

THE BROWNING SCHOOL

# Buzzer

Spring 2016

A portrait of Stephen M. Clement, III, a man with grey hair and glasses, wearing a dark suit, white shirt, and red patterned tie. He is smiling and looking to the left. The background is dark and out of focus.

A SALUTE TO  
*Stephen M. Clement, III*

HEADMASTER OF THE BROWNING SCHOOL FOR 28 YEARS





**ALL THAT JAZZ**

*Browning Boys Collaboration*

*4' x 5'*

*Acrylic on Canvas*





FEATURES

- 4 A SALUTE TO HEADMASTER STEPHEN M. CLEMENT, III
- 32 REDUCING THE CARBON FOOTPRINT
- 36 NO TOLERANCE FOR FOOD WASTE
- 40 SUMMER STIPENDS
- 44 PARENTS ASSOCIATION BENEFIT 2016

DEPARTMENTS

- 3 FROM THE HEADMASTER
- 20 THE LOCAL BUZZ
- 48 ANNUAL FUND
- 49 FINE AND PERFORMING ARTS
- 56 ATHLETICS
- 62 ALUMNI EVENTS
- 70 CLASS NOTES

**Art in Focus (facing page):** Every fall, Art Department Chair Nik Vlahos and art teacher Zack Davis choose a central theme for all boys enrolled in an art class to focus on. Some works are collective and others individual. This year the boys studied artists influenced by jazz who span from the early 20th century to the contemporary time period. Mr. Vlahos explained, "The collective works are stretched canvas reproductions of the artists' work we are studying." Mr. Davis added, "We

have a space here at Browning that is our 'Mellow Pad,' to borrow a term used by The Wall Street Journal's Judith H. Dobrzynski. Everyone comes in and works on using the same materials and process, studying the same artists but accomplishing totally different goals." Ms. Dobrzynski describes the Mellow Pad as follows: "In jazz-talk, a mellow pad refers to an emotional state, a sweet spot experienced while giving a sizzling performance, say, or listening to one..."



# THE BROWNING SCHOOL Buzzer

## ON THE COVER



We salute Headmaster Stephen M. Clement, III beginning on page 4 of this issue. In 1988, Mr. Clement became Browning's fifth Headmaster. The programs he founded, the people he served with and the boys he mentored are among his greatest legacies.

## BUZZER STAFF

Stephen M. Clement, III, *Headmaster*  
Melanie S. McMahon, *Director of Publications, Buzzer Editor*  
Laura N. Lanigan, *Director of Alumni Affairs*

## SPRING BUZZER CONTRIBUTORS

Judit Resika, *Mathematics Teacher*  
John Young, *Chair, Department of Classics*  
Andrew H. West '92, *Athletic Director*

Contributing Photographers: Christine Bramble, Rossa Cole Photography, Jeremy Katz '04, Laura Lanigan, Melanie McMahon, Robert Mintzes, Sanford Pelz '71, Picture This, Tricia Suriani Ramsay

Design by Misty Wilt Graphic Design LLC

## BOARD OF TRUSTEES 2015-16

Samuel J. Weinhoff, *President*  
Stuart J. Ellman, *Vice President*  
Valda M. Witt, *Vice President*  
Richard L. N. Weaver '75, *Treasurer*  
Celeste A. Guth, *Secretary*  
Michael P. Beys '89, *Assistant Secretary; President, Alumni Association*  
Lisa O. Elson, *President, Parents Association*  
Nazmi Oztanir, *Vice President, Parents Association*  
Stephen M. Clement, III, *Headmaster*

Laura Z. Barket	David J. Liptak
Wendy W. Brooks	Raul Pineda
Paul A. Burke	Alka K. Singh
David E. Glaymon	Andrew M. Snyder
Elizabeth Granville-Smith	Ellen Stafford-Sigg
Philip A. Hofmann	David N. Steck
Federico Infantino	Sanjay Swani
Ling S. Kwok	Deborah van Eck
Jeffrey M. Landes '83	Robert D. Ziff

Mildred J. Berendsen, *Honorary Trustee*  
James S. Chanos, *Honorary Trustee*  
Allan L. Gropper, *Honorary Trustee*

---

## 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.

---

The Buzzer is published three times a year by The Browning School. The School may be reached at 212 838 6280. Website: [www.browning.edu](http://www.browning.edu).

The Browning School does not discriminate on the basis of race, color, sexual orientation, religion, or national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, athletic and other school-directed programs, or employment practices.



## 28 Years of Working at What I Love

"A NIGHT AT THE MET HONORING HEADMASTER STEPHEN M. CLEMENT, III"  
REMARKS, APRIL 21, 2016



Serendipity has  
smiled on me, and  
I'm proud that the  
Browning board  
picked me in 1988.

Ted, Diana, Sally, Steve,  
Elizabeth and Winston Clement  
on April 21, 2016, at the Met.

You are fortunate in life to find work you love, and for the last 28 years I have loved almost every aspect of my work at The Browning School: with the boys and their teachers, with parents and alums, with colleagues and other professionals. People are asking me what I am doing next, and my answer is simple: I am taking a year's sabbatical. Since my first year of teaching in 1968 in a sixth grade homeroom at P.S. 36/125 on West 121st St., I have been in schools: as a teacher, a graduate student, an administrator. My first job was the hardest, and my last job was the best. Sigmund Freud's definition of a full life is the ability to love and to work, and increasingly philosophers are adding an additional component: the ability to have fun. Maybe that's my third chapter.

Timing is everything, and I have always believed you both have to do your homework and be prepared for luck. In almost three decades at Browning, I have been blessed with consistency: one board president for 15 years, 10 years as a team leader with the same three division heads,

Timing is everything, and I have always  
believed you both have to do your  
homework and be prepared for luck.

three directors of development, and two business managers. I also look back on the Bloomberg terms as a time in our city when spirits soared, and institutions like Central Park, the Metropolitan Museum and Randall's Island were nurtured and supported. It was a good time for our city's independent and public schools. And I am also proud to have been Head during the Obama presidency; there is still so much work to be done.

In my family for the last 28 years there has been a standing joke: on the street whenever we run into a student, or a parent or an alum, I always say afterwards, "What a great boy!"/"What a nice family!" And Sally and Ted and Winston always say: "You always say that." And I always mean it. Serendipity has smiled on me, and I'm proud that the Browning board picked me in 1988. You may know that one of my heroes is Winston Churchill. At the risk of pomposity and with fear of hurting the feelings of the Browning Panther, let me end this talk quoting Sir Winston himself: "I was not the lion... but I was privileged to give the roar."

Stephen M. Clement, III  
Headmaster

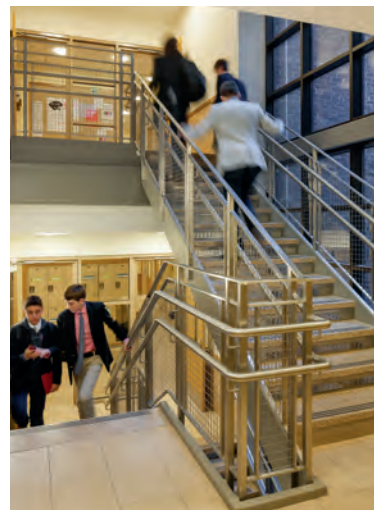
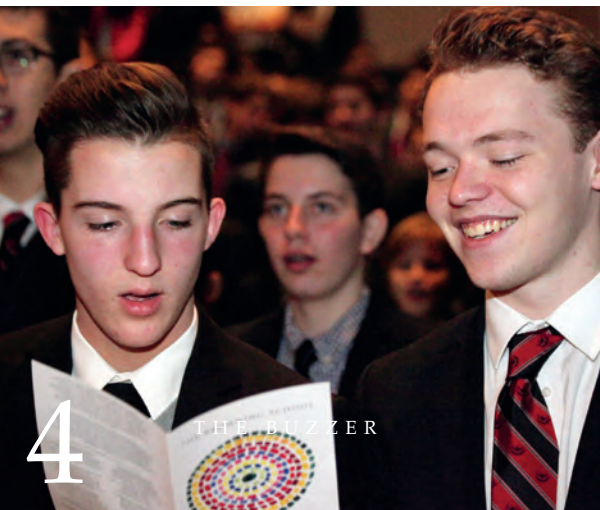


A SALUTE TO HEADMASTER CLEMENT FOR 28 YEARS OF SERVICE

# *Pride in PLACE,*

**H**eadmaster Stephen M. Clement, III, announced in January 2015 that this current academic year would be his last. In the time since, much has been done to honor Mr. Clement's leadership and recognize his final year at the School. In his message to the Browning community all those months ago, he said, "The thought of leaving the School after 28 years evokes many feelings." Likewise, his pending departure prompted much reminiscing and reflection on the part of Trustees, faculty, parents, alumni and boys whose lives he has touched.

In discussing how to best approach and acknowledge his many years of service to Browning, Mr. Clement explained that the programs he has encouraged and the people who sustain them are the "stories" behind his success in shaping Browning as we know it today. Some of these stories are told – in both words and photos – on the following pages, with many others untold though equally important. We hope as this issue reaches you, you will have taken a moment to simply recall or perhaps – even better – share a Browning story of your own with Headmaster Clement. –M.M.





# PEOPLE & Programs





## HEADMASTER & BOARD PRESIDENTS: *A Vital Partnership*

Perhaps the most crucial relationship a Headmaster can cultivate is one with the President of its Board of Trustees. In his January 2015 letter announcing his retirement, Headmaster Clement said, "I have been fortunate, indeed, to work with the four men who have guided Browning as Board Presidents: **R. Thornton Wilson, Jr., Christopher F. Randolph '63, Allan L. Gropper and James S. Chanos.**"

Samuel J. Weinhoff, who was elected President of the Board in June 2015, served on Browning's Board from 1999 to 2011 and was vice president from 2005 to 2011. During those years through the present, he has witnessed the growth and success of the School under Mr. Clement's leadership and credits him with the following achievements:

- *Improved the breadth and depth of the faculty*
- *Increased the quality of admission applicants*
- *Raised the level of professionalism and sophistication in terms of the School's fundraising program*
- *Raised Browning's reputation on both the national and international levels*
- *Became a respected "voice" among the heads of independent schools throughout New York City who value his opinion and experience*
- *Greatly improved Browning's college admission record*
- *Improved the School's physical plant by overseeing a five-year renovation of the original school building*
- *Increased the endowment from one of the lowest to one of the highest among New York City schools*
- *Departs with Browning on solid financial footing*
- *Built a school that allowed us to attract incoming Head of School Dr. John M. Botti, so we may continue his legacy*



In announcing Mr. Clement's retirement, Jim Chanos said, "It has been my extreme pleasure to work closely with Steve over more than half his tenure at the School, and I cannot think of anyone who better embodies the ideals of a Browning gentleman in the example he sets for not only the boys, but for all of us." Mr. Chanos alluded to another phrase in Browning's mission statement by noting, "Browning's reputation as a boys school committed to 'The pursuit of academic excellence and a lifelong love of learning' has grown along with its financial strength. Anyone who knows Steve realizes how much the School's mission statement means to him. In fact, both [it] and the statement on diversity [see page 2 of this issue] were crafted under his leadership."

Mr. Chanos added, "Above all, I know Steve is rightfully proud of the Browning faculty and the collaboration that takes place inside the red doors each day. Under his leadership, two endowed teaching chairs, the Stephen M. Clement, III Chair for the Humanities and the STEM Chair, have been established."

**"Steve has always seemed to me the one indispensable person at Browning, performing superbly each of the many roles required of a Headmaster."**

—ALLAN L. GROPPER

Allan Gropper, who served as Board President immediately before Mr. Chanos, said, "Steve has always seemed to me the one indispensable person at Browning, performing superbly each of the many roles required of a Headmaster. He is first and foremost an educator, having attracted a faculty of great accomplishment and personally teaching a class of Form VI boys. He has a keen understanding of the education of young men and has been a frequent spokesman on that issue."

Mr. Gropper added, "Steve is also an effective administrator on numerous fronts, with excellent relations with the Board of Trustees over many decades. He has spearheaded several capital campaigns and leaves Browning with a greatly enhanced physical plant and healthy endowment. He has been the spokesman for the School and its public face for so long, that it is hard to think of Browning without him. He knows every student – and probably his parents – by name, and his pithy and personal introductions of each member of the Form VI class at graduation are legendary. Although we will miss him, he leaves Browning a stronger institution that his successor can continue to build on."



## TRIUMVIRATE OF *Dedicated Division Heads*

**T**he Merriam-Webster Dictionary defines synergy as follows: a mutually advantageous compatibility of distinct business participants. Headmaster Clement uses this word to describe the interaction among him and the three division heads at Browning as they successfully join together to lead the School. **Laurie Gruhn (Head of Lower School/ Assistant Head for 18 years), Chris Dunham (Head of Middle School for 11 years) and James Reynolds (Head of Upper School for 10 years)** concur on the synergism that forms the basis for their working relationship. Their longevity as leaders at Browning and their obvious enthusiasm for working with our boys are clear indicators that “the total effect is greater than the sum of the individual effects.”

During a three-way conversation a few months back, the division heads commented on Mr. Clement’s leadership style, revealing what it has been like to work with him for so many years, the type of leader

he is, and what they hope remains a constant as the School transitions under new leadership.

**LG:** One of the things Steve does is give us a good amount of freedom. If we present an idea to him, he may not always agree that it will work, but he allows us to try it. He trusts us to make our own decisions.

**JR:** His management philosophy, in terms of a school and of a school this size, is that the division heads take serious responsibility not just for running their divisions but for the curriculum and hiring process. That level of trust is something that is real, and our responsibilities are driven in some ways by that.

**CD:** Steve values our decision-making abilities; he asks that we bring him up to date and keep him in the loop but leaves decisions in our hands. This management style has worked for us. The



camaraderie is definitely there. It's not typical for division heads to be at a school as long as we have. We enjoy working together, and we all support one another. The three of us get along great, and we get along great with Steve, which is pretty special and unusual. After both the Holiday Program and the Lower School Closing Program, he takes us to lunch to celebrate.

**LG:** Some of the programs Steve started or revised have become traditions. He takes great pride in the Holiday Program, for example.

**CD:** Yes, he put his stamp on that right away. He realized the School needed traditions like it. Will Moseley, former Head of Middle School, took a traditional approach to the annual Middle School play and determined it should be a Shakespeare production. Steve has seen to it that this has also become a long-lasting tradition. [Read Mr. Moseley's remarks on page 12.]

Another annual event is the Middle School Math-Science Night. Like Mr. Moseley, Steve believes the winter months are the hardest, so he wanted to continue to do something that would bring parents into the School and showcase our boys. [Read more on page 12.]

**JR:** The recent initiative to increase diversity at Browning has been fully supported by Steve. He is open to his own challenges and was the first to acknowledge that we could do more in that area. He believes this is an important initiative in the next iteration of the School.

**"He is very funny, thoughtful and sweet and really likes a good laugh."**

—LAURIE GRUHN

**LG:** Steve has always shown real leadership. For instance, on 9-11, he posted himself by the front door of the School and never left. If you look on the wall outside his office, you'll see a framed compilation of notes from faculty members who extended their appreciation for all he did for us as a community on that fateful day. He made sure that everyone in the building had a way to get back home. He was simply *just there*.

Steve loves the "boys school stories" we share because he is a great believer in single-sex education. He has always had a strong belief in what we are doing here at Browning. He is convinced that boys learn differently than girls and need to have certain resources in order to learn. He has two sons of his own, as do so many of our administrators, so he really understands boys.

He is very funny, thoughtful and sweet and really likes a good laugh. Steve is also appreciative of the fact that we all have lives outside of school, with families and kids. He gets it. He has always said, "Family first." He supports our lives away from Browning and, in fact, his management style encourages us to have a life aside from our school responsibilities. He is very fair when it comes to all that.

In terms of our incoming Head of School, I hope he will continue to see that the boys are greeted every day with a morning handshake.

**JR:** It would be nice to think that perhaps in time, the new Head will teach the Advanced Expository Writing class, as Steve does now. It really keeps him connected with the Form VI boys and to the student body in general. Having breakfast with the boys at the Knickerbocker Club to celebrate the conclusion of this class is also a great tradition.

