

FAY

Spring 2018

MAGAZINE



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Design in Action: Creating the Perfect Chair

Alumni Perspectives: Rachel Levin '89, Amber Moore '97, Dabin Ahn '04

Red Team

Redmond Cup Winners

1938	1974	2002
1944	1975	2003
1946	1976	2004
1947	1977	2005
1948	1981	2006
1951	1988	2008
1953	1989	2009
1956	1990	2010
1957	1991	2013
	1993	2016
	1999	
	2001	

White Team

Redmond Cup Winners

1919	1945	1968	1987
1920	1948	1969	1992
1923	1950	1970	1994
1925	1951	1971	1995
1929	1952	1972	1996
1930	1953	1973	1997
1931	1958	1978	1998
1933	1959	1979	2000
1935	1961	1980	2007
1939	1962	1982	2011
1940	1963	1983	2012
1941	1964	1984	2013
1942	1965	1985	2017
1943	1968	1986	

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Finding Meaning

Two years ago, my administrative team and the Board of Trustees undertook a thoughtful process of reflection to articulate the defining aspects of Fay. We identified seven fundamental themes that make us who we are: nurturing each child's potential; serious fun; enduring skills for a changing world; an expectation of excellence; unwavering support; a global community; and character matters. We believe that these elements combine to create a program that provides the foundation for a meaningful life—a phrase that has become the new tagline on our website.

WE NOW WANT TO CONSIDER, AS A COMMUNITY, WHAT MAKES A LIFE MEANINGFUL AND HOW WE CAN BEST PREPARE OUR STUDENTS TO PURSUE LIVES OF DEPTH AND CONSEQUENCE.

The foundation for a meaningful life has stimulated ongoing conversations about Fay's foundational role in the early years of our students' educational journey. We now want to consider, as a community, what makes a life meaningful and how we can best prepare our students to pursue lives of depth and consequence. With this purpose in mind, Fay's school-wide theme for the coming school year will be "Finding Meaning." As a first step, this summer our faculty and staff will be reading *The Power of Meaning* by Emily Esfahani Smith, which explains why the pursuit of happiness is misguided because, paradoxically, it results in lack of fulfillment. The book describes how the more we strive to maximize pleasure and avoid pain, the more likely we are to



produce a life without substance, and why those who pursue meaning instead of happiness lead fuller—and ultimately happier—lives.

The Power of Meaning explains the important difference between being happy and being fulfilled: happiness is something you feel; fulfillment comes from something you do. Leading a self-absorbed, shallow life, in which most things come easily and difficulties are avoided, results in happiness without meaning. Fulfillment comes from active engagement with the world, which may cause more stress and anxiety than a superficial life but also creates deeper experiences. It's by making sense of these experiences that we find meaning.

Emily Esfahani Smith concludes that the defining feature of a meaningful life is connecting and contributing to something beyond the self—working for more than our own personal gain, dedication to something larger than ourselves, and making a positive difference in the world. She writes, "there are sources of meaning all around us, and by tapping into them, we can all lead richer and more satisfying lives—and help others do the same." I look forward to an extended, yearlong reflection about how all of us might find greater meaning in our lives and, as educators and parents, how we can best provide the foundation for our children to craft meaningful lives for themselves.

—Rob Gustavson



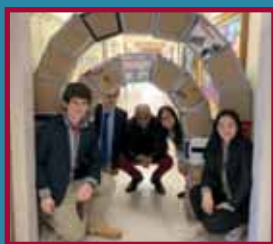
Show What You Know

by Daintry Duffy Zaterka '88

What do a doctored copy of Dr. Seuss' *Green Eggs and Ham*, an eight-foot Roman arch made out of recycled cardboard, and a music video about the 1968 Democratic Convention set to Graham Nash's "Chicago" have in common? They're all examples of assessments assigned to Upper School students during Winter Term this year.

While the fall and spring terms culminate in a traditional final exam week, the winter term is a time for Upper Schoolers to demonstrate their learning through a variety of projects. Some require students to apply their knowledge to a problem-solving task, while others have students produce something original that highlights their creativity. Frequently the projects are interdisciplinary, allowing students to synthesize the knowledge, skills, and talents they have developed in other coursework at Fay.

"Sometimes, these projects are a better demonstration of understanding than a written test," says Director of the Educational Program Julie Porazzo, "because students have to take what they've learned to the next level and communicate it in a creative or compelling way."

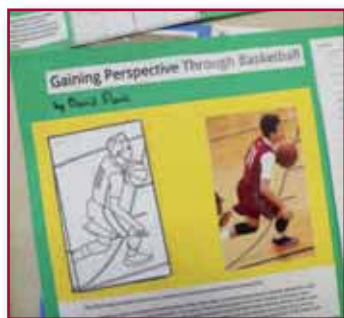


Solving a Problem



When Joe Buteau challenged his geometry students to build a freestanding arch to span the Root Building hallway, some students panicked. “The open-ended nature of the task rattled some kids who didn’t think they had enough information,” says Joe.

However, the students quickly saw that their knowledge of the angles of a trapezoid and the lengths of parallel sides would be critical to the task. Working in small groups, students designed their arches on paper. Some were elegantly simple, while others incorporated keystones and voussoirs.



Transforming the two-dimensional paper design into a three-dimensional arch was also a challenge. “Once students started to build, they realized how they had to rework their designs,” says Joe. The task required grit and perseverance as students leaned into the uneasiness of tackling a problem with multiple solutions.

Students in Cassandra Papalilo’s Algebra 2 class encountered conceptual hurdles with the Algebraic Functions Design project. Incorporating this year’s schoolwide theme, Cassandra asked students to choose a photograph representing how they have “gained perspective” during their time at Fay and recreate it using algebraic equations.

Using all the parent functions and conic sections—cubic, hyperbolic, logarithmic, and exponential, to name a few—students created an equation for each function and shape within the photo and plugged it into Desmos, an online graphing calculator. One student chose a picture of his Fay lanyard and access card to reflect the sense of responsibility and accountability that he has gained at school. “The students experience such a sense of accomplishment,” says Cassandra, “as they use sometimes as many as 500 different functions to transform a completely blank screen into an exact replica of their original picture.”

Some projects required students to transform their knowledge into a call to action. In the ninth-grade elective Diagnosing the Modern World, Tim and Emily McCauley challenged students to audit the availability of energy and water for a populous city like Jakarta, Tehran, or Moscow and draft a plan to improve the availability of those resources by the year 2100. Backed by detailed research, student proposals incorporated cutting-edge ideas like a wireless electrical grid, billboards that can pull moisture out of the air and store it in drums, and large-scale desalination plants. “The students have so much background knowledge, but as soon as we ask them to think about the future, there is no right answer anymore,” says Tim. “The next step is where the creative thinking begins.”





In many cases, the winter term assessment projects challenge students to take what they know and create some-

thing original that reflects their understanding. “Students are more invested in what they are doing when their individual creative juices are flowing,” notes Julie Porrazzo.

In Chris O’Connor’s biology class, ninth graders were given a choice of three culminating projects. One option (which was selected by the majority of students) was to pick a children’s book with no obvious scientific content and redesign it to highlight the science in everyday life. When Sam-I-Am travels by train in Dr. Seuss’s *Green Eggs and Ham*, for example, students might annotate the page to explain the role of gravity and friction in train travel or include a box next to a picture of a plant that explains photosynthesis. The results exceeded Chris’ expectations. Students modified their books to include flaps, pop-up information cards, and even accordion folds that blended seamlessly into the book design.

In David Olano’s Spanish 2A class, students were tasked with turning their favorite movie or tv show into a 3-5 minute video—en español, of course! Sounds like fun, but the key was that each student had to narrate the sequence of events using the correct form of the past tense, either the preterite or the past imperfect, a tricky grammatical differentiation that doesn’t exist in English. The final products showcased some perfect tense usage alongside sophisticated



Be Original, Be Creative

CGI effects. Similarly, Erin Overstreet assessed her French students’ understanding of the passé composé and imparfait tenses by having them write and illustrate their own endings to Émile Zola’s *Histoire D’un Fou* in comic book form.

Pop-up Shakespearean productions were spotted around campus during the winter term as students in Dan Roy’s seventh and eighth grade English classes explored *A Midsummer Night’s Dream* and *The Winter’s Tale* with live readings. “Performing Shakespeare allows students to show their understanding of the text in a way that an essay or text can’t convey,” says Dan, and his students agree. “When we acted out *A Midsummer Night’s Dream*, it gave us a new perspective on how each character impacted the story, and how extraordinary the play really is!” says Ezra Frain ’20.





Making Connections



Winter term projects also encouraged Upper School students to incorporate talents and knowledge acquired in other fields of study at Fay. In Craig Ferraro's Pre-Algebra class, the Statistical Servants project requires students to connect their understanding of statistics to the service learning curriculum. "We want kids to learn from each other," explains Craig, "so we

pair students with different strengths. Some might struggle with the math but gravitate to learning about hunger or homelessness, while others can really zero in on the stats."

Each group identified an aspect of poverty that they wanted to focus on, like helping veterans, fighting child hunger, or combating homelessness; then, students created a presentation using data and statistics that illuminated the problem and tied it to an actionable proposal. With only 5-7 minutes to present their issue, the students had to convince the judges that they had the best solution—an authentic experience similar to defending a thesis or making a business pitch. This year's winning proposal led to a successful canned food drive, with the donations going to a local food bank.

The interdisciplinary nature of many of the projects also helps deepen understanding of the material. Last summer, seventh graders read William Kamkwamba's *The Boy Who Harnessed the Wind*, the true story of a Malawian boy who

uses scrap metal and discarded parts to build a wind turbine that brings water and electricity to his village. English teacher Deb Smith worked with Director of Creativity and Design David Dixon to have her students build their own wind turbines in Creators Class. The students used that experience to forge a better connection with Kamkwamba's story, reflecting on their experience through poetry and other writing assignments.



While the content of a written test is often forgotten as soon as it's handed in, the experience of creating something authentic and original brings that knowledge to life.

For example, you could use a stack of flashcards to memorize the sequence of events that led to the Tet Offensive in Vietnam, but there are better ways to imprint that knowledge. In John Beloff's ninth grade history elective, Topics in Modern America, students were assigned a song written about a key moment in the Vietnam War. They used the DaVinci Resolve program to create a music video that combined their song with still photos and video of the event. The finished videos demonstrated the students' basic understanding of the events, while the combination of media and music also effectively conveyed the emotional resonance of the historical moment. "The project marries research skills with storytelling, which is what a lot of historians do, and it helps students to go beyond dates and names and get a personal feel for what happened," says John.

Meanwhile, in seventh grade Life Science, teacher Reem Hussein Fricke found an innovative way to help students understand the "invisible" biology of cellular structure. "This is a challenging unit because it can be difficult for students to understand something that they can't see," she explains. Harnessing her students' natural fascination with video games, Reem tasked the seventh graders with building an exact proportional replica of a cell using Minecraft. Reem's students created cell organelles out of Minecraft blocks, complete with organelles, cell walls, and membranes. As Reem introduced the more complex ideas of

Making Learning Memorable



surface area, volume, concentration, diffusion, and osmosis to the discussion, she found that the students' 3D cell models had established a strong foundation that helped them visualize and understand the more complex concepts.

Perhaps the greatest strength of these creative projects is that they enable teachers to meet students wherever they are in the learning process. "We have our share of essays and tests," says John Beloff, "but we also need to offer our students a range of opportunities so they can show what they know."

Alumni Profiles:

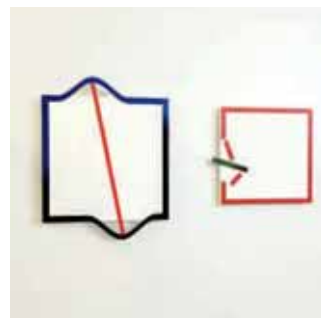
SHARING OUR PERSPECTIVES

In the spirit of our schoolwide theme, Gaining Perspective, here are the stories of three Fay alumni whose career paths have challenged them to broaden their horizons and consider new perspectives.

by Daintry Duffy Zaterka '88

After successful solo shows in Korea, artist Dabin Ahn '04 is making his way in the American art world.

An Artist's Perspective: Dabin Ahn '04



Dabin Ahn '04 with art teacher Jane McGinty.

“To create something new is always a challenge,” says artist Dabin Ahn '04, “especially when the world is already filled with talented artists.” A contemporary painter based in Chicago, Illinois, Dabin hopes to accomplish his goal of having his first solo exhibition in the United States at a Chicago-based gallery this summer. Having already participated in several solo exhibitions in

his home in Seoul, South Korea, Dabin knows that despite all he has achieved thus far, he is still “at the start of a long journey.”

After Fay, Dabin attended Lawrenceville School in New Jersey and then went to the Pratt Institute in Brooklyn, New York, where he studied painting. Two years of required military service in South Korea necessitated a “frustrating” forced hiatus from painting, after which he returned to his education at the School of the Art Institute of Chicago, where he graduated last year.

Recently, Dabin came back to Fay to visit with art teacher Jane McGinty, who Dabin credits with first helping him discover his talent for art. He describes her class as a miniature version of art school.

“

To create something new is always a challenge, especially when the world is already filled with talented artists.

