

FAY

Fall/Winter 2018

MAGAZINE



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Fay School Magazine

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Head's Notebook

The Foundation for a Meaningful Life

Adapted from Parents' Weekend Remarks



I want to reflect on this year's school theme, Finding Meaning, and share a few thoughts about what meaning is, how we find meaning in our lives, and the kinds of skills, habits, and character strengths that our children need in order to pursue lives of substance and depth.

Meaning and fulfillment are fundamentally different from happiness and enjoyment. There is nothing wrong with enjoyment, and all of us want to be happy. But these tend to be transitory feelings. Meaning and fulfillment are more profound and enduring. While we may enjoy being entertained or amused, fulfillment comes from interacting with the world around us, making sense of our experiences, and considering how they reinforce or change the way we think about ourselves and our lives.

We want our children to construct positive narrative identities in which they are continuously striving to be their best selves and can accept the results of their efforts, regardless of the outcome, because they know they have done their best.

When we think about what makes life meaningful, our families, friends, and communities may be the first things that come to mind. A sense of belonging—caring for and being cared about—is built from authentic connections we make with others. Many of us find meaning by spending time with people we admire and people we love, listening to each other's stories, hearing about challenges and achievements, pursuing mutual interests,

and offering each other help and support during difficult times. Communities formed around shared values can provide opportunities for this kind of connection and can nurture the feelings of belonging that foster meaning.

Meaning usually doesn't appear like epiphany or inspiration, however, and we can't sit back and passively receive fulfillment. We must seek and create meaning. Events and experiences themselves don't inherently mean anything. It's all in how we interpret them. The same event can mean different things to different people based on their individual values, perspectives, and memories. Our interpretations of experiences depend upon our unique narrative identities, what the writer Jonathan Gottschall describes as the internal stories each of us creates "about who we are deep down—where we come from, how we got this way, and what it all means."

In essence, then, it's not what happens in our lives that makes us who we are; it's how we make sense of what happens. We can either allow our narrative identities to take the form of destructive stories in which we are helpless victims of forces beyond our control, or we can choose to see the same experiences as telling a generative story of challenge, achievement, and progress, demonstrating an arc of personal growth and development over time. In her book *The Power of Meaning*, Emily Esfahani Smith shares evidence that people who create positive narrative identities for themselves perceive their lives as being more meaningful, and she reminds us that "We are all the authors of our own stories and can choose to change the way we're telling them."

Clearly, a fulfilling life need not be free from hardship or conflict. In fact, leading a shallow, easy life can result in superficial existence. Many of our most meaningful experiences involve confronting fears and overcoming challenges. If we avoid difficulties and always take the path of least resistance, we can never achieve the satisfaction and sense of genuine accomplishment that comes from hard-won success. If we never make sacrifices or endure discomfort, we can't fully appreciate the

blessings in our lives. If we never work for more than our own personal gain, we will never experience the fulfillment that comes from connecting and contributing to something greater than ourselves.

Without question, all of us want our children to be healthy and safe. We want them to feel respected and supported and loved. We hope they enjoy their time at school and that every day is filled with many happy moments. We also want them to develop confidence and resilience, self-awareness and humility, self-reliance and intrinsic motivation, so we can't shield them from difficulty. As hard as it may be, we must allow our children to struggle, to experience moments of discomfort, to make mistakes, to feel disappointed—and eventually to come to view each of these normal, everyday challenges as opportunities to learn and grow.

We want our children to construct positive narrative identities in which they are continuously striving to be their best selves and can accept the results of their efforts, regardless of the outcome, because they know they have done their best. We want them to have a strong sense of agency, believing steadfastly in their own ability to

overcome difficulties and accomplish whatever they wish to achieve. Agency contributes directly to the development of purpose, which is also a powerful source of meaning in our lives. When we have deeper purpose, we believe that our efforts are directed toward something that matters in ways that extend beyond our own narrow self-interest.

If our children are to develop purpose, they need to discover what is important to them, what they believe in, and what they care about most. This can only happen if we give them opportunities to connect with others, to take initiative and make mistakes, to risk and sacrifice and strive—and then to reflect and make sense of their experiences in the context of how they view themselves and the kinds of people they envision themselves becoming. In all of these ways, as teachers and parents, we provide the foundation for our children to be wide awake and fully alive, to take purposeful initiative and actively engage, to connect and contribute in ways that they find meaningful, and to make a positive difference in the world.

—Rob Gustavson



Exploring Differences,

Finding Common Ground:

Building Cultural Competence





by Daintry Duffy Zaterka '88

What do Fay's third graders and the third graders at Hmong American Peace Academy in Milwaukee, Wisconsin, have in common? At first glance, not much. In the small Hmong community of immigrants from Thailand, Vietnam, and Laos, the families are large, and multiple generations often live together under one roof. Many students speak a different language at home than at school,

and their

classroom with 29 students dwarfs Fay's two small third grade classrooms of 11 students each.

As the Fay students continue their pen pal partnership with the Hmong classroom this year, they will start to see the many similarities they share. Already, the pen pals have been delighted to discover that they

play many of the same games

and that the uniform the

Hmong students wear to school is not all that different from the Fay dress code. "The students love writing letters and receiving letters in return," says third grade teacher Katie Buteau, "and they are beyond excited when they discover something that they have in common."



Fay's global student body is a unique asset for an elementary and middle school community. With 26 countries represented in this year's student body, from Afghanistan and Australia to Russia and Vietnam, the authentic opportunities to learn from one another and consider new perspectives add a special richness to the academic experience and daily life at Fay.

The faculty also continue to look outside of Fay for projects and service learning opportunities where students can engage with the wider world. "We devote a particular focus to helping our students develop empathy by stepping outside themselves to consider the perspectives of others with openness and generosity of spirit," says Head of School Rob Gustavson. As our students move into an increasingly interconnected world, the cultural competency they have developed here at Fay will enable them to become engaged citizens who encounter differences with thoughtfulness and respect.





"This is my role in the community."

PRIMARY SCHOOL



In Primary School, students explore their own identities and start to see themselves as part of a larger community at Fay. This fall, kindergarteners started the year by reading several books celebrating diversity and inclusion. One of these was *The Colors of Us* by Karen Katz, which tells the story of a girl who explores the many shades of skin color she sees around her, such as cinnamon, chocolate, peach, and honey. After reading the book, students used oil pastels and watercolors to paint their own self-portraits, blending the colors to create their unique skin tones and writing flavorful descriptions, such as “tan-ish and peach-ish” or “golden french toast with a little maple syrup.” Head of School Rob Gustavson also visited Kindergarten to read *All are Welcome* by Alexandra Penfold, about a school community where children of diverse traditions learn from one another and gather as a community to celebrate the Lunar New Year.



In grades one and two, the meaning of community expands to include the history and traditions of its members. Second graders look at the heritage of their own families, interviewing family members to learn about family traditions and sharing the results of their research—which include family stories, artifacts, and recipes—as a presentation for their classmates.

Second graders also explore the history and community of the Wampanoag, an indigenous people that originally lived in Massachusetts and Rhode Island. The students learn that each member of the Wampanoag had a special role that contributed to the success of the tribe, and students are assigned a role to explore and write about in their journals.

The Primary School community is further enriched by its close relationship with students from Upper School who help out in their classes and coordinate special projects throughout the year. This past September, for example, Upper Schoolers from China visited Primary School to share their celebration of the Chinese Moon Festival, a harvest celebration to give thanks for family and for nature’s abundance.

“Through these projects, the children practice listening to and understanding the perspectives of others,” says Head of Primary School Katie Knuppel. “We hope to widen their lens and deepen their understanding of one another so that we can form a supportive, more inclusive school community.”





When third graders give their first speeches at Fay, this milestone represents a larger journey that each student undertakes throughout Lower School to find his or her own voice and express a unique perspective about the world.

“The best way to write a speech is to write something personal,” says Head of Lower School Lainie Schuster. Fay students embrace that challenge by candidly sharing their stories, memories, successes, and failures in their own carefully crafted words.

“Through writing our speeches and listening to one another, we learn so much about the members of our community,” notes Lainie.

The Lower School’s annual One School, One Book reading event is another important opportunity to spark deliberate conversations about perspective. Two years ago, Lower School students, teachers, and parents read *Rain Reign* by Ann M. Martin, a story about a child with high-functioning autism. “By the end of the book, we understood so much about the character of Rose and her life that everyone was able to put their opinions aside and see what a smart, sensitive kid she was,” says Lainie. “What better way is there to consider different lifestyles and worlds than through the lens of a book?”

To knit the Lower School community closer together, teachers Lara Gleason and Emily Samperi have created a community-building curriculum. They kicked off the program in September with an activity where each student was challenged to list all the different communities to which he or she belongs: for example, one student’s list might include the soccer-playing community, the Jewish community, the Hispanic community, and the Gleason homevisory community. Once each student completed the list, students were tasked with finding another member of one of their communities to connect with until the entire Lower School was linked. “The concrete act of linking ourselves together helped students to see how everyone here at Fay has a place in our community and a connection to someone,” says Emily.



LOWER SCHOOL

“We are all unique.”



"This is how I connect with the world."

UPPER SCHOOL



In Upper School, students continue to explore their identities, connect their ideas about identity to their academic work, and consider new perspectives as they interact with the world outside of Fay.

This fall, the students in Craig Ferraro's Extended Topics in Algebra class were challenged to explore their identities through mathematics. Following the "iceberg model," students identified the aspects of their identity that are visible to the community as well as those that may be hidden beneath the surface.

Students distilled that information into a single image that they translated, line-by-line, into algebraic equations; then, they plugged these equations into Desmos, an online graphing calculator, which recreated the image. The designs, according to Craig, ranged from cityscapes and scenes from nature to flags from students' home countries and renderings of hobbies. At the end of the project, students filmed themselves in front of the green screen explaining the origins of their identity design. "It's been cool for them to connect math to their sense of who they are," notes Craig.

With a truly global student population in Upper School, class discussions are infused with a variety of perspectives and experiences. One student might be able to read a Japanese poem to the class in his native language so that peers can hear the flow of the language. Another might be able to describe Moscow so that her classmates can better understand





the setting of a story. At the beginning of the year, English Department Chair Paul Abeln read William Carlos Williams' "This is Just to Say," to his ninth grade students. It's a poem that has been translated into hundreds of languages. Each student studied the translation in his or her native language and then explained to classmates the cultural nuances behind the translator's choice of language. The variety of perspectives made it "a rich and interesting conversation," notes Paul.

For international students who are developing fluency in English, sharing cultural traditions can be a wonderful way to connect with the Fay community. Last spring, students in Sarah Ripton's ELP (English Language Program) Literature

and Composition class took legends and myths from their home cultures and translated them into English, creating elaborate illustrations to accompany each story. When the projects were complete, the ELP students visited Primary School to share their stories with the Kindergarten and second grade classes. "The younger students loved it," says Sarah. "They were making connections to fairy tales and other stories that they already knew, asking questions, and making the Upper Schoolers retell parts of the story," says Sarah. "It was a great conversation."

Outside of class, there are additional opportunities for students to engage with perspectives and experiences that may be very different from their own. Each year, a delegation of students and faculty attends the National Association of Independent Schools' People of Color Conference (PoCC) and the Student Diversity Leadership Conference (SDLC), which give educators and students an opportunity to focus on issues of diversity and inclusion in their school communities. Back on campus, many Fay students also opt to participate in Community Connections, an evening discussion group that meets every few weeks where students explore these issues in more depth.



The week-long service trips in the Upper School are another important way to consider new ideas and points of view: seventh graders focus on food scarcity and volunteer at local farms and food banks; eighth graders head to New York City to volunteer in food pantries, community gardens, and homeless shelters; and ninth graders visit the Dominican Republic, where they teach English to schoolchildren and learn more about the history and culture of the area.

Of all the ways that Fay supports the development of cultural competence, perhaps the most beloved is the tradition of Taste of Nations. Since 1989, students, faculty, and families have gathered each year to prepare and share dishes representing their home countries and family traditions at an all-school buffet dinner in Harlow Gym. It is a celebration of our community's rich diversity, and each year more than 40 countries are represented. "Taste of Nations is a great opportunity not just for our international students to celebrate who they are and where they come from, but for all the members of our community to celebrate the diversity of our stories and experiences," says Head of Upper School Sarah Remsburg. "It's just a wonderful experience for all."

Documenting the Outsiders



Marlo addresses the audience at the HBO Documentary Films screening Of Run Granny Run at the HBO Theatre in 2007. (Photo by Michael Locciano/FilmMagic)

It wasn't until Marlo Poras ran away from home that she found her path as a documentary filmmaker.

At Fay, Dana Hall School, and Washington University in St. Louis, Marlo was fascinated with storytelling, balancing an academic interest in history with a passion for filmmaking. After graduation, she moved to New York City and landed an apprenticeship at Martin Scorsese's Cappa Productions, where she worked on a variety of independent feature films, including *Daytrippers* and *Grace of My Heart*. "I was starting to make good money, and tempting job offers were coming in," she recalls, "but my heart wasn't in it." The grueling career path of a feature film editor, with seven-day workweeks and all-nighters, filled her with dread, and she knew she had to get out. When a friend studying in Hanoi, Vietnam, invited Marlo to come stay with her, she seized the opportunity. "I ran away!" she laughs.

Marlo's reaction to Vietnam was so profound that she stayed for two years. "Going from an extreme desk job to this vibrant, busy, exotic country was so stimulating," she says. She picked up small jobs teaching English and yoga and produced some teen-oriented HIV/AIDS education videos for an NGO.

Documentary filmmaker Marlo Poras '86 shares the perspectives of people whose stories often go untold.

by Daintry Duffy Zaterka '88

But wherever she went, the topic of the "American War" was inescapable. In school, Marlo had been taught that protests led to the U.S. pulling out of Vietnam. She had never thought of the war in terms of winners and losers. "Living in Hanoi was really eye-opening because the North Vietnamese were incredibly proud that this poor country of rice farmers had won this war against the American behemoth," says Marlo. Her travels to the Mekong Delta were equally thought-provoking. "Middle-aged men would sit me down and ask whether Americans knew what had happened to South Vietnam after they left," she recalls. The stories they told were of a people who felt abandoned

by the U.S. as land was taken away and family members were sent to "re-education" camps. A complicated web of perspectives was emerging.