**CD:** I hope that the new Head will continue the tradition of speaking about each and every boy at graduation. Steve has always made this a special, crowning moment for each graduate. He gives great thought to his remarks, and his delivery is always great, too.



## PROGRAMS & PEOPLE:

# *Points of Pride for Headmaster Clement*

### COLLEGE TRIP: UNIQUELY BROWNING

From this vantage point, some 20 years later, I realize that the initiation of the Browning College Trip emanated both from Headmaster Clement's insight that Browning was strongest when it was true to itself and his rare ability and inclination to trust and to nurture young school leaders. I took these lessons from him very seriously and have sought to live them out in my career. He taught me that a leader should understand the extant strengths of the School as well as the core truths of the institutional and then challenge the community to live its own values to their fullest. In other words, a great school does not try to be like other schools; a great school to its own self is true. In addition, Steve taught me that a great leader is generative; his/her job is to create more leaders through a combination of trust and feedback.

We started the College Trip during a challenging time not only for Browning but for the entire New York independent school world. In 1994, enrollment was dropping throughout the city, and several schools had already closed. This caused schools to redouble their marketing efforts, resulting in increased competition and an urgent need to define one's so-called "value proposition." The usual temptation is to emulate the supposedly most successful and to capitulate to contemporary (accent on "temporary") demands of the marketplace.



There was a rush to the mean, where institutions started to resemble each other in language, tone and programs. Instead, under Steve's leadership, we doubled down on Browning itself, focusing on what we did best: we educated boys; we were small; we were both nurturing and academically challenging. By recognizing our core strengths while at the same time actively seeking ways of communicating them with independent school families, it hit us that we could do something at the high school level that no other boys high school in New York could do. We could actually take every single junior and senior [Form V and VI] all at once on a multi-campus college exploration trip under the care and expert guidance of a professional college guidance counselor, Sanford Pelz '71. This would not only be a service to our parents and students, but would also become the concrete enactment of the ultimate goal of a Browning education: to prepare for entry into





the college of one's choice academically and morally prepared to do good work in the world. In addition, by bringing both the juniors and the seniors, we could also embody the brotherhood of Browning as the juniors would grow to be seniors and pass on their knowledge to the younger students. No other school was doing or could do this trip. Small suddenly became big.

When we pitched the idea to Steve (I was frankly nervous), he did not hesitate. He loved the idea and gave us the full go ahead to plan the trip, which, as I recall, took us through southern Connecticut and the Boston area. We saw Connecticut College, Harvard, Boston College, Tufts and also Wheaton College [in Mass.], which, still to this day, because of that inaugural trip, impresses me. I am grateful that he let me, at what now seems an impossibly young age, dive into the project and take the responsibility as well as the risk. But this is just one of the things that makes Steve such a great and significant Headmaster: he encouraged and personally mentored more young professionals to take on leadership roles in schools across the country than any other head of school of his generation. He was a tough critic and held you accountable at all times, but, in also allowing you to be creative, he shared ownership and made you feel that you could, maybe, someday, well, become a headmaster yourself. Thanks, Steve!

*—Keith W. Frome, Former Assistant Headmaster/Head of Upper School at Browning; Current Co-Founder & CEO, College Summit*



## PEER LEADERSHIP PROGRAM

Headmaster Clement has been a great believer in the value of developing leadership opportunities for our boys, and the Peer Leadership program has been one of the most valuable. Browning did not always have such a program; in fact most of our peer schools, like Browning, only started such programs about 15 years ago. For most of the schools, this type of offering serves multiple purposes. Ours allows older boys to mentor younger boys in-house on a regular basis, then travel to Frost Valley YMCA to work on a bigger stage with the 10th grade students of the single-sex Interscholar schools during the annual (often chilly!) January three-day trip.

Our program has always had Steve's support, and I know he values the strong reputation our boys have earned as they work among students from the other schools. For many years I have worked with all the peer leaders from Browning, Brearley, Chapin, Collegiate, Nightingale and Spence, helping

them get to know each other, form plans, and reflect on their discussions with the 10th graders. Our boys consistently do a terrific job, leading within this group of leaders and making us proud. He believes in the Peer Leadership program and in the larger goal of helping all our boys find their own ways to lead. This belief is a gift Steve has given every Browning boy.

*–Sam Keamy, Dean of Students/Science Department Chair*



## MIDDLE SCHOOL MATH-SCIENCE NIGHT

The projects created for Browning's annual Middle School Math-Science Night are an excellent learning tool. They provide an opportunity for the boys to synthesize and apply what they have learned in mathematics and science, as well as develop a deeper understanding of how the two disciplines intertwine. Since the boys develop their own experiments, the projects also have personal relevance for them – a crucial element in boys learning effectively.

Recognizing the diversity of learners at Browning and that there are other valid assessment vehicles for boys to highlight their individual talents, Headmaster Clement has fully embraced the Middle School

projects. He truly enjoys listening to and viewing the boys' work, and the boys are equally proud to present their efforts and discoveries to him. The experience is profound for them.

The night the boys present their projects is a Browning community affair. The entire Middle School, parents, faculty and Steve come together to make this a special school event and annual highlight. Younger boys view the projects of their older peers and ask probative questions, developing ideas for future projects and enhancing their appreciation of science and mathematics. In addition to the Math and Science departments, the entire academic community contributes to the projects through the specific subject content whether it is the Art department and Mr. Katz helping with layout and visual presentation or the librarians teaching Media Literacy and how to cite sources. It is a true team effort.

*–Michael Klein, Mathematics Department Chair*

## MIDDLE SCHOOL SHAKESPEARE PLAY

We wanted to create a unique and appropriate experience for Middle School boys that enabled their time at Browning to be more meaningful. By working with the Hewitt School, we provided the boys with a great opportunity to perform a drama in a co-ed setting (outside Interschool at the time).

We decided to produce a Shakespeare play, using language appropriate to Middle School students. Essentially we wanted this theatrical production to be an educational, social, "team" experience, similar to a team sport.

The play was presented on the Tuesday night before Thanksgiving with the intention that the entire community be able to enjoy it. A dinner was held at Browning, hosted by a faculty member who lived in an apartment above the School, on the night of the play for all those who planned to attend. It was a very nice event that we all dressed up for.





Faculty and parents were invited, so it was really something to be excited about.

What was most amazing was that the play was not rehearsed until the weekend before, since we couldn't have access to the gym until then. We wanted this production to be something that everyone could be a part of, with starring roles as well as bit parts available to those who could only devote their time once a week.

The camaraderie, collaboration and cooperation were so powerful during those two days of rehearsal. New friends were established and old friendships strengthened. The entire community was involved on some level, whether it be helping with the stage and lighting, or creating T-shirts and buttons to promote the play, and so on.

On Monday night, the day before the play, we had our only dress rehearsal. I recall turning to fellow faculty member Paula Cohen and exchanging words to the effect that the play was "all theirs now."

I'm pleased that the tradition of the Middle School Shakespeare play continues at Browning, thanks to Headmaster Clement. I had a wonderful experience working with Steve, and I enjoyed my recent return to Browning just last year. It was important to me that I visit with him as he "brings down the curtain" on his time at the School.

*—William Moseley, Former Assistant Headmaster/Head of Middle School/Director of College Guidance at Browning; Current Head of School at St. Margaret's Episcopal School*

## TECHNOLOGY AT THE FOREFRONT

Headmaster Clement has supported technology significantly since I began here at Browning 13 years ago. Walking around the School today you will notice shiny new SMART Boards, sound systems, iPads and laptops. Less obvious support comes from the approval of infrastructure updates and faculty/staff additions to the Technology Department. We now offer a K-12 computer science curriculum, which is a very unique and special program even among our peers.

Steve has a very special ability to fast-track great ideas to make them happen. So often institutions "slow down" innovation by requiring a vast approval process. With technology, a long approval process can cause a project to not happen for another year, which sometimes renders the project obsolete. For instance, he has fast-tracked the Blended Learning Cohort and the fourth grade Chromebook pilot project just within the last year. There is a common pattern here, in that Steve likes to approve small pilot programs to see if the idea is successful and then scale the ideas that work and cut the ideas that don't work. This management style is something startups in Silicon Alley should take note of!

Steve originated the "Tech Moments" that occur on a regular basis during our weekly faculty



meetings, as he really enjoyed learning and sharing how teachers were applying technology in their classroom. He asked that with the help of the technology department, our faculty present brief (five minutes or less) tips on how to integrate technology in their classroom. These tips have proved a popular part of our meetings, as often they are adaptable to various subject matter and course work.

*–Aaron Grill, Director of Technology*

## PEER TUTOR PROGRAM

Confucius says: I hear and I forget. I see and I remember. I do and I understand. I'd like to rephrase the last sentence: I teach and I understand. It was this thought that inspired the creation of the Peer Tutoring Program.

There is nothing so enlightening as discovering new meaning from teaching something we think we already know. Teaching not only strengthens our own awareness as we help others learn, it also helps us develop empathy and kindness. These were the goals for the Peer Tutors when we established the program in 2007. At the same time, our goal for the Tutees (as we began to call them) was to provide them with the opportunity to learn from another student, someone who had walked in their shoes and would not judge them.

The Peer Tutoring Program was also a way to enhance a sense of community. It brought boys together – Tutors with their Tutees as well as with other Tutors. Our weekly, early morning Peer

Tutor meetings allowed the boys to express their challenges, brainstorm solutions, and share their successes in a supportive and non-judgmental setting. The program enabled the Tutors to bond not only with each other but also with those they were helping. Usually, Tutees were younger students who could look up to their Peer Tutors as role models. But often they were classmates. And occasionally, a Tutor of one boy was actually the Tutee of another. What a wonderful way to develop compassion, respect and the understanding of differences!

Tutors met with their Tutees in the mornings before school began and during free times in the school day. I was always impressed by the dedication of those volunteering in the program, arriving early and giving up their free time to work with others. I am thrilled that Kristen Sheppard has continued and expanded this program, which I believe reflects the essence of the Browning tradition. In the best sense of the word, Peer Tutors were and are true Browning gentlemen.

*–Emily Boland, Former Learning Specialist*



## FINAL THOUGHTS

*Michael Zuppone '16, co-editor-in-chief of the student newspaper, interviewed Headmaster Clement for an article in the Browning Grytte. The two spoke of Mr. Clement's achievements, particularly those he is proudest of, as well as what he most enjoyed as Browning's Headmaster. An excerpt follows:*



I'm proud that I've been here for 28 years. That is an accomplishment in itself. It is certainly not the longest tenure, and I am aware that it is eight years shorter than Mr. Cook's. But 28 years has a good

ring! I am very proud of what we – Trustees, parents and especially faculty – have put together. I think there have been so many opportunities for communities to arise. I love being a part of it. I love getting these communities together, and I've loved working with these elements to have a vision.

I am so proud that the School is rebuilt now; that's a major accomplishment. It was accomplished without missing a day of school and completely transformed our facility over the span of five different school years. I'm very proud that I have been able to work with people to raise the money to make it happen. It's really expensive doing business in New York, but we have raised the money. We have money in the bank; we have reserves.

I've worked with a great group of Trustees and have been fortunate in terms of the leaders that I've had. In 28 years, I've had only four Board Presidents. I think the continuity, especially with Mr. Chanos as President for 15 years, has been a wonderful gift. The fact that he and I were partners for that long really added stability

to the community, and that was a very valuable experience.

I've loved working with the boys, some for 13 years, some for four and others somewhere in between. As our Alumni Association has become stronger, I can really see how the School has meant a lot to the boys who have gone through there. [Note: In the November 2015 Grytte, Alumni Association President Michael P. Beys '89 said, "Dr. Clement's time at Browning has made the last 28 years a golden era."]

The best partnership is the faculty. I've hired almost everybody in the School. And I always use the image that we're all on the same train. It doesn't mean we think alike, but we all believe in single-sex education. We think for some boys, boys schools are the way to go. We believe in working with the whole child.

I'm so proud that the School's motto is "grytte." I don't take credit for that, as it was here before me, but I've kind of burnished that a little bit. The integration of the arts is also so special at Browning. And I have worked with a good group of administrators; I have a larger team as well, but I never want to single anyone out because so many people are so important.

I think above all, it's the life of the mind and the ability to think clearly, to set good patterns in your youth, that are going to stay with you your whole life. I'm extremely proud of the intellectual achievement and rigor of The Browning School.

*"I think above all, it's the life of the mind and the ability to think clearly, to set good patterns in your youth, that are going to stay with you your whole life."*

—HEADMASTER CLEMENT





# THROUGH

*Stephen M. Clement, III*







# THE YEARS

*Headmaster from 1988 to 2016*







## *A Night at the Met Honoring Headmaster Stephen M. Clement, III*



On the evening of April 21, nearly 900 guests attended “A Night at The Met Honoring Headmaster Stephen M. Clement, III” at The Temple of Dendur in The Sackler Wing of The Metropolitan Museum of Art. Thanks to the generosity of underwriters from The Browning School, all those in attendance – especially the guest of honor who will retire after 28 years as Headmaster at the end of June – marveled at the spectacular setting and opportunity to mark this milestone.

A shared champagne toast to Mr. Clement by former Board President/Honorary Trustee James Chanos and current Board President Samuel Weinhoff was part of

the festivities, along with tribute videos produced by Browning parent Ken Metz; a string ensemble led by Vincent Lioni, a Browning parent and violist with the Metropolitan Opera Orchestra; a musical tribute by Lower School music teacher Lucy Warner; remarks by Bodie Brizendine, head of The Spence School; a performance by the legendary Whiffenpoofs of Yale University (Mr. Clement’s alma mater); and months of detailed planning by event Chair Sharon Jacob, Trustee Deborah van Eck (both Browning parents) and Director of Institutional Advancement Jim Simon combined for a poignant and unforgettable evening.







To read Mr. Clement's remarks and Ms. Warner's lyrics, as well as view videos and additional photos online, visit [browning.edu/thankyousteve](http://browning.edu/thankyousteve).



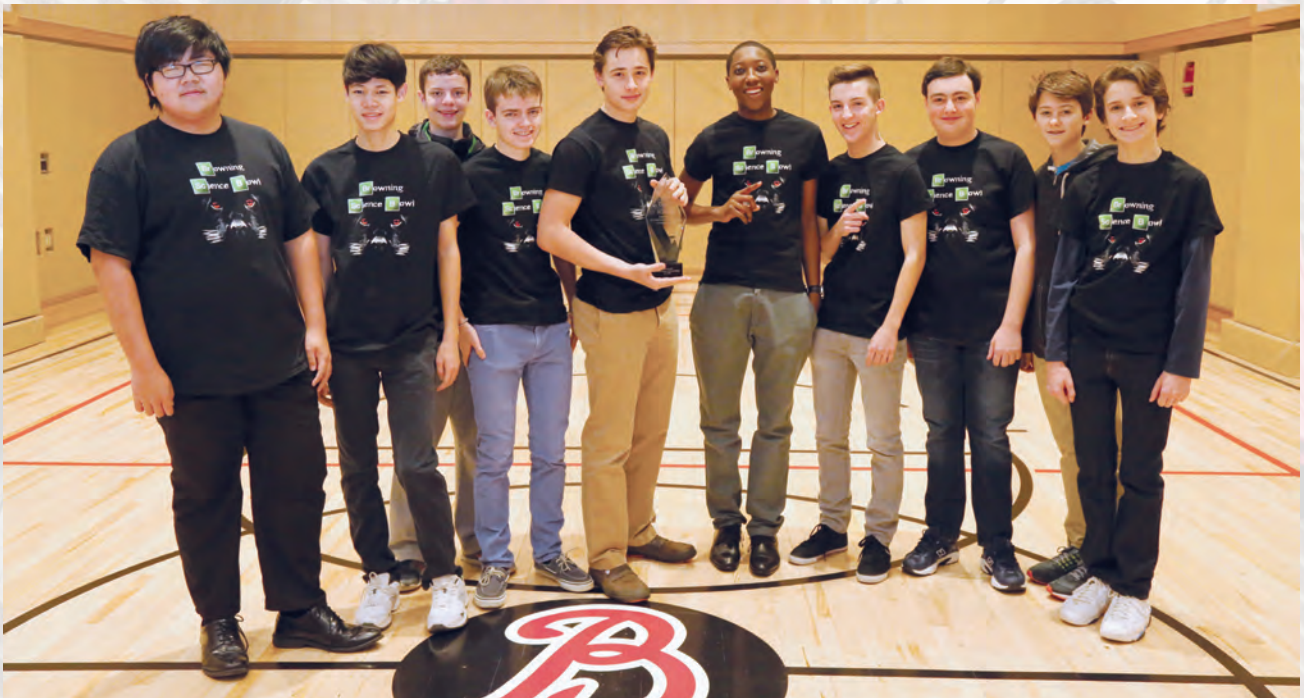


## BROWNING TEAM SWEEPS INTERSCHOOL SCIENCE BOWL

Science Department Chair and Dean of Students Sam Keany offers the following news about Browning's Science Bowl Team: I am excited to report that on November 21, the team won in convincing fashion in the Interschool Science Bowl. Competing against teams from Brearley, Chapin, Dalton, host school Spence, and Trinity, the "science Panthers" made

it to the finals with a 4-1 record in the preliminary rounds. Meeting Trinity in the finals for the third straight year, Browning immediately shot ahead with a series of correct toss-up questions (worth four points each) and follow-up bonus questions (worth 10 points each), amassing a lead that the Trinity team never challenged. The final score of the game was Browning 130, Trinity 58.