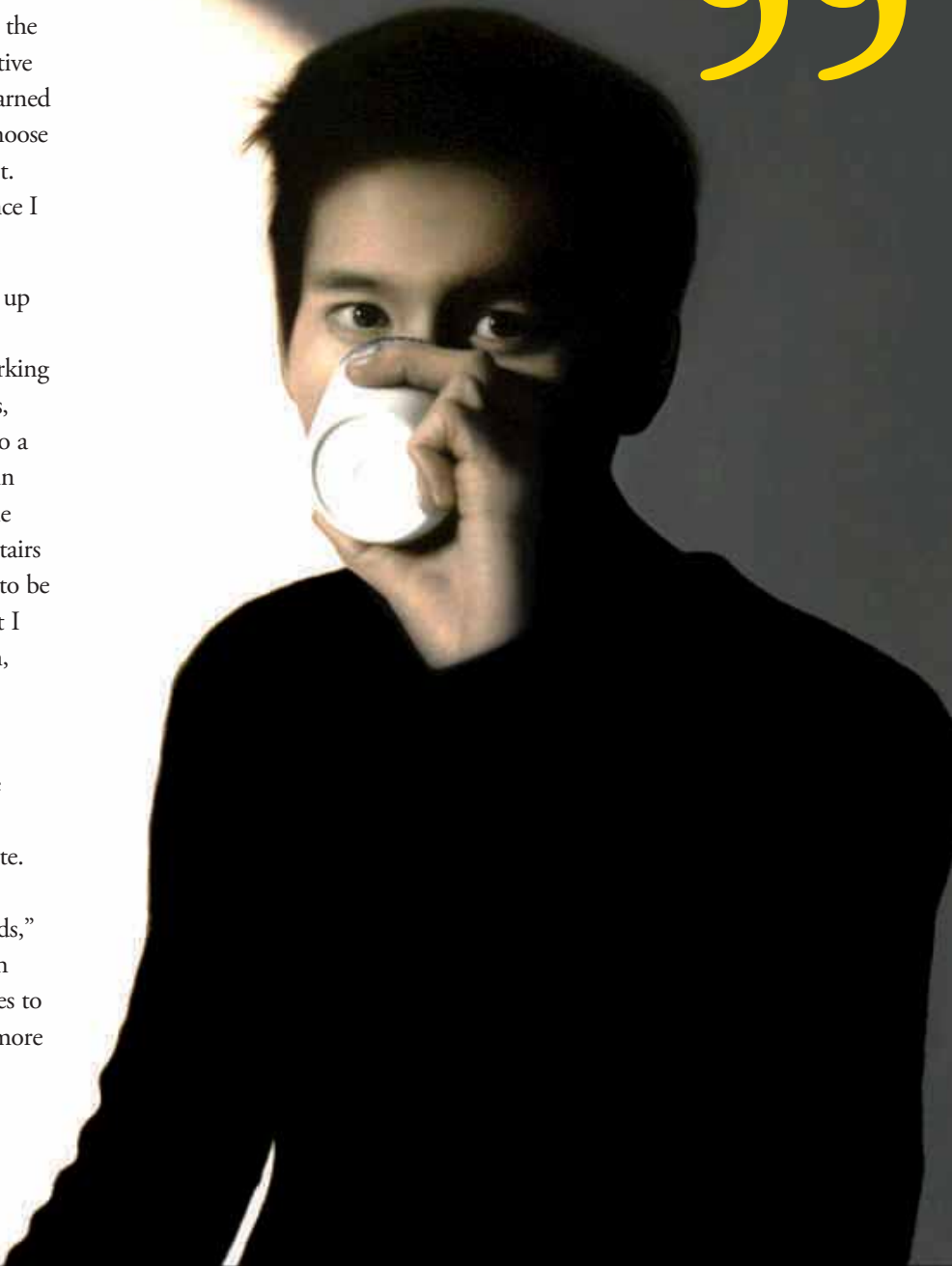
— Dabin Ahn '04

”

“She gave us experience with a variety of media—painting, drawing and making ceramics—which is actually the same process that you go through in the first year of art school,” he says. His current creative process also mimics a painting process that he learned at Fay, where students are sometimes asked to choose an image that they like and replicate it with paint. “I find this to be an efficient way of working, since I rarely end up with a painting that I don’t like.”

During his ninth grade year at Fay, Dabin came up with the idea to create a piece of art that would include every member of the Class of 2004. Working with then-ninth grade class dean Chips Norcross, Dabin projected a silhouette of each student onto a wall, outlined the silhouette by hand, and filled in each one with paint on an individual plaque. The piece, which is still on display above the library stairs in the Root Building, was Dabin’s first painting to be hung on a wall for exhibition. “The reaction that I got from that piece fascinated me,” recalls Dabin, “and that’s when I decided that I wanted to be a serious painter.”

Dabin’s most recent paintings reflect a departure from his earlier style, which focused on realistic portraits and still lifes rendered in a limited palette. “My new paintings are much more vibrant, incorporating vivid colors such as yellows and reds,” he explains. He has also been experimenting with multiple dimensions, adding wood to his canvases to change their shape, noting, “It makes my work more interesting, both visually and conceptually.”



Preserving the Perspectives of History:

Amber Moore '97

At Harvard University's Schlesinger Library, Amber Moore holds history in her hands as she archives the papers of civil rights activist Angela Davis.



While archivist Amber Moore '97 may work behind the tidy brick facade of the Schlesinger Library at Harvard University, she is really spending her time immersed in the turbulent history of the early 1970s as she archives the library's acquisition of the Angela Davis papers.

Angela Davis, a counterculture and civil rights activist, became a cause célèbre in 1970, when she was charged with murder and criminal conspiracy after guns that she purchased were used in an attack on the Marin County Courthouse. Her imprisonment led to an international "Free Angela" movement.

The Angela Davis project is the most recent in a series of archiving projects that Amber has worked on that focus on preserving the history of underrepresented groups. After graduating from Spelman College in 2003, Amber received her master's degree in library and information science from Simmons College. An internship at Boston University presented the opportunity to work with the papers of Dr. Martin Luther King, Jr., a project that set her on the path to archiving the work of civil rights leaders.

At the Amistad Research Center at Tulane University in New Orleans, Amber archived documents and artifacts related to the history of slavery, race relations, and the Civil Rights Movement in America from a wide-range of sources including artists, clergy, farmers, and educators. Each archiving contract offers Amber the fascinating opportunity to take a deep dive into artifacts from a period of time or a person's life, a responsibility that is both serious and rewarding. "You might be holding the only record of something in your hand," Amber points out, "and you have the responsibility of making sure that it is preserved and accessible forever."

“

You might be holding the only record of something in your hand, and you have the responsibility of making sure that it is preserved and accessible forever.

– Amber Moore '97

”



One of Amber's favorite projects was at the Rose Library at Emory University in Atlanta, where she archived an exhibit called *Revealing Her Story: Documenting African American Women Intellectuals*. The exhibit showcased the collections of nine notable African American women, including artists, writers, and composers. "Most of the other places I had worked, I had been archiving collections from men, so this was a wonderful experience." In fact, Amber's participation in this project enabled her to meet with and work on the collection of her favorite author, Pearl Cleage. "To look at her papers, read her correspondence, and then meet her and spend time with her was amazing," says Amber. "When you actually meet the person, you also understand the magnitude of what they're doing by allowing us to acquire their materials."

Amber's work at Emory segued perfectly to her current work on the Angela Davis archive. Last summer, she traveled to Davis' home in California to help her sort through the correspondence, posters, diaries, buttons, manuscripts, and other artifacts accumulated



over her life. "It was amazing to see Angela Davis pull a diary out of a box and watch her look through something she hadn't seen in 30 or 40 years," Amber says.

Amber worked with a curator to pack up 150 boxes that were shipped back to the library in Cambridge, and she will spend the next two years organizing, preserving, and digitizing the artifacts. "I have the awesome responsibility of making sure that history isn't lost," she says, "and making sure that it is available to inspire future generations."



A photograph of a person running on a dirt path through a forest. The path is made of reddish-brown dirt and is bordered by wooden logs. The forest is dense with tall, thin trees and green foliage. The person is wearing a blue long-sleeved shirt and black pants, running away from the camera.

“ As a writer, I exist in a perpetual state of dissatisfaction because there are always more stories. Everything becomes a story idea to me—it’s kind of tiring.”
— Rachel Levin ’89

The Writer’s Perspective, From Food and Travel to Animals that Attack:

Rachel Levin ’89

*With her new book, **LOOK BIG**, Rachel Levin ’89 offers some humorous (and helpful) advice on what to do when animals attack.*

Rachel Levin ’89 spends her days working as a restaurant critic and freelance journalist, but it’s not looming deadlines or bad gnocchi that is keeping her up at night—it’s critters and cougars. As humans increasingly encroach on animal habitats, animals of all shapes and sizes are being driven into more populous areas. Although she currently lives in the heart of San Francisco, Rachel knows that wildlife is all around her, like the stray mountain lion that could sneak up on her when she’s out running in the Marin headlands or the posse of surly raccoons that might jump her one evening as she’s taking out the trash. Rachel is the first to admit that her nagging fear of an animal attack is



somewhat neurotic, but after bumping into a moose in Colorado one winter, she was inspired to write her first book: *LOOK BIG: And Other Tips for Surviving Animal Encounters of All Kinds* (Ten Speed Press, April 2018).

LOOK BIG is a humorous survey of the fifty most “feared or frustrating” wild animals that humans commonly—and not so commonly—encounter, with expert advice on how to safely and sanely navigate those interactions. The

book also underscores how statistically silly some of our biggest fears truly are. While sharks kill one American a year on average, cows are apparently dispatching as many as twenty. Sharknado, indeed!

Rachel began pursuing her career as a writer a few years after graduating from Colgate University, where she majored in philosophy. Shortly after graduation, Rachel packed a suitcase full of flip-flops and tank tops and moved out to foggy-windy San Francisco, promising her mom that she would only stay for a year. “I had never been to California and didn’t even pack a coat,” says Rachel, “but it turns out that I picked a good place.”

Rachel started out at *San Francisco Magazine* as an editorial intern. She left to work at an adventure travel company for a couple of years and then returned to *SF Magazine* as editorial assistant, eventually becoming a contributing writer. A short stint covering island news back east for the *Martha’s Vineyard Times* sent her running back to California, and she spent the next five years as a travel editor at *Sunset Magazine*, exploring the west and writing about her experiences. She went heli-hiking in the Bugaboos and skiing in Bend. She surfed in Mexico and explored the Sawtooths. “It was super fun,” she says, but even writing about the adventurous west

coast lifestyle can wear thin after a few years.

“Every September it was the ‘coastal issue,’ and I just couldn’t do another ‘coastal issue,’” she laughs.

So Rachel took her travel and lifestyle writing expertise and decided to go freelance. “I started experimenting with writing about all different kinds of stuff,” she says. She wrote about a crack addict ultramarathoner for *Outside Magazine*, speed dating mothers for *The New Yorker*, and a pop-up pot dinner for *The New York Times*.

Food writing has become a particular area of expertise, and last summer, she was hired to be the first San Francisco restaurant critic for *Eater*. Her restaurant reviewing work has also become a popular topic of conversation in her home, which she shares with husband Josh Richter and burgeoning young food critics Hazel, 9, and Oren, 6. When out to pizza, Hazel and Oren frequently ask, “How many stars would you give it, Mom?”

Meanwhile, despite enjoying the flexibility being a freelancer affords, she feels like she’s always on the lookout for story ideas, and always working. She attributes her doggedness, in part, to her time at Fay. “Fay was academically very rigorous and instilled a work ethic that has stuck with me,” she says. “I still kind of feel like I always have a ton of homework.”



“Quiet on the . . .

The first and second grade plays are more than “just” theatrical delights—they’re the essential first step in Fay’s public speaking program.

set!” shout twenty-three voices in forceful unison. It’s Dress Rehearsal Day for the first and second grade plays, and second grade teacher Kelly Porter is attempting to channel her students’ excitement into preparing for their performance. Over the past three weeks, the young actors have memorized their lines (and everyone else’s!), practiced their delivery, learned their cues, and painted their own sets. However, with 24 hours to curtain time, nervous energy is bubbling over onto the stage of Harris Theater.

Setting The Stage

by Daintry Duffy Zaterka '88





The first and second grade plays are a highlight of the year for parents and students alike. In the spring term, each class performs an adaptation of a storybook, complete with speaking parts for every student and choreographed songs.

This past April, the first graders performed David Shannon's *A Bad Case of Stripes*, about a little girl who tries so hard to be like everyone else that she breaks out in stripes. Art teacher Billy Claire accompanied the students on guitar as they performed a

hip-shaking rendition of Elvis' "All Shook Up" and Sara Bareilles' "Brave." Second graders performed an adaptation of Philip Stead's *A Sick Day for Amos McGee*, a play about the restorative power of friendship that included the song "Lean on Me."

At turns adorable, funny, and poignant, these performances represent much more than the culmination of a few weeks of rehearsal. The plays are a demonstration of developing literacy and communication skills that have been months and years in

Whether a student is a ham on stage or painfully shy, a strong reader or one who is mastering basic phonetics, the play is a learning experience for all.



the making. “Parents enjoy the play,” says Head of Primary School Teri Lawrence, “but they don’t always recognize the steps that come before and the foundation that it builds for what comes next.”

As the foundational step in Fay’s public speaking curriculum, the first grade play is the first time a student gets up on stage and speaks in front of an audience at Fay. “The play can seem scary at first to some children,” says first grade teacher Max Bogaert, “but it’s a life lesson. Speaking in front of people is something that they will learn throughout their time at Fay.”

Whether a student is a ham on stage or painfully shy, a strong reader or one who is mastering basic phonetics, the play is a learning experience for all. For example, first graders often delight in racing through their reading to show what strong

readers they are—not a desirable behavior when delivering lines on stage. “The play teaches students the importance of speaking clearly and expressively,” says first grade teacher Jill Gibbons.

The play also connects to the broader work of developing poise and confidence throughout the first grade year. At classroom morning meetings, first grade teachers talk with students about how to talk through difficult situations, refocus when they are feeling nervous or frustrated, and advocate for themselves. Students also learn to greet others by shaking hands, looking them in the eye, and speaking clearly.

By second grade, public speaking is a part of daily life. Students play improv theater games in morning meetings like “30 Seconds,” a game that requires them to get up and talk to the class about anything, such as a new pet or a hobby,





for 30 seconds. The language arts program incorporates read-aloud time as well as Readers Theater activities that get the students warmed up to public speaking. Even lunchtime is an opportunity to practice public speaking, where second graders can read the lunchtime reflection or sing a song.

When the curtain finally rises, the combination of hard work and excitement results in an unforgettable experience. For the first graders, the fear of the unknown is replaced by the thrill for what they have achieved. "They come off-stage and say, 'That was amazing!'"

I want to do it again!" says first grade teacher Laura O'Donnell. For second graders, the play cements a confidence that will carry them through to their first Fay speeches in third grade.

As students move on through Lower and Upper School, the memories and lessons learned from the first and second grade plays reverberate through the many speeches and performances to come. "I see Upper School students now who performed in their first grade plays, and they'll say, 'Mrs. Gibbons, do you remember how nervous I was?' and I'll say, 'No, I remember how amazing you were!'"



Rich Mathematical Tasks

by Daintry Duffy Zaterka '88



Take a closer look at that clock or that set of pentominoes that your Lower Schooler brought home this year. They're more than just "cool projects" – they are the product of meaningful hands-on experiences that have been designed to deepen students' mathematical understanding.

When students sit on the couch in the office of Head of Lower School Lainie Schuster, their fingers are often drawn to the brightly colored acrylic shapes scattered on the coffee table. They flip, turn, and swap out the geometric pieces as they try to make them fit perfectly into the wooden form of an animal. Some students solve the challenge with surprising ease, while others struggle with the number of variables.



These pentomino puzzles, which have been created by Fay's fourth grade math students, are more than just colorful games. They are an exploration of congruence and spatial relationships, two essential underpinnings of the fourth grade study of geometry.

Building pentomino puzzles is one of the rich mathematical tasks that help third and fourth graders explore, reason, problem-solve, communicate, and reflect upon the math concepts they are studying. These projects require no memorized rules and are open-ended in answer and approach. "Some students who are number-crunchers can find these tasks difficult," says Lainie, who also teaches fourth grade math. "On the other hand, students who are visual thinkers may find these tasks easy but struggle with multiplication and long division," she says. "What I love about these projects is that kids begin to understand that this is mathematics, too!"



