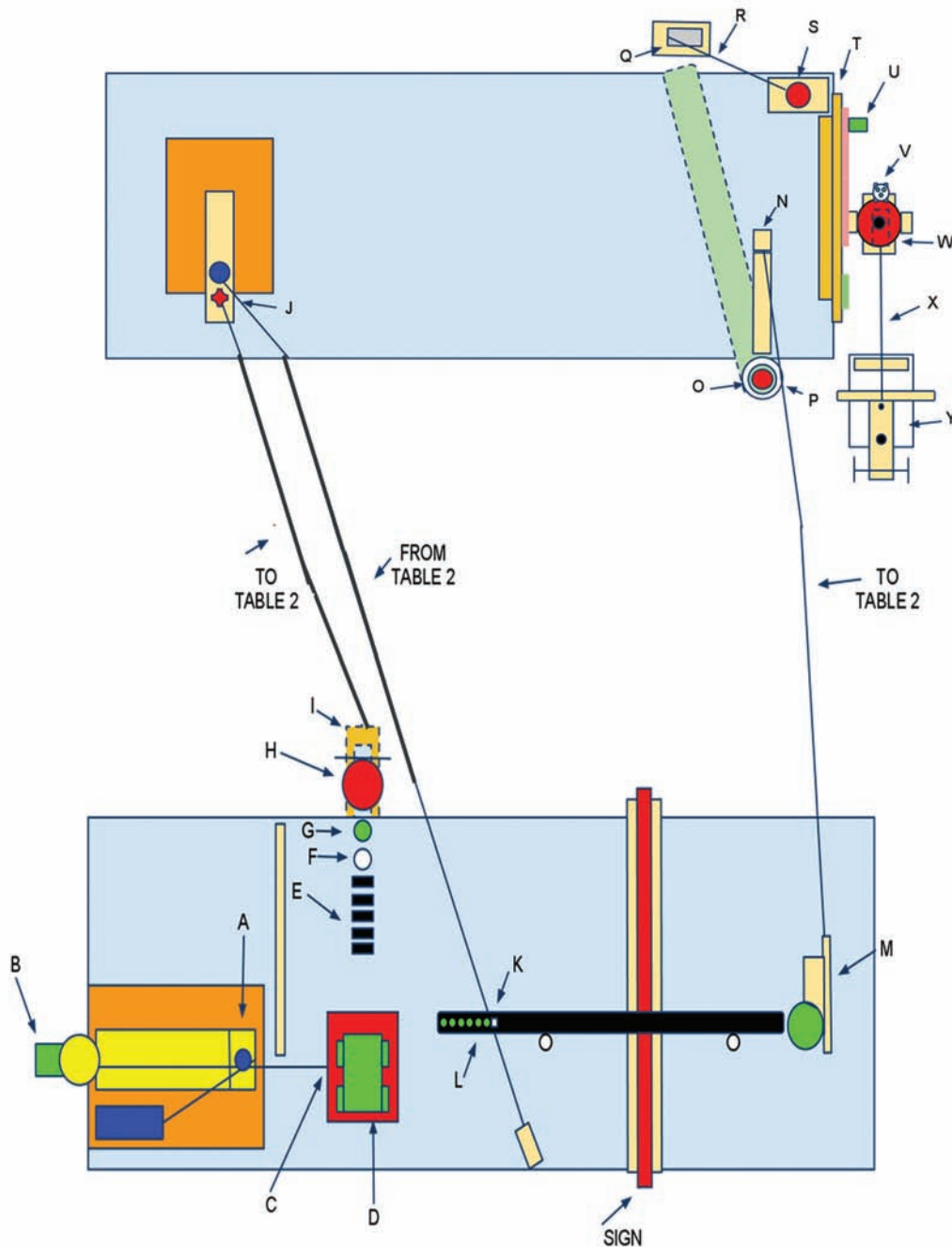


BUZZER



THE BROWNING SCHOOL

SPRING 2011



Math and Science at Browning!

MISSION STATEMENT

Founded in 1888 as a college preparatory school for boys,
The Browning School continues its commitment
to the goals of John A. Browning:
the pursuit of academic excellence and a lifelong love of learning,
the belief in the dignity of the individual, and
the development of personal integrity
and responsibility to the broader community.
The Browning boy develops amid these values.
The Browning alumnus is a good citizen,
sensitive to the needs of others,
and respectful of divergent yet informed opinions.
He is, in the best sense of the word, a gentleman.

DIVERSITY STATEMENT

The Browning School strives to create a diverse community
in which all members are safe, respected, and valued.
We believe that in actively promoting a diverse learning environment,
we are fostering intellectual, social, and emotional growth for all.
Recognizing and pursuing diversity, however, are not enough;
we seek to transcend mere tolerance of differences and aspire to
a celebration of the varied appearances, abilities, perspectives, and values
that characterize our community.

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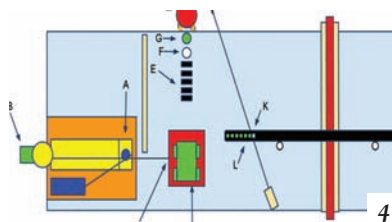
COVER: diagram of the machine that won first
prize at the Seventh Annual Rube Goldberg
Machine Contest.

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Dylan Smith '11

From the Headmaster

AND I THOUGHT YOU SAID WE ARE AN ARTS SCHOOL!



I had just sat down after speaking in mid-May at an Upper School assembly in the Upper Gym that featured the Lyman B. Tobin Public Speaking Contest. A senior faculty member had heard me speak the day before at Alumni Day

on the role of arts at Browning. Particularly because of the strength of our faculty, music and art have never been stronger. Lucy Warner's work with the younger boys, teaching them about the composer of the month, encouraging creative dance to new music, and leading them in joyful choruses, engages our boys at the beginning. The Lower School music program is carefully orchestrated to add the study of instruments and knowledge of notes and scales. David Prestigiacommo continues his music theory courses in the Middle and Upper Schools with a strong instrumental program and robust choruses. At Browning it is cool to sing. I have often said this is not the case with boys in coeducational settings.

Similarly, our art program is amazingly strong. Nikolaos Vlahos and Zackary Davis are both successful artists in their own right who are committed to the craft of teaching. At each level, boys hone their skills and draw on their creative powers. The annual Art Show displays several works from almost every boy in the school, and witnessing the progression of finished pieces from five year olds to eighteen year olds is deeply

moving. In sum, what I find most impressive about our music and arts classes is the joy our boys display when they work on their projects.

But Browning is also a school for sports, I had just said to the Upper School boys. Think of the season that our top teams have put together this spring. The depth and breadth is the strongest I can remember in twenty-three years. Our tennis team, which benefits from home court at the West Side Tennis Club in Forest Hills, was ISAL champion and also winner of the end of season ISAL tournament. Baseball, too, was an ISAL playoff champion (for the third year in a row) and decisively won the final game over arch-rival Columbia Prep. Varsity track came in a very strong second in the ISAL meet at Riverbank State Park, and several of our relay teams will enter in the championship games sponsored by the New York State Association of Independent Schools. And finally, a member of our golf team will play in the NYSAIS Golf Tournament at the Putnam National Golf Course in Mahopac, NY. Director of Athletics Andrew West '92 compiles statistics about competition and participation every year. This year 90% of the boys in the Upper School have been on a varsity team. *Outstanding.*

Music, art and athletics: it is not either or at Browning. All three areas provide hallmarks of excellence that engage every boy.

A handwritten signature in black ink, reading "Stephen M. Clement, III". The signature is stylized and fluid.

Stephen M. Clement, III
Headmaster

The Local Buzz

BROWNING EXCELS AT CHESS NATIONALS, INCLUDING A NEW NATIONAL CHAMPION!

By Tom Knoff, *Browning Chess Dad P '19*

First, I must admit that I am a proud, unabashed and obsessed Browning chess parent. Hence, I might be a bit biased about the continued success and progress of the Browning Chess Team on a national, regional, and local level. However, the boys' results are hard-earned and very well deserved. We are indeed a top chess school that has a student body with some of the brightest and most talented kids. Browning has its newest national champion in over ten years!

A week before Spring Break, five dedicated Browning boys descended in Orlando, Florida, after a long plane flight, missing their Friday classes to compete and represent the school in the Grade Nationals, a competition where participants only compete against other children in the same grade. Therefore, it is very competitive drawing the top kids from all areas of the country. They compete against kids from other top schools in Manhattan such as Collegiate, Dalton, Hunter, and Trinity; and other top schools from California, Texas, Illinois, and Florida.

Our Browning boys produced a national champion in the Fourth Grade, and a third-place winner in the Third Grade. In fact, not one of our five boys had a losing record in a tournament where each played seven long, grueling games. Competing against the best in the country were: **Ben Altman-DeSole, Max Beem, Thomas Knoff, Peter Maguire, and Robert Michaelson.** Congratulations to all. Well done.

My son, Thomas Knoff, won the Fourth Grade National Championship after competing on the Browning Chess Team over the last four years. (Yes, this was very nerve wracking and stressful on his parents. OK, me). Max Beem demonstrated his outstanding chess acumen and achieved a third-place result in the Third Grade section. The achievements of the Browning Chess boys are the direct result of the support of the school administration, Parents Association, chess coaches, and absurdly dedicated chess parents. I am sure there is more to come with our National Competitions. Stay tuned. ■



Thomas Knoff and Max Beem proudly display their trophies.



Members of the chess team at the New York State Championship tournament. Front row (L to R): Alfonso Laffont, Evan Segalman (with Valkyrie), Ross Kaplan, Kyle Liptak, Gavin Mitchell, and Hercules Sotos.

Second row (L to R): Philippe Laffont, Alexander Raftopoulos, Hugh Chapin, Phillip Raftopoulos, Max Beem, Alexander Liptak, Austin Stapleton, Shernaz Kennedy, and Alexander Rich.

Back row (L to R): Nick DeFirmian, John Kennedy, and Joan Santana.



First-place winner Thomas Knoff.



Max Beem with his trophy for third place.



ANOTHER WAY TO FIRST PLACE!

By Jeremy M. Sambuca, *Technology Coordinator*

On April 16, the Browning School Rube Goldberg Team traveled to Southborough, Massachusetts, to compete in the Seventh Annual Rube Goldberg Machine Contest. The competition, supported by the Fay School in partnership with MIT and co-sponsored by GE and EMC², is designed to provide a showcase for the brightest thinkers among middle and high school students from the Northeast.

The Browning “Rube Boys” worried that, with all the work and preparation, they would be unable to string together a successful machine. However, they showed up with detailed plans and an eye-catching poster in preparation for the competition. The team listened closely to **Christopher Haack**, team co-captain, as he discussed the workflow plans, with specific tasks to be carried out by each boy. The clock started and Browning, along with 23 other teams, began to saw, tape, and glue their machines to life. The level of organization, cooperation, and teamwork was impressive; even the judges commented on it. To our surprise, we had more steps than most of the teams in the competition. The boys remained calm as they were applying the finishing touches in the final minutes. The buzzer sounded, and the boys were delighted to see the machine come together as they had hoped.

After lunch, the judges individually evaluated each school. We had fifteen minutes to present our machine and then run it, with scoring dependent upon numerous factors, including creativity, complexity, and number of successful steps completed. Our time came and Christopher Haack gave an articulate, clear and concise explanation of the Rube Boys’ machine. Then Browning ran its machine. With judges, MIT students, and numerous onlookers crowded around our area, the pressure was enormous. The first run was a failure, with only three successful steps. The team quickly reset the machine for another run. The second and third runs came up short as well. With only eight minutes remaining, we were in danger of being disqualified. **Liam Kerwin** caught the problem and quickly ran to the box of supplies for the fix. The team reset the machine and was able to run a successful machine with only three human interactions. Co-captain **Brendan Walsh** asked the judge for the time remaining: *four minutes*. The team needed a perfect run. With the adrenaline flowing, the boys quickly reset the entire machine for one more run. The judges counting each successful step . . . 21, 22, 23, and the machine accomplished its final task—to draw a straight line between two and six inches long. Cheers arose as the Browning Rube Boys completed a flawless run with no human interventions, the only team to do so. The boys celebrated as if they had won the World Series! It was a great day for the Browning School, as the Rube Boys took home the first-place trophy. ■

THE RUBBER BOYS

A - A lever is attached to a hinged piece of wood that has a ball resting. The lever is pulled, lifting the wood causing the ball to roll.

B - The ball rolls down the track and drops down a PVC pipe striking a spatula causing it to fall off the table.

C - The spatula is attached to a string, which is connected to a pencil. The falling of the spatula causes the pencil to be released from the eyehooks.

D - The release of the pencil causes the car to roll down the inclined plane.

E - The car rolls down the inclined plane and rolls until it strikes a domino causing it to fall.

F - The last domino strikes a ping pong ball causing it to roll.

G - The ping pong ball strikes a bouncy ball causing it to roll and fall off the table into a hoop.

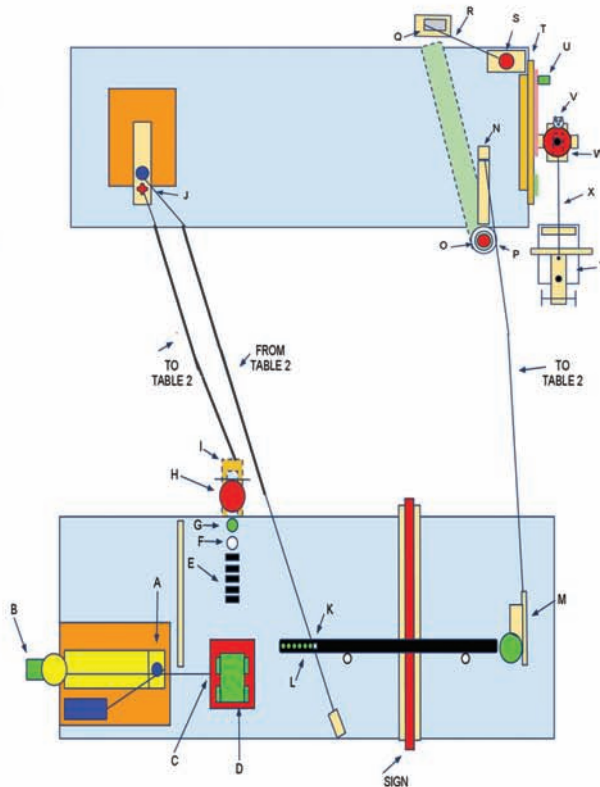
H - The falling bouncy ball strikes and sets off the rat trap.

I - The rat trap has a string connected to it, on the other end a model clay figure. The release of the rat trap causes the model clay figure to fall off the plank of wood.

J - The release of the model clay figure causes the bucket to glide down the zip line.

K - The bucket strikes a popsicle stick mechanism that is resting in the foam insulation pipe, causing it to fall out.

L - The release of the popsicle stick causes six marbles to roll down a track and fall into a bucket.



M - The weight of the six marbles causes the bucket to fall, which lifts up the lever.

N - The lever is attached to a string, which is connected to a hinged 2x3. The force of the lever pulls the string causing the wood to fall.

O - The falling wood strikes a bowling pin causing it drop down a PVC pipe.

P - The bowling pin strikes a tennis ball causing it to drop and roll down an inclined plane.

Q - The rolling tennis ball strikes and sets off a mousetrap.

R - The mousetrap is attached to a string, which is connected to a straw wedge. The release of the mousetrap causes the wedge to be released from the PVC pipe.

S - The release of the wedge causes the ball to spiral down the stretched magic spring.

T - The ball strikes the back of the plywood causing a marble to roll down a track.

U - The marble strikes a dino grabber causing it to swing.

V - The dino grabber strikes a cup filled with marbles causing it to fall into an upside down soccer cone.

W - The falling marbles strike and set off the mousetrap.

X - The mousetrap is attached to a string, which is connected to a CD car. The release of the mousetrap pulls the car.

Y - The moving CD car causes the attached black marker to make a straight line on a sheet of paper.



Above: The team prepares its machine.

Opposite page (L to R): Jacob Spiegel '16; Jonathan Flinchum '14; Liam Kerwin '16; Christopher Haack '14, co-captain; Andrew Blum '16; Mr. Sambuca; Christopher Keyko '15; Nicholas Warner '16; and Brendan Walsh '15, co-captain. Front: Ms. Seto.



The goal: to draw a straight line between two and six inches.

CLUB UPDATES: MULTICULTURAL CLUB THINK TANK

The goal of the Multicultural Club is to promote diversity throughout the school and educate the students at Browning about cultures apart from their own. The club would like to make Browning a place where all students feel fully accepted. Students at Browning are very understanding, but there are still issues that need to be addressed. One such issue is micro-aggression: the act of making fun of someone by means of a racially charged insult. It is not acceptable to make fun of someone even if it is meant to be a joke. The club will do more in the future to shed light on this issue.

With promoting diversity as the goal, the Multicultural Club participated in various events held at the Browning School and other locations. The highlight for the year was the Martin Luther King Jr. tribute held in January. Three Form V boys, **Ibrihima Diallo**, **Kyle Johnson**, and **James Adeleye** led the Upper School assembly dedicated to the life and death of Dr. King. The assembly included PowerPoint presentations made by students of the Multicultural Club to honor Dr. King's life achievements. **Farouk Oni**, a Form IV member of the club, presented his slide show, which documented the dramatic changes which Martin Luther King, Jr. achieved in the south and throughout the country. The assembly ended with a short question and answer session open to the Browning Upper School. Following the Upper School's assembly, **Alexander Makkos**, **Basil Chalabi**, **Diego Lopez**, and **Jack Morris**, Middle School Multicultural Club members read and analyzed sections of Dr. King's "I Have a Dream" speech. Each student explained how his paragraph related to him personally. **Harrison LaBranche** and **Zachary Frisch** presented a slide show of Dr. King's life.

