty. Alumni return to campus regularly, whether for reunions, other campus events, or even to speak to or perform for current students. They also attend receptions we host around the country and the world, and they generously give back with their philanthropy, supporting the people and programs that distinguish Westminster School. In all of these various ways, alumni continue to make a difference in the lives of today's students on Williams Hill, and they continue to relish their friendships with peers from Westminster.

Eleven alumni currently serve on the Westminster faculty, including a number in critical leadership roles, such as **Mark de Kanter '91** as dean of faculty, **Tim Joncas '00** as director of athletics, **Miles Bailey '94** as dean of admissions, **Newell Grant '99** as director of advancement and **Aileen Daversa '90** as director of alumni relations. Day in and day out, through the model of their leadership, this faculty alumni cohort sustains our ethos of Grit & Grace, our core values of community, character, balance and involvement, and the inspiration of our Martlet mascot.

Across our school's long history, relationships have always been at the center of the student experience at Westminster. In fact, when I am visiting with alumni, rarely do we share memories about curriculum, or campus buildings and spaces. Instead, our conversation always turns to memories of influential teachers. Many of the most memorable faculty in our school's history devoted their lives to Westminster, teaching, coaching, living on corridors and advising countless students. Even today, 20 faculty colleagues have committed 20 years or more to Westminster School.

Emphatically, as Westminster seeks to move forward, faculty colleagues ensure that we do so in ways that enhance our commitment to the relationships that define the experience of our students. Highlighting the depth of the entire faculty's enthusiastic dedication to our students, 100 percent donated to the 2018-2019 Westminster Fund.

At a governance level, alumni leadership sustains our Board of Trustees. **Brad Raymond '85** is the third board chair during my tenure as headmaster, having been preceded by **Tread Mink '77** and **John Armour '76**. The vice chair of the board is **Moy**



**Ogilvie Johnson '86** and the chair of our Committee on Trustees is **Andrew McCullough '87**. And, at present, 27 trustees are alumni. These alumni trustees offer an invaluable long-term perspective, not distracted by day-to-day developments, as they attend to Westminster School in 2019 and plan for its future.

The continuity in ethos that results from this alumni perspective ensures that Westminster remains at once familiar to alumni and relevant to current students. In this context, not surprisingly, 44 children of alumni enrolled for the 2018-2019 school year, offering arguably the most telling affirmation of the enduring values that permeate our school community. Simply put, the families who know us best, our alumni families, continue to trust their children to us, and they are doing so in remarkable numbers.

Drawing on the influence of their shared experience on Williams Hill, Westminster alumni make an enormous difference in all of their various endeavors, again as highlighted by the examples of the alumni featured in this edition of the Bulletin. And, the influence of these alumni extends far and wide. For me, it is noteworthy both professionally and personally that two of the most prestigious professional organizations with which I am affiliated are led by Westminster alumni: The Association of Boarding Schools by **Ben Williams '81** and The Headmasters Association by **Arch Montgomery '71**.

Martlets Soar Together!

*B.M.*

William V.N. Philip P'06, '09  
Headmaster

## Friday Nights at Westminster Series in 10th Year

The Friday Nights at Westminster series of readings and concerts has been celebrating its 10th anniversary throughout the current academic year with an impressive lineup of guest writers and performers, including novelist Scott Russell Sanders, musical group Liviu Pop and Friends, memoirist and humorist Gina Barreca, poet Kate Rushin in combination with jazz bassist Nat Reeves, novelist and poet Ocean Vuong, writer **Maud Macrory Powell '90**, composer and bassist Rachiim Ausar-Sahu, and singer-songwriter Kris Delmhurst. Westminster students are also featured readers.

English teacher Michael Cervas P'96, '01, '10 founded the series and continues as its coordinator with the assistance of Head of the Visual and Performing Arts Department David Chrzanowski. The free evening events are open to the public and usually take place in Gund Reading Room of Armour Academic Center, with an occasional event held in Werner Centennial Center. The series is made possible by generous grants from the Ford-Goldfarb English Department Enrichment Fund, the McKinley Fund and the Connell Fund.



*Memoirist and humorist Gina Barreca, above, gave a reading at Westminster Dec. 7 as part of the Friday Nights at Westminster series. Other readers that evening included English teacher and poet Terence McCaffrey and Fifth Former Abby Davis. Barreca, who is a Board of Trustees Distinguished Professor of English at the University of Connecticut, is the author of best-selling books and an internationally distributed weekly newspaper column. She has appeared on national television and radio shows to discuss gender, power, politics and humor, and her works have appeared in major publications.*

## Photography Students Take Top Awards in Statewide Competition

Students in Westminster's photography class traveled to the University of Hartford Jan. 28 with photography teacher Jane Toner P'02, '21 to view artwork submitted to the 2019 Connecticut Regional Scholastic Art Awards competition from students in public and independent schools throughout Connecticut. Award winners had been recognized the day before at a ceremony at the Lincoln Theater on the university's campus.

Photographic images created by two Westminster students, Vernita Zhai '20 and Vincent Wang '19, earned awards in the competition.

Vernita won three Gold Key Awards and Two Silver Key awards for her images depicting black-and-white street photography. She also was awarded an advance scholarship of up to \$100,000 for four years to attend the University of Hartford's School of Art should she choose to apply in 2020. Vincent won a Silver Key award for his submission.

During the visit, Vlad Ivanchuk '19, Daniel Pinckney '20, Ethan Andrews '19, Nate Swift '19, Celenah Watson '19 and Vernita enjoyed viewing and discussing the various exhibited works of painting, drawing, sculpture, digital films, ceramics and photography.



*Nate Swift '19, Vlad Ivanchuk '19, Vernita Zhai '20, Ethan Andrews '19, Celenah Watson '19 and Daniel Pinckney '20 at the Connecticut Regional Scholastic Art Awards competition.*



*Vernita Zhai with some of her award-winning photography.*

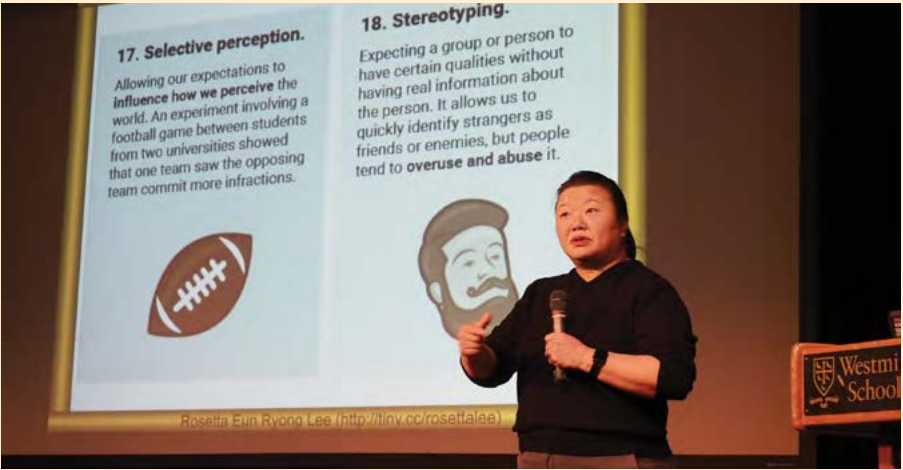


# Diversity Day Focuses on Cross-Cultural Communication and Unconscious and Implicit Bias

Rosetta Eun Ryong Lee, an educator and diversity trainer, gave the keynote address at Westminster's Diversity Day Jan. 22 that involved the entire school community.

Rosetta is a faculty member at Seattle Girls' School, serving in dual roles as a science teacher and as a professional outreach specialist. Since 2004, she has been a diversity speaker and trainer on a variety of topics, including cross-cultural communication, identity development, implicit and unconscious bias, gender and sexuality diversity, facilitation skills and bullying in schools. She has presented at numerous conferences and nonprofit organizations and worked with more than 200 public and independent schools throughout the U.S., as well as colleges and universities. For several years, she served on the faculty of the National Association of Independent Schools (NAIS) Diversity Leadership Institute, among other leadership roles.

The day began with Rosetta speaking to the faculty about the topic "What I Said and What I Meant: Cross-Cultural Communication." She described the dimensions of identity and culture, including internal, external and institutional factors. She pointed out how aspects of who people are can result



Rosetta Eun Ryong Lee gives the keynote address.

in experiences of marginalization and stereotyping. As part of the presentation, faculty members broke into groups to discuss variability in communication styles.

"I want to give you language that is helpful in understanding the need to stop looking at people with our own cultural lens," she told the faculty, as she encouraged them to continue to learn and grow related to cultural competency.

In an all-school assembly in Werner Centennial Center, Rosetta's topic was "Unconscious and Implicit Bias: Bridging the Distance Between Professed Values and Everyday Behaviors." She began her presentation by saying how much she enjoys working with adolescents. "It is a time when there is a lot of brain development and what is practiced now gets embedded," she said. She shared examples of how the brain takes mental shortcuts because it cannot process the 11 billion bits of information that come into it every minute. She showed how these shortcuts can result in bias. "Our brain makes assumptions," she explained, while outlining 20 validated cognitive biases that can affect decisions.

She described how implicit bias is a preference for or against a person or group of people that operates at the subconscious level. "We are not aware that we have them," she said. She showed a video about hidden prejudice that featured Scientific American Frontiers host and actor Alan Alda speaking with a researcher at Harvard. She also gave examples of implicit bias in daily life and in schools. "There is no magic bullet to reduce bias in our communities," she said. "It takes intentional work."

She ended her remarks by outlining some strategies for moving from professed values to lived values. "If we don't actively combat it and if we don't have anti-bias, then we can easily, even when we say we aren't doing anything to contribute, actually get swept down this river," she said. "I hope the rest of the day you engage in workshops fully, so you can learn more and challenge more actively the biases that might be happening in the community or the world."

Following the assembly, students in the Third Form and the Fourth Form met in peer-led breakout groups that were designed to facilitate them thinking about themselves and their classmates as individuals with a unique story. Students in the Fifth Form and Sixth Form attended one of 17 sessions led by faculty members on topics such as affirmative action in admissions, collegiate athletics, danger of a single story, feminism, masculinity, powerful dynamics, music and civil rights, and more. The day concluded with advisory group meetings where students discussed the day's activities.



Faculty and students participate in a discussion group during Diversity Day.

# Martlets Attend MUN Conferences

December and January were eventful months for students in Westminster's Model U.N. group.

Thirty-one students participated in the Connecticut World Affairs Council conference hosted by the University of Hartford Nov. 30 and Dec. 1. More than 1,000 students from around the state gathered to debate topics ranging from fair elections to sustainable cities to the feminization of poverty.

While this was the third year Westminster sent a delegation to the conference, it was the first time that Martlets served in leadership positions. Olivia Zhang '20 and Cl  a Guerrand-Herm  s '19 were selected as committee chairs, and Daniel Pinckney '20 and Hannah Kaye '19 were chosen as moderators. In addition, for her work representing Russia, Aleyna Baki '21 earned the innovation award in her committee.

"It was an excellent opportunity for these students to hone their debating skills as they prepared for the Yale Model U.N. conference in January," said Betsy Heckman, the group's advisor and head of Westminster's History Department.

For more than 10 years, Westminster has sent a delegation to Yale Model U.N., one of the largest Model U.N. conferences. The 2019 crew of 27 who attended Yale Model U.N. Jan. 17-19 was perhaps the most experienced and invested of any group of Martlets.

With a huge number of Sixth Formers in their ranks, many had attended this conference in past years.

The two main countries Westminster represented were Iran and Nigeria, and a number of students participated in specialized committees such as Brexit negotiations and the International Court of Justice. After each session, delegates were increasingly passionate about the topics they debated and were proud of the resolutions they helped draft and pass. It was, therefore, unfortunate that this year's conference was cut short due to a winter storm.

Despite their abbreviated participation, many of the students felt like their experience was the best ever and were proud of their contributions. In particular, two Martlets earned awards: Daniel Pinckney earned honorable mention status for his participation in the BRICS Development Bank. And for only the second time in 11 years, a Westminster student, Olivia Zhang, earned best delegate honors, meaning the highest distinction in her committee, the U.N. Commission on Population and Development.

"All in all it was another inspiring weekend in New Haven for students looking to learn about and impact the world," said Betsy.



Students at the Yale Model U.N. conference.



Students at the Connecticut World Affairs Council conference at the University of Hartford.





# Embracing and Mastering Change in Schools

Educators from throughout the region joined Westminster faculty in Armour Academic Center March 29 for this year’s Westminster Teaching Symposium titled “21st-Century Schools: Embracing and Mastering Change.”

The half-day symposium featured keynote speaker Grant Lichtman, an internationally recognized thought leader in the drive to transform K-12 education, as well as presentations by faculty members from numerous schools on a variety of topics during two breakout sessions.

Grant, who lives in San Diego, works with schools and community teams in both public and independent school settings, helping them to develop their understanding of emerging trends in education and the future of their schools. He speaks to, writes about and works with educators to build capacity and comfort with innovation in response to a rapidly changing world.

He is the author of three books: “Moving the Rock: Seven Levers We Can Press to Transform Education,” “#EdJourney: A Roadmap for the Future of Education,” and “The Falconer: What We Wish We Had Learned in School.” For nearly 15 years, he was a trustee and senior administrator at one of the largest independent schools in the United States. Since 2012, he has visited about 200 schools and districts, and worked with thousands of school and community stakeholders to develop unique and powerful visions and strategies for transforming education away from

the Industrial Age and toward future-focused models of deeper learning.

Before working in education, Grant directed business ventures in the oil and gas industry in the former Soviet Union, South America and the U.S. Gulf Coast. He graduated from Stanford University with a B.S. and an M.S. in geology.

In his keynote address, Grant touched on four questions: Why should schools change? What will that change look like? How do we change schools? Are schools on a trajectory to intersect a future that is less knowable than it ever has been in the past?

He spoke about fundamental societal transformations and dramatic changes in the education market since 1990. He projected that in 25 years, schools will fall into one of three categories: insulated, highly differentiated by program or brand,

or struggling and failing. He pointed to the need for deeper learning and how classrooms are becoming more student-centric and dynamic. “Why don’t we let students cocreate with teachers?” he asked. He discussed the value of learning that combines content with students being out in the community.

“Independent schools should be leading this change, but the leaders are public and charter schools,” he stated. He suggested that schools should use their value proposition to drive strategy and their strategy to drive innovation, all “leading to implementing ideas that will add value.”

He described how adoption of technology can start with feelings of magic, lead to manic behavior and become toxic. He outlined some of the challenges of finding the balance of

technology and humanity in education.

“We are all on this trajectory whether we like it or not,” he concluded. “I urge you to have these discussions and start moving that rock.” He added that there are many examples of schools embracing change.

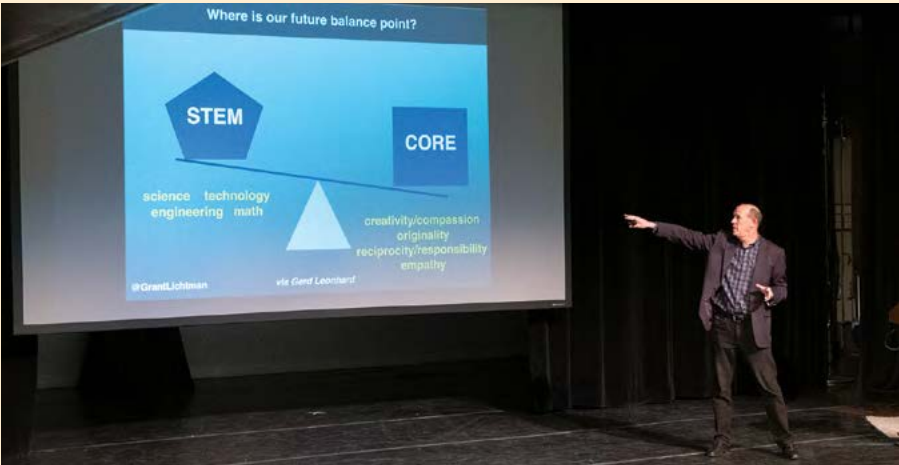
During the breakout sessions that followed, the presenters included Liz Perry and Emily Walsh ’09 of St. Luke’s School, who discussed “White Teachers Teaching About Race: Blind Spots, Approaches and Strategies”; Tom Sturtevant ’80 of Hyde Leadership Charter School, who spoke about “Charter Schools and the Future of Education”; Stephanie Hoos of King School, who addressed “Reading Comprehension in the 21st-Century Student”; Dr. Davis Smith, Westminster’s director of health services and medical director, who gave a presentation about “Understanding, Preparing for and Responding to the Needs of Transgender Students”; Jennifer Pelletier of The Ethel Walker School, who talked about “Alternative History: Students as Detectives”; and Tim Quinn ’96 of Miss Porter’s School, who discussed “Innovating All at Once: Changing Schedule, Curriculum and Transcript to Help Prepare Today’s Students to Solve Tomorrow’s Problems.”

Following the morning’s presentations, participants continued their conversations during lunch in Armstrong Dining Hall.

The symposium was sponsored by the Westminster Teaching Initiative (WTI),

which was formed in 2010 to enhance teaching and learning at Westminster by encouraging collaboration and dialogue among faculty members and departments about curriculum and pedagogy. The purpose of the symposium is to widen the circle of sharing and allow teachers from area schools to come together, converse and learn from one another. Longtime Westminster faculty member Charlie Griffith P’11, ’14, ’17 serves as director of WTI and planned the symposium.

*Presenters at the symposium included, clockwise from top: Stephanie Hoos, English teacher at the King School; Tom Sturtevant ’80, executive director of Hyde Leadership Charter School; Jennifer Pelletier, chair of the History Department at The Ethel Walker School; Tim Quinn ’96, chief academic officer at Miss Porter’s School; Liz Perry, head of the upper school, and Emily Walsh ’09, English teacher, both of St. Luke’s School; and Dr. Davis Smith, director of health services and medical director at Westminster School.*



Top and above, Grant Lichtman gives keynote remarks at the Westminster Teaching Symposium.





“The Servant of Two Masters”

Westminster Dramat presented “The Servant of Two Masters” Nov. 8-10 in Werner Centennial Center. This 18th-century masterpiece by Carlo Goldoni is an enduring, fast-paced story of love, passion and mistaken identity. Complications arise when a servant greedily seeks employment with both the disguised Beatrice and Florindo, and spends the rest of the play trying to serve two masters while keeping the two unaware of each other’s presence. This classic commedia dell’arte piece also tackles some pop culture references and some issues faced in the 21st century.



“Pippin”

Dramat’s production of “Pippin” played to enthusiastic audiences during its three-day run Feb. 22-24 in Werner Centennial Center. In this popular musical, Prince Pippin, the son of medieval ruler King Charlemagne, is in search of the secret to true happiness and fulfillment. He seeks it in the glories of the battlefield, the temptations of passion and the intrigues of political power. In the end, Pippin finds that happiness lies not in extraordinary endeavors but rather in the everyday moments of life. “Pippin” is based on the book by Roger O. Hirson, with music and lyrics by Stephen Schwartz.





## Winter Performing Arts Concert

Members of the Westminster community attended a concert March 8 in Werner Centennial Center that featured performances by the Concert Band, Jazz Band, Dance Ensemble, String Ensemble, Chamber Choir and Chorale.



## AP Biology Students Visit American Museum of Natural History

Eighteen Westminster students in AP Biology journeyed to the American Museum of Natural History in New York City Jan. 24 for a day of biology.

They began with a two-hour lab on anthropologic forensics, looking at the varying amount of amylase in their saliva and using gel electrophoresis to compare variability in human and chimpanzee DNA microsatellites.

Afterward, the group walked through the exhibit on vertebrate origins, which mirrored work they had done recently on evolutionary histories and cladograms.

Finally, they explored the halls of Human Origins and Biodiversity, two topics that they would be tackling in class. Overall, it was a great experience for the students and complemented what they had been doing in the classroom back in Simsbury.



Dylan Holley '20 and Eve Cathcart '20 perform lab work during their visit to the American Museum of Natural History.

## Sixth Former Named 2019 Distinguished Young Woman of Connecticut

Sixth Former Kaitlyn Eddy, a day student from Simsbury, was named the 2019 Distinguished Young Woman of Connecticut March 3, during a statewide scholarship program for high school girls.

Distinguished Young Women of Connecticut is part of a national scholarship program that promotes and rewards scholarship, leadership and talent in young women. The program combines the chance to win college scholarships with a program that offers life skills training to prepare young women for the world after high school. It takes place in all 50 states and



Kaitlyn Eddy '19

Washington, D.C., with some states having local programs as well.

Kaitlyn, who earns high academic honors at Westminster, is an AP Scholar with Distinction, co-president of Dramat, co-president of the Dance Ensemble, a member of Black and Gold, and a Williams Hill Player. She has also served as co-leader of Westminster Belles, been a member of Chorale, participated in Cabaret and appeared in numerous Westminster Dramat productions. Off campus, she is an assistant coach and choreographer with Simsbury Spinners, receiving numerous awards in competitions.

Kaitlyn was one of 10 high school senior girls from Connecticut who competed to represent the state. They were evaluated in the categories of scholastics, interview, talent, fitness and self-expression. Throughout the next year, she will represent the state at various public events. She also will travel to Mobile, Ala., in June, along with representatives from across the country, to participate in personal development activities and community service projects, before competing for the opportunity to become the Distinguished Young Woman of America for 2019.