“In order for a child to understand something, he must construct it himself; he must re-invent it.” – Jean Piaget

Pentominoes, which are sets of twelve polygon pieces each composed of five equal-sized squares, have long been a way for Fay’s fourth grade math students to explore spatial reasoning. The pieces can be arranged in multiple ways to form a rectangle, an idea that is mind-boggling for students used to math problems that have one correct answer. Last year, Lainie worked with Design, Technology, and Innovation Teacher Allison Bishop to put a new spin on the pentomino unit by having each student create his or her own pentomino puzzle.

The first step in the project was for each student to create an animal shape of their choosing out of pentominoes. Next, each student transferred the physical gestalt of the animal onto graph paper and drew it, making sure that each of the 12 pentomino pieces fit within the sketch. Students then took their paper pentomino sketches to the Digital Literacy Lab and transferred their designs into 2D Design, a software program that enables students to design

on screen and send their work to the laser cutter.

Transferring the design from paper to screen was the trickiest step for many students as they suddenly discovered that their pentomino pieces didn’t fit, their giraffe’s neck was too long, or there were 57 squares in a design that should have 60! Allison explains that some students struggled with the concept that the pentomino structure, the paper sketch, and the digital design were all the same thing. “Eventually, students began to understand that they were just looking at the same information in three different ways,” she says.

The project also challenged students to develop a deeper understanding of some fundamental geometry concepts. Each pentomino animal, for example, has an area of 60 squares, but the perimeter varies depending on the design. “The students gained a first-hand understanding of congruence, understanding that shapes are the same whether you flip them, turn them, or rotate them,” Lainie adds. “It’s one thing to do it physically, but it’s another to do it conceptually.”



WHAT IS A MEANINGFUL MATHEMATICAL TASK?

Activities like creating pentomino puzzles and clocks engage students in the study and application of mathematical topics in a way that enriches their understanding. According to the authors of *Making Sense: Teaching and Learning Mathematics with Understanding* (Hiebert et al. 1997) there are three features of meaningful mathematical tasks:

1. THE TASKS ARE

PROBLEMATIC. Students view the problem as interesting. There is something to find out as a result of solving the problem and something to make sense of.

2. THE TASKS CONNECT WITH WHERE THE STUDENTS ARE.

Students must be able to apply the knowledge and skill they already have to develop a method for completing the task or solving the problem.

3. THE TASKS ENGAGE STUDENTS IN THINKING ABOUT IMPORTANT MATHEMATICS.

Students must have the opportunity to reflect on important mathematical ideas and to take something of mathematical value away from the experience.



“Learning is experience. Everything else is just information.”

- Albert Einstein

In third grade, students use analog clocks to tell and write time to the nearest minute and to calculate elapsed time. They chunk time into 15 minute-increments and explore time conversions between second, minutes, and hours. Third grade math teacher Maura Oare admits that it’s not a unit that students find thrilling given the prevalence of digital clocks, but in addition to cementing a basic life skill, analog time-telling helps students to build number sense and practice their addition and subtraction strategies as they work on time problems.

As a hook to the unit, Maura and Allison work with each student to design and build their own working clock. Each student designs a clock face that holds particular meaning. This year, student designs included a football-shaped



Superbowl clock, an asteroid hurtling toward earth, and even a clock shaped like a chicken! The only design constraints are that the clock can be no larger than 6”x6”, must have numbers and a space for hands in the center, and feature the student’s name somewhere on the clock face.

Using the 2D Design software, students created their clock designs and added numbers and tick marks around the edge for the minutes. The laser cutter cut out each shape and rendered the design features onto the clock face. The wooden clock faces were then brought back to the classroom, where students painted them, added hand-drawn designs, and set up an assembly line to fit each one with clock hands and motors.



In a forthcoming co-written article for the *International Journal of Science and Mathematics Education* entitled “Geometry and Design Thinking in the Elementary School,” Lainie and Allison explain that hands-on projects like the clocks and pentominoes offer an immersive math experience that challenges students’ problem solving skills and enriches their understanding of foundational concepts. Lainie and Allison note that the objects created in these projects “hold a story, and the story includes the design process, the pride of accomplishment, and the core subject learning objectives interwoven into the project.”

One of Fay's longest-standing and best-loved traditions, the Upper School Speech Contest is the culmination of Fay's public speaking program. During the winter term, every student in the Upper School prepares a speech, and one representative from each English class is selected to move on to the semi-final round; from this group, the English faculty selects a small group of finalists. By turns funny, fiery, inspiring, and heartbreaking, the speech finals showcase a breathtaking range of experiences and viewpoints, and the resounding applause at the end of each speech reflects the students' admiration for their peers' achievements.

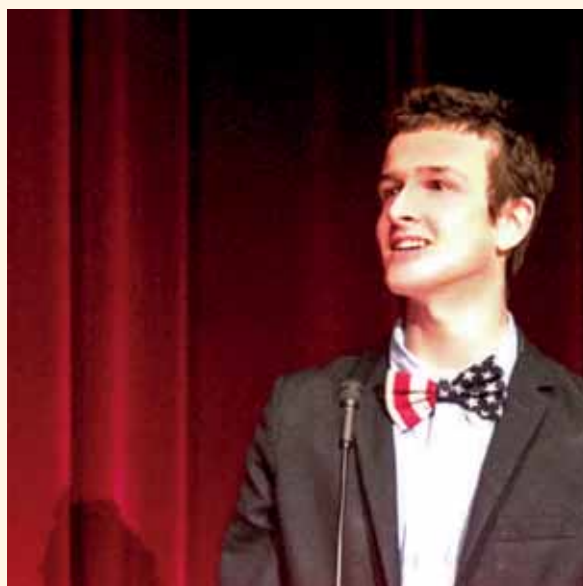
In Their Own Words

In this issue of *Fay Magazine*, we're delighted to present excerpts from this year's talented finalists, whose speeches were inspired by our schoolwide theme, Gaining Perspective.



I am, at heart, a fiery idealist. Yes, I said it. The “I” word. I am an idealist; it sounds at this point almost like a slur, rolling off the tongue of a slick spin doctor. The word has taken on a highly negative connotation: an idealist, we are told, is some blind fool who searches for a non-existent pie in the sky, then yells at anyone who seeks to enlighten him with the light of logic and reason. There is, however, a quixotic side to everyone, and to find it, we need only look into the bright eyes of young children.

Stephen McNulty '18,
“In Defense of Naïveté”
Speech Contest Winner





I have started to realize that everything happens for a reason...I am standing here telling you all about this stammer because this problem has changed me for the better. It has made me unique and more grateful. I have seen other people with more severe problems, and I noticed how minor my deficiency is in comparison. Without this stammer, I would never have felt empathy for them.

Jeffrey Kamil '20, "Stammer"
Speech Contest Winner
Honorable Recognition

**[THIS PROBLEM HAS
 CHANGED ME FOR
 THE BETTER.]**

**[YOUR HEART IS JUST A
 BEATBOX FOR THE
 SONG OF YOUR LIFE.]**

As the poet Santi Thom beautifully said, "Your heart is just a beatbox for the song of your life." This was a quote that seemed prime for this type of speech, which is not your typical oration. I've recently been asked which song would portray my life, and that question piqued my interest while bringing up a follow-up question: which part?

Orville Amankwah '19,
"Soundtrack To My Life"



Communication has the power to change everything: to break apart or bring together, cripple or heal, empathize or ignore. Words have the power to change everything: to enrage or comfort, build or destroy, bring peace or havoc. The greatest of wars were started with words, led on with words, and ended with words. By means of evolution we have been given this power, this beautiful weapon of expression and voice.

Tatiana Balcarcel '19,
"About Communication"

**[COMMUNICATION HAS
 THE POWER TO
 CHANGE EVERYTHING.]**

**[I MUST THINK NOT ONLY
IN DIFFERENT LANGUAGES,
BUT ALSO FROM TWO
PERSPECTIVES.]**



I am constantly required to think in both Korean and English, especially while being a student at Fay. I must think not only in different languages, but also from two perspectives—the typical Korean teenager perspective and the so-called traditional New England prep school student. Although this pattern has helped me improve my English and maintain my Korean skills, I am often frustrated by the inner conflicts between the two voices.

Aaron Chung '19,
***"My Perspective on
Speaking Two Languages"***
Honorable Recognition

My experience with Sarah opened my eyes to the issues in my own city and put a face to the BBC reports I had seen about the Syrian refugee crisis. I had seen days worth of these reports describing the tragedy, but I felt no connection, and most importantly I didn't see a place where I could make a difference. I was a kid; what could I really do? Through the experience, I learned that this is the worst mindset. Although it might seem small, you can always do something.

Nina Rossbach '18,
"Connection"
Honorable Recognition

**[ALTHOUGH IT MIGHT
SEEM SMALL, YOU
CAN ALWAYS DO
SOMETHING.]**



**[THE IMPORTANT THING
IS TO PUT YOURSELF
OUT THERE: TRY NEW
THINGS, TAKE RISKS.]**



It's important to understand that having an interest and arbitrarily saying 'yeah, this is my passion' is empty and hollow. It's important to find something that gets your wheels turning, your heart pumping, and keeps your mind occupied. The important thing is to put yourself out there: try new things, take risks, and expose yourself to different environments. It's on you to make something out of your opportunities.

Andrew Shenouda '18,
"Aimless Direction"



[OUR CREATIVITY IS A LIVING, BREATHING THING THAT LIES WITHIN US.]

Our creativity is a living, breathing thing that lies within us. When we are younger, it breathes fire into everyday scenes, creating worlds of mischievous fairies, grumpy trolls, and evil pirates. Children use their creativity to develop early cognitive and emotional strength, so why is it being taken away from them by rigorous schooling systems and iPad games? Creative children who are allowed to flourish grow into innovative, motivated adults who have the self-confidence to take risks and dive into new subject areas. But what happens if this development is cut short?

Emma Stewart '18,
"Containing Creativity"
Honorable Recognition

[WHAT A LOT OF PEOPLE DON'T REALIZE IS THAT SOME OF THEIR CLUTTER CONTAINS IMPORTANT MEMORIES.]

Our generation is so focused on minimalism and streamlining. Marie Kondo has sold millions of books telling people that if it doesn't give you joy, throw it out. But what a lot of people don't realize is that some of their clutter contains important memories. Years ago, people kept their memories in letters, Polaroids, and on VHS tapes. So how will we remember our journey through middle school, the most awkward years of our lives?

Natalie Zaterka '19,
"Hold On"



I grew up in Beijing, in a fast-paced, modern world. As the apple of my family's eye, everything I experienced was perfect, until one day, curiosity urged me to ask my mom, "Are all children doing the same thing as me each day?" I did not receive the answer until the day I saw a girl my own age drawing with her feet on the side of the road because she did not have arms and needed a means to survive. This was the first time I understood disparity.

Cathy Zhang '20,
"Our Moral Obligation"

[THIS WAS THE FIRST TIME I UNDERSTOOD DISPARITY.]



FIT FOR A KID



The design brief

was to create a chair, on commission from bookseller Barnes & Noble, that would encourage a first grader to spend more time reading. Each chair had to incorporate the specific desires of the first grade client and support the student ergonomically and anthropometrically in his or her preferred reading position, while also reflecting the Fay Creator Class Design ethos which requires designs to be useful, beautiful, functional, and sustainable.

To gather the necessary information and feedback for their design, each ninth grade design student met with the first grade client three times. The first meeting was a designer-client interview to gather details about reading habits, preferred reading position, and requested design elements. Some first graders indicated that they like to read lying down; others wanted additional features like an armrest or a cup holder; and some wanted to incorporate a book stand so that they could read hands-free.

At this meeting, the ninth graders also took measurements to ensure the chair would be the right size and sketched ideas with their clients to get an initial sense of the design. The first graders were not shy about sharing their likes, dislikes, and big ideas. “First graders have infinite imaginations,” notes ninth grader HP Park. “In fact, I’d call them an idea gold mine!” HP’s clients, Courtney Nystrom ’26 and Amaia Mertz ’26, were both strongly drawn to the idea of a spherical chair that they could sit inside. This created a design challenge for HP, who would be creating the final chair out of cardboard, a material that doesn’t lend itself to curves. But his clients were insistent. “They pushed me to continue with this idea, which ultimately led to a unique chair design.”

For the second meeting, the ninth graders brought a 1:10 scale model of the chair’s initial design, and the first graders brought a 1:10 scale model of themselves to place in



The maxim that the customer is always right is particularly apt in the design field, where successfully fulfilling a client’s requirements is at the heart of a designer’s mission. To replicate the experience of designing for a very specific client, Director of Creativity and Design David Dixon assigned his Advanced 3D Design students one of the toughest and most opinionated clients that they will ever face: a Fay first grader.

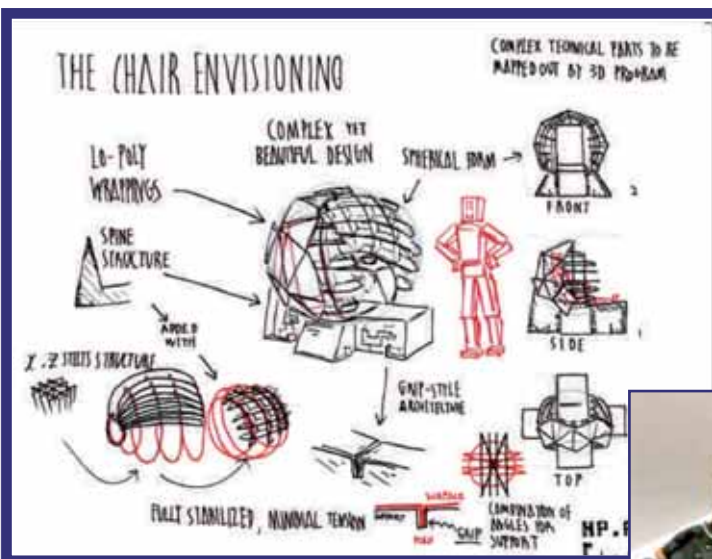


the chair. In art class, the first graders had worked with Primary School art teacher Cathy Gruetzke-Blais to create flexible and proportional models of themselves out of modeling clay or pipe cleaners. Placing the models in the chairs enabled

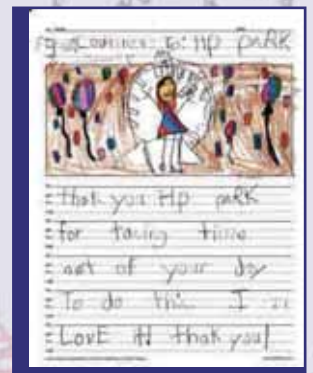
the first graders to imagine themselves seated in the final design and gave them a way to evaluate and articulate their opinions about the design. "They were tough and honest clients," notes David Dixon. "Our designers had to listen to the clients' wishes and opinions, and at times it was quite humbling to have a first grader tell them that they had to change the design."

When it was time to produce the full-sized pieces, students transferred their designs into a CAD program and sent the files to WebsterOneSource, a printing, marketing, and logistics company based in Hanson, Massachusetts. WebsterOneSource imported the designs directly into their CNC router tool, cut the individual cardboard pieces out for each design, flat-packed them, and delivered them to Fay for final assembly. "WebsterOneSource and President Ernie Foster were amazingly supportive of the project to the point of incredible generosity," notes David.