One of Marlo's roommates was teaching a group of North Vietnamese students who were preparing to go on a high school exchange trip to the United States. Marlo found their mixture of Vietnamese pride and fascination with American culture intriguing. She bought a camera and decided to document their journey. The result was Marlo's first documentary film: *Mai's America* is the tale of a fearless Vietnamese teenage girl who comes to the U.S. expecting Hollywood and instead

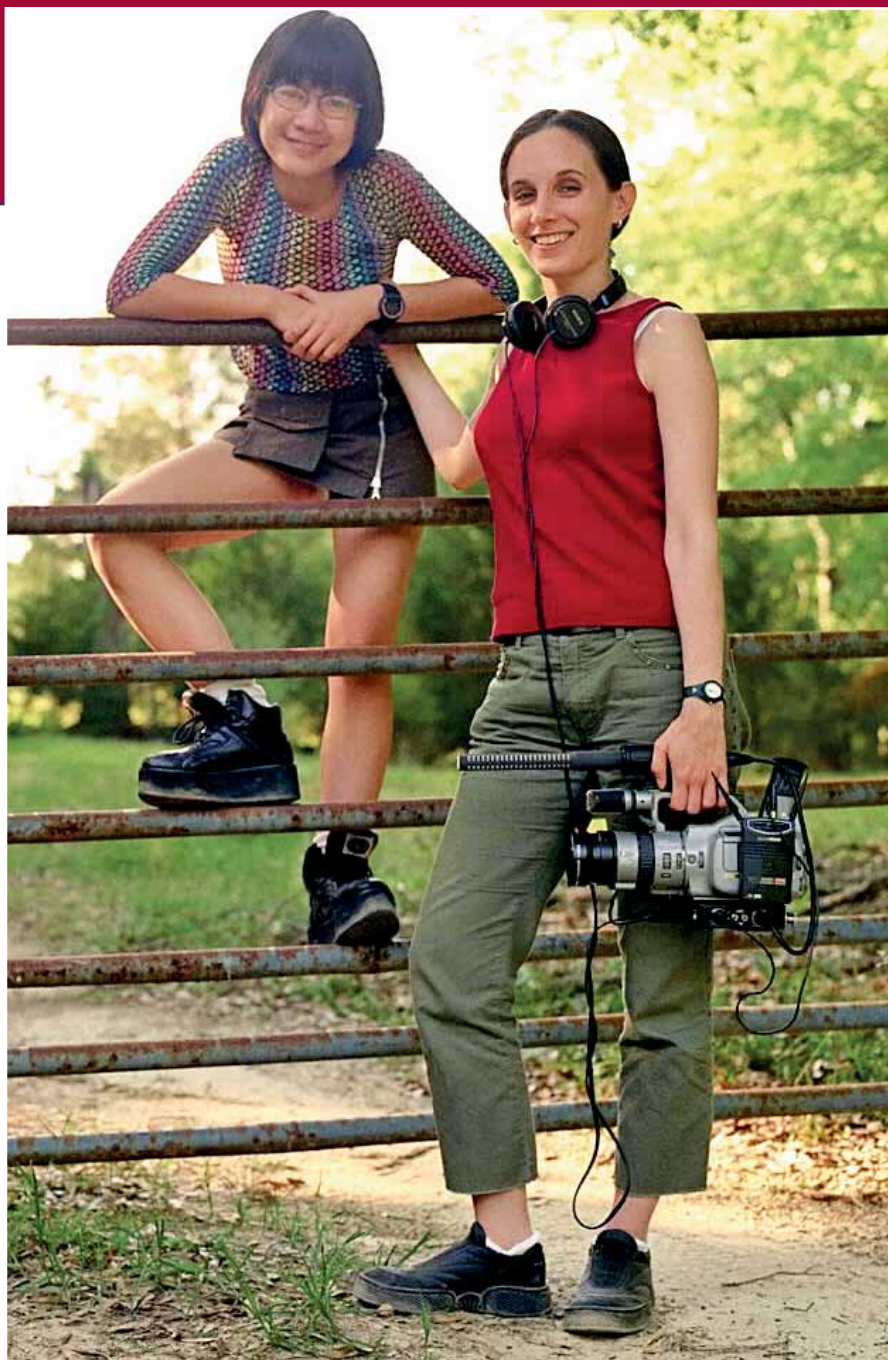


Doris 'Granny D' Haddock, subject of Marlo's documentary Run Granny Run.

lands among white Pentecostal and black Baptist families in rural Mississippi, challenging her ideas about America, Vietnam, and herself. *Mai's America* won the Audience Award for Feature Documentary at South by Southwest and Best Feature Documentary from the International Documentary Association. It also aired on *P.O.V.*, PBS' award-winning non-fiction showcase.

Marlo's next documentary project, *Run Granny Run*, was the story of Doris Haddock, a 90 year-old political neophyte who walked across America to protest the influence of big money in elections and then decided to run for U.S. Senate at age 94. *Run Granny Run* aired on HBO and won the Audience Award for Feature Documentary at South by Southwest and the Special Jury Award at the Woodstock International Film Festival.

Marlo followed that project with *The Mosuo Sisters*, a documentary tale of two sisters from a matrilineal ethnic population in China who lose their jobs during the economic downturn and the sacrifices that each makes to keep their family



*Marlo Poras (right) with Mai Nguyen, the subject of Marlo's documentary Mai's America.
(Photo by Jody Kivort)*



in the remote foothills of the Himalayas out of poverty.

Marlo is drawn to stories about outsiders, and she continues to mine that perspective as she looks for her next story to tell. While her work as a documentary filmmaker may not have the burnout factor that she faced as a film editor, it can nonetheless be emotionally exhausting.

She pours herself into each project as cinematographer, producer, director, and marketing executive, and she shepherds each film from inception through distribution. She notes that she finds the transitions between telling stories a challenge sometimes. "It can take a little while between projects to build up that same intense fire of curiosity that will fuel the next project."

Meet My Hero

by Daintry Duffy Zaterka '88

When Upper School students volunteer during one of their study hall periods each week to help out with a P.E., Art, or World Language class in Primary School, some very special relationships are born. Over the course of the year, the Upper School helpers become friends and mentors to the Primary School children, forging an important connection between the school's oldest and youngest students. "These are amazing experiences, not only for the Upper School students who get to be role models for our youngest students, but for the Primary School students who get to know the wider Fay community," says Head of Primary School Katie Knuppel. "The children look at the Upper Schoolers like heroes and will drop everything to greet their helpers and welcome them with hugs."

Aurelia & Emily

Aurelia Perez, first grader from Framingham, Massachusetts, and Emily Tanaka, ninth grader from Tokyo, Japan. Emily helps Aurelia in art class.



"Emily is really nice and funny. She helps me when we use glue, and I like to talk about my pictures with her. In art class, we drew skeletons, and when she saw mine, she said, 'Wow, how did you do that?!' Art is my favorite class because Emily helps me and my friends."

In the Upper School, leadership opportunities abound, and a favorite is the role of Primary School Helper. Meet a few of our Upper School leaders, along with the Primary School students who are delighted to introduce them.

Lily & Alex

Lily Nickerson,
kindergartener from
Ashland, Massachusetts,
and Alex Macdonald,
ninth grader from
Southborough,
Massachusetts.
Alex helps Lily in P.E.



“Alex likes football and baseball. He also likes being a helper and making friends. In P.E., we play baseball, and when the ball hits Alex, he’s really funny. Alex showed me how to hold your hand when you are throwing a ball. When we played soccer and Gaga ball, Alex tried to catch me, but I was too fast. ”

“Alex helps us remember the words to our songs, and he helps us play Simón dice [“Simon says” in Spanish]. Sometimes I watch Alex when we play, and he’ll wag his finger not to move so I don’t forget. I like sitting next to Alex because he’s fun and helpful. I would like to play red light green light with him in Spanish. I would also like to know if he likes quesadillas and grilled cheese. Those are my favorite lunches. ”



Sean & Alex

Sean Lyons, kindergartener from Hudson, Massachusetts, and Alex Shenouda, eighth grader from Milton, Massachusetts. Alex helps Sean in World Languages, where Primary School students study Spanish for the first half of the year and then French for the second half.

Honorable Conduct in a Digital World



One issue that almost every family wrestles with these days is screen time, and parents often feel at a loss for how to help their children develop positive habits for using technology. In Fay's Lower School, teachers are implementing a program to help students be more mindful of their screen use.

by Daintry Duffy Zaterka '88

A recent study from Common Sense Media found that American tweens (ages 8-12 years old) spend an average of almost six hours a day consuming entertainment media, which includes television, movies, gaming, Internet surfing, texting, social media, and music. In the teenage years, that number jumps to almost nine hours a day. And that's on top of screen time required for school or homework.

While Lower School students at Fay are not allowed to have personal devices during the school day, outside of school they are as vulnerable to an increasingly digital world as any other kid. Fifth and sixth grade at Fay is also a unique academic transition point, as the amount of work that students complete online and through Google Classroom slowly increases. Once students join Upper School in seventh grade, they bring their own devices from home.

This year, Head of Lower School Lainie Schuster decided to start the year with Fay's fifth and sixth graders by tackling the issue of life in a digital world head-on. In September, students in grades five and six watched the documentary *Screenagers*, which examines the impact of screen time on kids' development as well as the challenges of parenting in a digital world. After watching the film, students gathered in groups to ask questions, talk about their own screen use, and discuss healthy habits. Parents had the opportunity to attend an evening screening of the film, followed by a discussion.





Learning to Self-Monitor

Encouraging personal accountability as technology use increases is critically important. Lainie and Head of School Rob Gustavson sat down with fifth and sixth graders early in the fall to talk about how technology use relates to academic integrity and the importance of using technology as a tool rather than a distraction. This year, students in grades five and six may only sign out a Chromebook if they have a specific assignment that requires it, and the “tool or distraction?” message seems to be sinking in. In conversations about workload, sixth graders recently noted that digital homework seems to take longer to complete than traditional written work. Whether that is due to distraction or logistics, students are developing a growing awareness of screen time and its potential impact.

Students are also actively learning about the importance of how they present themselves and communicate online. In their Digital Literacy classes with Technology and Design teacher Andrew Shirley, fifth and sixth graders are learning about the benefits and challenges of conveying a digital message. Fifth graders are creating graphic short stories based on experiences from their lives, and sixth graders are studying and creating digital ads.

“Everything that you say online has a message that could be interpreted in the way that you want or in a way that you didn’t intend,” says Andrew. “As these students get closer to becoming social media users, their online voices become much bigger than they realize, so we are doing projects where they need to think carefully about their messages.”

To drive this point home, Andrew challenged his sixth graders to interpret the meaning of an emoji-laden text message. Students found that they were able to decode a single message in a variety of ways, exploring what made the message so ambiguous and talking about how to correct it.

Encouraging Healthy Habits



Fifth and sixth graders have also been tackling the topic of technology use in Wellness Class, where they meet weekly in discussion groups. Students began the year by listing the devices they use and situations where technology use has caused problems for them personally or in their social group. Units later in the year will focus on cyberbullying in fifth grade and social media in sixth grade, where students will explore hypothetical scenarios.

“Wellness is a great place for these conversations because when students or teacher bring up an issue, we can shift gears and dive into it right away,” says Wellness Department Chair Heidi Qua. Students have also been discussing the negative impact of phones and other devices on social behavior, particularly a person’s ability to be an active listener. “Many students recounted situations where they were trying to communicate with parents who were not fully listening because they were looking at a phone or computer screen,” Heidi notes.

On a positive note, Heidi has noticed that Lower School students are really getting the message about the disruptive effect that screen time can have on sleep. At Fay, boarding student devices are collected at 9:30 p.m. every night, and in Lower School Lainie recommends that devices are collected at 8:30 p.m. “We want the kids to climb into bed and read,” she says.

Tips for Achieving Balance in a Digital World

1. Computers should be set up in shared spaces where parents can be aware of the content children are consuming.
2. Devices should be put away during homework and reading time.
3. Whether it’s a written contract or a verbal agreement, parents need to set clear guidelines and limits on technology use and screen time.
4. Explore apps and devices that can help you enforce time limits on technology use. Collect or disable devices before bedtime.
5. Make technology use a regular topic of conversation with children.
6. Model healthy technology use for your child and hold yourself accountable to the same rules.

The hope is that by encouraging thoughtful discussion about screen time and its impact, Fay’s fifth and sixth graders will develop a healthier relationship with technology that will carry them through Upper School and beyond. “We are encouraging kids to respond to technology with integrity, honesty, and openness,” says Lainie. “That is what’s going to make them good students and good citizens, and it’s why we need to start these conversations early.”



Serious Fun with Arduino



by Daintry Duffy Zaterka '88

This fall, eighth grader Viacheslav Iudenko spent a weekend on a video game. But he wasn't just playing it, he was building it!

The robotics unit of eighth grade Physical Science was transformed this year by the introduction of Arduino, an open-source electronics platform with easy-to-use hardware and software. Small enough to fit into a quart-size Ziploc bag, each Arduino board has its own microcontroller, and students learn how to write the code that turns an input—like the push of a button or the flash of a light—into a desired output, such as adding a number to a scoreboard or activating a motor.



With the introduction of Arduino—an open-source electronics program—to the eighth grade robotics curriculum, Fay’s eighth graders are experiencing first-hand the challenge and excitement of coding and design, online and in the real world.

While Fay’s previous robotics software could only be used on a handful of computers in the classroom, Arduino software can be downloaded for free to any computer. Once students learn the coding concepts, they are able to pursue a range of projects at their own pace. Viacheslav, for example, borrowed an Arduino unit for a weekend and built his own version of Pong, an early-model arcade game where moving rectangles on either side of a screen are used to hit a ball back and forth. “Instead of playing games, students can try making their own games,” says science teacher Eric Lane, “and we want our kids to be makers rather than just consumers.”

Eighth graders spent the first four weeks of term learning how to write code for Arduino. “The most challenging part was trying to remember the code,” says eighth grader Caroline DeSimone. “It’s like a sport where I need to keep practicing to master the skill.” It helps that there is a useful synchronicity between coding and the math that most eighth graders are learning in Algebra I, as both involve the concepts of variables and inequalities. “The coding gives a purpose to what was just pure math,” notes Eric.

The students’ first Arduino challenge was to program a functioning traffic light. Students wrote the code and created a simulation using Tinkercad, a 3D CAD (computer aided design) tool that they use in Creators Class. Students had to figure out how to make the lights work in the correct order from green, to yellow, to red, without any delay between the lights.

The students progressed from building on a screen to creating simple circuits with input buttons and switches. Working with variables, students incorporated sensors so that if the temperature rose above a certain threshold a fan would begin to blow, or if it got too dark, an LED bulb would turn on.

A highlight of the fall term was building simple games, such as a basketball game where the player throws a ball into a cup



containing a light sensor. If the ball goes in and blocks the sensor, it registers a point on the scoreboard. “Kids can see what they are making, and it gives them a real sense of achievement,” says science teacher Xiaohu Zhao.

The unit was particularly engaging for eighth grader Jerry Fu, who hopes to pursue a career as a robotic designer. “I like creating my own circuits and programs based on the lessons we learn in class,” he says. “There are unlimited combinations and arrangements of components on the breadboard and different ways to code them.”

Although the Arduino unit technically concludes at the end of the fall term, students will continue to incorporate coding into their science work throughout the year. As part of their chemistry unit, they will write code to measure the temperature of a substance and display it on a screen. In physics, they will write code to operate the photogate sensor that measures the acceleration of a dropped basketball. “The students will see how the measurement devices work,” says Eric, “and they will actually understand what’s happening behind the technology.”