Mr. Keany extended congratulations to the Browning team composed of boys from Form III to Form VI, all of whom played in at least one match, and, of course, to their inspiring coach and science teacher Melodie Ting! He added that in a positive turn, the logistics for the tournament were completely organized by Spence's student team members, and he hopes future host school teams will follow suit.







## MOTION, MUSIC AND MORE AT NATIONAL MUSEUM OF MATHEMATICS

The third grade boys took a December trip to the National Museum of Mathematics (MoMath), billed as “the nation’s first major museum dedicated to mathematics.” The facility appeals to a kid’s sense of fun with a hands-on learning center that challenges conventional views of mathematics. Ms. Kehoe and Ms. Alterman organized the trip to enhance classroom learning based on the Singapore Math program. Director of Communications Design Jeremy Katz ’04, who accompanied the boys and teachers on their trip, offers this report:

Upon arrival, the boys were delighted to see a myriad of mathematical interactive exhibits to choose from in a huge play area on the ground floor. They queued up to ride square-wheeled tricycles that run on a cycloid terrain. As the boys rode the bikes, a museum staff member

explained that the bikes challenge the notion you can only maneuver with round/ circular wheels. Since the terrain is designed to match the contour, it allows for any shape, except triangles, to move on it.

The group of budding mathematicians flocked to the Tracks of Galileo, where they built tracks with different curves and discovered what it takes to make the fastest downhill track. They also visited the Motionscape exhibit, where they explored the relationship between position, velocity and acceleration with their own bodies.

On the second level of the museum, the boys participated in a private workshop where they learned about tessellations, geometric patterns that can continue endlessly with no overlaps or gaps. They learned how to identify tessellation occurrences in the natural world, such as a hexagon which can

be found in a beehive, as well as human-engineered patterns that can be made from familiar shapes. Working together in small groups, the boys created different patterns from shapes, including rhombuses, triangles and the outline of dinosaurs!

After completing the workshop, the boys were free to explore more interactive exhibits such as the math square, a huge computer screen built into the floor that adapts to where people are standing and how they are moving. Before leaving, the boys posed for a group picture with the Harmony of the Spheres sculpture, which is comprised of glowing orbs that, when touched, allow participants to make and “see” music. As they boarded the bus to head back to Browning, Ms. Kehoe noted that the boys exclaimed how much they loved the museum and wished to return soon.



## GROUNDBREAKING CELEBRATION OF MARTIN LUTHER KING, JR. DAY

Multicultural Club members took a three-prong approach to the Rev. Dr. Martin Luther King, Jr. assembly this year, according to faculty advisor Glenn Walker, who offers the following report: For the Lower School, the theme was empathy and treating others the way you want to be treated. The Middle and Upper School themes were empathy, compassion and microaggressions such as “the everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, that communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership” (a definition from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014). The assemblies were led by Multicultural Club members Awentirim Abaatu '16 (president), Justin James'19, Myles Robinson '19, Alex Lopez-Velasco '17, Terrell Edwards '17, Tyler Fraser '16 and Karsten Monteverde '16.

Mr. Walker noted that the presentations were not only emotional and informative but groundbreaking because of the reaction of the Browning community. Terrell Edwards’



and Karsten Monteverde’s personal stories of dealing with microaggressions kept everyone’s attention. The boys explained how they felt, the impact of the incidents, and how they dealt with the situations. Club members laid a grand foundation, which the Browning community can use to move forward. Mr. Walker thanked Betty Noel, Chris Dunham, Laurie Gruhn, Lucy Warner, James Reynolds and Sam Keany for their support of this event.

## INCOMING HEAD DR. JOHN M. BOTTI SHARES HIS THOUGHTS IN A VIDEO MESSAGE

In February, The Browning School issued a short video featuring Dr. John M. Botti, Browning’s incoming Head of School. Dr. Botti expressed his excitement about joining the Browning community and shared his enthusiasm for continuing his career in a boys school environment. You may view this video on Browning’s website at [browning.edu/johnbotti](http://browning.edu/johnbotti).

**LEADERSHIP SEARCH**  
ANNOUNCEMENTS AND UPDATES

**MEET DR. BOTTI, INCOMING HEAD OF SCHOOL**

**SEARCH COMMITTEE**

- Valda M. West P '26, '25, '24, Chair
- Michael F. Rizzo '99 P '25, '21, President, Alumni Assoc.
- Wendy M. Brooks P '14, '18, '19
- Paul A. Burke, Head of School, The Nightingale-Jordan School
- David E. Clayman P '21
- Colonel A. Gath P '19
- Ling S. Kwok P '20
- Alka K. Singh P '18, '21
- Samuel J. Woodall P '10, Ex-Officio Member

*Dr. Botti recently expressed his excitement about joining the Browning community, and shared his thoughts. Press play to watch.*



## MIDDLE SCHOOL MATH-SCIENCE NIGHT: DEMONSTRATING HOW TWO DISCIPLINES INTERTWINE

Math-Science Night is an opportunity for boys in Grade Five through Form II to proudly present the projects they have been working on for many months under the guidance and structure of their math and science teachers, as well as their homeroom teachers, librarians and technology team. The boys design and execute original science projects, incorporating mathematical analysis of their data as a central component that drives their conclusions. Prior to welcoming their families on the evening of February 10, they showed their work to Headmaster Clement and faculty members who were enthusiastic and eager to understand and appreciate the boys' hard work.

From suspension bridges to sling shots, fungal growth, catapults, magnets, mold and numerous other

topics, the boys raised questions and sought answers as they saw their projects to fruition.

Chair of the Mathematics Department Michael Klein said, "These projects provide an opportunity for the boys to synthesize and apply what they have learned in mathematics and science, as well as develop a deeper understanding of how the two disciplines intertwine. Since the boys develop their own experiments, the projects also have personal relevance for them – a crucial element in boys learning effectively."

Chair of the Science Department Sam Keany added, "Many thanks to everyone in the School who helped make this night such a success. Parents were so gratified to see their sons' thoughtful work presented confidently and elegantly."



## THROUGH THE YEAR BROWNING CARRIES FORTH MISSION TO SERVE "BROADER COMMUNITY"

Since the start of the 2015 school year, Browning boys have earnestly taken to heart the School's mission statement that they be responsible "to the broader community" by lending a helping hand to a number of charitable organizations. Lower School boys led a successful initiative to benefit City Harvest, an organization that provides food to the hungry in New York City. They also participated in the annual McDonald Fun Run in Central Park, which raises money for temporary housing for children diagnosed with cancer.

Members of the Middle School Student Council organized another successful Thanksgiving Food Drive and Dress Down Day in November to benefit the New York Common Pantry. Together these efforts collected 460 pounds of food and raised \$1,298.07, an amount to buy enough food to feed 37 families. The boys and their faculty advisors, Megan Ryan and Dan Ragsdale, are grateful to members of the Browning community for their generous support of this long-standing tradition.

Upper School Student Council members hosted a Dress Down Day in October, with boys and faculty encouraged to wear a pink apparel item in support of Susan G. Komen, a non-profit organization dedicated to "saving lives and ending breast cancer forever." The fundraiser raised a total of \$1,956.75. As part of this effort, the varsity soccer team donned pink uniforms to raise awareness while on the field. Team member Micah Bowey '17 said, "To wear a special pink jersey for a game this season was fun and a really nice touch. It was exciting to go out onto the field in spirit and promote a really good cause with the hope it will lead to other teams raising awareness as well. It is a new tradition that I am proud will continue in seasons to come."

In December, Browning's second annual Community Day benefited many local organizations. This event was a celebration of the school community and an opportunity to



take a closer look at the world outside its walls, according to Dr. Betty Noel, diversity coordinator and science teacher, who coordinated the event. The boys and faculty engaged with one another in a number of morning conversations and activities at Browning, including a shared Google Map with pins indicating the many places where the families of each group member hail from. A scavenger hunt and traditional intraschool games were also part of the agenda, followed by a community lunch. The members of Browning's food services team were pleased to play their part. Faculty members commented on the fact that the younger boys looked up to the older ones, even holding hands with them as they participated in the day's activities. The older boys were equally happy to be with the younger boys, taking their roles as models and mentors to heart. Liam Kerwin '16 documented the morning activities and produced a video that asked students and teachers what Community Day means to them.

With worldwide, national and local hunger a major focus of the day, the boys made sandwiches for the NY Common Pantry and discussed how to plan meals based on a fixed income and how to eliminate food waste in the cafeteria. In the afternoon, the boys and teachers left the School to partake in a number of community service endeavors that benefited Books Through Bars, Little Sisters





of the Assumption Family Health Services food pantry, The Church of Saint Luke in the Fields, and the Jewish Association Serving the Aging.

During a faculty meeting presentation after this event, Dr. Noel noted that in planning the day, she was inspired by the Browning Mission and Diversity statements, as well as Common Book author, Bryan Stevenson, who was a special guest speaker in October. Mr. Stevenson asked that the boys “make a difference” and embrace the concept that “proximity is key.” Community Day successfully carried forth these principles, allowing the boys the opportunity to

get closer to those within and outside the School. Indeed, to paraphrase Mr. Stevenson’s words, “As they got close to a situation, they discovered powers about themselves that they had not realized before.”

For a week in January, Lower School boys set up drop-off boxes in the Lobby to collect new and gently used coats as part of New York Cares’ annual coat drive. Their effort, which collected 37 coats, helped disadvantaged New Yorkers. Thanks to those parent volunteers who drove the coats to the New York Cares collection location.

View videos and photos at [browning.edu/communityday](http://browning.edu/communityday).



## BROWNING PARTICIPATES IN COMPUTER SCIENCE EDUCATION WEEK *School Hosts Winter Hackathon Series*

In early December Dr. Craig Nevill-Manning, director of New York Engineering at Google, Inc., and a computer scientist who founded Google's first engineering center outside of Silicon Valley, spoke to Form II through VI boys at Browning during Computer Science Education Week celebrated across the world via "Hour of Code" events. Dr. Nevill-Manning completed his doctorate in computer science at University of Waikato, New Zealand, in 1996 before moving to the U.S. for post-doctoral work at Stanford University. He was honored in 2010 by the Carnegie Institute as one of America's great immigrants.

During his talk, facilitated by Browning parent David Eun (William Eun '19), Dr. Nevill-Manning discussed various projects that Google is working on, including self-driving cars, Internet for all, and disaster relief support. He encouraged the boys to get involved with the Hour of Code via [code.org](http://code.org).

The day before this event, Browning's Director of Academic Technology Saber Khan organized a hackathon series with Columbia Prep and Riverdale 6 as part of the Agile Youth Challenge (AYC), a programming hackathon/codeathon competition for students in Grade Six through Form VI with any level of programming experience enrolled at any New York City or area school. Mr. Khan, along with Director of Technology Aaron Grill, led two teams of Browning boys in the competition. He declared, "This was

the most diverse hackathon we've ever seen!"

Mr. Khan added that AYC was founded by members of several New York City schools and grew out of the organizers' desire to blend ongoing learning experiences into the immediate and intense challenges of a hackathon/codeathon. The goal is to bring teams together in friendly competition, give them a chance

to evaluate and learn from their performance back at school, and then present another chance to compete and apply what they've learned. A second AYC hackathon took place in February led by Harvard University's computer science professor David J. Malan and his team, who led the students through different problem sets. View video and photos at [browning.edu/cs50hackathon](http://browning.edu/cs50hackathon).



## FRENCH MONUMENTS IN MINIATURE

French teacher Dominique Bernard reports on an annual class project that combines hands-on fabrication with research and language skills: Every year we continue the Browning tradition of asking that the sixth grade French students create scale models of famous French monuments and write essays recounting the history of the edifices chosen. As always, the boys creatively built and presented their excellent projects to their classmates! Chapeau les garçons for such excellent work!



---

## BOYS BENEFIT FROM ANNUAL TRIP TO FROST VALLEY

Every January the Form IV boys and Form VI Peer Leaders make the trek to the Frost Valley YMCA camp in the Catskills to engage in three days of programming with the Interschool community to discuss issues surrounding their shared identity as high schoolers and New Yorkers. Students have the opportunity to

participate in outdoor activities such as tubing, cross-country skiing and broom-ball. The boys also look forward to an Open Mic night and square dancing with students from Brearley, Chapin, Collegiate, Nightingale and Spence.

This year, the Browning boys were particularly engaged in the

workshops discussing identity and healthy relationships. They also commented that it was enlightening to meet, on very friendly terms, their peers from Collegiate and to have open discussions with girls from our sister schools.

Dean of Students and Science Department Chair Sam Keany, who accompanied the boys on the trip, remarked, "The success of the trip largely hinges on the agency of the Peer Leaders from the six schools, and this year's group was a particularly cohesive one. The Peer Leader partners conducted effective small group discussions. These chats gave our boys terrific opportunities to get to know the girls and boys from the other schools and to explore meaningful discussions about the issues they face as teenagers in the world today."

View video and photos at [browning.edu/frostvalley](http://browning.edu/frostvalley).







## MOCK TRIAL TEAM DEMONSTRATES STRONG SHOWING THROUGHOUT THE SEASON

In February the Mock Trial team presented an assembly for the Upper School student body before participating in the Mock Trial tournament of over 100 teams from all five boroughs of New York City. Browning math teacher Marcia Wallace, sponsor of the team, described the action: The Lower Gym was transformed into a spectacular court room, and 11 young men displayed their knowledge and skills as orators, lawyers and witnesses. This year's case involved the arrest of a suspected drug dealer, seeking to press charges for possession and intent to sell. Each side was represented by two lawyers, and each called three witnesses to the stand. The team has been masterfully coached for the past 11 years by Katherine Weinhoff, a former Browning parent (James '10) and current law professor at Fordham University. It was an honor to have Judge Felicia Mennin at Browning for the proceedings. Judge Mennin also has a son (Alex Barnard '17) who attends Browning. She



was first appointed to Criminal Court by Mayor Michael Bloomberg in 2008 and was designated an Acting Supreme Court Justice in 2012. Judge Mennin offered the boys many compliments for their performance and added an excellent list of suggestions to help make the team even stronger.



In the weeks to come, the team competed and won against Global Learning Collaborative, placing them in the top 32 schools from the NYC region, out of over 100 when the season began.

The Browning team's final competition, Round 4, pitted them against the Ramaz School; despite a strong "Defense," the boys came up short. Ms. Wallace summed up the final contest of Browning's Mock Trial season with this report: There were extremely tense moments for the witnesses on both sides, but I felt that our young men held their ground well, with Alex Kattan '17 receiving special mention from the judge for his performance. The fact that this particular group of young men made it to the Round of 32 far exceeded my own expectations as the year began, and Ms. Weinhoff consistently saw more and more promise in each team



member as the months passed. It is clear to me that the future of our team is extremely bright. For our one senior, Julian Orillac '16, I would have loved to have gone even further; his leadership and hard work was an undeniable part of this year's success.