CASE STUDY



1. Design
2. Prototype
3. Testing & Feedback
4. Improvements
5. Success
6. A heartfelt thank you!





During the assembly process, the designers were constantly testing and modifying their designs to ensure that the finished product would be strong, safe, and attractive.

The individual pieces were assembled and fastened together by the designers using tools from a cardboard construction system called Makedo. The Makedo parts fastened several layers of cardboard together to create a support system composed of corner holders, pillars, and bones. During the assembly process, the designers were constantly testing and modifying their designs to ensure that the finished product would be strong, safe, and attractive.

After the assembled chairs were placed on display for a week at the Barnes & Noble store in Millbury, Massachusetts, the chairs were presented to the first grade students for their inspection and seal of approval. Reflecting on the project, ninth grade student Jake DeSabato noted that “it showed us what real designers do every day: meeting deadlines, conferring with clients, and constructing models. My clients were a big help in the process because I knew that I was constructing a chair that someone will actually be using every day.”





FAY IN BRIEF

A JOLLY GOOD TRIP

Sixteen Upper Schoolers explored England and Scotland this past March through Fay's Adventures Abroad program. The trip started in London, where students, accompanied by trip leaders **Alina Argueta** and **Emily Gifford**, toured the city by bicycle, visiting Kensington Palace, Hyde Park, and St. James Park. They went to the British Museum and Tower of London, admired the city from 443 feet on the London Eye, and took in a theater performance in London's famous West End. A visit to the reconstructed Globe Theater along the Thames Embankment brought the world of Shakespeare's England to life, and they participated in an intense acting workshop. Of course, a trip to London would not be complete without a visit to Warner Brothers Harry Potter Studios, where students got a behind-the-scenes look at the sets where J.K. Rowling's books were filmed. From London, the group headed north to visit the birthplace of the Bard in Stratford-upon-Avon, the Roman amphitheater in Chester, and the gothic cathedral in York. After a stop at Hadrian's Wall, students arrived in Edinburgh, where they explored the city at their own pace and ended the day with a traditional haggis tasting. Delicious!



BRENDON GIBLIN '92 P'21, '25, '28 JOINS FAY'S BOARD OF TRUSTEES

This spring, Fay welcomed alumnus and current parent **Brendon Giblin** to the Board of Trustees. Brendon and his wife Robin live in Southborough and are the parents of Kenley '21, Brody '25, and Jack '28. Brendon is the owner of Brendon Properties, a Southborough-based building company that specializes in building and remodeling custom residential homes and in commercial properties in Boston's MetroWest area. Brendon previously served Fay as a member of the Fay Alumni Council and the Board of Visitors. Brendon has run the Boston Marathon for several years and ran the New York City Marathon in 2016 to raise funds for One Mission, a pediatric cancer charity founded by Fay parents Ari Haseotes '90 and his wife Ashley.



IDEAS&INSIGHTS

DR. RICHARD GINSBURG, OCTOBER 1: “COMPETING IN A SPECIALIZED SPORTS CULTURE”

On Monday, October 1, Fay’s will welcome Ideas&Insights speaker **Dr. Richard Ginsburg** to talk about navigating today’s specialized sports climate. Dr. Ginsburg offers a three-step approach to help parents manage the unpredictable and demanding environment of specialized youth sports, and he’ll advise parents how to help their children achieve to the best of their ability while developing character and perspective. Dr. Richard D.

Ginsburg is Co-Director of the MGH PACES Institute of Sport Psychology and a faculty member of the Harvard Medical School. He has served as a sports psychology consultant for the Harvard Men’s Lacrosse, Women’s Soccer, Men’s and Women’s Water Polo, and Women’s Ice Hockey Teams, as well as the Women’s National Soccer Team.

FAY FACULTY PRESENT AT TABS/NAIS GLOBAL SYMPOSIUM



Sarah Ripton



Deb Smith



Tim McCauley



Emily McCauley

Several Fay faculty were busy off campus this spring sharing their expertise with the educational community. Four faculty members presented at the TABS/NAIS Global Symposium in New Orleans in April, where the theme was “The World at School,” preparing students for global citizenship in an interconnected world.

English Language Program teacher **Sarah Ripton** and Upper School English teacher **Deb Smith** gave a presentation entitled *Empathy and Relationship Building: The Unwritten Rules of Success*. Their session focused on understanding each international student as an individual with a unique background, culture, language, and identity.

At the same conference, Science Department Chair **Tim McCauley** and Upper School history teacher **Emily**

The theme of this year’s TABS/NAIS Global Symposium was “The World at School,” preparing students for global citizenship in an interconnected world.

McCauley presented *Using our Global Roots to Build Global Citizens*. Tim and Emily co-teach Fay’s ninth grade interdisciplinary science and history course, Diagnosing the Modern World (DMW). Their symposium session explored how DMW has evolved into a student-driven class that draws heavily on the experiences of Fay’s international population. They shared how the real-world projects and research conducted by students in the class is helping them to become active and engaged global citizens, focusing especially on environmental and social justice issues.

FAY STUDENTS EXCEL IN STATE & REGIONAL COMPETITIONS

Fay students made an impressive showing this year at state and regional competitions, reflecting a strong commitment to both their school responsibilities and the passions they pursue outside of school.

Eighth grader **Emma Reynolds** was a star on the ski slopes this past winter. In March, she competed in the U14 New York State Ski Championships, placing first in Slalom, third in Giant Slalom, and fourth in Super G. Emma's performance earned her the "skimeister" award for best overall record for the championships. Two weeks later, Emma competed in the U14 Eastern Championships as the second-ranked skier representing New York. She placed fifth in Slalom, sixth in Giant Slalom, and 11th in Super G, qualifying her as one of the top ten girls in the East for the Can-Ams, an international competition between top Canadian and American junior skiers.



Seventh grader **Caroline DeSimone** turned in an equally impressive season in gymnastics. Caroline started gymnastics when she was four years old and currently competes at Level 7 (out of 10) in the USA Gymnastics Junior Olympic Program. On March 24, she competed against 240 Level 7 gymnasts in the Massachusetts State Championships. She finished second place all-around (a combined score of the vault, uneven parallel bars, balance beam and floor exercise events) and first place in her age group on both floor exercise and vault! One month later, at the Regional Championships in Springfield, Massachusetts, Caroline competed against top gymnasts from New York, Connecticut, Rhode Island, Vermont, New Hampshire, and Maine, turning in another noteworthy performance. Competing in all four gymnastic events, she placed fifth all-around, fifth on vault, fifth on beam, and third on floor in her age group, besting her personal goal of placing in floor exercise and vault. Caroline is already working on new skills so that she can compete at Level 8 next season!

FAY WELCOMES KATIE KNUPPEL AS HEAD OF PRIMARY SCHOOL

On July 1, **Katie Knuppel** joined Fay as Head of Primary School and Director of the Early Learning Center. Most recently, Katie served as Assistant Director of Lower School and second grade homeroom teacher at The Buckley School in New York City. She previously taught Kindergarten and second grade at The Chapin School, also in New York. Katie graduated from Groton School and Dartmouth College, and she received a master's degree from Teachers College, Columbia University. She will be living on the Fay campus with her husband, Eric; her daughter, Kit (who is joining Fay's seventh grade class); and her son, Rufus, who will be a boarding student at Groton this fall. Welcome, Katie!





PERFORMING SHAKESPEARE WITH ACTOR JAMES FRAIN

This winter, the seventh graders in **Dan Roy's** English class had the privilege of welcoming actor and current parent **James Frain** to their class via FaceTime. Mr. Frain is a veteran of stage, television, and film and is best known for his roles in the TV series *The Tudors*, *True Blood*, *Orphan Black*, *Gotham*, and *Star Trek Discovery*.

Mr. Frain's experience performing Shakespeare was of particular interest to Fay's seventh-grade students, who were in the process of reading *A Midsummer Night's Dream* and preparing to do staged readings across campus. Mr. Frain, who has appeared in a variety of Shakespearean productions including *Titus Andronicus*, *Macbeth*, and *A Midsummer Night's Dream*, noted that "you only really know what Shakespeare is about when you get up there and perform it."

FAY STUDENT-ATHLETES ATTEND 2018 GIRLS IN SPORTS LEADERSHIP SUMMIT

On April 23, five members of the Fay athletic community attended the 2018 Girls in Sports Leadership Summit at Cushing Academy. Ninth graders **Tori Hodkin**, **Kaylynn Wilson**, and **Scarlett Lin** were accompanied by Athletic Coordinator and Trainer Michelle Steinberg and girls soccer and basketball coach Cassandra Papalilo.

The summit featured leadership programming for female student-athletes from boarding schools around New England and included a keynote speech from Belle Koclanes, Head Women's Basketball Coach at Dartmouth College. The remainder of the day consisted of high-level workshops that challenged young female leaders to reflect on their leadership style, skills, and experiences. Featured workshop topics included handling adversity, what coaches look for in a captain, effective communication, and different styles of leadership. The student attendees left with fresh ideas on how to

approach leadership roles at their schools and thoughts about how to further their own leadership development. Scarlett Lin gained a new perspective on her role as a track and field captain and learned that there are numerous qualities that can

make an athlete a good leader. "I learned that as a leader, I am caring, mentally tough, and responsible. It was not until this moment that I realized that I don't have to be #1 in every category to be a good leader."



New Dorm to Open This Fall



Front view

Fay is delighted to announce the opening of a new dormitory on campus this fall! The dorm, which is currently being referred to as West House, is located at the west end of campus, adjacent to the Village Dorms.

Since purchasing the property back in 2007, Fay has used the space for faculty housing, but this summer, it is being gutted, expanded, and renovated for student use. When it became apparent that there was an opportunity to use the building to improve Fay's residential life program,





Side view

Head of School Rob Gustavson and Director of Advancement Ann Wardwell set out to raise the \$1.5 million needed to convert the building. Due to an overwhelming and generous response from members of the Fay community, the money was raised by winter of 2018, making it possible for the dorm to be open by this fall.

Ann Wardwell notes that Fay's Facilities Committee, which includes trustees Jim Shay '78, P'15, '17, Ann Laquerre P'16, Brendon Giblin '92, P'21, '25, '28, Bill Picardi P'92, Albert Ting '87, and Harvey Steinberg GP'02, '05, '14, '15, has been instrumental in the success of the project.

When complete, the final space will be nearly 7,000 square feet, with 11 student rooms (singles and doubles), two faculty apartments, four student bathrooms, a kitchenette, and a spacious common area. The view won't be too bad, either, with large windows facing out onto the Parkerville fields and the Sudbury Reservoir.

This fall, the dorm will be home to 18 8th and 9th grade boarding girls, as well as faculty members/dorm parents Katie Frazzette and Heidi Qua.

While the number of dormitories on campus is increasing, the number of boarders is not. "The new dorm gives us more flexibility in making sure that every boarder can enjoy an optimal housing experience," explains Alan Clarence, Director of Finance and Operations. "In this way, the entire boarding community will benefit."

Be sure to check out Fay's Facebook page throughout the summer for photo updates on construction!





Rob Gustavson: *Celebrating 10 Years*

This fall marks the 10-year anniversary of Rob Gustavson's tenure as head of Fay School. Each winter, faculty, staff, and board members gather to celebrate the dedicated service of those members of the community

who have reached five-year milestones. At this year's dinner, both Stu Rosenwald, Associate Head of School, and Jim Shay '78, President of the Board of Trustees, shared remarks about Rob, which are excerpted below.



From Stu Rosenwald, Associate Head of School and Director of Secondary School Counseling:

I would like to share some comments about Rob Gustavson from the perspective of someone who has been at Fay for 37 years, and who reports directly to Rob.

Rob sets high standards, and he always adheres to the principle that consistent excellence is an expectation of all Fay employees. This isn't because he's a taskmaster. Rather, it's because he has faith in the fine people that he has hired, and he gives them the autonomy they deserve because they are excellent. As Bill Belichick says, "Know your role and do your job!" Rob adds, "Do it with excellence at all times."

With this expectation of excellence as his guiding principle, Rob's accomplishments as Head of School at Fay have been numerous.

He has overseen the beautiful transformation of Fay's campus, from our gorgeous quad to our functional and attractive buildings. He has coordinated the opening of both the Primary School and the Early Learning Center. Under Rob's guidance, the breadth and quality of our auxiliary programs have also improved significantly.

Across all areas of the School, Rob has established systems for planning and review that ensure thoughtful and continuous improvement. In collaboration with Fay's Board of Trustees, he developed the 2020 Strategic Plan, the Strategic Financial Plan, and the Campus Master Plan. He has also



established a process of regular and ongoing curriculum review as well as a rigorous and consistent faculty and staff evaluation program that provides regular feedback, support, and professional development opportunities.

As a member of the boards of The Association of Boarding Schools, The Association of Independent Schools in New England, and the Junior Boarding School Association, Rob has increased the profile and standing of Fay within the independent school world.

Knowing that the excellence of Fay School is directly tied to the quality of its faculty and staff, Rob has made equitable and significant pay a priority, working proactively to increase faculty salaries to the 75th percentile as compared with similar independent schools. I'm not sure that Rob has ever been given the appropriate credit that he deserves for this incredibly important accomplishment.

Indeed, fairness matters more to Rob than to most people. When something seems unethical, Rob does something about it. He's not going to settle for something that isn't just, that isn't right, that isn't fair.

Rob's moral compass guides his decision-making as does his intelligence. In fact, Rob is one of the smartest people I've ever met. A brilliant problem solver, Rob is able to break down complex situations, look at all sides of an issue, apply his superior logical reasoning skills as well as his solid judgment, and come to a conclusion that leads to the correct course of action.

And let's remember that all of his decisions are made in connection with what is best for Fay students. The student experience is at the core of what Rob is always trying to improve. That's why he insists on excellence from the faculty and staff at Fay. He wants a Fay education to be the best that it can be for our students. He wants to help

our students to develop habits of mind and life skills, and he wants them to build their confidence at Fay so that they can lead meaningful lives. This is what drives Rob, and he will never let Fay rest on its laurels. He wants innovation and improvement and is never satisfied with the status quo.

As a leader, Rob strongly believes that every member of the faculty and staff plays an important role in our community. He treats every employee with equal respect and values the work they do for Fay. Rob has many talents and interests that have enabled him to make genuine connections with the members of our community. We know he is a teacher and a leader, but he is also a woodworker, a landscaper, a lover of architecture, and a hockey and baseball fan.

Rob, thank you for choosing to have a meaningful career that sets students on a solid pathway to success and, at the same time, honors and appreciates the efforts of the faculty who are guiding these young people. Your integrity, strength of character, and sound moral judgment have made Fay School a better place.