The Multicultural Club also had two very successful bake sales and dress-down days to raise funds and awareness for charities throughout the world. The most recent event, which the club sponsored with help from the Student Council and the entire Browning community, raised money for the relief effort in Japan via the Red Cross. The club arranged a school-wide dress

down day to help raise money for people affected by the earthquake in Japan. The dress-down day raised over \$2000. Another memorable event happened in November 2010, and that was for the Sweat for Nets program, a part of the Children for Children foundation. The bake sale and dress-down day raised \$1312 for bed nets for families in Africa to help prevent the spread of malaria, a disease carried through contact with mosquitoes. Both fund-raisers were amazingly successful, and helped spread awareness throughout the Browning community.

—James Adeleye '12 and Ibrihima Diallo '12

Think Tank is a club in which students can get together and discuss a variety of topics. Its initial purpose was to discuss race issues in the United States, but it has since developed into something more. We now discuss religion, race, sexuality, politics, and their effects on society, as well as society's effect on them. We converse about these topics in regards their origins, why they have not been resolved, and what can be done to help solve them. The conversation often turns into a debate. The debate gets to be very heated at times, and we always play devil's advocate to try to see all sides of every issue. The club manages to always stimulate our minds and open our eyes. It is sometimes very difficult to articulate one's views. The club provides an atmosphere in which everyone can speak his mind and formulate opinions clearly, usually after much trial and error. After someone's view is expressed we collectively try and pick out all the shortsighted aspects of the opinion as well as all of its strong points. Very often I have changed my views on topics I thought I had a better grasp of than I actually did, and I know that my peers feel the same way. The club has become a quintessential part of Browning.

A further example of what makes the Think Tank unique would be the membership. Several members of the Browning community are involved with extracurricular activities that occupy their time. Think Tank takes place every Friday after the day's classes have ended. Think Tank's members tend to be very passionate about the club, and invite their friends. Every time someone new has visited the club for a session, he comes

back of his own will. This applies to both faculty and students. There is no contract or set roster for a meeting. The only expectation that we maintain is that everyone keep an open mind, and a willingness to listen and learn. Technology and multimedia play rather large roles in the operation of the club. Whether it be sending an e-mail with follow-up information from a previous meeting or watching videos to provoke discussion, Mr. Walker truly uses technology to its fullest when conducting meetings. When it comes to Think Tank, one can only take from the club what he puts into it. Our members are such great participants that everyone comes out of the club having grown in one way or another.

—Leonardo Alavian '11 and Dylan Smith '11

MODEL UN CONFERENCE

At the end of January of each year, the Browning School Model United Nations Team spends a weekend in Philadelphia to compete in the Ivy League Model United Nations Conference (ILMUNC), hosted by the University of Pennsylvania. Dr. Protheroe and Mr. Dearing are the proctors of the 20-boy Upper School team.

About 100 schools from throughout the world represent different countries and debate topics from that country's standpoint. It is the student's job to research the country, discover its allies, and determine the country's most plausible position on certain issues.

This year, Browning represented Libya, the North African Islamic state that has previously endured poor international relations with the West, but has steadily improved relations since taking responsibility for the 1988 Lockerbie bombing in 2003. As a small delegation, Browning typically represents smaller countries. It was a good way to learn about a state that is typically overlooked and understand different views on important international issues.

This year was the 27th Annual ILMUNC, which is organized by students from the University of Pennsylvania, who serve as the chairs of each committee. It has not been until recently that Browning has built up a larger delegation, allowing



The Model UN team at the University of Pennsylvania.

them to play a larger role and qualify for more awards at the conference.

There were many committees, each with two specific topics relevant to real-world issues, for schools to assign their delegates. There were several committee sessions throughout the conference, which lasted from Thursday to Sunday, most lasting between three to four hours. Each delegation took turns speaking and arguing on its country's behalf. Resolutions, an explanation of actions that must be taken to address the issues, were written and voted on with the intent of passing at least one of the topics in each committee by the end of the conference. The structure follows the same parliamentary procedure that actually takes place at the United Nations.

At the end of the conference awards were given to delegates on each committee who displayed a deep understanding of the topics and thoroughly expressed their countries' opinions on the issues. ILMUNC XXVII was one of the most successful conferences for Browning. Four delegations, consisting of five members, brought home an award. **Brady Dale** and **James Adeleye**, who served on a joint committee, were given an award for Verbal Commendation. **Nick Stieg** and **Ben Jacobs** were both separately awarded an Honorable Mention. The high point for the team was when **Ryan Flynn** was given Best Delegation, the top honor, for his committee. The Browning delegation is poised to be in a strong position in 2012, and hopes to top this year's achievements.

—Michael Gabrellian '13

From the Browning School *Grytte*,
February 2011, Vol. 107, No. 11



The Middle School Math-Science Research Project

By Samuel T. Keany, *Dean of Students; Chair, Science Department; Middle and Upper School Science*

and Douglas J. Salomon, *Chair, Mathematics Department; Middle and Upper School Mathematics*

A hallmark of the winter trimester in the Middle School is the Math-Science Research Project undertaken individually by each student in Grade Five through Form II. However, science research does not begin in the Middle School, and neither does it end there. This article will focus on the Middle School projects and all they entail, but present them in the broader context of investigations throughout Browning.

The seeds of science experimenting and measurement are sown in the Lower School with Pre-Primary and Grade One boys doing class explorations in areas such as simple machines, exercise and heart rate, and chromatography of leaf pigments. Formal, individual science projects begin in Grades Two and Three, where students are led through the complete process of scientific inquiry through project that interest them personally. In the Upper School, students do subject specific investigations each year in math, biology, chemistry, physics and further science electives. In an era when math and science education in the United States is coming under increased scrutiny, Browning

students thoroughly understand the methods of scientific inquiry and are perfectly able to undertake their own investigations.

In the projects that lead up to the Lower School Science Exhibition, boys choose topics that range widely, such as volcano pressure, earthquake architecture, ant behavior, rocket design and modeling the human circulatory system. Each student understands that he must make a hypothesis, and that he needs to justify his best guess in some way. Students are guided toward projects that have some degree of measurement associated with them, and most experiments are carried out in the classroom. Mathematical concepts are necessarily simple in the earliest grades, although students understand the need for multiple trials when they are asked, "Would you expect to get that measurement every time?" The process of calculating an average is beyond the skills of most Grades Two and Three boys, but they develop a conceptual understanding of an average result by considering what their "typical" value is, or when asked, "What value do you think someone else would measure if he did what you did?" Finally, Lower School students are pushed to speculate beyond their immediate results and think about how they would change their experiment in the future, or what new work they would like to perform.

The whole process of science exploration established in the Lower School is continued in the Middle School with no structural changes but a deepening level of sophistication, particularly with the integration of math content. The emphasis on annual science investigations and the intentional collaboration with the Math Department is a distinctive aspect of Browning's academic program. Done as it should be, a math-science project is not a simple undertaking. To get a sense of the standards being sought by math and science teachers we can look at a sample of some of this year's Middle School projects that show originality and rigor.

Whether the title of a project is somewhat whimsical or more serious, the content of every project must attain the standards set for each grade by the science and math teachers. Project titles demonstrate the range of interests of Middle School students (sample titles are listed at the end of this article). The science involves chemistry, biology, sustainability, physics, behavioral science and psychology, but these titles also clearly reflect the interests of boys.

Background research on the project topic is performed even by Lower School students, but in the Middle School it is expected that a significant amount of information will be gathered to inform the student's project, utilizing and citing multiple sources. Well informed, each student then makes his best hypothesis. A good hypothesis is one that is justified in some way, often informed by the background research or perhaps by a student's own experiences of the world.

I think a rocket car launched by a balloon will make it go the farthest because the air flowing from a balloon will be going in a fast motion and will make a sudden burst of speed and allow the rocket car to travel.

Grant Thompson '18

If the tail of the car has two wings below it, I expect it to go faster because it can catch more wind and more force in the direction that it is traveling.

Philip Raftopoulos '18

The experimental design is where a great deal of creativity is often incorporated into the project. In documenting his work, a student is asked to describe his experimental procedure so that another person could carry out the same experiment. In this way,

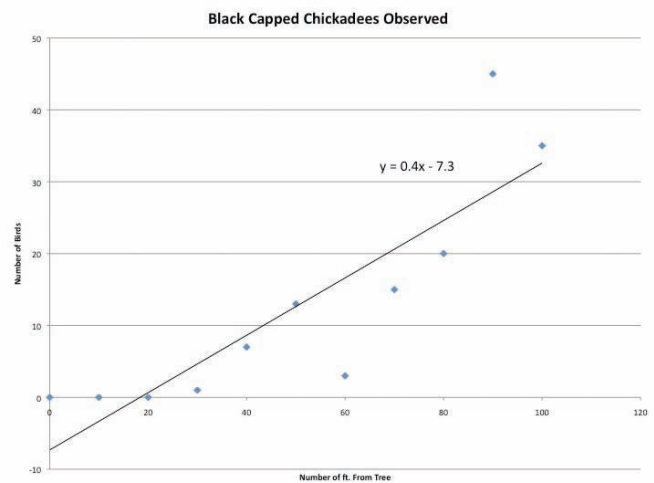


Figure 1: Graph for data collected by Alexander Gottdiener

"No Black-capped Chickadees came to the feeder until about forty feet. After that, the slope of the equation (0.4) suggests that every ten feet further from the tree, another 4 birds will come to the feeder. This seems to be about what happened. This would suggest that if the feeder was moved 140 ft away from the tree, then the total number of Black-capped Chickadees would be $0.4(140) - 7 = 91$."

the work of scientists is tested by the broader community.

The math and science teachers guide students in formulating a question and a procedure that will generate numerical data that can apply the required math content at each grade level. In each subsequent year the math requirements of the previous year apply with new skills added. For instance, Grade Six students must be able to demonstrate facility with percentages and decimals. Form I students must have numerically measureable independent (x) and dependent (y) variables and examine statistics such as mean, mode, median, range and outliers. Form II students analyze their x and y data in the form of linear algebra, seeing how close their data adheres to a straight line of best fit and making an interpretation of the slope of the line. For example, Figure 1 shows the data of a Form II project by **Alexander Gottdiener** investigating the number of birds observed at increasing distances from a bird feeder in a tree. Alexander discusses the significance of the slope of his equation and he uses it to predict the bird distribution at a distance beyond his actual data.

It is common for an experiment not to generate perfectly linear data. In **Dylan Rose's** investigation the data were close to being linear, and the line of best fit clearly showed a relationship between the skateboard wheel diameter and the distance

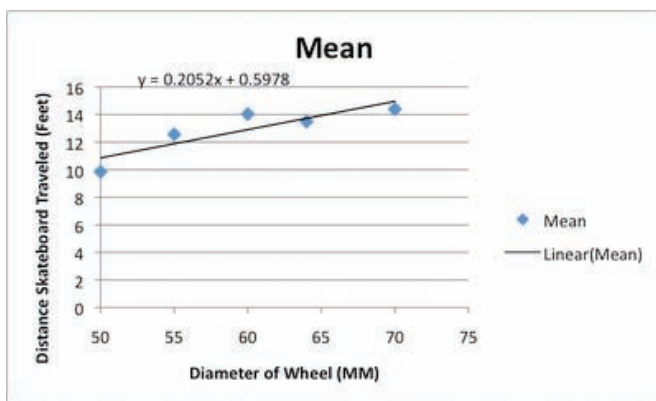


Figure 2: Graph of data collected by Dylan Rose.

traveled by the board (Figure 2). In other experiments the data may not make a linear graph, but a line of best fit and the linear equation is still found and interpreted as an approximation.

While Form II students create computer generated graphs for their website demonstrations, they must calculate their slopes by hand. Furthermore, all younger students must draw their graphs by hand, a discipline that reinforces important graphical concepts such as the need for uniform scales, clear numeration of scales, correct labeling, and accurate point plotting on the graph—skills not exercised when the computer makes the graph for a student.

Increasingly, students are using video to help document and present their work, as a scene shows from **Aadir Khan's** (Form II) experiment analyzing the formation of emulsions of oil and

water. The conclusions drawn from the experiment give the student the opportunity to demonstrate his understanding of the results, awareness of the limitations of his methodology, critical thoughts about how to improve the experiment, and ideas about other directions he would like to take his work.

There are times when a student's hypothesis is not confirmed by his experiment and these are often the moments when great learning occurs. There are a variety of reasons for an incorrect hypothesis. Sometimes students make measurement errors, or the hypothesis was not carefully thought through, but as **Alexander Gottdiener's** (Form II) experiment shows, even a thoughtful hypothesis and a careful experiment may not be enough. Sometimes nature simply does the unexpected.

The hypothesis stated that fewer birds would come to the feeder as it was moved further away from a tree and into the open field. Not only was the hypothesis incorrect, but amazingly, the exact opposite occurred! In fact, more birds came to the feeder to eat when it was in the middle of the field. No birds came when it was under the tree until the six five minute trials occurred at the tree.

Discussing sources of error is a major part of the conclusion. In student work there can be all manner of errors including the limitations of the measurement instruments, inherent instability of the variables being measured, student mistakes, and of course catastrophic failures of the setup (all the plants died over the holidays when we went on vacation).



Charles Pink, Grade 5



Marwan Nsouli, Grade 5



Andrew Medland, Grade 5

The following passage from **Alex Kattan** presents his discussion of sources of error as a cautionary narrative.

There are several things to be careful of when performing this experiment. First, you should make sure that your indicator and control mixtures work. You should also be careful when you are adding drops so that the same amount of drink drops out of the dropper every time. Otherwise you could record too many or too few drops that make the indicator clear. Also, be sure to measure the same amount of indicator before every test. In addition, you should make sure to be consistent when you determine whether or not the indicator has turned completely clear. Finally you should do a few trials to make sure that your data are reliable and consistent.

Michael Zuppone discusses strategies to improve his experiment.

A great many things would be changed if this experiment was conducted again in order to make it productive. To start off, it would be conducted in the summer when access is available to more sun dependent plants that would be more likely to lose their color than tough, winter plants. The experiment would also be conducted over a long period of time to give the plants more time to lose color.

Theoretically, it is possible that a student could do well on the math aspects of the project and poorly on the science aspects. The science and math teachers do have separate grading rubrics that are subject specific. What makes a large disparity in the grades less likely in practice is that success in applied science and math is really a matter of applying a clearly delineated process to an original area of interest. Any student who pays attention to the specific details of the science and math requirements is likely to do well on both aspects of the project. Wide differences in style, context, results and interpretation emerge as a matter of course, but well executed projects clearly show that a student is adhering to the guidelines and suggestions offered by his teachers.

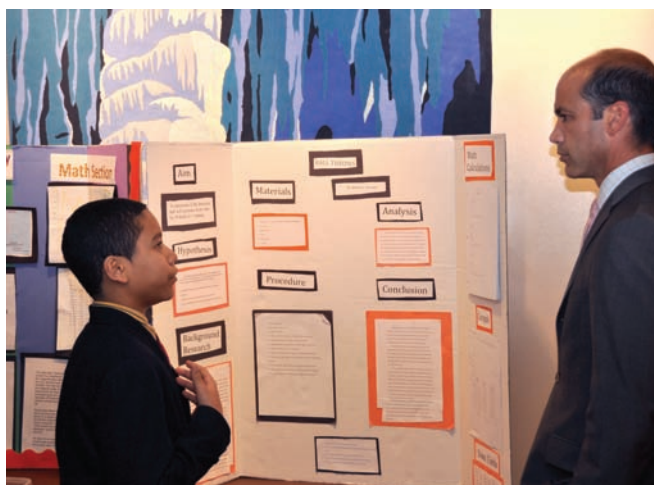
While the final paper is a great deal of work for each student it is steadily constructed throughout the process of the experiment as each stage is completed. However, the paper is not the culminating event.



Thomas Perskin '15 explains his research to Henry Anavian 'P 18.



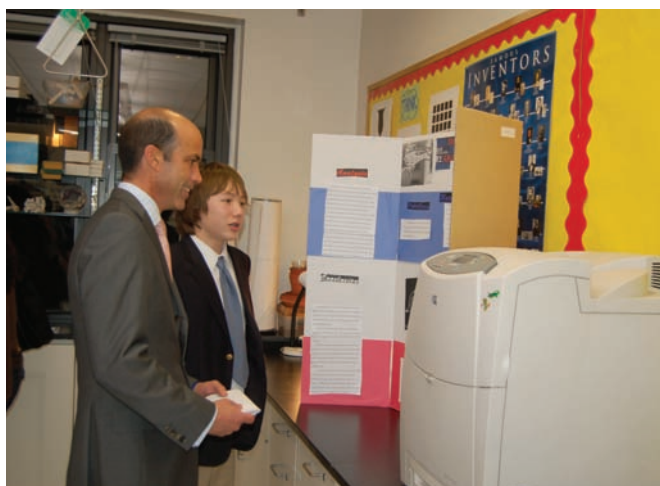
Robert Heilberg '16 with Cynthia Russo 'P 16.



