

# HORNET'S NEST

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## Faculty Spotlight: Lindsay Brown

By Madison Clarke

Insightful, kindhearted, and simply down-to earth are three adjectives that come to mind when I think of Lindsay Brown. Many of us know her as “the small blonde” or the coach that screams “DEFENSE!!” until she loses her voice. As my advisor she is my biggest advocate, and my mom away from home.

Lindsay was born in Worcester, MA and raised in South Boston, and always had a liking for sports. She attended soccer camp at Brewster as a young girl but did not start to think about boarding school until her seventh grade science teacher presented the idea. She attended Proctor for her junior and senior year of high school. Lindsay continued her passion for sports and played soccer, basketball, and softball. Her senior year she went on both Mountain and Ocean Classroom. She ad-

mits that yes, she loved math as a student, but was never the smartest in the class. Recalling her most cherished aspect of Proctor as a student, Lindsay responded, “The off-campus programs and the relationships I formed with my teachers.” After graduating Proctor in 2001, Lindsay attended William Smith where she majored in Math and Latin, and minored in Computer Science. She stayed for a fifth year with nine other students to obtain her M.A.T. from Hobart and William Smith’s only graduate program. Lindsay met her wife, Melanie, in 2006 at an EMT course in Yosemite National Park. They would soon become engaged, and eventually return to Proctor. Lindsay knew she wanted to be a teacher, “I wanted to give back to the place that had given so much to me.”

Lindsay has been teaching at Proctor for eight years. She currently teaches Algebra I and Algebra II. Patrick Murphy, a sophomore in her Algebra II class, said “Lindsay

is nice and upbeat. She is very interactive and she puts her students first. She is one of the best teachers I’ve ever had.”

As one of her advisees, I can confidently say that I have seen Lindsay in action. She does not settle for satisfactory, and she constantly works to ensure all of her students are at their best. Sue Rochon, head of the Math Department, agreed with my outlook on Lindsay’s work ethic. “Lindsay is dedicated, energetic, thorough, and works very hard to make sure every student understands the math in her class.”

Lindsay also spends time with students outside of the classroom, acting as the assistant coach to girls basketball team in the winter and softball in the spring. Lindsay currently lives in Mackenzie House with Melanie and their 18 month old son Anders. She loves the lifestyle and is fully supported by the Proctor community, “One of the best parts of being at Proctor is that it has allowed me to be a full time working mom and a full time stay



at home mom. I get to have the best of both worlds...” Apart from being a mother, teacher, and coach, Lindsay enjoys woodworking. Her favorite building on campus is the woodshop, and if she was not a teacher she claims she would have become a woodworker or carpenter. She enjoys listening to music, “Till Kingdom Come” by Coldplay is her favorite song. She is also a very outdoorsy person, she likes getting exercise and being outside. Cooking is another one of her hobbies, she always makes the best food for our advisory and for the girls in her dorm. She is a committed and enthusiastic individual who is always available for those who need her. Mikaylee Ginchereau, one of the dorm leaders in Mac House, proclaimed, “She is always available for anything you need whether it’s math help or emotional support. She has always supported me in what I do...She is truly invested in all that are close to her.”



**Women’s March in Washington**  
By Izzy Tonnellson

There is not a shred of doubt that the past election cycle brought up domestic and international fear. The brash rhetoric spoken has unquestionably marginalized and threatened multitudinous communities across the United States - members of diverse religious faiths, those who identify LGBTQIA+, people of varying skin colors, and those with disabilities, to name a few. The question remaining is how to move past recent political events and address circulating emotions about the rights of targeted citizens of the United States.

The mission statement of the Women’s March goes as follows: “We stand together in solidarity with our partners and children for the protection of our rights, our safety, our health, and our families - recognizing that our vibrant and diverse com-

munities are the strength of our country.” The goal is to advocate for safe communities in which women can live healthily in environments free of structural impediments regardless of racial, religious, or sexual orientation. The campaign of the march is that “Women’s Rights are Human Rights and Human Rights are Women’s Rights.” Those organizing the Women’s March as well as its participants believe they have the moral imperative to advocate for Human Rights, Women’s Rights filing under the category of Human Rights.