*From Jim Shay '78, P'15, '15,
President of the Board of Trustees:*

When Rob Gustavson was appointed head of Fay School in July 2008, the economy was entering a period of

profound recession, the independent school landscape was changing, and Fay had just embarked on an ambitious Master Plan that included the construction of the Primary School and the Village Dorms. Rob was tasked with addressing a host of challenges while ensuring the continuing growth and health of the School.

Rob's skill as a thoughtful observer and his quiet determination have proven to be perfect for Fay. True to Fay's motto, "You can if you will," the Board of Trustees has closely observed all that Rob has achieved and finds itself deeply impressed at how adeptly Rob has improved the quality and the experience for Fay's students, faculty, and staff. Over the last ten years, Rob's relentless pursuit of excellence in every aspect of the School has enabled Fay to successfully navigate its challenges. He has established long-term goals and worked carefully and skillfully to achieve those goals, adjusting to unexpected and unforeseen circumstances along the way. We recognize and support that Rob always keeps the students' best interests front and center, even if this is not always in the best interests of the bottom line.

Rob's many achievements include a strong and steady increase in financial aid, developed to attract the best students across all grades; a robust Fay Fund, which directly supports school operations; and thoughtful strategic plans created to ensure Fay's continued growth and sustainability. In a time when most independent schools have experienced drastic drops in inquiries and enrollment, Fay has remained steadfast in enrolling well-matched students. The Fay "brand" has never been stronger.

Rob, our sincerest thanks and congratulations for ten years of dedicated service to Fay School. It is an honor and privilege for all of us on the Board of Trustees to work with you.



Sports Spotlight



It was another strong season for Fay athletics, which fielded a total of 18 teams over five sports for grades 5-9. Girls varsity tennis marked yet another undefeated season. Boys varsity tennis ended with a stellar record of 6-2, beating Fenn twice; they lost to rival Fessenden in a grueling series, ceding the first match 8-1, then coming back, only to lose the last match in a tiebreaker.

Girls varsity softball enjoyed their strongest season in many years, losing only two games (both to Shore Country Day School) and ending with a shutout

of Park School in their final game. Baseball went on a three-game winning streak late in the season to finish with a record of 3-7.

Girls varsity lacrosse enjoyed a very successful season, losing only to Shore (twice) and Rivers (once), and ending with a 7-3 record; their highlights included beating Middlesex's junior varsity team 13-11, and a 12-10 comeback victory against Noble & Greenough School. The boys varsity lacrosse team ended with a 5-6 record, and the high point was a strong performance in the annual Junior





Fay Varsity Season Records

Girls Varsity Lacrosse	7-3
Boys Varsity Lacrosse	5-6
Girls Varsity Tennis	9-0
Boys Varsity Tennis	6-2
Baseball	3-7
Softball	8-2



School Tournament, with wins against Fenn and Hillside and a tough 2-1 loss in the semifinal to Fenn.

Fay's track and field team also represented Fay well, placing second out of seven teams at the annual Hillside Track and Field Jamboree in May.

Fay's athletes may be resting and relaxing this summer, but Director of Athletics Rob Feingold and Fay's coaches are already planning ahead to an exciting and competitive fall season.



GO FAY!





GIRL POWER

Wrestling has gone co-ed at Fay! In addition to the almost forty Upper and Lower School boys who competed on the wrestling team this year, there were three fifth grade girls—Ashwini Menon, Clara Pereira, and Andriana Low—all trying wrestling for the first time.

While these girls may still look like pioneers at many of their matches, they actually reflect the growing popularity of wrestling as a girls' sport. Since 1994, the number of girls who wrestle in high school nationwide has grown from just over 800 to almost 11,500.

While it can be a challenge to find regular-season matches for these lightweight girls, all three were able to compete in the Massachusetts Youth Wrestling Association Girls

Wrestling Tournament in February, where Ashwini placed second, and Andriana and Clara placed fourth and fifth, respectively. “When they see other girls being successful, that’s really encouraging,” notes wrestling coach Eric Lane.

We sat down with Andriana, Clara, and Ashwini to reflect on their season, what inspired them to join the team, and the challenges of co-ed wrestling.



Why did you decide to sign up for wrestling?

Andriana Low: At first, I was the only girl signed up for wrestling, so I kind of talked Ashwini and Clara into it.

Clara Pereira: We are best friends, so I agreed to give it a go.

Ashwini Menon: I watched this movie called *Dangal*, which is a true story about two girls who compete in wrestling and are really successful internationally. It really inspired me. Also, my older sister is always so much stronger than me, so I wanted to build up my strength.

How did your parents react when you told them you were signing up for wrestling?

Clara: My mom was shocked. She was like, “Where did you get this idea?!”

Ashwini: My parents were very encouraging. They said I could pick whatever sport I wanted.

Andriana: I like to wrestle with some of my friends outside of school, so I guess my mom wasn’t too surprised.

What was your favorite thing about wrestling?

Andriana: At first, I was worried that we would only be wrestling boys, but it was kind of cool to learn how many girls were actually doing wrestling. We went to an all-girls tournament, and there were a lot of other girls there.

Ashwini: There were two girls at the tournament who were wrestling for the second year, and I beat one of them. It was a great match, and it felt so good to win!

Clara: Practice was really tiring at first, but it became so fun as we got into it. If we made mistakes we would work on it, and we would always teach each other stuff.

How were the boys as teammates?

Ashwini: The boys were pretty nice. My first match was the very first match of the season, and the boys were all yelling, “Go Ashwini!”

Clara: We had to do cartwheels in practice as one of our exercises, and we would show our cartwheels off to the boys. They were like, “How do you do that?”

Andriana: ...Yeah, a lot of the Upper School boys had trouble with those.

What did you learn from your experience this season?

Andriana: I learned that if you stick together, you can accomplish a lot, but at the same time not to be afraid to try things. At first, we felt a little uncomfortable about wrestling the boys and stayed in our little corner wrestling each other, but as we got more comfortable we learned that it’s just what you do in wrestling.

Ashwini: Wrestling takes a lot of determination—the moves, the matches—and there’s a lot of pressure, but I learned that if you work hard, you can accomplish anything.

Will you wrestle next season?

Andriana: I’m not sure who else will be doing it, but most likely I will.

Ashwini: I’m doing it!

Clara: I just hope that next year’s fifth graders enjoy wrestling like we did!



Red Team vs. White Team, Once Again:



The Color Competition at 100



A perfect spring morning and a horde of high-spirited students were the key ingredients for the 2018 Founders' Day Color Competition. This year marked the 100th anniversary of the storied rivalry; ably led by Color Team Presidents JP Corvera '18 (White Team) and Shane Kelly '18 (Red Team), Fay students brought their all to the events, which included relays, the long jump, an obstacle course, sack races—and, of course, the tug-of-war.

Team spirit and earnest effort were evident throughout the competition—and, at the end of the day, the White Team declared victory, winning 865 points to the Red Team's 815. The White Team's win that day, while sweet, did not garner quite enough points, however—and once total points were tallied at the end of the year to include competitions like the Grammar Grapple and the T-Shirt Design challenge, the Red Team claimed the Redmond Cup!

The Color Competition now moves into its second century under the leadership of Chloe Lewis '19 (Red Team) and Orville Amankwah '19 (White Team).



Go Fay!



FAY SCHOOL'S 152ND



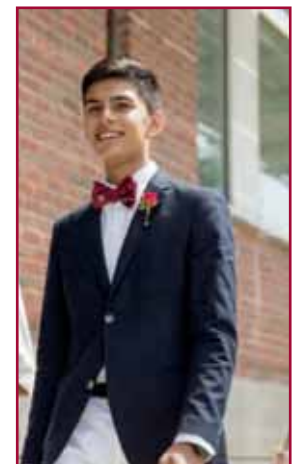
COMMENCEMENT 6.9.18





FAY CELEBRATES 152ND COMMENCEMENT





CLASS OF 2018

Secondary School Destinations



George Isaac Bauer
Suffield Academy

Adele Blokh
Northfield Mount Hermon School

Ephraim Kyenkyenhene Boamah
Winchendon School

Yuchong Calvin Chen
Lawrenceville School

Natalie Rie Cheng
Thacher School

Eunseo Choi
Blair Academy

Juan Pablo Corvera Caram
Northridge School

Angeline Evelyn DeBoer
Deerfield Academy

Raymond Jacob DeSabato
Suffield Academy

Sobenna Gwendolyn Egwuekwe
Groton School

Marwan Sameh Bahgat El-Bendary
Suffield Academy

Schaefer Justine Emmons
Loomis Chaffee School

Felipe Esteve Garcia
Northridge School

Alex Ziyang Fan
Northfield Mount Hermon School

Julio Fernandez Lopez
Colegio Miraflores

Jamie Janet Fiedorek
Loomis Chaffee School

Colin Matthew Froe
The McCallie School

Berk Gokmen
Choate Rosemary Hall

Michael Asher Greystone*
Suffield Academy

Natalia Marie Grossman
Ethel Walker School

Victoria Alice Hodkin
Cate School

Lucas Alexander Hoffman
Blair Academy

Ryley Alexandra Holmes
St. Mark's School

Mazin Mustafa Hussein
Williston Northampton School

Inigo Iriso Villamor
Northridge School

Renee Jiang
Choate Rosemary Hall

Cordae Tyjai Jones
Tabor Academy

Michael William Jaesun Kang
Northfield Mount Hermon School

Yijian Linda Kang
St. Paul's School

Shane Patrick Kelly
Belmont Hill School

Zahaan Khalid
Concord Academy

Techin Khurukitwanit
Northfield Mount Hermon School

Min Seung Kim
Lawrenceville School

Nayeon Jessica Kim
Hotchkiss School

Yeon Jun Ryan Kim
Northfield Mount Hermon School

Theodore Sean Koay
Tabor Academy

Holden Alexander LeBlanc
St. Mark's School

Xiaoxuan Lisa Li
Emma Willard School

Yan Fung Jackson Li
Governor's Academy

Zhijian Frank Li
Matea Valley High School

Sijia Scarlett Lin
Phillips Exeter Academy

Slater David Loffredo
St. Mark's School

Ainsley Maguire Lotuff
St. George's School

Katrina Lynn Lovegren
Mercersburg Academy

Giacomo Mazzarella
Dublin School

Stephen Michael McNulty
Phillips Exeter Academy

Malika Mirzazhanova
Northfield Mount Hermon School

Jillian Keshin Miu
Worcester Academy

Alexander Thomas Morey
Tabor Academy

Nicha Bambi Nandabhiwat
Northfield Mount Hermon School

Atalia Jae Lising Navarro
Hotchkiss School

Hoon Park
Choate Rosemary Hall

Taeyang David Park
Peddie School

Nina Catherine Bache Rossbach
Brooks School

Benjamin Graham Mackay Saunders*
Wellesley High School

Jordan Deay Shapiro
Worcester Academy

Nikhil Prasad Sharma
St. George's School

Andrew Shenouda
Choate Rosemary Hall

Paul Sang Ho Shin
Hotchkiss School

Santiago Sire Simms
The McCallie School

Karina Skinner
St. Mark's School

Dominic Omar Somkhishvili
Westtown School

Emma Victoria Stewart
Middlesex School

Prin Sukhum
Kent School

Sang Jun Sean Um
Blair Academy

Pablo Velasco Deeke
American Foundation School

Kaylynn Lola-Marie Wilson
St. Paul's School

Linyang David Wu
Pomfret School

Kieran Sangjean Yu
Lawrenceville School

Tianyi Peter Yu
St. George's School

Athena Zarmakoupis
Deerfield Academy

Guangda David Zhang
Pomfret School

CLASS OF 2019

Isabelle Chun-Ping Aish
Concord Academy

Nathan Zhang An
Noble and Greenough School

Tatiana Balcarcel
The American School Foundation

James Bannister-Parker
St. Mark's School

Allison Bechard
St. Mark's School

Sarah Bechard
St. Mark's School

Alexander George Black*
Rivers School

Benjamin A. Bochicchio
Canterbury School

Tyler Jameson Bois*
Lawrence Academy

Elizabeth Jane Chenhan Chou
Phillips Academy

Jungwoo Aaron Chung
Phillips Academy

Hallie Clarke
Bowness High School

Zachary Haig Colon
St. John's High School

Elizabeth Crawford
Weston High School

Patricio Saturnino De Aguero Bitar
Colegio Vista Hermosa

Caroline Rose Deneen
Rivers School

Lorenza Enriquez
The American School Foundation

Cameron Lynn Estella
Proctor Academy

Montserrat Garcia Acevedo
Colegio CECVAC

Trin Gerjarusak
Tabor Academy

Ely Jacob Gluzman*
Rivers School

Hunter Daniel Gould*
St. Mark's School

Abigail Grace Griffin
St. Mark's School

Illiana Marie Grossman
Ethel Walker School

Sahil Gupta
St. Mark's School

Ryan McKeag Harper
St. Mark's School

Ava Elizabeth Jadul*
Tabor Academy

Matias Jurado Ortiz
Undecided

Nyle Kamil
Deerfield Academy

Tiffany Li
Phillips Academy

Cameron Lynch
St. Mark's School

Marianne Vance Lyons*
St. Mark's School

Nicholas Michael McClements
Ashland High School

Sofia Ann Mongillo
St. Mark's School



Aidan McColl Morgan
St. John's High School

Padma Mynampaty
St. Mark's School

Alexander Joseph Picard*
Brooks School

Carter Hudson Pomponio*
Undecided

Nashua Belt Poreda
St. Mark's School

Laura Isabel Posner
Blair Academy

Nicolas Ramirez Garrido Galewicz
The American Foundation School

Emma Barrett Reynolds*
Holderness School

Elizabeth Cowles Ridgley*
Ethel Walker School

Fernanda Sandoval Ortega
Tomas Moro School

Jack Stevenson
Algonquin Regional High School

Caroline Grace Sullivan
St. Mark's School

Luke Joseph Tegan*
Kimball Union Academy

Aiden Warner
Concord Academy

Sydni Leah Williams*
St. Mark's School

Seongmin Sammy Yu
Undecided

Tristan Yu
Lawrenceville School

Natalie Anne Zaterka
St. Mark's School

Tian Yuan Sophy Zhu
Middlesex School



*"Octavi," students who have attended Fay since first grade



“Well, here we are. Breathe it in for a second. In some 16 hours, each and every one of us, myself included, will take our last stroll out of the Quad and pass by Connie’s Corner for the final time before hopping in a car and driving away as the campus we call home slowly fades from the view of our dark-tinted car windows. A solemn occasion, and perhaps one that warrants some reflection—how did we get here? About to walk down the graduation aisle and bring all of this to an end? It feels a little surreal, to be honest. But the question remains—how did we get here?”

I see it affirmed when one of us embraces a struggling friend. And I see it affirmed by the basic human respect you afford to each other.

The answer is simple, and I see it affirmed time and time again—during musical presentations at Morning Meeting, at our art and design exhibits, in the classrooms, and just in casual debate. I see it affirmed when one of us embraces a struggling friend. And I see it affirmed by the basic human respect you afford to each other. Really, it’s not that hard to see: you’re here because you all are so amazingly talented and wonderful, like seriously—some of the most remarkable people I’ve met...Just think about the compassion you received from this class and gave to them. At some point, we’ve all had to depend on a friend, and have received support with such grace from this class that I get goosebumps thinking of it.”