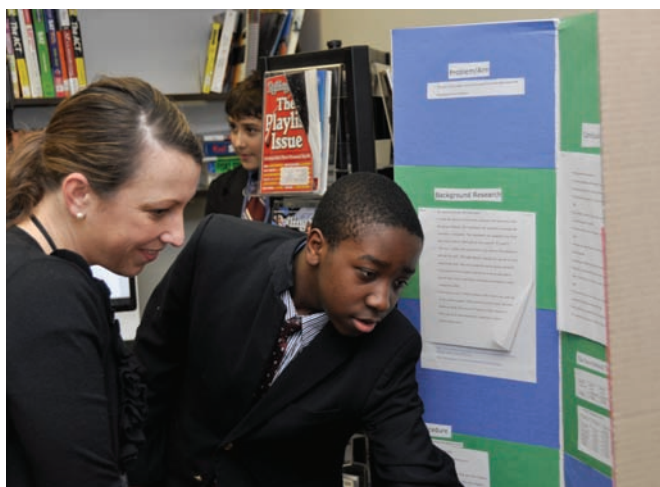
Anthony Carrasco '16 with math teacher Michael Klein.



Liam Kerwin '16 talks about his project, the Kerwin Missile Crisis.



Griffin Tobia '16 with math teacher Michael Klein.



Owen Abaatu '16 with Grade Three teacher Whitney Collins.

Presenting his work to the broader community is the final stage for each student. This is where further input comes from the faculty so that students can present their work in the most effective way possible. For weeks before the presentation evening, the Computer Technology department trains Form II students how to develop a Web page for their work. Google Sites has been used in recent years and has been found to be a stable and relatively easy to use platform for students to learn the architecture of web design. For younger students, in the days leading up to the final event the Art teachers give helpful hints on how to make their display boards come alive. While we acknowledge the valuable input of other departments, we also want to mention the librarians who support the projects from their inception, helping students seek ideas, and gather background research on their topics, and gently guide students into making fewer unnecessary printouts on the library printers.

After the lengthy winter process is done the big day arrives and there is palpable excitement from the boys, especially those newer to the projects. Boys practice cutting down their oral summaries to the core elements, with other faculty members providing encouraging sounding boards. Refueling in-flight with pizza and videos, the boys rush to their stations as the parents enter the science labs, library, and 4th-floor gallery spaces. By the end of the night each boy has described his work dozens of times, answering numerous questions and getting pertinent feedback. There is no doubt that this process enhances the confidence of each student in his ability to stand behind his work and present it to the public.

The Middle School Math-Science projects represent Browning's training ground for science investigations and their associated mathematical applications. In Upper School science classes the various skills practiced in the Middle School projects are further applied, according to the needs of the particular science specialty. Stylistically, students are taught to report their work in the passive voice and include the trappings of professional scientific publications to their papers, such as the inclusion of an abstract. Ultimately, students are well prepared for college science and for taking their investigations to a

professional level when the time arrives. Each one emerges as a scientifically literate citizen. As educators it is fascinating and rewarding to see the seeds we sow in our students at the earliest ages grow into healthy saplings in the Middle School and sturdy young trees by graduation. ■

SAMPLE PROJECT TITLES

Seeing Invisible Colors

Sebastian Baquero '18

Battle of the Bridges

Christopher Batista '18

The Archimedes Project

George Stavropoulos '18

What is the Best Material for a Hockey Stick?

Kenneth Mazarro '17

Paw Preference in Cats

Max Spirer '17

Does Salt in Water Affect the Power of Magnetic Fields?

William Trammell '17

Trash at Browning: Is it Excessive?

Awentirim Abaatu '16

Kerwin Missile Crisis

Liam Kerwin '16

Shedding Some Light on a Solar Panel

Philippe Laffont '16

Remember the Words: The Effect of Age on Memory

Arthur Elghouayel '15

How Music Can Affect the Way You Work

Alexander Makkos '15

How Does Age Reflect Recycling?

Grant Olcott '15

Distance a Skateboard Goes with Different-sized Wheels

Dylan Rose '15

Grow, Bacteria, Grow: The Effect of Temperature on Bacteria Growth

David Valentin '15



Sebastian Baquero '18 with First Grade teacher Meg Edwards.



Jay Hutzler '16 with Jackson Richter '18. and his mother, Gabi.



Ryan Parcels '16 with Dean of Faculty Michael Ingrisani.

Picture Yourself on the Buzzer cover!



Harrison Messer '12



Jake Germano '17



William Clarke '22



Winston Bates-Zoullas '23



George Allen '16



Reinhardt Landsberg '20



Alexander Naber '20



Christopher Stephens '14



Seth Varun '23



Jason DaSilva '23



Issac Barrezueta '14



Anthony Builder '12

Based on the rave reviews our Winter-Spring Buzzer cover received, we thought, why not get everybody on the cover? Below are some of the photos taken; more may be seen on the poster next to Nurse Linehan's office. Special thanks to our original cover model, Harrison Messer '12, and to Jeremy Katz '04 for his design and photography skills.



Connor McCarthy '22



Aleksander Schiavetta '12



Jose Garcia '22



Jacob King '14



Justin James '19



Alexander Johnson '23



Kyle Tobia '18



Akshay Singh '20



Rohan Mehra '23



Philip Van Scheltinga '14



Blaise Lowen '19



Alexander Buckfire '18



John Jaenisch '19



Brad Peters '23



Jaime Gomez-Sotomayor-Roel '18



Robert Magnus '21

Italy, Sculpture, Latin: Two Out of Three Isn't Bad

By Zack Davis, *Art*

DURING THE LATE FALL OF 2010, I HAD THE opportunity to exhibit a body of my sculpture in a 12th-century church in the Piedmont region of northern Italy. It was a unique experience that left me both invigorated and frustrated. It has always been a dream of mine to exhibit my work somewhere, anywhere in Europe. Experiencing a dream come true is of course triumphant, but I did not expect to be so humbled in the process. This was entirely due to my lack of one key ingredient: the Italian language. Perhaps the situation I have prefaced suggests a dilemma: How does an artist who represents himself, who doesn't speak a word of Italian, manage to land a show in Italy?

The experience began upon my relocation to New York from California in 2006. I was fortunate enough to have been turned on to a studio collective in Bushwick, Brooklyn. I met an artist from Italy named Mauro Soggiu who spent six months out of the year painting in New York City. I was already aware of the importance of interpersonal communication in the art world so naturally I began to plug away at developing an exchange. I was able to arrange a two-person show at my former gallery in San Francisco and later that year (2010), Mauro reciprocated by organizing an exhibition in his hometown of Fossano, Italy. This exchange took four years to come to fruition, which is a testament to the need for perseverance in this line of work.

The show was officially booked during the spring of 2010, well in advance of my hiring at Browning. Earlier that summer, Mauro began giving me not so subtle hints (in his wildly broken

English) that I should learn some Italian. I purchased Rosetta Stone and a random textbook and put some time in here and there. As the show date grew closer, I needed to provide the organizers with some personal data. I was beginning to feel the pressure of the expectations of my Italian counterpart so instead of taking a gamble with Google Translate, I struck up a conversation with Ms. Suarez (since I was now a member of the Browning faculty), who graciously translated my information to Italian. Once again, I found myself fortunate to be surrounded by an international and multilingual cast of colleagues.

I would continue my self-guided course in Italian up to the very last minute. I added *Italian for Dummies* to my guidebook collection and began cramming whenever possible. I recall Mr. Cantwell noticing my book, and we shared stories of the difficulty of learning a new language. He prescribed patience, as per his experience during his time in Italy. He reminded me that no matter how much he practiced, the real time experience always proved to be a challenge.

Upon arriving at the airport in Turin, I was full of excitement to begin testing my new Italian skills. Unfortunately, I would discover that they must have gotten stuck in customs, as I couldn't muster up more than a basic greeting, and it was back to English as usual. Translating eventually exhausted Mauro and I was on my own. Armed only with my textbook, I would struggle my way through long Piedmontese dinners, not understanding a word anyone was saying. This included business dinners where price negotiations and contracts were being discussed. A comment from Mauro summed it up perfectly: You need to get a refund from Rosetta Stone!

Despite my lack of understanding the majority of dialogue that was going on around me, I managed to put my best foot forward and hang what I thought was a fantastic and interesting show. The body of work I exhibited could not have been more suitable against this medieval backdrop, which was a stroke of luck, given that the work was not site-specific. Walking into Chiesa di San Giovanni, in the Borgo Vecchio (developed from 1400 to 1700), took my breath away. As I made my way through the streets of this small, tourist-free environment, inhabited by mostly farmers and working-class folk, I noticed posters advertising my show everywhere. At that point I let go of my frustration over the language barrier and began to live in the moment. I was the first American artist to be showcased in this area, ever! The opening was well attended, and we received accolades in the local papers. In the end, it was worth every bit of time, energy, and money I invested.

The rewards went further than I expected. The exchange provided me with academic inspiration, not only as an artist with an interest in language and communication, but also as a proponent of Latin in the early stages of academia. Though I grew up near the border of Mexico and studied Spanish in high school and college, I wouldn't consider myself bilingual. Perhaps I can attribute this to a lack of introduction to Latin at an early age, which is a skill promoted at Browning and for good reason. Prior to completing this article I chatted with a few of my Form V art students, **Remy Fortin** and **Daighn Dunn**, about the benefits of Latin. They concurred that their practice of Latin had already proven its value in terms of learning Spanish and the quest to become proficient in multiple languages, including visual art.

In the end, the exhibition and all of the situations and circumstances that I came across reinforced the importance of life long learning. I have spent my adult life thus far developing my skills and techniques with materials and processes directly related to the visual arts and art education. The Italian experience reiterated the importance of having proficiency in multiple languages beyond those that are strictly visual. I can only hope that the future presents more opportunity to exhibit my work, develop my language skills and continue to evolve as an artist and an educator. ■



Zack Davis: French Horn, Ceramic clay, glaze.



Zack Davis: Saxophone, Ceramic clay, glaze.

Opposite page: View of the ceiling of Chiesa di San Giovanna during the exhibition.

Faculty Articles



Each year the Parents Association awards stipends to faculty members who apply for specific projects, such as summer travel, research, or study. For the 2010–2011 school year seventeen stipends were given. Each recipient writes an article for the Buzzer about his or her project.

PLAY BALL!

by Patricia M. Zeuner, *Physical Education*

I felt what I almost always feel when I am watching a ballgame: Just for those two or three hours, there is really no place I would rather be. —Roger Angell.

With the generous stipend from the Parents Association, I had the opportunity to travel to some of our nation's beloved ballparks and study the history of baseball last summer.

I decided that Wrigley Field and Fenway Park, the two oldest ballparks still standing, were my top choices to visit. I also visited Turner Field, which is a much newer stadium, and spent some time at the National Baseball Hall of Fame and Museum. At each location, I was living the words of Robert Angell: not only did I gather valuable information, but I encountered a nostalgic excitement with each experience that made me value every moment. Wrigley and Fenway were the two highlights of my studies this summer.

Wrigley Field, home of the Chicago Cubs, is a field respected by its rivals as much as its heroes. Built in 1914, there is a certain reverence for its legacy and beauty in the baseball world, and I wanted to experience that mystique as well. Based on rave reviews, I reserved tickets for a tour of the stadium and was swept up in a remarkable journey through “The Friendly



Coach Zeuner at Wrigley Field (above and left), home of the Chicago Cubs since 1916. Wrigley is the oldest National League ballpark, the second oldest active major league ballpark (after Fenway), and the tenth smallest actively used park.

Confines,” as legendary Cubs veteran Ernie Banks refers to his home field.

Wrigley Field has not been decorated with many World Series flags (zero, to be exact, since the Cubs have been playing at Wrigley), but fans show unconditional love for their team. They are an integral part of the whole experience. For example, to me the seventh-inning stretch, at most stadiums, is an opportunity to reload on concessions and stop at the restroom, just to take advantage of the one place where the women’s line is shorter than the men’s. At Wrigley, however, leaving my seat would have been a huge mistake. The entire crowd rose to its feet as our attention turned to the booth of former broadcaster Harry Caray. A guest announcer mimicked his legendary cue to the fans. “All right! Lemme hear ya! Ah-One! Ah-Two! Ah-Three!” Moments later, the place was booming with the sounds of “Take Me Out To The Ballgame!” as fans put their hearts and souls into the sacred tradition. It was a party, and everyone was family!



Statue of Ernest “Ernie” Banks, nicknamed “Mr. Cub,” who played his entire 19-year baseball career with the Cubs. “Let’s play two!” expressed his wish to play a doubleheader every day out of his pure love for the game.

I’ve never felt so directly part of a baseball game as I did at Wrigley. Players on the field are steps away from spectators, and relief pitchers warm up in outfield foul territory. There are no Jumbotron, mid-inning cartoons, or players’ stats displayed when each batter steps to the plate. The score is still kept on the manually operated panel board, which was erected in 1937, and has never been hit by a batted ball. The only change to the scoreboard was painting it green, because P.K. Wrigley wanted it to feel like a backyard ballpark. “Backyard” indeed, as its famous ivy adorns the outfield walls, which also happen to be across the street from neighborhood restaurants and businesses.

Visiting Wrigley Field fully satisfied my curiosity about its cherished lore. I highly recommend a trip to “The Friendly Confines” for anyone who has not been there. You don’t have to be a huge baseball fan but, if you want a truly American experience, I urge you to visit one of the finest monuments to our national pastime.



Fans gather on Yawkey Way with the juggling man on stilts at Fenway Park.



Above: the bat and ball that Hank Aaron used when he broke Babe Ruth's home run record.

Below: the National Baseball Hall of Fame and Museum.



Fenway Park, home of the Boston Red Sox, was built in 1912. Unfortunately, I was not able to plan a lengthy trip during the busy summer months, but I would not let the season end without a quick visit at the very least. Luckily, I was heading to Cape Cod for Labor Day weekend and thought a stop in Boston for a tour and a game would be a great way close to the summer. Mother Nature had other plans, however, as Hurricane Earl was also making a visit to the Boston area. The game was postponed, tours were cancelled, umbrellas were flying everywhere, and I was one sad baseball fan. (Ironically, the first professional game ever played at Fenway was postponed for two days due to rain.) After some wandering, I decided I was much too close to a great experience to leave Boston the next morning, so I planned on leaving the city after the game the following afternoon.

I was glad I decided to stay, as the area takes on a whole new personality when the Red Sox are playing! What were empty, wet, windy streets the day before were suddenly bustling with excitement. Fans were everywhere on famous "Yawkey Way." It was like being at a town fair. There were bands, food carts, souvenir vendors, photographers, and the like. There was even a man on stilts juggling and taking pictures with children and families. What was even more entertaining than the "juggling man on stilts" was seeing the adults making their way through the crowd to get a picture with him. Their excitement to be at the landmark stadium was undeniable.

Alas, the Green Monster was calling my name. Once you pull yourself away from the party outside and enter the park, the field takes your breath away, and you immediately feel as though you've gone back in time. The space is intimate and has retained much of its original charm, but everything is so well maintained that it seems new; it is truly timeless. One of the things that I really admired was the seating section behind home plate under the grandstand. The seats were so tiny, made of wood, and clearly painted a number of times. They may not guarantee comfort, but sitting in those seats evoked a much more important feeling at a ball game—the feeling that my great-grandmother may have sat in the same seats many years ago. Again, I knew there was no place I would rather be.



The Green Monster at Fenway Park.

While my visit to Turner field did not evoke the same feelings of nostalgia for America's pastime, as my visits to Wrigley and Fenway did, it was no less enjoyable. It provided a perfect contrast between the fields of yesteryear and the fields of tomorrow. It was originally built for the 1996 Olympics. After the Olympic games, they converted the grounds to a baseball-only facility. Watching a game at Turner Field was really entertaining. I knew I was having a true Braves experience when Bobby Cox was ejected from the game!

Spending time in the A. Bartlett Giamatti Research Center in Cooperstown was also a privilege that allowed me to examine some of the most incredible documents on file since the game's very beginning. Touring the Baseball Hall of Fame and Museum was yet another chance to pay respect to greatest figures in the game, from players to broadcasters and umpires.

I am very excited to incorporate these experiences into my classes and coaching at Browning. That excitement is amplified by the opportunity to introduce a baseball history class for Upper School students next fall. Each of the stops on my baseball road trip made an impression on me that I hope will breathe even more life into my classroom. I believe that nothing can be taught

well without being appreciated. I can honestly say I am most appreciative—of the game's roots, its heroes, and, in a very special way, the Browning Parents Association. "Play Ball!" ■

MAGISTER YOUNG'S SUMMER FORTNIGHT IN ROME

By John T. Young Jr., *Classics Department Chair; Middle and Upper School Latin*

I must give *maximas gratias* to the Parents Association for making it possible for me to travel to Italy last summer to live for two weeks totally immersed in spoken Latin. I made great advances in my ability to speak and to understand spoken Latin. If I began the program a little more garrulous than an infant, after a fortnight I left having matured into a bashful Pre-Primary boy.

Arriving in Rome by train from the airport on the morning of the first day of July, I walked my luggage through Termini Station, into the already formidable heat of the Roman summer, and down the street no great distance to the Basilica of the Sacred Heart, attached to which was the Salesian dormitories where I



Forum Romanum.



Magister Young in Ostia Antica.

and a dozen other members of SALVI (*Septentrionale Americanum Latinitatis Vivae Institutum*, or North American Institute of Living Latinity) had been booked a room for a week. After checking in (the rooms would not be ready for several hours), I made straightaway for my favorite café in the Piazza della Repubblica. There, sipping espresso and gazing at the enchanting Fountain of the Naiads, the weariness of travel was lifted and the thrill of being back in the Eternal City began to mount.

