

HOOSAC



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HOOSAC TODAY

FALL 2020

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Lorenzo Laine completed this self-portrait for his 2D drawing class last year. Ms. Emily Sussman said Lorenzo demonstrates

a natural talent and excels in the visual arts:

"For this piece the students were working on drawing from observation using contour lines. This is Lorenzo's self-portrait."



ABOUT THIS ISSUE

The theme of this issue of *Hoosac Today* is perseverance. Could there be a better theme that embodies the strengths of character demonstrated over the course of 2020?

Despite all odds, Hoosac School has reopened, our student body remains healthy, and our pursuit of excellence in academics, athletics, and the arts is unyielding. The stories we have selected for this issue showcase the power of perseverance, whether it is overcoming doubt to find success, uncovering opportunity in failure, or discovering innovation out of necessity.

Hoosac School has survived World Wars, economic hardships, and now two global pandemics, but despite these challenges we have put forth our Hoosac spirit and not shied from experience, but run forth to greet it, exemplifying what it means to persevere.



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“Like the seasons of the year, life changes frequently and drastically. You enjoy it or endure it as it comes and goes, as it ebbs and flows.”

BURGESS MEREDITH
Hoosac Class of 1926

A MESSAGE FROM OUR HEADMASTER

Dean Foster

When I first became headmaster nearly 10 years ago, we chose as a motto for the school year HOOSAC PROUD. The notion being that so many of our students have shown perseverance and resilience over the previous 100 years. We embrace that success and acknowledge Hoosac students are capable of great things.

In this issue you will find testaments to not only Hoosac success, but character traits that transcend success or failure; traits so ingrained in the Hoosac culture that they have become commonplace here.

Independence, fortitude, courage... Throughout Hoosac’s history, these words have been exhibited in the actions of our students and alums. Hoosac’s principles have set the foundation in the lives of many young men and women for many a good life.

Father Wood shaped a generation of Hoosac boys and their enthusiasm for his leadership, still to this day, is a sign of the impact he and Hoosac had on them. They struggled then, much as we struggle now under the cloud of COVID. The struggle is real, but we will overcome it. Just as our alums who have gone out into the world after Hoosac and persevered so, too, will the school.

Hoosac will always be a place where students are tested and challenged and just like metal becomes harder and stronger after it is exposed to extreme heat, so too is the character of a Hoosac student fortified by the challenges that the world creates. While Hoosac is forever a safe place, it is also a place where going beyond your comfort zone is mandated and this allows for true growth.

As the stories in this issue recount, it is what was difficult that shaped the individuals; not what was easy. Hoosac will continue to strive for excellence despite the circumstance and just as it has done in the past.

When you have finished reading, think about your successes and how your time at Hoosac prepared you. Lastly, think of how you can now help the school and in turn, help the next group of students achieve their success. Just as you were helped by your predecessors you can now be there for this generation of students.

Always be proud to be a part of Hoosac. And more than that....
BE HOOSAC!

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Now is the Hour

How one alum turned self-destructive behavior into strength of character

Huc Hauser arrived at the Hoosac School in the fall of 1947. The experience over the next five years would shape the course of his life in more ways than he might have imagined. For Huc, his arrival to the little boarding school tucked away in the outskirts of the small village of Hoosick Falls in Upstate New York, marked an hour of change in the young man's life. He had bounced from school to school, picking fights and feeling untethered, but Hoosac taught him to refocus that energy and, in doing so, forged a path of success in Huc's personal and professional life.

As most new students will, Huc approached the first day at Hoosac with some sense of trepidation. "You didn't know what it would be like, so you were cautious in your behavior." He said what he wished he had known in that moment was that every student brings to campus some underlying issue or challenge:

"The challenge that I faced and learned somewhat to control was that I had a temper and blew up easily and I had to learn to control that. We all had something as a challenge and none of us knew how much everyone else had, but we all had one."

Huc went on to say that with nearly a quarter of enrollment we see today, the school was the perfect place to learn about accommodating others. "There was a comfort in understanding that you all had something. But we were a group. We all learned to accommodate. We learned on the playing fields and we learned in classrooms and other activities as well."

Still located at the church-side campus near the corner of Rte. 7 and Hill Road, Huc called Hoosac a "lovely school."

"It was so small and informal and personal and suited me. There was nothing formal about Hoosac school," Huc reflected. "Yes, you had to dress in a shirt and tie for classes and those types of formalities, but the buildings and surroundings were informal. Any other schools; the teachers were kind of remote. They didn't want to talk with the students that much. The teachers at Hoosac would talk anytime about anything and were more approachable."

The lessons Huc learned at Hoosac prepared him for the next leg of his journey, not only academically, but also as a young man. Huc joined the Navy after graduation:

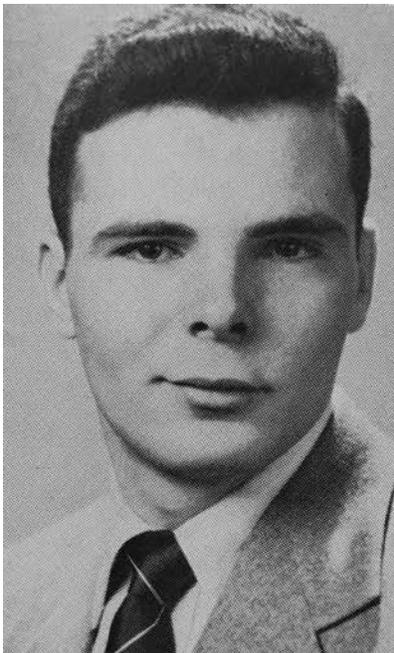
"I was well-schooled at Hoosac and it made it easier to get into the submarine service. There was no question I was smart; the real question was can I do these things while maintaining myself." It was working on a submarine where Huc put his newly developed sense of self-control to task. "Everybody had to work together and your life depended on it. If the boat floods, everybody is in deep trouble. It wasn't theoretical at all; it was life or death."

Following the Navy, Huc attended Brown University where he majored in psychology. After Brown, he took a job with the General Dynamics Electric Boat Company in Groton, CT where he moved quickly from writing technical manuals

for submarines to securing defense contracts and working on the trials crew when the new subs launched. But perhaps the greatest influence Hoosac had on Huc Hauser's life wasn't academic at all.

"I met my wife while I was at the Hoosac School," said Huc. Having stood out as an exceptional student, he was one of only a few boys permitted to stay in the Tibbits Mansion, which was being converted for school use in the 1950s. Additionally, when a prominent Arlington couple requested the presence of a few of the Hoosac students to accompany their daughters to a social event at their home, Huc was one of only four young men selected to attend. He laughed as he recalled that moment, "It was not even a question of 'Would you like to go...' It was, 'You, you, you, and you are going to a party in Arlington.'"

Huc said his would-be wife, Pat, wasn't even his date for the party. "She was quiet and sitting on the couch kind of watching us. I didn't pay much attention to her other than I met her and got her name."



Hoosac alum Huc Hauser's 1952 graduation photo

What stood out that night to Huc wasn't the party, but a new model Porsche parked next door. "At the time, my father was in Germany working for Porsche and this was one of the first eight cars shipped over, so naturally, I was very curious." Huc later discovered the car belonged to the family of the young woman he had met at the party. As the Hoosac prom approached, Huc mustered the courage to ask Pat to join him at the dance. She accepted and the date must have gone well for two were happily married 63 years.

EVERYBODY HAD TO WORK TOGETHER AND YOUR LIFE DEPENDED ON IT. IF THE BOAT FLOODS, EVERYBODY IS IN DEEP TROUBLE. IT WASN'T THEORETICAL AT ALL; IT WAS LIFE OR DEATH.

As we concluded our interview, Huc shared stories of the dances at Hoosac, in which stacks of 78s were played through on the old phonograph with visiting young ladies from private schools like Emma Willard in Troy or St. Agnes in Albany. "Those were big deal events for us and you had to be spiffed up. No slouching around. This was important stuff. I know for sure we had some serious romances bloom from there."

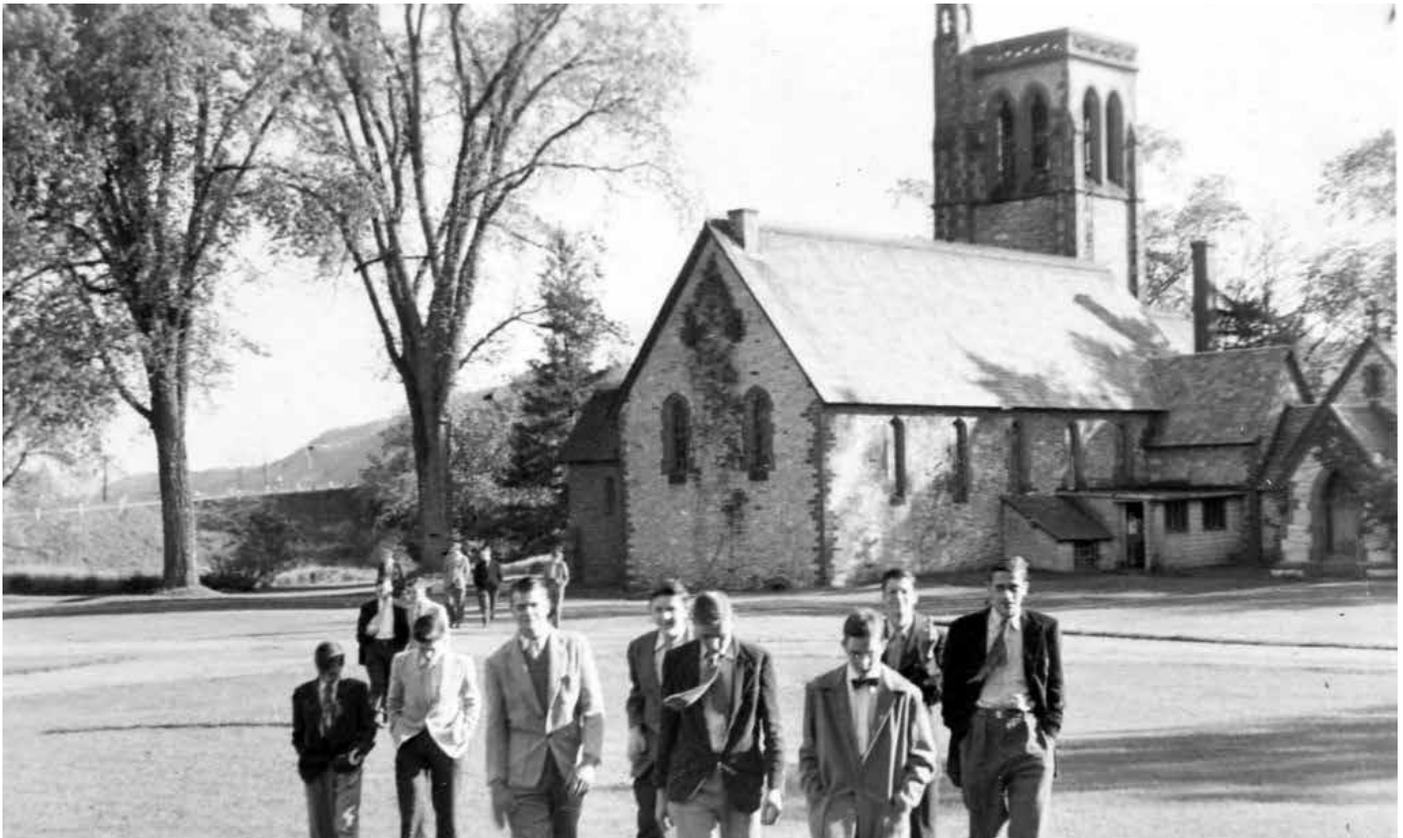
As students today face uncertainty brought on by the recent pandemic, Huc faced scarcity and uncertainty on the heels of the Great Depression, the Second World War, and the then-developing conflict in North and South Korea. It seemed the one constant for any generation at Hoosac is a kind of underlying perseverance.

When asked what advice he might give to Hoosac students today, Huc said, "It may sound trite, but consider your relationship to your God and faith (whatever that may be) and actively search for the grace and strength God has given you. Be certain now in your youth that you will surely need it soon. Like anything else worth doing, work at it. I wouldn't try to tell you how; you'll figure that out yourself."

At the conclusion of each dance, Huc said the school played, "Now is the Hour," a song made popular during the First World War, to signal the evening was coming to a close. Over the phone, Huc gently sang the simple verse:

"Now is the hour for me to say goodbye / Soon you'll be sailing far across the sea / While you're away, Oh, please remember me / When you return, you'll find me waiting here."

It seems those who came before are still waiting here in some form or fashion, reminding us, now really is the hour for us to reflect on who we are and shape our individual challenges into opportunities for growth. And as Huc alluded, it may not always be an easy path, but it's the one worth choosing. -SG



Huc and classmates walking to dinner at Hoosac's old campus

Before Edison, There was Tibbits



WHILE EDISON IS CREDITED WITH THE INVENTION OF THE INCANDESCENT BULB, TIBBITS LIT THE WAY FOR HOOSAC

by Samantha Graves

There's a beauty in the way myth encodes truth; carries and embellishes it through story passed down through generations, as if ensuring its survival. Without the myth about Tibbits and the invention of the electric light bulb, perhaps we might never have realized just how much history happened right here on this picturesque hillside more than a century ago. It was hearing the myth, after all, that sent us seeking the truth. And the truth we have found; at least in part.