The aim is for men and women alike to come together as a whole keeping said intentions in mind and march across the cities of Washington D.C and Boston on Saturday, January 21, 2017. The hope is to prove to our nation’s leaders on their first day of administration that the numbers of those deeply affected are too great to be ignored. Moreover, in the spirit of nonviolent communication, the message is intended to get across through peaceful protest.

Proctor Academy has organized a group of students and faculty together, led and organized by Shauna Turnbull and Crosleigh Thoms, to attend the Women’s March in Boston this upcoming Saturday. A Proctor student attendee of the Women’s March states: “For me, the Women’s March was a way to express my discontent and disappointment regarding the recent election in a thoughtful and constructive manner, as well as an opportunity to unite in a peaceful protest with those around me to remind ourselves that no matter

who sits in the White House, America will always be a place of love and respect.” To reiterate the quintessence of the Women’s March, Women’s Rights are Human rights, and members of the Proctor community have gathered to support this notion.

**Proctor’s Vocal Ensemble:  
A New Program.**  
By Carl Hubbard

Proctor’s vocal ensemble is a growing program with a rich past, and optimistic future. Vocal ensemble is an art few Proctor students partake in. Many people walk by the chapel not even knowing the hard work and musicianship happening inside every day.

Many people don’t understand the value of vocal music (and performing arts in general) and miss this experience while at Proctor. Rob St. Cyr, the vocal ensemble director believes that, “[Vocal ensemble] is fulfilling in a personal way, but it’s also a part of a human experience, it’s about enriching yourself with the music we have. . . It’s a vehicle for self expression.”

In the past, Proctor’s vocal ensemble program was well established. Kris Johnson, the former Choral Director, had great success with his vocal ensemble, touring at international venues. Unfortunately, Kris departed in 2013, leaving a large hole in the Proctor Arts department. His departure meant the vocal program took a temporary hiatus. However, Rob St. Cyr was hired in 2014, one years after Kris’s

departure, and had to start from scratch.

Over the past few years, Rob has had to effectively recreate an entire new program. When commenting on starting the program at Proctor, Rob said, “Having to get the word out about the importance of vocal music was a deep challenge for me.” This task was difficult because of the two year gap between Kris leaving and Rob being hired. In the time between Kris’s departure and Rob’s arrival, many new students came to Proctor and didn’t hear anything about a vocal ensemble. Rob had to market the vocal ensemble and get students interested.

Despite the challenges, the vocal program is thriving. This term is especially exciting because there are now two full ensembles, a beginner ensemble, and an advanced ensemble. This hasn’t happened in the past three years, and is an important stepping stone towards building the program. Having two ensembles allows for more diverse music in performances. Also, having a beginner ensemble alongside the advanced ensemble makes the vocal program more approachable to newer students. Although the growth of the program over the past years has been impressive, when asked what could make the program better, both Cope Makechnie ‘17 and Logan Dunne ‘19 responded with, “More people.” Others find the small size of the ensemble is inviting. When talking with Raizel Rosenberg ‘17 she said, “I oddly like the small size and closeness we have in vocal ensemble.” The fact of the matter is, in order for the vocal program to develop further it needs more students.

Although there have been many challenges in re-establishing the vocal ensemble, it’s an incredibly rewarding program. At the end of each term the ensemble sings in the chapel to share the music they’ve been working on for months. Raizel observed, “You get to the performance and get why you do it, it’s fun and something you really enjoy.” while Cope added, “I like that the music is challenging, I enjoy learning how to read and analyze music more deeply than just listening to it or learning the notes.”

The future for Vocal Ensemble is bright. As the program develops, the ensemble

will soon be able to tour and perform outside of the country. Rob has high hopes for the program “My hope is to have 10% of the student body in my program. . . I want more students to be involved in festivals that go on around the state. . . I would love to have my vocal ensembles be more public in the sense of getting opportunities to sing at gigs.”