All of us Latinists, headed up by SALVI directors Dr. Nancy Llewellyn and Ms. Jacque Myers, gathered for dinner that first night in a roof garden restaurant atop an ancient cylindrical tower of Roman bricks, which was once a turret in the outer wall of the Emperor Diocletian's immense public baths structure. We were teachers and students from all over the United States and Italy who had discovered that the best way to learn a language was to use it, to let it dance on the tongue and in the ears, in order to build up intuitive expectations of speech patterns. All of us vowed to use nothing but Latin for communication for the duration of our time together. Annula and Jacoba, as Nancy and Jacque were known to us as *lingua Latina*, would handle the public at large and organize our sightseeing.

Each morning we met for Roman breakfast of croissant and coffee (*cornicula et caffea*) in a café around the corner. From there we traveled by foot, rail, and bus and to explore and to learn about some famous monument. Our docents were fluent Latin speakers, scholars of Annula's acquaintance. The places we

visited included the Colosseum, Vatican City and its printing press, the Vatican Gardens, the Roman Forum, the Palatine Hill, the Baths of Caracalla, the Capitoline Museums, the Basilicas of St. Chrysogonus and St. Nicolas in Prison, the Pyramid of Gaius Cestius, the Salesian Pontifical University and its state-of-the-art library, the ruins of the ancient port city Ostia, and the hills and lakes of the lovely countryside to the south. Usually we lunched together and then had some time to ourselves before beginning another tour. Our evenings were less strenuous. Rested and dressed, those of us who were not wiped out by the heat of the day and its activities dined together al fresco in picturesque restaurants and recounted our days as well as we were able. One beautiful evening was passed watching the ballet *Romeo and Juliet* performed under the stars amidst the dramatically lit ruins of the Baths of Caracalla.

My second week in Italy was spent outside of Rome, thirty minutes to the west of the city, in a preparatory boarding school for boys called *Academia Vivarium Novi* (Academy of the New Stock Tank). In this school, Latin is the common language among the faculty and the students both in the classroom and outside of it. The school and its founder and headmaster, Luigi Miraglia, who is considered one of the world's foremost Latinists, organized a scholarly convention (called *Monumenta Viaeque* or Monuments and Roads) to address the needs of today's students by promoting humanism in classroom and curricula. Scholars from all corners of the world, whose common language was

Latin, gathered to give and to hear lectures on the many aspects of humanism: the value of the humanities; the importance of studying and teaching the literature of the Greco-Roman world in original languages and the different means of producing students fluent in these languages; and also the primacy of human interest, value, and dignity, especially in moral judgments. We attended several lectures on the campus in the morning, all delivered in Latin. Impressively, the school's teenage students delivered a number of them. In the afternoons we commuted to different marvelous locations throughout Tuscany and the Lazio not only to attend more sessions but also spectacles like a Plautine play produced in Latin amidst the ruins of Ostia and Renaissance choral dance in the Villa Farnese. *Quam arduus! Quam sauisime!* Straining for two weeks to understand Latin spoken at such elevated levels was a difficult experience, to say the least, but how charming and how memorable! ■

(Dabam 4 m. Martii a. 2011 Novi Eboraci.)

A SUMMER RESIDENCY IN SUCCESSFUL CLASSROOM MANAGEMENT

By Stephanie E. Seto, *Lower and Middle School Science*
and Melissa Breschia, *Grade One Associate*

As relatively new teachers, we sought a crash-course on how to make our classrooms a place where we could maximize effective teaching and learning. One of the keys to this goal is controlling a classroom, and we found the perfect yellow brick road: the NYSAIS Summer Residency in Successful Classroom Management, led by Richard Eyster, head of The Summit Montessori School in Framingham, MA; and Christine Martin, chair of the learning skills department at the Packer Collegiate Institute.

Rich and Christine are considered experts in the field of classroom management, and they have led years of seminars and residencies on classroom management. We were therefore thrilled to find out that the Parents Association was willing to support our attendance.

On a warm August day on the brink of the new school year, we hopped on a train and traveled along the Hudson River to the Trinity Pawling School, an all-boys boarding school in Pawling, New York, where we would spend four intense days learning from the pros—four intense days of the last week of summer vacation. While it is always sad to see summer end, the NYSAIS workshop was the perfect remedy to begin a new school year.

The summer residency was attended by teachers in a variety of subjects and grade levels, but we were united in that we were all relatively new educators yearning for experienced advice on how to gracefully and masterfully control a classroom for effective learning. We were purposely a small group, which created an intimate atmosphere where we developed close relationships with fellow educators and could comfortably share our individual experiences and concerns. All those we met were unique and creative in the fields they taught. It was refreshing to be around such like-minded individuals looking to enhance their skills in the classroom.

The residency started with an activity that had us reminisce and think back to our own student days. We were asked to individually create a list of characteristics of an effective teacher, and each of us based these traits on teachers we loved and considered effective when we were young. With so many different teachers in attendance from all backgrounds and age ranges, one would believe the characteristics of an effective teacher would vary tremendously. As each individual discussed the traits he or she believed made an effective teacher, certain qualities were frequently mentioned: genuine, confident, energetic, a good listener, prepared, organized, respectful, and someone who smiles. The image of an effective teacher became the theme of the days ahead.

Each day was packed with fast-paced lectures that were often paired with anecdotes that ranged from entertaining and hilarious to serious and inspiring. Rich and Christine skillfully delivered guidance in a variety of ways, including lectures, hands on activities, and small group discussions. We were handed endless platters of valuable information, topics that included classroom strategies, setting a positive tone,

structuring a classroom, lesson planning, proper pace of instruction, establishing discipline, and time management. Rich and Christine were able to deliver a full book's worth of information in a four-day workshop. Each day we learned important lessons, and as teachers having to put ourselves in our students' shoes, each lesson was much more empowering, inspiring, and valuable.

At the conclusion of the four-day residency, we left with our brains full of wise advice, 70 pages of handwritten notes, numerous resources, Rich and Christine's book, and new friendships with other motivated educators ready to embrace the new school year with fresh energy and a passion for creating a happy place for their students to learn and love learning.

Rich joked at the end of our session that when we walked into our classrooms on the first day of school in September, we should envision ourselves as sheriffs of the Wild West. The sheriff is strong, confident, calm, in control, and ready for anything. All the teachers laughed and shrugged off this silly concept, but on the first day of school, that image of a sheriff standing in a deserted town in the Wild West did pop into our heads, and we were ready. We are so thankful to the Parents Association for giving us the opportunity to attend this workshop and enabling us to learn the traits of an effective teacher. ■

KINGS OF DELTA MUSIC

By Lucy A. Warner, *Lower School Music*

Lucille started the fire. But it wasn't her idea. Actually, she wasn't really the one who caused the flames to burst out of control. She just worked there. Two men arguing over Lucille late one night in a little club in Twist, Arkansas, engaging their fists and the rest of their bodies to do the talking, knocked over a large canister that served as a heater. This container was half-filled with kerosene, and the flames fueled by the liquid provided everyone in the place with welcome warmth, as it did every winter night: staff, clients—and the band. The evening of the fight, as kerosene spilled out onto the floor, and as the river of fire furiously expanded and clutched with rage at every splinter and beam, and just after all but two unlucky souls had stampeded out into the cold night air, a lone figure was seen running back into the burning building. A few seconds later, as the walls began to cave in amidst a mass of gargantuan red and yellow sparks, that same figure reappeared, racing out of the club, just as the wooden structure roared into its final burst of destruction. He was panting, running, and carrying a musical instrument.

My summer stipend trip in August 2010 was inspired to a large degree by the musician who saved his guitar that night: B.B. King. The day after he miraculously escaped the fire, the man now revered as the King of the Blues, decided to name his guitar—and subsequent guitars that he has played in intimate clubs and ample concert halls throughout the world—Lucille. As B.B. tells it, he named his guitar Lucille to remind himself never to fight over a woman, and never again to run into a burning building.

A compelling, true tale. But even more compelling is B.B. King's music. It moves millions of people to smile, to cry, to touch joy and sadness at the deepest levels, to feel alive through the power of this bluesmaster's raw and yet rich, buttery sound.

What better gift to bring to the Lower School Browning boys than an appreciation of the enduring American musical art form so heartily exemplified in B.B. King's music: the blues? And its preponderance of musical improvisation provides a natural link for the students to easily engage with a related, thrilling style of music also born and raised in the U.S.: jazz!

I set out last August to capture some of the "feel" and a greater appreciation for the area of the country in which a number



Portion of the gargantuan mural honoring “The King of Ragtime” Scott Joplin, Texarkana, USA.

of America’s blues and jazz greats got their start. It’s true that many headed to New York City to perform and often live, a serendipitous phenomenon that has given our students the opportunity to touch these musicians’ lives and music in a very real way. But, besides the infinite number of Manhattan experiences available, I wanted to make it possible for the Browning boys to expand their knowledge of a different part of the U.S. where a large slice of blues and jazz was born, developed, and flourished. I built my trip around three larger-than-life African-American musicians of “The Delta:” the world-class standard-bearer of the blues B.B. King (b. 1925), the legendary blues player and singer Robert Johnson (1911–1938), regarded by many as the Grandfather of Rock and Roll, and the beloved Dixieland/jazz horn-player and singer Louis “Satchmo” Armstrong (1901–1971). And along the way I welcomed numerous opportunities to experience the influence of a rich palette of musical artists, from Scott Joplin (1867–1917), to W.C. Handy (1873–1958), to Elvis Presley (1935–1977) and beyond.

Between Houston (which is months away from opening its first Blues Museum) and Memphis, a riveting site honors the famous King of Ragtime, Scott Joplin, whose piano-playing and composing incorporated syncopated rhythms that still influence jazz artists today. The city of Texarkana, where Joplin lived as a youth, boasts a colorful, imposing billboard that illustrates vignettes of his life: from a little boy enchanted by the sounds of the piano, to an accomplished composer of ragtime music (e.g., “The Entertainer” and “Maple Leaf Rag”) as well as opera (*Treemonisha*). Joplin, a skilled performer and published composer, helped pave the way for African-American musicians to be recognized for their contributions to American music, including blues and jazz.

In Memphis, I attended the much-touted “one night only” July 27, 2010, viewing of the movie *Eric Clapton: Crossroads*. This film, shown for a single evening at select theaters in various cities across the country, presented live footage of interviews and performances from the day-long June 26 blues mega-



Above: the intersection in Clarksdale, Mississippi, where legend has it that early blues player Robert Johnson sold his soul to the devil in exchange for being a great blues guitarist.

Below: inside the Sun Records studio in Memphis, where Elvis Presley recorded, are guitars played by Elvis and band member Scotty Moore.



concert in Chicago. These blues-inspired artists, including B.B. King, Buddy Guy, Clapton, Robert Randolph and the Family Band, Steve Winwood, ZZ Top, Derek Trucks, Susan Tedeschi, Ron Wood, Vince Gill, and Albert Lee, represent the rich appeal of the basic blues form set in the late 1800s (thanks to the African-American composer and publisher W.C. Handy). This concert left no doubt that, besides being a musical style still popular in its own right, the blues continues to reinvent itself in myriad forms, infused with a range of musical influences, from jazz to rock to country to funk.

Up and down Beale Street in Memphis the next day and evening, the sounds of live blues bands in restaurant gardens, on the street, and inside the original BB King Blues Club provided a fitting environment for the statue of the man called the Father of the Blues, W.C. Handy. His numerous compositions, including “Beale Street Blues” and “St. Louis Blues,” exemplify the musical twelve-bar structure that continues to be used and expanded to this day. At Browning, Lower School boys have gained a hands-on knowledge of this musical form by examining the melodic and harmonic blueprint and making up their own lyrics within that basic blues structure.

A short drive from Beale Street, calling itself “the birthplace of rock and roll,” Sun Records first opened its doors in 1952 recording rhythm and blues featuring African American performers. It soon became host to myriad well-known R&B, pop, rock, and country recording artists. Its most famous? Elvis Presley. The old Sun Records studio building still stands in Memphis and provides a gem of a tour!

During my visit to Graceland, home of Elvis “The King” Presley, more than musical insights gave me ideas to share with the Browning students. It was at Graceland that I learned one of Elvis’s favorite phrases—so much so that it is emblazoned on the tail of the performer’s jet: “TCB” (Taking Care of Business)—with a lightning bolt emblem signifying, “in a flash.” This has provided a useful reminder to the students on occasions when it is needed in the classroom!

Clarksdale, Mississippi, was a “must-see” on my itinerary. It was here that, as legend has it, the itinerant musician Robert

Johnson, a master of the Delta blues, sold his soul to the devil in exchange for being the world's best blues guitarist. At the intersection of Highway 61 and Highway 49 in Clarksdale, a marker with three massive guitars atop it indicates the spot where "the deal" is said to have taken place. The Fourth Grade boys were enthralled to hear this fabled story. It was presented at the start of our annual "Fingers 'n Frets" unit specifically designed for Grade Four. By the end of this study, Browning had 31 nine- and ten-year-old students who could play a basic blues melody on guitar!

With Robert Johnson's piece *Crossroads* as a starting point, the Lower School students now have a greater appreciation for the impact that this and the music of numerous blues musicians have had on a plethora of artists and bands, from Chuck Berry to Eric Clapton, Led Zeppelin, the Rolling Stones, and Stevie Ray Vaughan, to Carlos Santana and Bonnie Raitt. (The latter two were featured composers in music class for April and May.)

The Clarksdale Blues Museum, no more than five minutes from the Crossroads, sits proudly next to a revived train station. The exhibit brings the Delta blues to life with photos, musical instruments (especially some venerable, well-used guitars), memorabilia, and information depicting the hardships and music of a rich array of artists: Son House, Willie Brown, Robert Johnson, Muddy Waters, Lead Belly, B.B. King, to name a few. The first part of the exhibit displays a plaque presented by Led Zeppelin in which the British blues-rock band members thank the Delta blues players for their inspiration.

Traveling south to the town of Indianola, Mississippi, amidst the low-lying swamps and dusty, dry roads stands a striking new structure: the B.B. King Museum and Delta Interpretive Center. This facility, which incorporates the old cotton mill where King worked as a child, provides an incredibly hi-tech, beautifully displayed, memorable experience for any visitor who appreciates music, musical artistry, and the struggles of a great musician who has succeeded in bringing his voice to the world. The Indianola visit enriched my presentations to the Browning Lower School boys during our study of B.B. King: our March Composer of the Month this school year.



Preservation Hall—the historic 'real deal' musical venue for New Orleans Dixieland and jazz.



On a corner near Bourbon Street, a New Orleans jazz group heats up the summer sidewalks.

On to New Orleans, the birthplace of Louis Armstrong. This jazz and pop icon's energetic vocal and instrumental stylings never fail to captivate the Browning boys! Distinctive scat singer, creative trumpet and cornet player, performer extraordinaire, Satchmo's music provides an enjoyable, accessible way for students to enhance their knowledge of jazz this spring. Armed with appreciation for George Gershwin and Duke Ellington (this year's highlighted composers for January and February), the Browning boys had the opportunity to experience the varied jazz interpretations of Armstrong, alongside artists including Ella Fitzgerald, Charlie Parker, Dizzie Gillespie, and Benny Goodman.

Back to New Orleans: Of all the musical moments I had the pleasure to experience on and around Bourbon Street, from the

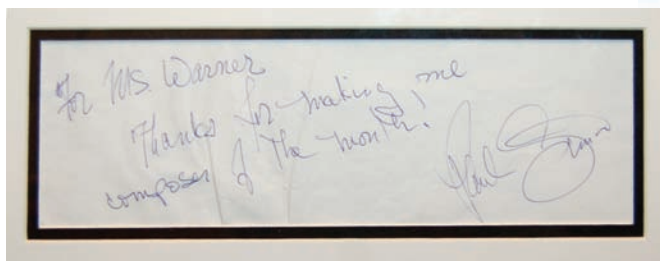
aural vibrations of loud zydeco/rock bands to bluesy jazz to funky soul, the most memorable for me was the one performance for which I had to stand in line. It was well worth the wait. Preservation Hall—the revered new home of New Orleans jazz since opening its doors in 1961—provided a fitting venue for veteran jazz players to perform as members of the Preservation Hall Jazz Band on a sweltering August Friday evening. The sultry weather and the medium-sized room, packed with an appreciative audience gently waving hand-held fans, were a perfect match for the music, recalling older days before microphones and amplifiers and air-conditioning. The sounds of earthy jazz—emotional, poignant, real, heartfelt, joyful—lingered with me for days.

My deepest thanks to the Parents Association for making this trip possible!

Back in New York City at the Browning School, musical experiences incorporating jazz and blues reverberated with Lower School boys both inside and outside the classroom. In January, the Second Grade went on a field trip to the Apollo Theater; and in February, the Third and Fourth Graders visited the Museum of the City of New York for its newly developed Apollo tour. This featured the music, musicians, and a number of performance-related items of many of the most famous artists who displayed their talents on the Apollo theater stage.

And guess what the Browning students' two favorite items of the MCNY Apollo Tour were? Michael Jackson's fedora and a big, black Gibson guitar named Lucille. ■

SPEAKING OF "COMPOSER OF THE MONTH" . . .