In the Shadow of the Castle of the Nepimore Vale

The accusation that George Tibbits invented the incandescent light-bulb and that the design was stolen and re-purposed by Thomas Edison likely comes from a letter discovered in our archives, written sometime in the 1940s by an author unknown:

"This author heard for himself, LeGrand Tibbits stoutly maintained that his grandfather had actually invented the incandescent lamp prior to Thomas Edison, and that Edison had visited his grandfather and pirated the ideas and discoveries."

LeGrand's grandfather, George Mortimer Tibbits, was son of George Tibbits who purchased the land today used by Hoosac School in 1800. The elder George was a statesman who served with both the NYS Assembly and the state senate as well as the US House of Representatives. At the time George purchased the land, there was a small existing dwelling, still standing and serving today as Dudley Cottage. This small white house soon fell into the shadow of a much larger dwelling built sometime before 1860 by George's son, George Mortimer Tibbits.

The grand home known then as the "Castle of the Nepimore Vale" (referencing an early name for the valley region) has been the focal point of Hoosac for generations. However, it is

the small white building in its shadow that would play setting to one of the most promising discoveries of the 19th century.

George Mortimer Tibbits was a successful businessman who had established a number of enterprises both in Hoosick and Troy, NY. Upon his death in 1878, George's sons, John B. and Edward Dudley Tibbits, became heirs of the estate. J.B. wasted no time converting the white house behind the mansion into an experimental enterprise centered on electricity.

While the letter suggests George Tibbits invented the electric light, it was his son John B. Tibbits along with John's brother Edward (Hoosac's founder), who saw the potential electric lights and power had for Hoosick, NY. Electrifying Tibbits businesses or even the main thoroughfare passing before the Tibbits property, would undoubtedly increased productivity. And the family was certainly in the right place at the right time. Many of the prominent inventors and manufacturers in the field were based at the time in Boston, New York City, and in nearby Troy and Schenectady, locations easily accessible by rail, so ideas and materials needed were readily available. But what nudged Tibbits family in the direction of proprietorship over purchase is a question that remains unanswered.

What we do know today comes to us from a large collection of letters, designs, patents, and artifacts on loan to Hoosac School from the Hoosick Township Historical Society in Hoosick Falls. This collection includes an original arc lamp and carbon rods as well as correspondence and journals detailing a significant endeavor on part of the Tibbits brothers all taking place in the little white house behind the mansion.

The White House Mill Experiments

Sometime before 1880, J.B. Tibbits, along with Edward and LeGrand, formed an enterprise known as the White

House Mills. The business procured patents on a number of promising electrical innovations including a radial dynamo capable of producing AC current to run arc lamps. Several versions of these dynamos were produced and White House Mills expanded their interest from arc lamps for factories and outdoor use to incandescents and even battery storage. This was no small endeavor.

White House Mills produced machines and bulbs which were demonstrated in the early 1880s at the International Exposition of Electricity in Paris and at the Electrical Exhibition at the Crystal Palace in London, where the exhibit won a gold medal and received mention in *Scientific American*.

The Tibbits dynamos even received interest from George Prescott, who had since the 1860s written on all manner of electrical inventions. The White House Mills dynamos appear in his 1884 volume *Dynamo-electricity: Its Generation, Application, Transmission, Storage and Measurement*.

We know from some of the letters made available by the historical society that Tibbits wasn't just interested in producing electricity, but that he also had a keen interest in battery storage.

Dated November 16th, 1883 a letter between White House Mills secretary, Robb Mackie to the company treasurer, D.P. Griffith mentions J.B.'s interest in Edison's work on storage batteries: "Mr. Tibbits wishes me to call your attention to an article on the subject of the Edison Company and storage batteries in the *New York Times* of this date. So please procure a copy and read."

Additionally, a letter dated for November of the year prior from Edison Company secretary, C. Goddard, reads: "In reply to your favor of the 20th, I beg to say we do not sell our incandescent lamps except in connection with our own dynamos and other appliances connected with our system of lighting."

There is little beyond these correspondences to suggest Edison stole the incandescent light from Tibbits. You'd think buried somewhere in the hundreds of pages of detailed correspondence spanning more than half a decade, there would have appeared at least some mention of the matter. That said, the myth isn't out of the dark just yet.

Discovery of the Tungsten Filament

In the early part of the 20th century, Edison's General Electric Company filed a patent for an incandescent bulb which utilized a tungsten-coated filament. Tungsten is a metal with properties of high-heat resistance, making it ideal for use in electric lamps. In fact, more often than not, General Electric is credited with the success of tungsten's application in producing a long-lasting filament for use in incandescents.

Many may not realize the actual inventor and first person to



Hoosac School Headmaster Dean Foster cradles an original glass housing from a Tibbits arc lamp on loan from the Hoosick Township Historical Society. Photo by Samantha Graves

patent the use of tungsten in conjunction with incandescent lamps was actually an 18-year old American inventor by the name of Turner D. Bottome. Bottome was a brilliant young man who realized coating carbon filaments in tungsten would allow bulbs to burn far longer than carbon alone. His discovery gained instant recognition for its potential. Recognition and interest from inventors like Thomas Edison.

Bottome filed his patent in 1887, but needed money to pursue his research for applications of the technology. There was no shortage of interested parties, but Bottome chose to work with a lesser known investor and inventor in Hoosick, NY, our own J.B. Tibbits.

According to the 1909 *Electrical Review*:

"Mr. John B. Tibbits, who took up this young man, was an Episcopal clergyman of considerable means and a man of very bright ideas and quite an inventor himself. He spent a large sum of money on electrical research work. This appeared to be a hobby of his, and he took great comfort in his work. Some of his suggestions were thought visionary at the time, but some of them have since proved perfectly feasible."

This is not to suggest Edison stole the idea for tungsten, but

THIS STORY CONTINUED on PAGE 11

WHERE NATURAL AND PHARMACOLOGICAL
MEDICINES FAIL, ENGINEERING PREVAILS

Building a Network

Nader Kameli '79 holds a unique position in life, applying his knowledge from field of engineering to complex medical issues where traditional medicine fails. While attending high school in Iran, Nader took a class in electronics in which he excelled and developed a passion for discovery. "I started to play around with electronic kits and created my own lab at home. I studied publications about electronics and computers and read an article about artificial intelligence and thinking machines, related to work that was done at MIT by Marvin Minsky. It was then I decided to pursue the field of AI with focus on developing machines that can learn like human beings."

Hoosac provided Nader with not just a place to learn, but living so far from home forced him to develop skills he said are normally figured out in college. "When I came to the school, it was my first time away from family and friends in a foreign country with a new language and my parents were thousands of miles out of reach."

Nader said it was a tough first year, but Hoosac faculty and students offered support: "They were understanding of the challenges that the foreign students were facing and tried to help us along. I had clarity in my direction, but Hoosac helped me figure out how to stand on my own. So the time at Hoosac was a growing time that usually comes when kids go to college. I learned how to deal with loneliness and how to stand on my own feet and rely on my own abilities."

Nader went on from Hoosac to study electrical engineering, later pursuing an MS in computer science with a focus on AI from Rensselaer Polytech. He then pursued a doc-

torate in Neuroscience at the University of Massachusetts. "I learned about computers and control systems, my masters work at RPI was about the software aspect of learning systems. My studies at UMass focused on biologically plausible learning neural network systems. We studied the brain structures and how they contributed to learning, then developed neural networks that resemble the structure of the brain and learned similar to the animal brain."

This path would lead to innovations that would later prove vital to Nader's infant daughter. "After my first job as an engineer, I moved to a medical product company. I lead the development of vital sign monitors used in neonatal intensive care units. Two years into the position, my own daughter was born at the same hospital where I used to test my products. She ended up in the NICU and my own products were used on her. It is a life changing moment when you see your technology contribute to the wellbeing of your own child."

Today, Nader is CEO and president of Emerging Med-

*"Hoosac helped me figure out how
to stand on my own."*



ical Solutions, a consulting firm helping entrepreneurs and start-ups navigate the world of business. He also runs Cardiac Revival Machines, a company developing long-term implantable device technology.

“I decided to devote my expertise and talent in developing tools that would allow doctors to become more effective, and products that improve quality of life. We need engineers who can build things and build them for the betterment of human life.” He said people don’t often equate engineering with medicine. “Engineers invent technologies that create new fields of practice and develop tools that allow doctors to do more. People do not understand that the field of healthcare without engineers would have been limited to natural medicine.

Even pharmacological medicines are built with technology developed by engineers.”

As an engineer, Nader has worked on AI systems to predict human behaviors, aided in the development of implantable cardiac units, and was even involved with making implantable neuromodulation devices to assist people with paralysis.

Building a network isn’t just the topic of his career, Nader sees developing a strong social network as vital in making it through tough times. “What students are experiencing today is what we foreign students experienced in the past. The main difference is that we did not have Zoom, Facetime, and cell phones. We had minimal contact with home and had to live our lives on our own with our Hoosac family.”

He said Hoosac’s small student body, at the time hovering around 54 students, meant there was the occasional friction. “Given that we were miles away from Bennington and Hoosick Falls, with no means of getting away, we had to deal with the situations instead of running away from them. We had to learn how to make friends, how to deal with bullies, how to stay away from issues that would bring contention, learn about each other’s challenges and sore spots, and deal with a work/school/life balance. It was a microcosm of the real world.”

Nader said students during the pandemic face a unique



Left Nader Kameli today
Below Nader with Father
Adams at Pitt Mason Photos
courtesy Mr. Kameli

opportunity: “It could be hard and painful or it could be rewarding and educational. My advice is to use the situation to speed up reaching adulthood. Learn to make a life for yourself as if you were stationed in another country. Make friends. Real friends. Get out of your cell phones, Facebook, Instagram, and build real personal connections.”

Nader concludes: “Learn to trust and be trustworthy. Learn who to trust with your emotions. Communicate your emotional experience with your trusted friends. Learn to put your frustrations, anxiety, resentment, loneliness into words that help others understand and appreciate them. This will help prevent strong emotions from erupting into destructive actions. It will bring you closer together and will create bonds that will last a lifetime. Learn to listen with empathy. Help your friends who are struggling. Be there for them, help them along, and try to make it easier for them. Basically, make a new family of the people who are there with you. This is a skill that will come in handy over the years, in your personal life, in your work and business life. There should be competition among your peers and the competition should be on trying to be remembered as the person who was the most caring, helpful, and humane during this difficult time.” -SG



“The class of 1970 was the greatest ever at Hoosac,” said the voice on the other end of the phone. It was the year Geoffrey Stevens graduated. It was also the year Nixon signed a bill to outlaw cigarette ads on television; the year Kansas City upset the Super Bowl with a win over Minnesota; and the year NASA launched the Apollo 13 mission. For Hoosac, it was a period of struggle that saw limited enrollment and a flailing budget. But for the students, it was a time of freedom. And this freedom allowed Geoffrey to develop a passion that would carry him through a lifetime.

“We had a very limited student body. In fact, my graduating class was like 12 people. But the smaller student body helped me,” said Geoffrey of his time at Hoosac. “I had learning problems and dyslexia and that’s one of the reasons when we spoke with Donn (Headmaster Wright), Hoosac seemed like it gave me more one-on-one attention.”

As Headmaster Donn Wright worked to save the school from financial ruin, Geoffrey Stevens explored opportunity. “I was an artist at heart and it gave me time to grow my art.

Libero

Sit

exploring the
freedom to be

I think that third year, I started the art department in the basement at Tibbits with Mrs. Reece, whose husband Richard taught English.”

“I had the freedom to make a whole menu of what I wanted to do and at Hoosac, I ended up being the first in that sense, because Hoosac was a blank slate.”

It wasn’t the only area where Geoffrey found some much needed freedom. “We used to adventure out under the bridge and climb on the wood that was floating on the spring and float on the wood and get tangled in trees and bushes. It was just a freedom to be ourselves; no constraints.” And in that sense, Hoosac allowed Geoffrey to develop his own sense of accountability. “Hoosac gave me the ability to have judgment and *not* do crazy things.”