—Stephen McNulty, President of the Class of 2018,
at the Ninth Grade Banquet



College Destinations

Coleman Ahn
University of Southern California

Maggie Ashley
University of Oregon

Avery Asherman
Denison University

Zoe Carlson
Claremont McKenna College

Jillian Carroll
University of Southern California

Tiffany Chang
*Wharton School of the
University of Pennsylvania*

Anthony D'Angelo
Wake Forest University

Andrew Daphnis
Furman University

Brandon Depietri
Northeastern University

Catherine Diamond
College of Charleston

Margaret (Meg) Durhager
*The New School, Eugene Lang
College of Liberal Arts*

Alex Dubson
HZ University, Netherlands

Amanda Gollaher
Colgate University

Emma Gustavson
Johns Hopkins University

Raleigh Hiler
Boston College

Grace Hudson
University of St Andrew's

Abra Issa
New York University

Elias Issa
Campion College

Kaelyn Jadul
Fairfield University

Brandon Jones
Princeton University

Rob Jorden
*Embry-Riddle
Aeronautical University*

Catherine Kasparyan
Brown University

Logan King
Colgate University

Corina Kotidis
Boston College

Jonathan Lamson
Colorado College

Mimi Larrieux
Johns Hopkins University

Juliana LeBlanc
Connecticut College

Avery Light
Connecticut College

Tigran Markaryan
*California State Polytechnic
University, Pomona*

Alvaro Martinez del Campo
Tecnológico de Monterrey

Elizabeth McBride
College of the Holy Cross

Noelle Morgan
*Worcester Polytechnic
Institute*

Kimberly Mulholland
*Southern Methodist
University*

John Namgung
Carnegie Mellon University

Alfonso Pelaez
Rice University

Fernando Pelaez
Ithaca College

Francisco Pelaez
University of Georgia

Dasha Plokhova
*Moscow State Institute of
International Relations*

Alexandra Pryshlak
Northeastern University

Catherine Qiao
University of Pennsylvania

Peter Reynolds
Dartmouth College

Ian Riley
Cornell University

Elizabeth Rueppel
University of Michigan

Alina Ryan
Trinity College

Hope Sanders
Drew University

Louis Scumaci
Fordham University

Sameer Sharma
Trinity College

Shivam Sharma
*Whitman School of Management
at Syracuse University*

India Shay
Trinity College

Rada "BenBen" Singhasaneh
Rhode Island School of Design

Jennifer Steinberg
Brandeis University

Tang Tantivirun
Savannah College of Art and Design

Alexandria Tegan
University of Alabama

Jack Thalmann
Boston College

Zijian Mark Wang
University of Pennsylvania

Eamonn Welliver
Bard College

Nicholas West
Miami University of Ohio

Jordan Winer
Trinity College

Laura Wu
Boston University

Richard Zhang
University of Southern California



*Mimi Larrieux '15 and Corina Kotidis '15 reunited
at this year's Color Competition.*

NINTH GRADE SPECIAL AWARDS PRESENTED AT COMMENCEMENT

The following ninth grade awards are selected by the entire Upper School faculty, except for the Head of School Award and the Harlow Flag Award, which are selected by the Head of School.



Founders' Medal winner Stephen McNulty '18 with his family.

Windeler Improvement Award:
Lucas Alexander Hoffman

The A. Brooks Harlow, Jr. Flag Award:
George Isaac Bauer

M.J. LaFoley *Poteris Modo Velis* Award:
Victoria Alice Hodkin

Jopling Thoughtfulness Award:
Holden Alexander LeBlanc

Head of School Award:
Ephraim Kyenkyenhene Boamah

Ainsley Maguire Lotuff

Edwards Award for Citizenship:
Shane Patrick Kelly

Founders' Medal:
Stephen Michael McNulty



Ephraim Boamah '18, one of the winners of this year's Head of School Award.



Commencement Speaker Enrique Cuan '85.



Linyang David Wu '18, winner of the Elizabeth Reinke Service Award.

UPPER SCHOOL AWARDS AT PRIZE DAY

ARTS AWARDS

Drama Award:

Stephen Michael McNulty

Art Award:

Techin Sim Khurukitwanit

Arion Foundation Award (Music):

Jordan Deay Shapiro

ATHLETICS AWARDS

**Crump-Moody Award for
Earnest Effort in Girls' Athletics:**

Sijia Scarlett Lin

**Whitehouse Award for
Earnest Effort in Boys' Athletics:**

Shane Patrick Kelly

**Annie Papadellis Award for
Excellence in Girls' Athletics:**

Ryley Alexandra Holmes

**Morris Award for
Excellence in Boys' Athletics:**

Raymond Jacob DeSabato

ACADEMIC AWARDS

Seaver R. Gilcreast English Award:

Emma Victoria Stewart

ELP Award:

Lin Yang David Wu

Scull Award for Composition:

Emma Victoria Stewart

Morrell Award for History:

Zile Mia Xiao

**The Arline and Harvey Steinberg
History Award:**

Holden Alexander LeBlanc

Mathematics Award:

Zhijian Frank Li

Annie Leavitt Memorial Award:

Caroline Grace Sullivan

Philip G. Stevens '14 Science Award:

Stephen Michael McNulty

Wellness Department Award:

Karina Skinner

World Language Award:

Stephen Michael McNulty

TOP SCHOLAR AWARDS

Highest Cumulative Averages

Grade Seven:

Leshui Jade Xiao

Grade Eight: (Tied)

Isabelle Chun-Ping Aish

Caroline Grace Sullivan

Grade Nine:

Stephen Michael McNulty

SCHOOL COMMUNITY AWARDS

Francis H. Tomes Memorial Award:

Slater David Loffredo

**Bruce Higbee Storkerson
Memorial Award:**

Xuanzhi Jerry Fu

Waldo B. Fay Memorial Award:

Avery Campbell King

Harvard Club Book Award:

Jiatong Alexandra Wang

Elizabeth Reinke Service Award:

Linyang David Wu

Henry U. Harris Sr. Award:

Natalie Anne Zaterka



Natalie Zaterka '18, winner of the Henry U. Harris Sr. Award, with David Harris '58, son of Henry U. Harris, Class of 1913.

DORM CITIZEN AWARDS

Middle Floor Boys: Juan Pablo Covera

Sixth Form Girls: Kaylynn Wilson

Top Floor Boys: Slater David Loffredo

Top Floor Girls: Jamie Janet Fiedorek

Village Boys: Hie Xuanzhi Jerry Fu

Village Girls: Gretl Anne Baghdadi

Webster House: Linyang David Wu

East House: Fernanda Sandoval Ortega

CHOATE PUBLIC SPEAKING AWARD: Stephen Michael McNulty



Kaylynn Wilson '18, winner of the Dorm Citizen Award for Sixth Form Girls, with faculty member Jane McGinty.

THE 2018 RECIPIENT OF THE LAURA DUCEY AWARD FOR DEDICATED SERVICE

David Harris '58

THIS YEAR'S RECIPIENT has been a member of the Fay community for more than sixty years—first as a Fay student, then as a loyal alumnus and a member of our Board of Trustees. Since his appointment to the Board in 1972, he has chaired many trustee committees and has served as Treasurer and Vice-President. In 1989, he was appointed President of the Board, an office he held until 1997. Following his term as President, he chose to remain on the Board, and he continues to be an actively engaged trustee.

Dedicated service to Fay School is a tradition in his family. His father, a member of the Class of 1913, also served as President of Fay's Board of Trustees, from 1938 to 1966, and an award in his honor presented at Prize Day recognizes a student whose loyalty, devotion, character, and integrity have made the greatest contribution to the School.

Throughout his years of service as a Fay trustee, this year's recipient of the Dedicated Service Award has demonstrated extraordinary support for the mission and philosophy of Fay School, and his institutional knowledge and love of Fay are unparalleled. I am personally grateful for the guidance and encouragement he has provided since I became Head of School ten years ago. Throughout his nearly fifty years of active service to Fay School, his efforts have never wavered, and his dedication has remained steadfast.

- Rob Gustavson

The Laura Ducey Award recognizes members of the Fay community whose earnest effort, dedicated service, and unwavering commitment have enabled the School to thrive. Since the time the award was established in 1981, it has been given to Fay staff, administrators, faculty, and volunteers who have made a significant, positive difference in the life of the School.



Left to right: David Harris in 1991; David sings with Fay's choir as a student back in 1956, front right; David speaks to Fay's sixth graders.





PRIMARY SCHOOL MOVING UP CEREMONY



“So...
be your
name,
Franklin,
Amara, Alara, Anna, or Gavin.....
you're off to great places.
Today is your day!
Your mountain
is waiting.
So ...get on your way!”

—Teri Lawrence, Head of Primary School
(with thanks to Dr. Seuss' Oh, The Places
You'll Go!)





LOWER SCHOOL CLOSING EXERCISES



Lucy Miller Mohn '21, winner of the Elizabeth H. Scattergood Memorial Prize, and Cayden Miu '22, winner of the Eugene Kim O'Donnell Award.

“It takes time to notice.
It takes stepping away from
our screens and our devices.
It takes thought and
reflection. It takes knowing
that something special or
important just happened—
we may not know the
impact of the event—but we

know that noticing it makes a difference in us. Regardless of where we are in our lives—a third grader, a sixth grader, a mother, a father, a teacher, an administrator—we all have the choice to make the most out of our lives and the lives of those surrounding us. We all can make the choice to notice.”

—Lainie Schuster, Head of Lower School





CITIZENSHIP AWARDS

Grade 3:

**Ada Mertz
Reese McNally
Michael Damon**

Grade 4:

**Sophia Lind
Ben Morse**

Grade 5:

**Andriana Low
Diego Simosa
Josie Davis**

Grade 6:

**Nicholas Haseotes
Bridget Sullivan**

EFFORT AWARDS

Grade 3:

**Charlise Insani
Catherine O'Sullivan
Nicole Lefavour**

Grade 4:

**Danya Mooraj
Sophie Kamil
Isabel Goddard
Samantha Seitz
Luca Conigliaro**

Grade 5:

**Vera Gluzman
Owen Harrington
James Bois
Lauren Simon
Ashwini Menon**

Grade 6:

**Connor Coutu
Emily Emanuel
Michelle Qian
Aly Beloff
Maria Marinov
Laila Mooraj
Daniel Guo**

SIXTH GRADE ACADEMIC EXCELLENCE AWARDS

**David Bronshvayg
Isabella Zhu**

**EUGENE KIM
O'DONNELL AWARD
(Grade Five)**

Cayden Miu

**ELIZABETH H.
SCATTERGOOD
MEMORIAL PRIZE
(Grade Six)**

Lucy Miller Mohn

CLASS SPEAKERS

**David Bronshvayg
Lulu Mohn**



Alumni Events



On Saturday, February 24, the Fay alumni community came together for an evening of competitive fun at Warrior Ice Arena, the practice home of the Boston Bruins. Thirty players registered to play, and another 53 people (alumni, friends, and past parents) came to cheer them on and enjoy refreshments and camaraderie. Coach Don Pacific returned to coach one of the teams and was presented with a hockey stick signed by the alumni players as well as an Appreciation Award for his many years of coaching. In addition, a raffle was held in honor of former Fay hockey player Ryan

Sebastian '03, who passed away in June 2017. His parents, who attended the event, awarded the grand prize. We have already reserved space at Warrior Ice Arena for the coming year, so mark your calendars for next year's Boston social event and alumni hockey game: February 23, 2019!



Alumni Gathering in Seoul

Head of School Rob Gustavson, his wife, Carol, and Director of Advancement Ann Wardwell joined a group of Korean Fay alumni for dinner during a recent visit to Seoul. Organized by Junku “Charles” Kang ’04, the gathering was a delicious meal and wine pairing at Vinga, a popular jazz and wine bar. It was a great night of sharing Fay memories, talking about current jobs and families, and sharing news of today’s Fay students from Korea. Thank you to Junku and Jake Kim ’07 for all their work in arranging this event!



Alumni Reunion Day

On Saturday, May 5, Fay welcomed alumni back to campus to celebrate Alumni Reunion Day. The weather was picture perfect for the 100th annual Color Competition on the Parkerville

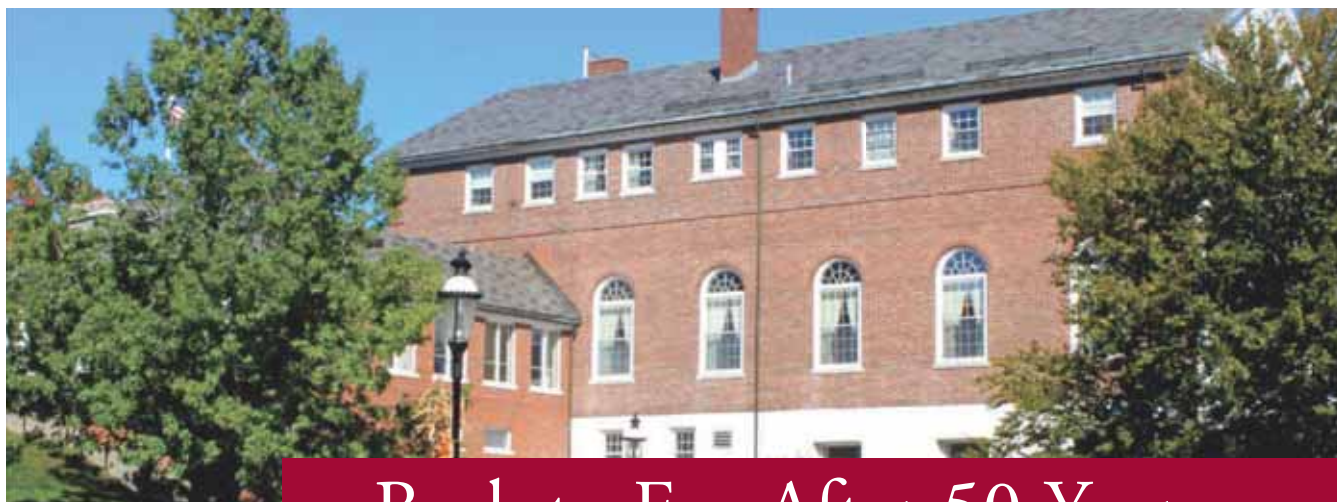
fields, and alumni enjoyed coffee and doughnuts from the hospitality tent while watching the Red and White teams battle in the classic field day events. Campus tours were available in the afternoon, and even though some of the buildings were new, alumni found plenty of spaces, large and small, that evoked vivid memories of their time at Fay.

That evening, Head of School Rob Gustavson hosted the Alumni Reception in the Primary Commons. Alumni poured over yearbooks and reminisced with their classmates as well as former faculty member Chips Norcross and current Associate Head of School Stu Rosenwald.