The response to Arduino has been overwhelmingly positive, and both Eric and Xiaohu look forward to taking the unit even further next year. “Over Parents’ Weekend, some parents mentioned that their kids never liked science before coming to Fay because it seemed pretty dry,” says Xiaohu. “With Arduino, the students learn how things work, and they are enjoying having so many hands-on building opportunities in class. It’s pretty cool!”





FAY IN BRIEF

MUSIC DEPARTMENT OFFERS NEW STUDIO RECORDING ELECTIVE

Starting this fall, eighth and ninth graders who have completed Basic Musicianship have the opportunity to sign up for a new studio recording class where they will use programs like GarageBand, Logic Pro, and Audacity to create digital music. Six students are enrolled in the inaugural class, which is taught by music teacher Lloyd Dugger.

Studio Recording meets twice per six-day rotation. During class meetings, students practice recording their own music; they also serve the wider Fay community by setting up sound for

live events on campus and providing music recordings for other projects.

This past summer, a small upstairs room in Reinke was converted into a digital recording studio for students to use, and Lloyd prepared for the class by attending an audio production workshop at Berklee College of Music that focused on mixing, mastering, and sampling. “Recording music is a passion,” says Lloyd. “I love working with microphones, amplifiers, and gear, and I’m excited to share that passion with students.”

UN PEU DE CONVERSATION: UPPER SCHOOLERS ENJOY LUNCHTIME LANGUAGE TABLES

At lunchtime, Upper Schoolers now have the opportunity to practice more than their table manners. At two lunch periods during the two-week rotation, the World Languages Department is hosting language tables where students can practice their French, Spanish, Latin, or Chinese in a social setting. “Our hope is that students of varying language levels and perspectives

will join,” says World Languages Department Chair Kara Mertz. Whether the participant is a language student or a

heritage speaker, the tables offer the opportunity to connect with others over a shared enthusiasm for language.





FAY IN BRIEF



UPPER SCHOOLERS TAKE DEDICATED SERVICE ON THE ROAD

In October, Fay's seventh and eighth graders spent a week exploring Fay's core value of Dedicated Service with local and regional service opportunities.

Seventh graders learned about food insecurity, a growing problem in Massachusetts due to the high cost of living. The students began the week working through a problem set focused on the cost benefits of locally-sourced food, watching excerpts

from the documentary *Food Inc.*, and participating in a discussion about food sourcing. The class then spent three days helping with the local harvest at Chestnut Hill Farm in Southborough, Natick Community Organic Farm, Community Harvest Project in North Grafton, and Heirloom Harvest CSA in Westborough. The week culminated on Friday with a class trip to hike Mount Monadnock.

Eighth graders spent the week in New York City volunteering at 17 different work sites throughout the five boroughs. Sites included soup kitchens, food pantries, senior centers, and a daycare for children with parents in the criminal justice system. A highlight of the week was the YSOP (Youth Service Opportunities Project) dinner, where students cooked a meal and ate with guests at a homeless shelter.

AUTHORS' CORNER



AUTHOR STEVE SHEINKIN VISITS FAY

On November 6, Fay welcomed author Steve Sheinkin, the author of many historical nonfiction books for young adults and children, including *Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon*. Fay's ninth graders are very familiar with Steve's work as they read *Bomb*, his account of the race to build the atomic bomb.

Steve met with grades 2-5, grades 6-8, and grade 9 in three separate author visits, and he shared how he uses primary sources to research historical figures and events. Previously a writer of textbooks, Steve now tells the stories of people whom we often do not hear about in more traditional histories—such as a Native American football team responsible for some of the rules in modern football or women pilots who raced by air across the United States. Some of Fay's younger students shared their ideas for stories Steve should write as part of his "Time Twister" series: Abraham Lincoln as a gymnast? Albert Einstein as a basketball player? Keep a look out at bookstores to see if any of these ideas come to fruition.

The ninth graders focused on *Bomb*, and their discussions with Steve addressed the ethics of building the bomb, the challenges of the writing process, and little-known details about the lives of key historical figures. Interestingly, the presentation to ninth graders was in the Root Meeting Room, which features Fay's collection of presidential autographs and documents on its walls. Throughout his work with the students, Steve referred to these letters and used them as a teaching tool with the students.

FAY WELCOMES BESTSELLING AUTHOR MADELINE LEVINE ON MARCH 25

Fay's *Ideas&Insights* Speaker Series continues to spark thoughtful discussion around education and parenting. On October 1, Fay welcomed Dr. Richard Ginsburg, co-director of the Massachusetts General Hospital PACES Institute of Sport Psychology, to speak about navigating today's specialized sports climate. On Monday, March 25, Fay welcomes Dr. Madeline Levine, a psychologist and the New York Times bestselling author of *Teach Your Children Well*. Dr. Levine explores how our culture's narrow definition of success unnecessarily stresses academically talented kids and marginalizes those whose talents are less amenable to measurement. Dr. Levine gives research-based solutions to help parents maintain healthy parenting strategies. Dr. Levine has been featured on *The Today Show*, *The Lehrer Report*, and NPR. Admission is free, and the event is open to the public.



MEET KINSLEY PERRY, DIRECTOR OF THE FAY FUND

We are delighted to welcome Kinsley Burrill Perry '97 back to Fay this year as the new Director of the Fay Fund. Kinsley was a “niner,” attending Fay from first through ninth grade. Kinsley’s twin sister Erica '97 and younger sister Vanessa '99 were also niners. After Fay, Kinsley attended St. George’s School and then graduated from Babson College, where she also earned her MBA at the F.W. Olin Graduate School of Business. Prior to joining Fay’s Advancement team, Kinsley was the Director of Marketing and Online Operations at W.G.B. Development Corporation, a residential home building and development company. Kinsley is passionate about Fay’s mission and loves working with members of the Fay community to keep the Fay spirit alive and to enhance the educational experience for many generations to come. Kinsley and her husband Trevor are also Fay parents: sons Declan and Jackson are in first and second grade respectively, and Wesley attends the Early Learning Center. Welcome back, Kinsley!



CONGRATULATIONS TO ALAN CLARANCE!



On September 19, Alan Clarence, Fay’s Director of Finance and Operations, became an American citizen. Alan, who was born in the United Kingdom, participated in a citizenship ceremony at the Lowell District Courthouse along with 680 other newly-minted Americans from over 40 countries.

LOWER SCHOOL ACTORS SHINE IN SIXTH GRADE PLAY

The fall term of the sixth grade drama class culminated in the performance of three mini-mystery plays on November 9 in Harris Theater. Each sixth grade section performed their



own play written and directed by drama teacher Kathryn Maslak. The first was *Tongue Twister: The Tale of the Marvelous Missing Masterpiece*, a mystery involving the disappearance of the trophy from an inter-scholastic tongue twister competition. The second play was called *The Lost Play* and involved a variety of characters who mysteriously found themselves stranded on an island



together. The final production, *Who’s Invited?*, was a parody of the game Clue, where a group of characters all receive invitations to a mystery mansion and must figure out what they all have in common.

FACULTY EXPANDS SKILLS THROUGH SUMMER GRANTS



Fay faculty members were busy this summer expanding their teaching skills and developing new curriculum for the school year. Through the generosity of the Fay Parents' Association, several faculty members received Faculty Enrichment Grants. Music teacher Lloyd Dugger participated in a studio recording workshop at Berklee College of Music in Boston and used the experience to help launch the new studio recording class for

Upper School. Lower School teachers Katie Farrar and Gabby Giordano completed training in the IMSE Orton-Gillingham methodology for teaching reading, writing, and comprehension. In July, Science Department Chair Tim McCauley attended "Reimagining Education for Truly Integrated Schools" at Columbia University in New York, where educators explored the opportunities and challenges of creating racially, ethnically, and socioeconomically integrated schools.

The Fay Parents' Association also funded several summer Curriculum Innovation Grants to support various curriculum development projects. Upper School teachers Tom Gilpin and Rich Roberts created the first chapter, "War," in what will ultimately be a comprehensive critical thinking and analytical resource focused on the close reading of passages. Upper school math teachers Joe Buteau and Craig Ferraro created a problem-based algebraic geometry unit composed of problem sets that require students to use algebra to solve geometric questions.

Lower School teachers Emily Samperi and Lara Gleason created curriculum addressing community building within the Lower School. English Department Chair Paul Abeln and Learning Services Chair Sally Supinski created materials to help students organize and scaffold their writing. Finally, Upper School science teachers Eric Lane and Xiaohu Zhao developed a unit on programming Arduino microcontrollers and circuit building for eighth-grade science.

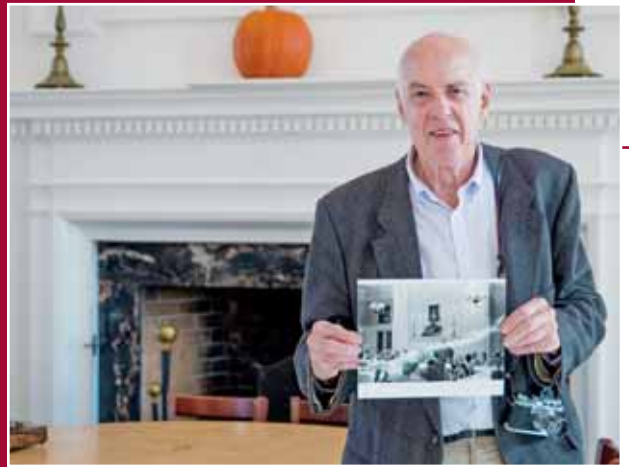


MEET STEVE JENSEN, DIRECTOR OF INNOVATION

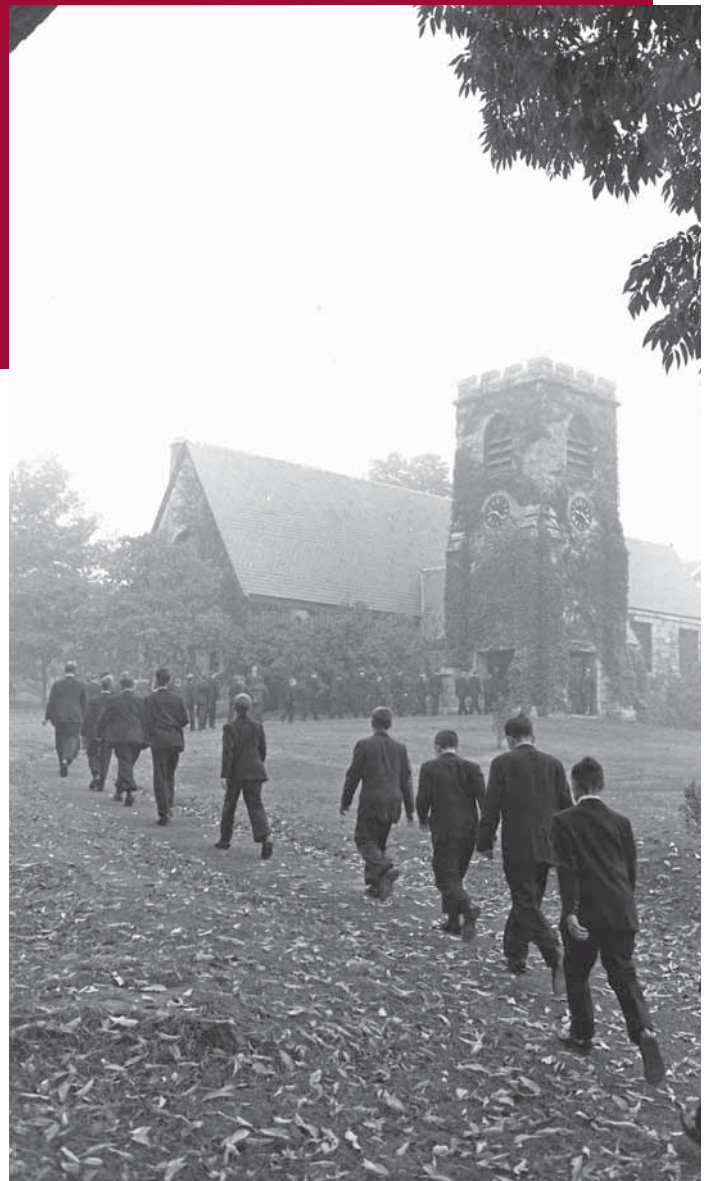
Fay welcomed **Steven Jensen** this fall as the School's new Director of Innovation. Steve will provide strategic vision, leadership, and development to meet the School's technology needs; he will also oversee the acquisition, implementation, management, and use of systems, and networks. Steve has an extensive background in IT strategy development, infrastructure implementation, and operational oversight. He obtained a B.A. in electronics systems technology from Boise State University while serving as a ground radar operator, technician, and network systems administrator for the United States Air Force. After completing his service, Steve spent eighteen years at Saint-Gobain Corporation, where he became Director of Business IT Infrastructure and Service Delivery. Most recently, he oversaw strategy and implementation of systems and networks for the nation's largest wholesale grocery supply company. Steve is passionate about innovation and creativity beyond the realm of technology; he is also the author of *Silver - Destiny*, a fantasy novel. Welcome, Steve!



DOCUMENTING THE SPIRIT OF FAY: MEET DICK GILCREAST



Readers of this magazine over the years may recall seeing gorgeous black-and-white photos of Fay from the mid-to-late 1900s—images of boys (and later, girls) in classrooms, on the playing fields, and in the dorms. Nearly all of these images were captured by Dick Gilcreast, a photographer whose ties to Fay run deep.

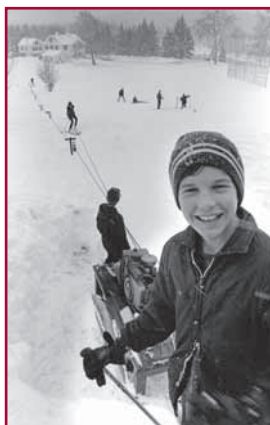


The son of legendary English teacher Seaver Gilcreast and brother-in-law of beloved faculty member Dick Upjohn, Dick Gilcreast's connection to Fay began in 1953 when his father began teaching at Fay. Newly graduated from Williams College, Dick actively pursued photography until he was drafted in 1955; after a stint in the Navy that included two years of photographing the Blue Angels down in Pensacola, Dick found himself back up in New England. He joined Fay's faculty in 1959 and for the next twelve years taught a range of courses that included English, history, and some of Fay's very first science classes. (It's true: Fay did not teach science until the 1960s!) In 1972, Dick left Fay to pursue a successful freelance career, and his photos appeared in publications including *U.S. News and World Report* and *Yankee Magazine*.