Being a Hoosac student also meant standing out against the backdrop of a rural community. “We liked to go down to the general store in Hoosick as opposed to Hoosick Falls or

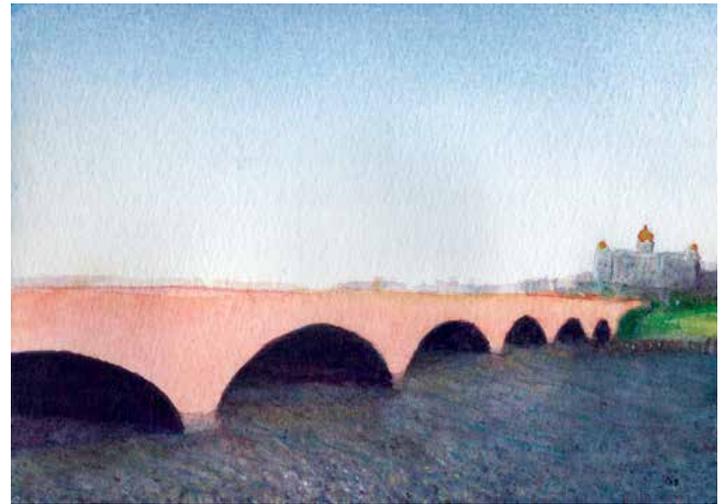
Bennington or Williamstown. We’d take a bus to town and we’d have short hair and we were all wearing ties and blazers and people must have thought, ‘Here come *those* guys again!’”

While at Hoosac Geoffrey grew up. He described it as the difference between his first year, when he was a page at Yule Log, with a small voice, but by the following December, he had grown more than a foot and his voice had deepened enough “I ended up playing the dragon.”

Geoffrey went on to attend the Rhode Island School of Design (RISD), where he furthered his career in art. He spent his senior year in Italy and following graduation, toured the world with his art.

“I’ve had a tenacious 70 years. I spent 12 years in New York City, three years in London and Rome, and two years in downtown Chicago starting a magazine and displaying my artwork on Michigan Avenue and with the Chicago Gallery.”

Geoffrey has worked as Art Director for *Mademoiselle Magazine*, *South Magazine*, *New York Magazine*, *Saturday Review* and the London *Financial Times*. He worked with designer



Artwork “Des Moines Bridge” courtesy Geoffrey Stevens

Milton Glaser and journalist Norman Cousins and continued in publishing because he didn’t want to work in advertising where, Geoffrey added with a laugh, “People try to trick people into something they don’t really want.”

Eventually Geoffrey settled into farm life in Iowa with his “sweetheart,” wife Pamela. Most recently, he has devoted time working with the Des Moines public school system as an educator working with special needs children in addition to teaching art at the Art Center of Des Moines.

While Geoffrey doesn’t expect to catch a game of ghostly baseball in the middle of an Iowa cornfield, he does like to imagine the old days at Hoosac, even before his time on old campus, “I imagine myself going to school there a hundred years ago and I imagine myself in that church. How old it is and how beautiful it is! I related to that church. Something about it down there by the river, across the bridge in Hoosick.”

Hoosac gave Geoffrey memories to last a lifetime and more importantly the freedom to be.

BEFORE EDISON, TIBBITS

CONTINUED FROM PAGE 7

it may be the tungsten filament that is at the root of the myth surrounding Edison and Tibbits.

An Era of Innovation

Enormous progress in the science of electricity. To put it in perspective, Edward Tibbits founded Hoosac School just a few years after his contributions to work on the incandescent bulb. It was a pain-staking process of experimentation, as is evident in the White House Mills notes and letters.

Reading through these letters, the exhilaration of discovery is palpable. One letter from November of 1883 records this enthusiasm:

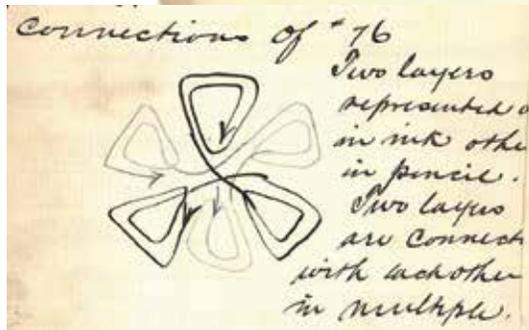
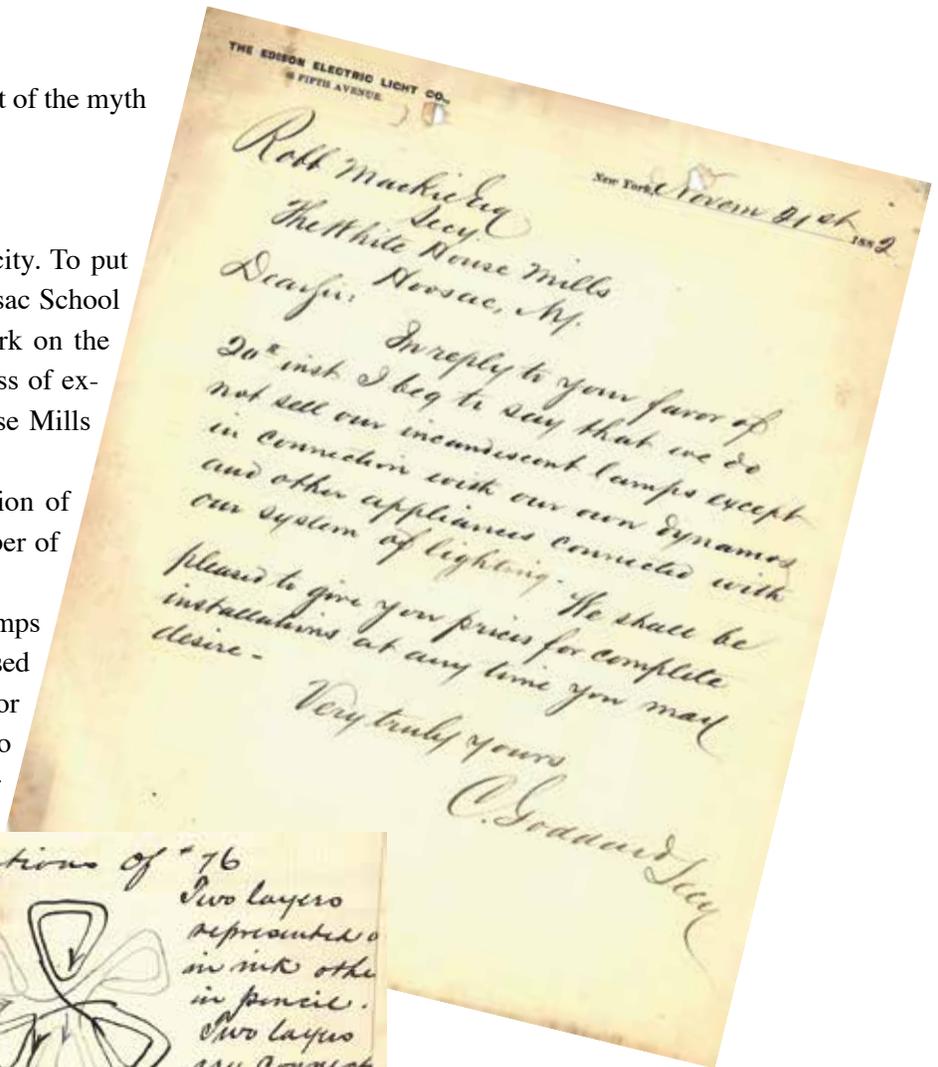
“We had a good, but short run with the 10 lamps yesterday, and Mr. Tibbits expresses himself pleased with the result so far... the lamps ran steadily for about three-quarters of an hour, when we had to stop on account of a hot box.” Other letters refer to the excitement when the mill building on the river was lit for three consecutive nights. These are things we so easily take for granted save for nights following a storm, and yet they were the vital steps leading to the implementation of something remarkable. Put simply, the electric light changed the way we live.

In the same year Tibbits remarked on the success of his short run of 10 lamps on one dynamo, Edison gained some well-deserved notoriety by lighting the streets of Roselle, NJ off a single generator. It was a time of enormous ingenuity and experimentation among individuals seeking to light the way for productivity within the United States.

Perhaps what upset LeGrand Tibbits wasn't so much that some high-profile inventor stole an idea, but more that the invention of light was owed to so many who gave countless hours to its pursuit.

Today, we know a bit more about what went on here on the Nepimore Vale more than 100 years earlier. It's something illuminated, not by alternating current, but a by a simple myth. And it might be said that little myth makes our own Tibbits a bit of a legend.

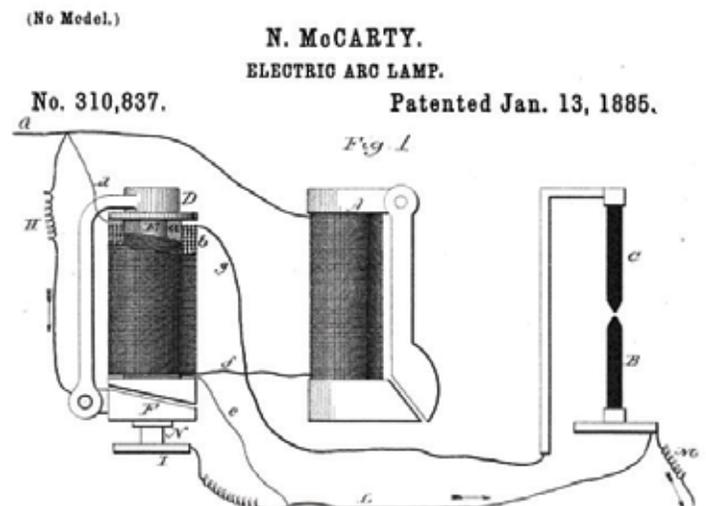
We will continue to update our readers in upcoming issues of Hoosac Today with stories relating to Tibbits experiments run at the White House Mills.



Through journals and correspondence, a story of innovation emerges. Above A letter from the Edison Electric Light Co. Below A journal entry showing sketched suggested improvements to one of the White House Mills dynamos.

Materials courtesy Hoosick Township Historical Society

Below One of many patents filed for White House Mills. N. McCarty was the company "lampmaker," according to records. J.B. Tibbits appears as assignor for this 1885 patent.



Special thanks to Joyce Brewer and Phil Leonard with the Hoosick Township Historical Society for their support in bringing this story "to light."

SCHOOL IN THE *Summertime*

A PANDEMIC MAY HAVE PUT THE WORLD ON LOCK-DOWN, BUT FOR HOOSAC STUDENTS, IT MEANT GAINING INDEPENDENCE

When the pandemic hit last spring and schools across the country were forced to close, not all students were able to go home. For some students at Hoosac, travel restrictions didn't just impact their spring break plans; they meant students needed to remain on campus through the summer.

Yassmin Gad and her brother Youseff were among those who spent this past summer vacation thousands of miles away from friends and family back home. Yassmin said, though she misses home, her time at Hoosac over the summer has been one of self-reflection and betterment. Yassmin and her brother were eager to join Hoosac for the sports opportunities, but moreover, they wanted to become independent.

"It was just me and my brother and the flight here was pretty cool. We were excited because we wanted to be more independent, but then after a month or so it really hit, we're actually staying," she said. When she first learned of the pandemic, she didn't think it would interfere with her plans to return home for spring break. "At the beginning, I felt like

it wasn't as serious, but as time passed and everything shut down and everyone was in lockdown, it became serious. We were planning to go (for spring break) and we had everything planned out, but then airports shut down and that's when it really hit me; you're not going back home."

Yassmin hoped the restrictions would be lifted by summer break, but as the end of the school year approached, she began to accept she would not be going home. Having already felt some independence in going to school half a world away from anything familiar, Yassmin has drawn on the same strengths that helped her at the start of her year and reminds herself to "face the fact."

"Better times are going to come. Focus on the better times; for sure they're going to come. So face the fact you're already here, you're far away from home or friends and just focus on what you can do better," she said. "I feel like I'm more independent and it will be easier now going to college. And the thing is, I have my brother, which makes it a little easier. But this really did help me become more independent. It helped me



Wisdom Afrani is one of several students who stayed on campus through Summer. Photos courtesy Mr. Afrani

focus on balancing my life between study and the gym."

While Yassmin misses home and moreover her mother's cooking, she still has more to do while here. "I feel like I still haven't seen America. I want to see more."

Yassmin is in the IV Form this year.

Youseff Gad, Yassmin's older brother, came to Hoosac for the soccer program. His arrival to campus was a bit of a shock. "I think I came with the wrong mentality because when you look at the internet and you search for 'New York,' you don't see the outlying areas and all the trees. I thought it was going to be buildings and just like the city, but then I found we were

in the middle of the forest.”

Youseff, who with his sister had just moved from Dubai, said it didn't take long for him to get used to Upstate NY. "It's really nice. And the thing is, it's a new experience. We've been to many places and I'm still young and really happy to see all these different things." Youseff looks forward to traveling more after the pandemic.

Like most students, Youseff experienced a level of homesickness. "I tried not to show it. I missed my parents. I was used to seeing them every day. You may not talk to them all day long, but you feel their presence, so there was something missing." However, online platforms like Zoom allowed Youseff to connect with his parents while developing a sense

of independence. "I feel like I'm more dependent on myself and I have grown as a person. If a problem happens, I don't have to go to my parents."

When the pandemic hit, Youseff focused on helping his sister adjust. "I was sad, but my sister was shaken a little more, so I had to comfort her. It was sad because we haven't seen our parents in over a year now."

His advice to students missing home: "You have to be strong in the mind because at some point you are going to get over it. It's just how long it's going to take to get over it. So the faster you can get over it, the better it's going to be for you."