The Lower School music curriculum's Composer of the Month program features famous musicians from both past and present—from Bach, Vivaldi, Beethoven, Tchaikovsky, Stravinsky to George Gershwin, Duke Ellington, B.B. King, Ravi Shankar, Stevie Wonder, Paul Simon, Carlos Santana, and Bonnie Raitt. By the time a Browning boy completes Fourth Grade, he has attained a basic understanding of the lives and music of over forty composers.

Over Spring Break, two Lower School boys met one Composer of the Month; their account is below.

My friend and I went to Jamaica and we were eating dinner and right next to us we saw Paul Simon. We walked up to him and we told him "You were our composer of the month!"

He said "can I have a peice [sic] of paper." I said "yes." He singed [sic] it and he wrote a note to Ms. Warner.

By, Zachary Chernoff,
Robert Michaelson.

My friend and I went to Jamaica and we were eating dinner and right next to us we saw Paul Simon. We walked up to him and we told him "You were our composer of the month!"

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Robert Michaelson.

INVENTING THE WELL-EDUCATED BOY

By Sarah A. Murphy, *Head Librarian*

Looking over my notes from last June's International Boys' School Coalition (IBSC) conference in Philadelphia, certain phrases catch my eye: "Understanding the difference between a life of achievement and a life of significance," "they are disengaged from beauty (with one notable hormonal exception)," and "finding meaningful, purposeful work." These were notes I jotted down while listening to Tim Hawkes, headmaster at the King's School in Australia, deliver his address "Inventing the Well-Educated Boy." He was drawing from his own experience at King's and their endeavor to define the qualities of a well-educated boy.

Since I began teaching in a school library, I have been to many conferences. I relish the opportunities to visit new cities, to meet people from other schools or libraries, and to put the work that I do in a broader context. Thanks to support from the Parents Association, I was able to attend the 2010 International Boys' School Coalition annual conference. I shared the experience with several Browning colleagues and hundreds of educators from around the world. IBSC was very different from any other professional development experience that I've had, and the notes from Mr. Hawke's workshop remind me of why that is: unlike a children's literature lecture, or a comic book symposium, or a Technology in Independent Schools conference, the programming at IBSC was devoted entirely to the education of boys. I suppose that should have been obvious from the name of the organization putting on the show, but even so, it was revelatory to me.

That a student might be "disengaged from beauty" seemed so odd to me, so sad. But I experienced education as a girl, and I was driven by a pursuit of the arts and literature in every part of my life. Mr. Hawkes was speaking about a very different kind of student, the kind I encounter every day here at Browning. His point, or at least what I took his point to be, was that young people, and especially boys, spend much of their time pursuing a grade, an athletic achievement, or a commendation that feels—and indeed is—important, but that has little to do with the real

world around them, little attachment to the beauty (or the ugliness for that matter) that surrounds. Students are rarely asked to make things these days, to build or produce anything tangible. Mr. Hawkes argued that the satisfaction inherent in creating something useful can contribute to the feeling that one is leading "a life of significance." I should add that Tim Hawkes has a great sense of humor. He tackled the subject of a well-educated boy with remarkable candor and humility. He never professed to hold all of the answers, but he did emphasize the importance of asking the questions.

Mr. Hawkes was one of many engaging speakers I heard in Philadelphia. The conference consisted of three days of events, and each day featured at least two speakers and the chance to attend several workshops. Speakers, workshop facilitators and attendees represented the International part of the IBSC name, which was another factor setting this conference apart from others I've attended. I was thrilled to hear about the goings-on in boys' schools in Australia, New Zealand, the UK, Canada, South Africa, and Hong Kong.

On the evening of June 28, the conference participants were treated to a reception at Philadelphia's Constitution Center. After a long day of workshops and speeches, I was feeling inspired, but more than a little tired. The reception was to conclude with a guest speaker, and I confess that I longed for a rest. But the speaker, Wes Moore, had a compelling bio, and I decided to stick around. Mr. Moore had recently published a book, *The Other Wes Moore*, in which he tells his own story alongside that of another young man named Wes Moore. The two Moores were born a few blocks from each other in Baltimore, but as children their paths never crossed, and their lives—despite similar beginnings and backgrounds—have little in common. Mr. Moore found out about the man who shared his name through a television news piece. The other Wes Moore was convicted of murdering a police officer and is currently serving a life sentence. Several years ago, Mr. Moore began corresponding with the man who shares his name. Letters led to visits, and visits led to a book.

Wes Moore would be a compelling speaker anywhere, but his words had special meaning among Boys' School educators.

Mr. Moore attended Valley Forge Military Academy and he credits his time there with much of his success later in life. I was reminded of the powerful role we as educators play in shaping the futures of our students. This sounds obvious, even trite, but as I write this at 3:00 o'clock on a Wednesday, my thoughts are more about tomorrow's lesson plan, yesterday's book order, and the continued maintenance of the photocopier than about the overall objectives of my work. Wes Moore is a former Rhodes Scholar and an accomplished soldier, businessman, and orator (he was a featured speaker at the Democratic National Convention in 2008). Hearing him thank his teachers and speak with passion and forthrightness about the necessity for better educational opportunities in our country made me forget the photocopier and concentrate on the big picture. I was tremendously glad that I had stayed for his speech.

Mr. Moore seems to me to be a reflection of what Mr. Hawkes would call a "well-educated boy." His life is one of achievement and significance, and he appears to understand the difference. As to an engagement with beauty, Mr. Moore seems to have found that as well:

I've climbed Mount Kilimanjaro and felt how quickly the dense Kenyan heat at the base of the mountain transforms into the chill of its snowcapped peak, where deep breaths are hard to find. I've worshipped with thousands of other Christians in the Yoido Full Gospel Church, the world's largest Christian congregation, in Seoul, Korea. And I've stood in awe as dusk settled on the blue-tiled Sultan Ahmed Mosque in Istanbul. I stood in the cell that held Nelson Mandela for eighteen years on Robben Island, and I searched for family in a small Cuban town outside Havana. I have danced all night in Haarlem, Amsterdam, and in Harlem, USA. I have climbed through the Pyramid of Khufu in Giza with nothing but a flashlight to show the way and kissed my wife for the first time in St. Mark's Square in Venice on a cold New Year's Eve . . .

—from the epilogue of *The Other Wes Moore*

The two Wes Moores both came from African-American single parent households in Baltimore, and they both struggled in school and had run-ins with the police as young boys. One Wes Moore graduated from high school, then college, then became a Rhodes Scholar and a White House fellow working

with Condoleezza Rice. He has published a book and traveled the world. The other Wes Moore will spend the rest of his life behind bars. Mr. Moore withholds judgement and is careful in his book not to assign too easy a reason for these divergent fates. But he also writes, "the chilling truth is that his story could have been mine. The tragedy is that my story could have been his." It is impossible not to recognize the role that education has played in the the two Wes Moores' lives. And by education I do not mean attending school. I mean—and I thank Mr. Hawkes for supplying the language—being given the opportunity to live a life of significance, to do meaningful, purposeful work, to engage with beauty, and to pass these opportunities on to others.

If encouraging a student to lead a life of significance is part of a teacher's responsibility, it follows that that teacher must also find significance in his or her own life, both in and out of the classroom. Wes Moore and Tim Hawkes are effective and memorable speakers—and teachers—in part because they believe their work to hold the kind of significance they want to encourage in others. Maintaining a working photocopier is no small achievement in the daily life a school library, but the greater significance of my own work rests with my relationship with the boys. Professional development experiences like the IBSC conference inevitably leave me feeling powerfully committed to explore my own professional significance. I am grateful to work in an environment that supports professional and personal development among its staff and recognizes that the students can only benefit from such empowerment. ■



Great egret (*Casmerodius albus*)



Red-eyed tree frog (*Agalychnis callidryas*)



Southern river otter (*Lutra longicaudis*)



COSTA RICA: *PURA VIDA!*

By Cynthia D. Jackson, *Middle and Upper School Science*

Costa Rica is a country nestled in the middle of Central America, offering travelers an opportunity to view a wide array of plants, birds, mammals, amphibians, reptiles, and insects. In short, it is a mecca for biological field studies and a must-see destination for ecology enthusiasts interested in learning about rainforests. I hoped to use my experience in two of Costa Rica's preserved parks—Rincón de la Vieja and Manuel Antonio—and my photographs to enhance the Forms I and III science curriculum.

Costa Rica is primarily known for ecotourism and has neither an extensive mass transit nor a well-developed road system.

My tour started in Guanacaste near one of the area's most active volcanoes in Rincón de la Vieja National Park, a place called Buena Vista, which is home to the most active geysers in Costa Rica. To reach the animals and birds, we traveled by horseback forty-five minutes to a remote part of the forest. We zip-lined across thirteen different platforms through the middle to upper canopies of the region, and finished with a tour of hot sulphuric mineral mud holes or, as the locals call them, "mud pots," generated from the volcanic heat.

Howler monkeys: As their name suggests, vocal communication forms an important part of the howler monkeys' social behavior. They have an enlarged vocal box allowing them to make impressively loud calls. Group males generally call at dawn and dusk as well as at regular intervals throughout the day. Their main vocals consist of loud, deep guttural growls or "howls." Howler monkeys are widely considered to be the loudest land animal. The male monkey's calls affect intergroup spacing and territorial protection, as well as mate-guarding. A howler monkey can and will show aggression against humans when its territory is threatened.

The next leg of my trip in Costa Rica was to Manuel Antonio. With over 1,700 acres of land and marine reserve, it is the smallest of twenty national parks Costa Rica has marked for total preservation. With the aid of a very alert guide, I saw white-faced capuchin monkeys, white-nosed coatimundis, two- and



Black Spiny-tailed Iguana (Ctenosaura similis)



Passion flower (Passiflora edulis)



Banded-orange butterfly (Dryadula phaetusa)

Waterfall, Rincón de la Vieja National Park



three-toed sloths, rainbow grasshoppers, morpho butterflies, glass frog larvae, green kingfishers, Jesus Christ lizard, and several green lizards.

The appeal of the park, of course, is the opportunity to see all these wonderful creatures living naturally in their habitat. As a science teacher, I continue to be in awe of nature's survival in a world of disasters, global warming, and most significantly, man's never ceasing encroachment on the delicate natural world.

Costa Rica is more than "just a nice place to visit." As a member of the World Wildlife Federation and an educator who has sadly observed the slow devastation of prime forested areas, I stand with many concerned naturalists to voice my fervent wish that we all be more cognizant of the toll that long-term global affects have had on these remote parts of the world. Even though Costa Rica has actively practiced conservation, 2.3% of the natural vegetation is lost each year to deforestation. One way to build social responsibility within Costa Rica is ecotourism, and visitors are inculcated with the responsibilities we all share in guarding nature. Tourists that visit Costa Rica will leave with a heightened awareness of the limitations to our natural resources and pursue the cause of conservation in their own communities.

As the author Eudora Welty observed, "Through travel I first became aware of the outside world; it was through travel that I found my own introspective way into becoming a part of it." ■



Mantled howler monkey (Alouatta palliata)



White-faced capuchin monkey (Cebus capucinus)



Hoffmann's Two-toed sloth (Choloepus hoffmanni)

Scarlet macaw (Ara macao)



Middle School Trip to Costa Rica

By Cynthia D. Jackson, *Middle and Upper School Science*

In March, eight Form I boys, three Form II boys, Ms. Lien, Mr. Martin, and I departed the bustles of New York City to travel to a different part of the world: the rural terrain of Costa Rica. Thanks to the generosity of the Parents Association last summer, I was able to preview many spectacular species in this country. Upon further research, I discovered there was much in store for our boys to learn regarding Costa Rican ecosystems and how global warming is affecting their existence. This tiny Central American country is no larger than the state of West Virginia, yet it has more biodiversity than all of North America or Europe! Overall, Costa Rica is home to over 9,000 plant, 850 bird, 200 mammal, 35,000 insect, 150 amphibian, and 200 reptile species. This would provide our boys with an outstanding opportunity to observe many of these organisms in their own natural “laboratory.”

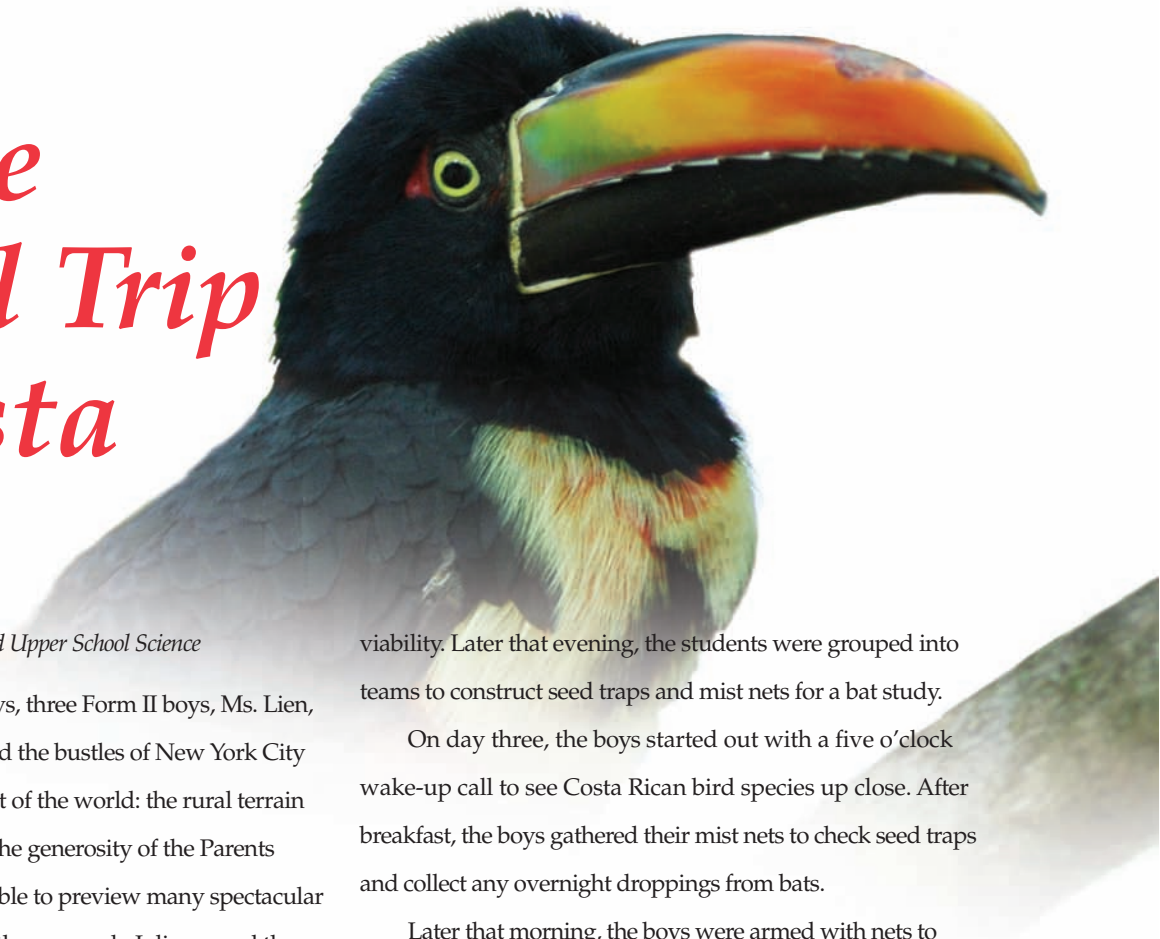
Our young men started their seven-day tour of Costa Rica by meeting their tour guides and dining together in San Jose, the country’s capital. After a solid night’s rest, boys and chaperones boarded the bus to experience what the locals refer to the bumpy road travel, “a Costa Rican massage.” While traveling, our tour guides enlightened the group by sharing information about the many facets of Costa Rican culture, including common agricultural products, traditions, and verbal expressions. Upon arrival at the Tirimbina Rainforest Center, boys ventured out into the field and constructed ecological hypotheses, collected data, and analyzed the results and implications for the rainforest’s

viability. Later that evening, the students were grouped into teams to construct seed traps and mist nets for a bat study.

On day three, the boys started out with a five o’clock wake-up call to see Costa Rican bird species up close. After breakfast, the boys gathered their mist nets to check seed traps and collect any overnight droppings from bats.

Later that morning, the boys were armed with nets to explore the world of macro-invertebrates in the local stream. After becoming incredibly wet while searching for living creatures, the boys collected various organisms to be measured, counted, and analyzed for the sake of determining the condition of biodiversity found in this particular stream of Tirimbina. After briefly drying off for lunch, they headed off for the famous Sarapiquí River for white water rafting. While paddling the rapids of one of the cleanest rivers in Costa Rica, we saw black vultures, cormorants, kingfishers, and howler monkeys at the river’s edge. The day concluded with a hearty Costa Rican dinner and a cooking lesson. Everyone was able to make his own fried plantains and empanadas. (Of course, eating their culinary work was a must.)

After day four, the boys awoke a little more groggy than usual; however, their energy levels soon picked up as we left for the next leg of the trip, Arenal Volcano. After hiking approximately two miles over the lava fields of this 4,000-year-old volcano and hearing from the tour guides how plants and animals have become reestablished after volcanic activity, the boys had the opportunity to relax in natural hot springs at the base of the volcano and reflect on the many things they had learned so far on the trip.





Above (L to R): Diego Lopez-Liranzo, Slater Stark, William Abelt, Andrew Blum, Harry Calianese, Robbie Heilberg, Andrew Medland, Michael O'Connor, George Sanchez, Awen Abaatu, and Jack Barket. Opposite page: the Collared Aracari (Pteroglossus torquatus).