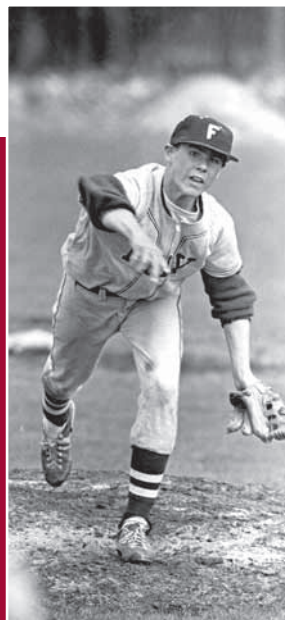
Over the next four decades, Dick returned to Fay frequently to document campus life. His photo shoots for Fay continued through 2009—a staggering 56 years of storytelling through images.

Our archives here at Fay are full of Dick's photographs. His images captured Fay at a time that in some ways feels long gone—but the energy, thoughtfulness, and humor that infuse his photos of students across the decades speaks to a spirit and joy that is common to all Fay students regardless of the era.

This fall, Dick returned to campus with a few more boxes of photos that he uncovered at his house. We are delighted to share some of them with you here—and we look forward to showcasing more of them in the updated pictorial *History of Fay School*, which covers the years 1866 to 2018 and is due out this spring.



"It was always fun to shoot at Fay. When I was around, the students just went ahead and did what they were doing without paying attention. That made it easy to capture the moments that were real."





*Finding
Meaning:
What
Makes Us
Who We Are?*

The identity collages created by eighth graders in Two Dimensional Design I are more than just self-portraits—they are actually double self-portraits. Students are challenged to create a faithful rendering of themselves and to surround it with a collage that conveys something about who they are as a person.



TO CREATE THE INITIAL IMAGE, students trace a photo of themselves onto a transparency that is photocopied onto two pieces of drawing paper. Using colored pencils, students blend, layer, and shade the outline on one sheet to create their image. Students then use the other sheet of drawing paper to create their collage, which will be layered with the portrait to create the final product.

While tracing a photo may sound simple, the project teaches and reinforces some important art skills. “Students learn how to layer, blend, and shade with colored pencils, cut with X-acto knives, and consider design, placement, and composition,” says art teacher Jane McGinty. What sets a good identity collage apart from a great one, she notes, is the amount of thought that students put into the collage aspect of the piece. While some students have images of teams or sports that are important to them, others use text to convey ideas that are critical aspects of their character. “The best ones show that a student has put significant thought into developing and creating a design,” says Visual Art Coordinator and art teacher Chris Kimball. “One year, we had a student create a collage entirely in black, white, and red, because he was the Red Team color president.”

The identity collages are also a valuable tool for art critique, as students from every grade pore over the images on the wall outside the art room, recognizing their fellow students and pointing out their favorite pieces. “Lower School students will come in from recess to get a drink, and they’ll stand there for 10 minutes looking at the collages and making value judgments about what’s good,” says art teacher Billy Claire. “It’s an exercise in art critique that we don’t even have to teach.”





With over 20 different sports offered, 57 different teams over three seasons, and 10 intramural options, Fay students in grades five through nine have a host of options when the time comes to select a sport at the start of each term. As Rob Feingold, Fay's Director of Athletics, explains, "Our goal is to place students on teams that will feel appropriately fun and challenging, whether they're a novice or have been playing the sport for years."



We were curious to know about the reasons why students chose their sports for the fall experiences. Here's what they told us.

Sports Spotlight



"I've played soccer for the past five years, but this is my first year on a Fay team. I love soccer because it's a team sport where you're always active. One thing I really like about 5-6 sports is getting to know kids in different grades. It's also great during practices to learn about new strategies and try them out. I'm excited for basketball this winter."

Ben Morse '23 Framingham, MA
BOYS 5-6 SOCCER



“This was my third year playing volleyball. As a seasonal tennis player, I really wanted to play a team sport, and I also just really enjoy volleyball! I love that we play so many games against other schools during the season. I also love that Fay sports is so inclusive—no matter whether we win or lose, we end the game with big smiles on our faces, and at the next practice, we reflect on our strengths and work on the areas that need improvement. I’ll be playing basketball this winter and tennis in the spring.”

Alicia Guo '20 Beijing, China
VARSITY VOLLEYBALL



“I have participated in Fay’s soccer program for three seasons now. Each year, I

have been able to build my skills as a soccer player while also having the experience of being on a team and being a leader. My main sports are dance (my winter sport) and track and field (my spring sport)—I also play these sports outside of school. I’ve really enjoyed the supportive atmosphere that has been present on every team I’ve been on at Fay, and I’ve appreciated how the coaches give an equal amount of constructive and positive feedback. I will truly miss being on a Fay sports team when I move on to secondary school next year.”

Jasmine Baker '19 Atlanta, GA
GIRLS VARSITY SOCCER





“I chose football as my fall sport because I love the contact and I enjoy working with my teammates. This season, I felt like I got better as an individual player, but I also felt like our team learned how to work together better to achieve a common goal. Outside of school, I also play AAU basketball and travel baseball, but my Fay athletic commitments come first. For the winter term, I plan on playing basketball, and then I’ll do baseball in the spring.”

Krystian Pothel '21 *Watertown, CT*
VARSITY FOOTBALL

“I ran cross country this fall. I chose this sport because I like to run and it helps me get in shape. One thing I have enjoyed about Fay sports is that our teammates are so supportive. I’m planning to play hockey this winter (which I consider to be my main sport) and baseball in the spring—I like that Fay gives options for different sports each season.”

Jacob Snell '22 *Southborough, MA*
CROSS COUNTRY



“This is my first year at Fay, and my first year playing soccer! I chose this sport because ever since I went to soccer camp this summer, I kind of fell in love with the sport. Even though soccer isn't my passion, I still enjoy playing soccer and being part of a team. For winter, I'm planning on doing ice hockey since I can't skate to save my life. And for spring, I've chosen tennis since I've played the sport since first grade. I like being part of a team, a community. Especially if you've never been part of a team before, it feels great to have someone to back you up and yell encouragement from the sidelines. Here at Fay, everyone plays.”



Jaissiry Polanco '22 *Worcester, MA*
GIRLS 5-6 SOCCER

“I have been playing soccer for the past seven years. I love that while soccer is a very physical and competitive sport, it’s also very mental. And I love playing for Fay because it feels like the ‘real deal’: the coaches are great, you learn a lot, and it’s competitive. I’ll be playing basketball this winter, but I also love hockey and lacrosse.”



Mujeeb Amin '21 *Beverly, MA*
JV BOYS SOCCER



Olivia Waterfall '20 *Southborough, MA*
VARSITY FIELD HOCKEY

“I’ve been playing field hockey at Fay for the past five years. Tennis is actually my main sport commitment, and I play all year round. One thing I’ve really enjoyed about sports at Fay is how everyone makes a team, and no one gets cut. It means that everyone gets to play the sport of their choice. I also like how close you get with your teammates, even if the students are in the grade above or below you. One winter, I tried basketball, which was a brand-new sport for me. It was fun learning new skills, and even though I didn’t continue with basketball, I’m glad I had the experience of learning it.”

“This is my first year playing volleyball—I chose it because my friends had done volleyball previously at Fay and loved it. Coach Jack is one of the most fun coaches I’ve had so far, and I love how the people on my team don’t mind that I’ve never played before. My team almost feels like a second family! I had a similar experience playing ice hockey at Fay: they cheered me on even when I didn’t get the puck. It’s great that Fay has so many sports available that everyone can find one sport they really love.”

Zoe Gray '20 *Bermuda*
JV VOLLEYBALL



Fay in Asia

Members of Fay's faculty and staff had the good fortune to visit Asia in recent months and enjoy the generous hospitality of Fay alumni, past parents, and current parents. We are grateful for the warm hospitality of all of the families we met with on our travels!

K O R E A



Director of Advancement Ann Wardwell with Jean Sung '96; her son Jiho; Jean's mother, Mrs. Sunjin Sung; and English Department Chair Paul Abeln. Jean is currently Executive Director at Youngone Outdoor Corporation.



The throne at Bukchon Palace.



A visit to Bukchon Palace Garden in Seoul, with Yu Jin Lim '19, Jessica Lee '20, Kaylee Shin '19, Director of Advancement Ann Wardwell, and English Department Chair Paul Abeln.



English Department Chair Paul Abeln with Brandon Kim.



A welcome banner at the Myung Won Cultural Foundation in Seoul.



Fay mothers at a banquet in Seoul.



Fay's newest Korean students.

In July, Director of Advancement Ann Wardwell visited Seoul, South Korea. She was joined by English Department Chair Paul Abeln, who had been teaching in FaySummer's English Immersion Camp in China for two weeks. Highlights included a meeting with young alumni who are interested in sending their children to Fay School, a visit to Bukchon Palace and Garden, trips to the various neighborhoods of Seoul to explore the local culture, and a traditional Korean tea ceremony hosted by Kim Eui Jung. Mrs. Jung, who is the grandmother of Yoona "Sarah" Lee '21, established the Myung Won Cultural Foundation and Korea Tea Ceremony Federation.

CHINA & HONG KONG

In November, Ann headed to China and Hong Kong, along with Associate Head of School and Director of Secondary School Counseling Stu Rosenwald and his wife, Lorie. The group visited Shenzhen, Shanghai, Beijing, and Hong Kong and enjoyed wonderful outings and dinners with current families. While in Hong Kong, Ann attended a charity photo exhibit organized by trustee Warren Lee P'17. Warren and his children displayed and sold numerous photos, with the proceeds benefiting Fay School.



Breakfast with Judy Chen, mother of Nick Chen '20.



Dinner in Beijing.



Dinner in Hong Kong.



Dinner in Shenzhen.



Shanghai skyline.



Fay mothers at the Beijing dinner.



Honoring Those Who Serve

In recognition of Veterans Day this year, we sent out a request to Fay alumni who are veterans or who are still in active service in the Armed Forces to share their photographs and records of service.

On the Monday after Veterans Day, students met in each division to remember all those within the Fay community who have served their country. The program included a viewing of a short film of a collection of names and faces of Fay alumni who have served since World War I.

The list below is by no means exhaustive: it includes those alumni who shared their information with us as well as alumni from earlier years whose records are captured in our archives. Alumni whose names do not appear on this list can contact esullivan@fayschool.org to be added to Fay's database of veterans and those in active service.



We offer our thanks to the members of the Fay community who have served their country, and we honor the sacrifices they have made.

Richard Mortimer, Jr. 1901 A

First Lieutenant, Aviation Section,
Signal Corps, U.S. Army
*Pilot during World War I; killed in Europe
May 1918 while practicing maneuvers.*

Victor Chapman, Class of 1903 B

Pilot, 1st Aviation Group,
French Foreign Legion
*Founding member of the Lafayette Escadrille
during World War I; killed in action June
1916; the first American flying ace to be
killed in the war.*

George A. McKinlock, Jr. 1906 C

Second Lieutenant of Cavalry, U.S. Army
*Intelligence Officer for the Third Machine
Gun Battalion, First Division, during World
War I; received the Croix de Guerre with
Palm and the Distinguished Service Cross;
killed in action July 2018.*

Richard M. Jopling, 1907 D

Private First Class, American Field Service
*Served with Ambulance Unit #623 during
World War I; received the Croix de Guerre;
died in May 1918 as a result of shell shock.*

Alvan Markle III, '32

U.S. Army Artillery
*Served in World War II (Battle of the Bulge)
and the Korean War.*

Demarest Lloyd, Jr. '33 E

Lieutenant Junior Grade,
U.S. Navy (1942-1944)
*Served as a pilot with Fighting Squadron
Two (VF-2) in the Pacific Theater during
World War II; killed in action June 1944
while targeting the enemy at positions in
Guam and Rota.*

Henry F. Wood, Jr. '45

Lieutenant, U.S. Army Intelligence
Served in Korea.

John S. Amory, Jr. '47

First Lieutenant, U.S. Army (1955-1959)
*Served as an Artillery Officer in the United
States and Germany.*

Francis A. Beer '52 F

Lieutenant, U.S. Navy Reserve (1960-1962)
*Served as Communications Officer, USNAS
Cubi Point/Subic Bay, Philippines.*

Douglas Guiler '52 G

Lieutenant Colonel, U.S. Army (1960-1988)
*Served in Europe, Vietnam, and the
Dominican Republic.*

Stuart Scott Edington '52

Ranger, U.S. Army
*Served at the DMZ and as a Merchant
Marine in the First Gulf War.*

Kenneth A. Marshall '52 H

Lieutenant Commander,
U.S. Navy (1966-1969)
*Served as naval flight surgeon aboard the
USS Intrepid during the Vietnam War.*

Curt Curtis '57 I

United States Marine Corps (1962-1968)
*Served with the 2nd Marine Division, Camp
Lejeune, NC and in the USMCR out of
Huntington, NY.*

Brian D. Marshall '59 J

Lieutenant, U.S. Navy (1971-1974)
*Served as a flight navigator on fighter
bombers; stationed on the USS Intrepid.
Deployed in the Mediterranean and Baltic
theatres.*



John L. Birkinbine, Jr. '60
Petty Officer, 2nd Class, U.S. Navy (1968-1972)
Served in the Philippines and Norfolk, Virginia.

George S. Burton '61 K
First Lieutenant, Ordnance Branch,
U.S. Army (1970-1978)
Served in Maryland and California.

Chuck Pieper '61 L
Lieutenant, U.S. Navy (1970-1975)
Served in Vietnam.

Andrew Abbott '62 M
Sergeant, U.S. Army (1970)
Active Reserves (1971-1976)

Burton Milnor '62 N
Captain, U.S. Army (1967-1973)
Three years active duty; three years with Tennessee National Guard.

J. McKim Symington Jr. '62 O
Sergeant, E-5,
U.S. Army Infantry Branch (1967-1969)
Served in Vietnam.

Christopher P. Petty '88
Captain, U.S. Army
Served in Iraq; killed in action January 2006.

Philip L. Davis '83 P
Lieutenant Colonel, USMC (1991-2018)
Served in North Carolina, Hawaii, Washington, D.C, Uganda, and New Zealand.

Cam Fulrath '98 Q
Lieutenant Commander, U.S. Navy
(Active Duty 2005-2018,
U.S. Navy Reserves 2018-Present)
TOPGUN Graduate, F/A-18 Hornet pilot with service in Afghanistan and Iraq.

Joshua F. Bradstreet '92 R
Lieutenant Colonel,
United States Marine Corps
(Active duty 1999-2012,
Reservist 2012-Present)
Served in Iraq and the Western Pacific; AH-1 Cobra Pilot.