When asked about opportunities to take the ensemble outside of Proctor he responded, “Once the program has reached a stable number, from there I’d like to go on tour to Canada.” This would elevate the program, attract more interest, and inspire students to keep singing. One of Rob’s main drives for wanting to sing outside of Proctor’s Chapel is, “It ultimately changes lives when you have an opportunity to sing in grand spaces in another country.”

**Desolate Walls**  
By Raizel Rosenberg

Eyes still stinging from the reflection of the light off the snow, I walk into the new dining hall. First, I am greeted by a gentle push of warm air, my eyes then take a moment to adjust to the burnished atmosphere. Once adapted, I focus on the wood interior. It reminds me of spring, desolate and long forgotten in the cold of winter, and I start to feel a little out of place - as apparently quite a few do in the new building. Luckily, decorations to compliment the building are eventually

coming, but you can only face one problem at a time.

K Irving opined, “One of the many reasons I like Proctor is that you can feel at home in whatever place you’re put into ... quite frankly I haven’t been feeling the same way in the dining hall. It’s very stark, it’s very bleak and it feels a little bit sterile to me.” Sophie Nasvik echoed her feeling, “The older dining hall had a little bit more of a homey feel to it,” and she is unsure “if the new dining hall is necessarily as welcoming as the other one is.” However, there were those who enjoyed the simple environment of the new building. Angela Carson, part of the dining hall staff, loves it. She enjoys the clean, modern look especially the lines in the architecture.

Though, with many feeling uneasy, I wanted to discover what would evoke a more comfortable atmosphere for them. In asking, I found that most students were desiring decorations, pops of color, something that would stimulate them. Many want student artwork to be displayed in the building. A varied artistic design would fulfill the desire for decoration, and incorporating student artwork would help in integrating the Proctor community and the building. In realizing that the previous dining hall was indeed speckled with student artwork, I began to ponder why these cream-yellow walls were so barren.

Luckily, John Ferris (Chief Financial Officer), explained the thought process be-



**VOCAL ENSEMBLE PERFORMING IN THE STONE CHAPEL**



**THE DINING COMMONS BLENDS IN THE SNOW**





THE DINING COMMONS IN THE FALL

hind his decisions and the reasoning for the lack of decorations. The naked look is, thankfully, only temporary. He explained that the walls - in their current state - are meant to act as a blank canvas. Their color was muted in order for them to have the least amount of contrast with any potential decorations. And the cause for delay of decorating is the focus he is putting on solving the sound problem. The building reverberates with the clinking of glasses, clinking utensils and the occasional screaming from children. But, the progress he has made on this issue is tangible. For example, since the legs of chairs have been muted, the overall noise has greatly diminished. Once this quieting effort is fulfilled, John Ferris will be comfortable into moving into the decoration phase. Until then, those yearning for a little more can distract themselves with the pizza oven and the wood pillars made to look like trees.

## Proctor Barber

By Dylan Oakes

Would you let a fifteen year old boy give you a haircut? Most people wouldn't go to a teenager to get their hair trimmed, but Nelson Makechnie is a different story. He is a self taught barber with an eye for hair. Nelson gives great, quality haircuts for a very affordable price.

Grey Bechock, '17, says that, "Nelson is a good barber and he did a great job! I

would definitely recommend him to anyone looking for a simple and quick trim."

Multiple students and staff, and both boys and girls throughout campus, have gone to Nelson for haircuts. He has about twenty clients right now and his business is growing. Ian Makechnie, '07 said, "He is my nephew, and I want him to improve as much as possible. He is a good barber right now - and I trust him, but I want him to get even better. Any kind of experience he can get will help him excel."

Considering we are at a boarding school,

there are not many options for students when it comes to getting a haircut. Most kids just have to rough it for a couple of months, which can get pretty annoying and gross. Nelson has been cutting hair for about six months now. Nelson Makechnie, '19 said, "I originally learned how to cut hair on YouTube, which I know doesn't sound too convincing, but I have had a lot of practice and experience since then." E-mail Nelson at makechniene@proctoracademy.org or check out his instagram @u\_need2cut\_it to schedule an appointment.