Youseff knew better than to sit idle over the summer. "As soon as summer started, I set a schedule for myself." He

said part of his daily schedule includes going to the gym, relaxing, going to the football pitch, and studying. "I talk to my friends and parents back home. I have a friend here, Wisdom. He has been with me, too, and is a big part of me being productive because I think if I was here alone, I wouldn't have that motivation."

Youseff graduates this spring.

Minqi Hu, or Jocelyn as some on campus know her, has been at Hoosac for the past two years. She said what



Lockdown just prior to summer break meant some Hoosac Students would not be able to return home. From L to R, Yassmin Gad, Minqi Hu, Headmaster Dean Foster, Youseff Gad, and Wisdom Afrani pose with masks in front of Tibbits Hall at the end of Summer. Photo by Lucy Tengelttsch

attracted her to Hoosac was the student to teacher ratio and the school's location. "Students can have good attention, so we can explore ourselves here and there are a lot of extracurricular activities and a lot of professional coaches on the sports teams, so I can learn a lot from here and have opportunities here."

Minqi said she wanted to study in the United States so she wouldn't be tied down by the rigid structure of educational institutions in China. "In China, there are a lot of things to limit and in school, you follow strict rules. It's really strict. I think it would limit my future. We just study all the time and we didn't have time to do the things we want to do, but here, we can."

At Hoosac, Minqi enjoys the extra-

curricular activities and is active in cross country, tennis, the school choir, as well as music and art club. She plans to major in digital media following graduation and participates in the 4D art classes offered on campus.

While Minqi didn't have plans to go home for spring break (she traveled instead to North Carolina), by June she realized she wouldn't be going home for the summer. "I was afraid I'd be bored, but to my surprise it's not boring. We have

some activities and barbecues and Mr. Harniman organizes fun trips for us, so we have fun."

When asked about her activities over summer break, Minqi said, "I have two AP classes that start at 7am and go until noon. We hike, we have games.

Sometimes we

play basketball on Saturday, sometimes we go to the gym. I'm a senior, so I'm making plans for myself in preparation for college." Minqi plans to major in digital media at a US college.

As far as how the pandemic has impacted her life, Minqi said, "I think I've really grown from it. I think I'll be more organized and independent. In the past, I would ask my family, my mom What should I do? What choices do I make? Now, it's all from me, myself. My decisions, my future. They don't need to worry or take care of me anymore."

Time with family is still possible; it's just a bit different. "We still have Face-time and WeChat, so we can talk with

CONTINUED on PAGE 20



Owls on the Ice

Kyle Hardy '07 and Attila Pavuk '10 never played on the same team while at Hoosac School, but in 2017 a twist of fate would bring the two rising Hockey champions together on ice for the Continental Cup.

For each player, getting to Hoosac meant overcoming their own share of adversity. For Kyle Hardy it was a bad leg injury; for Attila Pavuk, Hoosac was a long way from home in Hungary. Both players exemplify what it means to "Be Hoosac" whether in their personal or professional lives. And in 2017, the two owls ended up on opposite teams, representing France and Hungary respectively, in a bid for the prestigious Continental Cup.

BROKEN LEG LEADS TO NEW OPPORTUNITIES

Kyle Hardy was enjoying a good week at a hockey showcase in Prince Edward Island, Canada. "It was an opportunity for players to showcase their talents to prep schools and colleges, while also attending seminars run by different people in the hockey world," he said. However, the week concluded with a devastating injury for the young player. Kyle broke both his fibula and tibia during the event which landed him in the hospital for nearly two weeks. "As a hockey player, 15-years-old is a crucial age for development and exposure, but I was told I would not be able to play hockey for at least six months."

This meant many of the schools who had expressed

interest in the up-and-coming player were looking elsewhere. Headmaster Dean Foster saw something in Kyle and despite the time needed to heal, invited Kyle to play for Hoosac.

"I was welcomed with open arms even though I was still on crutches with a cast on one leg from my toes to my groin," said Kyle. "Not exactly the way you want to start the school year, but I had so many resources available to whip me back into shape." Hoosac Nurse Sherri Klein encouraged Kyle to exercise in the pool to gain back his strength and mobility. "It was a difficult few months, but at least I got out of dish room duty."

After a full season of rehab, Kyle was able to play his first game on December 27th and scored a goal in the very next game. "That felt great. Even though I had been on the sidelines for so long, I felt as much part of the team and the

school as anyone else. Everyone was pulling for me and that was part of what got me through the rigorous rehab."

Not only was he facing the challenge of a long recovery, but all while living far from home. "It was my first time away from home. The small and tight-knit Hoosac community was a great fit for me. It was also the first time where I was not only playing for my team, but also representing the Hoosac community." For Kyle, it was no longer about just scoring points. "It made winning and having successes mean so much more. I carried a lot of these values with me throughout my career as I moved on from Hoosac."

Hockey was always a passion for Kyle. "When I'm on the ice, I feel like that is exactly where I'm supposed to be. It's a place where I feel I can express myself freely; to perform. But it's also a place where relationships are formed and a group gets to work together to put a plan in place. We overcome obstacles and chase a common goal," he said.

Today Kyle plays in Grenoble, France and spends time between France and Montreal where his fiancé lives and works. During the season, hockey remains a huge focus, "After I graduated from Bowdoin College in 2011, I decided I wasn't ready for my hockey career to end. I was lucky to have a few opportunities to continue playing in North America and overseas. In the summer of 2011, I ended up signing my first professional contract in the top French hockey league, Magnus League, which was a fun way for

me to do what I loved, but also an opportunity to travel and see new parts of the world. I am fortunate to call hockey my full-time job, so when I'm home, I spend my summers training and catching up with friends."

Kyle was supposed to get married in June of this year, but the pandemic forced the couple to postpone. Instead, the couple purchased a house and is working on creating a life in Montreal. "As much as I love being in Europe, Montreal will always be home, so eventually, when my hockey career is done, I do plan on permanently moving back to my hometown."

Prior to their meet-up at the Continental Cup, Kyle never played hockey with Attila Pavuk. "I had an idea that Attila was on the Hungarian team that we faced at the Continental Cup, but I had never had a chance to meet him or see him play." Attila arrived at Hoosac after Kyle and graduated in 2010. "But there's a saying in hockey that goes, *no friends on the ice*, so once the puck dropped, I knew there were some extra bragging points on the line that day."

"There was a special feeling during that game," Kyle continued. "The Hoosac community is tight and there weren't so many Hoosac Hockey alums who continued to play professionally after they graduated, so it was really exciting to play against a fellow Owl."

Attila Pavuk agreed. "Honestly, it was extra motivation. Especially because we met in a tournament where you fight to become the best team at the weekend and to get qualification for the finale. We didn't play together at Hoosac, but I knew he was one of the best players; his reputation preceded him."

DEVELOPING HOOSAC HABITS IN LIFE

Attila, who arrived at Hoosac from Hungary said he never imagined he would one day live abroad at such a young age. "When the opportunity came, I was on a plane for Hoosac. So many people helped me from the beginning and along the way, including the Hoosac Board who provided scholarships during my studies."

Hoosac wasn't like other schools Attila had attended, "There are many schools that provide a good education, but I think good schools look beyond education and help students find what makes them happy in the long run," he said. "At Hoosac, we followed many rules and lived our life in a system. At first, I didn't understand the purpose, but as I grew older, I started to see the advantage. Hoosac showed me how good habits and rules guide through tough situations. After school, I set my own guidelines based on the moral lessons I learned and I truly believe that it helped



The Hungarian team faces off against France at the 2017 Continental Cup.



Attila Pavuk today balances work and professional hockey with time spent with family and friends. Photos courtesy Mr. Hardy and Mr. Pavuk

me become a better person."

For Attila, hockey is about overcoming challenges. "When other people like to quit; that's when I find myself comfortable. Most of the time we were the underdogs at Hoosac, but we never gave up. We had many great successes and we were like brothers to each other. That helped us overcome opponents."

So when Kyle and Attila met on the ice in 2017 each hoping to win for their team and country, in true Hoosac fashion, it wasn't about the points; it was about playing against skilled players, demonstrating agility and showcasing a kind of craft developed over the years.

With the level of prestige centered on the Continental Cup and ranking lower than the French team, Attila knew it would be a hard win. "Since only the best teams of each country engages at the tournament, each team represents not just the hockey club, but the country," he said. "But it's one of the beauties of sports... It's not good enough to be ranked

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ON THE

FRONTLINE

HOOSAC STUDENT VOLUNTEERS AT BELGRADE HOSPITAL COVID UNIT



When Sofija's mother, Dr. Jelena Stojkovic-Filipovic clinic was converted overnight to a Covid hospital, Sofija stepped up and volunteered her summer to help her mother and her community. Sofija and her mother are seen here second and third from right. Photos courtesy Ms. Filipovic

Hoosac student Sofija Filipovic's spring break did not turn out as planned. A vacation to the Dominican Republic turned into a full-scale evacuation as the Covid-19 pandemic swept the globe. After 10 days, the family was able to secure a flight to France, but were then quarantined for two weeks before being evacuated by Serbian Airlines back home.

"It was an experience, definitely, because when we came in, all the police officers, the people that were there were in suits, masks; it was terrifying. And at that point, there was a curfew, so Belgrade was like a ghost town. It was really scary."

Due to international travel, the family was required to self-isolate under surveillance. "My isolation started then. I only saw my parents." Sofija said she felt grateful to have access to online classes through Hoosac, which also kept her in contact with her peers. "Everyone was in the same position. We would text and call each other, but it was challenging."

An April spike in Covid cases was followed by a second wave mid-Summer. Hospitals were converted to handle the additional influx of patients. Sofija's mother, a dermatologist, was asked to step onto the frontlines, working long hours with no set schedule.

"In the second wave of COVID-19 pandemic, my mother's facility, the Clinic of Dermatology and Venereology Center of Serbia at the University of Belgrade School of Medicine was transformed into a Covid Hospital from mid-July through mid-August," explained Sofija. "They just came one day and said this hospital is not dermatology, it's going to be a covid hospital."

Sofija said there were enough doctors to help patients, but the doctors and nurses didn't have the support staff they needed and she watched her mother putting in long hours at irregular shifts. "I knew I couldn't volunteer for medical purposes, so I asked her, 'Is there a way I can go and volunteer to help indirectly by helping the doctors?'"

Working alongside one other volunteer, Sofija involved herself with the care of the frontline workers like her mother, often working long hours retrieving samples for clinics in the area. "It took so much time. It was physically exhausting. I was definitely afraid. But when I saw mother's shifts, it was just terrible. I had to help," she said.

"There was a red zone and a green zone. Green zone had no patients. I had to wear full protective gear and I had gloves and all the time we wore masks and sometimes face shields. We also had this kind of apron with long sleeves that you would

tie in the back. And when I would take materials from the red zone, I would have full-on equipment.” Sofija said the hospital trained her in procedures to minimize risk and she followed those procedures and protocols closely. “It was well-organized and not one of our staff got coronavirus.”

The experience left Sofija with many lessons. One was the importance of staying organized. “It was emotionally challenging for me. I worried about bringing the virus to or from the hospital. I had to reduce contact with all of my friends. It carried a level of responsibility and taught me when you’re doing something you have to think about everything that could happen. If everyone follows the protocols, there’s a small chance of not succeeding, but the science works. It taught me I needed to be organized and mentally stronger.”

Time-management was one way Sofija kept herself from becoming overwhelmed. “I worked from 8am to 2pm. If I had a break, I would install an app that helps me build my English vocabulary. I knew I was going back to school, so I would run through flashcards on my phone. That time I would save by doing multiple things during my work day meant when I came home I could have time to rest, or ride my bike, or play tennis with my coach.”

Sofija also realized the inherent value in volunteerism: “Sometimes what you see in your books is not how it is in real life. So, if you want to go into the medical field, I suggest everyone volunteer. At the end of the day, when deciding about college at 16, you wonder what’s right for you. A way to learn about yourself is to experience things. It helps you identify. You might have someone help for two weeks and realize it’s not for them. But okay, they helped for two weeks and it’s better than not helping. They got experience, they learned something about themselves and they can go into another field.”

“The pandemic made me learn how to work in a collective that is fearful because we didn’t know what was going to happen, in a hard situation, full of obligations, and you have to be responsible for everything you do,” said Sofija. “So Covid is just one example of what can happen in the medical field. I’m thankful I had that experience so I can see a part of the medical field which will help me decide my career.”

Moreover volunteering during the pandemic helped Sofija realize hard times are a part of life. “There’s always going to be something. And those are just challenges throughout your life. That is what the pandemic can teach everyone; you cannot always be sure about what decision is good because things can happen in your life and that is the moment when you can decide to improve.”

When she returned to Hoosac this fall, Sofija said she has found herself more interested in the sciences. She is taking AP Chemistry with Ms. Gocio and reflects regularly on her experience in Belgrade.

“Volunteering in the Covid hospital definitely made me think about my path,” she said. “That’s why I volunteered; To help



Above Sofija demonstrates the protective gear worn by volunteers in the Covid unit. Below Sofija poses with Miloš Nikoli, Professor and Chairman, Department of Dermatology, University of Belgrade School of Medicine

my community in a tough situation and then to gain experience to see what I can handle. What it is for me; what it isn’t. And what type of features I might have for a certain job.”