Fay is grateful to all the alumni who returned to Fay to celebrate this year—especially to **Michael Ledbetter ’83**, who traveled from Houston, Texas, to celebrate his birthday and reunion at Fay;

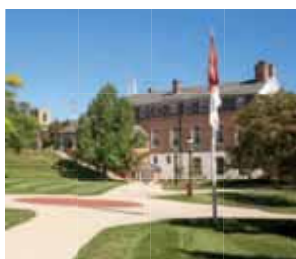


Andy Locsin ’77, who traveled all the way from Thailand; and **Tony Brock-Fisher ’68**, who returned to Fay to celebrate his 50th Fay reunion! We look forward to welcoming alumni back to campus again next year when we will be celebrating classes ending in 4s and 9s.



Back to Fay After 50 Years

by Tony Brock-Fisher '68



An alumnus reflects on his first visit back to campus after five decades.

I saw a young girl in the Rockingham Mall in Salem, New Hampshire. She was wearing a tee shirt that said '*Poteris Modo Velis*' and the Fay School logo. In a flash, this glimpse started me on a mental and physical journey, back 50 years.

I started to recall what life was like at the school where I was entombed a half century ago. Trapped there as a boarder by warring parents, it was in some ways my last chance at getting myself onto an academically productive path.

This revitalization of ancient memories led me to realize that in a few months, it would be 50 years since I had graduated from Fay. I realized that there is only ever one 50th reunion, so I made up my mind to attend.

When I got to campus, I did not have any delusions about finding my old desk with my initials carved in it or my first year dorm room. I knew that the wonderful building where these landmarks existed had succumbed to rot and deterioration decades ago. I expected Fay to be very different, but would there be anything left of the Fay I knew?

The first stop of our tour was the dining hall. Aside from new tables, it was exactly as I remembered it. Yes, students still waited on tables. The chimes that herald announcements are still there. The entrance to the kitchen, with its stainless steel serving counters, is exactly the same as when I had waited on tables myself. I think I must have set a record for dropping trays full of dirty dishes!

The tour continued though new buildings that were all of more modern construction than my memories. Fay spirit throughout, colors red and

white abounding. Very inspiring and intellectually stimulating. But totally unfamiliar, bringing back no memories of my time at Fay.

Next we visited the Harris Theater. When I was singing in operettas at Fay, this was the Harris Gym, and what a wonderfully modern athletic facility it was! But time had made it outdated and obsolete, so the school repurposed it as the core of a new structure. The rafters, interior ceilings, and wood floor were enough to trigger some of my memories.





Next we visited the Reinke building. Despite its dated rooflines, the contents of that building are amazing, reflecting a wonderful commitment to creativity and design: rooms of workshops where students can actually construct real things with their hands, where ideas become real and have physical dimensions and mass.

Along the way, our tour guide explained that many Fay traditions persist. The students are still divided into competing Red and White color teams. There are still ratings, the highest of which is Primus, earned by academic achievement. I was wearing my Primus pin today. I had worked hard for it 50 years ago; I figured I deserved to wear it one more time!

After visiting the Art Center, we walked upstairs and came into what was the 'old gym.' Now the smell of ancient varnish was starting to stimulate memories. This great athletic facility of ancient teams was used primarily during my time at Fay for the viewing of 16mm versions of great Hollywood classics. I remember Saturday nights when the boarders would fill this room, munching on candy purchased from the Spa underneath the main building.

I quickly found the plaque commemorating the football team of 1968, my year. With a bit more searching I found my graduating class photo and my own face peering back at me from 50 years ago.

But the best was yet to come...

In the corner of the old gym there is a door with a sign that reads "Mechanical Room – Maintenance Use Only." I commented that when I was at Fay, that door led to a small room that housed the Radio Club.

We went in and took a look. No, the radios were not still there, but the memories certainly were. I explained to the other members of our tour how this small room was the starting point of my professional career. I explained how there was a teacher named Charles Wood who had his Ham Radio license, and how a classmate and I became interested in Ham Radio and earned our own radio licenses.

They say it takes 10,000 hours of practice to master a skill. The teen years are that magic period when that amount of time can be devoted to any special interest. I spent my teenage free time trying to build radios and trying to make my ham radio station work.

I explained to the others how the spark that lit up my young mind in this room had carried me on in life after Fay to an interest in radio and electronics. By the time I went to college, I had taught myself enough circuit theory that I didn't need to take any electronics courses.

After college, I enjoyed a 35-year career as an electrical engineer for Hewlett-Packard and Philips Electronics, designing medical ultrasound systems.

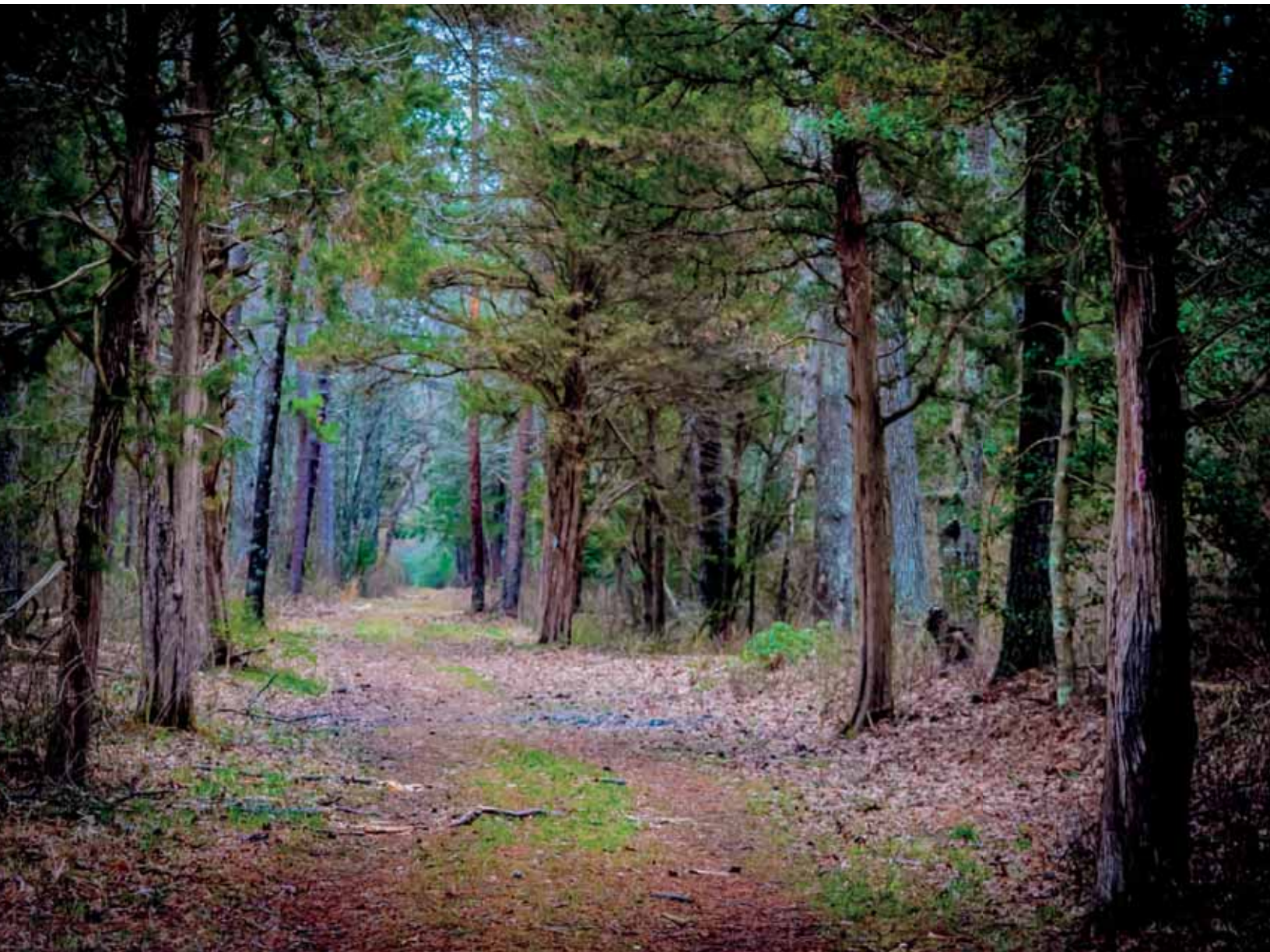
One of my reasons for returning to Fay is that I think it is important to see things from different points of view. I had certainly experienced Fay as a student in the 60s, a time that was both rewarding and growth-filled, as well as spotted with anxiety and fear. It was not always easy being a Fay student back then.

But now, I get to look at Fay from a different perspective. Over time, Fay has survived, grown, and flourished, managing to keep the best things from 50 years ago and more, while adding great new traditions of excellence. It is symbolic that the building where I sat at a desk bolted to the floor finally became unserviceable. That building had to be torn down, just as some of the old attitudes and methods had to be discarded. In their place are new buildings and new concepts, but at the same time, Fay has kept those traditions that worked so well: color teams, effort grades, and ratings.

You Can If You Will.

I'm so glad I came back to see the evolution. Fay has become a wonderful place. I truly wish I could be a student again at today's Fay!





Elizabeth Piñero-Doyle '94 won the Digital Adult category in the Sustainable Gibbsboro Pop-Up Art-Photo Contest with this photo, "In the Heart of the Pines," which was taken at Estell Manor Park in Mays Landing, New Jersey.

CLASS NOTES

1945

Inspired by tales of this spring's Boston Marathon, [PAUL HERTELENDY](#) shared this news: "Finally coaxed into doing something on my own, I entered the Turkey Trot in our town (Piedmont, CA) with sensational results: I finished the 5 KM race ahead of 436 entrants.

Had it not been for that handful up ahead—some 2,700 others—I'd have gotten the first place prize. The consolation: I finished 4th in my post-80 age group, competing against all those rugged young 81- and 82-year-olds. None of that success could have been logged without those ultra-active Fay years behind me."

1960

PAUL SHAPIRO wrote in with this reflection: "Closing in on retirement, but watching racial prejudice re-emerge as an 'acceptable' part of the American mainstream, I am reminded of the strong moral values that were core teachings during my one year at Fay. My remarks to my class set a path for me professionally. Sadly, they remain relevant today..."

1973

JEFFREY JAY reported that in February, he and his son, Jeffrey, Jr., had dinner with President Trump at Mar-a-Lago, and in April, he had lunch at the Four Seasons Hotel in New York with **JACK VOGEL '09**, nephew of **PAUL VOGEL**. Meanwhile, **ROSS GERRY** sent in a photo with this update: "This photo was taken last June when **BEN ARONSON** and I had a long overdue visit with our favorite teacher, Sandra Bennett, in West Harwich, Massachusetts. It's hard to believe that we were in her first First Form class in 1966-67. Side note of pride: Ben took first place in the school-wide speech contest that year, and I was a not too shabby second place. Mrs. B was a shining light for all of her students, and went well above and beyond expectations. Cheers to fellow classmates **TIM PLATT**, **DICK UPJOHN**, **CRAIG HUFF**, and **FRANK (SKIPPY) DREGALO**!"

1986

KATIE TOUHEY MOORE has this news: "I am still living on Cape Cod and working to save wildlife around the world at the International Fund for Animal Welfare. I spend a fair bit of time each year in Africa and other places, and I love the adventure. Can't wait to bring my husband and daughter one day."

1987

ALECIA GUEQUIERRE MCCRILLIS writes, "I really enjoyed my three years at Fay and hope other students can value their time there as well. The 3D printing lab is amazing!"

1997

JENNIFER TAYLOR KESSLER and her husband, Shaun Kessler, welcomed Sophie Lee on October 27, 2017. She was born at 12:27 a.m. and weighed 7lbs 3oz. The family currently resides in San Diego, California.

1998

FAITH WALLACE-GADSDEN has announced the birth of her son! She writes, "His name is Boreas Alfred Sebastian Ganser, and he was born on March 12, 2018, in New York City to me and my husband, Tim Ganser. We spent the first five weeks in New York surrounded by family and friends before returning home to Stuttgart, Germany."



Sophie Lee, the daughter of Shaun Kessler and Jennifer Taylor Kessler '97.



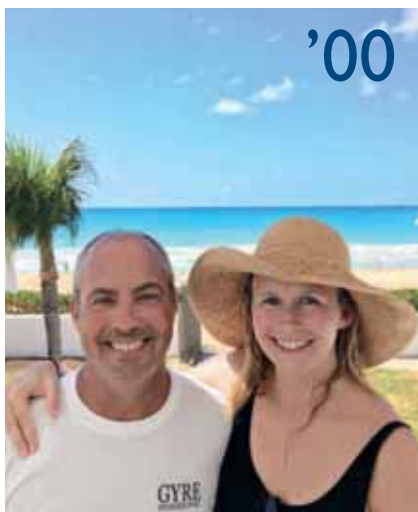
Faith Wallace-Gadsden with husband Tim Ganser and son Boreas Ganser.



Ben Aronson '73 and Ross Gerry '73 with former faculty member Sandra Bennett, and Ben at the speech finals back in 1973.



Sally King McBride '00 with son Alex, who was born last November.



Jim Shay '78 ran into Caroline Pierce '00 on the beach in Anguilla this past spring!

1999

TYLER KEEFE has this note: "When I look back at my experience at Fay, Bruce Chauncey comes to mind more than anyone else. He took a chance on me during the admissions process, believed in me as a coach, and was a positive role model through and through. There's no doubt in my mind that he continues to do the same for countless students. He truly is one of the greats!"

2000

SALLY KING MCBRIDE and her husband Adam McBride welcomed their second son, Alex Hunter McBride, in November 2017. Sally recently left the Metropolitan Museum after nearly 11 years to pursue work at a digital image licensing start-up and to focus on her watercolor illustration business. She would love to connect with any and all Fay friends in NYC.

2004

ALEX CAHILL shared this update with us: "I am currently an Associate Chief of Staff in the office of Massachusetts Governor Charlie Baker. I

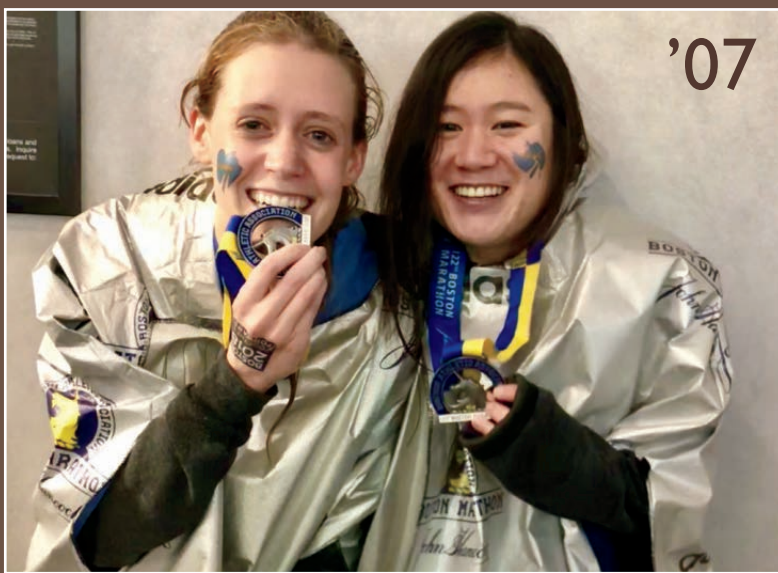


have been in this position for a little over a year and was previously the Chief of Staff to Energy and Environment Secretary Matt Beaton. It's an incredible opportunity to work in the State House—I think of my ninth grade field trip with Mr. Norcross every day when I walk into work! I never thought I'd one day be working in the building! While I have enjoyed my time in the public sector, I am headed to the UVA Darden School of Business in the fall to pursue my MBA. I'm spending the rest of the spring and summer living in South Boston with my boyfriend Brendan and our rescue pup, Herbie!"