## Stories Behind The Paints: Slocumb Hall

By Avery Montgomery

When I give tours through Slocumb Hall, I tell them to look at the floors. You see, the floors of Slocumb Hall are the telltale sign that this building was once used as the school's basketball court. The long, lacquered boards prove that once, a long time ago, these floors were subjected to drills, practices, cheering fans and many games.

Today, I walk in, open the large door, throw on an old denim apron and start mixing paint. The building has completely transformed its meaning, but signs of it's past still linger. Because with old buildings



A VIEW OF THE POND FROM SLOCUMB HALL

such as this one, the walls have seen many stories, and I want to tell some of them.

My first task was to discern exactly when Slocumb was built, and this was more complicated than I had anticipated. I first went to the development office and inquired there. Lynn George was kind enough to go through her records, but there was only a vague estimate on how old the building was. In the column under Slocumb Hall, all that was written was "around 1900." I needed a new lead. So, I started googling.

By reading through old newspapers and historical texts, I was able to discern the rough dates surrounding Slocumb Hall. What I found was that Slocumb Hall we know today was designed by a man named Herbert Langford Warren. Warren was born in 1857 in Manchester England and then moved to the United States to attend MIT. Afterward, he found himself working as an architect and the project to transform a livery stable (ancient Slocumb Hall) into a school building came to him. He created the classic giant windows and high-arched ceiling that we cherish in app. 1888. The building was then used as a mailing room, and then a gymnasium with shower rooms on the north side. The giant windows on either side of the building that let in buckets of sunlight.

Slocumb hall has been home to many things: horses, packages, basketballs, boys, a metal forge, and layers of paint.

There used to be a balcony along the west side which was later filled in. In the 1960s and 70's the building was used as a combination dormitory and art studio with Doug and Sue Houston as the dorm parents at one point. The building was also used as a free daycare for the children of faculty. In 2010, the west side of the building was remodeled, adding the photo studio and a small classroom.

When I interviewed Corby Leith '92, one of the current art teachers, he told me about his time at Proctor and the ways that Slocumb has evolved but in many ways stayed the same. "The clay on the ceiling was there when I went here, it was probably there long before that. It's a Proctor tradition."

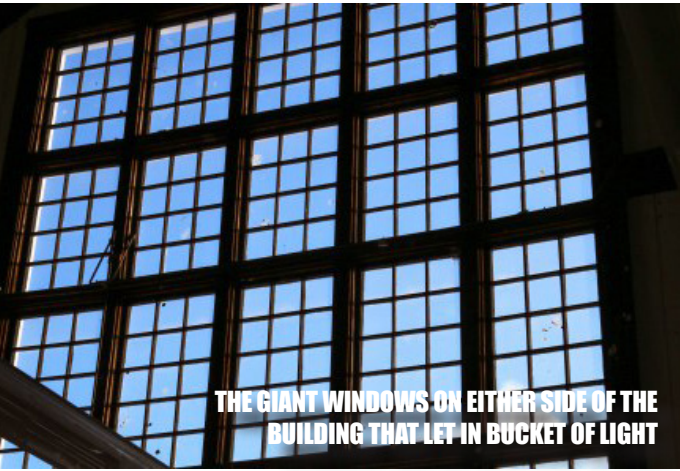
The clay, thrown up onto the ceiling by ceramics students will probably stay there long after I graduate. The ceilings are exceedingly high, and although a little unsightly, there is a bit of charm to the clay-speckled ceiling.

Corby has big plans for Slocumb Hall. In "the dream" he wants to create painting files in the wall where the

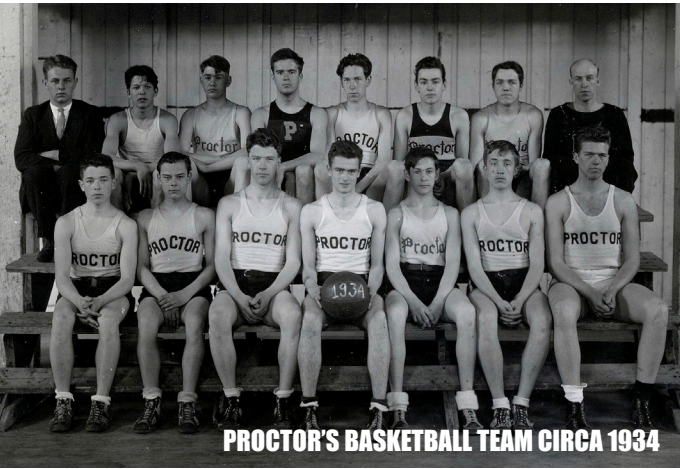
balcony used to stand using a library ladder to access the archives of art. Next up is to install new state of the art lights for even better ambiance in evening. Finally: a sliding door under the south window that leads to a covered terrace for plein aire painting.