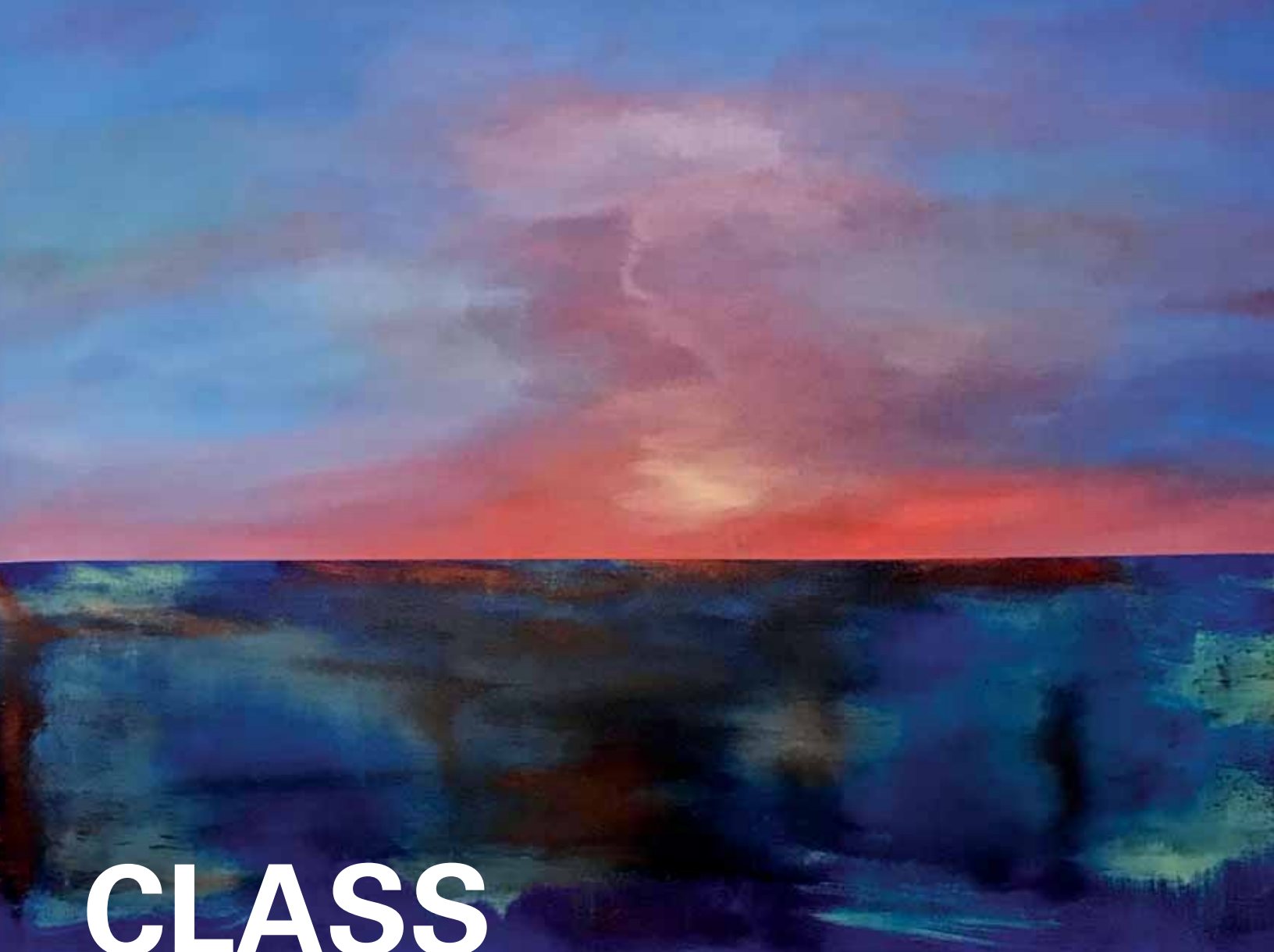
Barret Bradstreet '94 S
Major, U.S. Marine Corps (2002-Present)
Served In Iraq, the Middle East, & East Asia.

Courtney Wilson '01 T
Captain, U.S. Army (2008-2014)
Served in Afghanistan; Army Engineer Captain and Bronze Star Medal recipient.

Patrick R. Currie '02 U
Staff Sergeant, U.S. Marines & U.S. Army
Served six years with the U.S. Marine Corps, completing one tour in Iraq and one tour on board ship in the Arabian Sea and Horn of Africa; previously with the 82nd Airborne Division, with one tour in Afghanistan; currently with the 4th Infantry Division and deployed in Afghanistan.

William B. Worthy, Jr. '04 V
Sergeant, 1st Reconnaissance Battalion,
U.S. Marine Corps (2014 – present)
On active duty, currently stationed at Camp Pendleton.

Cameron K. McMillan '10 W
Second Lieutenant, U.S. Army (2018 – present)
Serving in the 101 Field Artillery Battalion; will be stationed at Fort Sill, Oklahoma starting in January 2019.



CLASS NOTES

*"Sunset on Lake Houston" by Jim Hanman '79.
Read more about Jim's art on page 39.*

1947

JOHN AMORY responded to our request for veterans' stories with this update: "After ROTC at Harvard, I started active duty in the Army Artillery in September of 1955, reporting to Fort Bliss in Texas. From there I was assigned to the 62nd Automatic Battalion in Mannheim, Germany. Later I was moved to the 5th Automatic Battalion of the 4th Artillery in Wiesbaden, Germany, where I served as a platoon leader and later on the S-2 Battalion. I retired after serving four years, most of the time spent in Germany. I then returned to my home in Wenham, Massachusetts. From there, I moved to the Phoenix/Scottsdale area of Arizona and was employed as a commercial real estate salesperson in December of 1959 and have been with the same company, CBRE, ever since."

1952

DAVID SCOTT writes, "We just returned from a Viking Ocean Cruise from England, Scotland, and the coast of Norway, ending the trip in Iceland. Now, we are planning a trip to Cuba in December. Just keeping busy in my senior years."

1954

JORDAN MOTT shared this news: "I recently traveled to Germany and Belgium in search of the grave of my uncle, Second Lieutenant Guy Remington, who was killed during the Battle of the Bulge in the Battle of Hürtgen Forest. With me were my daughter and grandson. We found his grave at Henri-Chapelle Military Cemetery in Belgium. It was a very moving experience for all of us."

1962

ANDREW ABBOTT reports that he is still teaching at the University of Chicago, where he is the Gustavus F. and Ann M. Swift Distinguished Service Professor in the Department of Sociology. His work focuses on the sociology of occupations and professions and the sociology of knowledge; he is the author of numerous books, including *The System of Professions* and *Chaos of Disciplines*, as well as the textbooks *Methods of Discovery* and *Digital Paper*.

1967

BILL MCGRAIL has let us know that he is living in Bozeman, Montana and would enjoy hearing from "anybody who remembers me...or doesn't...but just wants to confirm that all they remember of the Dark Age really happened." He can be reached at wpm827@gmail.com.

Reflections on a Career in Service

by McKim Symington '62

On receiving our request for submissions from alumni who served in the Armed Forces, we received this reflection from McKim Symington '62:

After Fay, I attended The Taft School and graduated in 1966; in 1967, I headed to Vietnam, where I served as a Sergeant in the Infantry. Following the Army, I went to Yale. Harry would have been proud; Doc Gilchrist appalled;



Dougie Mann delighted. Later, I became an intelligence officer, working on Central America and the Middle East and helping to fight the global war against terrorism.

Of greatest joy to me has been my marriage to Susan Ratcliff and our two wonderful kids, Hilary Marie and Ian



McKim. Hilary graduated *magna cum laude* and *Phi Beta Kappa* from Barnard College. Ian was on the honor roll at Woodberry Forest and played varsity football and baseball there; he went on to the University of South Carolina and was an SAE.

I semi-retired in 2005 after 25 years with the CIA. Susan and I served together in South America and then returned to Washington, where we continue to enjoy what I like to call "the discreet charms of McLean." Susan was the consummate Headquarters type, while I toiled in the vineyards overseas in Africa, the Middle East, and the former Soviet Union. I am also proud that I was privileged to work with some of our amazing uniformed Special Mission Units in the fields of Personnel Recovery and

Combat Search and Rescue. What I did in the Outfit was a natural and logical follow-on to what I did in the Army. The Army formed me.

In retirement on Fridays, you will find me at an information desk at the National Gallery of Art, helping visitors. On Thursdays, I am a greeter at the United States Holocaust Memorial Museum, and on other days, I am a docent at the National Firearms Museum.

One last thought about service. If I have learned one thing in 50 years, it is that real satisfaction comes in being able to look back and see that you've been part of something bigger than yourself. The motto of the Prince of Wales and his eponymous regiment is *Ich Dien*: "I serve." That says it all.

1968

PETER BICKFORD checks in with this news: “Looking to retire sometime in 2019 after 42 years in banking, mostly in New York City. It’s about time! I’m now living in Brooklyn with my wife of 36 years, Katrina. I also have a house in Vieques, Puerto Rico. We have four children, two of whom are married, and no grandchildren yet. I’ve lost touch with my classmates, so it would be great to reconnect.”

1969

TOM ENNIS writes, “Still living and working in Manhattan, developing an event called Politicon, which is a festival I co-founded four years ago and has been called ‘the Coachella of

Politics’ by the *Huffington Post* and the ‘Unconventional Political Convention.’ The next one is in late October in Los Angeles, just before the mid term elections. Check out the website (Politicon.com) and come join us!”

1973

LAUREN COOK shared this update: “I have spent the last five years as a Support Maritime Archaeologist for Dewberry Engineers, researching and recording shipwrecks and abandoned vessels encountered during recovery efforts from Hurricane Sandy. That also included a stint as an Environmental/Historic Preservation (EHP) Specialist in New York City with their Build It Back program. I have spent the last year in Texas as a Program Delivery Manager

under contract to FEMA’s Public Assistance program, helping applicants assess and document their damages from Hurricane Harvey.” **JEFFREY JAY** reports that he had dinner on Nantucket with Scott Hamilton, figure skating gold medalist in the 1984 Olympics in Sarajevo.



Engineering a Career: Tom Almy '78



Sometimes it’s the wrong job that sets you on the right track. When **TOM ALMY '78** graduated from UMass Amherst with a degree in business marketing, he went to work for the Keebler cookie company selling cases of Vienna Fingers and other products to grocery stores. He was

miserable! For Tom, there was no creativity in paying attention to sales quotes, and what he wanted was to be building or making something.

Tom started to do some research, and while exploring his options, he shadowed a few professionals, one of whom was an engineer. “It seemed like the perfect fit for me,” he recalls. “The engineers that I met were such down-to-earth guys.” So at the comparatively old age of 28, Tom went back to school. He received a degree in engineering from UMass and earned close to a 4.0 grade point average in the process. Discovering that he excelled in the field, Tom was inspired to apply to MIT for his master’s degree.

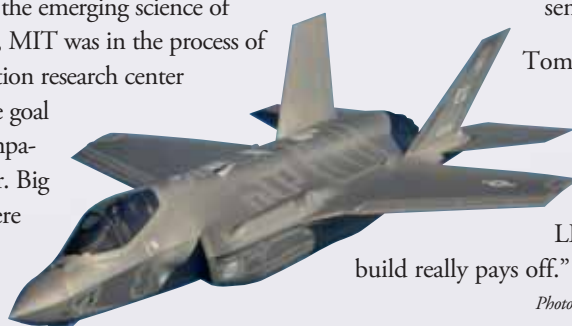
It was at MIT that Tom encountered the emerging science of collaborative computing. At that time, MIT was in the process of launching a National Science Foundation research center focused on product development. The goal was to harness technology to help companies get their products to market faster. Big companies like Polaroid and Xerox were partnering with the center hoping to

take advantage of its work. “Most of the projects at MIT are five to ten years in the future,” says Tom, “but this was more like 20 years ahead of its time.”

Today, Tom uses his master’s degree in computer collaboration at Pratt & Whitney to facilitate the jet engine design process. Working in the Methods Group at Pratt, Tom develops tools and software that help engineers within different silos of the design process share information so they can do their work faster and with greater accuracy.

Currently, Pratt is working on engines for the Joint Strike Fighter program, one of the most expensive aircraft that the U.S. government has ever built. This past summer, Tom was awarded two patents for his work on the engine’s design. By tightening the clearance between the spinning blades in the engine and its outer casing, Tom found that he could make a significant improvement in the engine’s fuel efficiency. His patented design is projected to save taxpayers up to \$1 billion in fuel costs over the life of the aircraft. “That makes me feel semi-productive!” he laughs.

Tom continues to enjoy his work and is rewarded to see the impact of his designs and innovations. “It doesn’t really feel like work,” he says. “It’s fun like playing with LEGOs except that sometimes what I build really pays off.”



1978

Here's what we heard from **LIBBY HARLOW ROBINSON**: "All is well here in Virginia! My daughter graduated from the University of Virginia in May; she is now living in New York City pursuing her career in theater, and she is also writing for theater and TV. It's so fun to watch her take off! My son is a sophomore at Christopher Newport University in Newport News, Virginia—the best school I had never heard of until I moved here. He's having a great experience! As for me and my empty nest, I keep busy with a lot of volunteer work at the kids' former schools. I can often be found volunteering at a local brewery (we get paid in beer!) and playing lots of Pickleball."

1982

JOSH FUTTERMAN writes, "I just launched ParkYou! (park-you.com), a real-world, community-driven mobile app platform that will help car owners in New York, Boston, and 30-40 of the world's other densest cities to find street parking. We already have 2000+ community members in New York City and expect to grow to 30,000 by the end of 2019. I'm in regular contact with **ANNE DAVIS GILLET** and



Photo credit: Lou Vest

MEMORIES OF COLOR:

JIM HANNAN '79

Growing up, Jim Hannan '79 moved with his father, a Texaco executive, from postings in Sierra Leone and the Ivory Coast to Haiti, Trinidad, and Jamaica. But it was the vibrant color palette of the Caribbean that left an indelible impression on his imagination.

Since 2014, Jim has been working as a professional artist with his own studio in Houston, Texas, and he draws heavily on the cultural influences, scenery, and landscape of his itinerant island upbringing in his painting. Color has an especially powerful influence on Jim's work because he is colorblind. With reduced sensitivity to shades of red, green and blue, Jim uses a variety of bright colors in his paintings, "because those tend to be the colors that I can see!"

Jim's memories of Fay are also strongly associated with color. Arriving at Fay from the Caribbean in the fall of 1977, he was particularly struck by the vibrancy of the fall foliage in New England. Just a few months later in February of 1978, the landscape was swallowed up in a single color: white. When the Blizzard of '78 struck, Fay became an evacuation center for drivers who were caught in the storm, and Jim remembers being part of the student delegation out on campus shoveling walkways in an effort to keep them clear of snow. When the crisis passed, he recalls playing in the snow piled up alongside the playing fields that had been flooded for skating.

Art was not something that Jim was passionate about during his time at Fay. In fact, it wasn't until about ten years ago that he started to really focus on painting. Selling construction chemicals for BASF, Jim was spending a lot of time on construction sites, and he began to notice the artistry of the building elements around him. "Even at a large commercial project, there are artistic patterns in things as basic as a concrete pour or as elaborate as a formalized architectural design."