## Students Participate in Northern Region Music Festival

Three Westminster students participated in the Northern Region Music Festival Jan. 18-19 at New Britain High School. Julia Kryz '19, Curtis Brockelman '19 and Harry Stevenson '20 auditioned for the festival in early November and were selected to participate. "It's a great honor," said David Chrzanowski, head of Westminster's Visual and Performing Arts Department, who accompanied the students to the festival. The students rehearsed with other participants and then took part in a concert with about 150 other singers from northern Connecticut.





## Fall Season Highlights

### First Boys' Cross Country

The Martlet harriers trained hard over the summer, setting up one of their best seasons of the past few decades. They won the Richard Miller Invitational for the first time, and placed third at the Canterbury Invitational, third in the Founders League championships and fourth in the New England Division II championships. Emmett de Kanter '19 finished the season as the most-decorated runner in Westminster cross country history, earning four All-Founders League and All-New England honors during his career as well as the school course and 5K records. De Kanter was also named to the NEPSA All-Star team.

### First Girls' Cross Country

The Martlets built a strong foundation for the future with all but three runners in the Third Form or Fourth Form. For the second year, Annabelle Smith '21, who ran fast all season and earned All-Founders and All-New England cross country honors, led the team. She was joined by a host of new runners, many of whom proved to be fast in their own right. Newcomer Miranda Douglass '21 also earned double end-of-season honors in the Founders League and at the New England championships. Other impressive performances came from novices Olivia Goldstuck '21 and Bella Tawney '22, who dropped almost eight minutes off her 5K-race time from September to November. To have the top runners on the team all returning for the coming year bodes well for the Martlet harriers. Smith and Douglass were named to the NEPSA All-Star Team.



Emmett de Kanter '19



Annabelle Smith '21



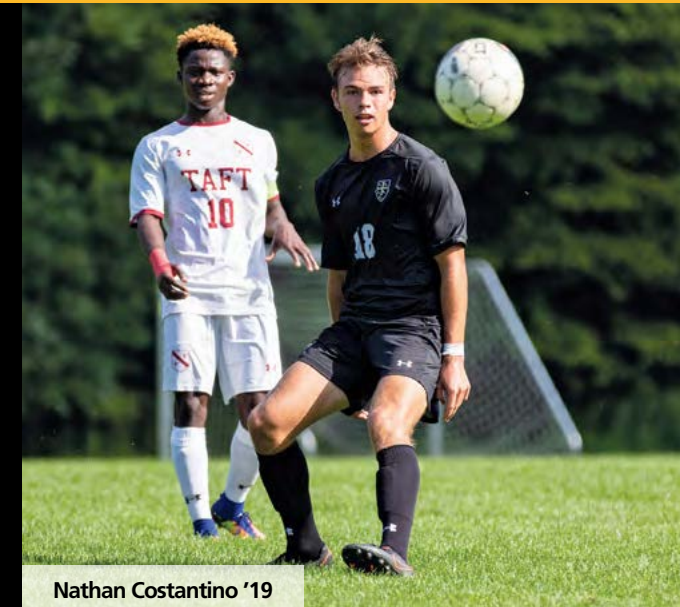
Shannon Keefe '19

### First Girls' Field Hockey

First Girl's Field Hockey had a season of ups and downs. While there was a superb pool of talent, the team was young and inexperienced. Eleven of the players, including many starters, were new to Westminster. By the end of the season, the team was playing excellent field hockey, although it lost or tied at least four games that it could have won. In fact, the Martlets outshot all but two of their opponents during the season but struggled to have that game-closing presence that comes with a more experienced and jelled team. With the prospect of many talented returners, the team has a great future. Marissa Halkett '19 and Shannon Keefe '19 were named WNEPSFHA All-Stars, Claire Taylor '21 was named All-NEPSAC and Tatum Courtmanche '21 received All-NEPSAC honorable mention.

### First Boys' Soccer

First Boys' Soccer finished the season extremely strong, going 5-2-1 in its last eight games and 0.500 in the Founders League. Highlights included a big 3-2 win over Avon Old Farms on Parents Weekend and an exciting 1-0 win on the road in the last game over Brunswick. While the team will graduate a number of players, it also looks to bring back a solid core of younger players for the 2019 season. Nathan Costantino '19 was named to the WNEPSSA All-Star Team and the NEPSA All-Star Team.



Nathan Costantino '19



Blake Cote '19

### First Girls' Soccer

The First Girls' Soccer season consisted of wins, losses, ties, ups, downs, injuries and second-half surges. But most of all, the season allowed the team to define what it means to be successful amid all it faced during the fall. The team focused on its own game, perfecting possession and working on defending effectively, both as a unit and as individuals, while learning what it takes to compete for every minute of a game or practice. This all came together in the final game, which honored six Sixth Form leaders, when, with just 41 seconds left in the contest, the team put one in the back of the net to tie the game. Blake Cote '19 and Georgia Swank '19 were selected as WNEPSSA All-Stars, and Jaclyn Laplante '20 was named to the NEPSWA Junior All-Star Team.

### First Boys' Water Polo

The inaugural season in water polo was filled with a variety of learning experiences. On opening day, not a single player had any experience playing water polo, so there was much to cover. The Martlets traveled to Williston — with just over a week of practice — to play a tri-meet against Williston first and Canterbury immediately after. These were eye-opening games for the players, but each was smiling at the end of the day and eager to learn more. Improvement over the first few weeks was exponential. With a few games in rapid succession, the Martlets quickly learned what was required to play a full game of water polo, and also just how physically demanding the game is. Since so much of the play happens under water, the nuances take much longer to master than in some other sports.

The most thrilling game of the season was when the Martlet newcomers won a game against the more experienced Eaglebrook players in overtime. It was a great way to round out a year of firsts. Coach Paul Kendall was proud of the determination the players showed on a daily basis. Every game, except the one against Eaglebrook, was played against a varsity team. Canterbury, Loomis, Deerfield and Hopkins competed in the postseason, and Westminster faced-off against them this year.



Richard Mugler '22



## Winter Season Highlights

### First Boys' Basketball

Overall, First Boys' Basketball had a solid season. Captains Chris Robinson '20 and Kyle Hoffman '19 guided the team through its ups and downs. The team had six games where it lost by three points or less. Robinson and Hoffman were among those who led the Martlets in scoring. The coaches noted the terrific effort throughout the season of Sixth Formers Nathan Costantino, Kieran Laurie, Jalen Sears, Tyler Hendrycks, Nick Liscinsky, Hayden Fox, Riley Wood and Souley Ballo. Robinson was named to the All-NEPSAC Class B Basketball Team, and Hoffman was named to the Honorable Mention Team.



Kyle Hoffman '19



Isabella Tawney '22

### First Girls' Basketball

Although this year's season was bumpy, First Girls' Basketball was resilient and showed great potential for the future. Newcomers Isabella Tawney '22, Sam de Kanter '22 and Margaret Kennedy '22 were consistent scorers and contributors to solid play, while Alayna Tawney '19 headed the team with poise and consistent effort. Isabella Tawney, Bethany Winters '20 and Kennedy topped the team in points scored, and Isabella Tawney was named a NEPSGBA (New England Prep School Girls Basketball Association) All-Star.

### First Boys' Swimming and Diving

First Boys' Swimming and Diving won its first-ever NEPSAC Division II Championship this year, capping a remarkable season of spectacular effort and improvement. Max Larock '22 was Founders League and NEPSAC Champion in the 100 backstroke and placed second in the 200 freestyle at NEPSAC, and co-captain Matt Norris '19, Jason Shi '21, Hudson Stedman '21, Leo Kolomeiskii '21 (diving) and Layton Harmon '21 all earned top three finishes in individual events. Co-captain Emmett de Kanter '19, Harmon, Shi and Larock won the 400 freestyle relay title. An emotional celebration ensued as the boys hoisted the team trophy and said goodbye to Sixth Formers de Kanter, Norris, Justin Schuster, Vlad Ivanchuk, David DeFronzo and Jeevan Palaniyandi. Larock, Stedman, Norris, Shi and Kolomeiskii were named to the All-NEPSAC Swimming and Diving Team.



Max Larock '22



Cecilia Raymond '20

### First Girls' Swimming and Diving

First Girls' Swimming and Diving finished the year with its best dual-meet record in decades (8-3), placed fifth at Founders League and finished third at the NEPSAC Division II Championship. Cecilia Raymond '20 was NEPSAC Division II Champion in the diving event, as was the team of Ellie Thorson '21, co-captain Alex Wolf '19, Dorka Nagy '19 and co-captain Alex Lin '19 in the 200 freestyle relay. That group broke school records in both the 200 and 400 freestyle relays and combined with Sixth Formers Cléa Guerrand-Hermes, Jane Ogden and Shannon Keefe to lead the team to its highest overall finish at the NEPSAC Championship since the meet's inception in 2012. Thorson, Raymond and Ogden were named to the All-NEPSAC Swimming and Diving Team.



First Girls' Squash

First Girls' Squash achieved two milestones during the season. In early February, the girls won two 4-3 matches en route to becoming the Division III champions — the team's first-ever division title — at the HEAD U.S. High School Team Squash Championships. Later in the month, based on the team's 12-5 dual-match record, it earned a berth in the NEPSAC New England A Tournament for the first time since 2015. The team was characterized by great camaraderie, consistent effort and exemplary sportsmanship, all of which made its success much sweeter.



Natalie Fay '19

First Girls' Hockey

First Girls' Hockey had a season of uplift and heartbreak. In the end, there was a true confirmation of the growth the team made over the season. The players committed to nurturing a team culture of respect, hard work and trust in each other, and those dynamics were ready to help the Martlets to success when they needed it. The team achieved the desired state of being greater than the sum of its parts. Exciting wins came against Millbrook School and Taft School, while a few ties throughout were frustrating. It was an incredible journey.



Jill Parsons '19

First Boys' Squash

Coaches Peter Doucette and Michael Cervas knew this would be a challenging year for First Boys' Squash, having lost five quality Sixth Formers from last year's top seven. With three first-year players in the top eight, the Martlets battled hard, even when they were overmatched. The team performed well in the 2019 HEAD U.S. High School Team Squash Championships, winning two matches and losing two matches, and in the NEPSAC Tournament, where the team finished tied for 11th place. Captains Khalil Walker '19, Nate Londal '19 and Nate Swift '19 helped keep practices on task. In the end, talent will win out, but the Black and Gold showed tenaciousness and graciousness all year long.



Khalil Walker '19

First Boys' Hockey

First Boys' Hockey made it back to the NEPSAC (New England Preparatory School Athletic Council) Boys' Ice Hockey Tournament — the Elite 8 — for the second consecutive year, won the Founders League for the first time since 1992 and also won the Housatonic Conference. The majority of New England preparatory hockey teams were looking in from outside at the Elite 8. It was good to earn another crack at the title. Reaching that milestone requires consistency and hard work over the course of a long season, and this year was no exception. With a few good runs and a streak of nice wins in January, this Martlet team displayed Grit & Grace every time it hit the ice. With two wins against Avon Old Farms (six wins in three seasons), two wins against Loomis, and two thrilling overtime wins against Deerfield Academy and Kent School, the energy was tangible in the locker room. Sixth Formers Jordie McKenna, Nate Pane, Sean Clarke, Tyler Kinney and Walker Stevens led the group, which played fast up the sheet. And while the scores were low — possibly pointing to a defensive juggernaut — this team simply liked to play on the offensive side of the red. Battling down low and generating high-quality opportunities made this season's Martlets fun to watch and hard to play against. Strong goaltending helped as well. Ian Shane '20 was named to the NEPSAC All-New England Boys Hockey Team, and Shane, McKenna and Iggy Belov '20 were named to the Founders League All-Star Team.



Jordie McKenna '19

Visit [www.Westminster-School.org/page/Athletics/Athletics-Schedule](http://www.Westminster-School.org/page/Athletics/Athletics-Schedule) for the latest game results and team schedules.





# Alumni Faculty Give Back



Eleven members of the Westminster faculty are alumni of the school. Some have served for decades while others are early in their tenure. They perform a wide range of responsibilities and bring a special perspective to their roles. In the following, they speak about their student experience, what led them to return to Westminster and their desire to give back.

## TEACHING

### Nancy Urner-Berry '81, P'11, '16

**Mathematics and science teacher**  
**Appointed 1985**

As a student at Westminster, Nancy Urner-Berry received mathematics, science and general scholarship awards, so it is not surprising that she returned to Westminster in 1985 as a science intern sponsored by the Dreyfus Foundation. She had attended Middlebury College, where she majored in chemistry, spent her junior year in London studying science at Queen Elizabeth College and was a member of the swim team.

As a Westminster faculty member, Nancy teaches chemistry and mathematics, is the dormitory head in Gund House and coaches Second Girls' Soccer and Third Girls' Tennis. She also grades AP Chemistry exams for the College Board. Over the years, she has coached hockey, field hockey, swimming and lacrosse, and served as a form dean.

As a Westminster student, Nancy's most noteworthy experience might seem unusual. "Graduation was the most memorable experience, mainly because I was pleasantly surprised when I won two book prizes, one for math and one for general scholarship, as well as the Bausch & Lomb science award," she said. "I went to Granby High for ninth and 10th grades, and I don't ever remember doing any work. Entering Westminster, I was shocked to find out I was fairly smart. I enjoyed being a student at Westminster, and I had friends who enjoyed learning."

Nancy never imagined herself as a future Westminster faculty member. "Then again, I didn't know what I would 'do' in the future," she said.

"I 'fell' into this job. As a chemistry major, I interviewed with a chemical company and watched as one friend applied to graduate school and another to a banking program. Nothing appealed to me, so I thought I would teach for a year or two until I decided what I wanted to do as a career. The Dreyfus Foundation was supporting internship positions through Miss Porter's School, and I was able to secure one of those internships."

Nancy's early teaching at Westminster took place in the former Baxter Academic Center and much has changed since then. "During my time teaching in Baxter, we renovated the classroom and lab area, but teaching math was pretty straightforward with just a chalkboard and seats," she explained. "Now in Armour Academic Center, with the interactive whiteboards, online graphing and access to the internet, you can easily get overwhelmed by the choices for help on a topic."



*Nancy Urner-Berry teaching a math class.*



Teachers understand the importance of trying to teach to several different learning styles, including small group work and chunking content in order to keep student interest high.”

Use of technology plays an important role in Nancy’s math and science classrooms. “In math, the graphing calculators make it a breeze to quickly graph functions,” she said. “In science, information on the internet makes it possible to ask a question about a topic and immediately get the answer. And YouTube videos and interactive simulations make it so easy to do a demonstration without having to pull out all the chemicals, not to mention that those demonstrations always work.”

Nancy appreciates how Westminster has helped her grow professionally during her 30-year career on the Hill. “I was able to get my M.A.L.S. from Wesleyan early in my career,” she said. “The past several years, Westminster has supported me as I traveled to Salt Lake City in early June to grade AP Chemistry exams. I have also attended and co-directed the Westminster Teaching Initiative, which helps keep me up to date with the latest pedagogies, and visited other schools and attended conferences in both math and chemistry in order to keep informed on current teaching practices. I have also been given opportunities to be in charge of committees and to be on committees that have helped me identify my strengths and weaknesses professionally. And the years I spent in the Deans’ Office were a terrific opportunity for professional growth. Lastly, every teacher is evaluated in regular intervals. The opportunity to work with my colleagues both in having them sit in on classes, as well as affording me the opportunity to sit in on theirs, is invaluable professional development.” Added to this, Nancy has been awarded a full-year sabbatical for the 2019-2020 academic year.

Nancy says juggling multiple responsibilities and getting enough sleep are some of the challenges of serving on the faculty. “Living in the dorm, I feel it is important to get out to visit the girls at some point in the evening, and this often leads to hanging out in the common room and chatting,” she said. “Time is the perpetual challenge, at least not having enough of it. I spend most of my Sundays getting caught up with lesson plans or correcting, so I really look forward to school vacations so that I can read some of my book club books or work on the creative projects I never seem to finish.”

Nancy finds two types of rewards in her work: the short-term and long-term growth in students. “I like watching students grow from Third Formers into confident Sixth Formers,” she said. “But as a teacher, I also enjoy those moments in math and chemistry when a concept finally clicks, and the student feels successful. The relationships you build with students are invaluable. I love catching up with former students when they come back to campus. I find it hard to believe I teach students whose parents I taught.”



*Nancy answers student questions in a common room of Gund House, where she serves as the head of the dormitory.*

During the three decades Nancy has lived at Westminster, she met her husband, Scott Berry, and they raised their two daughters, **Margaret ’11** and **Katherine ’16**, on the campus.

*“It seems incredible to me that I was among the first classes of girls to graduate from Westminster and often wonder if any other women will be here as long as I have.”*

“I have found the friendships I have made, both with colleagues and with their spouses indispensable,” she said. “I have enjoyed getting to know and to work with all the people whose efforts have made this school what it is today, especially the three heads of school with whom I overlapped and members of the Board of Trustees.”

It makes Nancy proud when other alumnae come back to work at Westminster. “As the oldest alumna, I feel like I need to be a role model and a mentor to the younger women and show them that it is possible to stay here, raise a family, and still be able to be active and have a life off Williams Hill,” she said. “It seems incredible to me that I was among the first classes of girls to graduate from Westminster and often wonder if any other women will be here as long as I have. There have been many longtime male alumni faculty with whom I overlapped, but I feel a responsibility being the senior alumna.”

## Mark de Kanter ’91, P’19, ’22

**Dean of Faculty, science teacher  
Appointed 1997**

Mark de Kanter is in his first year as dean of faculty, a position to which he was appointed July 1 of last year. In many ways, it is the next step in a 22-year career at Westminster, where he has rarely held the same combination of responsibilities in any successive year.

“This school has been central to my life since I first arrived in 1987,” said Mark. He graduated in 1991, the first of three de Kanter brothers to attend Westminster. As a faculty member, he has taught all three disciplines of science at every level as well as a few English electives and a Big History interdisciplinary course. He has coached four different sports, including serving as the head coach of cross country, swimming and squash. Added to

that, he has been a dorm head, department head and was the inaugural director of academic technology. Westminster also financially supported his M.A.L.S. program at Wesleyan and his attendance at many conferences. Mark and his wife, Kathleen Devaney, were married in Andrews Memorial Chapel in 1998 and their children, Emmett ’19 and Samantha ’22, have grown up on the campus.

Mark points to a number of goals in his role as dean of faculty. “I want to first and foremost support an incredible cadre of faculty in all that they do,” he said. “All faculty members make a difference at Westminster, and it is great to be part of a team that is pulling together toward common goals. The amount of empathy and care that our faculty demonstrate for our students on a daily basis and in different arenas of school life is remarkable. That said, I want the school to keep evolving and to be the best version of itself for the student body that we serve, and that means inculcating and supporting a culture of lifelong learning and improvement among our faculty. That dynamism will not only make us better faculty members, it will keep our faculty engaged and fulfilled as well, and that will keep good people in the community.”

Mark says the most rewarding part of his work is guiding the professional growth program for faculty. “This program, in which faculty participate after their second, fifth and every subsequent five years, brings together a faculty member with colleagues from inside and outside their department for an intensive few weeks of observations and conversations about their career,” he explained. “Eight faculty members went through the process in the fall, and I loved observing the energy, connection with students and professionalism my colleagues displayed in these settings. Being a boarding



*Mark de Kanter greets Tom Sturtevant ’80 at the Westminster Teaching Symposium.*

school teacher has its challenges, and one of them is that you practice much of your craft in isolation from your peers, so this professional growth program is validating both for us as a school and for the teachers.”

Mark attended Westminster as a day student from Granby, Conn. “I have many vivid memories of spending time with friends in the foyer or library of Baxter Academic Center,” he reflected. “Other experiences that stick with me are giving a chapel talk in which I confronted a particular fear, that of failure in general and public speaking specifically, and being a member of both a winning stickball team Fifth Form year and a losing team in the finals Sixth Form year.” He points to other faculty members who had a major influence on his education and career path. “Michael Cervas was, and continues to be, an inspiration to me in terms of his

passion for ideas and energy,” said Mark. “And **Peter Briggs ’71** served as my advisor for two years, and his love for our class as our form dean and his investment in the school were apparent to even my adolescent self.”

Mark originally considered a career in science or medicine. “One of the important lessons I learned about myself at Westminster was how much I want both balance and a strong community in my life,” he said. At Williams College, he double majored in English and biology, and competed on the varsity swim and crew teams. “I was never a star on those teams, but I was part of very strong programs and made my contributions by working hard every day. By my senior year in college, I thought I would try teaching for



*Mark working with students to set up for an evening AP Biology lab.*



a few years before making a decision about pursuing medical school. I really enjoyed the lifestyle and the close camaraderie with other faculty at Eaglebrook School, where I began my teaching career. I wanted to work with older students, however, and was thrilled to be offered a place at Westminster when I applied a few years later.”

At Westminster, Mark has taught AP Biology for close to two decades as well as a changing mix of other core courses within the science curriculum. “When I started teaching, the lecture model was still dominant in schools, but it was quickly being supplanted by a more student-centric model,” he said. “I have worked at pushing more of the conversation and the mental work onto the students in my classroom. The technology has allowed me to incorporate more visuals into our lessons and to teach in a seminar format. As a Science Department, we moved from having students take biology first to having them take physics first during my first five years at Westminster, and that shift worked extremely well from a conceptual standpoint. And in terms of what we can do in laboratories, we are able to do biotechnology activities, including polymerase chain reaction (PCR), transformation and blotting, in a Westminster laboratory that could not be done in my college lab when I was an undergraduate.”

Mark enjoys seeing his Westminster classmates when they bring their children to campus for visits and having some of his friends’ children as current students. “When I was a younger

faculty member, my alumnus status helped me to identify with and have empathy for the life of my students,” he said. “Now, after more than 20 years, I have many other perspectives, and most students are surprised when they learn that I went to Westminster. They probably see me first and foremost as Emmett and Samantha’s father.”