## PRE-PRIMARY BOYS TAKE CLOSER LOOK AT PENGUINS

The Pre-primary boys always have fun learning about penguins. To get a closer look at “the real thing,” they took a trip to the Central Park Children’s Zoo where they saw first-hand the ways that penguins survive in Antarctic temperatures.



## BROWNING’S MODEL UN DELEGATES WIN RECOGNITION

Even in a crowd of 3,000 Model UN delegates from around the world, Browning’s determined delegation of 20 made its presence known in large and small committees and won recognition at the closing ceremonies. During four days in January at the Ivy League Model United Nations Conference (ILMUNC) in Philadelphia, Browning’s seasoned and novice participants worked hard, topping off the weekend with the annual dinner at the Imperial Inn in Chinatown.

History teacher Gerald Protheroe observed, “It was the biggest ILMUNC I have experienced since we first attended – a veritable United Nations, in fact. This was a truly global affair with schools from China, including the prestigious Shanghai High School, as well as from Canada, Venezuela, Peru, India and the Dominican Republic. Some of the Committees had as many as 250 students on them. Our delegation representing Saudi Arabia performed exceedingly well.”



## BROWNING CHESS TEAM MEMBERS EXCEL IN STATE CHAMPIONSHIP

Fifteen Browning boys traveled to Saratoga Springs to compete with over 900 chess players for top honors in the New York State Chess Championship in March. John Kennedy, chess program director, reports that trophies were awarded to the top seven teams, as well as the top 12 individuals in each category, divided by age and chess ranking. The top four scoring players from each school count as team score in the final standings.

The results for Browning boys were as follows: Third grader Joshua Ho scored 5.5 of 6 games playing in the K-5 Elementary Reserve group, finishing in a four-way tie for first place. Josh took home the fourth-place trophy on tiebreak and is the 2016 NYS co-champion.

Also competing in this field were second grader Alistair Gussman with 3/6 and third grader Santos Simpson with 2.5/5. Our boys faced fourth and fifth grade players throughout the event.

In the High School Reserve group, Michael Jozoff scored 4/6, Alexander Liptak 3.5/6, and Alexander Young 3/6 combined to take the sixth place team trophy, despite playing one player short of a complete team.

In the Junior High School Championship group, Browning's top two-ranked players, Max Beem and Hugh Chapin, scored 4/6 and 3/6, respectively, taking home the seventh-place team trophy, with two players short of a complete team.

In the K-8 Middle School Reserve group, Quinn Balber scored 3.5, Kyle Liptak 3, Aidan Puri 3, and Liam Messinger 3. This squad also faced older and more experienced competition.

In the K-1 group, first graders Dashiell Messinger scored 4/6 and Damon Penna 2/6, along with Pre-primary boy Julian Puri scoring 2/6.

Congratulations to the boys and Mr. Kennedy! At the time of this writing, the Browning chess team was looking forward to competing in the National Elementary Championship, May 6-8 in Nashville, Tenn. Go, Browning Chess!



## PILGRIM VISITOR PAINTS PICTURE OF THE PAST

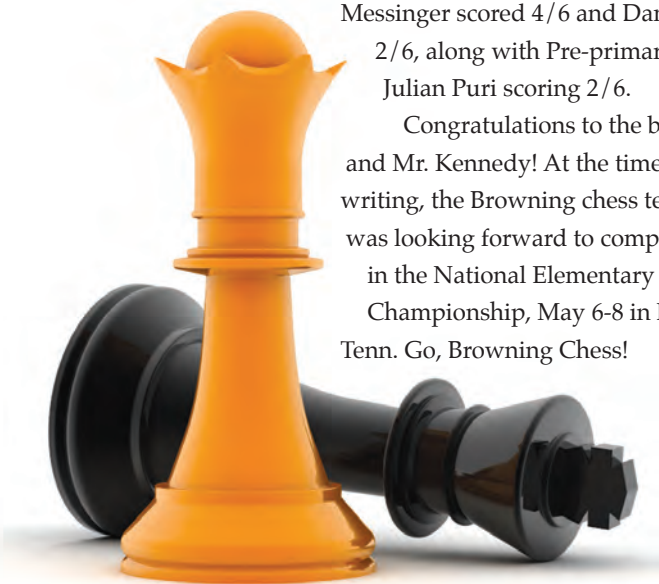
In January, third graders hosted a Plymouth Plantation museum teacher dressed in character dating to the time period of the Pilgrims' arrival in the New World. Browning teacher Susan Kehoe noted, "Currently we are engrossed in an in-depth study of the Pilgrims, so this opportunity complemented our studies quite nicely! Our visitor talked with the boys and shared a variety of objects from colonial daily life."

*Editor's Note: Please visit the Browning website to read additional school news.*

[www.browning.edu](http://www.browning.edu)

## CORRECTION

The first name of artist Stephen Savage was misspelled in the Fall-Winter 2015 Buzzer, inside back cover. We sincerely apologize for this error.



# *Reducing* THE *Carbon Footprint*



## ONE SMALL GARDEN AT A TIME

---

HERE AT THE BROWNING SCHOOL, NO SPACE IS EVER TOO SMALL WHEN IT COMES TO THE PURSUIT OF LEARNING. MEMBERS OF THE CONSERVATION BIOLOGY CLASS, TAUGHT BY SCIENCE TEACHER EMILIE WOLF, DETERMINED THAT THEIR CLASSROOM COULD DEFINITELY ACCOMMODATE AN AQUAPONICS GARDEN AS WELL AS A MORE TRADITIONAL ONE GROUNDED IN DIRT, SO TO SPEAK. PLANTED IN OCTOBER, THEIR “VEGGIE VENTURES” HAVE YIELDED A SMALL CROP OF BASIL AND LETTUCE, AIDED BY A TRIO OF EELS IN ONE CASE.





**A**ccording to Ms. Wolf, the Form V and Form VI boys' studies centered on sustainable agriculture and looking at alternatives to where their food comes from. The fact that lettuce may come to the U.S all the way from Ukraine, for instance, was pause for serious thinking! "To reduce our carbon footprint," explained Ms. Wolf, "we researched ways that New York City, an island, could produce its own food. After reading a study conducted by Columbia University, the boys learned that about 96 percent of the city's food is imported and turned over within 24 hours. Only a small percentage comes from rooftop or community gardens grown for personal consumption, though there is a Whole Foods store in Brooklyn with a rooftop garden."

The boys also looked to the past, studying Victory Gardens planted during World War II (see sidebar on page 35). According to The New York Times, an estimated 450,000 Victory Gardens existed within New York City at the height of the war. "That is a period in history when we had less carbon emissions because trucks were not transporting food; instead, it was grown locally and in people's backyards and apartment buildings," said Ms. Wolf.

---

*"To reduce our carbon footprint," explained Ms. Wolf, "we researched ways that New York City, an island, could produce its own food."*





---

*Ms. Wolf's class reached the conclusion that vertical or window farming might be an answer, as it takes up little square footage.*

---



Her class reached the conclusion that vertical or window farming might be an answer, as it takes up little square footage. For the rest of the semester, they would test out their own form of agriculture in the classroom by planting an aquaponics garden, which grows fish (aquaculture) and plants (hydroponics) together in one integrated, symbiotic system. Fish waste provides an organic food source for the growing plants, which act as natural filters for the water the fish need to survive.

In the spring, the fourth grade boys took a traditional approach and planted the very same vegetable products in soil, allowing them to compare the results of these two agricultural techniques.

Ms. Wolf noted that [our.windowfarms.org](http://our.windowfarms.org), an online open source community of window farmers around the world, served as a resource for her class in their quest to develop an edible aquaponics garden. This website

explains, "Together, we are continually getting better at growing food in the local conditions of our own homes. We are contributing to the 'green revolution' as non-experts. We call it R&D-I-Y, or Research & Develop It Yourself. We use this site to collaborate on evolving designs for these vertical hydroponic systems, proposing experiments, testing techniques and developing a shared knowledge base around the many variables involved in building and maintaining a farm inside a city apartment."

This past October, the boys visited Oko Farms, an aquaponics farm on Moore Street in Brooklyn. That experience helped put their project into context and, as Ms. Wolf said, allowed them to "see firsthand the real world application of the knowledge they gained in class." (See the Fall-Winter 2015 Buzzer, page 33, for details.)

In January, five boys in the class attended a showing of "This Changes Everything" by Naomi Klein and



## BOYS LOOK TO VICTORY GARDENS FOR INSPIRATION

Browning boys in Ms. Wolf's class are following in the footsteps of students who once contributed to the World War II effort; during the war many schools across the country and here in New York City planted Victory Gardens on their grounds and used their produce in school lunches. Browning families will relate to the fact that during the war, city dwellers with no yards planted small Victory Gardens in window boxes and watered them through their windows. Those who lived in tall apartment buildings planted rooftop gardens with the help of their fellow neighbors.

Victory Gardens were planted during World War II to not only help prevent a food shortage but to help ensure that supplies of gasoline would be used for the war effort (fuel for trains and trucks transporting soldiers, vehicles and weapons), rather than for

hauling food long distances for civilian consumption. By 1944 Victory Gardens were responsible for producing 40 percent of all vegetables grown in America; collectively, these gardens grew more than one million tons of vegetables.

Incidentally, Victory Gardens brought Swiss chard and kohlrabi to the American dinner

table because they were easy to grow. Many common types of vegetables were grown as well, including tomatoes, carrots, lettuce, beets and peas. Moreover, excess food grown in Victory Gardens was canned and used during the winter months to help supplement food supplies.



These archival photos depict the popularity of Victory Gardens in New York City during World War II. The image on left shows Bryant Park and The New York Public Library, while St. Gabriel's Park (now known as St. Vartan Park) and the Chrysler Building appear in the image on right.

participated in the post-screening discussion. Ms. Wolf said, "We read the book throughout the semester, so this was a great way to wrap it up. All the work the boys put into reading reports paid off, as they knew all about what was being presented, which allowed for a much deeper reflection on the subject."

The Forms V and VI boys have since moved on from their one-semester course with Ms. Wolf and relied on the fourth and sixth grade boys to monitor, change the water and generally tend to their gardens.



*As reported by Melanie McMahon*

We hope the Browning boys inspire you to reduce your own carbon footprint. Fun fact: According to a 1938 Time magazine article, one of the first commercial uses of hydroponics occurred that year when tanks of mineralized water were used to grow beans, tomatoes and vegetables on tiny Wake Island, a small piece of land in the Pacific Ocean. As it happens, Pan-Am Airlines used this island as a refueling stop and, consequently, the food grown there was used successfully to feed the airline's staff and crew.





“Waste not, want not” has been the prevailing mindset for Browning boys this school year, as “Wasteless Wednesdays” were implemented to raise awareness of the amount of food wasted in the cafeteria. Over the course of eight lunch periods, for example, the Browning Green Team collected 45.8 kg. (100.8 lbs.) of food waste, which is equal to the mass of a sixth grade boy! This effort alerted members of the Browning community to the fact they should eat their fill but try their best to avoid taking more food than they can eat. Already a fifth grader has decided he will eat his bread crusts, while many of the second graders continue to motivate one another to finish the food on their plates.

Even before this initiative by the Green Team was put in place, boys in Grades Two through Four collected, weighed and measured their solid food waste in the dining hall, according to librarian Susan Levine, a committee member for the School’s annual Community Day (see related story in The Local Buzz) which seeks to broaden the boys’ consciousness of the world beyond Browning. This collection created awareness of how much food is put on plates and not eaten.

Already a fifth grader has decided he will eat his bread crusts, while many of the second graders continue to motivate one other to finish the food on their plates.



Collecting and weighing food waste creates awareness and teaches Browning boys to consider the consequences of taking more than they can eat.



Guest speaker Rhonda Keyser of Cafeteria Culture captured the boys' attention at a Lower School Assembly as she described the process of recycling, composting and sorting waste in order to decrease harmful effects on the earth.



Ms. Keyser emphasized that the movement to eliminate wasted food in schools is led by students and was pleased that the boys of Browning are already doing their part.

Ms. Levine noted, "It was a great hands-on way to begin this important conversation with our younger boys." Headmaster Clement congratulated the second and fourth graders on their efforts and enthusiasm to make the world a better place. The fourth grade boys, in fact, continue to graph the data in their notebook after every Wasteless Wednesday.

The Lower School boys further broadened their knowledge of food waste and its ramifications when Rhonda Keyser of Cafeteria Culture spoke to them at an assembly about the importance of decreasing waste in the School's cafeteria.

Originally founded in 2009 as Styrofoam Out of Schools by a group of concerned parents and educators, this particular group partnered with New York City's Department of Education School Food and Parsons The New School to eliminate the 860,000 toxic and polluting Styrofoam lunch trays used in school cafeterias every day.

Ms. Keyser explained how wasted food must be hauled to incinerators, creating air pollution as it is transported by truck and even more harm to the environment once it is burned in incinerators. The boys listened attentively as she described the





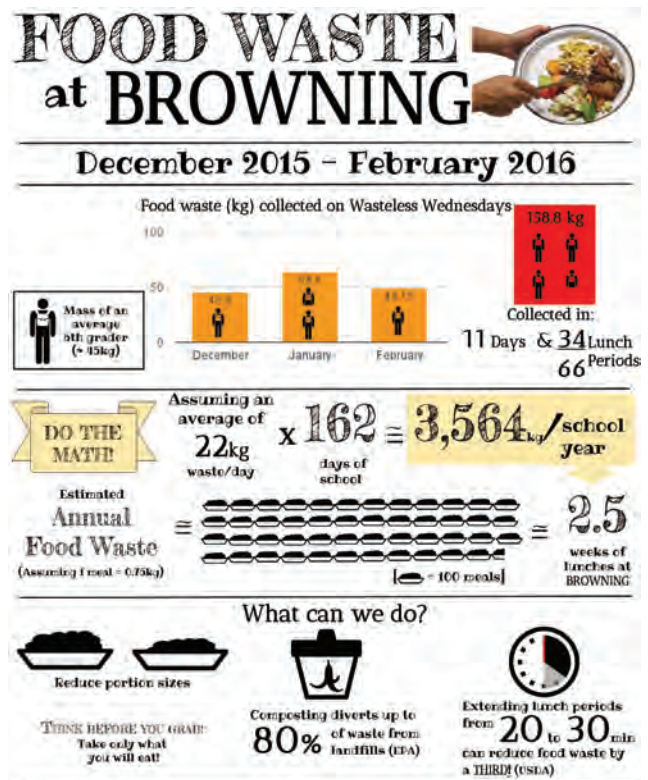
## SAFETY & SUPPORT ARE HALLMARKS OF FOOD SERVICE TEAM

Besides offering a pleasant, art-filled venue to the Browning community for enjoying a delicious meal and catching up with peers, the cafeteria has a fine reputation in another area as well. Our dining services team received a Certificate of Excellence from Cater to You, the School's food service provider, for food safety. Congratulations! We also thank these team members for their friendliness and willingness to support special events, such as Community Day, throughout the course of the year.

The chart at right shows how Wasteless Wednesdays resulted in consciousness raising at The Browning School, as the boys realized the extent to which food waste negatively affects the environment. After three months of collecting food waste one day a week in the cafeteria, the boys determined the importance of downsizing their food portions, taking only what they can realistically eat. Composting to divert waste from landfills and considering a 10-minute extension of lunch periods are two ways to "change the world!"

process of recycling, composting and sorting waste in order to decrease harmful effects on the earth. Throughout her lively presentation, Ms. Keyser emphasized that the movement to eliminate wasted food in schools is led by students and was pleased that the boys of Browning are already doing their part. A group of Browning parents later spearheaded a Dress Down Day at Browning that raised \$383 to benefit Cafeteria Culture.

The program concluded with a rousing song by the boys, led by Ms. Keyser, reiterating what can be achieved when we all do our share to eliminate wasted food. For more information on Cafeteria Culture, visit their website at [cafeteriaculture.org](http://cafeteriaculture.org). —Melanie McMahon



EACH YEAR THE PARENTS ASSOCIATION AWARDS stipends to faculty members who apply for specific projects, such as summer travel, research or study. Each recipient writes an article for the Buzzer about his or her project; two faculty are featured in this issue.