Living in Texas, Jim also has a range of landscapes from which to draw inspiration. "There's such a varied topography from the water to the hill country, desert, and piney woods," he says, "but my biggest influence by far is water." After Hurricane Harvey hit south Texas, Jim started work on "Tempest," an oil painting containing more than ten different shades of blue. "I was trying to capture the power and the force of the water and convey its fury. I don't really delineate where the sky and water separate."

Recently, Jim's work has been receiving some welcome recognition. From now until January 12, 2019, his work will be featured in the Neighbors at Spring Street Exhibit at Spring Street Studios in the Houston Art District. To view Jim's work, you can visit his website at www.JimHannanart.com or his Instagram at [hannanart233](https://www.instagram.com/hannanart233).



"Tempest" by Jim Hannan '79. Oil on canvas, 36"X 48".

1985

CARLOS RINCON checked in to let us know that he has been the Tournaments Director for the Venezuelan Golf Federation since April 2018.



Victor Sheen '89 and Jooe Kim '89 with Evan Santos '25.

1989

VICTOR SHEEN recently shared an anecdote about a surprise encounter with a current Fay student: “My wife (**JOOE KIM '90**) and I were delighted to meet Fay (then) second grader **EVAN SANTOS**

'25 at a celebration for the nonprofit organization Aaron's Presents at Philips Academy. Evan was being recognized for his community service project, in which he organized a basketball camp for children in Lowell. We were so impressed by his passion and generosity—he even gave away his own favorite Isaiah Thomas jersey as a raffle prize!”



A mini-reunion with Louis Wu '95, Ming Chen '89, Grace Chen '91, and Nancy Hsu '92.

1992

NANCY HSU shared news of a mini-reunion with **LOUIS WU '95**, **MING CHEN '89**, and **GRACE CHEN '91**. She wrote, “Grace was visiting family in Taiwan. Ming is Grace's older brother, and Louis is Grace's cousin-in-law.”



It's All In Your Point of View

Talk about gaining perspective (which just happened to be our school-wide theme last year)! **ENRIQUE CUAN '85** sent us this photo over the summer: it shows his view of Fay's Commencement tent back in June, when he was our Commencement speaker. Thanks again, Enrique, for a wonderful speech and send-off for the Class of 2018!





Jamie Bishop '93 and his wife, Amber Freeze Bishop.

1993

JAMIE BISHOP was married on May 12, 2018, in Mooresville, North Carolina. Jamie works for Iomax, Corp. as lead engineer and product development director. His wife, Amber Freeze Bishop, works for Fox Sports in Charlotte. **BEN CURTIS** and his wife, Whitney, also attended the wedding. **JESSE SZYNAL** has this update: "I survived a one-way solo motorcycle trip from Panama to California covering seven countries and 10,000 miles. The trip took four months and 20 days

and is being documented by video in a five-part series out now, on YouTube (search for "Collected Threads") focusing on culture, beauty, people, adventure, and equipment. There were so many great experiences, and I was able to put my Fay yearbook photography and Mrs. Davis' Spanish skills to good use!"

1994

KYLA CULLINANE HASHMI has exciting news: her first children's book, *Clicker the Cat*, released as number one on Amazon, and the series has been nominated for a national Mom's Choice award! She writes, "The series is designed to help parents empower their children to become better digital citizens. Clicker teaches kids how to manage screen time, search the



Clicker the Cat is a new children's book by Kyla Cullinane Hashmi '94.

Internet safely, and choose age-appropriate apps. Screens are everywhere, and just as we teach children to eat healthy, we need to teach them good electronic habits. It's my hope these books reach kids at their level." Find out more about her writing at www.kylacullinane.com or at www.clickerthecat.com.

Suzanne Walker Buck '86 Named Head of School at Western Reserve Academy



SUZANNE WALKER BUCK has been named the 32nd Head of School at Western Reserve Academy in Hudson, Ohio. Most recently, Suzanne has served as Rector (Head of School) at Chatham Hall in Chatham, Virginia. Prior to Chatham Hall, Suzanne held posts at Westminster School, New Hampton School; she also served at Fay as Director of the International Student Program and Director of Admission. Suzanne is a graduate of Miss Porter's School; she holds a bachelor's degree from Connecticut College, a master's degree in clinical social work from Columbia University, and a master's degree in education from Harvard University. Congratulations, Suzanne!



A still from one of the videos produced by Jesse Szynal '93 about his recent 10,000-mile motorcycle ride.



We want to hear from you!
Send your Class Notes
updates to Erin Sullivan
at esullivan@fayschool.org



Kinsley Burrill Perry '97 with sons Wesley, Declan, and Jackson.



Erica Burrill Franz '97, Cullen Franz '97, and daughter Savannah stopped by Brackett House this fall to visit Kinsley, Erica's sister.

1997

KINSLEY BURRILL PERRY joined the Fay advancement team as Director of the Fay Fund in July 2018. She says, "It's wonderful to be back. These past few months walking around campus I've been flooded with memories of the people and experiences that shaped me as a person. Being here at Fay and raising money for a fund that directly impacts the opportunities and experiences of our students, and having my three boys with me, receiving a Fay education—it honestly doesn't get any better than that." Her three sons, Wesley, Declan, and Jackson, joined Kinsley on campus this summer at Fay's summer camp, and this fall as students in the Early Learning Center and Primary School.



STACY SATTER JAGHER and JUSTIN JAGHER '95

have shared the news of the birth of their daughter, Avery Violet Jagher, who was born June 1, 2018. They report that their elder daughter, Juliet, is a very affectionate and helpful big sister!



Avery and Juliet Jagher, the daughters of Justin Jagher '95 and Stacy Satter Jagher '97.

2000

We've heard from **CJ HUNT**, who has this news: "I now work as a field producer on *The Daily Show* with Trevor Noah. I'm also directing my first feature documentary on America's painful love affair with Confederate monuments. I think of Fay often, and if anyone is in the comedy or doc world and wants to catch up, they can email me at cecil.hunt@gmail.com."

Tyler Godoff '03 sent us this photo at left, writing, "Chris Halloran '03 is married, and I have a photo to prove it!" Left to right: Tyler Godoff '03, Chris Halloran '03, Tim Halloran, Mike Greenberg '03, and Richie Dart '03.

2007

MARIAH GONZALEZ HAYES has exciting news! “In May, we welcomed our daughter, Tinsley Everleigh-Grace into the world. She made her first trip up to Boston in June to celebrate the engagement of classmate **JILLIAN BAUMBACH!**” **ALISON PASTOR** also has great news: “I’m happy to share the news of my recent engagement to Jeffrey Magid—not a Fay alum, unfortunately, but we met at the University of Maryland during undergrad.”



Alison Pastor '07 with her fiancé, Jeffrey Magid.

2011

BILL LYONS graduated from Washington University in St. Louis with a degree in computer science and moved to New York City in August after completing a southwest traveling tour.

2013

JULIA METRAUX checked in to let us know that she is currently a student at The New School in New York; she is also a freelance writer whose work has appeared in *J-Source*, *The Tempest*, *Alma*, and *Thought Catalog*.



2015

JILLIAN CARROLL '15 shared this wonderful photo with Deerfield classmate **SAMEER SHARMA '15**. Jillian is a freshman at USC this fall, where she is studying journalism at the Annenberg School. She is both a Presidential and Wallis Annenberg Scholar. Sameer is a freshman at Trinity College in Connecticut.

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WHY WE GIVE BACK TO FAY: JOHN '84 AND AUDREY DESIMONE P'17 '20

by Daintry Duffy Zaterka '88

John DeSimone arrived at Fay in the fall of 1981, and he never really left. John, his older brother Joe '82, and his younger brother Jim '88, were all day students at Fay. After graduating from Fay, they all returned to campus, along with their brother Peter, during the summers in high school and college to work on the groundskeeping staff. John went on to graduate from Boston College in 1991 and received his MBA from Duke's Fuqua School of Business. Now, as Senior Vice President of Finance at Hasbro, John and his wife Audrey are also Fay parents to Elizabeth '17, now in her junior year at Brooks School, and Caroline '20.

John and Audrey have given back to Fay in many ways over the years. A three-time room parent, Audrey has volunteered her time to the Fay Fund phonathon, the School Store, and Mooseduds; she has also served on the Parents' Association board. John helped to coach four of Elizabeth's softball teams at Fay and notes that since graduating from Fay, he has never missed a year of giving to the Fay Fund. We recently sat down with John and Audrey to talk about what has kept them connected to Fay over the years and why it means so much to them to give back to the school.



How did your summers spent working at Fay influence your perspective on the school?

JOHN: The best part of working at Fay was getting to know the faculty from a different perspective, and that's a big part of why our family never left Fay. My brothers and I would play in faculty and staff football games on Sunday mornings led by with Stu [Rosenwald]. When my father passed, Mr. Upjohn came to his wake. I hadn't seen him in years, but it's not a coincidence that three months later Elizabeth was applying to Fay.

AUDREY: When a place means that much to you, and you mean that much to them, it's a really special relationship. That's something you want your kids to experience as well.

What is it like seeing Fay again through your daughters' eyes?

JOHN: The stories that I hear from Caroline and Elizabeth are the same stories that my brothers brought back to my parents. We had Mr. Upjohn and they have Mr. Blanchard. The faculty really know how to reach these kids and how to inspire them. They walk into class knowing that they're going to come out as better people and stronger students.

What do you like best about volunteering your time to Fay?

AUDREY: When you see the passion and energy that the faculty put into the school, it's infectious. You want to be a part of it, but you also want to do what you can to support it as well. I like to get involved in a lot of little things. I probably like the School Store the most because it's fun to get to know the students. When you are at a place for eight or nine years, you see the kids grow up together and the bonds they have formed. It's really special to bear witness to that.

What has inspired your incredible track record of donating to the Fay Fund since graduating from Fay?

JOHN: My brothers and I all came through Fay with the support of previous donors, and now we are all giving back. I haven't missed a year since 1984, and neither has my brother Joe or my mom. She is so grateful for the foundation that Fay gave the three of us.

AUDREY: She also loves coming back to Fay. She doesn't miss a Grandparents' Day or concert!

What are your favorite Fay events?

AUDREY: When you sit at Parents' Weekend and hear other parents talk about their children's experiences at Fay, or you go to the grade level coffees and listen to Mrs. Schuster talk about what fourth graders are experiencing, what they're thinking, and how to reach them, you realize that each grade is such a customized experience.

JOHN: I haven't been to Parents' Weekend in eight years without shedding a tear just knowing how well the girls are taken care of and what a great opportunity they have.

What will keep Caroline and Elizabeth connected to Fay?

JOHN: Hearing the girls talk about Fay is so rewarding because you get to hear their enthusiasm for certain classes and teachers.

AUDREY: I really do think that they will stay engaged. You will see Elizabeth at her five-year reunion and Caroline as well. I don't know how Fay continues, generation after generation, to keep finding faculty who are so passionate and special, but whatever that magical touch is, I hope they keep doing it for generations to come.

"I don't know how Fay continues, generation after generation, to keep finding faculty who are so passionate and special, but whatever that magical touch is, I hope they keep doing it for generations to come."

Supporting the Development of a Global Perspective: Michael Coe '41



When Michael Coe '41 arrived at Fay in the fall of 1937, the world was on the verge of descending into the chaos of World War II. While Southborough was a relatively insulated place to spend the next four years, Dr. Coe is grateful that his teachers made sure that their students had an excellent grounding in civics and world history. "Fay was way ahead in teaching civics and geography," he says. "The School gave us a great general education that prepared us to be U.S. citizens and citizens of the world." In 1939, students started to arrive at Fay from Europe, brought there by families eager to remove them from the growing dangers of the Nazi threat. "There was a strong international presence at the school which gave us a real perspective on what was happening," he adds.



Dr. Coe went on to become a leading archeologist and one of the world's foremost experts in Mesoamerican culture. He is the Professor Emeritus of Anthropology and Curator Emeritus of the Peabody Museum of Natural History at Yale University. He has authored many papers and several books in his long career, including *Breaking the Maya Code* (1992), which was nominated for a National Book Award, and *The True History of Chocolate* (1996), a collaboration with his late wife, Sophie Coe.

Dr. Coe credits Fay with teaching him how to write well, and this experience is one of the reasons that he participates in Fay's Planned Giving program and is a member of Fay's 1866 Society. "I give because Fay really made me what I am. I learned to write there, which was really the most important part of my education," he says. He points in particular to the efforts of English teacher Mrs. Elizabeth Benzaquin. "She taught me how to read and take notes, and all kinds of things that helped me tremendously when I went off to university."

Dr. Coe is gratified to know that Fay students continue to receive a global education that is enriched by the presence and perspectives of students from around the world. "So many people these days haven't

the foggiest idea about where these places in the news are, and it doesn't mean anything to them," he says. "When we stop becoming world citizens it really leads us down a terrible path."



1866 Society Honor Roll

The 1866 Society honors those individuals who have helped ensure the continued vitality of Fay by providing a legacy gift to the School in their estate plans. Membership in the 1866 Society serves as an inspiration for all those who share Fay's values and wish to make an invaluable contribution to securing Fay's future. For information about the Society or legacy gift options, please contact Stephen Gray at sgray@fayschool.org or 508-490-8414.