Close interactions between students and adults have remained a hallmark of the Westminster experience since Mark was a student. “At a small school like Westminster, there are multiple, informal points of contact each day that allow for students to be known and supported,” he said. “The emphasis on balance and community has also been maintained. I am a proponent of the generalist liberal arts model of education, and Westminster expects its students to be broadly engaged.”

Mark believes it is important to have alumni serving on the faculty. “The desire alumni have to return to the Westminster community or to go into independent school education as a career speaks volumes about the experience our students have at Westminster,” he said. “Alumni return with an appreciation for and immediate connection with the current students, and they also have an investment in the community. The school is changing, but the connections to its past, which alumni help provide, are important in terms of grounding our programs and ethos in our mission and history. Alumni faculty can act as one reference point when the school considers change or how to address certain issues that might have historical precedents.”

## Jake Cahill ’12

**Mathematics teacher**  
**Appointed 2017**

Jake Cahill returned to Westminster in 2017 to teach math after serving as an AmeriCorps Teaching Fellow at Covenant Prep School in Hartford, where he taught pre-algebra, U.S. history, and physical education, and served as assistant soccer coach and an advisor.

Jake earned a B.A. at Trinity College in political science and was a teaching assistant in the First-Year Seminar Program and for a film studies course. He also worked as a legislative intern in the Connecticut General Assembly.

“Coming back to Westminster was something I always knew I wanted to do,” he said. “I remember telling history teacher Betsy Heckman on the Sixth Form Lawn minutes after my graduation that I was going to come back and teach, but I never expected the opportunity would come so early in my life.”

As a faculty member, Jake teaches geometry and algebra, and coaches Swimming and Diving, and Second Boys’ Soccer. He also supervises a corridor of boys in Cushing Hall and is an advisor.

“There is no greater honor for me than to give back to the community where I really grew as a person,” he said. “I’ve attended other schools and been a part of many organizations, but there is no place that gives me the same energy as



*Jake coaching Swimming and Diving.*

*“There is no greater honor for me  
than to give back to the community  
where I really grew as a person.”*

Westminster. As a Westminster student, I really took ownership of my education and carved out some independence for myself as a person. There are so many faculty members still at Westminster who meant a great deal to me as a student and taught me so much. They made me love the things I was learning, and having the opportunity to make this into a career is something truly

## ATHLETICS

## Tim Joncas ’00

**Director of Athletics**  
**Appointed 2004**

When Tim Joncas was a Westminster student, it crossed his mind from time to time that he might serve on the faculty someday. “Faculty members were so plugged into the community and the students,” he observed. “They seemed to love what they were doing, and because of their endless energy and enthusiasm, the student experience was, and still is, unparalleled. I think I may have won the ‘first to come back to Westminster’ accolade in the yearbook my Sixth Form year, so maybe my affinity for Westminster was obvious to my peers.”

As a Martlet, Tim was captain of his varsity soccer, hockey and lacrosse teams and received the Brian Bruyette Senior Athletic Award. He was also a popular tour guide for Black and Gold.

Following Westminster, Tim spent a year at Wesleyan University before graduating with a bachelor’s degree in political science from Trinity College. At Trinity, he was co-captain of the varsity hockey team and won the Trinity Hockey Coaches Award for outstanding leadership.

special. I try to emulate them in any way I can.”

Jake appreciates how faculty colleagues have helped him grow professionally. “I have learned so many methods and philosophies from my colleagues, often just from sitting around at a dinner table or in the department office,” he explained. “There are little moments with my fellow coaches after practice where we review what happened that day. By working with people with years of experience, some of that knowledge is bound to rub off on you. These are people who have a vested interest in seeing you grow as an educator, not just in the classroom but also as a school person. I have learned so much from my colleagues and hope to learn even more in the years to come. Working alongside them is an honor.”

Jake likes that he and other alumni faculty members at Westminster represent different generations. “Each one of us brings something from our time at Westminster and bleeds that passion into the community,” he said. “For me, that has always been the swim team.”

Jake uses his student experience at Westminster to help him interact with students. “It gives me an insight into their lives,” he said. “I can remember being a quiet and nervous Third Former. I had to forge my own independence, manage my own schedule and adjust to living away from home. Seeing current students persevere through challenges is rewarding. It is the aha moment when they figure out a problem or when they take your stroke advice in the pool and swim a best time. Challenging students to find those moments is why I wanted to do this.”



*Tim Joncas coaching First Boys’ Hockey.*



Tim was appointed to the Westminster faculty in 2004 as associate director of admissions. He wanted to return to Westminster to do for students what the faculty had done for him as a student. “I believed in using education, whether it be in the classroom or on the field, to be a useful tool in developing good people,” he said. “I wanted to factor into that process at some level, so coming back to work at Westminster was a blessing and something for which I am forever grateful.”

Working in the Admissions Office, Tim represented Westminster both on and off campus to prospective families. He also coached lower team sports for a few years before moving into an assistant coach role for First Boys’ Hockey. “It was an honor to coach with Tom Earl for a few years before he stepped away and passed the reins,” said Tim. “I have been the head coach of that program for the last 11 years, which explains the wrinkles and gray hair, but I have loved every minute of it.”

After eight years working in admissions, Tim was appointed in 2012 to his current role as director of athletics, where he oversees everything that relates to the school’s afternoon program. “The majority of my time and attention is devoted to the athletic program and the experience of our students,” he said. “I help oversee our 55 teams, all of our coaches, and help support all of the great work that our coaches do to ensure that our students are having a meaningful, impactful athletic experience.” Tim is also pursuing a master’s degree from Wesleyan.

As director of athletics, he has implemented a number of new initiatives. An exemption program now allows older students to exempt out of a season to focus on an area of interest that is out of season. With the exemption comes a two-season interscholastic commitment. “This program has worked well for our older students,” said Tim. He has also worked with the dean of faculty and assistant athletic director to establish a more comprehensive evaluation program for coaches and teachers. “This program allows for an incredible amount of personal growth and gives our coaches meaningful feedback following their seasons.” Beyond the Hill, Tim has successfully merged some of the school’s community outreach initiatives with athletic programs. “Each team, each season, leaves campus for an afternoon or two of service,” he said. “This has helped our students and teams to have a greater presence in the Farmington Valley and also gain a greater appreciation for life outside of Westminster.”

Six years ago, Tim founded the Bruyette Leadership Academy, which he established with the support of the Bruyette family. “The academy, which involves about 28 students, meets throughout the school year to talk about leadership, what



Tim hosts a family-style lunch table.

*“I have an incredible amount of pride in all that I do because of all that the school has done for me.”*

it means and why it is important at Westminster and in life,” he said. “We meet monthly and also open up the sessions to anyone else who would like to attend.”

Among the challenges facing Tim as director of athletics is the quickly changing landscape of sports. “The \$18 billion business of youth sports has aided in that change,” he said. “Fewer children are playing multiple sports growing up since the Amateur Athletic Union (AAU) model has spread from basketball to all other sports. Holding the line on multiple-season involvement is a challenge, but one we are committed to at Westminster. These challenges are not unique to Westminster. They are challenges that all of our peer schools face. Fielding competitive teams in a highly competitive league, where we are the smallest school, not just in student body size but also in financial resources, adds to the challenge.”

Tim enjoys interacting with students, working with them, listening to them, laughing with them and trying to provide them what the faculty provided him during his time as a student. “I think such a large part of making a difference is just being present and plugged in,” he said. “I try and give as much as I can every day to the students and my colleagues. Our students juggle a lot of responsibilities, and our faculty give all that they can to our students. Our faculty teach, coach, live in the dorm, advise students and oversee other extracurricular clubs. I am not sure how they get it all done, but they do it all with a great deal of Grit & Grace.” Tim believes he and his alumni faculty colleagues play a role in connecting the past with the present for students. “The buildings have certainly changed, but the core of the school has not.

“I have an incredible amount of pride in all that I do because of all that the school has done for me,” he added. “As a student, it lit a path for me that I never would have imagined, and as an adult, it has given me a family. I met my wife, Colleen, at Westminster in 2005, and we now have three daughters, Finley, Riley and McKenna. This is not a job for me; it is a vocation. I credit Westminster School for the person, coach, husband and father that I am. Westminster did everything for me.”

## ADMISSIONS

### Miles Bailey ’94

Dean of Admissions  
Appointed 2018

Miles Bailey brought extensive experience working in a boarding school environment to his appointment as dean of admissions at Westminster last year. He had spent 16 years at Milton Academy working in a number of capacities in the admissions, development and athletic offices. As director of financial aid at Milton, he managed an annual budget of \$10.6 million and was the primary point of contact for applicants. As associate director of admission, he managed multistate territories, interviewed students and families, reviewed applications and guided families through the admissions process. He was also a house head for a boys’ dormitory, an advisor, a teacher and a coach. He is a graduate of Emory University, where he earned a B.A. in political science.

From his early days working in admissions, Miles knew he would be interested in serving as dean of admissions at his alma mater. “I wanted to return to Westminster because it epitomizes what it means to be a boarding school,” said Miles. “It is a small, close-knit community where everyone knows each other and pulls in the same direction. I appreciate that our students have time to involve themselves in a number of activities and have fun with lower team sports. It is not always about the varsity sports, which is something I remember from my time as a student and remains true today.”

Since arriving in the Admissions Office, Miles has put in place an online application-reading platform and done some traveling. “This is a very competitive market, and attracting the highest-quality applicants we can is a year-round endeavor,” he said. “I try to emphasize that to my team often. Our goal is to provide significant outreach and be as welcoming and accommodating as possible.”

Miles likes getting to know families through the admissions process and helping them find the right fit for their child at such a formative age. He also

likes helping to provide access to a high-quality education to students who might not otherwise have the opportunity. “Finding the best students for Westminster is very rewarding,” he emphasized. “We seek students who will help us be the best school we can be and enhance our programs and our community. These will be students I will be excited to see back on campus at reunions for years to come.”

Not only did Miles join the Westminster faculty last year, but his wife, Susie, joined the faculty, as well, as a science teacher. They have a daughter, Kate.

As a Westminster student, Miles was a member of the John Hay Society and played varsity basketball and lacrosse. “When I think about my Westminster experience, it is really

all the small moments that stand out, especially memories from the dorm,” he said. “Specific classes that stand out are Algebra 1 with David Hovey at the far end of the basement in Baxter, chemistry and physics with Greg Marco, English with Michael Cervas and our senior spring elective in English with Scott Stevens. Michael Cervas taught me how to write and convinced me I could be a good writer.”

Miles says Westminster shaped him immeasurably. “Going through the search process for my current position, I learned things about myself that I did not even know Westminster had a hand in

*“We seek students who will help us be the best school we can be and enhance our programs and our community. These will be students I will be excited to see back on campus at reunions for years to come.”*



Miles Bailey speaking with a student in the Admissions Office.



molding: the grace side of Grit & Grace, greeting a newcomer to campus, holding a door and saying hello to someone as we pass each other on a path. All of these things I do somewhat unconsciously, and all are traits I now realize I developed while at Westminster as a student. I became comfortable with who I am as a person and for that I will be eternally grateful.”

Former Headmaster Graham Cole played a part in encouraging Miles to pursue a career in education. “Graham Cole talked with me early in my career and told me that if I loved working in schools to just do it,” said Miles. “He said not to worry too much about degrees and other things since working in schools and with students was the best experience.”



Miles participating in a discussion group with students on Diversity Day.

## David Pringle ’05

**Associate Director of Admissions**  
**Appointed 2010**

David Pringle arrived at Westminster in 2004 as a postgraduate student following graduation from Wilbur Cross High School in New Haven, Conn. As a Martlet, he played on the first football, basketball and lacrosse teams, winning the most valuable player award in both football and basketball and being named All-League for football.

His favorite memory as a student is hanging out with friends in front of the original Squibb House on Saturday nights. “It was a place where both boys and girls were welcomed to chill, listen to music and talk about life on the Hill,” he recalled.

David credits faculty member Desmond Robinson for playing a major role in his life as a student. “He was very easy to talk to about not just sports but life on and off campus as a young black man,” said David. “It was nice having an adult of color to whom I could relate.”

David began his college career at Tennessee State University, where he played football, and later transferred to Stonehill College, where he majored in health care administration and

was an All-League wide receiver in football. At the time, he was considering working in a hospital setting, where he could help people.

David’s desire to assist others turned out to be an excellent fit for his work as associate director of admissions at Westminster, to which he was appointed in 2010. “It was a great opportunity for me to coach, advise and care for students on a deep level,” he said.

David serves as the gateway to the Admissions Office for programs such as Hartford Youth Scholars, the Teak Foundation, Prep for Prep, New Jersey SEEDS and The Wight Foundation. “I’ve created relationships with placement folks from several different programs,” he explained. “They trust and respect my opinion about whether Westminster is the right fit for students who visit campus for interviews. I understand the ups and downs of coming from the inner city.”

David finds being a Westminster alumnus a plus working in admissions. “I already have so many stories about the school that I get to share with families that visit,” he said.

*“I want to teach students to believe in themselves and their dreams.”*



David Pringle, second from left, talks with students, some of whom are his advisees, in a common room of Squibb House.

Among his favorite responsibilities at Westminster are serving as coach of First Boys’ Basketball and as an advisor to a group of students. “I want to teach students to believe in themselves and their dreams,” he said. He credits Westminster with showing him how to care properly for students as a coach, dorm parent, advisor and role model.

While David says he used to speak often with current students about his own experiences as a student, he does it less frequently in recent years. “I want students to enjoy their experience by living in the moment,” he said.

David believes preserving the continuity of the Westminster experience over the years is as simple as applying Grit & Grace. “You have to live what you preach,” he said. “Faculty members choose this type of work because it is a lifestyle. As long as Westminster continues to have loyal faculty members, it will continue to be consistent as a whole.”



David coaching First Boys’ Basketball.

## Whit Powel ’11

**Associate Director of Admissions**  
**Appointed 2017**

As a Westminster student, Whit Powel saw herself as a future member of the Westminster faculty. “I looked up to so many of the faculty and found their passion for this residential education environment infectious,” she said. “One of the reasons I chose to attend Westminster as a Fifth Former was because I loved the all-in, 24/7 culture. The relationships students build with peers and with faculty in such environments are so unique, meaningful and transformational in many ways, and I knew I wanted to be a part of it, in some capacity, in the future.”

While a student at Westminster, Whit was awarded the Keyes Bowl and the Wilbraham Bowl. She was also on the Prefect Board, a dorm prefect, a member of Black and Gold, and captain of First Girls’ Soccer and First Girls’ Lacrosse. One of her most memorable experiences was during her Sixth Form year when she says her soccer team “represented Westminster with Grit & Grace in a true battle on the soccer field” in the championship game of the Class A New England Tournament.

Following Westminster, Whit graduated Phi Beta Kappa with a bachelor’s degree in both communication and environmental studies from Denison University. She was named a Presidential Medalist, the school’s highest undergraduate honor. As an undergraduate, she was a senior admissions interviewer, a tour guide and captain of the varsity women’s lacrosse team for two seasons. She was also named the Intercollegiate Women’s Lacrosse Coaches Association Division III Scholar Athlete of the

Year in 2015 and was named to the First Team All-NCAC for three years, among other honors.

She started her professional career as a fifth grade apprentice teacher at New Canaan Country School, where she also coached lacrosse and soccer and tutored students. She then wanted to return to Westminster to “give back to a place that means so much to me and helped shape me into the person I am today.”

In 2017, she was appointed to the Westminster faculty as associate director of admissions. She also serves as head coach of First Girls’ Lacrosse, assistant coach of First Girls’ Soccer, a corridor supervisor in Gund House and an advisor.

One of her areas of focus in admissions is directing the Black and Gold program. “It is not just our

*“There is a reason we are all back here living and working at a place that means so much and doing our best to live the core values ...”*



Whit Powel speaking with volunteer tour guides.





Whit hands out Sixth Form pins and pendants during the Pin Ceremony.

tour guide program,” she pointed out. “It is an admissions ambassador program that works with our students to be the best representatives of the school, whether they are giving a campus tour, representing Westminster at a reception, sitting on a panel during an open house or hosting a student for a revisit day.” She has also initiated efforts to give more responsibility to the six student leaders of the program.

“I share proudly that I am an alumna when speaking to

students, prospective or current,” she emphasized. “They are curious about what the school was like when I was a student, even though it was not that long ago. They ask about rules, traditions, the classes I took, the teachers I had and what it was like to be a student in general. Much has changed but the values remain the same.”

Looking back, Whit appreciates the role faculty had in influencing her education and career path. “From the moment I stepped on campus as a new Fifth Former, Dick Adams, who was at the time the dean of faculty, my assistant soccer coach and quickly became my mentor, faux-advisor and life coach, was someone I knew would be on my ‘team’ at Westminster and beyond,” she said. “He always seemed to ‘get it’ and would say what needed to be said. I am fortunate that I still have a relationship with him now and feel he is still on my team.”

Whit says that when alumni faculty share stories of their experiences at Westminster with students it helps students appreciate why the community on Williams Hill is so special. “There is a reason we are all back here living and working at a place that means so much and doing our best to live the core values and be role models for our students with Grit & Grace,” she said. “I hope our students see this commitment to the school and do the same as students and, eventually, as alumni themselves.”

## Kelcie Finn ’14

Assistant Director of Admissions  
Appointed 2018

Kelcie Finn made a U-turn back to Westminster last year following graduation from Trinity College in May with a degree in classical studies and history. She was appointed assistant director of admissions and assistant coach of First Field Hockey and First Girls’ Hockey. She also serves as a corridor supervisor and an advisor.

“I couldn’t pass up the chance to return to Westminster when a position opened up,” she said. “I’ve always been interested in working at a boarding school, but coming back to Westminster had not been a thought until last year.”

At Trinity, Kelcie was captain of the women’s field hockey team, earning recognition as the 2016 and 2017 NESCAC and NFHCA Division III National Player of the year and a NFHCA All-American First Team Selection in 2014, 2016 and 2017. She also served as captain of the ice hockey team, which was the 2015 NESCAC champion.

In the Westminster Admissions Office, Kelcie spends a lot of her time organizing events. She also meets with prospective students and their families. “Being an alumna allows me to share my experiences as a student with prospective families who are coming through admissions,” she said. “Since it has only been five years since I graduated, there is much that has stayed the same, but there are also new things around campus to highlight.”



Kelcie Finn coaching First Field Hockey.

Another factor that attracted her to return to Westminster was the opportunity to coach. “I wanted to stay involved in my sports after my playing days were over,” she said. “I was always looking to my coaches as role models. Jess Keough, who was my assistant hockey coach at Westminster, was an important part of me coming back. I played for her as a student and went on to follow in her footsteps playing for the same coach at Trinity.

It has been an awesome experience working alongside Jess in her first year as the head coach of First Girls’ Hockey.”

Kelcie believes alumni faculty play a special role at Westminster. “This shows how important the Westminster experience has been to us and how much of an influence the students, faculty and staff have been in our lives,” she said. “It is great to be on the other side of it now and give back to a place that gave me so much.”

*“Being an alumna allows me to share my experiences as a student with prospective families who are coming through admissions.”*



Kelcie chats with a student during a postcard-writing event for tour guides.

## ADVANCEMENT

### Newell Grant ’99

Director of Advancement  
Appointed 2005

Newell Grant, who was appointed Westminster’s director of advancement in 2017, is in his 15th year working in the Advancement Office. Previously he served as director of young alumni programs, associate director of major gifts, director of gift planning and director of major gifts.

Before returning to Westminster in 2005, Newell worked in Boston’s financial district, but he had his sights set on getting back to Williams Hill. “I wanted to return to Westminster to work with parents and alumni and to support a place that changes students’ lives on a daily basis,” he said. “It’s noble and it feels good.”

Newell’s main area of concentration in his position is growing Westminster’s financial resources. He engages and educates alumni about Westminster’s current programs and stays in touch with donors about their philanthropic interests. He is playing a key role in Westminster’s Soar Together Campaign that aims to increase support for people and programs.

Newell says the most rewarding part of his work is having a colleague in the Advancement Office tell him a donor has made a gift to an area of need for the school and then see the impact that gift has on the school’s students and faculty.

“My status as an alumnus adds to my sense of pride and passion for Westminster,” said Newell. “It causes me to think constantly about how the results of decisions measure up to the school’s core values of community, character, balance and involvement. It also helps me

*“I wanted to return to Westminster to work with parents and alumni and to support a place that changes students’ lives on a daily basis.”*

relate to other alumni, regardless of their graduation year, and share stories about classmates, traditions and faculty.”

As a Westminster student, Newell served as junior prefect and president of the John Hay Society. He was a boarding student from Littleton, Colo., and says his most memorable experience was the first day of school when he arrived on campus by cab without his parents. “I remember the captain of the football team, Jeff Cady ’96, getting in the cab with me at the top of the hill and then helping me with my boxes, which I had shipped from Colorado,” said Newell. “I was so thankful this huge football captain was there to help me with the boxes.”

Newell also recalls how faculty member Todd Eckerson helped him improve his writing and taught him how to debate. “In his class, I always strove to get three checkmarks at the end of a paragraph indicating it was good,” said Newell.

At family-style lunches, Newell often talks with current students about his student experience. “They want to hear stories about teachers, about the John Hay Society and how chapel was different,” he said. “We sometimes discuss the busy school schedule and the demands of challenging classes.”

One of Newell’s favorite Westminster traditions is how teachers and students are identified formally by name before



Newell Grant



speaking at assemblies and ceremonies. “It shows respect and acknowledges the passing of the microphone,” he said. He also likes attending twice-weekly chapel services “to listen to someone’s story.”