*At this year's Color Competition, Bruce Chauncey caught up with **RALPH OGUNDIRAN '01** and **RACHAEL OGUNDIRAN '04**.*

Ralph is currently teaching kindergarten in Washington, D.C., and Rachel recently graduated from Northeastern's physical therapy program. Ralph had come up to the Boston area for Rachael's graduation and they came out to Fay on a whim, ending up as the coaches/cheerleaders for the Red Team on the obstacle course!



2007

A long-time goal achieved! **KENDALL TUCKER** shared the exciting news that both she and **STEPHANIE LEE** ran (and completed) the Boston

Marathon this year, in some of the worst weather in recorded history. She writes, "We ran cross country together at Fay during our ninth grade year and have talked about running Boston ever since. The weather was rough but we

were excited to finish! The joke was always that when we ran a marathon together we'd send in the news to Fay Magazine so sending it to you now! I guess the friendships do last a lifetime."



Jonathan Walker '15 Named World Squash Ambassador

The Panamerican Federation of Squash nominated **Jonathan Walker '15** as one of the 12 (six boys and six girls) World Squash Ambassadors for the "showcase" sport of squash at the Youth Olympic Games to be held later this year (October 7-12) in Buenos Aires, Argentina. From Kingston, Jamaica, Walker is currently a member of Suffield Academy's Class of 2019. He was a valued member of Fay's squash team and has gone on to be a three-year member of Suffield's varsity squash team; he has also played on both the junior and senior Jamaican national teams. Walker competed at the Panamerican Games last year and has consistently remained among the top three squash players throughout the Caribbean.



2010

Newly commissioned Army Second Lieutenant **CAMERON MCMILLAN '10**, below right, receives his first salute at Faneuil Hall in Boston on May 21. Cam completed the ROTC program at Boston University. He will begin his duties as a Field Artillery officer at Fort Sill, Oklahoma.

Fay faculty members **EMILY AND TIM MCCAULEY** spent the first part of their spring break in Iceland, so imagine their surprise when they ran into a friendly Fay face! Emily writes, "So funny running into **HAESOO YOON '10** at the Sandholt Bakery in Reykjavik...she's been in Boston since she graduated from Fay, but this is the first time we've seen her since she visited Fay the year after graduating. Small world!"



We want to hear
your news!

Send your updates
and photos to Erin Sullivan,
Director of Marketing
and Communications,
at esullivan@fayschool.org.



Thank you, Harvey!



Jim Shay '78, P '15, '17 paid a visit to Harvey Steinberg GP '02, '05, '14, '15 this spring to thank him for his 18 years of service on Fay's Board of Trustees and to welcome him as Fay's newest Trustee Emeritus.

Join us online!

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2016

CAROLINE DEPIETRI has continued her longtime commitment to ice skating, and in January, she achieved the highest accomplishment in testing, making her a "U.S. Figure Skating Gold Medalist." She was featured in a video that was part of her campaign to raise money for "Sk8 to Eliminate Cancer" back in December, and she had the opportunity to spend a morning with Olympian Scott Hamilton visiting patients in the pediatric oncology department at Mass General Hospital. Caroline trains daily at The Skating Club of Boston and is currently a junior at The Newman School in Boston. You can see Caroline's video at vimeo.com/241390786.



“The discipline, learning how to live with others, the idea of being part of a community—those are all attributes that I learned at Fay.”

Building a Foundation for Success: *Curt Curtis '57*



After Middlesex, Curt went to Boston University and served in the United States Marine Corps, but his passion for sports never wavered. After the service, Curt entered the growing field of sports marketing and communication, working for many years at the global sports marketing agency IMG, where he was Senior Staff Vice President and Director of Sales and Marketing for the Americas. He went on to found MarComm Partners, a sports consulting and talent management firm. In his free time, Curt discovered skydiving and was the team leader for three U.S. National skydiving teams and a member of the 1977 U.S. World Champion team. Curt was inducted into the International Skydiving Hall of Fame in 2013 and was subsequently elected President of the International Skydiving Museum and Hall of Fame.

Curt is an active supporter of the institutions he believes in, including Fay School. “I am fortunate that I have the ability to support a couple of places, and Fay will always have my annual support going forward,” he says. “The Planned Giving program is a nice way to give something that hopefully will be meaningful to Fay in the future.” Curt looks back on the long-standing traditions of daily life at Fay—regularly switching tables in the Dining Room, relationships forged between younger and older students, and participation in athletics, to name a few—as imparting important lessons in community life that served him well in secondary school and beyond. “That is an experience that you can only get from a boarding school, and I don’t think anybody could do it better than Fay.”

More than 60 years after his graduation, James “Curt” Curtis ‘57 acknowledges that the three years he spent at Fay School laid an important foundation for his future success. Curt was a standout athlete at Fay and afterward at Middlesex School, where he was a member of two league championship teams in football and hockey and was inducted into the Athletic Hall of Fame. However, it wasn’t until a reunion with Middlesex teammates that he began to reflect on the connection between his success in high school and his time at Fay. “I realized that the reason I had such success at Middlesex was because of Fay,” Curt recalls. “The discipline, learning how to live with others, the idea of being part of a community, those are all attributes that I learned at Fay, and they enabled me to walk onto the Middlesex campus as a wily veteran! There’s no question that Fay laid the foundation for a very successful future life.”





In Memoriam



PETER SCULLY '41 *December 16, 2012*

Peter Dennys Scully, 84, passed away in his sleep on Sunday on December 16, 2012, at his home in Dwight, Illinois.

Peter was born in London, England, on June 30, 1928, and he passed his early years in England and in France. In 1939, as England moved toward war

with Germany, his father, Thomas A. Scully, and mother, Violet Mary Scully, moved to the United States with Peter and his older brother, Michael.

After Fay, Peter graduated from St. Mark's School and Princeton University, where he read English literature. Drafted into the U.S. Army, he was selected for Army intelligence training and posted to active service in Germany. Upon his discharge, he chose to continue the family business of farmland management in Central Illinois. Taking over from his father in 1952, he and his brother Michael actively managed the family land holdings in Grundy, Livingston, Logan, and Sangamon counties. Over time, he expanded his agricultural investments to include land in Spain and Argentina.

In 1954, Peter married Olivia Jane Lewis of London, England, and in the following years, they had six children, David, Christopher, Merida, Richard, Nadine and Kirsten.

Peter served the Dwight community as director of the First National Bank of Dwight, as chairman of the Dwight Public Schools committee, and as president of the Dwight Public High School Board of Education. He also served as director of First National Bank of Lincoln, and as president of the Logan County Park and Trails Foundation. Peter also opened his home as a temporary foster parent for the Illinois Department of Children and Family Services. In 1972, Peter was awarded the "Civil Orden de Merito Agricola" by the Ministry of Agriculture for outstanding contributions to Spanish agriculture.

Peter is survived by his wife, Olivia, and by his children, David, Merida, Nadine, and Kirsten.

ALEXANDER P. WEEKES, SR. '53 *November 2, 2016*

C. BEACH DAY '57 *April 20, 2017*

Carrington Beach Day passed away on April 20, 2017, after a brief illness.

Beach was born on December 20, 1941, in Hartford, Connecticut. After attending Fay and high school, Beach attended Central Michigan University and Delta College. He worked at Saginaw Bay Underwriters, where he was an insurance and investment professional specializing in long-term care, life and health insurance, employee benefits, and estate planning and investments.

After retirement, Beach and his wife Trudy moved to Harbor Springs, Michigan. Throughout his life, he pursued his passion of skiing, skiing all over the country and maintaining his membership with the National Ski Patrol for more than 55 years. Boating was always part of Beach's life as well. He was a member and past Commodore of the U.S. Coast Guard Auxiliary Flotilla 1505 in Saginaw. He also served on the Board of Directors for the Icebreaker Mackinaw Museum, located in Mackinaw City. In addition, Beach was past President of the Saginaw Club, was affiliated with the Saginaw General Hospital Foundation, Saginaw United Way, the Bay Arts Council, the Harbor Springs Chamber of Commerce, the Little Traverse Humane Society, and the Little Traverse Conservancy Land Preservation Group.

Beach is survived by Trudy, his wife of 23 years; children Guy and Mary Day of Cleveland, OH, Lee and Patrick Shirley of Traverse City, and Sarah and Nick Knowlton of Denver, CO; and seven grandchildren.



In Memoriam



DANIEL L. LARSON '62

June 13, 2016

Daniel L. Larson, Jr. age 68 of Ipswich, Massachusetts, passed away on June 13, 2016.

Born in New York, New York, on December 17, 1947, he was the son of the late Daniel L. Larson, Sr. and Nancy Wadsworth

Larson. After Fay, he graduated from St. Mark's and joined the United States Navy, serving his country during the Vietnam War as a naval Public Affairs Officer on the aircraft carrier Bon Homme Richard. He graduated from Harvard University in 1970 and received an MBA from Harvard University in 1975. He was a member of the Hasty Pudding Club and Porcellian Club at Harvard and served as co-producer of the Hasty Pudding Theatricals.

Dan was the owner of Larsdale, Inc. and worked at Smith Barney, Lonsdale, and Nucon Capital Group prior to Larsdale. He was a devoted community member of Northeast Harbor, Maine, and he cherished going on family picnics on his boat Just Enough to the surrounding islands. Dan served as an officer of the Northeast Harbor Tennis and Pool Club for many years and was a member of the Pot and Kettle Club. He was also a tireless fundraiser for Brantwood Camp in New Hampshire and St Mary's-By-The-Sea Church in Northeast Harbor, Maine. Dan loved spending time with his children and grandchildren and completed the NY Times crossword puzzle every day of the week, including Sunday. He will be remembered for his generosity, keen intellect, and wry wit.

Dan is survived by his daughters, Alexandra Ruhmann, Charlotte Larson, and Anna Thomas; brother Eliot Larson '65; sisters Eleanor Larson and Nancy Schoyer; wife Laura Hobson Larson; stepdaughter Jessica Elder; and grandchildren.

WILLIAM R. CRAIG '68

April 11, 2018

William R. Craig, 65, known as Bill by friends and family, passed away on April 11, 2018 in Charlotte, North Carolina. Bill was born August 20, 1952 in Morgantown, West Virginia to parents Elizabeth and John Craig.

After attending Fay, Bill graduated from Middlebury College and then from the University of West Virginia in Morgantown with a Doctor of Jurisprudence degree.

Bill enjoyed playing the fretless bass guitar, working with computers and electronics, reading books, and spending time with his dogs. He especially loved spending time at the ocean with his wife, Alice.

Bill is survived by his wife of 24 years, Alice G. Craig; his brother-in-law, Rob Goldsmith; and his nephews and great-nephews.

RYAN THOMAS MCCROSSAN '02

November 15, 2017

Ryan Thomas McCrossan of Bedford, New York, died on November 15, 2017, at the age of 30. Ryan was born on July 1, 1987. After Fay, he attended Brooks School and graduated from Fairfield University. He is survived by his father, Thomas McCrossan, his mother, Susan Marie (Fettingter) McCrossan, and his brother, Devin McCrossan '07.



TOM JESSUP, *Former Faculty*

December 7, 2017

Tom Jessup, teacher and coach at Fay School from 1970 to 1978, passed away peacefully after a brief illness in December 2017. Tom is survived by his wife, Judy Jessup, and his son, Jack Jessup, who both reside in Vermont. Throughout his 35 years of teaching at private schools in Pennsylvania, Massachusetts, and Connecticut, Tom had a positive impact on the lives of thousands of students. His caring and commitment extended to his family and his community, where he was a constant support and active member of his church, his local history museum, and local high school football program. Tom's legacy of "spreading a little sunshine" was an inspiration to those who knew him well.

Faculty Profile: Katie Frazzette

For the past seven years, Katie Frazzette has taught third grade at Fay, and she is also a dorm parent to twenty-three seventh, eighth, and ninth grade girls in Village Dorm. We sat down with Katie to talk about life in third grade and how dorm life has changed her perspective on teaching.

What is special about the third grade year?

The amount of independence that I watch my students gain over the course of a year is just incredible. They're brand new to Lower School, and they're experiencing so many things for the first time: going to lunch in the big dining room, giving speeches, and participating in the Poetry Slam. At the beginning of the year, the idea of reading for 20 minutes straight is daunting to them, but by the spring, they're begging for a double period of independent reading time.

Do you have a favorite third grade event?

It's exciting to watch the kids get up and deliver their first speeches. They do it at the end of the year, and it truly shows how far they have come from that first day when maybe they were too timid to walk into the classroom and introduce themselves.

How has moving into the dorm this year changed your perspective on teaching?

This is my first year in the dorm, and I have absolutely fallen in love with it. Seeing the girls immediately following school is my favorite part of the day. I see how busy they are with homework,

sports, and activities, and it has informed the way I think about my classroom and my own students' busy days. I've learned to be more patient when a child is having a rough day and needs a little pick-me-up.

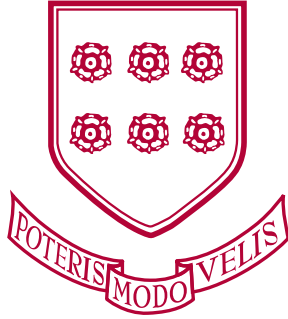
What do you like to do outside Fay?

My fiancé, Brooks, runs a CrossFit Gym in Hopkinton, and I enjoy being active in that part of his life. We are getting married on Cape Cod this fall and got a goldendoodle puppy named Atlas last December who has been a big hit in the dorm. I also love cooking whenever I have the chance. So between CrossFit, the dog, and wedding planning, I'm pretty busy!

What are your summer vacation plans?

This year we are traveling to nine weddings all over the country, so those are our vacations! We're hitting the West coast, Midwest, and East coast. We'll be up in Vermont, and down in Texas and Tennessee. We have started a bucket list of national parks to visit. We've done Rocky Mountain and Great Sand Dunes in Colorado. This summer we are going to do Redwood National Park in California and Crater Lake in Oregon. I'm not sure if I have one free weekend this summer, but it's exciting to be seeing friends and family all around the country!





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