1866 Society Members as of November 19, 2018

Anonymous (1)
Mr. Philip G. Stevens '14, P'54*
Mr. and Mrs. John R. Camp '16
P '52, '53, '55*
Mr. Robert A. Pinkerton II '17*
Mr. Robert Gilmor '21*
Mr. George A. Foreman Jr. '25*
Mr. A. Watson Cocroft '28*
Mr. David R. Donovan '29*
Mr. Robert M. Burnett '30 P '69*
Mr. Charles M. Fair Jr. '30*
Mr. Efrem Zimbalist '31*
Prof. Michael D. Coe '41
Mr. Forrest E. Mars Jr. '45*
Mr. Henry F Wood, Jr. '45
Mr. George Adams '46*
Mr. Charles Bassett '48*
Dr. Anthony S. Abbott '49
Mr. Campbell Steward '48 P '78, TE
Mr. Alan F. Brooks '51, FT
Mrs. Carolyn Enders P '51*
Mr. Kenneth A. Marshall, MD '52 P'90
Mr. Herbert L. Camp '53, TR
Mr. David O. Whittemore '53 P '83, '84
GP '23
Mr. Charles E. Wood '53
Mr. David Cheever III '54*
Mr. Robert D. Gray '55, FT
Mr. J. Thomas Chirurg '56
Mr. Lawrence J. Braman '57
Mr. James F. Curtis '57, FT
Mr. Leonard A. Grace '57

Mr. Douglass N. Loud '58, TR
Mr. Will Brownell '58
Mr. David W. Harris '58, TR
Mr. Richard S. Sellett '58
Dr. Frederick B. Brewster '59
Mr. Charles E. Cerf '59
Mr. Michael H. Holden '59
Mr. Daniel C. Burnes '60
Mr. Whitney A. Beals '60
Mr. R. Lansing Offen '61, FT
Mr. Peter G. DuPuy '62*
Mr. Philip R. Morgan '62, TR
Mr. Joseph H. Pyne '62
Mr. J. McKim Symington, Jr. '62
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Mr. Daniel M. Morgan '63
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Mr. John D. Reichert '66
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Mr. Winfield A. Foreman III '67
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Mr. Ford A. Edwards '68
Mr. Robert K. Raeburn '69
Mr. Alan G. Redden '69
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Mr. and Mrs. Vincent P. Trunfio, P '71, '75
Mr. Harold A. Davis '73
Mr. Paul R. Vogel '73
Mr. Lawrence G. Davis '74
Mr. James C. Rhoades '77

Mr. James P. Shay '78 P '15, '17, TR
Ms. Kathryn A. Badger '79
Dr. Katherine F. Worthington '80
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Mr. Trevor P. Prichett '89
Mr. and Mrs. W. David McCoy P '90
Mr. Glenn A. Prichett '92
Mr. David Nelson P '99, '01, FT
Ms. Lise W. Carter P '93, '94, '00
Mr. and Mrs. John A. Currie P '02
Ms. Bernadette L. Session P '02
Ms. Jane Bourette P'03, '05
Mrs. Joyce Bertschmann P '07
Mr. Michael G. Berolzheimer GP '16
Dennis Hoffman P '13, '14, '18, TR

** denotes deceased*

TE = Trustee Emeritus; FT = Former Trustee; FR = Friend; TR = Trustee



In Memoriam

WALLACE WENDELL SMITH '42

June 11, 2017

Wallace Wendell Smith, Jr. died on Sunday, June 11, 2017. He was the beloved husband of Patricia O. Smith; he was also survived by his children by his late wife, Mary E. Smith: Pamela Stodolsky, Wallace W. Smith III, Sarah K. Smith, Steuart G. Smith; and many stepchildren, grandchildren, and great-grandchildren. Mr. Smith served in the paratroops in World War II with his twin brother,



Kennedy C. M. Smith, who died in action. Mr. Smith was employed by U.S. Steel, but his true passions were refinishing antique American furniture and researching and studying the history of antique bird prints and Chinese export porcelain.

JAMES H. GIBSON '54

May 3, 2018

James Hamilton McMillan “Jimmy” Gibson of Newport, Rhode Island, died on May 3, 2018, after a battle with Alzheimer’s disease. He was 78 years old.

Jimmy was born on March 20, 1940, the son of James and Patience Agnew Gibson. He grew up in Washington, D.C., and attended St. Albans School, Fay School, and St. Paul’s School. He graduated with a bachelor’s degree from the Parsons School of Design in New York City and a master’s degree from the University of Pennsylvania Annenberg School for Communication. He served in the U.S. Air Force Reserves from 1962 to 1968.

After graduating from Parsons, Jimmy worked for Raymond Loewy in New York City. He later moved to Maine and became vice president of sales and marketing for Bruno Stillman Boats in Portsmouth, New Hampshire. He was an investment advisor at Shearson Lehman/American Express in Portland, Maine. Jimmy helped raise funds for startups and served as vice chairman

of the board of World Energy Solutions. He held a leadership position at the Security Traders Association.

On September 5, 1982, Jimmy married Cynthia Clement Mates. The couple enjoyed more than 36 happy years of marriage until his death. He and Cynthia lived alternately in New York City and York Harbor, Maine. In 2002, they moved to Newport, Rhode Island. They travelled extensively and were both active in the Newport community. Jimmy was an avid photographer, and following his passion for cars, he started to photograph Formula 1 races at the age of sixteen. He developed a huge Kodachrome portfolio of photographs of these races, the cars, and their drivers during the 1950s and 60s (such as the image featured below). Jimmy continued to photograph various races, from Indy Car races to the British Grand Prix at Silverstone, England. In 2007, Jimmy exhibited his portfolio when he and his wife Cynthia organized the Vanderbilt Concours d'Elegance, an auto show at the mansions of Newport.

Jimmy was also a fisherman and sailor. He raced his Friendship Sloop and 18-foot Hobie Cat. He was a correspondent for National Fisherman on commercial fishing. In 1976, Jimmy co-authored *Tell it Good-Bye, Kiddo*, a book about the decline of the New England offshore fishing industry. He was deeply interested in the economics and politics of the industry, and he served as director of the National Federation of Commercial Fishermen.

Jimmy leaves his wife, Cynthia; his sister, Virilinda Walsh; his brother, Randall Gibson; his stepbrother, Michael Price; and many other family members and close friends.



OLIVER H. CHANLER '58

January 2, 2018

Oliver Chanler passed away peacefully on January 2, 2018, in Rochester, New York, surrounded by his family. He was predeceased by his parents, Rear Admiral Hubert Chanler (Class of 1913) and Gertrude Chandler; and his brother, John '54.

Oliver was born in Washington, D.C. on March 5, 1944. After Fay School, he attended Portsmouth Priory (now Portsmouth Abbey), in Rhode Island. He graduated from Geneseo Central School and attended Georgetown University before graduating from Tufts University with a master's degree in education. After graduating, Oliver enlisted in the Navy, where he served as a communications technician in Japan; he was honorably discharged in 1971. In the early eighties, Oliver worked at Voice of America as a writer of special English for international news. He then became a writer and producer for the 10 o'clock news at WTTG Channel 5; later, he worked as a writer-editor for the Diane Rehm Show on NPR, and he finished his career in Washington, D.C. at Voice of America.

Oliver was known for his many philanthropic endeavors, and he served on the board of Meridian House International in Washington, D.C., where he curated the Japanese Collection exhibit and was a devoted patron of the international art community. Retiring to Geneseo in 2000, Oliver served on the boards of the Genesee Valley Conservancy, the Geneseo Community Players, the Association for the Preservation of Geneseo (A.P.O.G.), and the Wadsworth Library.

Oliver is survived by his wife, Shannon, and her children, as well as his siblings, Elizabeth Chatwin, Adrian Chanler '57, Alexander Chanler '61, Gay Chanler, Felicity (Blake) McClenachan, Alida (Dan) Dierker, his sister-in-law, Sheila Chanler, and his many nieces and nephews.

Fay in the Small Moments



Wishing you could get your daily dose of Fay? Follow us on Instagram! Find us @fayschoolma to see photos and video of our students in the “small moments,” when teachers and students are at their best and learning is full of effort and joy.

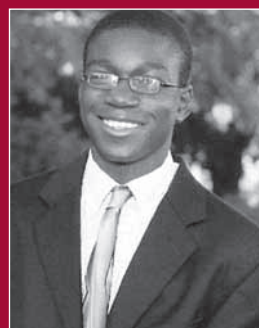
Photos by MacKenzie Hennessey



FAY

ANNUAL REPORT 2017-2018





Pictured clockwise, from their Fay yearbook pictures: Kevin Ballen, Keziah Clarke, Talia Lesser, Andrew Orobator, Suzy Shin, Jeremy Navarro, and Margaret Fearey

FINDING
THEIR WAY,
AND
FINDING
MEANING

Meet Our Young Alumni

The 2017-2018 Annual Report features brief profiles of some of our youngest alumni. In the thick of—or just beyond—their college years, these young adults are making their first forays into the adult world. Equipped

with the skills they learned at Fay and at their world-class secondary schools, they are making important choices about their education, careers, and lifestyles. While each individual's path is uniquely his or her own, together these narratives tell an inspiring story about a generation of informed and actively engaged young people who are committed to pursuing lives of meaning and making a positive difference in the lives of others.

Your gifts to the Fay Fund have played an important role in these success stories. By helping to fund every aspect of a Fay education—from faculty training and curriculum development to campus improvements—you ensure that the Fay experience continues to provide the best possible foundation for a meaningful life.

Thank you!

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* *ex officio*

Message from the Head of School and the President of the Board of Trustees

It is our pleasure to present the Annual Report of Giving to Fay School for the fiscal year 2017-2018.

The 2017-2018 school year saw continued improvements to our program, with our schoolwide theme, "Gaining Perspective," as a reference point. Our design thinking curriculum expanded with projects in each division that challenged our students to think critically and solve problems creatively. In collaboration with the chair of the Science Department, Primary School teachers revitalized the science program with hands-on inquiries that connect science concepts to the real world. Our Community Connections group in the Upper School facilitated important conversations about diversity and inclusion on campus. We welcomed two nationally recognized speakers, Ron Lieber and Julie Lythcott-Haims, to our campus, to share expert perspectives about parenting and child development. And throughout the year, we continued to refine and enhance the signature aspects of the Fay experience, from our public speaking curriculum to our arts and athletics programs.

It was also a terrific year for the Fay Fund. With the help of the Parents' Association, alumni, current families, grandparents, past parents, faculty and staff, and friends, we raised \$1,543,724. These generous gifts, which make up 7% of our annual operating budget, are essential to maintaining the excellence of our program. We would particularly like to recognize Fay's extraordinary faculty; their 100% participation in the Fay Fund is a reflection of their dedication and commitment.

On behalf of the Board of Trustees, we thank you for your continued support and for helping to ensure the strength and vitality of Fay, now and in the future.



Robert J. Gustavson, Jr.,
P '12, '17
Head of School



James P. Shay '78,
P '15, '17
President, Board of Trustees

2017 – 2018 TOTAL GIVING SUMMARY

(GIFTS RECEIVED BETWEEN JULY 1, 2017 – JUNE 30, 2018)

THE FAY FUND

\$1,543,724

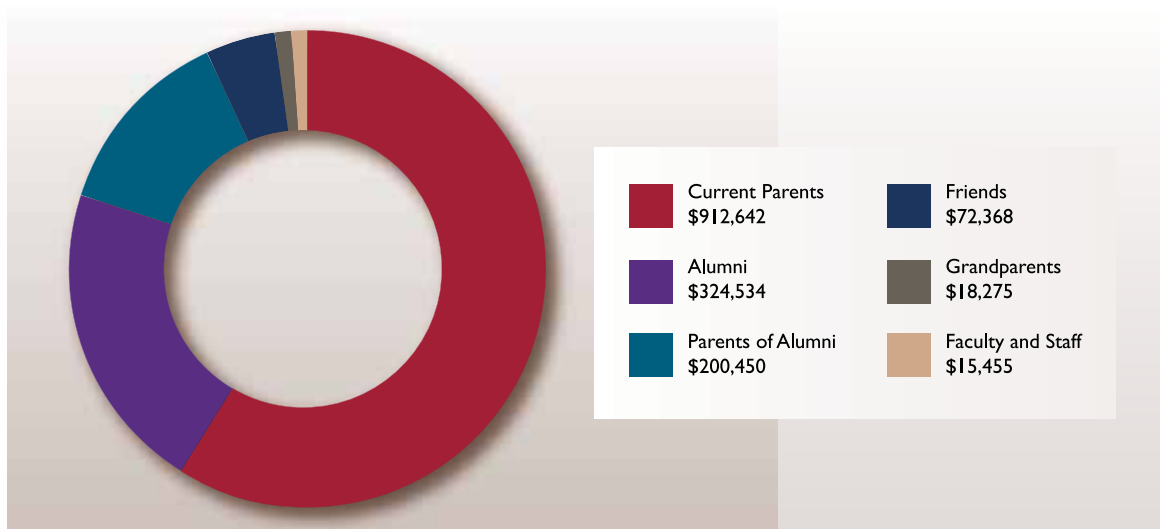
Unrestricted	\$1,436,069
Restricted	\$58,055
Gifts-in-Kind (Restricted)	\$1,600
Parents' Association	\$48,000

OTHER GIFTS TO FAY SCHOOL

\$1,108,997

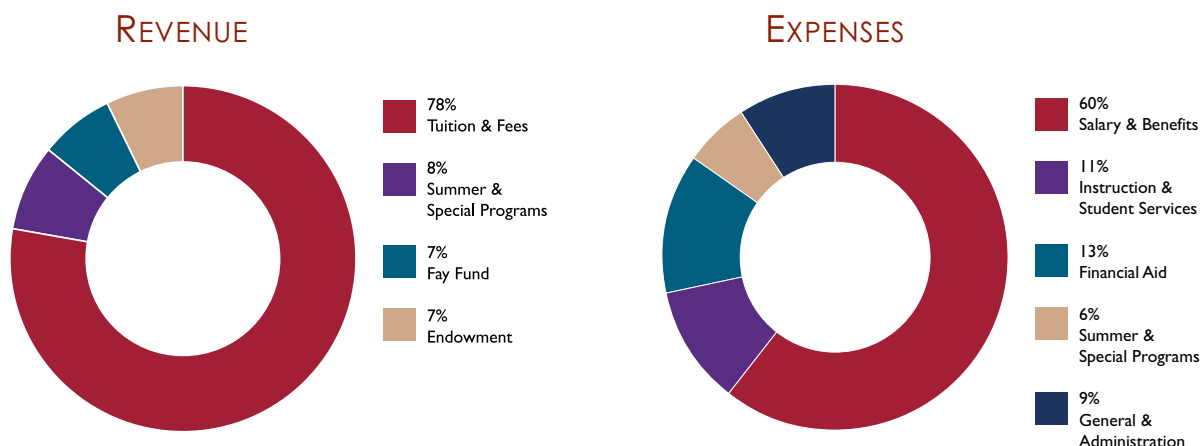
Dormitory Project	\$842,560
Unrestricted	\$132,927
Anonymous Family Fund for Continuing Education	\$50,000
C. Boyden Gray '56 Scholarship Fund	\$25,000
Christopher Robinson '83 Memorial Fund	\$20,000
General Scholarship	\$20,000
Badger Scholarship	\$7,700
Drotch Children Scholarship	\$5,000
Parents' Association Scholarship	\$2,000
Brailey Paré '03 Scholarship	\$1,570
Harrison Reinke Scholarship	\$1,250
Lewis Maida Scholarship	\$500
A. Brooks Harlow, Jr. '49 Scholarship	\$200
Mimi Harlow Scholarship	\$200
Leavitt Fund for Community Service	\$100
Cathy Logan Fund	\$50

FAY FUND RESULTS BY CONSTITUENCY



AS OF JUNE 30, 2018

Gifts to endowment increase Fay's ability to be nimble and responsive in its decision-making, yet plan comfortably for the long term. The endowed funds listed below—all established through the generosity of individual donors in the Fay community—support our school's mission and core values: accessibility through the availability of financial aid; the ongoing development of broad, balanced programs in academics, athletics, and the arts; recruitment and retention of excellent teachers; and abundant resources for teaching and learning. Fay School remains grateful to all of those who have chosen to invest in our present and our future by directing their gifts to endowment.

[illegible]



“

We believe that civic engagement is just as important as math or languages.