Newell says Westminster is a place where there is a safety net that allows students to try new things, possibly fail and still be OK. “There are always teachers who work behind the scenes to make sure students get the support they need when experiencing something difficult,” he said. “My work as a faculty member has helped me better understand the balance of Grit & Grace.”



*Newell chats with students during family-style lunch.*

## Cris Gomez ’10

**Assistant Director of Leadership Gifts  
Appointed 2016**

Many of Cris Gomez’s classmates predicted he would return to Westminster to serve on the faculty. In 2016, he did just that when he was appointed associate director of admissions. “I wanted to give back in a meaningful way to a place that did so much for me while I was in high school,” he explained. “Westminster always felt like home.”

After spending a year working in admissions, Cris assumed his current position as assistant director of leadership gifts in the Advancement Office. He runs the Young Alumni Program, which fosters connections with alumni who graduated from Westminster during the past 15 years. “My goal is to engage young alumni with Westminster as soon as they graduate,” he said. “I’m constantly on the road hosting dinners at colleges where we have alumni and grabbing coffee with alumni during my travels. Alumni are very passionate about their experience on the Hill.”

*“I wanted to give back in a meaningful way to a place that did so much for me while I was in high school.”*

As a Westminster student, Cris served as head prefect. Among his duties in that role was helping with the ribbon-cutting ceremony for the opening of Armour Academic Center in 2009. But he says his most memorable student experience was winning the stickball championship his Fourth Form year while living in Memorial Hall.

Following graduation from Westminster, Cris earned a B.A. in politics and international studies at Wake Forest University. He then served two years as a teacher with Teach for America at Democracy Prep Harlem Elementary School in New York City, where he managed a classroom of 25 students.

“Headmasters Bill Philip and Graham Cole were a big influence on me choosing education as a career path,” said Cris. “They both had such a positive impact during my time on the Hill and continue to serve as mentors to this day. They both guided me and pushed me, and I hope to be able to do the same for my advisees. I chose the education path because I wanted to have the same impact on students.” Cris is an advisor to seven Fifth Form boys. “It has been rewarding seeing them overcome some challenges and grow to be



*Cris Gomez in a meeting with advisees.*

great students during their time at Westminster,” he said. “Students are very curious about how things were when I was a student. The close-knit community has remained unchanged, and students are still saying hello when they walk by.”



*Cris giving remarks about his faculty and student experiences at a Sixth Form Dinner.*

## Aileen Daversa ’90

**Director of Alumni Relations  
Appointed 2017**



*Aileen Daversa*

*“I am passionate about Westminster and delighted to be a part of its continued success and growth.”*

As director of alumni relations, Aileen Daversa works to build and strengthen lifelong relationships among alumni, and between alumni and Westminster. Her path to this position, which she assumed in 2017, was via a career in corporate reorganization work and finance with PwC, FTI Consulting and Alvarez & Marsal. She earned a B.A. in biology and economics at Bowdoin College and an M.S. in accounting/ MBA at Northeastern University.

Aileen opted for a career shift to alumni relations in order to use her skills differently, to learn something new and to give back to Westminster. She had experience as a Westminster volunteer, serving as a member and chair of the Executive Committee of the Westminster Alumni Association, as well as a class agent and member of reunion committees.

“Many friends encouraged me to pursue the role because they had witnessed my strength in keeping in touch with friends and colleagues, and fostering connections among them over the years,” said Aileen, who likes meeting with alumni because they often share many of the same experiences. She also enjoys learning about the many different paths alumni have taken in their lives.

Among Aileen’s most memorable experiences as a Westminster student was carpooling in a 10-year old blue

Suburban to campus each day with fellow day students **Tim Frahm ’90, Mark Frahm ’91 and Suzanne Jarrett Melan ’90.** “Since we were generally tired in the morning, we would listen to music, primarily U2, with ‘Sweetest Thing’ as our favorite song,” Aileen recalled. “We have all remained close friends. Tim’s son and Suzanne’s daughter are my godchildren, and I see Suzanne regularly on trips with other Westminster friends. Mark is like a brother. I am grateful for these and other lifetime friendships that grew during my time at Westminster.”

Other unforgettable moments for Aileen included First Girls’ Lacrosse winning the Houghton Award the year she was team captain, witnessing the initial girls’ hockey team, playing stickball, and participating in the Lawn Ceremony and Candlelight.

Grit & Grace has played a continuing role in Aileen’s life. “Restructuring work is a high-stress environment,” she said. “It required grit to work long hours and grace when working with clients worried about losing their jobs, although most of the time they did not.” She also recalls applying Grit & Grace during a cross-country bike trip she took right out of college with a teammate from her Bowdoin soccer team. They biked about 80 miles per day. “I worked three jobs to earn the money for the trip,” said Aileen. “It took grit to carry all the gear on our bikes and grace when meeting all of the wonderful people along the way who showed us warm hospitality.”

Aileen says the most rewarding part of her work at Westminster is establishing meaningful connections among alumni, such as establishing a link that leads to a new job. She also likes connecting students with alumni who work in various fields. “I am passionate about Westminster and delighted to be a part of its continued success and growth,” she said. “I feel fortunate to be part of the faculty.”



*Aileen, second from left, with classmates Jen Bihldorff Vanech ’90, P’19, Ryan McGuigan ’90, P’21, Mary Peck ’90, Betsy Cameron ’90 and Ellen Brockelman Bailey ’90, P’21.*



Dean of Faculty Mark de Kanter '91, who developed summer online learning programs when he served as director of academic technology, with students Max Larock '22 and Shelby Oken '22.



## Summer Online Learning Opportunities

Learning opportunities for Westminster students don't come to a halt in June at the end of the academic year. During the summer months, two online programs offer students ways to expand their knowledge and prepare for the following school year.



### Westminster Interactive Summer Experience

Now in its sixth year, the Westminster Interactive Summer Experience (WISE) offers courses in English, history, mathematics, science, languages and metacognition that can foster student confidence in core academic skills. In many cases, the two-week classes provide a preview of an upcoming course or help with preparation for a standardized test or essay.

The interactive courses are taught by Westminster faculty members who use the school's Google domain and learning management system. The classes function like a tutorial. Each day, students engage for one hour with a faculty member and other students in the class through Google Meet, or equivalent software, and are expected to perform an hour of independent work outside of class. While no grades or credit are given, students receive frequent personalized feedback about their work, and their parents receive an update after the first week and concluding comments after the course is completed.

This year, 17 courses will be offered during two sessions: Session I will run from June 17-28 and Session II will run from July 8-19. Some of the classes include Grammar and Vocabulary

Training Camp, Analytical Skills for 20th Century World History, Effective Study Skills, Geometry Preview, Physics Primer, French Primer and Advanced Spanish. (For information about course offerings and registration visit [www.westminster-school.org/academics/wise-program](http://www.westminster-school.org/academics/wise-program))

Class meetings take place online at agreed upon times. The fee is \$900 with some financial aid available for students who already receive aid from the school. The target size for classes is three to four students, with no classes larger than six.

"While this model of education uses online platforms, it still fits Westminster's model of putting relationships and interactions between people first," said Mark de Kanter '91, P'19, '22, who serves as dean of faculty and developed the program when he was the previous director of academic technology. "These courses are a great option for people who are traveling during the summer and have fluid plans. It is a synchronous, live teaching model that offers the ability to have a small, personalized learning experience." Both returning

meeting technology, which can have applications during the school year.

Math teacher Dan Aber P'16, '18, '20 has offered the course Introduction to Java Programming since WISE started. "As an introduction to programming course, it often serves to pique students' interest, especially those who have no prior programming experience," said Dan. "Some students have gone on to take the AP Computer Science course, and I know of at least one student who is now majoring in computer science in college."

Dan uses some of the same materials in his WISE course that he uses during the academic year. "I use some of the same videos I've prepared for my summer course for my AP Computer Science class I teach during the school year," he said. "The students watch the videos before I present the lesson — the flipped classroom approach — and it seems to work."

Dan likes the personalized format of WISE courses. "Since I meet with my students one-on-one, it gives me the opportunity to tailor each lesson to that particular student," he said. "And since the classes are online, we have the flexibility of meeting at a mutually convenient time, whether the student is in South Korea, China, California or Granby, Conn."

"While this model of education uses online platforms, it still fits Westminster's model of putting relationships and interactions between people first."

### WISE CHEMISTRY Summer 2018

Goal and structure of the course: To prepare students for a high school introductory chemistry course by tackling those concepts that are core to the discipline and that are the most challenging to understand. Since the enrollment is small, and each student might move at a different pace, the pacing of this lesson plan will be determined by each individual. During our group meetings, I will introduce topics and take general questions, but we might also end up having individual video chats to cover distinct questions.

The course assignments will include readings from an online textbook, accompanying worksheets and problem sets, and online assessments. You will be expected to do the assignments before the class and take notes. There will also be online assessments that you will be expected to do after each day.

Topic # and Description	Assigned Reading / Videos	Assigned Worksheets
1 - Introduction to Chemistry	CK12 - 2.1 to 2.3 Melting Point of Substances Density of CO <sub>2</sub> Sublimation of Iodine	PHET Activity - States of Matter Chemistry #1 Worksheet
2 - Scientific Math - Dimensional Analysis	CK12 - 3.1 - 3.2 Fun with Dimensional Analysis	Chemistry #2 Worksheet
3 - Scientific Math - Significant Figures	CK12 - 3.3 - Sig Figs Tutorial on Sig Figs (Khan; do all four videos)	Scientific Notation Significant Figures Chemistry #3 Worksheet
4 - Matter - Periodic Table	Watch the NOVA episode "Hunting the Elements"	Periodic Table (reference)

A screenshot of assignments for a WISE chemistry course last summer.



Westminster Online Orientation

Westminster Online Orientation (WOO) is a required experience for all new students. A Westminster faculty member and up to eight new students meet online for two one-hour sessions on two consecutive days. The sessions offer an opportunity for students to meet a faculty member, interact with a group of peers and become familiar with the school's learning management system and Google apps suite.

Students complete some analytical reading, write a short response, perform some basic graphing with Google Sheets and create a brief presentation that they give to the group. There is no fee, and dates and times are available throughout the summer.

"This is a way to have new incoming students have a precampus interaction with each other and with a faculty member," said Mark, who initiated the program four years ago. "It provides students a comfortable forum to learn how to use our email system and navigate our portal. It also gives them a setting to ask questions about what to expect at school and alleviates a lot of stress."

The first day begins by making sure each new student is able to log on to their school Google account and their learning management account. "Logging on to those accounts generates and answers a lot of questions students might have," said Tom. "Once all the students are comfortable with their access to the



Tom Wiseman, director of academic technology, with Margaret Kennedy '22, who participated in his Westminster Online Orientation last summer.

accounts, there is a broad sweep of the different software they will need to use at school."

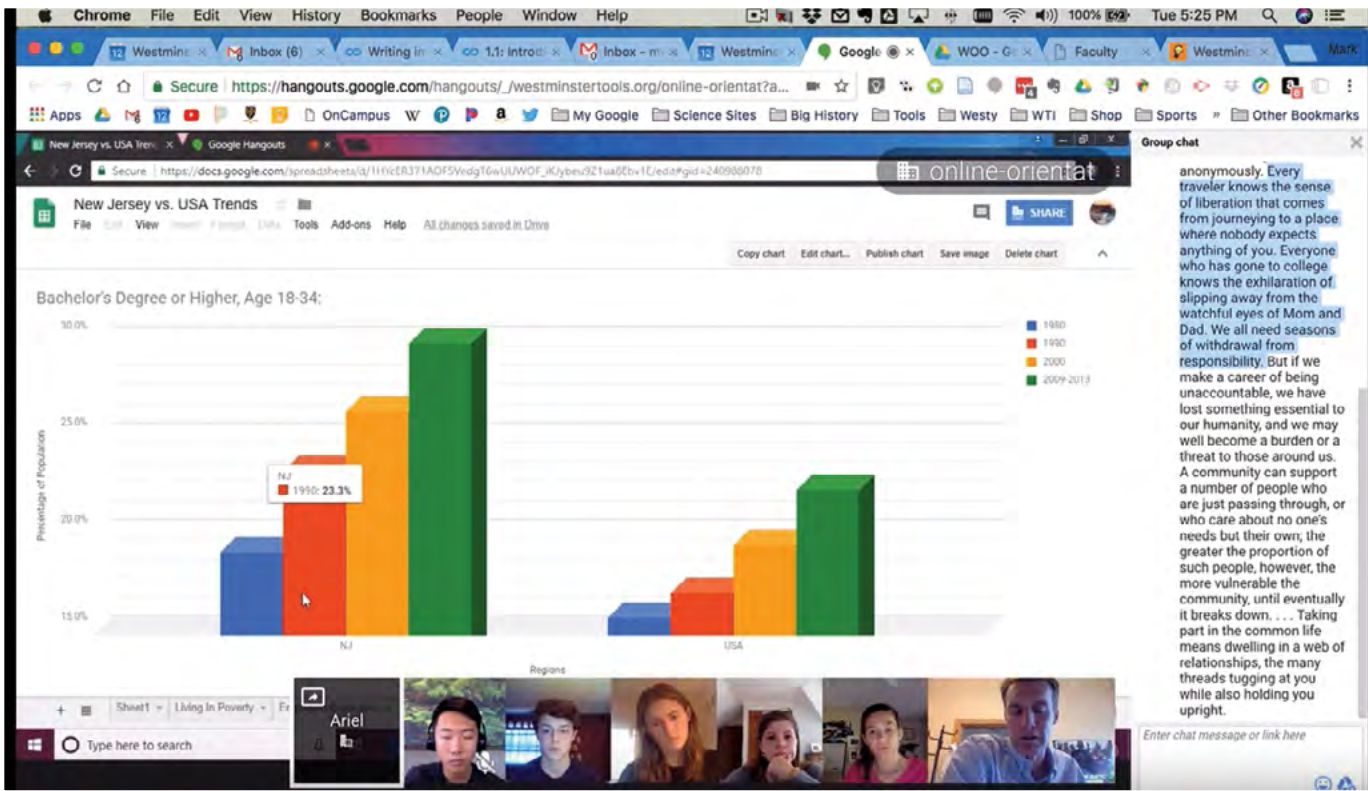
About 15 faculty members lead the sessions, which take place at scheduled times throughout the summer.

"I enjoy teaching WOO because it provides a concrete time for me to engage with students about our core values," said history teacher Jess Keough. "The curriculum calls for reflection on the foundations of those values, and it is nice to have the time to exchange ideas with incoming students on what makes our community work."

She believes students reap numerous benefits from WOO. "I am always pleased with the quality of conversation that comes up at the end of the second day," she said. "I open it up at the end for questions about anything in our school life. Students are eager to gain more context about everything from the daily schedule to how the dorms are organized. In these casual conversations, another layer of connections is made that provides these incoming students with a level of comfort as they start their Westminster experience."

Jess says the relationships she has formed with students during the orientation have carried over into the school year. "It's a great moment when a former WOO student moves into a room on your corridor or arrives to your class on the first day," she said. "There is already a foundation, and I try to lean on that to ease their transition."

Margaret Kennedy '22, a boarding student from Longmeadow, Mass., participated in WOO last summer. "It clarified many things for me as the faculty member, Mr. Wiseman, went over almost all aspects of what the school community is about," she said. "I was also able to ask



A screenshot from last year's Westminster Online Orientation taught by Mark.

questions about anything that I was wondering and had forgotten to ask during my previous visits to the school. At first, I was very nervous, but once I had this opportunity to meet both a faculty member and new incoming students, it was a huge relief because I then had some idea about what Westminster would be like, and I knew that it was the right school for me."

Margaret said the experience also helped prepare her for her classes. "WOO helped me get comfortable with some of the skills required in classes and in using the school's learning management system by guiding me to figure my way around the Westminster portal," she said. "Mr. Wiseman assigned us work during the first online session to be completed by the second session the next day. This work resembled the homework that is given to students each night on a daily basis at Westminster. Once I learned how to find my assignments and got the feel for how much work is given each night, I knew I was ready to take this big step."

Ben Mihailovich '22, a boarding student from Stamford, Conn., also appreciated his participation in WOO. "It eased my transition into Westminster because I was able to learn the technology and the expectations of some teachers," he said. "WOO also helped me socially because coming into Westminster, I did not know anyone, and it helped me meet new faces. It also helped me get comfortable with technology skills by teaching me where to find my schedule, grades and practice times. Navigating the portal can be very difficult but was made a lot easier by WOO. By learning the website, it is much easier for me to not only find homework but to find what will be happening in class throughout the week."

"Students are eager to gain more context about everything from the daily schedule to how the dorms are organized."

In these casual conversations, another layer of connections is made that provides these incoming students with a level of comfort as they start their Westminster experience."



A student's reflection on a computer screen.





Westminster School has always prided itself on its strong athletic tradition. Over the years, countless Westminster student-athletes have gone on to compete in intercollegiate sports, often earning awards for their achievements, and some have even become professional athletes. Today, Westminster's three-season athletic program includes more than 50 teams competing in 14 sports, many in the highly competitive Founders League.

Below, four distinguished alumni athletes discuss their longtime passion for sports, what it takes to compete at the highest level and how their involvement in athletics has had a significant impact on their lives.



## DOUG KNIGHT '93

**National Lacrosse Hall of Fame**  
**Virginia Chapter National Lacrosse Hall of Fame**  
**All-American University of Virginia (UVA)**  
**Enners Award National Player of the Year**  
**ACC Academic Honor Roll**  
**All-ACC Honors**  
**ACC Tournament MVP**  
**UVA Most Valuable Player**  
**UVA lacrosse coach**  
**Professional lacrosse: Baltimore Thunder, Boston Cannons and Philadelphia Barrage**

Doug Knight's passion for sports started at a young age and hasn't let up. He went from playing three-seasons of varsity sports at Westminster to a record-breaking lacrosse career at the University of Virginia (UVA), where he still ranks as Virginia's all-time leader in career goals (165) and is now second in career points (249), after finishing his career as the all-time leader.

Following graduation from UVA, Doug coached lacrosse for his alma mater and competed professionally with the Baltimore Thunder, the Boston Cannons and the Philadelphia Barrage. In 2017, he was inducted into the National Lacrosse Hall of Fame.

Doug is well known for bringing a signature play to lacrosse known as the dive, which changed the game. Over the years, he served on the faculty at two independent schools, where he taught, coached and worked in admissions. Currently, he is camp director at Camp Tecumseh in New Hampshire.

### When did your sports career begin?

By the time I was 3 or 4 years old, I was playing soccer and ice hockey. Ice hockey was my favorite, and lacrosse didn't come in until later. I was always playing lots of different sports in youth leagues in Westchester County. I can remember going from soccer tournaments to hockey games and mixing in basketball, tennis and baseball.



Doug Knight at his induction into the National Lacrosse Hall of Fame in September 2017.

### What brought you to Westminster?

I was looking at boarding schools because of the Haggerty family. **Ryan Haggerty '91** and **Sean Haggerty '94** both went to Westminster, and each played briefly in the pros. Their dad was my coach in youth hockey, and he led me to looking at boarding schools and Westminster, specifically, because his sons were there.

I applied to Westminster as a Fourth Former and will never forget the admissions director, Tuck Ganzenmuller, walking with me across campus during my visit. He took the time to get to know me and was a main reason I wanted to come to Westminster.

### Coming from youth league competition, what did you like about playing sports at Westminster?

For the nine seasons I was at Westminster, I played soccer, hockey and lacrosse. I loved that I could do it all in one place and not have to run around. It was also nice to have the seasonality of the multiple sports, which has sadly gone away these days. I liked not getting completely burned out from playing one sport year-round.

### How did your coaches help you grow as an athlete at Westminster?

For coaches, I had Geoffrey Wilbraham and José Ilzarbe for soccer, Tom Earl and Scott Stevens for hockey, and David Hovey, Todd Eckerson and Dennis Daily for lacrosse. Their guidance, even way beyond sports, was a huge benefit at the time and even more so now.

### What are some favorite memories from Westminster?

I liked being in a small community that cared about me. My classes included about 14 to 18 students, and every faculty member pretty much knew all the students and took an interest in their specific learning.

This was very helpful to me because I would have been perfectly happy to get lost in the shuffle and slide by. They certainly pulled out a lot of my developing academic and athletic skills.

Also, Westminster is where I connected with four of my best friends in life: **Jeremy Horner '93**, **Cliff Pintard '93**, **Curt Wilcox '93** and **Eric Boguniecki '93**. We are in contact pretty much every day. They are a great group of guys, and our friendship was forged while we were spending so much time together for three years at Westminster. I also value the relationships I built with faculty members, many of whom I still stay in contact with.

### What led to your recruitment to the University of Virginia (UVA)?

Dom Starsia was the lacrosse coach at Brown University my Fifth Form year at Westminster and was recruiting **Dennis Fitzgibbons '92** to Brown. Dom came to see Dennis play lacrosse

and happened to see me. Dom then moved to UVA from Brown and recruited me. He has been an amazing mentor and friend in my life.

### What were some memorable accomplishments playing lacrosse at UVA?

My most memorable accomplishment was making the ACC Academic Honor Role. Winning the ACC championship my senior year in 1997 against Duke was a proud accomplishment as a team.



**You are credited with creating the dive in lacrosse. What was the genesis of that?**

There is no doubt that faculty member Todd Eckerson was responsible for helping me to create that move while I was at Westminster, and it certainly helped to catapult my lacrosse career. I can remember him walking me through a dodge from below the goal line extended, and I basically made a hard move right toward the cage, but when I got to the crease area, which you were not allowed to touch, I asked what to do now. He simply said, “That is when you launch into the air.” We spoke about diving header in front of the goal in soccer, and scrums in front of the net in ice hockey, all plays that I loved to be a part of, so this seemed like a natural progression from them. The dive evolved from there on its own.