## Living the Latin Language



John Young

Once again, the Parents Association's summer stipend program has been truly transformative for me *and* my teaching. For a month this summer I sojourned in and around D.C. to attend a number of different programs. Not long after Browning's graduation ceremony, I traveled to the University of Maryland to attend an Oral Proficiency Interview (OPI) training workshop offered by the American Council on the Teaching of Foreign Languages (ACTFL). The OPI is an assessment used around the globe to rate a speaker's command of any language. As no official Latin language OPI yet exists, I was trained in the administration of the OPI in English. The assessment skills imparted there illuminated the process of acquiring a foreign language and the progress language learners must make as they move toward fuller acquisition. This knowledge continues to shape my curricula. I am also lobbying ACTFL to create an official OPI for Latin, in the hope that recognition by such an institution would promote the propagation of Latin studies as a language to be actively used by both students and teachers. When ACTFL finally agrees to support a Latin OPI, I should be ready to be brought on as a certified tester who is also proficient with the language.



BESIDES READING AND DISCUSSING LITERATURE FROM ANTIQUITY TO THE ENLIGHTENMENT, PARTICIPANTS WRITE AND PERFORM THEIR OWN PLAYS AND PLAY GAME-SHOW STYLE GAMES.





In early July I made my way back to Claymont Mansion in Charles Town, W.Va., where SALVI (The North American Institute for Living Latin Studies) conducts its Latin immersion programs. I was a teacher during the first week's program, *Rusticatio Tironum*, which is aimed at first-time speakers of Latin, all of whom had been studying, reading and teaching the language for many years without ever having tried to speak it, and also those Latinists returning to *Rusticatio* for a second year. I stayed on for the second week as a participant of *Rusticatio Veteranorum*, which is designed to further the proficiency of already intermediate and advanced speakers. Besides reading and discussing literature from antiquity to the Enlightenment, participants write and perform their own plays, play game-show style games, even work in the kitchen preparing meals together – in Latin. It bears repeating, having participated in SALVI immersion events every year since 2009, that the language skills and teaching techniques acquired there have done more to improve my command of Latin and my effectiveness as a teacher than any other program ever has.

On the heels of SALVI's *Rusticationes*, I booked a hotel room in Denton, Va., to participate in the annual Teaching

THE LANGUAGE SKILLS AND TEACHING TECHNIQUES ACQUIRED THERE HAVE DONE MORE TO IMPROVE MY COMMAND OF LATIN AND MY EFFECTIVENESS AS A TEACHER THAN ANY OTHER PROGRAM EVER HAS.

Proficiency through Reading and Storytelling (TPRS) convention. At last year's TPRS convention there was only one Latin teacher in attendance; this year there were 46. The use of modern language techniques in the Latin classroom is clearing catching on. TPRS is a method that, aligned with the latest language acquisition research, relies on repetitive, comprehensible input in the target language delivered through the telling of short, compelling stories. There I was able to attend numerous workshops led by TPRS leaders, see experts in action, practice newly acquired skills, learn from other language teachers' experiences, and even pick up a little Mandarin, Romanian and Japanese.

–By John Young, Chair, Department of Classics

## Paris: City of Light, Math and Science



Paris is a city of mathematicians and scientists; there are 150 streets bearing mathematicians' names. I was lucky to have photographed many of these last summer, thanks to the generosity of the Parents Association. Descartes (1596-1650) is probably the most well known because of his famous coordinate

system. According to the myth he was often sick, so the teachers in his boarding school let him stay in bed until noon. While in bed, Descartes thought about math and philosophy. One day he noticed a fly crawling around on the ceiling. He wanted to know how to tell someone else where the fly was. He realized that he could describe the position of the fly by its distance from the walls of the room. When he got out of bed he tried describing the position of points. He had invented the coordinate plane, which we call the Cartesian plane.

Besides walking by rue Descartes, I saw rue Lagrange, Laplace, Leibniz, Marie Curie and others whose names are mentioned in math or science classes. I spent a morning in the historic Montmartre Cemetery where I found the gravestones of the physicist and namesake of electrical unit

**I FOUND THE GRAVESTONES OF THE PHYSICIST AND NAMESAKE OF ELECTRICAL UNIT AMPERE, COMPOSERS BERLIOZ AND OFFENBACH, PAINTER DEGAS, AND SCIENTIST FOUCAULT.**



Ampere, composers Berlioz and Offenbach, painter Degas, and scientist Foucault.

This was not my first time climbing to the top of the Eiffel Tower, but I never paid attention to the 72 names on it before. Gustave Eiffel chose this "invocation of science" because of his concern over the protest against his tower. The letters were originally painted in gold and are about 24 inches high. The engravings are on the sides of the tower under the first balcony. Besides Poncelet, Lagrange, Laplace, Ampere, Cauchy, Coulomb, Foucault and Fourier, there are many chemists, engineers, physicists and other scientists who have dedications therein. Unfortunately Foucault's pendulum, the simple device conceived as an experiment to demonstrate the rotation of the Earth, was not on display in the Pantheon because of the ongoing repair work to the building.

I took the train to the "City of Science and Industry" that occupies the site of a former slaughterhouse on the





**THE FIRST ELEVATED PARK IN THE WORLD,  
THE "PROMENADE PLANTÉE" REMINDED  
ME OF NEW YORK'S HIGH LINE.**

outskirts of Paris. The mathematics section, as well as the interactive areas in the super modern building, are definitely worth visiting.

The highlight of my visit was definitely the famous circular Pi Room in the Palais de la Découverte (Discovery Palace), which is in the west wing of the wonderful Grand Palace. The winner of the 1926 Nobel Prize for Physics, Jean Baptise Perrin, created the museum in 1937. The museum contains permanent exhibits for mathematics, physics, astronomy, chemistry, geology and biology. A small Foucault pendulum was working here. On its wall are inscribed 707 digits of the number  $\pi$ , based on the

calculation of William Shanks, an English mathematician, in 1853. In 1946 an error was detected in the 528th digit and was corrected in 1949. On the walls are many applications of the number, including algebraic and geometric proofs, as well as the names of famous mathematicians.

The first elevated park in the world, the "Promenade Plantée" reminded me of New York's High Line. The park was constructed on a 19th century

railway viaduct and stretches 2.9 miles long. So many things to do in Paris! Next time I certainly would like to take the boat tour of the St. Martin canal. Ordered by Napoleon I in 1802 to create a waterway for supplying Paris with fresh water, the canal supported a growing population and helped avoid diseases such as cholera. I visited one of the swing bridges; it was very exciting to see how the locks work and how the water lifted up the boat.

Besides visiting math and science related places, I couldn't miss seeing the Musée de l'Orangerie, one of my favorites in Paris. Claude Monet's "Water Lilies," painted in his garden, is displayed precisely here in the twin oval rooms.

I am happy to decorate the walls of Room 202 with my photos of this trip. I appreciate the help from the Parents Association that enabled this wonderful travel experience.

*—By Judit Resika, Mathematics Teacher*





PLANTING SEEDS OF WISDOM  
FOR OUR FUTURE



# TREE OF KNOWLEDGE

THE BROWNING SCHOOL PARENTS ASSOCIATION BENEFIT



The Parents Association held its annual Benefit on March 11 at Gotham Hall, originally constructed in 1922-24 as The Greenwich Savings Bank building. Architect Philip Sawyer included ancient Roman prototypes in his grand design, with inscriptions and personifications of Minerva (wisdom) and Mercury (commerce) in the bronze tellers' screen. Coincidentally, wisdom and commerce aptly conveyed the theme and intent of this year's fundraising event, "Tree of Knowledge."

In her welcoming remarks, Lisa Orange Elson, president of the Parents Association, said, "Tonight we come together in our own enchanted forest. Our theme, 'Tree of Knowledge' was created by our Benefit Committee. They decided on this theme because it symbolizes the seeds of wisdom that Headmaster Stephen M. Clement, III planted for the future of Browning. Those seeds have established deep roots, and now the School is ready to take

that knowledge and continue to grow and blossom. Although we look toward the future, we also recognize the past. After 28 years of leadership as an exceptionally innovative and inspiring Headmaster, Mr. Clement is here tonight enjoying his last PA Benefit at Browning."

Ms. Elson added, "All the proceeds from the evening will be used to expand the minds of our teachers and boys by providing exciting resources and opportunities. These include the unique Faculty Stipend program, the inspiring arts program, blended learning program and our award-winning chess, hockey and athletics programs. Funds raised this evening will also contribute to important aspects of the Browning community that make our School special, including financial assistance and other programs that enhance our teachers' and boys' daily experiences. As Bob Marley said, 'In this bright future, you can't forget your past.' So tonight we celebrate our rich, colorful history and embrace the bright, bright future of The Browning School!"

## BENEFIT CHAIRS

Lisa Orange Elson  
Nazmi Oztanir  
Clare Waugh-Bacchus

## BENEFIT COMMITTEE

Christine Callahan	Matt Kinsey
Myra Ferreri	Veronique Mazard
Kathleen Glaymon	Ken Metz
Susan Grimblas	Aimee Smith
Paige Hardy	Carmen Taton
Atoussa Haskin	Erika Taveras
Agnes Kelly	Sheridan Vichie











# Your *partnership* creates great *leadership*.



The Browning School was founded 128 years ago by a teacher who had a passion for boys' education and academic excellence. This passion continues to thrive today, thanks to the generosity from our partners – Browning parents, alumni, faculty and friends who recognize that their Annual Fund support is a meaningful investment in our current and future leaders.

Become a Browning partner today at [www.browning.edu/giving](http://www.browning.edu/giving)



## SECOND GRADERS VISIT HISTORIC APOLLO THEATER

As part of their study of the history of New York and Black History Month, the second grade boys traveled to Harlem to visit the Apollo Theater in February. This landmark music hall rose to prominence during the end of the Harlem Renaissance years, when black entertainment (poetry, music, etc.) was becoming popular in the neighborhood. The Apollo has launched the careers of music legends such as Ella Fitzgerald, who made her singing debut at 17 at the Apollo, November 21, 1934.

While the Apollo is notable as a springboard for African-American entertainment, the boys learned that this was not always the case. Complementing their studies of the Dutch settlers in New York when it was known as New Amsterdam, the boys learned how Harlem was a white Dutch neighborhood when the Apollo debuted in 1934 as a whites-only venue. (Even "Harlem" is a Dutch word.) Acts of all races and musical genres have graced the stage since.

The second graders were given a tour by resident historian Billy Mitchell a.k.a. "Mr. Apollo," who began working at the legendary stage as a 15-year-old gofer in 1965. He noted that the theater is named after the Greek god of sun and music. Over the decades he has seen and heard such celebrities as the Temptations, Michael Jackson, Stevie Wonder and James Brown. Mitchell struck up a lifelong friendship with Brown, the "Godfather of



Soul," who paid for his college education. Mr. Apollo was impressed with the Browning boys' breadth of historical knowledge while he made references to events and people of yesteryear during his stories. He urged our boys, "Don't be afraid to raise your hand in class and ask [your] wonderful educators to explain something to you!"

After he finished telling the history of the theater, Mr. Apollo gave our boys the opportunity to perform on the legendary stage. Before they performed they were told to rub the "Tree of Hope" stump on stage, the Apollo's perennial talisman for good luck. The boys told knock-knock jokes, performed impressions and even the latest dance trends, the whip and the nae nae. After rousing applause from the other visiting school groups in the theater, the Browning boys traveled backstage where they were shown the wall of signatures and dressing rooms of all the performers who have visited there.



## LOWER SCHOOL MUSIC RECITALS

Lower School music teacher Lucy Warner reports that in January and March, three recital assemblies featured Lower School boys playing instrumental pieces on piano, guitar, violin and cello, with selections ranging from Bach to Eric Clapton. Headmaster Clement praised the young Browning musicians for their talent and courage to perform in front of such a large audience.





## SIXTH GRADE BOYS VIEW PHILIPPINE GOLD AT ASIA SOCIETY

In December, the sixth grade boys, along with teachers Mary Bosworth and Zack Davis, walked up Park Avenue to the Asia Society where they viewed “Philippine Gold: Treasures of Forgotten Kingdoms.” Ms. Bosworth explained, “This wonderful exhibit tied in with our study of archeology. We are grateful to Nga Nguyen, a Browning parent (Khai Shulman ’22) who works at the Asia Society and is from Vietnam, for offering to speak to the boys during our tour. Afterward, she gave us all a Chinese coin and chocolate truffle wrapped in gold paper as a remembrance of our visit.”

Mr. Davis, who teaches art, advised the boys to take careful note of the ornate structure of the works on view, including the patterns and details, in preparation for the coil vessels they would be creating in class.

This special exhibit was organized in conjunction with the Ayala Museum, located in the Philippines, and features exquisite gold jewelry, including necklaces, pendants, bracelets and earrings, as well as gold bowls and dishes. Because many of the 120 treasures in this exhibit are so finely detailed, the boys used magnifying glasses to gain a closer look at the incredible work involved in fabricating these pieces.

During their docent-led tour, the boys learned that these works were created by the societies who dwelled in

the Philippines; though little else is known about them, they were incredibly talented goldsmiths. The Asia Society noted that these objects highlight “the wealth of the golden age of Butuan, a polity on the southern Philippine Island of Mindanao that rose to commercial prominence in the 10th century and declined in the 13th century.” The boys were told that in 1981, a heavy machinery operator working on an irrigation project accidentally unearthed a collection of gold objects (many of which are in this exhibit) near present-day Butuan City. To put a timeline to all of this, the boys learned that Ferdinand Magellan did not reach the archipelago now called the Philippines until 1521. When the Spanish finally did land, they found natives adorned in jewelry and other regalia made of gold, which was always plentiful in the Philippines. (Today, in fact, this country is believed to possess the world’s second richest gold deposits.)

The Browning boys and teachers also viewed a manuscript from 1590 called “The Boxer Codex,” which includes illustrations of indigenous people wearing colorful clothing and incredible gold adornments. They discussed a large-scale chromogenic print, “Follow Him,” by Wang Qingsong; created in 1966, this work is meant to criticize the present education system in China that stresses the importance of results over true knowledge.





## BROWNING ARTISTS... AND ALL THAT JAZZ!

The collaborative jazz-inspired paintings created this school year and on display in the Cafeteria were unveiled in January to Browning boys at all division levels by Art Department Chair Nik Vlahos and art teacher Zack Davis. Both commented on the wonderful support by Headmaster Clement of art in the Browning curriculum. See Art in Focus on the inside front cover of this issue. View video and photos at [browning.edu/mellowpad](http://browning.edu/mellowpad).

## FRENCH STUDENTS EXCEL AT THEATER FESTIVAL

In January Browning's Form II French students participated in the annual Middle School theater festival at Lycée Français. French teacher Dominique Bernard reports: The imposing amphitheater was packed, the tension was palpable and the boys a little nervous but very motivated. Their assignment was to present a

short performance of five to seven minutes based on this year's theme, "Disgust and Desire." The quality of all the plays was remarkable and perhaps even better than in the past. Well-assisted by his talented peers, a Form II Browning boy was awarded the "best non-French speaking male actor trophy." Browning also won a

"Coup de Coeur" (difficult to translate in English, but it means "loving something impulsively") for Humor. This was a superb achievement indeed! The festival was, as it is every year, an enjoyable and engaging activity. The numerous Browning parents who attended the event had every reason to be proud of their children!





## MUSICIANS FROM METROPOLITAN OPERA ORCHESTRA PERFORM AT BROWNING

Once again Browning parent Vincent Lioni, violist with the Metropolitan Opera Orchestra, returned in February for the ninth time to present a concert with an ensemble of fellow orchestra members during a Lower School assembly. Mr. Lioni is pictured at right with his son, Nicholas '19.