When I asked Corby whether he liked the building, he exclaimed, "I think we're blessed, I think we have the best room on campus. I love the light."

I love Slocumb as well. I love it because to me, it's more than just a building. It is the perfect place to create, to dream, to talk, laugh, and be merry. On Saturday nights, I'll walk in and find students sitting and drawing and joking, listening to music and producing beauty. This investigative project has only made my experience when I enter Slocumb richer. I now have a glimpse on just how many people have stepped over the threshold, how many innovative, bright minds have tried something new in Slocumb Hall. Underneath the white paint on the walls are murals, installations, and slyly done signatures. Many alumni have begun their careers as artists in Slocumb Hall, standing in front of a blank canvas, searching for inspiration.



THE GIANT WINDOWS ON EITHER SIDE OF THE BUILDING THAT LET IN BUCKET OF LIGHT



PROCTOR'S BASKETBALL TEAM CIRCA 1934





## Ocean Classroom Returns

By Nate Reilly

It's 8:10 in the morning of November 29th. For many students at Proctor Academy, this begins their first class after a well deserved Thanksgiving Break. However, for some members of the Proctor community, it's their first day of classes after ten weeks aboard a 131 foot schooner.

These students have to adjust to a more structured academic schedule that entails more homework, but also more free time. Some of the members of Ocean Classroom 2016 are relieved to be back to their normal social lives; others preferred the

close quarters and late night interactions. For Addy Shannon '17, returning to campus this winter means more time for friends and free time. "[We spent] all our free time doing work or sleeping while on the boat. On campus, it's more structured academically, and you are able to manage a social life more easily." Raizel Rosenberg '17, echoed a similar opinion by noting the rigorous schedule of Ocean Classroom, "On campus there is a lot more free time because on the boat you are either on watch or you have to sleep."

As for differences between academic workload on campus versus on their ship the Roseway, Shannon expressed that al-

though taking fewer classes, the workload on the ship took the same amount of time due to responsibilities. "We had four classes which included Navigation, Lit, History, and Science and so the workload was pretty much the same but we also had duties on this ship. We had deployments at noon and midnight every day."

Another member of the Roseway crew, Sam Fulton '16, expressed his thoughts on which academic environment works best for him, "For me it was easier on campus because I had more structure but [on board] we found our own ways to get our work done." Rosenberg described that while Roseway did not offer the same extra help opportunities, academic help was rather accessible. "There was no set time for extra help but since you lived with the teachers you could ask them questions whenever you needed help."

Perhaps the greatest difference between Ocean Classroom and campus is the social aspect. With places such as the Wise Center and the Coffee house, campus offers multiple social hotspots. Ocean, however, does not offer the same social freedom. Being on a 131 foot boat for nine weeks means you form special relationships with your fellow shipmates but for some, all they can think about is their friends back on campus.

"I missed the boys a lot. Being away from my best friends for so long was tough, but I made new friends and was able to grow close with my fellow classmates," Fulton stated.

Seconding this, Rosenberg added, "On the boat you don't really get to choose who you hang out with but you are able to form a close relationship with the people on the boat."

For Addy Shannon, Sam Fulton, and Raizel Rosenberg, Ocean Classroom was both a physical and educational adventure. While each returner's experience on the Roseway differs, adjusting to life on campus makes these students appreciate the Proctor community and the unique opportunity they have just been exposed to.

# Off Campus Update

## | Mountain Classroom |



## | European Art Classroom |



## | Proctor En Segovia |







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