On day five, rather than travel by bus across rugged mountains, we opted to take a scenic boat ride across Arenal Lake in the Santa Elena Reserve in order to gain closer access to Monteverde Cloud Forest. While in the reserve, the boys hiked through a cloud forest and learned about one of the most outstanding wildlife refuges in the New World Tropic. From this experience, they learned how the variable climate and large altitude changes helped to produce extremely high biodiversity. Quite often throughout the hike, the tour guides encouraged the boys to examine plants and insects living at this altitude. One particular area of interest was the Monteverde butterfly garden. The naturalists who tended to the butterfly house explained the life cycle within the enclosed garden. It was not uncommon for a blue morpho or monarch butterfly to brush by while were walking along the garden trail. After a delicious dinner, we moved on to the Monteverde frog pond. A frog naturalist guided smaller groups of five around the pond to view several famous species of frogs up close and educate the students about how the frogs have adapted to various changes within their environment.

On day six, sad as it was for our adventures to end, we concluded our trip on a "high" note by viewing the upper canopy of the Monteverde Cloud Forest. Hooked to a zip line, soaring across seventeen platforms and through the forest treetops, the boys were able to see jungle life in the Costa Rican rainforest from a bird's-eye perspective in the company of expert guides. Some of the boys even opted to see the view upside down while traveling

across the zip line. I am fairly sure many birds and wildlife were not present as our silly screams (mostly mine) scared many forms of wildlife away. In any case, it was enormous fun!

The trip ended on day seven as we departed from San Jose to return to the States and be met by parents at the airport. All in all, it was a fantastic experience, one that we will all remember for a lifetime. While you may have an idea of all the many learning opportunities we experienced, the most important voice comes from boys' perspective. Here are their thoughts about the trip.

Reports from the Boys

The Costa Rica trip was really fun. We did many activities that spanned from bird watching to zip lining. The first two days of the trip focused on ecology and taking notes about what we saw. We went white water rafting, and I fell out of the boat twice. We also got to use free time to do whatever we wanted. On the last full day, we went zip lining. That was my favorite thing. We also met kids from other schools in Oregon and Hawaii. Overall the trip was really fun. Thank you, Browning, for sponsoring this trip!

—Awen Abaatu '16

Costa Rica was a fun and exciting trip! I really enjoyed it. It brought me closer to my friends and the nature of Costa Rica. My favorite activities were whitewater rafting, the hot springs, and the zip lining. I also enjoyed the scenic bus rides we took across the whole country. Over all, Costa Rica was a great experience!

—William Abelt '15



White water rafting on the Sarapiquí River, one of the cleanest rivers in Costa Rica.

Costa Rica was a fun and educational experience. There, we learned a lot about plants and animals. We also went bird watching, which sadly got rained out. On the later part of the trip, we went rafting and zip lining. I fell out of the raft, not on purpose or anything, and others jumped out. Luckily, no one capsized. During zip lining, we went on about eleven different lines and two monkey bridges. There was only one downside of the trip, leaving. Everyone enjoyed the trip, and I'm glad I went.

—Jack Barket '16

Costa Rica was a fun and unique experience. The hot springs was one of many uncommon and great activities we did in Costa Rica. What made the hot springs even better was that when we were getting on the bus, we spotted a sloth. The White Water Rafting was extremely fun. We stopped during the rafting to eat fresh pineapple and swim with the current. All in all, the trip was great, and I would do it again.

—Andrew Blum '16

The Browning School Costa Rica trip was very fun. We went swimming, rafting, zip lining, and all the people were nice to us. My favorite activities were the rafting, swimming in the hot springs, and the zip lining. The rafting was so much fun because we got wet, and on occasion, people would fall out of the raft. When we were swimming in the hot springs, we had tons of fun. We went down the water slides and the water was extremely warm. Finally, the zip lines were the best in my opinion. We were

speeding through the air, swinging on rope, and crossing unstable bridges although I was connected with a safety line the whole time. My favorite zip line was when I travelled on it upside down. The guide would flip you and then let you go. In all, the Costa Rica trip was amazing.

—Harry Calianese '16

The trip to Costa Rica was definitely a great learning experience. I learned about a new culture and way of life, tried new foods, and learned about the amazing organisms and rainforests in Costa Rica. White water rafting was a blast. Everyone from the group enjoyed it and, from my point of view, it was the highlight of the trip. I also liked the zip lining adventure in Monteverde and relaxing in the hot springs at the Baldi Resort in Arenal. I enjoyed spending time with friends. Overall, it was a new experience for me, and I definitely had fun.

—Robbie Heilberg '16

From the moment I arrived in Costa Rica, I noticed the people were even more pleasant than the wonderful weather we experienced. Everyday, the tour guides were willing to play sports or games with us even though they were busy with keeping track of our luggage and working out details for meals. I felt cared for the whole time, and the food was absolutely fantastic. If Browning decides to offer the trip again, I hope many more students will go because it has really been one of the most exciting spring breaks I have ever experienced.

—Diego Lopez-Liranzo '15



Mr. Martin leads the boys through the Tirimbina Rainforest Preserve.

Over the first week of spring break, eleven seventh and eighth graders went on a trip to Costa Rica accompanied by Ms. Jackson (the trip organizer), Ms. Lien and Mr. Martin. At our first hotel, students from Oregon and Hawaiian schools joined us. We went to a variety of places including Arenal Volcano, the Baldi Hot Springs, and the Tirimbina Rainforest. They were all fascinating but the most interesting thing for me was the Monteverde frog pond because I saw many frogs that I had never seen before. My personal favorite was the red-eyed tree frog. All of the activities were amazing but my favorite was the Monteverde Canopy zip lining. It was my first time doing zip lining and I really enjoyed it. There were many zip lines, two monkey bridges, and a rappel. On one of the zip lines, one could go upside down so you were looking down into the forest. All of the kids but three did it upside down. I did and it was one the best experiences of my life. The rappel is a system where they put you (attached to a harness) off a tree and drop you. It was very thrilling but sadly George got a large chunk of hair ripped from his head. The monkey bridges were unstable bridges where you were attached to a harness, so you could lean off, fall off, and jump without risk. It was great fun. The final part of that activity was the Tarzan Swing. They attach you to a rope and you jump off a high platform and swing back and forth. It was very scary, but very entertaining, which was demonstrated by Ms. Jackson's scream. Overall, it was a great trip, and I would love to go back.

—Andrew Medland '16

Costa Rica was an amazing experience. There were so many great things that we could do and see, but my favorite thing would have to have been the zip lining. There was such a good view from the top of the trees and it was very fun.

—Michael O'Connor '16

Costa Rica was quite an adventure. Its biodiversity is unlike anything you could ever see in the States. Going to Costa Rica was a once-in-a-lifetime experience for me. The different animals and insects came in hundreds of different colors, shapes, and sizes. The highlights of our trip to Costa Rica were when we went white water rafting and travelled across the many zip lines. The zip lines allowed you to go through the forest's canopy at a fairly fast speed. There were also monkey bridges, which were unstable crossings over open forest areas. There was also a Tarzan Swing that had one huge swing, probably two or three stories high. The white water rafting was great fun. The rapids were so big that they threw me around in the boat. Overall the people, the culture, and nature of Costa Rica were phenomenal.

—George Sanchez '16

The trip to Costa Rica was incredible. It is nature's theme park! There were so many new experiences. For me the most fun was the white water rafting trip. We had a blast. We also got to zip-line through the rain forest and experience a live volcano. We went on hikes every day. The animals and the plants were amazing. We got to observe bats, frogs, and many different species of birds. My favorite was a dog that became my buddy at one of the hotels. In our classrooms at school we study a lot of things about different ecosystems and plant and animal diversity, but when you are there in Costa Rica, the information learned from class all comes together. Traveling overseas with classmates was a great experience.

—Slater Stark '15



Athletics

WINTER SPORTS WRAP UP

By Andrew H. West '92, *Director of Athletics*

Winter athletics at Browning in 2011 was filled with some highs and some lows. The basketball season tipped off with a great hard-fought battle between Columbia Prep and Browning, during the Tip-Off Tournament, in which Browning was beaten in the championship by a score of 76-49. The varsity team finished a disappointing 11-12 after entering the season with much higher aspirations; junior varsity also had a tough season finding wins very elusive throughout the year despite some very close games, Form I and II was an impressive 15-3 under new coaches Ragsdale and Grill, 6th Grade was a respectable 5-6-1 while 5th Grade was 2-7, but had many close tough losses. The major highlights of the season included senior **Terrel Phelps** scoring his remarkable 2000th point of his career. He now stands alone as the only player in Browning's long history to reach that plateau and is Browning's all-time leading scorer with 2086 points! Also, I will never forget the *True Grytte* displayed by the varsity team

in our final regular season game against future ISAL champion York Prep. In a game that I played only seniors, that also did not matter in the grand scheme of things, other than it being the last game for the '11 crew. The boys came out and basically blew York Prep out of the gym in front of a packed house. It could have easily been a game where we didn't show up, or put in a lackluster effort due to our disappointment of not making the playoffs, but these guys weren't going out like that. It made me very proud to stand beside them as they showed just how special a group they were. Another highlight was the Form I and II Panthers who got better each game as the season went on, and almost made it to the championships, if not for a last-second buzzer beater. All and all, it was a great season, and I am very confident heading into the spring seasons.

5th Grade Basketball

The 5th Grade Panthers had a great season. In their first season playing against other schools, the team did a fantastic job. We had a huge roster, at 25 players, and had to split the team into two groups. They were tough competitors, and they made great improvements throughout the season. I know they will come

back even stronger next year and improve their record. The team always played excellent defense and grew more aggressive with each experience. The team was led in scoring by **Kyle Levinson** and **Charles Pink**, and the defense was led by **Andrew Ceonzo** and **Daniel Kravitz**.

—Coach Zeuner

6th Grade Basketball

It was hard for the current 6th Grade basketball team to fill the shoes of last year's team, but after losing the first four games, the boys came together and went on a 5–1–1 run that included wins against St. David's, Trevor Day School, and Cathedral. They finished with an overall record of 5–6–1, with the tied game being away at Claremont. (We couldn't play overtime because another group was waiting to use the gym!)

What most impressed me was the way the boys stuck to their tasks, even after a poor start, and worked really hard on their plays, which by the end of the season became second nature to them. Each member of the squad improved over the course of the season, but I must highlight three players who were exceptional for me.

First there was **Max Spirer** who as guard brought the ball up and was instrumental in starting the offense. Then there was the other guard, **Logan Stark**, who found his range midseason, and was responsible for key points down the stretch. Finally I would like to mention **Chris Childs**, a new student, who gave us height and strength as center, and contributed with important rebounds, defensively and offensively.

It was a job well done by the whole team!

I look forward to watching all of them progress next year as they play on the 7th/8th Grade team.

—Coach Watson

Form I and II Basketball

The 7th/8th Grade Browning Panthers mixed returning starters with a wave of new talent on their way to a 15–3 campaign. In his first year with the squad, Coach Ragsdale employed a suffocating defensive scheme that turned turnovers into quick baskets. The Middle Schoolers were staunch in their

defense of the Panther Dome, where they jumped out to large leads in front of raucous fans and finished the year undefeated. Paced by the prodigious scoring of **Will Jacob** and dominant inside play of **Julian Kalogerakis**, the Panthers thrived when running the open floor. **Slater Stark** confounded opposing coaches with his outside shooting, typically after passes from point guard **Aris Kalogerakis**. **Griffin Tobia** outworked opponents on the boards, using pure hustle to will his team to victory. With a large portion of the team returning next year, Coach Ragsdale hopes to avenge their heart-breaking semi-final loss to St. Hugh's. The players would like to thank all the faculty and parents who trailed the team and provided support during this outstanding season.

—Coach Travers

Junior Varsity Basketball

The junior varsity basketball team had a productive season. Though we finished with a losing record, the individual skill levels and team play improved dramatically. This young JV squad got a lot of playing time and experience, which will prove to be extremely valuable as they move forward as future varsity contributors. All season the boys demonstrated strong work ethic and dedication.

—Coach Brown

Varsity Basketball

The 2010–2011 varsity basketball season started off with a bang. For the first time ever the team had a pep rally to start off the season. The Panthers made it to the Columbia Prep tournament finals for the fourth consecutive year, but failed to win to achieve the coveted "three-peat." Coaches West and Sheridan, both first-year varsity coaches, had a tough schedule to face. Playing four Ivys, the Panthers had a challenging task ahead of them. However, the coaches led the team to 11 wins. The teams' spark resided in four-year starter **Terrel Phelps**, who led the team in scoring and eclipsed the 2000-point scoring mark, making him one of the highest scorers in ISAL history, and Browning's all-time leading scorer at 2086 points. Captain **Harrison Fields** had a great year at the forward position,

controlling the game offensively and defensively. When healthy, **Myles Mills** was a key contributor to the Browning offense with his control at the point. The team was a senior-laden team, and all the seniors pitched in. However, the team found pleasant surprises in sophomores **Myles Collins** and **Evan Blumenthal** who provided excellent minutes down the stretch for the Panthers. The panthers finished 3–5 in the league and were one win away from a playoff position, where we were sure to have made some noise. Next year looks to be a new generation of Browning basketball. Eight seniors are departing, and the future is now. GO PANTHERS!

—H. Harrison Fields '11, *Captain*

SPRING TRAINING

By Alexander A. Sheridan '04, *Guidance and Admissions Associate*

Members of the Varsity Baseball team started their spring break by traveling to Florida for our annual Spring Training trip. Twenty-one Upper School students and four coaches headed to the Florida Coast Baseball Camp in Fort Pierce for four days of fun and pre-season games against three “local” opponents: Newark Academy (NJ), Deerfield Academy (MA), and the Salisbury School (CT).

After arriving on Friday afternoon, the team participated in an evening practice and batting cage session under stadium lights to prepare for Saturday’s noon match-up vs. Newark Academy. Although the Panthers fell to Newark 6–5, the team carried a 5–2 lead into the fifth inning before turning to its bullpen to close out the game. Starter **Ryan Flynn** pitched four solid innings and received tremendous defensive support from center-fielder **Alex Bendo** and first baseman **Nick Corliss**. Third basemen **Andrew Amarosa** had a double and two RBIs.

On Sunday evening, the Panthers squared off against Deerfield Academy’s junior varsity team. The Panthers turned to **Alex Bendo**, our number-two starter, to open the game and he did not disappoint, generating a number of easy fly-ball outs and picking two runners off at second base. Bendo was replaced by

Lucas Schwartz, a starting middle infielder, who kept Deerfield’s batters off balance with a sneaky breaking ball. The Panthers turned to **James Adeleye** to help get out of the sixth inning jam. Making his varsity pitching debut, James struck out the lone batter he faced and was mobbed by his teammates on his way back to the dugout—easily the highlight of our trip.

Our last game, Monday morning vs. Salisbury School, paired the Panthers up against a school having one of the premier baseball programs in the country. Playing with a mixed roster of junior varsity and varsity players, Salisbury’s starter (a freshman) silenced the Panther bats. While Browning scrapped innings together with the few drained arms it had left, the defense picked up the slack. **Jon** and **Chris Pelz** contributed solid play at second base and right field respectively, while **Spencer Reuben** flashed some leather at third base.

After spending Monday afternoon watching the Mets take on the Atlanta Braves in Port St. Lucie, the Panthers spent their final evening in Florida trading baseball bats and gloves for bowling balls and arcade games. As always, the evening was a perfect change of pace from the grind of playing three games in three days. The chemistry built during our trip, both on and off the diamond, will be the foundation of everything we accomplish this season.

The Panthers start the 2011 season as the defending ISAL champions and boast back-to-back playoff wins. Last season, the team earned its first trip to the the NYSAIS post-season tournament in over twenty years. With a group of young, talented and dedicated players, Browning will be a contender in the always-tough ISAL. ■



Varsity Basketball

Front row (L to R): Christopher Stephens, Evan Blumenthal, Jesse Rost, Terrel Phelps, Harrison Messrer, Ryan Flynn, and Ibrahima Diallo.
Back row (L to R): Coach West, Alex Bendo, Daighn Dunn, Harrison Fields, Nick Corliss, Myles Mills, Nick Stieg, and Coach Sheridan.



Junior Varsity Basketball

Front row (L to R): Adam Nebenzahl, Kevin Wu, Jon Pelz, Jacob King, and Spencer Reuben.
Back row (L to R): Coach Grill, Chris Pelz, Lucas Schwartz, Peter Maguire, Farouk Oni, Aiden Page, Jeremy Chen, and Coach Brown.



Form I and II Basketball

Front row (L to R): Raphael Russo, Michael O'Connor, Aris Kalogerakis, Will Jacob, Harris Russell, Alec Morea

Second row (L to R): Anthony Carrasco, Andrew Bendo, Matthew Reader, Sandy Saddler, Andrew Medland, Craig Levinson, Nikita Tsimmer

Back row (L to R): Coach Ragsdale, Sam Sevy, Slater Stark, Aadir Khan, Robert Heilberg, Julian Kalogerakis, Griffin Tobia, Coach Travers



6th Grade Basketball

Front row (L to R): Aaron Parisier, August Chapin, William Graham, Max Spirer, Kevin Cox, Kenneth Mazzaro, and Logan Stark.