**The dive was outlawed in college lacrosse for 20 years and has just returned. What is the history behind that?**

The dive was outlawed in 1998 from the college game, which is a year after I graduated from UVA. They said it was too difficult to officiate. It came back last year after 20 years. In December, I spoke at the Division I lacrosse coaches’ conference in Baltimore about that move. A survey showed that more than 75 percent of coaches, administrators and officials wanted the play back in the game. It is going to be hard to officiate and will take some time, but is really exciting for the sport to have it return.

**What was your lacrosse aspiration leaving college?**

I coached for two years at UVA, and we finally won a national championship in 1999, which was awesome. I played professionally for five seasons over 10 years with the Baltimore Thunder, the Boston Cannon and the Philadelphia Barrage, but it wasn’t the same as the college experience when you are with your team all of the time. I was coaching and playing, and then I was teaching at St. Paul’s School in Baltimore and still playing professionally, but that ended after I got engaged. I decided to get married instead of playing lacrosse. It was a good decision.

**You have been described as a ferocious competitor. Is that accurate?**

I certainly do consider myself one of the most competitive people in the world, but I’ve been trying to find a better balance in my life over the past few years. I spend a lot of time doing yoga and mindfulness practices, so there’s a big contrast there that I am trying to work through.

**What led to you working in independent schools for 15 years?**

After the experience at Westminster of being so positively affected by so many teachers and coaches, I left high school knowing I would love to eventually teach. I taught middle school science and math, and coached soccer, hockey and lacrosse at St. Paul’s School for three years. I then moved to Haverford School, where for 12 years I taught middle school math



*Westminster First Boys’ Lacrosse coach Ryan Curtis, Doug and David Bruce ’95 at Doug’s induction into the Hall of Fame.*

and then, primarily for my last seven years, worked in admissions. At various points, I coached soccer, hockey and lacrosse at Haverford, as well.

**How would you describe yourself as a coach?**

As a coach, I am generally the good cop. I like to let other coaches yell and scream, while I like to be positive and point out the good that everybody is doing for the most part.

**As a coach, what are the rewards of sharing your knowledge with student-athletes?**

I have coached for close to 20 years, pretty much at all levels from ages 3 to 23. It is one of my favorite things to do. So many people helped me along the way that if I can give back a little, I feel like I have done a good job. At almost every practice and game, I tell players two things: play hard and have fun. If you do that as an athlete and as a person, you are going to be successful in life.

**How do you feel about specialization in one sport at an early age?**

I tell students to continue to play multiple sports. If children specialize in a sport too early in their life, they are going to get injured by sustaining a sport-specific injury or become completely burned out in that one sport. They are going to reach their ceiling a lot sooner by focusing on one sport. Somebody who plays multiple sports through high school and then maybe decides to focus on one in college will continue to evolve and get better and have a much higher ceiling to improve through college and beyond.



*Doug, No. 9 far right in black, executing the dive during a Westminster versus Trinity-Pawling game in 1993.*

**How did you benefit from playing sports?**

Growing up, I learned so much about winning and losing and so many life lessons through athletics that I don’t really know where I would be without it in my life.

Westminster did a great job of connecting me to my passions. I certainly could have done better academically, but I got from Westminster everything I needed to set myself on the right career path. I knew I would always be doing something in education with kids and with sports.

**How did it feel to be inducted into the U.S. Lacrosse Hall of Fame in 2017?**

It was an incredibly humbling honor. The people who are in that are so impressive as players and people in general. To have that honor bestowed upon me was pretty neat. Dom Starsia, my coach and mentor, introduced me at the ceremony in Baltimore, which was awesome. It was a great night and a bunch of friends, teammates and family members came to celebrate with me.

**What are your responsibilities in your current position as camp director at Camp Tecumseh in New Hampshire?**

Camp Tecumseh has been around since 1903, and its mission is simply to make good boys better, and I would add, through athletics. The campers are mostly playing sports, although we have a woodshop and do a Gilbert and Sullivan operetta as well. It is an absolutely perfect job for me. It goes from 300 campers and 75 staff members with a ton of energy in the summer to two part-time people and me in the offseason.

I am responsible for everything: marketing, alumni, development, budget, registration and recruiting. I gear up for 10 months from where I live outside Philadelphia, and then my family and I get to spend an amazing summer on Lake Winnepesaukee with 300 or so boys. My wife, Jill, and I have three sons, ages 14, 12 and 9.

The camp is a very rustic environment, with no electricity and no running water in the cabins. The campers usually stay the full seven weeks of the summer or for one of the two 3½-week sessions. Olympians and track athletes from the University of Pennsylvania started the camp. This year will be my fifth summer. I wish I could coach more there, but I don’t because of my other responsibilities.

**How has being an athlete opened doors in your life?**

Any door that has ever been opened for me has been through my involvement in sports. I could not be more proud to have played sports my whole life, and there are so many people I have come in contact with because of it.

**Do you still play any sports competitively?**

I play paddle tennis in a pretty competitive league and love it. I started playing at Westminster.

**What do you do for fun?**

I enjoy cooking, practicing yoga and spending time doing anything at all with my family.



**AMANDA BOULIER ’11**

**First Team All-New England Division I Hockey  
U18 U.S. Women’s Hockey National Team World Championships Gold Medal Recipient  
ECAC All-Rookie Team  
ECAC First Team Defender  
ECAC Second Team Defender  
ECAC Third Team Defender  
Assistant Women’s Ice Hockey Coach Yale  
Professional hockey: National Women’s Hockey League (NWHL) Connecticut Whale, Minnesota Whitecaps  
Two-time NWHL All-Star**

Amanda Boulier grew up in Watertown, Conn., playing numerous sports. She appeared on the radar of Westminster coaches, when she was playing on a boys’ youth ice hockey team. She ended up attending Westminster and had an illustrious athletic career playing on multiple Founders League and New England championship teams in ice hockey and softball, and being selected to play on the U.S. Women’s National Hockey team, which won a gold medal in Sweden. St. Lawrence University recruited her to play hockey, and she had a stellar career and earned two degrees. She then coached hockey at Yale for two years, during which time she was drawn to playing hockey again. Now in her second season in the National Women’s Hockey League, she plays for the Minnesota Whitecaps. She competed in the league’s all-star game in February.



*Amanda Boulier playing hockey for St. Lawrence University.*

PHOTO: TARA FREEMAN / ST. LAWRENCE UNIVERSITY



### What sports did you play growing up?

I had two older brothers, so everything in our house growing up was a competition, especially with them in any kind of sport outside. I played ice hockey, soccer, softball and basketball until I got to Westminster.

### What led you to Westminster?

When I was in about seventh grade, my Watertown youth hockey team, which was a boys' team, played a Simsbury boys' youth hockey team coached by **Dave Hovey '78** and Westminster faculty member Scott Stevens. They contacted David Pope, who was coaching girls' hockey at Westminster, and told him he should come watch me since I might be a good player for Westminster. This led to me visiting Westminster and deciding this was where I wanted to go. Mr. Stevens and I always talk about how he and Mr. Hovey were a big part of the reason I went to Westminster.

### How did you grow as an athlete at Westminster?

I played soccer, hockey and softball. Hockey was my favorite, but I loved the others as well. I think playing three different sports is extremely beneficial. Each sport has its own culture, and the coaches can motivate and push you in different ways. Also, the ability to play with a team six days a week and live on campus with your teammates and your coaches helps you grow as a person.

### How did you balance your academic and athletic commitments at Westminster?

When you have less time, you are forced to use your time wisely. Westminster has a pretty rigid schedule, so I think everyone is forced to utilize time management skills, but when you are playing a varsity sport, it is heightened even more. The second thing is the competitive nature of athletics. No matter what I was doing in classes, sports or extracurricular activities, I wanted to be the best I could be.

### How did it feel to represent the United States on the U18 U.S. Women's Hockey Team in the world championship in 2011?

It was an incredible honor to represent our country and play the sport I love the most at the highest level. **Sydney Daniels '13**, who was also selected to the team, and I traveled to Stockholm, Sweden, over winter break where our squad defeated Canada in the championship round, and team U.S.A. captured its third gold medal in four years.

### What led you to St. Lawrence University and what did you study there?

I hadn't heard of St. Lawrence until its coaches recruited me. I visited the campus, which had a similar feel to Westminster with its smaller community. This gave me a big sense of comfort, so I knew it was where I wanted to be.

I majored in philosophy and red-shirted my junior year because of hip surgery, so I had a fifth year of eligibility left for hockey. I graduated a semester early as an undergraduate and got my master's degree

“Sports have taught me so many valuable lessons, given me lasting relationships and led me everywhere I've been.”

in educational leadership three semesters afterward.

### What was the best part of your collegiate ice hockey career?

We were always very competitive. My freshman year, we won the Eastern College Athletic Conference (ECAC) and that was a very big deal because we had beaten a top team in the country. It was a huge upset. We ended up losing to Boston College in the

NCAA tournament. **Carmen MacDonald '11** was our goaltender and was a big reason for our success in the ECAC championship game.

Also, being able to be part of a Division I NCAA program with coaches who care so much about their players allowed me to grow as a person and player. As an athlete, you are very fortunate when you step on campus and have 26 friends who are in the locker room waiting for you. The wins and losses were important, but the relationships with teammates and coaches are what stand out.

### How did you become a hockey coach at Yale?

During my red-shirt year at St. Lawrence, I missed being on the team and begged my head coach, Chris Wells, to allow me to be the equipment manager because there was an opening. With enough convincing, he finally permitted me to do it. I sharpened the skates, and did the laundry and all the behind-the-scenes activities. He knew I had thought about getting into coaching and wanted to give me a good look at the day-to-day operations of a college coach. From that point



*Amanda, right, and Sydney Daniels '13, left, played on the winning U18 U.S. Women's Hockey Team in the 2011 world championship in Sweden.*

on, I knew I wanted to get into college coaching. When I graduated, he helped me get the coaching position at Yale.

### What were the rewards of coaching at the college level?

Coaching athletes at one of the highest levels for women's hockey was a great honor. I had a hasty transition going from being a player to a coach and being able to work with women who were just one or two years younger than me. I am high energy and like to motivate by being passionate. It was a nice challenge and something I really enjoyed. Too many student-athletes get caught up in their stats, so trying to get them to see the big picture and reprioritize were important to me.

### What attracted you to the National Women's Hockey League?

When I was coaching at Yale, I found myself longing to play again, especially in the newer National Women's Hockey League. It was hard for me to stay away, so my second year coaching, I spoke with the commissioner, and they were looking for players for the Connecticut Whale. I coached at Yale and played part time for the Whale and was able to make both of them work, with Yale being my priority at the time. I had a ton of fun and realized I wasn't done playing.

### Growing up, did you ever think you would play professionally?

Growing up, women's professional hockey did not exist, so college was the pinnacle of women's hockey, along with the 25 women who get to go to the Olympics. When the league came about, it was enticing. After playing my first year with the Connecticut Whale, I joined the Whitecaps in Minnesota this season. The Whitecaps had tryouts last summer, and it was a great honor to be selected. We have three former Olympians on the team, making it fun to play alongside really talented women.

### How much time do you spend practicing?

We practice twice a week and play two games a week, so a lot of the training is put on the individual athletes to make sure they are staying in shape and getting on the ice when they can. I skate and work out every day.

### What are the rewards of playing professionally?

It is like a dream come true. We sell out almost every game. It is wonderful to see little girls come through the line after the games and be so excited to get our autographs. It is great for them to have female



*Amanda playing hockey for the Minnesota Whitecaps of the National Women's Hockey League.*

role models. When I was younger, aside from Olympians, I pretty much had all male role models. I was especially honored to be selected to play in the NWHL All-Star game in Nashville in February.

### Do you feel like a trailblazer for professional women's hockey?

I hope in the next 10 or 15 years women will not have to have any other jobs outside of playing professional hockey, similar to the NHL. In that regard, we are certainly pioneers. I told my parents I want to frame my paycheck, and in 15 or 20 years hope that the women in the league are making four times as much as that. I am excited to pave the way for the girls who come through the autograph line every week.

### What does it take to achieve at the highest level in a sport?

When you are younger, the biggest thing is to have fun and love what you are doing. When you are trying to get to the next level, it is important to set goals and have the mindset every day that you can achieve them. If you don't achieve those goals, keep setting different ones because eventually you are going to get there.

### What are your future goals?

I hope to play professionally for a few years and then get back into coaching in some realm. I want to give back to the sport that has given me so much opportunity. Sports have taught me so many valuable lessons, given me lasting relationships and led me everywhere I've been. I can't imagine as I get older not having sports in my life in some way.





## LAILA SAMY '14

**U.S. Junior Open Squash Champion U17**  
**Class A, No. 1 Flight New England Title**  
**U.S. Squash All-American**  
**Four-year No. 1 player Wesleyan University**  
**Highest rank of No. 4 in U.S.**  
**NESCAC Rookie of the Year**  
**NESCAC Player of the Year**  
**Four-time All-NESCAC First Team**  
**Three-Time First Team All-American**  
**Hoagland Award**  
**College Squash Association Betty Richey Award**



*As a Martlet, Laila Samy won the U.S. Junior Open Squash Championships U17 division in December 2012.*

Laila Samy began competing in squash at the national level in Egypt at age 9 and in international tournaments at 12, winning numerous titles. When she placed fifth at the U.S. Open in 2011, she came to the attention of Westminster's First Boys' Squash coach, Peter Doucette, who invited her to visit Westminster, where she was later admitted as a Fifth Former and a Davis Scholar.

As a Martlet, Laila was one of the best players in New England and the country. During the 2013-2014 season, she won the Class A No. 1 Flight New England title, having been runner-up the year before. She also won the U.S. Junior Open Squash Championship as a Fifth Former. She continued to earn squash accolades as a student at Wesleyan University, where she amassed an 80-1 regular season record and was awarded the prestigious Betty Richey Award by the College Squash Association. Following graduation from Wesleyan last year with a bachelor's degree in psychology and a minor in data analysis, she served a season as the head coach of the varsity squash team at The Ethel Walker School and then returned to Egypt in March to become a junior analyst for Commercial International Bank (CIB).

### How did you get interested in playing squash?

I started playing squash when I was 7 years old in Cairo. I got into it because my older brother was a good player, and I grew up watching him play. I went to all of his practices, so it just felt natural when I started playing. I also was a swimmer and did figure skating on roller skates, but I liked squash the best.

My family thought it was important for me to try different sports, but the final decision about what sport I was going to

pursue was up to me. I started competing in squash tournaments when I was 10. When I was 12 or so, my parents wanted me to enjoy squash on my own rather than push me. I remember going to a tournament in Amsterdam by myself with my coach, which was the first time I traveled abroad. My family was completely supportive of my squash career, even when they weren't physically at tournaments with me.

### Who coached you in Egypt?

I always had a private coach until I came to Westminster. I played for a club in Cairo, where there are about 16 clubs. Sometimes I would have private lessons, while other times, I would have team practices with other club players. Most of the people who were on my team were boys. Playing with boys helped me a lot since their game is much faster.

The clubs offer all kinds of sports such as volleyball, tennis, handball and squash. I would finish school around 3:30 p.m. and go to practice at 4 p.m. and stay there until about 8 p.m. Studying would come after that, so I had a pretty full day.

### What brought you to Westminster?

**Ahmed Khalek '12** was a good friend of mine in Egypt, and he went to Westminster first. During the Arab Spring, a lot of schools closed in Egypt, including mine. I felt like I wasn't quite getting the education I wanted, so Ahmed asked me if I wanted to apply to Westminster. Around that time, I was competing in the U.S. Open at Harvard, where I met Mr. Doucette, Westminster's First Boys' Squash coach, and he asked me if I wanted to visit Westminster. I visited and really liked it, so I went back to Egypt and presented the idea to my parents. It was a big decision for my

family and me, and we decided I should give it a try. I became a Davis Scholar at Westminster.

### How was playing squash for Westminster different from playing for a club?

The squash in Egypt is very advanced, intense and individualized. At Westminster, I learned how to survive as a player without a private coach. Peter Ulrich, my Westminster squash coach, and Mr. Doucette were very supportive and tried to do everything they could to help me stay on the same level and get better. I also learned team skills since I had never played on a team before. Even in Egypt, when I played on the national team, I still played for myself and my private coach came with me.

At Westminster, there was a team bond. The team had so many different levels, and that taught me how to share my skills and experience with others. I loved how Mr. Ulrich asked me to do that. The girls on my team actually asked for tips. Playing on a team really helped me with my transition to college.

### Do you have a favorite memory of being a Westminster student?

I was very happy on graduation day because my dad attended and met all of my teachers. It was the first time he was able to see my Westminster world in person.

### Do you stay in touch with Westminster faculty?

I stay in touch with many people from Westminster. I often reach out to them for advice. It is where a lot of things started for me and countless people helped me.

### What led you to attending Wesleyan University?

Mr. Doucette, who was my Westminster advisor, took me on a few college visits, and Wesleyan was one of them because it is only about 45 minutes from Westminster. When I met the women's squash coach, Shona Kerr, I really liked her, and the team members were very inclusive. It felt natural for me to be there, not only because I really liked the school but also because it was close to the new "family" I had made at Westminster.

### How did you advance as a player at Wesleyan?

My coach, Shona, and the athletics department were extremely supportive. They gave me the opportunity to train a few times a week with a pro at the Hartford Golf Club, and Shona came up with different kinds of programs to help me advance. A lot of it also required my personal accountability. My senior year, I was training three times a day, which required a lot of individual motivation but also other people's support.

*Laila playing squash for Wesleyan University.*



PHOTO: JONAS POWELL / WESLEYAN UNIVERSITY



**What did you like about competing for the Cardinals?**

I was lucky to have the privilege of playing as the No. 1 all four years at Wesleyan. The team had a similar dynamic to my team at Westminster. My coach was very supportive of me sharing my experience with other players, so some days I would work with my teammates one-on-one with whatever they needed help with. It was just really good to have an impact on the team.

Even though I was able to play No. 1 all four years, it always felt like a privilege. That is what I told my team my senior year when I was a captain. I told them you earn your spot not only by being a good player but also by being a good citizen, which is what we as a team really worked on in terms of competing against other teams.



*Laila coaching The Ethel Walker School's varsity squash team during a match against Westminster.*

**What were some of your major achievements while on the team?**

I was Rookie of the Year freshman year, which was really great. I was also named NESCAC Player of the Year my junior and senior years. My junior year was the first time another school other than Trinity received it, and it was really big for us because it allowed Wesleyan to be recognized.

Another important moment was in my sophomore year when I was playing in the individual's tournament and had to be in the No. 2 seed in the quarterfinals. I finished that tournament as the No. 4 in the country in women's college squash.

My proudest moment was the day before graduation when I received the Hoagland Award, which is presented annually to the outstanding contributor to women's athletics. I was very excited about the award because it went beyond my performance in squash and recognized me for my contributions to women's athletics and the efforts to make women's sports equitable to men's sports.

**How did you feel about receiving the most prestigious honor in women's squash, the Betty Richey Award?**

I was surprised because I was competing against two other women, one from Princeton and one from Trinity, who were from really strong schools in the college squash community. It felt so special to win over these two women, who were amazing players, and to receive support from coaches and from other schools.

**Have you always been competitive?**

I have always been competitive. I begged my mom to put my name in for my first tournament. At the beginning, I would get really frustrated when I lost, but I told myself I needed to analyze the match and see what worked and what didn't work. It was OK to be frustrated, but I had to look at what I could take away from the experience.

**What did you like about coaching the varsity squash team at The Ethel Walker School?**

I enjoyed gaining experience as a head coach. I was excited to share my knowledge with my team members because I was in their position not so long ago. I also tried to teach them how to be resilient because the best place to learn that is from sports. It is not just about winning and losing.

**What are your current responsibilities with Commercial International Bank (CIB)?**

I returned to Cairo in March to work for CIB as a junior analyst in the bank's new data management branch. I completed an internship with CIB in the summer after my junior year of college, and they invited me back to work for them. The bank is the primary sponsor for many men and women professional squash players in Egypt.

I like the challenges of my job and being around people who share their expertise in data analytics with me. The team with whom I work is young, talented, smart and very hard working. I am very excited to learn and grow in this opportunity and, hopefully, be part of the support the bank provides to the squash community in Egypt.

**Do you ever see yourself playing professional squash in Egypt?**

I am working a lot in my new job, and to compete professionally, I would have to put in a tremendous amount of time to do well. It might be a stretch to do both, but I am considering training again and seeing what I can and cannot handle.

**What has playing squash meant to your life?**

Although I am more than a squash player, squash has helped me experience so much, taken me to many places and introduced me to countless people.



**JEFF NATALE '01**

**New England Player of the Year NCBWA  
NESCAC Player of the Year  
ABCA Division III All-American First Team  
NEIBA Division III All-New England First Team  
ECAC Division III New England All-Star First Team  
NCAA Division III All-American  
NESCAC First Team  
College World Series  
Minor League Baseball: Boston Red Sox and  
Yankees organizations  
Boston Red Sox Minor League Offensive Player  
of the Year**

As far back as he can remember, Jeff Natale had a baseball bat or a hockey stick in his hand. At Westminster, he played on very successful varsity hockey and baseball teams, was a member of Black and Gold, and participated in Dramat's production of "You Can't Take It With You" and a One Act.