Sofija’s family is healthy and thankfully a decline in Covid cases in Serbia meant the clinic was reverted back to dermatology. But the challenges posed by the pandemic are ever-present. “It wasn’t easy, but it was worth it. From that experience, I learned a lot about myself in a relatively short period of time,” said Sofija, adding, “‘Normal’ is relative right now. The pandemic also made me realize sometimes we have to prioritize and decide what is more important and less important. What was most important to me was to help my community. I won’t be selfish; I can have fun when the whole pandemic calms down.” -SG



*I DIDN'T KNOW HOW I
WAS GOING TO GET THERE,
BUT I KNEW I WAS
GOING TO GET THERE.*

Defending a Dream

There is a formidable enemy to any dream and most will recognize it at once. Doubt can muddle even an attempt; stifle just the thought of the attempt; and lure the well-intended toward a raging kind of apathy. Shakespeare, in his play Measure for Measure, wrote, "Our doubts are traitors and make us lose the good we might win by fearing to attempt."

2015 Hoosac graduate Kelvin Riley was no stranger to doubt when he arrived on campus his first year. By then he had fostered a dream of becoming a Division I player and moving up to the NBA someday. But those dreams had been met with skepticism by a coach who may have wished for his player to remain grounded. KJ greeted the skepticism with determination and today, let's just say, he has some bragging rights.

"I didn't know how I was going to get there, but I knew I was going to get there," said KJ of his dream to become a professional basketball player. He knew there would be challenges

ahead, but tried to remain steadfast in his resolve. "My mom told me there's no such thing as losses; there's only lessons. It's tough just thinking about, Oh, if I do this, I might fail, but you gotta learn. I'd rather learn something than not try."

So when an opportunity arose for KJ to play for Hoosac, he jumped. He said the move to the forested, hillside campus in Upstate NY was a far cry from the Bronx and initially found the change unnerving, adjusting over time: "I started to realize it was pretty cool. I had the gym to myself and I could really focus. I found the time to better myself."

KJ had discovered Hoosac while playing an AAU tournament in the area. During that trip, he and his fellow teammates vowed to return to the school as students. Three ended up accepted, but only KJ and fellow alum, Mohamed Hassan '16, remained.

Hoosac offered the potential for a Division I offer from



Kelvin Riley was told by a coach early on he'd never play Division I, but rather than give up, he pushed through doubt and not only became a Division I player, he became the lead scorer, lead assist, and lead rebound for the University of Evansville. Photos courtesy Mr. Riley

an affiliate university and brought KJ closer to his dream of playing for the NBA. The prep school also represented another feat.

Hoosac provided the kind of academic rigor KJ found paramount. "I was in all the tough classes at Hoosac. I had pre-calc with Robichaud and Honors History with Mr. O. Those classes were tough, but it paid out," said KJ. He advises current students to focus on their dreams as a way to manage the stress of their academic undertaking. "If you are focusing on what you have to do now, you'll be better off in the future."

In true Hoosac fashion, KJ greeted every challenge as an opportunity to grow. During his final year, the Hoosac team was pitted against No. 1 ranked MacDuffie. "That team was outfitted with seven Division I players. It looked like a sure win for MacDuffie," reflected KJ.

Instead, the Hoosac Team upset MacDuffie's lead and KJ hoped the win would garner attention, but still no Division I offers came. Instead of giving up, KJ spent a post grad year with Standard

of Excellence Academy. "I still didn't receive an offer, so the next year I went to Howard College in Texas."

There, the University of Evansville took notice and offered him an opportunity to play. "When I started at Evansville, I didn't think I was going to play, but I ended up starting the last three years of college and my junior year I was the lead scorer, lead assist, and lead rebound and the lead scorer and assist my senior year. So, for me, it's about whatever I want to do; I'm just going to do it," said KJ.

So last fall, when the University of Evansville had to face its own challenger, KJ didn't let doubt get in his way. "We were slated to play the University of Kentucky. They were the ranked No. 1 team in the country. We were ranked like three-hundred-something out of 365. When we went out, everyone thought we were going to lose, but we beat them by three."

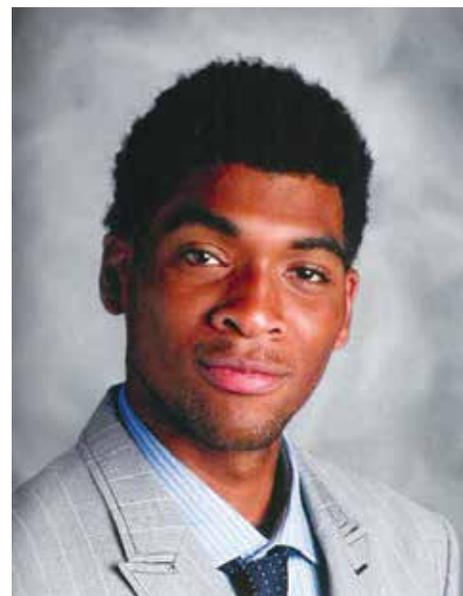
Looking back on that moment, KJ said it was more than special. "It was a big part of our school history and a big part of my life." It's also worth noting the

coach for the University of Kentucky's son played on the MacDuffie team for that other fateful game.

By the time he graduated earlier this year, KJ knew the pandemic would be yet another hurdle. "I was planning on entering the draft after my senior year was over, but then the pandemic hit. From March to June or July, I couldn't even go to the gym to work out. So now I have to reshape my plan and hopefully get back to the NBA."

KJ's plan is to play basketball overseas where he'll be able to improve his game and exposure. He said in the end, he doesn't care as much about which team he plays for, but more importantly, who he is playing under. "I'd rather play for the coaches that are hard on you." KJ said he'd love to play under the leadership of coaches like Gregg Popovich, Erik Spoelstra, and Mike Budenholzer: "The coaches who have a good mind to help me better understand the game."

Wherever he ends up, KJ said it's really about living in defense of your dream: "You can't really let anyone stop you. Everyone has something in them that they can push through anything. I'm always going to push through. Even if I fail, it's better to fail trying, than fail giving up." -SG



Kelvin Riley's 2015 graduation photo

OWLS ON THE ICE

CONTINUED FROM PAGE 15



Attila Pavuk graduated from Hoosac in 2010 and went on to play professional hockey back home in Hungary

higher; you have to prove it on the ice.”

Like Kyle, Attila left Hoosac and went on to play professional hockey. A six-time league champion, the Hungarian player also managed to earn a Masters in Business Administration while also founding the Hungarian Ice Hockey Player’s Union where he serves as president. He is also the vice president of the European Ice Hockey Players’ Union.

Outside of hockey, Attila runs Zold Mobilitas, a

successful electric scooter company, and puts the lessons Hoosac taught him to task with a regimented schedule that balances hockey with family life, time with friends, and career.

“My major goal is to be free.” Attila describes freedom not as doing what you want, but rather not getting stuck doing what you don’t want to do in life. He advises students today to consider what makes them happy. “We all live in an aviary, but we must always strive to build it for ourselves and not let others shape it for us. In this way we will be happy and really enjoy life.”

He said it’s also important to remember, “At Hoosac, most of the time we were the underdogs, but we never gave up and had many great successes as a result. We were like brothers to each other and that helped us overcome opponents.”

Kyle agreed, the relationships we form inform our life’s path. Like Hoosac, “Hockey brings people from all parts of the world together and close relationships are formed. I’ve been lucky enough to play in different parts of the world and create relationships with teammates, coaches, and even fans that I will maintain for the rest of my life.”

In the end bragging rights were reserved for Attila’s team, which scored the final goal in overtime against Kyle’s team. “It was a great experience to play in a prestigious tournament like that, win or lose,” concluded Kyle. “Experiences like that are part of the reason why we play the game.” -SG

SCHOOL IN THE SUMMERTIME

CONTINUED FROM PAGE 13

our families. We have friends here. We are one; we are not alone. We have each other for support.”

Wisdom Afrani came all the way from Accra Ghana in West Africa to attend Hoosac for soccer. Wisdom said school here is very different, “There are approximately 40 students in each class so you don’t get much attention. But here we have the limited students in a class which is very good.”

He added, “I’ve had a good time meeting incredible people from different places.”

Unlike some of the other students, he had not planned on going home, but rather moving on to soccer training. When the

training was canceled, Wisdom focused on practicing and maintaining a good attitude.

“You try to make the best out of it,” he said. “I want to tell others in the same situation just to believe in themselves and they will come out strong in any situation.”

Wisdom plans to go on to play professional soccer and says he is looking forward to going home for a visit where he can see his family and friends, and enjoy some Ghanaian food.

Best wishes to all our students who stayed on campus over the summer. May life return to some semblance of normal again soon.
-SG



HOOSAC SCHOOL

ANNUAL REPORT

TOTAL GIVING EXCEEDS \$917,443

JULY 1, 2019 to JUNE 30, 2020

CAPITAL GIVING

Gifts in this category include gifts for:

- The Rev. Meredith B. Wood Foundation (W)
- Ann Gray Parshall Lecture Fund (P)
- the Bolza Trust (B)
- Towne Hall Girls Dorm (G)
- Solar Panel program (S)
- Capital Fund (C)
- Boar's Head & Yule Log Documentary (BH)

Total \$758,737



BENEFACTOR

Gifts exceeding \$10,000

Family of Dr. Clive Bridgham '68 (G)
and Ms. Monika Tilley
Mr. & Mrs. Bryan T. Green '86 (G)
Mr. Louis B. Hager '74 (G)
Mr. John F. Maragon '73 (G)
Mr. and Mrs. David McGraw '75 (G)
Mrs. Maureen Thompson Phillips '73
(BH,G)
Mr. and Mrs. Philip W. Smith (G)
Mr. Robert D. Stout II '72 (G,BH)

FOUNDER

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Florence V. Burden Foundation
at the recommendation of family members,
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Mr. & Mrs. David Huffman '71 (G)
Mr. W. Seton Ijams (BH)
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1889 CLUB

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Gifts of \$1,000 to \$2,499

Mr. and Mrs. Charles Barnes '65 (BH)

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Mr. Lance Roepe '66 (BH)
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Gifts of \$250 to \$499

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Mr. Edward M. Stout III '54 (W)
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STEWARD

Gifts of \$125 to \$249

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Mr. Allen Meyer '74 (BH)
Dr. Mariana Palladinin &
Mr. Juarez Macedo, Jr. (G)
Mr. Douglas Pell '58 (W)
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Mr. & Mrs. Andy Tarburton
(Marbie '88) (G,P)
Mr. and Mrs. Thaddeus Tatem '78 (BH)
Mr. John A. Thompson '72 (G)**

SHEPHERD

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HOOSAC SCHOOL

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HOOSAC SCHOOL

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Mrs. Susan French Peterson

IN MEMORY OF
Mrs. Vada Foster
Mr. Stephen Foster

IN MEMORY OF
Mrs. Mary Tibbits Monroe
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IN MEMORY OF
David Reynolds Clarkson '28
David C. Clarkson

IN HONOR OF
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Mr. Benson Noice, Jr. '44
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IN MEMORY OF
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Ross Gordon '90
Mrs. Judy Gordon
Mrs. Dawn Gordon Franklin

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Mr. Bruce B. Gravitt;
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Mrs. Marion F. Steen
Mr. and Mrs. James Gravitt '68

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Mr. and Mrs. Richard Trongone

IN MEMORY OF
Keith Marvin '43
Mr. and Mrs. Robert Craft

IN MEMORY OF
Donald L. and Lucy C. Hooper
Mr. Edward J. Hooper '78

IN MEMORY OF
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Mr. John A. Thompson '72

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IN MEMORY OF
The Rev. Canon Darwin Kirby, Jr.
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IN MEMORY OF
Coach & Dorothy Dickie
Mr. Jorge E. Tristani, Jr.



HOOSAC SCHOOL
HOOSICK, NEW YORK 12089

Soccer

Wisdom Afrani '21 is from Accra, Ghana and has been a welcome addition to Hoosac soccer with his exceptional abilities. He expresses equal enthusiasm for Hoosac.

“The soccer program here is really good because you get the chance to compete with other high-level schools. Also, the coaches here are very kind and have time to help students improve on weaknesses.” Wisdom also expressed appreciation for the generosity demonstrated by Hoosac faculty in supporting his academic endeavors with flexibility in his schedule.

“I’m really happy here. Soccer in Ghana is very different because of the level and the community in which we grew up. We have talented kids in Ghana, but poor facilities which makes it difficult to perfect your skills as a player.”

Before arriving at Hoosac, Wisdom was invited for a trial with Liverpool FC, one of the biggest clubs in England and the world. He was offered the opportunity to become a part of the club, but was unable to acquire the proper visa to join Liverpool FC. His journey from Ghana, to a historic club such as Liverpool, eventually brought Wisdom to Hoosac School. When asked about Hoosac, Wisdom states simply, “Hoosac is family. The people here have no differences; they treat each other with the same love and respect which always makes me happy to be part of this family. And I get the chance to play with other students from different countries around the world. I’m really happy to be part of this wonderful family.”