Back row (L to R): Luke Spellman, Quintin Blumka, Alec Siden, Christopher Childs, William Trammell, Lucas Cohen, Robert Adams, and Coach Watson.



5th Grade Basketball

Front row (L to R): Jackson Richter, Marwan Nsouli, Daniel Kravitz, Andrew Ceonzo, Grant Thompson, Alexander Buckfire, Charles Pink, and Christopher Batista.

Second row (L to R): George Grimbilas, Sebastian Baquero, Julien Anavian, Rohan Singh, Jack Twaronite, Caleb Sussman, Tak Ishikawa, and Colt Waller.

Back row (L to R): Coach Zuener, George Stavropoulas, Noah Johnson, Kyle Tobia, Kyle Levinson, Jaime Gomez-Sotomayor-Rorel, Luke Hexner, Connor Medland, and Michael Riley.



Spring Training

Front row (L to R): Alex Bendo, Jon Pelz, Spencer Reuben, and Jacob King.

Back row (L to R): Coach Sheridan, Coach Travers, Max Liu, Alejandro Morales, Ryan Collela, Andrew Amarosa, Nick Corliss, Ryan Flynn, Myles Mills, Tucker York, Jesse Rost, Brandon Valentin, Brady Dale, Chris Pelz, Efrain Morales, Jame Adelyle, Kyle Johnson, Lucas Schwartz, Coach Zeuner, and Coach West.

Alumni Events



Top row (L to R): Albie Bramble '04, Adam Dalva '04, Sam Morril '05, Jason Friedman '06, Luc Vareilles '04, Alex Sheridan '04, Robert Bramble '06, Henry Seto '92, Director of Alumni Affairs Laura Neller.

Front row (L to R): Director of Athletics Andrew West '92, John Ray '95, Michael Dorra '92, Phil Blake '95, Chris McLeod '95, Graham Smith '00, and Victor Catano '94.

2011 ALUMNI BASKETBALL GAME

By Andrew H. West '92, Director of Athletics

Older Alums (Classes of 1992–2000): 93

Younger Alums (Classes of 2003–2006): 84

For the second year in a row, the Alumni Basketball Game was divided into teams of older and younger alums, rather than the traditional format of even class years versus odd class years. I think that after so many consecutive tough losses, the odd year alums may be afraid.

This year's game started out very one-sided, with the young guns coming out of the gate quickly and jumping ahead to a first quarter lead of 21–12. In the second quarter, the older alums were able to sort out some defensive problems and chipped into the lead a little bit, trailing 43–36 at the half. After a much needed

halftime break, and a “Willis Reed-like” late entrance by **Bryan Boisi '00**, the older alums dominated the younger guys to bring the score within 1 point (55–54) going into the final quarter. The fourth quarter was more of the same for the older alums, who converted most of their opportunities and outscored their opponents 39–29, to win the game by a final score of 93–84.

Special thanks to Christine Bramble and Patricia Zeuner for helping to man the scorer's table so flawlessly, along with alumnus **Henry Seto '92**. Thanks to all the alumni and faculty fans that came out to watch: **Ian Allen '06**, Steve Clement, Zach Davis, **Pierce Forsythe '92**, Rachel Gerber, Marty Haase, Alison Hilton, Sam Keany, Maureen Linehan, Olya Makhova, Laura Neller, **Zack Perskin '09**, Jim Reynolds, and Soo Mi Thompson. Shout out to the kitchen staff for the delicious sandwiches and cookies following the game! ■



The 2011 Alumni Basketball Game was played in Browning's Upper Gym.



Headmaster Clement caught up with Graham Smith '00 during half time at this year's Alumni Basketball Game.

Game Statistics

Black Team (Alumni from the Classes of 2003–2006)

PLAYERS	POINTS	REBOUNDS	ASSISTS
Albie Bramble '04	15	4	1
Robert Bramble '06	3	1	0
Adam Dalva '04	0	2	2
Jason Friedman '06	25	5	1
Samora Legros '03	0	7	2
Sam Morril '05	21	14	4
Alex Sheridan '04	12	9	2
Luc Vareilles '04	4	5	0

Gray Team (Alumni from the Classes of 1992–2000)

PLAYERS	POINTS	REBOUNDS	ASSISTS
Phil Blake '95	25	6	1
Bryan Boisi '00	8	11	4
Victor Catano '94	4	3	2
Michael Dorra '92	9	2	6
Chris McLeod '95	8	5	3
John Ray '95	10	7	5
Graham Smith '00	15	15	4
Andrew West '92	14	8	8



Albie Bramble '04, Director of Middle and Upper School Admissions and Special Events Coordinator Christine Bramble, and Robert Bramble '06.



Nurse Linehan with Chris McLeod '95.



Hewitt alumna Jennifer Wittmer '87 and John Hutzler '86 caught up at this year's Browning-Hewitt Reunion.



L to R: Joe Metzger '02, Sean Russell '02, and Hewitt alumna Schuyler Alsop '01 at Dorrian's for the Browning-Hewitt Reunion.



L to R: Classmates Ed Pachetti '90, Marc Klein '90, and David Pratilas '90 at the Browning-Hewitt Reunion.

BROWNING-HEWITT REUNION

The annual Browning-Hewitt Reunion was held at Dorrian's again this year. Alumni from the classes of 1980–2006 were invited, and more than 50 alums and their guests from both schools attended to make this annual event a good time for all. Guests enjoyed a round of drinks and appetizers covered by both schools. ■

ALUMNI COUNCIL MEETINGS

In January and April, the Alumni Council held two meetings in addition to the brief meeting before the Note-a-thon. In January, the Council had the opportunity to hear from special guest **Andrew West '92**, Browning's director of athletics. Also at that meeting, the Council took a moment to remember **Sargent Shriver '34**, who passed away earlier that month. The Council committee chairmen reported on recent committee work, and updates on alumni Annual Fund dollars as well as recent alumni happenings and events were also discussed. In April, the Council was fortunate to hear from **Sandy Pelz '71**, Browning's director of college guidance. The bulk of the Council's discussion at the April meeting centered on plans for Alumni Reunion on May 12. ■



L to R: Hewitt alumna Emily Spahr '00 with Browning alumni Allanby Singleton-Green '83 and her fiancé, Andy Madden '96.

2011 ALUMNI NOTE-A-THON

The Alumni Council hosted the 3rd Annual Alumni Note-a-thon in the Wilson Room on February 28. Twenty-four alumni returned to school to sign, personalize, fold, and stuff letters to send to classmates and other alumni, ranging from the classes of 1932–2005. The purpose of the Note-a-thon is to promote Alumni Reunion as well as encourage alumni to contribute to the Annual Fund. An impressive 441 letters were signed and mailed to last year's Annual Fund donors who had not yet given this year, as well as to all the 2011 major reunion classes. Thank you to the following alumni for their participation in the 2011 Note-a-thon:

John Alfieri '75
Alexander Bank '05
Michael Beys '89
Jonathan Cohn '01
John Dearie '99
George Grimbilas '80
John Hadden '87
Richard Helgason '82
Edward Kent '02
Eric Lustgarten '81
Andy Madden '96
Joe Metzger '02

Nader Mobargha '91
Stuart Orenstein '00
Sandy Pelz '71
Andrew Ponzo '98
Bill Reed '85
Juan Reyes '86
Stephan Rothe '87
Sean Russell '02
Andy Sandberg '01
Sharif Tanamli '87
Nicholas Versandi '01
Andrew West '92



Twenty-four Browning alumni returned to Browning in February for the Note-a-thon to help sign and personalize letters to fellow alumni.



Stephan Rothe '87 at the Note-a-thon.



John Alfieri '77 at the Note-a-thon.

Class Notes

To share news with Browning and your classmates, please contact Laura Neller, director of alumni affairs, at 212-838-6280 ext. 192 or lneller@browning.edu.

1930s

Frank Quigley '38 lives in West Palm Beach, FL. In January, he married Cynthia Whitlock. He sends his best to everyone at Browning.

1940s

Oakleigh Thorne, II '47 was appointed to the Yale School of Forestry and Environmental Studies Leadership Council, which meets annually. Dr. Thorne recently attended a gathering of Yale Whiffenpoofs Alumni in Vero Beach, FL, where they gave two concerts, one for the local chapter of Habitat for Humanity and one for the local Yale Alumni Association. Dr. Thorne is also a member of the board of the Yale Institute for Biospheric Studies, along with fellow Browning alumnus **Thomas E. Lovejoy, III '59**, who chairs the board.



Oak Thorne '47 is founder and honorary president of the Thorne Ecological Institute in Boulder, CO.



Peter Decker '52 via Skype during Ms. Amley's War Veterans Panel.

Edward Longstreth, Jr. '48 recently sent in the following news: "It's been a long time since 6th grade and Mr. Tobin, but I hope maybe someone remembers those days as some of the best."

1950s

In April, **Peter R. Decker '52** participated via Skype in the War Veterans Panel as part of Ms. Amley's Form II oral history project. Dr. Decker attended Browning from 1943 to 1946 and currently resides in Colorado. He received his Ph.D. in American history from Columbia University, following his service in the U.S. Army. He has taught at Columbia, Barnard College, Manhattan College, and Duke University. He served as a policy analyst and speech writer for Senator Robert Kennedy during his presidential campaign, and also as a war correspondent in 1970 for the Associated Press in Vietnam and Laos. He is currently president of Decker & Associates, an agricultural consulting firm. He and his wife, Deedee, are owners of the Double D Ranch in Ridgway, Colorado.



L to R: Grant Judd '64 and Dan Dunning '64 at a baseball game in Florida. Mr. Judd submitted the following caption for this photo: "I don't care if I ever come back."

Richard W. Jones '57 passed away in February. Mr. Jones's twin brother, **Stephen B. Jones '56**, sent us the following obituary written by Richard's son, Christopher:

Richard W. Jones of Sandwich, MA, passed away peacefully on Wednesday, February 23, at the age of 72. Formerly of New York City, NY, and Harrington Park, NJ, Richard graduated from the Browning School, served in the U.S. Army Medical Corps and Army Reserve, and later attended Columbia University where he earned a B.A. in English and comparative literature. He went on to work for the American Management Association, The Bergen County Record, Pascack Valley Hospital, Beth Israel Hospital, and Wayne General Hospital. All of his hospital employment involved the directing and management of community and public relations. Throughout life, Richard expressed great passion for education, music, literature, gardening, woodwork, family, friends, and his beloved Sandwich, Cape Cod. He is survived by his wife, Sarah, his brother, Stephen, his sons, Christopher and Philip, and his grandchildren, Carter, Lysbet, Holly, and Trevor. A celebration of Richard's life took place on Tuesday, March 1, at 11:00 AM, at St. John's Episcopal Church in Sandwich, MA, with a reception following. In lieu of flowers, donations to the American Alzheimer's Association would be much appreciated.

Thomas E. Lovejoy, III '59 was honored on June 4 in Litchfield, CT, by the Livingston Ripley Waterfowl Conservancy. Dr. Lovejoy is a world-renowned biologist credited with creating public awareness of conservation issues for tropical rainforests. He is also one of the main protagonists for the science and conservation of biological diversity.

1960s

Timothy Crouse '64's work is back on Broadway with the ever-popular musical *Anything Goes* staging another comeback in New York City. Several decades ago, Mr. Crouse teamed with his friend John Weidman to write a new book for this play. The original book was by P.G. Wodehouse and Guy Bolton, then revised in 1934 by Howard Lindsay and Russel Crouse, Tim's father. Tim attended Browning from Pre-Primary through Form VI and is a graduate of Harvard College.

In the fall of 2010, **R. Thomas Herman '64** taught a seminar at Yale University called "Behind the Headlines: The Press, Business and the Economy." This was Mr. Herman's fourth semester of teaching at Yale. He also taught a seminar on business journalism at Columbia University's Graduate School of Journalism in 2009 and 2010, and he will be back at Columbia's journalism school again in the fall of 2011. Mr. Herman writes a regular weekly column for the *Wall Street Journal Sunday*, a personal-finance insert in dozens of metropolitan newspapers, and he is the tax columnist for the *Fiscal Times* (www.thefiscaltimes.com). He has served on Browning's Board of Trustees for nearly 30 years and currently holds the position of assistant secretary of the Board.

In March, **Grant Judd '64** and **Daniel S. Dunning '64** attended a spring training baseball game at the City of Palms Park in Fort Myers, FL. The Red Sox defeated the Marlins by a score of 9-2.



Steve Schott '72 with his daughters, Whitney and Meredith.



Members of the Class of 1982 reunited recently in New York City. Front row (L to R): Ned Hurley '82, Andrea Giacobbe '82, Scott Marcus '82, and Alden Ludlow '82. Back row (L to R): Lorenzo Lorenzotti '82, Youssif Kamal '82, Reja Sabet '82, Peter Papazoglou '82, Anthony Addison '82, David Callaway '82, and Rees Shad '82.

1970s

Howard L. Rasmussen '72 recently sent us the following news,

Currently, I am headmaster of Cambridge Academy in Greenwood, SC. I am very pleased to say that I still get to teach my history classes. I am hoping some of my classmates and I will get together again in Aiken or in Charleston this spring. Occasionally, I see former math teacher, Donald Smith, at his B&B in Charleston.

In December, **Steven G. Schott '72** was one of three local leaders honored by the Forest Hills Chapter of Kiwanis International for his outstanding service to children in the community. For more information, please see page 59 for an excerpt from an article written about him in the *Queens Ledger*.

Jeffrey H. Sado '76 recently sent us the following news:

The book, *Strawberry Fields: Central Park's Memorial to John Lennon*, was just released, written and photographed by Sara Cedar Miller (the official photographer of CP for the last twenty-five years). I contributed to a couple of chapters on Singer (Isabella—Lady Liberty) / Ed Clark and the Dakota. It was produced with the collaboration of Yoko Ono and her staff, the Central Park Conservancy, and the NY Historical Society."

Thomas W. Connally, III '77 visited Browning in December.

1980s

Jonathan Gerolmo '80 (also known as Jono Gero) is one of the producers of the Off-Broadway hit *Play Dead*, co-created and directed by Teller of Penn & Teller. *Play Dead* is a modern retelling of the classic Americana spook show, rife with world class illusions and hilarity. The *New York Times* reports that "this wild, wicked show is not just a scream fest after all; it's a pretty good piece of theater." The *Wall Street Journal* calls it "funny, furious, and wholly enthralling." Michael Riedel of the *New York Post* labeled it "the best show in town." For more information, please visit www.playdeadnyc.com.

Peter C. Rizzo, IV '81 lives in Brisbane, Australia, where he works as an emergency medicine doctor.

Members of the Class of 1982 (and one member of the Class of 1984) met up at Tonic in New York City to watch the Auburn/Oregon national championship football game in January. The following alumni were in attendance: **Anthony Addison '82, David Callaway '82, Andrea Giacobbe '82, Edward "Ned" Hurley '82, Karim H. Kamal '84, Youssif H. Kamal '82, Lorenzo Lorenzotti '82, Alden R. Ludlow IV '82, Scott Marcus '82, Peter Papazoglou III '82, Reja Sabet '82, and Rees Shad '82.**

Ian Campbell '82 lives in Lakeland, FL. He and his wife have been married for 10 years, and they have two daughters and one son. After a sales stint in the steel industry, he is now trying to reanimate an advertising agency he used to own in New York.



Peter Rizzo '81 lives in Brisbane, Australia.



Meshakai Wolf '97 (far right) on the set of *Flames of God*, a film he wrote, directed, and produced.



Lynn Berman '98 married Yejin Kim in Boston in October.

He hopes to visit the school at some point, though schedules often limit a trip to the North but once a year.

Mark J. Cohen '85 recently sent us the following news:

After developing a career in real estate which has taken me as far afield as Dubai, I recently joined Brown Harris Stevens (an affiliate of Christie's International Real Estate), specializing in residential sales and new development marketing in New York City. I can be contacted at 917-535-0478.

Carlos I. Colon '86 visited Browning in January. He attended the school from 1975 to 1976.

Gregory Aston '87 was recently featured in *MediaPost* with his article "Navigating the Future of DTC Advertising." Mr. Aston directs the Competitive Intelligence unit for the advertising company MPG Havas.

Billy Hult '87 recently sent us the following news:

I am the president of Tradeweb, an electronic fixed-income and derivative marketplace. I live on East 64th Street with my wife, Allison, and two daughters, Olivia and Ava.

In early 2011, **Claude Schwab '87** started a new company called Hedge Fund Observer. The firm is an online media company targeted to the hedge fund community. For more information, please visit www.hfobserver.com.

Alexander (Lex) S. Haris '88 is managing editor of CNNMoney in New York, a Web site that draws nearly 30

million unique visitors a month. **Tom Herman '64** bumped into him at a recent lunch meeting of the New York Economic Club, where the speakers were Erskine Bowles and former U.S. Senator Alan Simpson.

1990s

David W. Eppley '94 is currently working on a permanent piece of art for the School Construction Authority of New York City. In February 2012, he will be included in an exhibition with the Kohler Arts Center in Wisconsin.

Philip Blake '95 was promoted to the position of editorial systems supervisor at American Express Publishing. He recently completed work on releasing the *Travel + Leisure* iPad application as well as the *Food & Wine* iPad application.

John P. Moran, III '97 was recently promoted to the position of managing director at Newmark Knight Frank. John continues to be an active member of Browning's Alumni Council.

Christian B. Reade '97 is a senior airman in the United States Air Force. He is currently serving in South Korea.