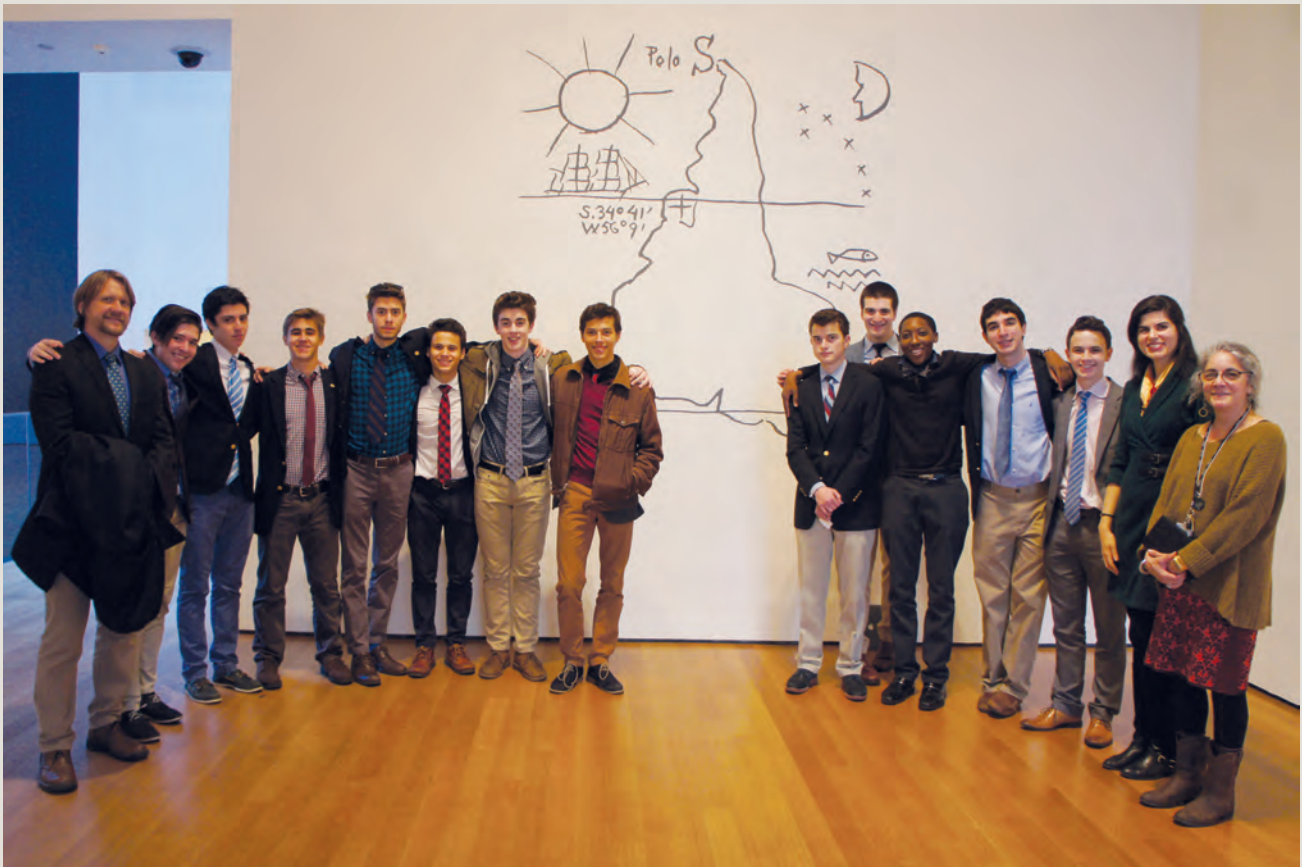
The audience of over 170 boys was enthralled with the music, which featured works by composers they have studied in music class, including Haydn, Schubert, Beethoven and Dvorak. The boys were especially pleased to hear an excerpt from Haydn's "Surprise Symphony."

The six-piece ensemble featured viola, violin, cello, double bass, flute and piano. In addition to presenting the music, each performer gave a short talk describing how he had first become involved in playing his instrument and how important it was to practice. Cellist David Calhoun remarked, "The great cello player Pablo Casals said at the age of 92 that he still practiced, because he felt he could always get better!"

Lucy Warner, Lower School music teacher, arranged for the performance again this year. She commented, "This is an amazing musical opportunity which always inspires the boys and provides an enriching, festive way to start the day!"







## SPANISH STUDENTS EXPLORE LATIN AMERICAN AND SPANISH ARTISTS AT MOMA

Forms V and VI boys in Spanish IV and Conversational Spanish enjoyed a December field trip to the Museum of Modern Art (MoMA) along with Spanish teacher Elizabeth Suárez and art teacher-chaperone Zack Davis. In a most impressive display of their mastery of the language, the boys conversed entirely in Spanish with Ms. Suárez and Mr. Davis while walking from Browning to the museum and browsing in the MoMA bookstore before their tour.

This field trip augmented their unit on Latin American and Spanish painters, including Joaquín Torres-García, Pablo Picasso, Joan Miró and Salvador Dalí. Upon their arrival, the boys and teachers were given a tour by a docent who spoke only in Spanish; Ms. Suárez had specifically requested beforehand that the boys explore the artworks with one of MoMA's three Spanish-speaking

guides. Among the fantastic art viewed that day were two special exhibits, "Picasso Sculpture" and "Joaquín Torres-García: The Arcadian Modern." The former is described by MoMA as "a sweeping survey of Pablo Picasso's innovative and influential work in three dimensions; the first such museum exhibition in the United States in nearly half a century," while the latter is billed as "a major retrospective of [Uruguayan artist Torres-García featuring] works ranging from the late 19th century to the 1940s, including drawings, paintings, objects, sculptures, and original artist notebooks and rare publications." The boys also appreciated wonderful works by Miró and Dalí, including "The Persistence of Memory."

Ms. Suárez explained, "Through different types of exercises, the boys have studied these artists. Spanish Conversation students have given

presentations on selected articles related to art, as well as their favorite artists. They have also completed listening comprehension exercises featuring interviews on this topic. In fact, one Form VI boy was excited to find by chance a gallery exhibiting Torres-García's works during Thanksgiving break; he talked about it and incorporated photos of his visit in a video he created about his break. Boys in the Spanish IV class have read and analyzed lengthy, interactive articles on the artists; these texts have helped them further explore the subjunctive mood."

Ms. Suárez added that shortly after this field trip, boys in Spanish IV wrote summaries of their visit and what impressed them the most. Some of those pieces will be selected for the Foreign Language magazine. She hoped the boys were inspired to return to MoMA to explore these artists in more detail.

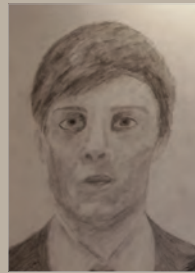
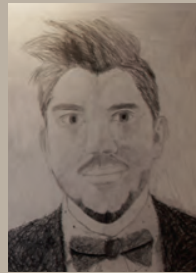
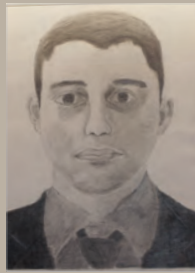


## ART SHOW 2016

Browning's Annual Art Show opened with accolades to the boys for their attention to detail, diligence and creativity. Again this year, the show was held in the Lower Gym, allowing the majority of art work to be viewed in one venue. A number of other works were exhibited in the Lobby and hallways on various floors. Parents and their sons admired the variety of art accomplished in recent months under the direction of art teachers Nik Vlahos and Zack Davis.







# Winter Wrap-up



Andrew H. West '92

Winter athletic competitions were filled with many highlights. The season started off with a great hard-fought battle between the varsity Panthers and LREI in the LREI Tip-off Tournament, in which Browning knocked the host team out of their own tournament in the

first round. After such an impressive start, the varsity team finished with a below .500 record but was playing great basketball by the end of the season and really came together.

The highlights included Will Jacob '16 becoming only the fourth player in Browning's history to score 1,000 points, as well as an amazing game in which Browning ended up losing in overtime to Loyola. After losing to them by 36 points in their first contest, this was one for the ages and showed how far the team had come. Coming off a very difficult 2015 season, the junior varsity team improved a great deal and brought home nine victories as well as some very close losses.

Forms I and II were divided into two separate teams, the Red and the Black. Both teams played a full schedule of games, allowing more playing time for all the boys. The

teams finished with a combined record of 23 wins and just four losses! Combined with the success of the JV program and improvement by the varsity, this will undoubtedly lead to a great 2017!

The fifth and the sixth grade teams found the wins hard to come by at times but not due to lack of effort. Each boy gave it his all and will be better prepared for the next level.

Another highlight was the establishment of our first true squash team. Not only did we have a full varsity team, playing three times a week, we also had a full training squad practicing and/or playing twice a week. All and all, it was a great season, and I am very confident that the Browning athletic program is headed in the right direction!

Lastly, but certainly not least, I want to thank the Parents Association for initiating the athletic pledges at their Benefit last year. That support allowed us to expand the squash program, as well as hire many expert coaches from the outside to come in and assist our in-house coaches. The entire athletic department thanks you! Now it's time to break out the bats, gloves, clubs, rackets and track shoes, as it is spring!



## JUNIOR VARSITY BASKETBALL

The season for the junior varsity Panthers was an eventful one. Through the ups and downs, the team stuck together, dealt with injuries and persevered through some dramatic games. This year's promising freshman class was the backbone of the team for much of the season. Despite their neophyte status, several members of the freshman class grew immensely throughout the season.

The Panthers finished 9-12 overall and 4-8 in league play. For the first time in a long time, the JV squad had a chance to clinch a playoff berth but were unable to beat a talented Calhoun team to earn the spot in late January. Despite the

disappointing loss, the team continued to fight and ended the season on a high note against Trinity in what may have been the highlight of the entire season.

Buoyed by the support of their fans comprised not only of the student body but also many of the faculty, the JV team made a valiant comeback at home to win the game by 11 points.

Emotions were at an all-time high in a positive way and, given the circumstances, the season could not have ended any better for the JV squad. The future is bright for Browning basketball on all levels, and we are looking forward to more success next year.

—Coach James Miller





## VARSITY BASKETBALL

The varsity basketball team had an up and down season marked by inspiring victories, outstanding team and individual efforts, and some growing pains. After reaching the LREI Tournament Championship game early in the season, the boys participated in the annual Thanksgiving Barclays game against Churchill and turned in a valiant performance.

League play wasn't as kind to the Panthers, but the team finally hit its stride late in the season. In addition to winning four of their final eight games, the Panthers competed neck and neck with two of the top teams in the league, nearly earning a post-season bid during the final week of competition. The Panthers doubled their win total from last year, showed tremendous growth as a team, and finished the season playing their best basketball. The boys have much to be



proud of and are rightly optimistic about the future. We thank our Form VI players, Will Jacob '16, Karsten Monteverde '16 and Harris Russell '16, for all of their hard work

and leadership, and we wish them all the best in the future.

—Coaches Dan Ragsdale, Michael Cohn and Matt Formato





## FORMS I/II BASKETBALL (RED)

The seventh and eighth grade Red team had a strong season, winning 13 out of 15 games (10-2 conference), and defeating the top seed in the league, Columbia Prep, on their home court. Browning led the league in defense, only allowing on average 20 points a game. The team was well known for their pressure “havoc” trapping style defense. Leading that pressure were William Bousquette '21 and Maxwell Beem '20. The Browning Big-3, comprised of William Hatfield '20, Robert Michaelson '20 and Hercules Sotos '21, were a dominant back line who valued rebounding and blocking shots. Skyler Bell '21 led the offense, and his speed and dribbling skills created lots of



scoring opportunities for him and his teammates. Skyler also led the team in points per game with just over 12 per game. Every player contributed to the success of the team, and in 10 out of 15 games, every player on the team scored at least once.

—Coaches Lauck Blake and Gerald Colds





## FORMS I/II BASKETBALL (BLACK)

With this collection of 16 young men, the phrase “The whole is greater than the sum of its parts” could not be more true. Individually this team was made up of some beginners and some boys who lacked confidence, but once they came together they were a force to be reckoned with.

With hard work and trust, this team finished the season 10-2. While it took a lot to get there, the great thing is that they arrived



together... as a TEAM! The lessons learned on the basketball court this season will be invaluable tools in each boy’s game of life. It was a pleasure taking this journey with this team, and to all Browning Panthers... Excelsior!

—Coaches Lance Williams,  
Elijah Franze and Andrew Wolf



## SQUASH

The Browning varsity squash team finished its first year with an impressive record of six wins and three losses. This stat is all the more impressive because we faced much older and experienced players.

Our varsity team is relatively young – the four oldest players are in Form IV and the other eight are in the younger grades. The age and size discrepancy largely contributed to our losses, which were

nonetheless all close matches. Most important, everyone had fun, and we look forward to a much more competitive season next year.

—Coach Roland Lafontant



### SIXTH GRADE BASKETBALL

The sixth grade team had big sneakers to fill this year, after last year's undefeated season. The team started strong, winning games that on paper they could have easily lost. The best game of the season was against a strong and big Allen Stevenson, which the Mini Panthers won by one point. Although the team finished with a 3-5 record, at no time did the boys throw in the towel; they should be proud of their commitment and their ability to stick to the task and give their all.

A special mention must go to William Rich '22, who was our top scorer for the season with 87 points from eight games and led the team by example. I look forward to watching these youngsters compete for spots on the seventh and eighth grade teams next year.

—Coach David Watson





## FIFTH GRADE BASKETBALL

The fifth grade team had a great learning experience in their first season of Browning athletics. The purpose of fifth grade basketball is to teach fundamental skills, sportsmanship and how to be a good teammate. These boys are a tight-knit group of friends who competed with class. Though the boys finished the season with only one win, they learned the fundamental skills and tactical awareness necessary to be successful at the next level.

—Coach Matthew Brown

## HOCKEY

The recent hockey season was the best recruiting year the program ever had, with 21 Pre-primary boys joining the team. Our coaches and parent volunteers worked hard to ensure that all our players received the best instruction possible and had fun during the process.

Most of the games played this year were by our Mites (first and second grades) and Mini Mites (Pre-primary). However, we were able to play some Squirt games (third and fourth grades) and two Peeewe games (fifth grade through Form II). Even though many of the older boys have moved on to more competitive teams, it is a compliment to the Browning hockey program that their love and passion for the game began here.

This year at the Lasker Cup, the Mites Select and Squirt Select teams both came in second place. At the Lasker Cup, we also hosted Mini Mite, Mite Developmental, Squirt Developmental and Peeewe teams. Although these teams did not place, the boys had a lot of fun and proudly represented their school. During the last practice of the season, we hosted our annual father, mother/son, daughter hockey game. The boys had a great time and, for the first time ever, we had some moms join in the competition.

I would like to thank all our coaches, parent volunteers and The Browning School for the success of this program. Additionally, I would like to express my gratitude and appreciation for being part of this program for the last five years.

—Coach Jose Garcia P '22, '24



## FENCING

Browning continued its long tradition of sending boys to Chapin to join other Interschool students to form an Interschool fencing team.

Our fencers, Robert Nielsen '18, Caleb Sussman '18 and Raymond Diaz '19, participated in matches against Riverdale, St. Ann's, Hackley, Horace Mann, Masters and Rye Country Day. In two league-wide weekend matches, the Interschool team finished third out of the seven competing teams.



## YOUNG ALUMNI REUNION

On Tuesday, November 24, Browning hosted the annual Young Alumni Reunion, a Thanksgiving tradition.

Young alumni from the Classes of 2007 through 2015 returned to attend the 28th Annual Thanksgiving Assembly held at Christ Church, where they were brought on stage and recognized by Headmaster Clement and Director of College Guidance Sanford Pelz '71. Each alumnus introduced himself and told the audience how long he attended Browning, as well as which college or university he went on to attend. Following the assembly, a reception for the more than 20 alumni attendees, as well as faculty and Form VI, was held in the Lower Gym. It was great to see our young alumni!



Headmaster Clement and the Browning Panther joined young alumni on stage at Christ Church during the Thanksgiving Assembly.





L to R: Mr. Klein, Adam Nebenzahl '13, Chase Donarski '15 and Mr. Dunham.



L to R: Basil Chalabi '15, Mr. Dearinger, Lorenzo Mezzatesta '15, Brian Bermeo '15 and Yvan Maslennikov '16.



L to R: Jonathan Pelz '12, Sandy Pelz '71 and Christopher Pelz '12.



L to R: Ms. Lien, Diego Lopez-Liranzo '15 and Mr. Prestigiacomo.



Harrison Fields '11 and Coach Watson.





Lower School boys looking down into the Lower Gym during the Young Alumni Reunion in November.