He attended Trinity College, where he majored in political science and was a leading hockey and baseball player, including playing in the College World Series. When he caught the attention of professional



*Jeff Natale playing minor league baseball for the Boston Red Sox organization.*

baseball scouts, he gave up hockey to focus on baseball with a goal to be drafted to play professionally. His dream came true when was selected by the Red Sox organization in the 32nd round and played minor league baseball for six years. After deciding to leave professional baseball, everything pointed to a return to boarding school life. In 2012, he was appointed to the faculty of Milton Academy, where he serves as associate director of admissions, head coach of varsity baseball, a dorm parent and an advisor.

**At what age did you begin playing sports?**

Growing up in Hamden, Conn., I was really passionate about playing baseball and hockey. I played Little League Baseball, and hockey for the Southern Connecticut Stars and the Milford Blues, which was a travel team.

**What brought you to Westminster?**

A youth hockey coach of mine had gone to boarding school, so he encouraged me and my family and other kids on the hockey team to look at boarding schools as an option. My family and I started doing research and ended up focusing on Connecticut schools. I wanted to stay close to home, so my parents could come watch me play hockey and baseball but far enough away so they couldn't just pop in for a visit.

**What sports did you play at Westminster?**

For the most part, I played hockey and baseball and had a great experience. We had very successful teams in both sports and had a lot of fun.

**How did playing on those teams help prepare you for college athletics?**

It helped me become better at time management because I spent so much time at the rink and in the weight room. It really showed me that when it was time to work, I needed to get it done because I was quickly moving on to the next sport or activity. Playing in the Founders League was really good competition, so it really prepared me to be a competitive college player from day one.

**Do you have a favorite memory as a Martlet?**

Athletically, it was winning the Flood Marr Tournament my senior year in 2000. Being on the ice with my teammates and celebrating was an amazing opportunity. And more generally, I have good memories as a Fifth Former of being brought onto the Sixth Form Lawn for the Lawn Ceremony and as a Sixth Former gathering on the Sixth Form Lawn one last time at graduation with all of my friends and relatives there.



### What led you to attend Trinity College?

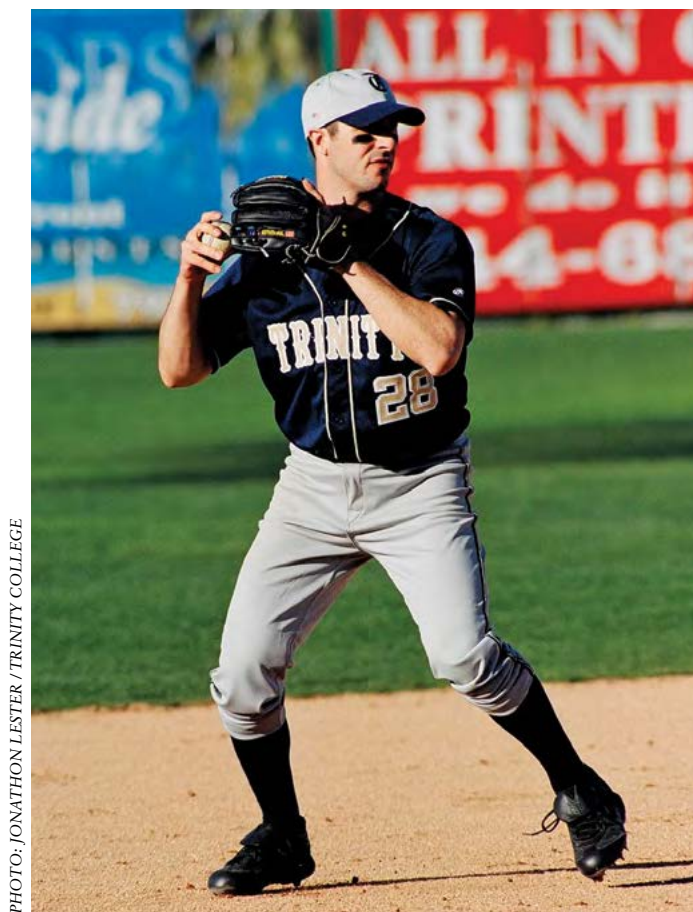
I am close to my family, so I wanted to be nearby so they could attend games. I also wanted a college with great hockey and baseball programs. Trinity was a really good fit for me and pushed me academically and athletically.

### Did you play both sports every year at Trinity?

I didn't play hockey my senior year. I only played baseball because I was getting beat up during hockey season. Once I started getting "looks" from professional baseball teams, I thought it was getting serious and I should focus on baseball.

### What was the best part of your collegiate baseball career?

We won the NESCAC and the New England Regional Tournament and went to the college World Series in Appleton, Wis., two out of the four years I was there. It was great being around my teammates for the tournament since it took place after graduation. Also playing in the New England Tournament was exciting too. I played for Bill Decker,



Jeff playing baseball for Trinity College.

*I have always been very competitive in everything I do, so participating in sports was a good outlet for me. I hated to lose, which was my best quality as an athlete since it was contagious with my teammates.*

who is now the coach at Harvard. He was an amazing coach, and I still keep in contact with him.

### Did you aspire to play professional baseball after college?

I didn't think about it much until my junior year when Coach Decker called me into his office and said he wanted me to know that there were some professional teams that had been asking about me. I was completely shocked and very happy.

My main goal my senior year was to get drafted by someone. The Red Sox drafted me in the 32nd round, which was one of the most amazing days of my life.

### What did your early professional training involve?

Right after I was drafted, a scout came to my house so I could sign the contract. A few days later, I flew to Ft. Meyers, Fla., where the Red Sox conduct spring training, and I went through a physical and a couple of weeks of training. I spent from 9 a.m. until noon on the field practicing and then played games in the afternoon. That was a big time wake-up call because it is all baseball all day.

Shortly after that, I was sent up to Greenville, S.C., where the Low A team was playing. I actually played well, so they sent me down, which did not make much sense at the time. I ended up in Lowell, Mass., which was great because my friends and parents could come see me play.

### How did your professional career progress?

At first, I didn't realize how many levels of baseball there are. I thought it was the minor leagues and then the major leagues. When you are taken in the 32nd round, they really don't have a specific plan for you. They basically move you around based on how well you are doing. In my first season, I played for three different teams. Because I was playing so well, they wanted me to get a lot of looks and they wanted to see me play as often as they could. I really appreciated that, especially as a late-round pick.

### How many years did you play?

I played five years with the Red Sox organization and one year with the Yankees organization so six years of minor league baseball.

### What was the most rewarding part of playing professionally?

Giving back to the community was always really important to me, so I appreciated helping out with baseball clinics that some of the teams offered. I also liked signing autographs for kids and seeing how excited they were. It reminded me how lucky I was since I was once that little kid who was super excited to go to baseball games and see favorite players.

Being a part of the Red Sox organization and playing so close to home were rewarding too. I liked to watch my parents watch me play

and to see how proud they were. I also got to play with some really cool guys who are still playing and was able to meet some amazing baseball icons throughout the years.

### What made you give it up?

One reason I left was that it is really hard to play professional baseball, and I know that sounds like I am complaining because it is an amazing job. There is a lot of traveling and not that much money. I was getting to the ballpark really early and staying really late. It got to the point where I played for as long as I could and was running out of opportunities because I wasn't quite good enough. The question came down to: Should I continue playing with AAA teams that are on the West Coast or do I want to grow up and get a real job?

### Were you always competitive?

I have always been very competitive in everything I do, so participating in sports was a good outlet for me. I hated to lose, which was my best quality as an athlete since it was contagious with my teammates.

### What led to your current position as associate director of admissions at Milton Academy?

When I didn't know exactly what I wanted to do after baseball, I thought about all of the things I really enjoyed: working with teenagers, coaching and traveling. Basically, everything pointed back to boarding school life. I really appreciated my boarding school experience at Westminster and loved being part of a dorm.

I was living in the Boston area and a job in the admissions office at Milton came open. I didn't know much about Milton, but I applied for it. It just so happens that **Miles Bailey '94**, who worked at Milton at the time, was one of the people who read my resume. He had gone to Westminster and another guy in the office had gone to Trinity, and they decided to bring me in. That was seven years ago.

### What do your responsibilities encompass at Milton?

I run the tour guide program, interview prospective students and families and have a bunch of different territories, including New York and Connecticut. I love getting to know the prospective students and their families, and helping them appreciate Milton as much as I do. Obviously, my competitiveness spills over into this, but at the end of the day, you want the families and the kids to choose the right place.

### What do you like about coaching varsity baseball at Milton?

This was my first full-time coaching gig, and it has been really rewarding. I think telling the students I played professionally gives me a little extra clout within the community, and they are more likely to listen to me when I say something. The students who we bring to the school and to the team really fit the school

and fit what we are trying to do as a team. It has been an absolute pleasure to coach.

### What lessons do sports teach?

Sports teach teamwork and how to be a part of a group. Some of my most successful teams have not been my most talented teams. My best teams have tended to be the ones where teammates work together and pick each other up. The No.1 lesson is how to work with your teammates and make each other better.

Oftentimes, players can get caught up in their batting average and the success that they have or have not had. That is only part of the process. Showing up, working hard and being a good teammate are more important than the hits or the strikeouts.

### How would you describe yourself as a coach?

I hope my players would say that I am positive and passionate about the game. When you love teaching the game, as I do, it is motivational and players can pick up on that.

### Do you still play baseball or hockey?

I play in a men's league for hockey at Milton, and in an old men's softball league. I have thought about playing in a baseball league, but I might be too competitive and take it too seriously. In softball, I play with a bunch of my college friends, and we have a good time.

### What do you like to do for fun?

I enjoy spending time with my wife, Marisa, and daughter, Kendall. I also like the competitiveness of CrossFit.

### How has playing sports affected your life?

Playing sports has taught me a lot of valuable lessons and has humbled me. I really appreciate how much time, dedication and effort my coaches put into me when I was learning the game and developing a passion for it. They cultivated my passion.



Jeff, kneeling on left, coaches varsity baseball at Milton Academy.



It's A Win-Win

“I always knew I’d do something for Westminster,” said **Bob Bristow ’76**, who, along with his wife, Marcia, recently used some lower-performing stocks to create a charitable gift annuity with Westminster School. “I just thought it would be later through my will. I didn’t know about charitable gift annuities. When I learned about the rate I could guarantee for the rest of Marcia’s and my lives, it was a win-win.”

Bob made the gift for smart financial reasons, but he also did it because Westminster was there for him at a transformative time in his life. As the youngest of four children, he chose his own path and attended Westminster. It was scary for him to start in a new place, but he found warmth in the faculty, particularly Mr. and Mrs. David Hovey. “The whole Hovey family welcomed me into their home,” recalled Bob. “Mr. Hovey took me under his wing, and I still rely on his mantra: cheat, cheat, never beat.”

Bob wants his future gift to support Westminster faculty and financial aid. “It’s getting harder for quality faculty members to stay,” he said. “I want this gift to create a long-term option for good people. And if there are individual students who should be on Williams Hill, I want to help them be a part of the school community.”

If, like Bob, you want to help secure Westminster’s future, but you aren’t familiar with charitable gift annuities, they work like this:

- You transfer cash or low-yielding stock to Westminster and sign a charitable gift annuity contract.
- You receive an immediate tax deduction, an annual income stream and possible estate tax savings. If you give appreciated stock, you also receive favorable tax treatment on the gain.
- You can add one other beneficiary.
- Westminster receives the remaining principal when your estate is settled.



Marcia and Bob Bristow '76

Sample Rate Chart\*

\$25,000 Gift Annuity on Single Life:

Annuitant Age at Gift	65	75	85
Annuity Rate	5.1%	6.2%	8.3%
Charitable Deduction	\$9,113	\$11,608	\$14,081
Annual Payment	\$1,275	\$1,550	\$2,075



To learn more or to request an illustration, please contact:

Jennifer Keyo  
Director of Planned Giving  
(860) 408-3039  
jkeyo@westminster-school.org



Meeting a Challenge

A challenge is underway to secure a \$10 million gift to Westminster from an anonymous donor.

The generous donor has pledged to give Westminster \$10 million for financial aid if the Soar Together Campaign for Westminster School raises \$90 million by 2022. This endowment gift would provide \$500,000 of support for talented students every year, or an average of 10 scholarships each year in perpetuity.

The campaign, which is the most ambitious fundraising campaign in the school’s history, is raising money for students, faculty and programs. Before the challenge, it had raised \$66 million since 2014, with \$20 million of the total coming from gifts to The Westminster Fund.

Contributions to The Westminster Fund are counted toward the campaign goal. The unrestricted, current-use dollars are essential to maintaining daily school operations and support financial aid, faculty professional development and learning opportunities for students on and off campus.

“The campaign’s momentum is strong, and we hope alumni, parents and friends of the school will help us meet this incredible

challenge,” said Headmaster Bill Philip. “Westminster School is behind in support for financial aid, for faculty and for programs compared to the schools with which we compete for students, for faculty and in athletics — such as Choate, Hotchkiss and Taft. The campaign will help us bridge this gap and enhance the experience of our students in a diverse, sustainable community.”

Westminster has been hosting events across the country to share news about the campaign and the challenge with alumni, parents and friends of the school.

“If ever there was a time to step up and give back to Westminster, it is now,” said Bill. “If we can secure the challenge, it will make an enormous difference in the future of Westminster. We are truly at a pivotal point in the school’s history.”

To learn more about the campaign and the challenge, please visit [www.soartogether.org/campaign-challenge](http://www.soartogether.org/campaign-challenge).

Ordering Soar Together Campaign Pins

As a way to show support for the Soar Together Campaign, members of the Westminster School community have the opportunity to order a campaign lapel pin. The campaign logo, consisting of two abstract Marlets creating a “W” on the shield, was designed to reinforce the name of the Soar Together Campaign. Supporters can wear the pin proudly at upcoming school events.

To order a lapel pin, please visit [www.soartogether.org/pin](http://www.soartogether.org/pin) to fill out the form or contact Karl Lund in the Advancement Office at (860) 408-3723 or [klund@westminster-school.org](mailto:klund@westminster-school.org).





Greenwich

Kirsten Sichler Webb '98 hosted a women's leadership reception Oct. 16 at her home in Greenwich, Conn.



Christine Chao P'16, Kirsten Sichler Webb '98 and Kerry Stevens P'16, '19, '21



Madeleine Ekholm P19, '20, Elise Green P'16, '20 and Kathleen Devaney P'19, '22



Hillary Lavelly Corbin '98 and Kate Philip Kaufman '06



Jenny Philip P'06, '09, Tori Brown P'17, Karin Goldstuck P'21 and Nancy Spencer P'13, '15



Devon Pastor P'20, Wendy Seiglafl Baker '83, P'15, '19 and Sandy Noble P'18, '20



Gwynne Tibbetts P'14, '15 and Coren Caisse Moore '93

Boston

A reception for alumni and parents was held at the Downtown Harvard Club of Boston Nov. 6.



Ali Bragg '09, Ashley Jeffress '09 and Caroline Scott '09



Chris Perkin '91 and Jamie Oldershaw '92



Jeff Smolens '12 and Nick Finn '12



Max O'Connor '11, Emily Worcester '11 and Carter Walsh '11



Win Hotchkiss '10, Cris Gomez '10, Cory Latour '12 and Tommy Hovey '11



Scott Berry P'11, '16, Hollie Kalinski, Sean Kelley '10 and Andrew Pappas '10



Bini Worcester Egertson '77, Jock Danforth '78, P'09, Tricia Daly Frank '77, P'11, '15 and Deirdre Duffy Donohue '78



Hartford

A Soar Together Campaign film screening and reception was held Nov. 13 at the Wadsworth Atheneum.



Renée Lynch Carrel '84, P'19, '21 and Brian O'Donnell '66



Mary Eckerson P'09, '11, '17, '21 and Scott McCausland '87, P'14, '16, '19



Todd Eckerson P'09, '11, '17, '21 and Matt Vendetti '89



Dave and Linda Kaye P'95, GP'16, '17, '22, and Greg Marco P'08, '11



Sarah Blanchard P'20, Rosalyn Gregg P'22 and Heather Bankoff P'22



Audrey McFarlane Nelson P'21, Ralph Cardia and Elaine Pompa-Cardia P'21, and Erika Brewer P'17, '21

New York City

A reception took place at the New York Yacht Club Nov. 27.



Kaytie Belfiore '06, Cam Scott '06, Cy Ryan '06, John Grymes '06 and Jon Wolter '06



Elsie Swank '07, Molly Shea '06 and Kelsea Wigmore '07



Claire Egan '14, Vincent Ferraro '14, Evan Doodian '14 and Mike Benincasa '14



Sandy Noble P'18, '20, Ann von Stade P'17, '21, Cristina von Bargaen P'19 and Storrs Cote P'14, '19



Lydia Heenan Marshall '95, Ali Dwyer Edwards '95, Becky Thorton Leach '95, Kelso Davis '94 and Nate de Kanter '95



Rosie Williams '12, Nancy Spencer P'13, '15 and Caroline Brady '12



Denver

Judy and Newell Grant P’99 and **Matt Wold ’03** hosted a Jan. 16 event at the National Western Club and the National Western Stock Show.



Lori Durham P’13, ’15, Mary Peck ’90 and Kate Chrisman ’90



Peter Kellogg ’59 and Marne Kellogg P’86, GP’15



Matt Wold ’03 and Bill Philip P’06, ’09



Judy Grant P’99, Jennie Fuge Ruport ’02 and Chad Ruport

# ALUMNIFIRE

Westminster is on Alumnifire, a career networking community powered by Westminster alumni.

- Build your professional network
- Search and post job opportunities
- Share your industry experience
- Gain local knowledge in a new city
- Reconnect with classmates



Sign up and encourage other alumni to join at [westminster-school.alumnifire.com](http://westminster-school.alumnifire.com)





Los Angeles

A reception and Soar Together Campaign film screening took place at The London West Hollywood Feb. 12.



Matthew Wise, Steve Polk ’78 and Laura Bridge ’00



Chad Horsford ’07, Mindy Garland and Martin Irani ’83



Chris Santoro ’05, John Armour ’76, Laura Armour and Bill Philip P’06, ’09



Sky Biedron ’07 and Will Manning ’09



David Yanofsky ’05, Kimberly Pope P’12, ’15, ’16, Tina and Eric Johnson P’21, ’22, and David Pope P’12, ’15, ’16



San Francisco

Chris Oetting '04 hosted a reception and Soar Together Campaign film screening Feb. 13 at the headquarters of Airbnb.



Edge Society, New York City

The Edge Society Dinner, hosted by Catherine and Håkan Swahn P'22, was held Feb. 26 at the Aquavit.



Neal and Susan Ryan P'12, and Doug Londal P'17, '19



Doug and Jennifer Poling P'13, '16, '18, and Powell Holly '82



Eduard and Kathleen Lamb Beit P'22, and Will Pappas P'22



Martin Kelly P'22, Curt Brockelman '86, P'19, Madeleine Ekholm P'19, '20 and Håkan Swahn P'22



Kirsten Sichler Webb '98, and John and Lisa Westlake P'22

Washington, D.C.

Dan Turton '85 hosted a reception at the United States Capitol March 4.



John and Jane Roberts P'20, Susan and Oak Strawbridge P'22, and Alexandra and Dick Kline P'19



Will Beckford '89 and Steve Bailey '89, P'21



Mark Stodter '76, Newell Grant '99 and Powell Holly '82



Newell Grant '99, Steve Bailey '89, P'21, Lane Bodian '06, Will Beckford '89, Todd Jeffrey '97, Peter Williams '07, Mark Stodter '76, Powell Holly '82, Andy McLeod '78, Cris Gomez '10, Doug Baker '80, James Lord '09, Dan Turton '85 and Bill Philip P'06, '09



Director of Alumni Relations **Aileen Daversa '90** hosted a number of dinners for young alumni.



LOS ANGELES

Amanda Liu '18, Elena Lie-A-Cheong '17, Elizabeth Brewer '17, Joyce Cheng '16 and Henry Chou '15 had dinner in Los Angeles Oct. 8.



DALLAS

Alumni attending SMU had dinner in Dallas Oct. 30: Ian Broadbent '18, Jeremy Cutler '17 and Sawyer Tracy '15.



CHARLOTTESVILLE

University of Virginia students gathered for dinner Jan. 29 in Charlottesville, Va: Maggie DeDomenico '16, Julia Cooper '15, Aileen Daversa '90 and Wells Poler '16.



HARTFORD

Alumni attended a UConn versus UVM hockey game March 1 hosted by **Kyle Brewer '06**: back row, David Pringle '05, Lauren Eder Borghard '06, Emily Walsh '09, Cris Gomez '10, Brad Woodruff '11, Tommy Kirsch '11, Kyle Brewer '06 and Charlie Griffith P'11, '14, '17; middle row, Maggie Hark '12 and Jake McCausland '14; and front row, Kelcie Finn '14 and Sara Ugalde '10.

Alumni Hockey

More than 20 alumni ranging from the classes of 1978 to 2014 played in the Alumni Hockey Game Feb. 23 at Jackson Hockey Rink. Afterward, they enjoyed lunch on campus, and many stayed to cheer on the Martlets in their game against Deerfield.



Front row, John Shane '79, Zac Hamilton '14, Mario Benicky '14, Pavel Navret '93, Erik Rost '14, Lou Shipley '81, Nick Finn '12, Brad Woodruff '11, Ethan Holdaway '13 and Tim Gerges '98  
Back row, Jeff Kaye '95, Michael Innes '98, Bob Stockton '90, David Schneider '98, Harry Radovich '09, Xavier Morin '13, Sean Orlando '13, Michael Ashe '85, Carl Nasto '78, Ryan Mowery '13 and Jordan Dewey '08

Alumni Participate in the Westminister Teaching Symposium

Numerous alumni visited Westminister for the Westminister Teaching Symposium March 29.