Federico Adilardi '21 shares Wisdom’s sentiment. “I decided to come to Hoosac School and I couldn’t have made a better decision. The teachers and students are a big family and the campus is beautiful.” Federico played for seven years for Italian club S.S. LAZIO, where he faced off against top Italian teams like Juventus, Inter Milan, AC Milan, and Roma as well as top European teams like Valencia, Deportivo, and FC Porto.

“In these years, I have grown as a person and a player. I love soccer, so for me, these years will be unforgettable.”

Federico said the support from faculty has made it easier for him to focus on academics as well. “Here, I’m finally able to combine both. It’s an extraordinary organization. My biggest dream is to get a scholarship for college. I know it’s a challenge, but my past has taught me to fight and never give up and that’s just what I’m going to do.

Jorge Mendo '21 came from Spain and first heard about the school when he played against Hoosac’s team last year. “It was a unique opportunity to represent a soccer program that is experiencing incredible growth in an unbeatable environment. My first month at Hoosac has been such a wonderful experience. Since the first day, we have such a favorable dynamic that helps



Wisdom



Federico



Jorge

Photos by Ezra Gale

and facilitates improvements as individuals and as a team.”

Jorge said Hoosac made him feel valued as an individual: “It really feels great when you get to a new place with so much uncertainty and you are welcome in such an incredible way.

Jorge hopes his success in soccer will help him get into a great university where he hopes to study medicine. Jorge is currently verbally committed to Connecticut College of the New England Small College Athletic Conference.

Hoosac School welcomed a new Director of Soccer this summer, Coach Sam DeMello.

A PARENT'S PERSPECTIVE ON HOOSAC'S LASTING INFLUENCE

ACHIEVING THE GOAL

Once upon a time, a five-year-old Gabriel went with his father to the neighborhood ice rink for a skating lesson. A recurring theme was Gabriel participating with his own lessons and then staying at the rink to watch the older boys in the neighborhood play hockey. The following year it was inevitable; Gabriel was on the ice, stick in hand, playing defense on a house league for the home team. Skates, the ice rink, the outdoor home rink, hockey sticks, the side boards, hockey sweaters are all common themes to a French Canadian boy, the eldest of three growing up in Montreal, Quebec.

Watching hockey games was our Saturday night TV activity. Gabriel, although only seven, took a keen interest in watching the goalies, their moves, and equipment. He constantly had pencil and paper in hand and became a "manufacturer" of goalie drawings. His new goal: Becoming a goalie on the neighborhood house league team!

The following year, when he was in the fourth grade, he was eligible to try out for the Elite Team. He made the team and continued to play at that level through his primary and secondary school years.

As Gabriel approached his teen years, he had the opportunity to attend an International High School. The opportunity was to enhance his learning experiences but he faced a major issue. The school year included a ratio of five girls to every one boy and athletics was not promoted. Although his Elite hockey teams provided him with friendships, discipline and skill training, his teachers and schoolmates were not encouraging. School colleagues would not include him for homework assignments or projects because Gabriel had hockey practice commitments and was not perceived as "available." By the ninth grade, Gabriel struggled to complete his academic school year.

As parents, we believed in our son. We knew that if he had the discipline to participate in a team, could understand how a hockey game worked, knew the motion of a puck, and understood which player might be where, we knew that academically he could be motivated. We just knew school had to include HOCKEY.

The summer of ninth grade, we found a hockey camp and tournament in the United States, that included like-minded teens. Gabriel could be part of something he was good at, succeed and again feel good about himself.

Gabriel was motivated by his surroundings. He

spoke with his new friends, coaches, and teammates, to learn of their experiences and what might be available to him. How could he continue to play hockey through the school year, and succeed with school? He learned that Preparatory Schools were available to him as a Canadian, but he would have to improve his grades in order to qualify.

Through his 10th grade year, we researched what opportunities might be available. The Quebec school system typically ends high school in Grade 11, follows with two years of CEGEP or junior college, and then provides an opportunity to apply for post secondary education or university. College programs are available for two or three years resulting in

college diplomas with career opportunities. As parents and trained professionals in our own fields, we wanted a future for Gabriel with opportunities that included his sports and a post secondary

education. Gabriel's 10th grade year improved as his motivation was looking beyond high school and knowing for him he needed an academic setting that included hockey.

The spring of 2017, as Gabriel was completing the 11th grade, a counselor encouraged him to look at Hoosac School as his next steps to hockey and higher learning.

We went to visit Hoosac School, and as we toured the campus, we could see a spring to Gabriel's step. The student population was small, student/teacher ratio promoted student attention, the setting was in the country, there were opportunities to play sports, the drive was not far from Montreal and their hockey team needed a goalie! Gabriel started school at Hoosac in August 2017 and graduated in 2019.

Life brings challenges and opportunities. Gabriel choosing Hoosac in August 2017 was a big decision. He knew he had challenges. School in Montreal had been in French. He

*HE DID NOT HAVE TO DECIDE TO BE
AN EXCELLENT GOALIE OR BE GOOD
AT SCHOOL; HE COULD DO BOTH*



was leaving the safe environment of home, his parents and brothers and he needed to succeed not only with his teammates and hockey but with his academics. Mission accomplished! Gabriel played varsity soccer, hockey and Lacrosse during his two years at Hoosac and completed Grade 12 with a GPA of 3.75.

When we talk about Hoosac with Gabriel, the same spark shines in his eyes. He has lifelong memories that emphasize the opportunities. He thinks about the art classes, where his passion and talents in the arts were encouraged; the Boar's Head and Yule Log Pageant and so many other Hoosac traditions; friendships with students from all around the world; the day Simon and Gabriel prepared and organized the pound for the school team hockey game, Antonian v Graftonian; Coach Crawford who introduced Gabriel to Lacrosse which he said was almost as wonderful as hockey; and most importantly that respect was not just a concept, but was part of each day with teachers, fellow students, and teammates.

Did Hoosac change Gabriel? I think Hoosac did something better. The school, teachers and students, reminded Gabriel it was ok to be himself. He did not have to decide to be an excellent goalie or be good at school; he could do both. It was more than okay to be gifted in sports, but given a chance, he could also be a talented artist and achieve academic excellence. Gabriel had found balance. He is now a delightful young man, always, typically happy and proud of himself.

Gabriel's star keeps shining. The 2019-2020 season he played Junior Hockey, New Jersey Rockets. He was the starting goalie! His team finished first, ranking first out of 52 before the play-off finals. There were no play-off finals in March 2020 due to the pandemic. However, the 2020-21 season brings new opportunities. Gabriel was offered a scholarship to study at Lebanon Valley College and a place on the Division III ice hockey team. He has accepted. Gabriel will



Gabriel Pigeon learned to balance academics with athletics and realized he could excel at both while at Hoosac. Images courtesy Nathalie Pigeon

start in September 2020, a Bachelor in Exercise Sciences.

Hoosac has instilled in Gabriel that if he sets goals and works hard, he can achieve what he puts his mind to. He continues to dream with aspirations to return to Canada, keep hockey in his life, and eventually complete a Master's degree in Physical Therapy, specializing in sports rehabilitation.

Gabriel's story is a "never give up" story. As parents we supported and encouraged him, but each time he hit a bump in his path, he was the one that reached inside for the courage, put in the hard work, the effort and followed his journey to include training and academic studies.

Thank you Hoosac School, Dean Foster, all the teachers and coaches at the place that is an oasis encouraging academics, sports, and helping students to excel at who they are to discover all they can become.

Sincerely, *Nathalie and Eric Pigeon*

Alumni News



Jacqui Law '07

Jacqui Law '07 and husband, Gorian Maley, welcomed a son Perceval "Percy" Fernand Joseph Dutey, in August. Daughter Arya is thrilled to be a big sister.



Holly Funkhouser '02 joined the United States Parcel Service this year as a rural carrier.

Noah Lane '16 was recently honored as a 2019/20 Academic All-Canadian. The awards are intended to honor the top academic performers from each of the schools in the league. Each team can nominate its two student-athletes who achieved the highest academic standing. Noah is in his third year at Bishop's University where he is pursuing the sciences.

Hoosac graduates **Stephen Bucu '09** (left) and **Zach Cappelli '10** (right) run Next Level Hockey Development, LLC in Rhode Island.



Mengjia "Cheechee" Qi '16 finished up at Union College with dual degrees in Economics and Music with honors. Visa issues due to Covid 19 will force her back to Beijing for a year before she can begin her graduate studies in Finance at McGill next year.

Joseph Mueller '10

celebrated his wedding to his new wife, Lindsey, on September 12th.

"This was not the wedding we had been planning for two years, but it was still so perfect."

They live in Syracuse, NY



Jeff Waldman '88 achieved top 5% Realtor status in Naples, FL

Celebrate



Gary Marin '09



Gary Marin '09 and wife, Stephanie, celebrated their wedding in New Caanan, CT this July.

Michael Forcillo '08

Michael Forcillo '08 married Nicole Rigoli on Mayflower Beach, MA this July.



Mary Blekkenhorst '05



Mary Blekkenhorst '05 was married this August to Eric Comar. The two reside in Pownal, VT.

Anthony LoBue '90

Anthony LoBue Mazzola '90 is happy to announce his engagement to Sue Elizalde. They plan to marry this coming year.

Alumni News



Hank Coolidge '53 has set up his church for live-streaming, but that is not his most distinguished accomplishment. His late wife played in a ladies bride foursome for many years. Unable to find a suitable replacement for her, they asked Hank to sit in temporarily. He has been playing ever since under the nom de plume Mr. Camilla.

Frank Bulkley '53 has seen history repeat itself. After he and Sal (married 65 years (that's 130 years combined experience)) sold their home in North Carolina and moved to Reno, NV, Hurricane Hugo devastated the area. They have recently relocated to Sparks, where they learned their home in Reno has suffered a total loss in a fire just two months later.

Ben Murray '95

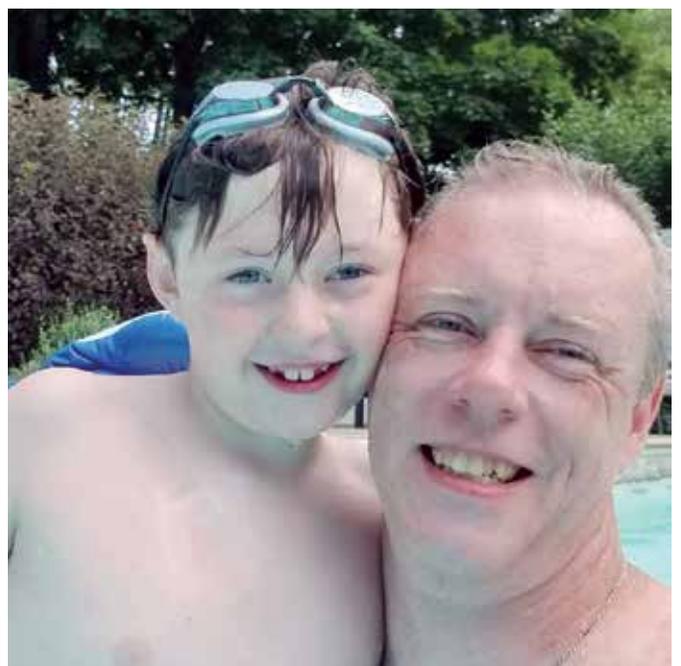
Ben wrote in August that he now live in Scotia, NY where he works at Global Foundries (Malta) as a Level 2 Technician. He also volunteers with the Buekendaal Fire Department. Ben has been married to his wife Jennifer for 10 years and together, they have a son, Joshua.

W. David Slaymaker '74

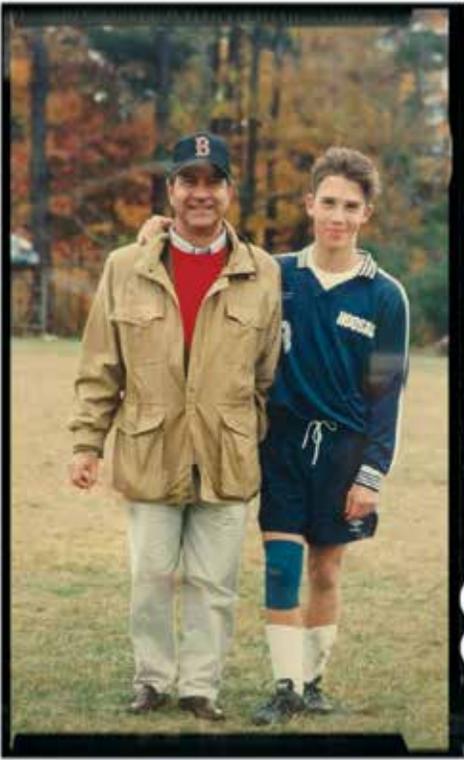
"Hiked to Chicago Lakes today. 10 mile roundtrip, 3300 vertical, really beautiful. I noticed the leaves are turning for fall. On the last mile a big thunderstorm rolled in, hail became so heavy we hid as much as we could under a boulder, my feet wouldn't fit and my hiking boots filled up with hail. Then the final part of the hike was uphill with water and hail pouring down the trail most of the way. Nonetheless a really beautiful hike..."