”

Kevin Ballen '13

Empowering Youth, Strengthening Community

Commonwealth School, Harvard University

Kevin's initiative took off. He collaborated with school administrators to eliminate the service requirement and implement a broader curriculum that included a sophomore identity and engagement class. The program expanded beyond his school, and by the time he graduated, he was working full-time on his ENGAGE initiative with the City of Boston. Delaying

The Oxford English Dictionary defines the verb engage as establishing a “meaningful contact or connection.” Since 2016, Kevin Ballen's organization, ENGAGE, has been living up to its name by helping young people across the country make a positive difference in the lives of others.

After Fay, Kevin moved to Boston with his family and enrolled at Commonwealth School; he assumed that high school would offer the opportunity to immerse himself in the city's diverse range of cultures and lifestyles. Instead, he noticed that his high school suffered from a lack of youth engagement. “It was a very heads-down, headphones-in type of environment,” he remembers.

Kevin began working on an initiative to change the status quo for volunteering. “I wanted to shift from something transactional, numbers-based, and mandated, to meaningful action where we could embed ourselves in the community,” he says.

college temporarily, Kevin worked with the Mayor's Office, speaking to more than 10,000 educators, young people, and nonprofits about youth engagement and refining the ENGAGE model.

ENGAGE officially launched in 2016, and today it has over 150 sites in three states, with over 50,000 young people participating in programming every week. The nonprofit provides communities with curriculum and other resources to foster youth engagement. “We believe that civic engagement is just as important as math or languages, so we focus on weaving engagement and social-emotional learning into academics and daily life,” Kevin says.

With the nonprofit up and running, Kevin has decided that it's finally time to return to college, and he matriculated at Harvard University this fall. While he is excited to see where ENGAGE goes in the future, he also admits, “I'm excited to finally attend college and be around peers my own age!”

“

I like to research, and I'm interested in the role of women throughout history.

”

Keziah Clarke '13

Challenging the Status Quo

Choate Rosemary Hall, Harvard University

Keziah Clarke's focus on effecting positive change was evident back when she was a Fay student. At Fay's speech competition, she shared her vision: "There will always be people who do terrible things, but that should not, cannot, jade our ability to trust...We just have to be willing to take that leap, remind ourselves to keep moving society forward, and refocus our perspectives." Keziah has lived by those words, committing herself to learning new perspectives and challenging the status quo.

After graduating from Fay in 2013, Keziah attended Choate Rosemary Hall, where she participated actively in school life as a dorm proctor and editor-in-chief of the school yearbook. She also served as a student mentor for the Ulrich Boys and Girls Club and a technology intern for HUBCAP Wallingford, a nonprofit that creates affordable shared workspaces and opportunities for collaborating within the community.

In 2016, Keziah matriculated at Harvard University, where she is now pursuing a bachelor's degree in history. She is particularly interested in women's participation in revolutions in the Middle East and

North Africa, and to complement her burgeoning interest in the Middle East, she is studying Arabic.

Keziah is also maintaining her commitment to service. This past summer, she worked with the Human Campaign, a nonprofit that educates people about the history and significance of the Equal Rights Amendment. As a student coordinator, Keziah is in charge of energizing the grassroots campaign for college students. "My work here started off as an incredible summer opportunity," she says, "but I'm definitely seeing this through to fruition. This is important work." Keziah has also volunteered with ActBlue, a tech nonprofit that empowers small-dollar donors by providing back-end digital fundraising support for political campaigns.

Like many of her peers, Keziah is still figuring out her post-college plans. "Do I know my trajectory? No," she says, laughing. "I like to research, and I'm interested in the role of women throughout history. There's so much we don't know about what women have done—there's a whole historical voice that's just missing. Who knows, maybe I'll write a book about it one day."

“

I've always felt that the School gifted me the ability to not just memorize, but to think and learn.

”

Talia Lesser Chopra '08

Putting an Economics Degree to Work in the Real World



St. Paul's School, University of California Santa Cruz

Choosing a major is arguably the most important decision that a college student can make. While interest and aptitude are key factors, another essential question looms large: how will the major prove useful in the real world? Talia Lesser Chopra '08 has cracked the code and is using the expertise she has gained from her majors in economics and math to help build her family's business.

Originally from New Orleans, Louisiana, Talia and her brother, Joshua '06 arrived at Fay in the fall of 2005 after Hurricane Katrina ravaged their hometown. "Fay was one of the first schools to respond," Talia explains. "Fay's caring community really helped my transition." After Fay, Talia matriculated at St. Paul's School in New Hampshire; by senior year, she was a dorm prefect, co-head of the French Club, and captain of three varsity teams.

When she began college at the University of California Santa Cruz, Talia (like most college students) had not yet identified a major. While she was fascinated with biology and the humanities, math, economics, and computer science soon emerged as her primary areas of interest. "I was thinking about pursuing an Ph.D. in

economics, and my advisor told me that I would have to complete more math courses to be a competitive applicant," she says. "In the process of taking those upper-level classes, I fell in love with math and discovered that I enjoyed analyzing data, so I ultimately decided to focus on computer science."

Talia graduated from UC Santa Cruz in 2016 with a bachelor's degree in economics and a minor in math. She is currently working for her family's business, Schneider Estates, where she serves as a business analyst, assessing industry technology, integrating new systems into business processes, and analyzing data to identify sales trends and recommend marketing goals. Meanwhile, she is beginning a master's program in computer science at Georgia Tech, with a specialization in machine learning.

Talia remains grateful to Fay for the School's role in her development. "Fay prepared me fundamentally for every other academic endeavor that I've pursued," she says. "I've always felt that the School gifted me the ability to not just memorize, but to think and learn."

Columbia University student Suzy Shin has a unique perspective on life in the United States—and her appreciation for the power of multiple perspectives is what initially inspired her to pursue journalism as a tool for advocacy.

Suzy has been passionate about journalism since her time at Fay, when she was editor of *The Moosepaper*, Fay's student-run newspaper. She brought this interest with her to The Hotchkiss School, where she became the founding editor-in-chief of *The Hotchkiss Record*. She currently writes for *The Columbia Daily Spectator*.

Suzy has loved her time in New York City and is energized by going to school in such a diverse environment. She has been particularly struck by the multiple perspectives she encounters in the city and the hardships faced by so many. "Living in New York and going to Columbia have made me very conscious of how lucky I am," she says, "and that lesson has informed what I want to do in the future."

For Suzy, college has been the perfect time to explore new ideas; now, those new ideas are causing her to rethink her plans to be a journalist. "Columbia has given me a fresh perspective on life," she says. "I

thought I was going to go into journalism, but now, I'm not sure if writing for *The New York Times* is the best way for me to contribute my skills."

Through her work on the Business and Innovation Team at *The Columbia Daily Spectator*, Suzy has become fascinated by the world of finance and how sustainable development and renewable energy could be tools to improve lives around the world. This past summer, she interned with Macquarie, a financial services firm in Korea. "They are doing interesting work with sustainable development and bringing economic infrastructure to communities in need," she says.

While Suzy's career goals have shifted, her primary objective remains the same—to advocate for those who have not had the same opportunities that she has enjoyed. "I may not pursue journalism, but I still want to help others. Finance is another interesting way for me to help communities in need."

Suzy Shin '14

Exploring New Perspectives

The Hotchkiss School, Columbia University

“

I may not pursue journalism, but I still want to help others. Finance is another interesting way for me to help communities in need.

”



“

That feeling of helping others understand—that ‘lightbulb’ moment—is a huge motivator.

”

Andrew Orobator '08

Solving Everyday Problems, One Line of Code at a Time

Pomfret School, Carnegie Mellon University

If you find a problem, you fix it—one line of code at a time. It's that simple, at least, to Andrew Orobator. An Android developer proficient in nearly ten programming languages, Andrew has launched a career using his computer prowess to tackle real-world problems.

Andrew's work as an app developer began in the summer of 2013, when he was unable to find an app that would allow him to queue and play music on his smartphone in the way he wanted. So he did what any programmer would do: he bought a book on Android development, taught himself new skills, and developed a solution to his problem. Ultimately, Andrew's idea turned into Auracle, a music application on the Google Play store with over 10,000 downloads to date.

After graduating from Carnegie Mellon University in 2016 with a Bachelor of Science degree, Andrew began working at SmartThings, a subsidiary of Samsung that develops products for the 'Internet of Things'. The company creates tools for consumers to interact remotely with Internet-connected devices that control things like light, heat, and security. Andrew currently focuses on audio and video platforms for

SmartThings; his most recent work centered around Internet-connected security cameras that stream back to a consumer's phone.

These days, Andrew devotes significant time to helping other programmers navigate the issues he has faced as a developer. He writes articles and speaks at conferences around the country, most recently at droidconNYC.

Andrew is also dedicated to inspiring the next generation of developers through teaching and mentoring. For the past several years, Andrew has volunteered as a mentor for Coalition for Queens, a Google-funded coding “bootcamp” whose goal is to increase diversity in the tech sector.

“Teaching has always been a passion,” Andrew says, noting that “it's kind of like coding—as your brain breaks a larger concept into a linear, logical procession, you end up learning more about the process yourself.” Andrew adds that helping students pursue their interest in tech is also rewarding. “That feeling of helping others understand—that ‘lightbulb’ moment—is a huge motivator.”



The author of this series of young alumni profiles is Jeremy Navarro, a member of Fay's Class of 2014. Jeremy approached *Fay Magazine* this past summer with the idea of telling the stories of some of his fellow alumni. "I was curious to learn more about the different paths we have all taken in the past few years, and to find out how our experiences at Fay have informed our choices as adults," he says.

Jeremy entered Fay in eighth grade, and while he found the initial transition to be challenging after being homeschooled back in Southern California, he quickly found success in his new setting, winning both the A. Brooks Harlow, Jr. Flag Award and the Whitehouse Award for Earnest Effort in Boys' Athletics in 2014.

After Fay, Jeremy attended Hotchkiss, and in the fall of 2017 he matriculated at Middlebury College, where he has expanded and deepened his interests. These include a love of music and involvement in the Dissipated Eight, one of Middlebury's a cappella groups; and his study of Arabic and a related volunteer project that is exploring ways to help ease the transitions of the Arabic-speaking refugee community in Vermont.

The primary interest that has emerged for Jeremy, though, is writing and publishing. He has written for two Middlebury publications, *Mindfray* and *Arabic Magazine*, and he is in the process of declaring a major in comparative literature. In recent months—and in part as a result of his internship at *Fay Magazine*—Jeremy has become especially interested in publishing, entrepreneurship, and the ways he might link these two areas of focus.

In addition to a job with the literary magazine *The New England Review* this year, Jeremy is currently interning with journalist Andrea Koppel, daughter of broadcast journalist Ted Koppel, on her podcast *Time4Coffee*, which includes interviews with industry leaders and career advice for undergraduates. A highlight of this fall's work has been editing, designing, and producing a companion book featuring transcripts of the interviews.

"I'm ready to take a deep dive into the world of publishing," he says, "and Fay prepared me well for it."

Jeremy Navarro '14

Harnessing the Power of the Written Word

The Hotchkiss School, Middlebury College

“

I'm ready to take a deep dive into the world of publishing—Fay has prepared me well for it.

”



“

My vision is to help students make a difference for kids affected by cancer through fundraising, volunteering, and learning.

”

Meg Fearey '14

Making an Impact On and Off the Field

St. Paul's School, Middlebury College



For much of the 2010s, Fay's powerhouse field hockey team could look to Meg Fearey as one of its "go-to" players. After captaining Fay's varsity team, Meg captained the varsity team at St. Paul's School and, in her senior year, led her squad to an impressive 13-3 final record. And for the past two years, as a member of the Middlebury Panthers, she has contributed to the team's back-to-back Division III National Championship victories in 2017 and 2018.

But life has been about much more than field hockey for Meg, and over the years she has devoted herself to an extremely important cause off the field, as well. "In my junior year of high school," she says, "I learned that my Aunt Emily had been diagnosed with breast cancer, and my cousin's wife, Frederique, had brain cancer. These diagnoses terrified me, and I dedicated myself to supporting the fight against cancer."

Meg has volunteered with a number of groups, but she has devoted the majority of her time to two projects. She has been actively involved with Relay for Life, a

community fundraising event for the American Cancer Society, and when she organized St. Paul's second-ever Relay for Life event, the project raised a stunning \$51,000, nearly \$40,000 over the initial goal. Meg has also dedicated significant time to Ronald McDonald House Charities, a global charity that provides financial assistance to families with medical needs. As an intern with the organization's Boston branch this past summer, her projects included fundraising, setting up new apartments for families in need, and coordinating children's events.

Armed with valuable entrepreneurial and business skills from her years as a volunteer, Meg recently founded Impact New England, a Middlebury-based organization that matches students with volunteer opportunities in the fight against pediatric cancer. "My vision is to help students make a difference for kids affected by cancer through fundraising, volunteering, and learning," she says, "and I also want to empower Middlebury students to effect positive change."

A Family Affair — Max & Lee Bogaert



Working at Fay is a family affair for Max and Lee Bogaert and their newest addition, two-month-old baby Beatrice. Now in his eighth year at Fay, Max transitioned this fall from teaching first grade to a new role as Fay's Dean of Residential Life. Over the years, Max has also coached soccer, basketball, and baseball. Lee is in her fourth year at Fay; she is a Kindergarten teacher and will coach 5-6 tennis in the spring. The Bogaerts are also the dorm parents in Webster House, and they love living and working in the Fay community. "Especially since we had Beatrice, we've had people knocking down our door to make us dinner and check in on us," says Max.

What are the differences in being a dorm parent in a boys dorm versus a girls dorm?

LEE: The boys have a lot of energy, and a great way to connect with them is to join them in a game that they're playing outside. The girls will often sit down to talk with us in the common room and open up about what's going in their lives. I'm constantly impressed by their candor.

How does coaching add another aspect to your relationship with students?

MAX: Athletics were so important to me throughout middle school, high school, and college, and I really connect with those students who are passionate about athletics. Being able to tap into that interest is great because you get to see a different side of the kids than you might see in the classroom.

Before Max became Dean of Residential Life, you were both teaching in Primary School. What do you find rewarding about teaching the younger students?

LEE: Their energy and excitement for learning is contagious. When the Kindergarteners arrive at the beginning of the year, they're just learning how to be in school. By June, they're so much more independent.

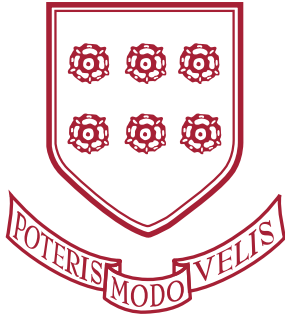
MAX: Honestly, it's not that different working with ninth graders and first graders. You say the same things every day: keep your hands to yourself, think before you speak...It's very similar, but you're just framing it a little differently!

Is there a Fay event that is particularly special to you?

LEE: The Founders' Day Color Competition is a highlight because the Kindergarten students get so excited to participate, and there is always so much school spirit from the entire community.

MAX: Commencement is an excellent reminder of how much our students accomplish during their time at Fay. When you remember where they started and see how far they've come, there's no way you could find more satisfying work.





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