Meshakai Wolf '97 is the writer, director, and producer of *Flames of God*, a film about a struggling poet and prolific songwriter from Macedonia. A screening of the film was held in March at the Rolling Film Festival in Kosovo.



George Cabrera III '98 works as a software engineer at Facebook.



Isaac Dover '98 and Sarah Slobodien were married in February.



Brett Model '98 in Bhutan, where he currently resides and manages an Aman resort.

On October 2, **Lynn J. Berman '98** married Yejin Kim at the Four Seasons in Boston, MA. His brother, **Ben A. Berman '93**, was the best man.

George Cabrera III '98 works at Facebook as technical lead in the engineering department. Most recently, he designed and led the implementation of the system used for caching all user data for the next many years—a massively distributed system that stores the 'social graph' and does billions of operations per second.

Mr. Cabrera is currently participating in an alumni project with Browning's science department, and when asked what he loves about his work, he said,

I love understanding the world around me, and studying math and science gives me a framework for doing that. I also want the work that I do to benefit the world, and I realized that I could do that by advancing the state of the art in a scientific field. Now, the work I do touches hundreds of millions of lives every day, and I get to solve problems in computer science that were never encountered before. At Browning, I learned skills that have been crucial to my career, including how to think critically, organize my thoughts, and express myself clearly. I learned these things from two very different sources. The first was from physics class with **Mr. Pelz '71**, and the second was from English and Latin classes with Mr. Dearing and Mr. Dramis. I still think fondly about these classes and how profoundly they have affected my life.

Last July, George married Tatiana Cordoba, an alumna from the Class of 2000 of the Spence School. **Andrew M. Ponzo '98** and **Graig J. Springer '98** were both in attendance.



Browning's Alumni Development Committee met in October (L to R): Richard Helgason '82, Director of Alumni Affairs Laura Neller, Nick Versandi '01, Andy Sandberg '01, Nelson Chan '96, Andrew Ponzo '98, Graig Springer '98, and Michael Hutzler '83.

Isaac Dove '98 married Sarah Slobodien in February at the Academy of Music in Philadelphia. Mrs. Dove is an associate director of fundraising at Barnard College. She received a joint bachelor's degree, in political science from Barnard and in Modern Jewish studies from the Jewish Theological Seminary in New York. Until last year she was a political fundraiser for Democratic candidates. Mr. Dove is the founding editor of *City Hall* and *The Capitol*, two news magazines that cover city and state politics in New York. He graduated from Johns Hopkins University and received a master's in intellectual history from the University of Chicago.

Brett C. Model '98 recently sent us the following news:

After spending nine years in China, I have recently moved to the Kingdom of Bhutan where I am managing an Aman resort. Bhutan is a small landlocked country in the eastern Himalayas, quietly nestled between India and China. It has been a big change from the high intensity environment and fast-paced development of China, but Bhutan has a surreal tranquility that I have not experienced anywhere else in the world. Bhutan is a paradise for outdoor adventurers, and I spend my days off fly fishing for brown trout or overnight trekking through the incredible terrain of the Himalayas. I can be reached at brettcmodel@hotmail.com.

Rafael G. Wagner '98 visited Browning in January. He is currently a chef at a new restaurant called Greenmarket Tavern, located at 5 West 21st Street in Manhattan. Prior to working at Greenmarket Tavern, Mr. Wagner worked at Manhattan restaurants Aureole, Danube, 66, and Maloney & Porcelli.



Nick Cohen '02 as featured in the Wall Street Journal in December.

2000s

Benjamin S. Melting '00 recently traveled to Egypt.

Tracy C. Reade '00 is a first lieutenant in the United States Army. He is currently serving in Iraq.

In March, *Washington Post* writer **Zachary A. Goldfarb '01** was called on by President Obama to ask a question during a presidential press conference on energy prices and supplies. Mr. Goldfarb was recently named White House economic policy writer at the *Washington Post*. Browning is lucky to have him as this year's graduation speaker on June 8!

Andrew C. Hoffmann '01 recently sent Class Representative **Andy Sandberg '01** the following news:

I have bounced around for a bit until I settled on pursuing a graduate degree in political science, specializing in international relations and focusing on democracy and the democratization process. I have worked on a few political campaigns locally, and have done all sorts of odd jobs, including customer service for mutual funds, real estate, and most currently in market research. I have been preparing to apply to graduate programs and hope to earn a Ph.D.

Paul Lodro Rinzler '01 recently completed the manuscript for his book, *The Buddha Walks into a Bar: A Guide to Life for a New Generation*. It will be published by Shambhala Publications in early 2012.

In January, **Andy Sandberg '01** was featured in a *Yale Daily News* article titled, "Tony Award-Winning Andy Sandberg '06 Talks Theater." Andy won a Tony in 2009 for his production of the Broadway revival of *HAIR*. More recently, he produced the Off-Broadway world premiere of *A Perfect Future* at the Cherry Lane Theatre. In addition, he has been developing *The Last Smoker in America*, a new musical comedy with book and lyrics by Tony Award nominee Bill Russell (*Side Show*) and music by Drama Desk nominee and Richard Rodgers' grandson Peter Melnick (*Adrift in Macao*). The show opened to excellent reviews with its world premiere in Ohio in the fall, and additional performances were added due to popular demand. *The Last Smoker in America* will be making its New York premiere this summer, with Andy serving as both director and producer. For more information, visit www.LastSmoker.com, or contact Andy directly at Andy@AndySandberg.com.

John Terzis '01 is a sales trader with Citigroup Global Markets. He was recently quoted in a Bloomberg article on emerging market structured credit issuances. He is excited to attend Columbia University's M.S. in Operations Research program this fall.

Nicholas Cohen '02 was featured in the *Wall Street Journal* in December, in an article featuring New York disc jockeys titled "Rockin' the Hottest Parties." Mr. Cohen has played at *French Vogue's* 90th Anniversary party, Vito Schnabel's Miami Art Basel party, and Prism Gallery's opening. In addition to DJing, he told the *WSJ* he is working on opening up a neighborhood restaurant in SoHo.



Raf Wagner '98 with Headmaster Clement at Browning in January.



Opening night of *A Perfect Future*, one of Andy Sandberg '01's recent projects. L to R: Wilson Milam (director), Scott Drummond (Mark), Michael T. Weiss (John), Donna Bullock (Natalie), David Hay (playwright), Daniel Oreskes (Elliot), and Andy Sandberg '01 (producer).

Photo Credit: Ben Strothmann.

Paul Dano '02 currently stars in the Western film *Meek's Cutoff*, released in April.

In December, **Oliver R. Estreich '04** was named to Rosewood Hotels & Resorts' 30 UNDER 30, a recognition program designed to reward 30 men and women under the age of 30 who have demonstrated qualities that Rosewood holds dear as part of its own core values: mindful of the community, leadership with integrity, passion of conviction, respect and dedication to preserving our natural environment, creativity, and a strong sense of life balance. Mr. Estreich is president of the Native Society, a personalized social network of young New York professionals under the age of 30.

Comedian **Samuel E. Morril '05** was featured in the *New York Daily News* in March, after he made it to the Final Four of Carolines Comedy Club's March Madness comedy competition and ultimately came in second (after being cheered on by a number of Browning alums in the audience!). When asked how he started his career as a comedian, he told the *Daily News*, "I always loved the craft of standup, and when I was in high school [at Browning], we had to do community service, and do a presentation on it. So I turned mine into a standup act. And it worked. People said, you should do this. So I went to NYU and did comedy as my major, in independent study." In April, he won the Laughing Skull Comedy Festival, a four-day standup contest in Atlanta that started in November with nearly 700 comedians from more than 25 cities.

Daniel C. Wessel '06 visited Browning in January, following his graduation from U.S. Marine Corps recruit training in Parris Island, S.C. Now that he has finished training, he will serve in the Marine Corps Reserve and return to his job with the Naval Criminal Investigative Service. His USMC Reserve job will be a field radio operator with the 4th Combat Engineer Battalion's Headquarters and Services Battalion in Baltimore, MD.

Brothers **Nicholas Chanos '07** and **Michael Chanos '09** attended the Super Bowl in February with their father, Jim Chanos, chairman of Browning's board of trustees.

In March, **Alexzander M. Vadukul '07** wrote an article published in the *New York Times*. The story, titled "A Turnover of Fabrics, Not Families," is about Mendel Goldberg Fabrics, a family-owned business since 1890 on New York's Lower East Side.

In March, **Andrew Scott '08** starred in *Balm in Gilead*, a play written by Lanford Wilson in 1965 that centers around a 24-hour café on the Upper West Side of Manhattan. Mr. Scott is in his junior year at the University of Southern California, majoring in theater.



Paul Dano '02 in *Meek's Cutoff*.



Dan Wessel '06 (second from right) with Jeremy Katz '04 (left), Alex Sheridan '04 (right), and a friend at Browning in January.



Comedian Sam Morril '05, as featured in the *New York Daily News* in March.

From the Archives

THEODORE DUNHAM, JR.

Class of 1916

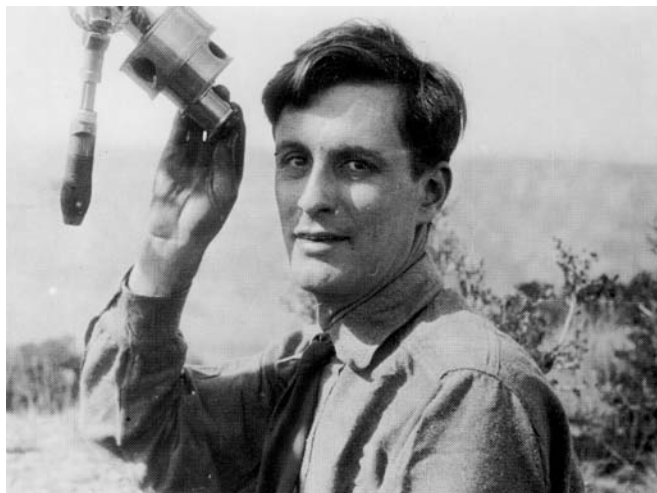
Physicist, Astronomer, and Physician
December 17, 1897–April 3, 1984

Theodore Dunham, Jr. was scientific director of the Fund for Astrophysical Research from its founding in 1936 until his death in 1984.

In 1932, while on the staff of the Mount Wilson Observatory, Pasadena, California, Dr. Dunham discovered that the atmosphere of Venus is principally composed of carbon dioxide. At that time, astronomers tended to believe that Earth and Venus had similar atmospheres, but Dr. Dunham (with Walter S. Adams) found some unusual features in the spectrum of radiation from Venus. Dr. Dunham demonstrated that if light were sent through a long pipe containing compressed carbon dioxide, the same spectrum could be reproduced on Earth, indicating that carbon dioxide, under higher pressure than the Earth's atmosphere, had been observed in the atmosphere of Venus. This conclusion was dramatically confirmed 35 years later in measurements transmitted from U. S. and Soviet spacecraft.

Dr. Dunham's principal research activities included development of Coude spectrographs at Mount Wilson Observatory and at Mount Stromlo Observatory in Australia, introduction of the Schmidt camera in spectroscopy, studies of stellar atmospheres and interstellar material, studies of planetary atmospheres, development of photoelectric detectors for spectroscopy, and application of physical methods for research in medicine and surgery.

Dr. Dunham's interest in astronomy began early, and by the age of 17 he had built an observatory on the grounds of his family's cottage in Northeast Harbor, Maine, where his father practiced medicine in the summers.



Theodore Dunham, Jr. '16

He was born December 17, 1897, in New York City, the son of Theodore Dunham and Josephine Balestier Dunham. He prepared at St. Bernard's School and the Browning School, and received an A.B. summa cum laude in 1921 from Harvard, concentrating in chemistry.

Throughout his career, he followed interests in medicine, physics and astronomy. He received an M.D. from Cornell University in 1925 and an A.M. and Ph.D. in physics in 1926 and 1927 from Princeton University.

For his Harvard College fiftieth reunion in 1971, he wrote:

I have gained much by stimulating contacts with many leaders in research, who combined extraordinary insight with unusual human qualities. I am thinking in particular of Theodore W. Richards in chemistry, James Ewing in pathology, and George Ellery Hale in astronomy.

Dr. Dunham was a staff member of Mount Wilson Observatory from 1928 to 1947. During World War II from 1942 to 1946, he was Chief of the Optical Instrument Section (16.1) of the Office of Scientific Research and Development under George

Harrison and Vannevar Bush. He then spent several years applying physical methods to medical research, first from 1946 to 1948 as a Warren Fellow in Surgery at Harvard Medical School, and then from 1948 to 1957 at the School of Medicine and Dentistry and the Institute of Optics at the University of Rochester, where he developed instrumentation for spectrophotometric analysis of small regions of biological cells.

In 1957, he joined the faculty of the Australian National University in Canberra, where he designed and installed a spectrograph at the Mount Stromlo Observatory for use with its 74-inch telescope in studying the composition of the stars of the Southern Hemisphere. From 1965 to 1970 he was a Senior Research Fellow at the University of Tasmania, Australia.

After returning to the United States in 1970, he resumed his earlier association with the Harvard College Observatory.

Dr. Dunham was scientific director of the Fund for Astrophysical Research from its founding in 1936. At the time of his death, he had just completed designing and supervising the construction of a computer-guided telescope. It was installed and dedicated at the new Science Center of the University of Chicago in 1985.

Dr. Dunham was the author of over 50 scientific articles and a member of many scientific organizations, including the American Physical Society, the Royal Astronomical Society, the American Astronomical Society, the American Association of Variable Star Observers, the Astronomical Society of the Pacific, the American Optical Society, the New York Academy of Sciences, and the International Astronomical Union (in which he was a member of Commissions on Instruments, Stellar Spectra and Interstellar Material).

On June 21, 1926, he married Miriam Phillips Thompson, daughter of Mr. and Mrs. William G. Thompson of Boston and South Tamworth, New Hampshire, a granddaughter of the Rev. Dr. William Reed Huntington. He was survived by his wife and their children, Theodore Dunham, III, and Mary Huntington Dunham. ■

—Wolcott B. Dunham, Jr., *President, Fund for Astrophysical Research, Inc.* Used with permission.

foundationcenter.org/grantmaker/fundastro

IN MEMORIAM

Evianne M. Cowing P '09

David L. Dalva, II '54

Geraldine A. Ferraro P '82, GP '12

Annette M. Hughes P '78

Richard W. Jones '57, Former Trustee

Henry C. Scott, Jr. '45

R. Sargent Shriver '34

2010 Recipient of the
Class of 1938 Alumnus Achievement Award

*For more information, including links to obituaries, please visit
www.browning.edu/alumni*

Alumni in the News

*In December 2010, the Queens Ledger, a weekly community newspaper published in Queens, NY, featured Browning alumnus **Steven G. Schott '72** (pictured below at the West Side Tennis Club) in an article by Lisa A. Fraser titled, "Forest Hills Kiwanis to honor three at December 16 event." Mr. Schott was one of three local leaders honored by the Forest Hills Chapter of Kiwanis International for his outstanding service to children in the community. Below is an excerpt from the article.*

Steven G. Schott goes by two things: building bridges, not barriers, and the belief in tomorrow's children.

"I believe it's important that a community comes together," he said. Schott is vice president of the Capital Campaign at the New York Junior Tennis League where he has worked for 29 years.

"When we come together in a room and we talk about the stadium at Forest Hills or what we can do for the kids, it makes us a better society," he said.

After graduating from Rollins College, Schott decided to dedicate his time to merging two passions: sports and helping others.

At the New York Junior Tennis League—a nonprofit organization founded by Arthur Ashe that provides free tennis instruction to over 100,000 New York City schoolchildren—he has worked primarily in the South Bronx, where he feels he has made a difference.

"I feel fortunate to be around kids who don't have all the monetary things in life, but have a spirit of love and for life," he said. "Arthur Ashe believed it was because he had tennis courts in his own backyard that he was able to learn the game and experience things he otherwise would not have been able to. I am grateful to be doing my part to fulfill his mission of introducing more children to tennis."

The NYJTL recently broke ground on a new facility that Schott helped get off the ground: The Leeds Tennis and

Education Center in Crotona Park. The new clubhouse will boast 12,000 square feet for the children and a sunken championship court which will seat 1,500.

A USPTR professional tennis instructor, Schott has also coached students at Russell Sage Junior High School—one of the NYJTL's many schoolyard sites in Queens—and managed an NYJTL tournament team at the historic West Side Tennis Club in Forest Hills.

A former member of the board of the West Side Tennis Club, whose children, Whitney, 15, and Meredith, 12 (pictured with Steve on page 51), attend the Kew-Forest School, Schott is a co-creator of the Kew-Forest Tennis Academy which offers students the unique opportunity to practice at the Club for three hours a day while receiving a full-time college preparatory education at Kew-Forest. It is the only program of its kind in New York.

"I'm very touched," he said of his honor. "The Kiwanis Club has a tremendous feeling for our community. I want to thank them for recognizing me, but I've always felt that working with these remarkable young people is an honor in itself." ■

Used with permission, the Queens Ledger, December 7, 2010







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Varsity Baseball



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THREE-PEAT!

7TH/8TH Soccer



2011 I.S.A.L. Champs

FIFTH TIME IN A ROW

TENNIS



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and Playoff Champs

UNDEFEATED IN LEAGUE PLAY

Varsity Track



Silver Medalists,
2011 I.S.A.L. Championships

Varsity Soccer



Runners-up, 2011 I.S.A.L. Playoffs