L to R: Jerry Liu '16, Benjamin Jacobs '13 and Adam Nebenzahl '13.



Top row (L to R): Coach Watson, Lorenzo Mezzatesta '15 and Dr. Wisniewski. Front row (L to R): Ms. Thompson, Ms. Lanigan and Lamberto De Boni '14.



Christopher Keyko '15 and Brandon Keno '16.





L to R: Ms. Resika, Diego Lopez-Liranzo '15 and Mr. Bernard.



L to R: Harrison Fields '11, Charles Davis '07 and Mr. Keany.



Ms. Warner and her son, Nicholas Warner '06.



Browning faculty, staff, young alumni and Form VI gathered for a group photo in the Lower Gym during the Young Alumni Reunion.



L to R: Brian Bermeo '15, Harry Calianese '16, Lodovico De Boni '15, Michael O'Connor '16, a friend, Lorenzo Mezzatesta '15 and Basil Chalabi '15.



L to R: Chase Donarski '13, Adam Nebenzahl '13, Farouk Oni '13 and Spencer Wolfe '13.



Basil Chalabi '15 and Mr. Dearing.



L to R: Basil Chalabi '15, Lamberto De Boni '14, Ms. Resika and Ms. Ryan.





L to R: Robert Bramble '06, Elias Trahanas '06, Robert Merrill '06 and Owen Canavan '06.



L to R: Ms. Bosworth, Teddy Altman '11, Pranay Advani '11 and Ms. Resika.



Victor Catano '94 and Headmaster Clement in the photo booth.



L to R: Courtney Will, John Moran '97 and Reja Sabet '82.



L to R: Michael Hutzler '83, Peter Orphanos '89, Freddy Sullivan '86 and John Hutzler '86.



L to R: Tricia Langton, Katherine Weinhoff, James Weinhoff '10 and Cleve Langton.

## HOLIDAY PARTY

On Friday, December 11, the Parents Association hosted Browning's annual Holiday Party at the School, and the Alumni Association was happy to be included! Hundreds of alumni, parents, trustees, faculty and friends attended for a festive evening of drinks and hors d'oeuvres. The School was transformed with outstanding artwork by Browning boys across all grades. This year's theme, "The Mellow Pad," was inspired by painters influenced by jazz. Featured artists ranged from the early 20th century to the contemporary time period and included Stuart Davis, Alma Thomas, Romare Bearden, Jackson Pollock, Elizabeth Murray and Stanley Whitney. A live jazz band played throughout the evening, and another highlight was the photo station in the lobby where guests could have their picture taken with Headmaster Clement. This event is always a favorite of the Alumni Association, and this year more than 100 alumni and their guests attended. The Alumni Association thanks the Parents Association for a great evening!



L to R: Michael Sareyani '04, Alexander Forostenko '98, Laura Lanigan, Hillary Ponzio, Michael Afshar '98, Stuart Orenstein '00 and Kieran Pickering '02.



L to R: Lorenzo Lorenzotti '82, David Callaway '82 and Ned Hurley '82.





L to R: Karen Ingrisani, Mr. Ingrisani and Justin Kingson '98.



L to R: Mr. Vlahos, Harrison Messer '12, Pranay Advani '11 and Brennan Bassman '12.



Anil Jethmal '83 and Michael Hutzler '83.



L to R: Patrick Egan '87, Sharif Tanamli '87, Suzanne Wilson and Matthew Grieco '87.



L to R: Jeremy Stovin '87, Freddy Sullivan '86 and Carol Goulian Stewart.



L to R: Peter Sotos, Juan Reyes '86 and Nik Vlahos.



David Callaway '82 and Headmaster Clement.



L to R: Godfrey Bloch '63, Marge Bloch and Richard Weaver '75.



L to R: Erick Teran '09, Christine Salinas and Emanuel Ruano '09.



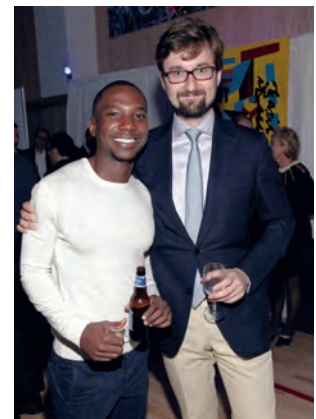
Sperry Younger '92 and Andrew West '92.



Pua Crawford and David Ritchie '71.



Graig Springer '98 and Stuart Orenstein '00.



Ishma Best '04 and Michael Sareyani '04.





Top Row (L to R): Director of Institutional Advancement Jim Simon, Steven Johnson '96, George Dafnos '99, Andrew West '92, Jonas Borra '03, Christopher Stephens '14, Nader Mobargha '91, Director of Alumni Affairs Laura Lanigan. Front Row (L to R): Nathaniel Garcia '06, Harrison Fields '11, JJ Lindenthal '06, Evan Blumenthal '13, Farouk Oni '13.

## ALUMNI BASKETBALL GAME

By Andrew H. West '92

In what has become the new tradition for the Alumni Basketball Game, this year's game once again saw the older alums squaring off against the younger alums. After one quarter of play, the game was close with the older, more experienced team leading 20-19. Unfortunately for them, there were still three more quarters to go, and things started to trend the other way with a balanced scoring attack from the young guns. Usually the older team relies on ball movement and smart play to outwit the young guys, but this year proved to be the reverse with the younger team moving the ball well and playing team basketball. The final score was 75-63, with the younger alums taking home the win.

After the game, Nader Mobargha '91, team captain and most experienced

player, said: "Hey, that was a lot of fun...but mostly I really want to thank Mike Beys '89 for letting me out of the office to play this year. (Mike and Nader are business partners.)

H. Harrison Fields '11 of the young alumni team was overheard saying: "I am really happy my team got the win, but on a personal note, it feels really good to outscore Terrel Phelps '11 tonight! (Terrel was not in attendance.)

Special thanks to: Laura Lanigan for once again organizing the game, Chef De Freitas and his crew for the delicious homemade pizzas as well as the drinks

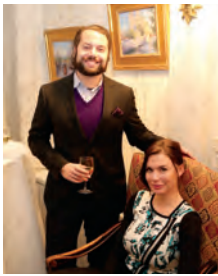
TEAM: YOUNG GUNS	Points	Rebounds	Assists
Evan Blumenthal '13	15	6	6
H. Harrison Fields '11	26	11	6
Nathaniel Garcia '06	12	2	5
JJ Lindenthal '06	13	8	8
Farouk Oni '13	9	12	2
Christopher Stephens '14		<i>Did not play</i>	
<b>TOTAL:</b>	<b>75</b>	<b>39</b>	<b>27</b>

TEAM: OLDER GUYS	Points	Rebounds	Assists
Jonas Borra '03	12	8	7
George Dafnos '99	3	4	4
Steven Johnson '96	13	19	1
Nader Mobargha '91	25	1	1
Andrew West '92	10	9	13
<b>TOTAL:</b>	<b>63</b>	<b>41</b>	<b>26</b>

and cookies, and to Jeremy Katz '04 and James Simon for their support.





Stuart Orenstein '00 and Sylvia Ciapinska.



L to R: Bill Reed '85, Anna Ginsburg and Hal Lehr '85.



Director of Alumni Affairs Laura Lanigan and Marymount's Associate Director of Alumnae Affairs Diana Skurka.



Marymount art history students and Browning Key Society boys at check in at the Met.



L to R: Kieran Pickering '02, Stuart Orenstein '00, Anik Akhund '10, Alexander Forostenko '98 and Michael Afshar '98.

## BROWNING AND MARYMOUNT'S 4TH ANNUAL ALUMNI EVENT AT THE MET

On Friday, January 22, Browning and Marymount co-hosted an alumni function for the fourth year in a row. The evening began at the Metropolitan Museum of Art, where guests had the opportunity to enjoy student-guided tours of "Ancient Egypt Transformed: The Middle Kingdom." Eleven Marymount students prepared extensively to lead these tours, with guidance from their art history teacher, Ms. Kate Carcaterra. Browning's Key Society boys also turned out to

support the event, assisting with check in at the Met, including distribution of tour guide handouts and tickets. The Met portion of the event was followed by a lively reception across the street at Marymount School, where close to 100 guests enjoyed wine, cheese and desserts just hours before Winter Storm Jonas came to town. Browning's Alumni Association extends a very special thanks to Marymount for their partnership in this event!



This year's alumni event with Marymount featured the exhibit "Ancient Egypt Transformed: The Middle Kingdom."



L to R: Erin Roth, Benjamin Melting '00, Alexander Forostenko '98 and Michael Afshar '98.



L to R: Zachary Perksin '09, Alexander Lynn '09, Kieran Pickering '02 and Christopher Brandt '09.



L to R: Joseph Leinwand '06, Ahmed El-Razi '08 and Meghan Rowe Dalton.



Jeffrey Sado '76 and Sally Jennings.



L to R: Marie Leila Douaihi '06, Marielena Hatzigiannis, Jeremy Katz '04 and Paris Hatzigiannis '04.



Laura N. Lanigan

TO SHARE NEWS

with the Browning community, please contact Laura N. Lanigan, director of alumni affairs, at 212-838-6280 Ext. 1920 or llanigan@browning.edu.

## 40s

In May 2015 **Michael Mittelmann '49** and his wife Suzanne, of Manasquan, N.J., joined with family members from Connecticut, New Jersey and Spain for a reunion with relatives in Paris and Joinville-le-Pont, France. In September 2016, Dr. and Mrs. Mittelmann will be celebrating their 60th wedding anniversary.

## 50s

**Thomas C. Dillenberg '55** wrote to us in January: "After 26 years in Santa Fe, we are moving to Cherry Hills Village, Colo. Happy New Year to all my friends at Browning."

**Paul A. Vieta '58** is a retired US Air Force colonel as well as a retired obstetrics and gynecology physician.

## 60s

**Gonzalo Mariátegui '61** tells us that in 2015, he published his fourth novel and had an individual abstract painting show. His novel, "Memories of a Scoundrel Called Mystery," is a picaresque novel that deals with the adventures of a scoundrel from childhood to manhood and the many attempts to succeed in life, and all his failures in achieving his purpose.

**John H. Ballard, Jr. '63** shared the following news: "This past fall I reunited with classmate **Panos Dracos '63** in Athens. He and his lovely wife Vicky were gracious hosts, introducing us to the dos and don'ts of Greek



Gonzalo Mariátegui '61 with his two granddaughters, Juieta and Josefina, celebrating Josefina's fourth birthday on January 24, 2016.



L to R: Jackie Ryan, John Ballard '63, Vicky Dracos and Panos Dracos '63.



L to R: Headmaster Clement, Ms. Gruhn, Mr. Simon, Mr. McAllister '66, Mr. Ingrisani and Ms. Lanigan.

cuisine – even driving my wife Jackie Ryan and me for an extensive tour to Corinth where Panos is building his dream house amongst his own olive grove! The years since we last met (55 to be exact) proved not to be a barrier, so we are hoping to reunite again this coming

summer – this time with **Julian Bivins '63** at his home in France."

**Donald McAllister, Jr. (Dee) '66** visited Browning in January. He and his wife, Dr. Maureen Cafferty, an attending neurologist at Mt. Sinai St. Luke's/Roosevelt, live in Bronxville, N.Y.





Nicolas Survoy '62 (second from left) with family and friends at Cirque du Soleil in Los Angeles.

with their 18-year-old triplets. Mr. McAllister, retired CEO of Geyer-McAllister Publications, a business magazine company, celebrated his 50th Reunion this spring.

## 70s

**Craig G. Kirtland '73** wrote to us in February: "I am completing my 35th year in education. After years of teaching, coaching and administrative duties, I was chosen to oversee the design and construction of a \$35 million private girls school as part of the re-dimensioning implemented by the Archdiocese of New Orleans in the aftermath of Hurricane Katrina. The



Craig Kirtland '73 is director of advancement at Academy of Our Lady High School in Louisiana. He is pictured here at the dedication ceremony of the school's new campus.

new Academy of Our Lady is a 120,000-square-foot facility strategically located on a 22-acre campus. It includes seven buildings, 35 classrooms, five science labs, a culinary arts kitchen and classroom, a 300-seat



L to R: Andrew Flach '79, Sean Smith '79 and Anton Sanko '78.



Stephan Rothe '87 and his wife Denise with their two daughters at the annual Browning-Marymount Skating Party in Central Park in January.

dining hall, a 1,000-seat gymnasium, a modern library/media center, a television production studio, a humanities and fine arts center, activities quad, prayer garden and athletic fields.

It was quite a rewarding experience. I speak with **Jim Root '71** often and hope to see him soon since his relocation to the south."

**W. Michael Rafael '77** sent in the following news in January: "I started my own company, NEXUS ticketing solutions, working with Broadway shows such as 'Wicked,' 'Beautiful,' 'Allegiance,'

and Cirque Du Soleil's 'Paramour' on marketing, pricing and ticket inventory management. In my spare time (!) I'm developing an original musical with Bruce Hornsby."

**Sean K. Smith '79** wrote to us in February: "There was a (very) mini-reunion of Browning alumni recently at a restaurant in the Echo Park neighborhood of Los Angeles with **Andrew Flach '79** (visiting from upstate New York), **Anton Sanko '78** and me. Andrew runs a publishing company headquartered in Hobart, N.Y.; I'm involved in scripted

television development; and Anton is a composer for film and television. Anton and I hang out a fair amount; Andrew was visiting for the week on business. I know we look like old men, but we are young in spirit!”

## 80s

**Daniel S. Connolly '81** was recently elected chairman of the Board of Trustees of Saint David's School.

**Lorenzo Lorenzotti '82** reports that his son and **Ned Hurley '82's** son both have Mr. Ingrisani teaching them the same English and American literature classes that he taught their fathers.

**Alexander S. Haris '88** wrote to us in January: “Let me use this space to brag about Mrs. Haris – Helen Ellis – whose short story collection ‘American Housewife’ is getting raves. The Washington Post called it a ‘smart satire.’ NPR said she is the ‘master of the unhinged monologue.’ The collection even made it onto The New York Times Best Seller list. Helen is looking forward to visiting the Browning Book Fair in the fall!”

## 90s

**Peter A. Thomatos '92** and his wife Elizabeth had a baby boy on March 29, 2015.



Peter Thomatos '92 with his wife Elizabeth and their son.

**Roman Vail '94** submitted the following news in February: “Although I currently have been working as an audio mastering engineer – working on albums, EPs, soundtracks – the last four years I have been shifting toward photography and retouching as the music industry shrinks. My website is [romanvail.com](http://romanvail.com). On the



Jay Berman, son of Yejin and Lynn Berman '98, was born in February.

family side of things, we are still in Brooklyn and our son is nine years old; been married 13 years.”

**Lynn J. Berman '98** and his wife Yejin welcomed their second child, Jay Berman, on February 12. Jay joins his two-year-old sister Mina.



In February, Charlie Brackett '01 (center) and his family attended Andy Sandberg '01's (left) latest production, “Straight.”

## 00s

**Andy Sandberg '01** directed and produced the world premiere of “Straight,” which began performances Off-Broadway on February 9. Tickets and additional information can be found at [www.StraightThePlay.com](http://www.StraightThePlay.com). He loved catching up with all of his Browning classmates at their 15th Reunion in April!

In December, **Paul F. Dano, Jr. '02** received his first Golden Globe nomination as best supporting actor for portraying composer and Beach Boys founder Brian Wilson as a young man in “Love & Mercy.” In November, he received the award for best actor (also for “Love & Mercy”) during the 25th Annual IFP Gotham Independent Film Awards held at Cipriani Wall Street. More recently, he starred in the BBC's adaptation of

“War and Peace,” as Pierre Bezukhov.

**Louis A. Lenglet '02** relocated to Miami, Fla., with his fiancée Whitney Cary to begin his new role as a project manager rebranding hotels for AccorHotels. In this new role, Louis oversaw the introduction of the Pullman Hotel brand to the North American region with the launch of Pullman Miami Airport and Pullman San Francisco Bay. In early December, AccorHotels announced the landmark acquisition of Fairmont Hotels, placing the French hotel conglomerate at the forefront of the luxury hotel segment. Since early February, Louis has transitioned to the corporate hotel development team in the capacity of development manager. He will be dividing his time between Miami and Manhattan.