Phil Kistler '56, P'87, GP'22, Julianne Stafford '03, Lee Kaltman '91, Emily Walsh '09, Tim Quinn '96 and Jake Horne '68. (not pictured: Tom Sturtevant '80)



# From the Archives

## Reunions Over the Years

(Alan Brooks '55, P'89, '91, '96 assisted with the following story by sharing his recollections about how reunions evolved over the years.)

Before 1972, there were no class reunions. There was an Alumni Weekend — really a day — held in the fall that is thought to have gone back to the late '40s under Pete Keyes' efforts as assistant headmaster. Dave Childs '52 was the prime mover for reunions. He chaired every class reunion, starting in 1972, until his death in 2016, often entertaining classmates at his home during their reunions.

Class reunions began in the fall of 1972, when Dave rallied some of his classmates to come to the Hill to celebrate their 20th reunion, the first of its kind. Alan Brooks '55, director of admissions at the time, worked with Dave in this inaugural effort, as they had been students together at Westminster. Alan believes Rob Rodney, who had joined the faculty in 1972 as director of development, also helped out. The 20th reunion of the Class of 1952 was the inspiration for other class reunions.

The fall 1972 issue of the Westminster Bulletin reported:

"The Class of 1952 held a 20th reunion on Alumni Day, Oct. 7, 1972. Dave Childs was the host, as the class enjoyed a steak and Bloody Marys' luncheon in the Keyes' House and moved to the Pettibone Tavern for dinner later in the evening."

In 1977, when members of the Class of 1952 arrived on campus for their 25th reunion on Alumni Weekend, other reunion classes joined them.

After Alan became director of development in 1982 and reunion numbers began to build, he split the reunion classes: odd-year reunions met in the fall on Alumni Weekend and even-year reunions met in May. That arrangement continued until the early '90s, when all reunion classes convened in the spring, the schedule that exists today. Reunions have been held for nearly 50 years on campus while school is in session and students are on campus.

### ALUMNI DAY

October 7, 1978

(Invitations to be mailed after Father Day)

#### Tentative Schedule

Tentative Schedule	
Saturday	
9:30 - 12:00	Registration — Cushing Hall
10:30 - 11:30	Annual Meeting Alumni Association — Reading Room (former Library) — Cushing Hall
11:30 - 11:45	Activities for youngsters
11:45 - 12:45	Bus lunches available in the dining room
12:30	Athletics (see schedule on facing page)
5:00 - 6:00	Reception and cocktails at Keyes House
6:00 - 6:30	Supervised supper for youngsters — dining room
	Dedication of the Tichen student center (time on final schedule)
Sunday	
10:30 - 11:00	Chapel for alumni, students and faculty
11:00 - 12:00	Bus lunches available in dining room
11:15	Alumni soccer Alumni field hockey
	Post game reception — Keyes House

### CLASS REUNIONS

(Special invitations to be mailed in August)

#### FIFTIETH

1988 — Co-Chairmen: Annette Smith

THIRTIETH

1983 — Co-Chairmen: Don Gitter, John Winship

TWENTY-FIFTH

1983 — Co-Chairmen: Don Gitterman, Jerry Smith

TWENTIETH

1983 — Co-Chairmen: Gil Bell, Nancy Orr

TENTH

1980 — Co-Chairmen: Doug Griffin, Charles DuPont

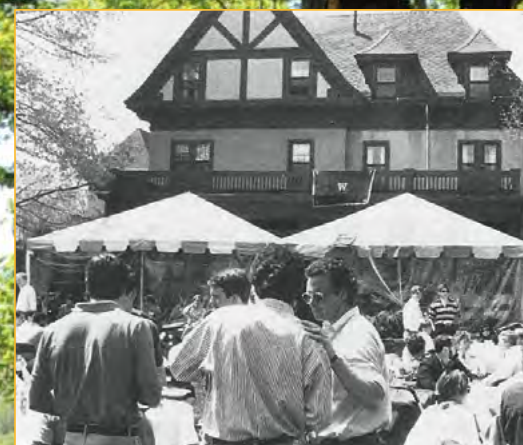
FIFTH

1973 — Co-Chairmen: Frank Martin, Jocelyn Kowak

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**ALUMNI DAY, 1958**  
is  
**Saturday, October 18**

Detailed notices will be mailed late in the summer.



Top, Alumni Day 1958; above left, reunion 1988; above right, the Cushing alumni table in Watts Hall on Alumni Day 1963; left, John Duxbury '34 and Al Islan '34 purchasing Westminster merchandise at their 50th reunion in 1984; and below, the Class of 1986 at its fifth reunion.



Top, a schedule for Alumni Day 1978.

Left, the Class of 1952 at its 25th and 50th reunions.

Above, Dave Childs '52, on left, with Bob Hill '52 at their 60th reunion in 2012.





## Bringing Wireless Charging Solutions to the Market

Smarter power for smart devices. For **Ben Waters '05**, that is the guiding principle in the development of the wireless charging technology manufactured by WiBotic, the Seattle company he co-founded in 2015. WiBotic creates systems that meet the challenging power needs of aerial, mobile, marine and industrial robots.

Ben has been the CEO of WiBotic since 2015, when he and co-founder Joshua Smith commercialized the wireless charging solutions they developed at the University of Washington. Ben is responsible for company vision, product strategy and operations.

Wireless charging and optimal recharging logistics remove the downtime for autonomous systems such as drones and remote surveillance robots for battery charging after every mission, thereby increasing efficiency. "The biggest uses for robots are in warehouses, distribution centers, surveillance, 24/7 security, and in underwater patrol of the ocean to watch for thermal activity and to conduct tsunami and earthquake studies," explained Ben. "Robots don't have the precision needed to dock at a charging station with millimeter accuracy. Wireless allows reliable autonomous charging."

Ben began studying wireless transfer projects while completing his B.S. in electrical engineering at Columbia University. The degree was a continuation of a cooperative 3-2 program with Occidental College, where he earned his first degree, a B.A. in physics.

"After Columbia, I had a full-time job offer, but I felt like I wanted to continue my research in the area of wireless charging," said Ben. So he applied for an internship at Intel Labs in Seattle. It was there that he met Joshua, who would become his mentor, advisor and business partner. When Intel closed the lab, Josh became a professor of computer science and electrical engineering at the University of Washington, where he teaches and conducts research. Ben followed Josh to the university and earned both an M.S. and a Ph.D. in electrical engineering. Their research continued at the university.

Ben Waters '05



"We got a call from a heart surgeon who had seen information about flexible charging," recalled Ben. The surgeon was looking for a wireless charging solution for left ventricular assist devices (LVADs), which are implanted artificial heart pumps for end-stage heart failure patients who are either waiting or ineligible for a heart transplant. As a graduate student, Ben developed the FREE-D System — a wireless power system for LVADs. "This motivated us to create value, to make the technology work and to be flexible for applications that really needed reliability," said Ben. "Many Ph.D. students never get a chance to work on applied projects. At WiBotic, we are adapting the same technology we developed for LVADs, for robots."

WiBotic has 12 employees and an ever-growing number of customers. Ben says that he is always working to create an ecosystem and culture where the success of an individual comes from the success of the team.

Ben came to Westminster from Crystal Springs, an independent day school in Hillsborough, Calif. While Crystal Springs provided Ben and his sister, **Jessi Waters '07**, with a rigorous academic experience, it presented a challenging commute to all of the Waters family's extracurricular athletics. With both Ben and Jessi playing club soccer and club ice hockey more than an hour from their home, they often did not arrive home at night until 10 p.m. "My parents bought me a reading light to do homework in the car; that was the first sign that both school and sports were becoming difficult to balance," said Ben. His family felt that boarding school would allow Ben and Jessi to pursue both. Their tour of East Coast schools concluded with Westminster.

As a Martlet, Ben was a corridor proctor and a member of Black and Gold and the Spirit Club. He also played soccer, tennis and hockey. He credits Westminster faculty member Tony Griffith with giving him the confidence to know he could figure things out. "The structure of Griff's math class was demanding," said Ben. "But his approach was a giant energetic ball of it's going to be hard, but you can do it. He made math something I could do well and enjoy."

While Ben's internship at Intel brought him to Seattle, his living arrangements brought romance. Ben's mother had arranged for him to stay with a longtime family friend whose daughter, Liz, was away for the summer. Ben's and Liz's paths crossed at the end of Ben's stay with the family. "We stayed in touch for the next few years, while Liz finished her undergraduate studies in Los Angeles and then moved back to Seattle," Ben recalled. "May 2015 is a month I will always remember. I gave my dissertation, graduated, incorporated WiBotic, and Liz and I got married and went on a fantastic honeymoon. It was triple rewarding." Today, Ben and Liz are parents to 1-year-old Emma.

Classmates **Colin Roth '05** and **Pieter Melief '05** were both in Ben and Liz's wedding. "I have great memories of Westminster and a lot to be grateful for," said Ben. "I feel a strong responsibility to pay it forward."

## Helping Employees Grow Better in the Workplace

Networking in Boston's young professional work world has led **Ashley Jeffress '09** to a place where she creates opportunities for others. As program manager for Women@HubSpot, she creates resources, events and programming for employees in HubSpot's nine global offices. HubSpot, which is headquartered in Cambridge, Mass., is a technology growth platform utilizing marketing, sales and services to enable its customers to grow better.

"I run point on strategy for our Women@HubSpot program globally and work to build inclusive initiatives that bring together diverse perspectives from all of our employees," said Ashley. Her work helps HubSpot engage current employees and attract potential candidates at every career level.

In March, Ashley planned global celebrations for Women's History Month and International Women's Day, ranging from round table conversations with HubSpot executives to panel discussions with female thought leaders in tech. Among the pillar events was a panel titled "Women on Board: Accelerating Representation, Inclusion and Leadership in the Boardroom," which featured women currently serving on corporate and nonprofit boards. "The main objective is to get more women thinking about being on a board and discussing actionable ways to accelerate diversity in the boardroom for women and people of color," said Ashley.

While a student at St. Lawrence University, Ashley completed several internships that shaped her career trajectory in retail merchandising and talent development. She was a marketing and innovation intern at Nestlé Waters North America, a human resources intern at Estée Lauder Companies in London and a public relations intern at NBCUniversal in New York City. Ashley graduated from St. Lawrence with a B.A. in performance and communication arts in 2013.

"I left school knowing I was passionate about people and growing relationships, but I didn't know exactly how to make that passion a reality," she explained. A family friend suggested she look into Joss & Main, a division of Wayfair based in Boston. She joined Joss & Main as an assistant buyer and was quickly promoted to associate buyer, assigned to the fast-growing bedroom and office categories. "The learning curve was steep, but I really got to develop so many new skills and grow quickly while I was there," she said. "I learned about e-commerce, retail markets, trends, and how marketing and pricing influence customer behavior."

In 2017, Ashley left Wayfair for The Grommet, an online retailer of consumer products from maker culture, inventors, entrepreneurs and small businesses. "At The Grommet, I was responsible for the growth of our catalog and merchandising products from our existing makers," she said. "The company, which is owned by two female co-founders, was empowering every day."

All the while, Ashley was networking and building a strong foundation in the Boston area where she continued to run into Katie Burke, HubSpot's chief people officer. "I thought if I could

have any job, it would be hers because I like the idea of creating incredible experiences for employees and influencing the way they grow their careers," said Ashley. Finally, the stars aligned when the new role of program manager for Women@HubSpot was established. Ashley applied for the position and joined the HubSpot team in January 2018.

Ashley came to Westminster as a Fourth Former from New Canaan Country School. "I felt at home as soon as I stepped foot on the Westminster campus," she recalled. She was a dorm prefect, participated in Cabaret, and was a member of the Chamber Choir, and Black and Gold. She also played soccer, lacrosse and basketball, serving as basketball captain her Sixth Form year.



Ashley Jeffress '09

Ashley has maintained close connections to her Westminster classmates, serving as a class agent and on her reunion committee. When living in the Beacon Hill neighborhood of Boston, her close friends **Alison Bragg '09**, **Caroline Moran '09** and **Caroline Scott '09** all lived within walking distance of each other. "We did virtually everything together and still do," said Ashley, who plans to attend her 10-year reunion in May. "I always look forward to getting back to Westy. It will be a special time to reflect, celebrate and spend time with old friends."

Ashley and her fiancé, Adam, whom she met in 2014, are planning a September wedding in Sonoma Valley, Calif. The couple purchased a home in Canton, Mass., and enjoy playing golf, a sport Adam encouraged Ashley to learn. "I've loved learning how to play, and it is something special we enjoy doing together," she said. Adam proposed to Ashley on the first hole of their local golf course last July.



## Leading Next-Generation Innovations

If you are sampling spirits in Puerto Rico, more likely than not, your rum was distilled at Destilería Serrallés, the maker of Don Q rum and the predominant brand on the island. **Roberto Serrallés '85** is leading the 150-year-old distillery's next-generation innovations as the company's vice president of business development.

"When you're part of a sixth-generation business, it's all about resilience and staying true to your company's core values," said Roberto. "We are putting more elegant craft products into the marketplace."



Roberto Serrallés '85

The company's resilience was put to the test in September 2017 when Hurricane Maria struck Puerto Rico, and Destilería Serrallés suffered losses to its facility and employees' families. "I cannot impress how horrific the level of devastation was," said Roberto. "It was like nothing I had seen before. Of our company's 400 employees, 20 had family members perish as a result of the storm."

Though the company held regular preparedness sessions, it could not predict the collapse of the roof of its bottling facility, the complete loss of cellphone service and the inability to reach its employees. "It became an all-cash economy," said Roberto. "We had to physically go into banks to get cash to pay employees and meet their needs." Operations resumed six weeks after the storm, but Roberto and his family were without power at their home for 170 days.

The spirits business is a second career for Roberto. After graduating from Brown University in 1989 with a history degree, he taught for two years at a residential environmental education program for Vermont public schools and then earned an M.A.T. from Brown, in the hopes of continuing as a high school teacher. He returned to teaching in Vermont for another year before his decision to pursue teaching at the college level. He earned an M.S. in environmental science from the University of Oregon and continued to the Ph.D. program in the University of Oregon's Department of Geography, completing his degree requirements and, in the process, being awarded a Fulbright Fellowship for a yearlong study of global energy policy in Madrid, Spain.

After completing his dissertation, his father and distillery CEO **Felix Serrallés '52** contacted him because there was an environmental issue at the distillery, and he wanted Roberto's help. "For every bottle of alcohol you see on a store shelf, there

are six bottles of wastewater that cannot go into oceans or rivers," explained Roberto, who began traveling to Puerto Rico once a month and developed a plan to manage the company's wastewater with a wastewater-to-energy system. As a result of his work, Destilería Serrallés has lowered its environmental impact, its wastewater is irrigation-grade and other companies have adopted the technology.

Roberto is also bringing new craft products to market. While most rum varieties are blended for a consistent flavor profile, Destilería Serrallés is developing new barrel-aged unblended rums. One of Roberto's first innovation projects was the 2007 production of what would age to become Don Q Signature Release Single Barrel Rum, which was bottled in 2016 and released as a limited edition item in Puerto Rico and in export markets. Each numbered bottle bears the signature of his father, Felix, who died last May.

Roberto is not the only sixth generation family member at Destilería Serrallés. His brother works in the distribution area of the company and a cousin works in manufacturing. His family has a strong Westminster tradition. In addition to Roberto and Felix, other Westminster graduates include Roberto's niece **Kassandra Meyer '06**, his father's cousin **Alberto Torruella '51**, Roberto's late uncle **Juan Serrallés '56** and his father's late cousin **Guillermo Torruella '50**.

Tradition aside, Roberto says he was not pressured to attend Westminster since it was presented to him as an option. "I applied to Brooks and Westminster, and before I knew it, I was at the top of Williams Hill," he recalled.

Roberto considers faculty member Todd Eckerson as his greatest mentor. "He is one of the best teachers I have ever had," said Roberto. "He taught me about the complexity of things, critical thinking, how to be a lifelong learner and how to ask the right questions. Those skills that have stayed with me my whole life."

As a student, Roberto was a form officer his Third Form and Fourth Form years and a Sixth Form prefect. He also was a member of John Hay Vestry, president of the Language Club, co-editor of the yearbook, and participated in SPHERE and the Student Activities Committee. He was the recipient of the Butler Bowl as a Third Former and the Williams Book Award as a Fifth Former. He played football, basketball and lacrosse.

Roberto has attended several reunions, but missed 2015. "I hope to attend future ones," he said. "I have had so many great teachers who were a big part of what I have become, and I want to say thank you."

Roberto and his wife, Dr. Rebecca Sauser, whom he met while teaching in Vermont, have lived full time in Ponce, Puerto Rico, since 2004. They are parents to 13-year-old Emma and 10-year-old Oliver. The family enjoys traveling, snorkeling, boating, hiking and gardening.

## Commanding a British Destroyer That Led a Fleet of NATO Rapid-Response Vessels

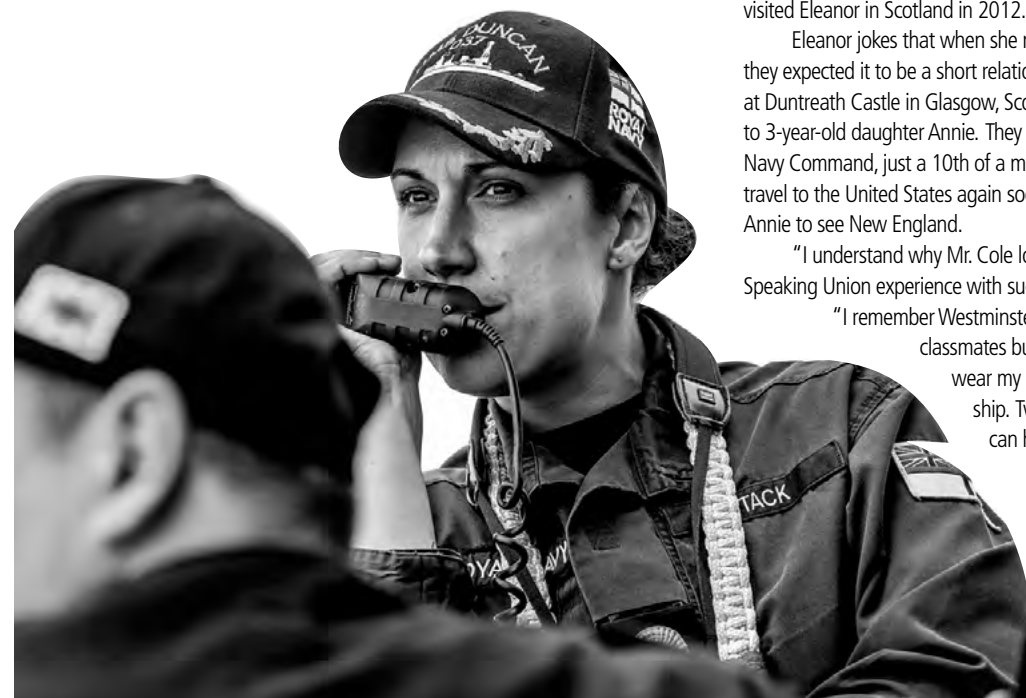
Commander **Eleanor Stack '96** is back on dry land after completing a two-year mission as commanding officer of the HMS Duncan, the most modern Type 45 destroyer of the British Royal Navy. During her deployment, the HMS Duncan led the United Kingdom's command of NATO Standing Maritime Group Two, a fleet of rapid-response vessels from NATO countries that operate as a united team.

She will next be assigned to Navy Command Headquarters in Portsmouth, England, where she will develop programming for all of the Royal Navy's Type 45 class fleet. "I will be involved in decisions about the way the Navy trains its people and employs and mans its ships in order to best achieve government policy," explained Eleanor.

Eleanor has been on 10 different deployments during her naval career, with some lasting up to eight months. "I have been everywhere from the Arctic Circle to the Falkland Islands," she said.

For more than five months during her most recent deployment, camera crews were on board the HMS Duncan with the crew to film the four-part BBC documentary "Warship: Life at Sea," which aired in December. The documentary was produced to help the public understand what the Royal Navy does for the United Kingdom and for NATO. "It is difficult to articulate what a day at sea is like," said Eleanor. "Every day ends differently than you imagined, but we receive amazing training, and when things happen, we are ready to react."

"Warship: Life at Sea" captured a number of high-threat situations that occurred under Eleanor's command, including being swarmed by Russian jets off the coast of Crimea, and being called upon to respond to reported chemical attacks in Syria. Also featured was the rescue of a crew of Algerian fishermen who were lost at sea for five days. "We were able to reunite them with Algerian authorities," said Eleanor. "They wrote a lovely letter of thanks."



Eleanor Stack '96

About the filming experience, Eleanor commented, "There were more minutes of me in the documentary than I would have liked, but it was difficult to avoid the cameras." The spotlight continued after filming when Eleanor live-tweeted viewer questions during the broadcast.

Originally from Glasgow, Eleanor was raised in a city with a rich history of shipbuilding. "When I was 13 years old, there was a frigate being built nearby, and I thought it was quite interesting," she recalled. She was inspired to join the Royal Naval Reserve, and attended the University of Edinburgh, where she studied social anthropology and did field work in the West Indies. "It broadened my understanding of how cultures interact," she said. Upon her graduation in 2000 with an MA (Hons), she attended the Britannia Royal Naval College and joined the Royal Navy as a warfare officer. "I haven't looked back since."

Eleanor came to Westminster for five months through the English-Speaking Union, arriving in New York City in December 1995. She shared a bond with then Headmaster Graham Cole who told her of his own experience taking an English-Speaking Union exchange year at Fettes College in Edinburgh, Scotland.