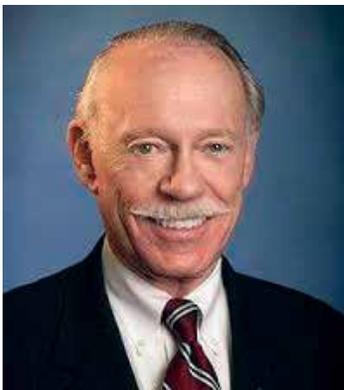
Asa Bleier '98 stopped in to visit Hoosac this summer. Headmaster Dean Foster said, "I had a great visit on campus with Asa as he and his children were passing through on their way to a mountain biking week trip. I was Asa's dorm parent in Pitt Mason a long time ago! Asa and his family live in Swannanoa, NC."



Gustavo Valverde '93



Gustavo Valverde '93 is the Regional Director of Sales for Breckenridge Distillery in Breckenridge, CO. Gustavo visited Hoosac over the summer.



Prof. Ephriam R. McLean '53 wrote in July: "We have moved to a new home in Dunwoody, GA. I celebrated my 50th year as a university professor with 18 years at UCLA and 32 at Georgia State University (as an endowed Regents Professor). Still working full time."



Brad Gorea '74

Brad Gorea '74 writes: "It was a very nice shout-out about our friend's at Cahills. Good friends of mine. Met their dad (John Cahill '63) when I was at Hoosac A few of us guys bought VW dune buggies from him to drive in the fields and hills of the school. Good bunch over there!"



Ovguhan Ozkan '19 (below) **Selin Oncul '19** (left), **Delfin Bilgic '19** (middle), **Yalena Akkus '19** (right)



Currently enrolled in the pre-med program at Kings College in London, Selin says the winters are rainy and remarked people are friendlier in the United States. Delfin and Yalena are both majoring in business at the International University of Monaco. Ovguhan is transferring to a dentistry program in Turkey.

In Memoriam



Rev. Thomas R. Best '48 wrote in to announce the passing of classmate **John Billings '48**. "Several weeks ago John's wife, Cheryl, sent an email that John had died from cancer. We had kept in continual correspondence for nearly seventy years, but the last time we spent together was back in the 1970s. This was when I went to San Francisco to present my Episcopal ministerial credentials to the UU Ministerial board to be received into the Unitarian Universalist ministry. We had our usual crazy fun time. I believe the last time before that was in the late 1940s, when I was a bellhop at a resort hotel in Ogunquit, ME and John was working in Kennebunk. John passed this past July 20th.

1992 Hoosac graduate Diana DeVivo died unexpectedly on June 30th, 2019. She was a teacher for several years at the Liberty Montessori School in New Rochelle, NY and worked in the city for the Welfare Fraud Investigation Unit. Diana was a devoted mother of three children, Anthony, Sophia, and Rosaria.

George Moss '59 has passed. His sister reported George is buried in his hometown of Buffalo, NY and said, "He loved Hoosac; called it the best educational experience of his life."

THANK YOU CLASS AGENTS!

If your class isn't represented or you are interested in becoming a class agent, please email info@hoosac.org

50-51	Rev. Raymond Brown	rayb003@gmail.com
53-54	Franklin Bulkley	frankandsal@gmail.com
55-56	Charles Rexford	
59	William Comer	bill6465comer@gmail.com
60	Rev. Dr. Timothy Parsons	timothyprns@yahoo.com
61	Arthur Rodia	ac23rodia@charter.net
62	Rev. Malcolm Roberts	mroberts12@hotmail.com
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75	Seton Ijams	sijams@aol.com
76	Craig Kanner	
77-78	Matthew McCormick	mattmcco@gmail.com
79	Jeremy Mordkoff	jeremy.mordkoff@gmail.com
80	Fred Wright	
81	Michael Rider	
82	Dr. J. Toby Mordkoff	jonathan-mordkoff@uiowa.edu
83	Lizzette Hayes Winters	LHlights@aol.com
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94	Jaime Campbell Hudak	jchudak@criteriuminc.com
95	Crystal Allen	all4cailin2000@gmail.com
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Photo of old campus taken from roof of All Saints Church

Honesty as an Exercise

A letter from Father Wood featured in the June 10, 1953 issue of *The Owlet* with relevant advice for any era:

Dear Boys,

In ancient Greece there once lived a famous character named Diogenes, whose home was a kind of tub and who went about holding a lantern in his hand with which he would light up the faces of passers by to see if he could find an honest man. But to no avail. At the end of his life he had not found even one person of such integrity that his search could be ended.

To us, the story of Diogenes sounds like the waste of a good man's time for we don't expect to find perfect honesty in anyone until the millennium comes. Nevertheless Diogenes had a real point to make. He was not a crazy man as we might think but a philosopher who was reflecting upon the weaknesses of human nature and seeking to make others realize that honesty is a most important asset in every day life.

When we come to think about it, we must admit that we are not honest ourselves in all things at all times. True, we probably have learned not to lie, for that is the small boy's defense against his elders who have power over him. There are, however, other temptations to be dishonest to which we may well succumb.

Who hasn't said to himself, "I wish I had a million dollars!" and gone off into a beautiful daydream about racing cars, speed boats, and airplanes with oneself at the center of them all, quite oblivious of the fact that there is an English theme to be written for tomorrow? This is a lazy man's way of being dishonest. If one could only combine the daydream and the theme, the effort might well be both honest and a step toward earning the million dollars later on.

Another kind of dishonesty - and a very subtle one, too - is not the way of the lazy man, but of many hard working people who commit themselves to certain selfish goals and then seek only for reasons that will

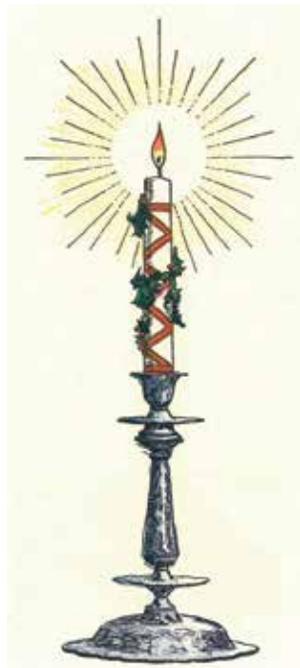
justify their actions, overlooking those on the other side. Perhaps a boy is assigned the job of cutting down some prickly bushes. Presently he is found on the truck carting away paper waste to be burned, and doing a good job. When asked about the business, he says, "The paper had to be burned, didn't it? I knew I could do a good job." All of which was true, but he was using the

argument to defend himself and to avoid the prickly bushes. Psychologists call this kind of action "rationalization." Moralists call it "dishonesty."

There is an immense need today for people who are genuinely honest and who are willing to look at all the facts, including the not-so-pleasant ones. A research scientist would never be able to discover the real laws of nature if he looked only for the facts which pleased him. Many a large business is in the habit of employing specialists, "management engineers," whose job it is to think as to its good and bad points in order to make suggestions that really keep the company functioning properly. Sometimes their recommendations are quite startling because a business, like an individual, may get into ruts of dishonesty which prevents realistic action. In politics and government

also there is tremendous need of integrity of purpose in conducting the affairs of our nation in relation to others.

The habit of being honest begins in small ways - first of all in daily work, in lessons, in saying one's prayers. Real integrity grows out of such small beginnings. Diogenes may have been a strange man, but he really had a point. Why not seek this great and constructive virtue? Let's begin today.



Sincerely your friend,
Meredith B. Wood

Tech Wise

"Can everybody hear me okay?"

The start of an unprecedented year began with a sentence like that; a voice funneled through the ether connecting faces from across campus and the globe so that Hoosac could open safely and on time this fall. Arrivals began weeks ahead of opening so that self-monitoring/self-isolation periods could be safely accommodated. Classrooms were added to ensure physical distancing measures could be met. Faculty bore the weight of additional classes and the complications of seamlessly integrating a hybrid model so that contact with students was maintained throughout, whether in class or half a world away.

Months after the pandemic forced schools to close early, our school reopened, embracing the new model as another Hoosac success story. And this success is due in large part to faculty like Mac Purvis, who worked with administrators, staff, faculty, and students to integrate a plan of action

that would facilitate a flexible and ever-developing reopening plan.

When Hoosac was looking at early closure last spring, Mac drew upon the existing use of Google Classrooms by some faculty and Zoom by administrators to pull together an opportunity for learning from lockdown.

"We wanted to make sure we were getting all of our students in a class, even though they were completely remote." Mac said the success came in part because Zoom made changes to their platform to accommodate demand from schools, including eliminating the 40-minute limit on meetings so classes could run as long as needed. "As soon as everybody was remote by the last trimester, everybody was doing what they possibly could to make it work. Teachers were Zooming from wherever they were."

Knowing the fall trimester would bring about a unique set of challenges, Mac was diligent in her research. "It was inevitable that we were going to have

to accommodate, so first things first is having webcams and cameras so that everybody is seeing faces. We developed that hybrid model so the teachers wouldn't necessarily have to double their class load." And there was a bonus: "The kids are live in class and can interact, so it never felt like students were missing out. We wanted to make sure everyone felt included."

Mac's background in theatre was paramount as she understood teachers couldn't be tethered to a screen while teaching. "We outfitted teachers with USB-compatible wireless mics that allow them to free roam about the room. It has allowed Mr. Foster to do Chapel and it feels more natural."

However, the big ticket items have included digital whiteboards. "These are phenomenal in their capabilities. It's like having a giant touchscreen computer; you can have everything your computer would have on the screen, but then you have the touchscreen capabilities, screen-sharing capabilities; and there are endless apps including translation and video features that can broadcast simultaneously to our remote and in-class students. It syncs everything."

Mac said one of her biggest concerns initially was whether or not faculty and students would adjust to the changes. "It's a lot, but our teachers have done a phenomenal job adapting to this change and this tech. It's been crazy that some of the people I thought would really struggle have embraced it and taken and run with it and are now fluent, tech-wise."

An additional benefit of the hybrid



model was seen immediately when students who had arrived on campus or at ISA later in September, were still able to attend class, albeit from their dorms during the self-isolation period. Mac thinks this model will prove useful even after the pandemic, when students are ill or otherwise unable to physically attend class. "This will be around for a very long time."

Mac says she's looking forward to seeing how tech can salvage a centuries-old tradition. "Yule Log is the longest-standing tradition at Hoosac and I would never want to mess with that, but I'm excited to see what comes from it. What will students come up with and how creative will it get?"

Yule Log Director and 19-year faculty member Chris Uhl is embracing technology. Having been a self-described "traditionalist" when it comes to education, Chris went from teaching to having to quickly learn and adapt to new tools to keep his classroom going when the pandemic hit.

"We had a three week spring break and the Covid stuff happened at the end

of the first week, so we had two weeks to prepare. Headmaster Dean Foster, Academic Dean Claudia Stultz, and faculty member Taylor "Mac" Purvis went into high gear and got themselves organized in two weeks. It was amazing."

Taking the same approach to learning as he teaches, Chris said he felt comfortable with the change: "Instead of improvising, I knew that if I listened to what I was told and spent just 20 minutes even, learning Google Classroom, learning Zoom; I'd have it down. Before I learned the bells and whistles, I learned the basic pattern. Now, I'm a convert. It's so much more organized."

Today, Chris said his classes are made up of about two-thirds in-person and one-third online learners. And he said the benefits of tech far outweigh the negatives.

Asked how technology might be utilized to continue the long-standing tradition of the Boar's Head Yule Log, Chris said it's a two-pronged approach.

"One prong is that people (the audience) can participate from afar. And

the other prong is that maybe we can't have a hundred kids on stage, but that doesn't mean we can't decorate the dining hall. When you have the decorations up and you have candlelight and you have the candlelight reflecting in the metal of the chandeliers and the windows, the dining hall takes on a magical glow that's part of the whole experience. The kids in their magical costumes, the greens, it's all great. So I think we can at least, using the internet, capture the warmth."

Chris added the music will also capture the warmth.

"Except for the play within a play, everything is sung, so we'll have to grapple with what's allowed and what people are comfortable with, but we can still have music." And he said the size of the dining room may allow at least a few singers for performances. "We're looking at creative ways to utilize Zoom."

This year has been one of creativity and flexibility. May it be remembered as the year Hoosac rose to greet this challenge as it has any other; as an opportunity. -SG

Testing 1, 2... testing 1, 2, 3... Can you hear me okay?



Hoosac faculty and students returned to a "new normal" this school-year, implementing a variety of tech options to improve learning for both in-class and remote learners. The hybrid model allowed students from overseas, who were unable to return to campus due to travel restrictions, to attend classes live and online. It also allowed our Hoosac athletic teams, who need to periodically self-isolate after matches with other schools, to continue their education safely and uninterrupted.