**Milton G. Lewis '03** visited Browning in December. He lives in





Milton Lewis '03 and Headmaster Clement at Browning in December.

Raleigh, N.C., where he works as the assistant event manager in the athletic department at Duke University.

**Martin Bascon '04** visited Browning in November. He attended Browning in Lower School



Martin Bascon '04 and Director of Alumni Affairs Laura Lanigan at Browning in November.

and had not been back since his fourth grade year with Mr. Cantwell. He currently lives in London, where he works as a business analyst for Accenture.

**Michael B. Elliot '04** and his wife Fionna welcomed a son to the world on January 14. Weighing in at eight pounds even, Michael Benton Elliot is named after his dad.

**Joseph M. Suquet '04** reports that in February, he and fellow alumnus **Nicolas R. Perkin '89** partnered together by investing in Hispanicize and DiMe Media to create Hispanicize Media Group (HMG). The funding provided by Perkin Industries and Suquet Capital Partners will be utilized for strategic add-on acquisitions, technology development, content creation and an expansion of HMG's influencer network. Both alumni will join HMG's Board of Directors.

**Lawrence R. Yates '04** visited Browning in November. He currently lives in Brooklyn and is working as a financial planner for Northwestern Mutual. In October, he welcomed the birth of his son, Alistair.

**Benjamin P. D'Innocenzo '06** recently submitted the following news: "After returning home from two years of service in the US Peace Corps, I have accepted a position with the Environmental Protection Agency to work as a financial analyst for the Western States Superfund team out in



Michael Elliot '04 and his son, Michael.

Denver, Colo. It is wonderful to be amongst the mountains, but Browning and New York will always be in my heart, and I look forward to my next visit."



Dan Smith '06 (right) visited Browning in November and spent time with his former teacher Mr. Dearing.

**Daniel C. Smith '06** recently wrote to us: "After working in advertising for the past five years, I decided it was time for a change. I was accepted to Teach for America and will be teaching elementary school in Newark, N. J. starting in September 2016. Last November, I observed Mr. Dearing's class, and it was like hopping into a time machine and being a Form VI student all over again. I'm always happy to connect or reconnect with anyone in the Browning community, so feel free to email me at [dsmith12188@gmail.com](mailto:dsmith12188@gmail.com)."

**Samuel Holzman '07** is doing research for his Ph.D. dissertation on archaeology from the University of Pennsylvania in Athens, Greece, as a Fulbright fellow and honorary fellow at the American School of Classical Studies at Athens.



Director of Communications Design Jeremy Katz '04 and Lawry Yates '04 (right) at Browning in November.

**Zachary M. Perskin '09** recently sent in the following news: "As of September 2015, I am attending NYU's Stern School of Business as an M.B.A. candidate. I am working on my degree part-time through Stern's Langone Program."



Mr. Reynolds and GERAL GUZMAN '09.

## 10s

**Harrison M. Asen '10** tells that while working at the Film Society of Lincoln Center, he is also currently assisting **Stephen Straub '10** with a web series called "Snug."

**Stephen A. Fleischer '10** spent a year working at the Our Lady of Nazareth school



Stephen Fleischer '10 visited Browning in November. He is currently a law student at Loyola University Chicago School of Law.

in Nairobi, Kenya. He is now establishing a foundation to sponsor Kenyan students to attend high school. As part of this effort, he recently partnered with Browning's Middle School Student Council and Ms. Ryan to provide chess sets to the students of Our Lady of Nazareth. Chess sets were the suggested donation in part because Stephen has such



Evan Blumenthal '13 recently studied abroad in Brazil; he is pictured here with the chief of the indigenous tribe he visited.



L to R: Michael Gabrellian '13, Benjamin Jacobs '13 and Mr. Young.

fond memories of his chess experiences at Browning. Stephen currently attends Loyola University Chicago School of Law.

**Evan M. Blumenthal '13** wrote to us in February: "I spent the last month studying abroad in Brazil, and it was an incredible adventure. Brazilian culture is a blend of European and African traditions. Its music, dance, food and people were fascinating to

experience. A highlight of the trip was going to the Amazon rain forest. Feeding monkeys, sleeping out in a hammock, swimming with wild dolphins, magnificent beaches and outrageous sunsets are memories of this experience that I will never forget."

**Michael J. Gabrellian '13** and **Benjamin D. Jacobs '13** visited Browning in January while on winter break from college. Michael is a junior at Cornell University, and Ben is a junior at Yale University.

**Peter L.V. Maguire '14** visited Browning in November and spent time with his former advisor, Mr. Young, and Mr. Young's

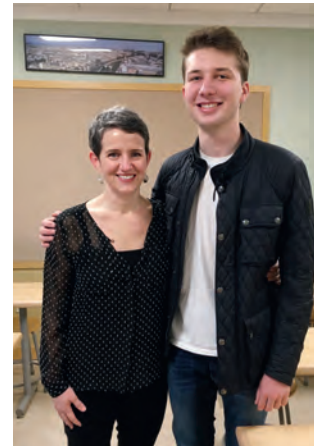


Peter Maguire '14 (right) spent time with Mr. Young's advisory group in November.

current advisory group. Peter is a student at Fordham University.

**Philip N.A. van Scheltinga '14** visited Browning in December. He is a freshman at Harvard University.

**Christopher W. Russo '15** is a staff writer for Boston College's independent newspaper, The Heights.



Ms. Ryan and Philip van Scheltinga '14 at Browning in December.



Arthur Mensah '15 (far right) visited Browning in November.





L to R: Ms. Lien, Brendan Walsh '15, Jack Morris '15 and Mr. Grill.

Chris is a freshman at Boston College. In November, he told us: "I have decided on a major in finance and am thinking about a minor in environmental studies (thanks to the always-inspirational Ms. Wolf)."

**John H. Morris '15** and **Brendan D. Walsh '15** visited Browning in January. Jack is a freshman at Hobart and William Smith Colleges, and Brendan is a freshman at Brown University.



Mr. Cantwell (left) and Mr. Moseley.

**Cheryl Weisberg**, former Browning French teacher, visited the School in November. Ms. Weisberg is a French teacher at the Spence School in New York.

**Patricia M. Zeuner**, Browning's former director of physical education, visited the School in November. Ms. Zeuner is currently the Lower School P.E. coordinator at St. John's School in Houston, Texas.

# Former Faculty News

**William N. Moseley**, former Browning administrator, visited Browning in November. Mr. Moseley is head of school at St. Margaret's Episcopal School in San Juan Capistrano, Calif.

**IN MEMORIAM**

Steven Ames '59  
Josephine Chaus P '98, '02  
Andrew Dillon '54  
Paris A. Ionescu '05  
Asako and Toshiyuki Kaneda P '99  
Robert M. Lightfoot '71



L to R: Mr. Reynolds, Ms. Weisberg, Mr. Bernard, Ms. Bosworth and Mr. Dunham.



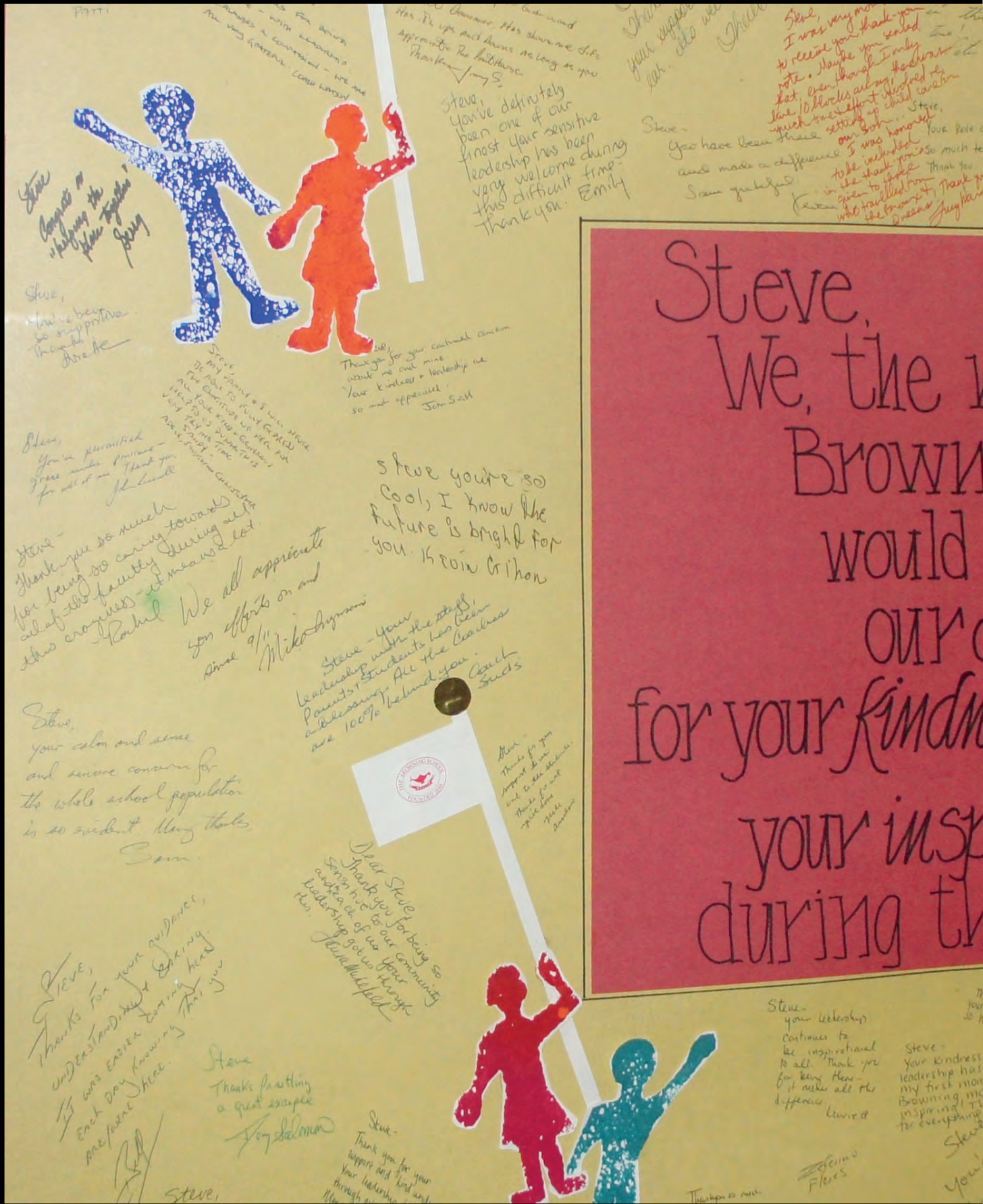
Ms. Zeuner with some of her former students.



L to R: Former Lower School Heads Margery Morse and Barbara Belknap with current Lower School Head/Assistant Head Laurie Gruhn.



# "HE HAS ALWAYS SHOWN REAL LEADERSHIP"

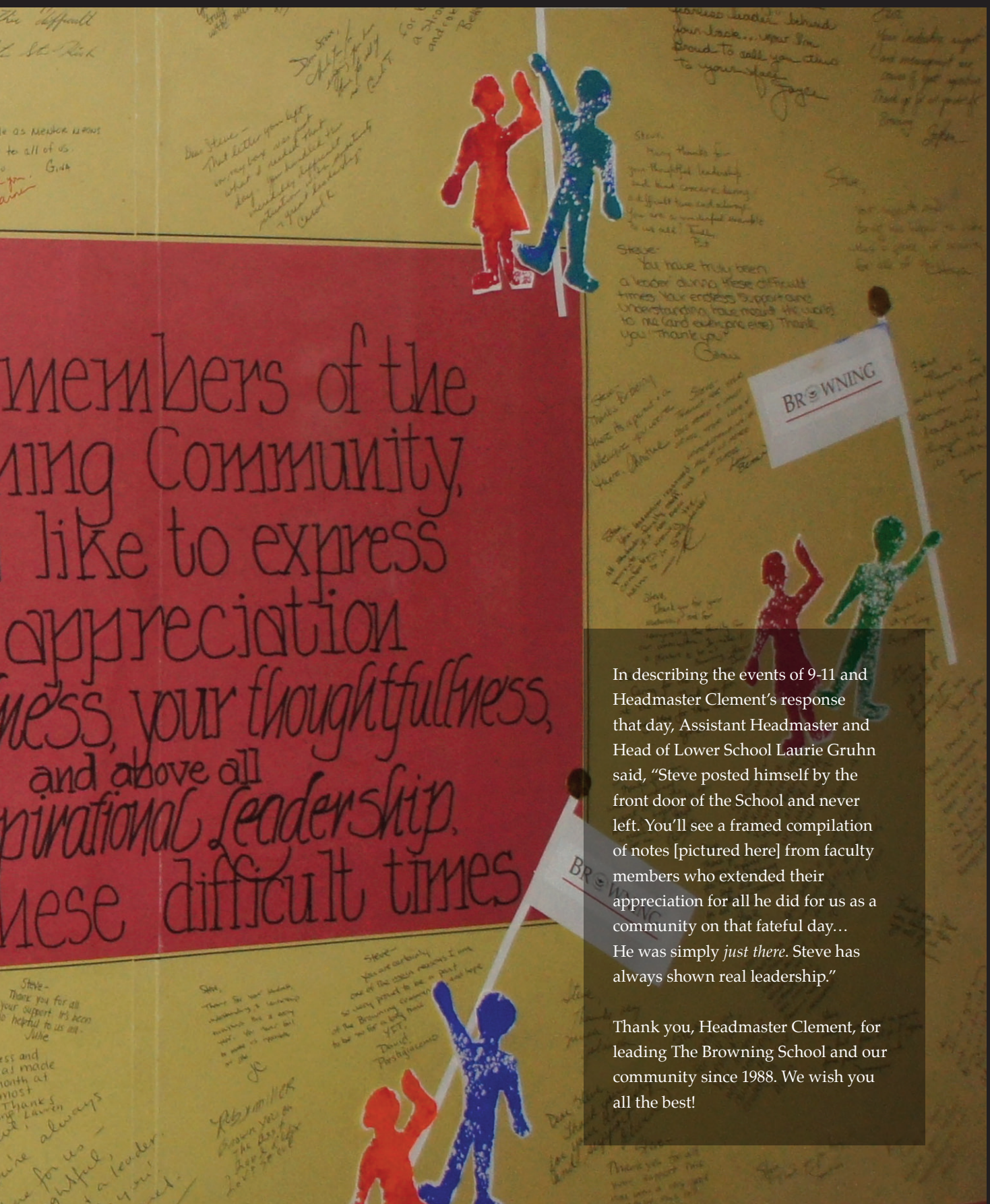




members of the  
Browning Community,  
I like to express  
my appreciation  
for your thoughtfulness,  
and above all  
your inspirational leadership,  
during these difficult times

In describing the events of 9-11 and Headmaster Clement's response that day, Assistant Headmaster and Head of Lower School Laurie Gruhn said, "Steve posted himself by the front door of the School and never left. You'll see a framed compilation of notes [pictured here] from faculty members who extended their appreciation for all he did for us as a community on that fateful day... He was simply *just there*. Steve has always shown real leadership."

Thank you, Headmaster Clement, for leading The Browning School and our community since 1988. We wish you all the best!





THE BROWNING SCHOOL  
52 East 62nd Street  
New York, New York 10065

NON-PROFIT  
U.S. POSTAGE  
PAID  
AUGUSTA, ME  
PERMIT NO. 121

**TO UPDATE YOUR ADDRESS**

Please call the Advancement Office at 212 838 6280 x1150.

# SCHOOL COMMUNITY CARNIVAL CELEBRATES HEADMASTER CLEMENT'S 28 YEARS



On February 22, Headmaster Clement experienced one of the greatest surprises of his 28 years as leader of The Browning School. Walking through the massive doors of the Park Avenue Armory and into its 55,000-square-foot drill hall, he was met by all the boys of Browning, their teachers and staff members of the school community who greeted him

with a loud "Surprise!" followed by singing of the school song. Even before Mr. Clement arrived, the Lower, Middle and Upper School boys got into the spirit of this special day by enjoying a carnival, complete with climbing wall and basketball hoops, all in the massive hall filled with games, prizes and fun food galore.