"I had already completed the courses required for the university, so I got to cherry-pick what I wanted to do," said Eleanor. "I was keen to study U.S. history. I still have my textbook on my shelf." She played volleyball and tennis, was a member of Chamber Choir and, with the encouragement of her corridor supervisor, joined the crew of the Dramat production of "Grease."

She found it ironic that she came all of the way to the U.S. to study British author D. H. Lawrence and Irish author James Joyce with Brian Ford and Michael Cervas. "I chuckle about that," she said.

Eleanor became fast friends at school with **Gretchen Unfried English '97**, with whom she has remained close. Eleanor returned to campus in 2010 when a ship on which she was stationed came into New York, and Gretchen and her family visited Eleanor in Scotland in 2012.

Eleanor jokes that when she met her husband, Alexander, they expected it to be a short relationship. They married in 2009 at Duntreath Castle in Glasgow, Scotland, and are now parents to 3-year-old daughter Annie. They live in Portsmouth, home of Navy Command, just a 10th of a mile from the sea. She hopes to travel to the United States again soon with her family and bring Annie to see New England.

"I understand why Mr. Cole looked back on his English-Speaking Union experience with such fondness," she concluded.

"I remember Westminster so well, not just the classmates but teachers and staff. I still wear my black and gold sports gear on ship. Two school terms of your life can have such a strong impact."

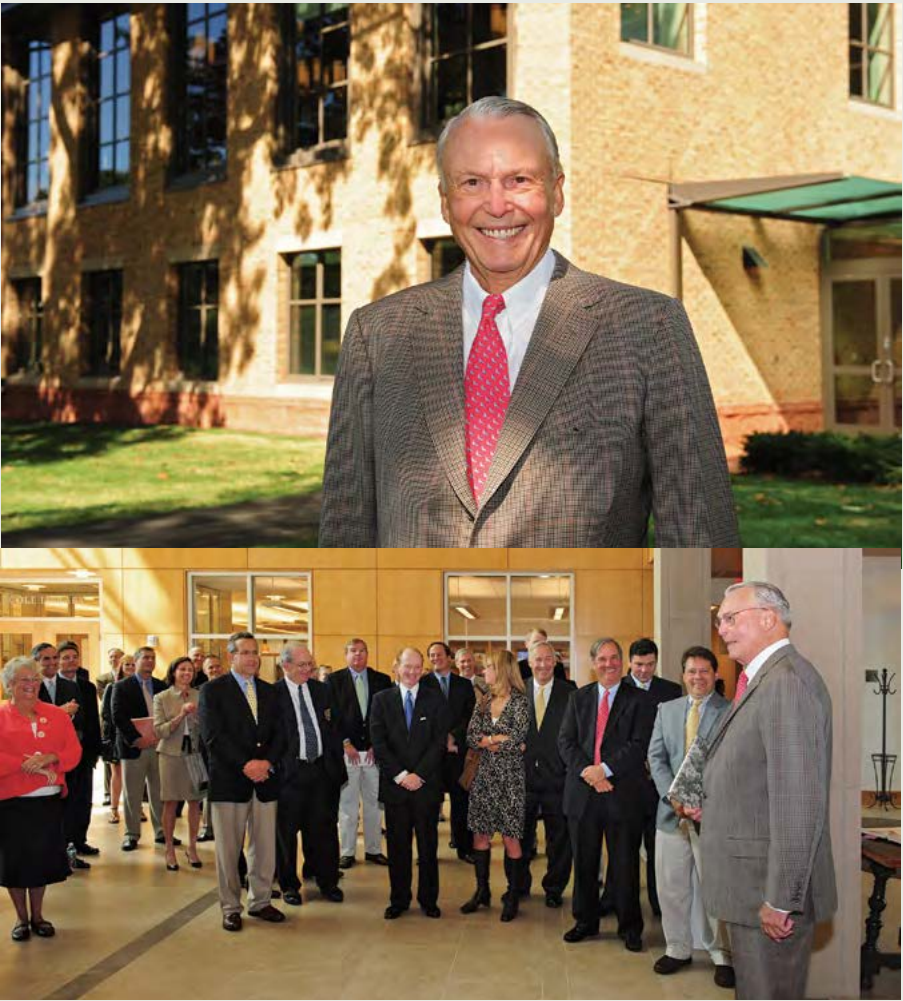


Abram Claude Jr.

Trustee Emeritus and Westminster Fellow **Abram Claude Jr. '46, P'71, '80, '84, GP'02, '21** of North Salem, N.Y., died Feb. 28. Born in Washington, D.C., he was a loyal supporter and leader of Westminster School for decades and helped shape its history.

While a student at Westminster, Abe served as head prefect and business manager of The Westminster News, and participated in John Hay, Dramat, football (captain), basketball and baseball. Following Westminster, he served as a sergeant in the U.S. Army in Korea, graduated from Yale and had a long and successful professional career in the financial services and the executive search industries, including positions as senior vice president at Dillon, Read & Co., executive vice president at Security Pacific Capital Corporation, managing director at Russell Reynolds Associates, managing director at Ray & Berndtson and managing director at Gilbert Tweed Associates, among others.

Abe began his volunteer involvement with Westminster soon after graduating from Yale, when he assumed a leadership position with the Alumni Association Executive Committee. In 1959, he was named a Westminster trustee, and in 1969, he was appointed chairman of the Board of Trustees, a position he held until



Top, Abe Claude outside Armour Academic Center and, above, with members of the Board of Trustees when the administrative wing of Armour Academic Center was named the Claude Administrative Offices in 2009.

1974. He is credited with helping steer Westminster through some challenges during the late '60s and early '70s. Abe continued to serve as a trustee until 1985, when he was named a trustee emeritus. He was a member of the Thring Society. Abe's other leadership roles at Westminster included serving as chairman of the Centennial Campaign and helping found the Westminster Fellows program. He served as a Westminster Fellow since 2000. In 2009, the administrative wing of Armour Academic Center was named the Claude Administrative Offices in honor of his 50 years of service to the board and his Westminster leadership. More recently, he was presented the Alan F. Brooks '55

Distinguished Alumni Award in 2012 in recognition of his decades of service to Westminster. Besides Westminster, Abe was a volunteer leader of numerous other organizations some of which included the National Industries for the Blind, U.S. Committee for Refugees, East Woods School, Lenox Hill Hospital and Yale. Abe was predeceased by his wife, Elizabeth "Libba." Between them, they were the parents of seven children, three of whom attended Westminster: **Abram Claude III '71, Carolyn Thorson '80 and Robert Thorson '84**, as have two granddaughters, **Katherine Woelk '02 and Elizabeth Thorson '21**.



Abe in a 1970 photo at Westminster when he was chair of the Westminster Board of Trustees.

1938

**Richard Frank Donovan Jr.** died Aug. 27, 2018, in Vero Beach, Fla. He graduated from Taft School, did a postgraduate year at Westminster and graduated from Yale University. He served in the 4th Marine Division, participating in the landings on Kwajalein, Saipan, Tinian and Iwo Jima. He retired as a major, UMSMCR, and then joined the Group Division of the Aetna Life Insurance Company, retiring to Vero Beach in 1977. He and Anne, his wife of 52 years, founded Donovan Real Estate, which they ran successfully for many years. He was also a longtime member of the Vero Beach Yacht Club. In addition to Anne, Richard is survived by four children, two stepchildren, 11 grandchildren and 13 great-grandchildren.

1940

**William R. Stenzel**, who was born, in Brooklyn, N.Y., died Dec. 10, 2018, in Roseville, Calif. He retired from Caltrans as a senior right of way agent. A member of the Barbershop Society for more than 50 years, he performed in various quartets and directed Barbershop choruses. He was an avid participant in the Barbershop singing chapters in Yuba-Sutter and Sacramento. He was preceded in death by his wife of 59 years, Penny, and daughter, Cynthia. He is survived by two sons, four grandchildren, a great-grandson and a sister.

1943

**Henry Gildersleeve Jarvis Jr.**, a resident of North Sandwich, N.H., for more than 30 years, died Dec. 23, 2018. He grew up in West Hartford, Conn., and attended the University of Hartford. For many years, Henry resided in the Hartford area and was a summer resident of the Lakes Region. He worked most of his life in the insurance industry, including in an executive position for Aetna Life and Casualty Insurance Company. He was an avid golfer and a member of the White Mountain Country Club in Ashland. He was predeceased by his wife, Elizabeth,

and by his companion of 23 years, Eleanor. He is survived by his best friend, Tina; and his cousin, Marshall, and his wife, Joan.

1946

**Abram Claude Jr.** (Please see page 76.)

**Nicholas O. Raymond** died in September 2017 leaving behind his two children from his first marriage and his stepson, **John Raymond '89**.

1950

**Theodore T. Newbold** died Aug. 7, 2018, in Old City, Pa. His first job was at the Old Philadelphia Development Corp. In the 1950s, he worked as a broker at Nathan Trotter & Co., the family's metal products company, founded on Front Street in 1789. He never tired of his neighborhood's culture and history.

Born in Flourtown, Pa., Ted earned a degree in art from the University of Virginia. His interest in art was lifelong and led to numerous leadership roles in Philadelphia's civic community. He helped save the architect Louis Kahn's archives, now at the University of Pennsylvania, and he chaired the restoration of the painter Thomas Eakins' house in the Fairmount section of the city. He was a longtime president of the Philadelphia Award board of trustees and chair of the Mayor's Committee on the Civic Center Museum Collection. He was also chair of the Art Commission of Philadelphia in the 1980s and 1990s, and a 50-year trustee of the Philadelphia Museum of Art. He was a board member of the Philadelphia Historic Preservation Corp., the Pennsylvania Academy of the Fine Arts, the Greater Philadelphia Community Development Corp., the Old City Civic Association and the Fleisher Art Memorial. His favorite volunteer post was with the Association for Public Art (formerly the Fairmount Park Art Association), where he served on the board for 52 years. When he was in his 30s, Ted was one of the founders of the Friends of the Philadelphia Museum of Art.

Ted was a collector of photographs, walking sticks, and Guatemalan masks, slingshots and textiles. He enjoyed classical music and operas, and watching Flyers' and Eagles' games with his daughter, Daisy. He is survived by his wife, Helen; former wife, Deborah; five children; four grandchildren; and a sister.

1953

**James A. Lachner** died in August 2018.

1957

**Robert Morton Adams Jr.** died Aug. 21, 2018, in Ormond Beach, Fla. Growing up in New Canaan, Conn., he attended New Canaan Country Day School, Eaglebrook, Westminster, Hamilton and Parsons, and finished his graduate studies at the American Institute of Foreign Trade in Arizona. He married his wife, Lee Biaetti, and they settled and raised their family in Connecticut.

For many years Rob worked for the Remington Arms Co., first in government sales and then transferring to the Powered Metal Division in upstate New York. While living near Herkimer, he found an early 19th-century farmhouse with an expansive view of the Mohawk Valley and the farmland below. He personally built an addition and extensively remodeled the home. After Remington shut down operations and other opportunities in the area were nonexistent, he tried something totally different that he had often contemplated: long-haul trucking. Starting in his late 50s, he drove refrigerated semis to every state in the country, enjoying both his time on the open road and his downtime in the sleeper cab, reading and studying history, especially that of the Civil War.

When he retired, Rob bought a house in Florida to be near his daughter, Katherine. He recreated the woodworking workshop that he had in his home near Herkimer and, once again, occupied himself with many projects. After a few years, Rob had the good fortune to meet a lovely widow and soon moved again to be with her. They had seven wonderful years



together before her death two years ago. Rob was predeceased by his wife, Lee, and his son, Robbie. He is survived by his brothers, **Richard '58** and Stephen; his sister, Mercedes; his daughter, Katherine; and their families.

1968

**Louis C. Burr** died Jan. 18.

1976

**Brian E. Reed** of Milford, N.H., died Nov. 16, 2018. After Westminster, Brian attended the University of Vermont and worked for various companies as a mechanical engineer and as a product

manager, traveling worldwide. He enjoyed researching local history, family genealogy, tinkering on vintage motorcycles, shooting antique guns with his brother, spending time with his family and caring for his cats. He will be remembered for his sense of humor, his friendliness and his love of carrying on the family genealogy research begun by his father. Brian loved the outdoors and nature, walking in the woods and going for hikes, and fishing. He had a lifelong curiosity of history, especially his surroundings in Milford. Brian is survived by his mother, Barbara; his former wife, Deborah; two sons, a brother, a sister, two uncles, nieces, nephews, grandnieces, grandnephews and cousins. He was predeceased by his father, Walter.

Classmate **David DeSmith** shared: “I remember Brian being very interested in nature and the outdoors. Rather than participate in sports, he was a constant presence in Bruce Burdett’s Forestry crew, which spent their afternoons planting trees and bushes, taking care of the school’s gardens, etc. The last time I saw Brian up in Portland, Maine, he talked about doing a lot of hiking and other outdoorsy things in his adopted home state of New Hampshire, so it seemed that his love of the outdoors followed him into later life.

“Since we were both day students, we frequently did things together off-campus, as well as at school. Brian was blessed with a sardonic sense of humor. He could spot hypocrisy a mile away, and when he did, he usually had a rapier-sharp comment to make about it. Some of my best memories of Brian involve having discussions about various social and philosophical topics while listening to music at his home in Simsbury.

“He was a thoughtful, intelligent and very loyal person who was liked by everyone.”

1980

**Mark Farley** died Nov. 15, 2018, in Portland, Maine. He leaves behind three children.

1999

**Kevin Patrick Bryant** died Jan. 9. He grew up in Lake Forest, Ill., and following Westminster, attended Skidmore College. He treasured the countless good times with his friends and held special memories from his time spent in school. Kevin was athletic and a star player on the hockey rink and the lacrosse field. He found great joy in his teammates, never wanting to leave the locker room and always engaging in good-natured banter. Kevin brought smiles to everyone in the room and always shared himself generously. He mastered the art of storytelling and could hold the attention of any room. Kevin had an engaging personality and was a natural salesman, both contributors to his professional success. His most recent

position was as regional sales director for EPIC Pharmacies. He will be remembered for his big loving heart, his warm smile and his contagious laughter. Kevin leaves behind his wife, Kristin, his parents, two brothers, including **Matt Bryant '96**, his grandmother, several nieces and nephews, an aunt and uncle, and many cousins.

2000

**Wade H. Horsey IV** of Avon, Conn., and San Francisco died Jan. 25. Born in Farmington, Conn., he was raised in Avon. He attended Boston University and the University of Connecticut, and received an associate degree from Tunxis Community College. Wade was appointed president and CEO of Horsey & Company LLC in 2018 and concentrated on growing the company in California and the Silicon Valley. He was also president of Bolerotech Inc., which was focusing on connecting investors with innovators during his last three Spark Innovation Expos in Mountain View, Calif. Wade considered himself a venture capitalist and was working on setting up his first venture fund. Besides his parents, Wade and Jackie, he leaves behind a sister, Erika, and her husband, and a nephew, Christopher.

Westminster faculty shared brief remembrances of Wade: **Tim Joncas '00** offered that Wade was an incredibly kind person who was always interested in how others were doing, noting that he was a great classmate. **Charlie Griffith** recalled Wade’s passion for politics, remembering his active participation in “town meeting” debates. **Aileen Daversa '90** met Wade at a Westminster reception in San Francisco and was inspired by his passion for innovation and entrepreneurship.

Former Staff

Former Health Center nurse **Judith Ann Merritt Rowean** of Portland, Conn., died Dec. 27, 2018. Judy was born in Sturbridge, Mass., grew up in West Hartford and eventually settled into Portland. She was married for 47 years to Paul J. Rowean. She graduated from

Northwest Catholic High School and St. Francis School of Nursing, and became a registered nurse. She spent all of her nursing career in pediatric care. She was a nurse at Saint Francis Hospital for 15 years and at Westminster for 10 years. Judy always put people ahead of herself and was a giver of love, always providing the highest level of care and help to everyone. Family and friends were her most important cherished lifelong possessions. For more than 20 years, she spent her summers at Old Lyme Shores, enjoying the shore with friends and family. Besides her husband, Paul, she leaves behind four children and 10 grandchildren. She was predeceased by a son.

Family Members of Former Faculty

**Sally Elliot Flood**, wife of former faculty member Dick Flood, died in September 2018. She is remembered for the joy of being part of the communities of schools where she and Dick lived and worked, and the wonderful relationships with generations of colleagues and students. She had a deep appreciation of her friends who supported her in particular during her challenging final years and her amazing caregivers. Her roles as mother, grandmother and best friend to her beloved husband Floodo for 61 years gave her the greatest joy. Besides her husband, she leaves behind three children, including former faculty member, Kassy Flood Fritz, and several grandchildren, nieces and nephews.

**Evan Boenning '67** shared that the alumni body will remember Sally for the cinnamon toast and hot chocolate served in the Flood’s kitchen after middle-of-the-night flooding sessions at the ice hockey rink. He remembers Sally for attending events on the Hill, attending chapel and dinner in the evening as well as seeing her with her three children. He remembers her warm smile, her sense of humor and her Boston accent.

**D.G. Van Clief '66** writes: “The Floods were extraordinary people. I remember Sally as a warm and caring (and obviously tolerant) person who made time to engage with students as well as her own family, and Dick as an excellent coach and supportive college counselor. It is a privilege to join the Westminster family in remembering and honoring Sally.”

**Richard Stewart '66** shared: “Sally Flood loved us, and we loved her in return. She eased the lives of many Westminster students, and surely scores of Nobles and Salisbury students as well. We will all miss her.”

**Helen Ingeborg McKinley**, wife of former faculty member Gordon McKinley, mother of **Wendy Uvino '75** and grandmother of **Amanda Uvino Wells '05** and **Ben Kleinschmidt '14** died Nov. 18. She was born in South Braintree, Mass., and worked as a publisher for Hartford Seminary before retiring in 1975. She also leaves behind a son, Peter, and two other grandchildren. Helen was preceded in death by her husband, Gordon, whom she married in 1949.

Westminster archivist Scott Reeves shared that Helen was a kind and gracious woman, and a wonderful chef and hostess. She was a well-informed and thoughtful conversationalist.

Former faculty member Dick Adams remembers that Helen possessed a wonderful talent, which made everyone she encountered feel they had her undivided attention and concern. She was a wonderful member of the Westminster family.

**Marina Rust Connor '83** writes: “Mrs. McKinley was terrific; she always made my friends and me feel welcome at their house on campus: ‘apple crisp evenings’ for the News Board. She made school a home away from home, and was incredibly elegant and wryly funny. I saw them in Winston-Salem too. She was hugely kind.”





Martlets Fly Together

By Eleni Tebano '13

Oftentimes, I look back on the years I have lived so far and am filled with so much gratitude. Throughout our lives, we are told to enjoy the moment we are in because time flies, and sometimes we blink and don't even realize how much time has passed.

I am a big believer in fate and the idea of "everything happens for a reason." Even though I am only 23 years old, I think of all the steps, big and small, I have taken in my life so far. I can't help but think how different my life would be if I didn't get the chance to attend Westminster. I was able to meet and learn from so many incredible people. I was also able to learn a lot about myself.

Westminster is one of those places where my gut told me I belonged. The high school in my town did not have a girls' ice hockey team, so that was the reason my parents and I decided to look into prep schools in the first place. I knew it was the step I should take if I wanted to play hockey in college.

I remember driving up the Hill with my parents for the first time for our Westminster tour. Walking around the campus, I could tell the community was special. From a very young age, my grandparents told me, "In America if you break a penny, it will bleed." I always understood nothing comes for free and that hard work doesn't go unnoticed. So within seconds of driving up the Hill, I fell in love with the motto Grit & Grace and was ready to bleed black and gold as soon as I received my acceptance letter in the mail.

I am very grateful I was able to call Westminster my home for four years. Whether I realized it at the time or not, I had the greatest support system I would probably ever have. I had wonderful role models who helped me understand how to be a great friend, a reliable teammate and confident leader. I was part

of a community that prided itself on life balance, involvement and character. I was able to figure out what interests me the most, what study habits work best for me and how to manage a busy schedule every day.

Of course, there are so many more attributes I loved about Westminster, and by the time I graduated in 2013, "the hockey reason" moved well down the list. As a Martlet, I was constantly pushed to do more and be better than I was the day before. I was surrounded by peers and teachers who continuously showed genuine care for others. My coaches and teachers knew what I could be before I even knew. They instilled so much confidence in me and pushed me to do things I didn't think I could do. They also allowed me to be myself and grow into the person I am today. I wholeheartedly believe I wouldn't have ended up going to Dartmouth, playing Division I hockey and being part of a close-knit, incredible community for another four years, if I didn't go to Westminster.

Being awarded a scholarship at Westminster three out of my four years allowed me to enjoy the Westminster experience to the fullest and, in turn, enabled me to learn and grow in so many different ways. Westminster certainly prepared me for college and my life beyond Williams Hill.

I have friendships from Westminster that I cherish to this day. I also have memories and sayings that I keep with me and that make me smile — anything from a silly recollection of sledding down hockey hill, to listening to friends sing at coffee houses, to giving my chapel talk, to playing field hockey for the first time, to being pulled onto the senior lawn, to eating Westminster dip at hall feeds.

Even though alumni have different memories of their student experience and how it benefited them, I know that I am not alone in appreciating and cherishing the time I had at Westminster. Martlets do fly together. Forever.



Eleni Tebano '13

Eleni with classmates at their fifth reunion in 2018: Heather Frew '13, Madison Caan '13, Eleni, Alex Colon '13 and Alli Devins '13.



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