Now more than ever, Hoosac is relying on audio-visual components to continue operating under Covid-related restrictions. Above John Harniman, Director of College Counseling and Residential Life, introduces a student to new audio equipment for the development of Hoosac podcasts. Photos courtesy Mac Purvis and Ryan Grant

THE GIFT OF GIVING

Bill Marvin, Son of Keith Marvin '43

“Platelets!” The call is heard throughout my local blood donor center. It is to notify the medical team of an imminent donation of prime importance – that of blood platelets. They respond to this call by setting in motion a precise preparatory routine, including special equipment and operational procedures specific to this type of donation.

Platelets are components of human blood which cause it to coagulate. Essentially, this arrests excessive bleeding caused by illness or injury. They are in constant critical demand by hospital patients with many afflictions. The list of patients whose lives depend on platelet donations seems endless. Cancer patients and those with bone marrow disease need them, as do those undergoing stem cell and organ transplants. Hemophiliacs, trauma patients, and severe burn victims are other subgroups who cannot survive without platelet transfusions.

Unlike medicine, blood platelets cannot be manufactured in a laboratory. They can be collected, distributed to regional hospitals, and subsequently transfused into a patient only through the benevolence of donors. In the platelet donation process, whole blood is drawn from the donor and spun through a special machine. The platelets are separated out and collected, while the remaining blood components are returned back to the donor. The process differs from regular blood donation in that with platelet collection technology, a person is able to provide an increased quantity of platelets, equal to the total of up to 10 regular blood donations.

Even with this advanced technology, though, there simply are not enough platelet donors to meet the extreme demand for them. Patients routinely need platelets in large quantities over extended periods of time, and that need increases greatly each and every day. For every 100 persons who do-

nate blood, there is sadly just one platelet donor. Much like with the organ transplant list, patients must often postpone surgeries and other medical treatments while they wait for donor platelets to arrive.

Why is there such a critical shortage of platelets? One big reason lies in the time commitment involved. Whereas a regular blood donor will spend less than 45 minutes total at the center for their donation, a platelet donation can take up to

three hours and the shelf-life of a platelet is extremely short. They must be transfused within five days of their donation.

This dire need for platelets is why I switched over from whole blood donation some 20 years ago. I have made almost 400 visits since then to my regional center for the expressed purpose of gifting platelets to anyone who was imminently in need of them.

Normally they have been channeled to those in the midst

of cancer treatment. On rare occasions, my scarce blood type has been needed to exactly match either a pediatric leukemia patient or someone suffering from an immune system illness. In these cases, I have been contacted and asked to donate that very day.

Platelet donation is one of my great passions. I see it as the gift of giving. The patient cannot obtain this gift any other way. I donate without the expectation of anything in return and reap the personal joy of contributing to someone's joy of living.

There are a few other causes in which I believe and to which I choose to contribute and support. One of these is the Hoo-sac School. My own father, Keith Marvin and his classmate and my friend, Dick Phair, both class of 1943, influenced my great belief in the school.



Bill Marvin poses with students during Yule Log

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Nancy LaPorte Retires



I came to Hoosac in 1987 to fill in for Janice when she went on maternity leave. It was a temporary job that turned into full time. I stayed on to work in Development and Alumni Affairs when Janice returned. My kids were small then, 3 & 5, and it was nice to work close to home. Both Tom and Matt went to Hoosac when they were old enough. Tom graduated in '01 and Matt in '03. I consistently stayed in the same department at Hoosac, though with it being small, everyone pitches in to help where needed. I have worked on over 30 years of reunions, publications, graduations, Yule Logs, parents weekends.

I remember my first time coming onto campus, thinking how big it was. A hidden gem that not many locals might have seen unless they attended a Yule Log performance. Hoosac is a family environment and I have had students at my house to visit (even after they graduated). They have come to eat with our family, and we have met up with alums while on vacation. Having my sons attend Hoosac made it even more special. They are still in contact with friends they made here. Hoosac truly expands your world. There will still be a LaPorte in the Hoosac family as my son, Matt, works for the school.

My reason for leaving - it's just time. I will be back from time to time and I'm not far away. -Nancy

Hoosac Alum Jill V. Larson is the founder of Positive Solutions for Success and the Larson Natural Health Center. She works as a certified life and career coach and works with youth on developing critical skills in life and leadership. Mrs. Larson worked with upcoming Hoosac Prefects over the summer, teaching students how to overcome obstacles and better hone their skills as role models and leaders for the rest of the student body.

POSITIVE SOLUTIONS FOR SUCCESS

Here's what a few of our Prefects had to say about what they gleaned from the program.

DOMINIC METRO said the planner he has started using since the course is very helpful: "I write down holidays, birthdays, special occasions, and scheduled appointments... Utilizing a daily planner has allowed me to become more independent. I now schedule my own appointments and hockey lessons... and make plans with friends." Metro said he also appreciated the meditation exercise which taught him "how to calm myself down during nerve-inducing events. I have been able to take five minutes to meditate and calm myself down before meetings with my boss and even before oral surgery."

SOFIA GURGEL said the Leadership and Life Skills Course helped her identify ways to support her physical, mental, and spiritual self: "Throughout the course, I learned how to be more organized and to manage my time better... it makes me not only a better leader, but also a better human. It makes me less stressed, more efficient, and helps me achieve more successful outcomes."

SOFIA FILIPOVIC remarked that until the sessions with Mrs. Larson, "I didn't realize how much I was aggravating myself. I was so blocked that I didn't even realize there were blocks. She helped me realize that things aren't unsolvable as I imagined them to be in

my head. By taking 'action steps,' I understood how to deal with my life, how to aim negative thoughts, and to love myself and others... The most important thing that I learned is that I should never be scared out of something new; it only gives me more unnecessary blocks."

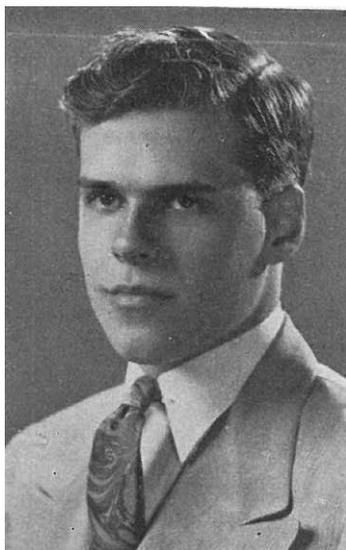
FERNANDO BARROS found the course taught him to understand himself better: "I figured out that being a leader is not just knowing how to tell people to do whatever they are supposed to do. To be a good leader to other people, first you have to be a good leader to yourself."

CHUER MING said keeping a diary has been helpful: "I never [kept] a diary before, but... this is a good habit and, thanks to this course, I do it now."

MINQI "JOCELYN" HU made some realizations about the positive impact of preparedness: "We can use our planner to make adequate preparations... For example, when we plan to do something with others, we might get ready earlier to avoid some accidental things happening. And also I developed a habit of making a self-reflection every night before I go to bed. I lie in bed and think about what I did the whole day and what I should improve."

Gift of Giving

CONTINUED FROM PAGE 36



Above Hoosac's 1943 Baseball team which featured Dick Phair and Keith Marvin, shown below in their graduation photos

Both my father and Dick appreciated the leadership of then-Headmaster Father Whitcomb and were loyal alumni and reverent lifelong ambassadors to Hoosac. For his part, my father had a never-ending love for Hoosac. Upon graduation, he had gone directly to Fort Benning, Georgia to join the war effort. Because he never attended college, and had learned from and idolized Father Whitcomb, he considered Hoosac School his de facto university education. Such was his devotion to the school that he returned to campus after the war to serve full-time on the faculty for four years on a volunteer basis.

When my father passed a few years ago, I sought to connect with some of his more cherished friends who were important to him. Dick Phair stood at the top of this list.

Dick led a proud and wonderful life. His arrival at Hoosac had come somewhat by accident. Dick had gotten into a bit of mischief at his local school, and the principal suggested to his parents that perhaps a different setting would provide a better fit for him.

It is with this historical backdrop that I would spend a

whole day with Dick some half a dozen years ago. The day would start with a trip up to campus. I remember so vividly picking him up that sunny autumn morning. He was sitting in his kitchen happy and alert, donning his Hoosac varsity letter jacket while gazing out the window. He was so excited; ready to go a full hour ahead of time!

That day we toured campus, and listened as Dick related interesting Hoosac stories as he knew the school 70 years before. Current Headmaster Dean Foster took us on a tour of the fitness center, named for Dick, and the athletic field improvements. Dick had been a multi-sport star athlete as a youngster. Baseball was his very favorite sport, and he was a fixture at first base in his time at Hoosac.

We then made the short drive down Route 7 to the old campus. Dick showed me how the old campus was laid out. Today, All Saints Church is all that remains of the old campus. Dick pointed out where the other buildings stood and showed me where the old ballfields were to the northwest side of the property.

Later that evening, Dick shared a treasure trove of Hoosac memorabilia at his home. There were programs, articles, and miscellaneous collectibles. We went through his Hoosac yearbooks and he explained every picture to me. This, of course, surfaced some very interesting, poignant, and funny stories I had not previously heard about my father, his other Hoosac classmates, and Father Whitcomb as well.

As we went through Dick's Hoosac collection, he was often very emotional; his eyes often filled with tears in the same way as when he would talk of his late wife, Mary. It was evident Dick was a kind, genuine, and passionate person who always gave of himself and put the needs of others before his own.

He served his country as a combat infantryman in France during World War II. He was on his way to begin his studies at the University of Maine when his father asked for help at his pharmacy. Dick responded by dropping his engineering aspirations; immediately applying to the Albany College of Pharmacy and devoting himself to the family business. Dick put his country first, his family first, and his school first, as the Richard J. Phair Fitness Center attests. And over the span of 60 happy years of marriage, Dick always put Mary first.

I am not Dick Phair but my friendship with Dick taught me that we are all pawns to a noble, greater calling. Mark Twain once said the two most important days in someone's life are "the day one is born and the day they discover why." That is a strong challenge for self-introspection. Once that realization comes, a greater degree of fulfillment is consequently achieved. For me, the tangible output includes the fact that I am certainly passionate about donating blood platelets. I also feel strongly about a national children's cancer organization. I am a loyal supporter of a couple of missions in my hometown related to helping young people with

You are Hoosac.

Make Hoosac part of *Your* Legacy



Hoosac graduates know what it means to *Be Hoosac*. It isn't something taught in a textbook; it's something that comes from shared experience. In short, *Be Hoosac* means something from each of the stories in this edition: It's persevering through challenges, it's rising above doubt, it's nurturing volunteerism in yourself and others, it's finding yourself and helping others do the same.

The *Be Hoosac* in all of us is that part we carry forward in the spirit of optimism and generosity.

Your legacy is a gift to future generations. Protect the long-standing traditions and culture of Hoosac and make Hoosac School a partial beneficiary to your assets, estate, will, or life insurance so that your Hoosac story will be forever part of *your* legacy.

For more information on how to benefit Hoosac with a legacy gift, please contact Headmaster Dean Foster at (518) 686-7331 or email headmaster@hoosac.org.

Be Hoosac in all you do.

the transition from academia to their professional life, and supporting people of all ages with their mental health struggles. And, with the example of Dick Phair top of mind, Hoosac School has become more of a priority for me.

And what about my friend Dick Phair? The last time I visited him was at the senior center in Canaan a few months before he passed. We had lunch with the residents, and afterwards we spent an hour or so together. When we said goodbye, I hugged him, told him he was a great man, and thanked him for being such a wonderful friend. He told me to think nothing of it.

Of course he would say that. Dick Phair knew the gift of giving.

*"The two most important days in your life are the day you are born and the day you find out why."
- Mark Twain*

A Tibbits Ghost Story



Just three days into his stay at Tibbits Hall during his first year at Hoosac, 1974 alumni Alonzo Whitehead encountered the Ghost of LeGrand Tibbits. He writes:

I was upstairs in the "dorm" portion of Tibbits Hall. My room had a pointed ceiling and I had been asleep when I heard the sound of paper ripping or tearing. I awoke and looked around, thinking one or more of my black-light posters had somehow come apart from the wall; that I'd left my window open or something. I looked around my darkened room and noticed that the posters were still hanging. So, as I was turning back over and pull-

ing the covers over my head, I observed a head sticking out from the wall! The head had a very distinct top hat, a string tie, and rounded high collar. It turned toward me and the rest is history. I flew out of the room.

When I got to the 2nd floor, there was George DeMenocal, George Forster, Scott Frame, and Jeffrey Gilchrist on the floor playing a card game. Imagine their shock at the site of me.

I told them a head came out of my ceiling and they laughed and said, "Oh, that's just Tibbits" and laughed and laughed.

Needless to say, I was out of there the next morning moving into Pitt Mason.

I saw Tibbits two more times over the next few years. Once, while we were outside in the Smoke Pit, I saw him cross the lawn from the tree stand to the next tree stand.

The next time was during Boars Head/Yule log. We were in the changing room in the two-story dorm outside near the Dining Hall and I saw two hand-shapes appear on the window and raise it. Well, I just laughed and said "Hi Tibbits!" because by then it was old hat.



SCAN ME