

FAY

Summer 2019
MAGAZINE



In this issue:

*Building Community Through the Morning Meeting
Pursuing Lives of Meaning: Perspectives from CJ Hunt '00,
Dee Poon '97, and Stephen Hodi '81*



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Fay Magazine

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Head's Notebook:

Being Our Best Selves

Last year's school theme, *Finding Meaning*, prompted our students and faculty to consider the ways we seek and create meaning in our lives by making sense of experiences based on what matters most to each of us. It was an inward-looking theme, focused on reflection and interpretation, that served as a touchstone for thoughtful discussions about how we can gain a sense of purpose by recognizing our values and directing our efforts toward something larger than ourselves.

When we strive to be our best selves, we envision the kinds of people we aspire to be and then live accordingly, adhering to our own personal code.

Building on this sense of purposeful action, next year's theme is more outward-facing: *Being Our Best Selves*. In order to pursue meaningful lives, we need to know what we care about most; but self-knowledge is not enough. We must act with intention. When we strive to be our best selves, we envision the kinds of people we aspire to be and then live accordingly, adhering to our own personal code. We embody our values, holding ourselves to our own internal, self-determined standards. We live authentically, deliberately, and with integrity.



Of course, each of us is flawed, and we all fall short at times. Thus, continuously striving for personal excellence also requires a willingness to accept feedback, self-assess, and reflect on our actions in relation to how we view ourselves and the kinds of people we hope to become. This is as true for institutions as it is for individuals, which makes *Being Our Best Selves* a fitting theme for a year when Fay will undertake a comprehensive self-study process in preparation for our decennial accreditation by the Association of Independent Schools in New England.

External benchmarks can serve as useful points of reference, but only when paired with a genuine, intrinsic desire to improve. We look forward to engaging in extended conversations throughout the coming year about ways, both individually and collectively, we might deepen our ongoing commitment to embodying our values, acting with intention, and being our best selves.

—Rob Gustavson

It's Going to Be a Good Day!

There's more to Morning Meeting than meets the eye. It isn't just a time to check in and share announcements—it's a thoughtfully planned part of the day that sets the tone for the community across the divisions.



by Daintry Duffy Zaterka '88

The lights go off and the room falls silent. Around the perimeter of the Multipurpose Room, one hundred and thirty-eight Lower School students sit with their backs against the wall and their legs outstretched. In the



contemplative silence, some have their eyes closed while the unfocused gazes of others rests on a random point in the room. Occasionally, amidst the jumbled array of grades and genders, the diminutive form of a third grader can be spied resting shoulder to elbow with a lanky sixth grader. For almost five full minutes, this group of nine to twelve-year-olds will sit quietly without a fidget or whisper, until Head of Lower School Lainie Schuster brings them out of the silence with three cleansing breaths. This is Wednesday morning in Lower School, and this is Lower School Morning Meeting.



Each of Fay's three divisions has their own distinct Morning Meeting tradition that anchors their weekly schedule. While Primary and Lower School meet once each week, Upper School gathers three mornings a week. Uniquely different, each Morning Meeting reflects the characteristics of its division while manifesting the common core values that are woven throughout the Fay experience.



A Time to Connect

Every Thursday morning, Primary School gathers in the Multipurpose Room for their morning meeting. “This is where we develop an awareness about who we are as a community—a Primary School community, a Fay community, and members of the world community,” says Head of Primary School Katie Knuppel.

Katie often incorporates music into the meetings, and on any given morning, students could walk in and hear a classical sonata, a Brazilian children’s song, or the strains of a female a cappella group. Sometimes, students provide the music, such as when second graders who were taking private music lessons performed for their classmates this year.



Primary School meetings often begin with Katie reading a story that introduces a larger theme. Over the winter, for example, Katie read *The Kindness Quilt* by Nancy Wallace and then organized students into mixed-grade groups to create their own quilts. Each student wrote on a colorful square about a kind act they had performed or witnessed, and the squares were displayed in two quilt-like grids on the walls of the Primary School Commons. Kindness and effort are also recognized at Morning Meeting when Katie awards commendations to students for acts, both large and small, that demonstrate empathy and grit.

Morning Meeting presents an opportunity to connect Primary Schoolers to the Fay community and the world at large. As the leaders of the Primary School, second graders performed skits in September for the younger students that illustrated Fay’s core values. For Earth Day, Lower Schoolers

gave a presentation about the damage plastic bags do to wildlife, and Katie showed students how they could repurpose plastic bags to make a jump rope. Upper

School students visited to talk about Civil Rights leaders who have had an impact on their lives, and this past fall, several Chinese students taught students about the Harvest Moon Festival in China.

Faculty members also present throughout the year. World Languages Chair Kara Mertz visited Morning Meeting to talk about the importance of bees to the environment; art teacher Cathy Gruetzke-Blais shared the story of how she became an artist; and Director of Innovation Steve Jensen visited on Veteran’s Day to talk about his service with the U.S. Air Force. Head of School Rob Gustavson, Associate Head of School Stu Rosenwald, and Director of the Educational Program Julie Porrazzo are also frequent participants in Primary Morning Meeting, listening to a speaker or joining in an impromptu holiday-themed flash mob. Katie Knuppel notes that their presence “elevates Morning Meeting in terms of its importance to the community: it says that this time together is important, and the kids sit up a little straighter!”





A Time to Take Time

Life gets busier in Lower School, but when the lights go off and silence falls, the Multipurpose

Room becomes a sacred space. "Morning Meeting teaches kids how to be reflective," says Lainie. "That's an important life skill." Once everyone is settled, Lainie asks the students to share "I wonder" and "I notice" statements. A student might point out a visitor to the meeting, a trend within the community, or pose a question that has been perplexing them. "Those statements are always so insightful and so developmentally appropriate," says Lainie. "I like that I can hear a third grader's voice and a sixth grader's voice, and that each is given equal weight and respect."

Starting with third grade, students volunteer to share what they are working on in each grade. Upcoming quizzes, field trips, and special projects are shared. For some students, these mini-presentations provide a glimpse into their future at Fay. For older students, it's a chance to reflect. "This sharing helps to build the shared experience of Lower School from year to year," says Science Department Chair and Lower School science teacher Tim McCauley.

Special presentations are often shared in Morning Meeting, and the One School, One Book event—where all students in

grades three through six, along with their families, read and discuss the same novel—is heavily anchored in Morning Meeting. Lainie usually reads the first and last chapters of the book aloud to the group, with some discussion of the book taking place each week. "I love hearing how everyone interpreted the chapters we read the night before and all their thoughts and comments on the book," says sixth grader Josie Davis. This year, social studies teachers Jess Girouard and Bruce Chauncey used Morning Meeting to establish the

ONCE EVERYONE
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historical setting of this year's book *Stella by Starlight* with a presentation on segregation and the Great Depression. When an activity calls for it, students are divided into mixed-grade "tribes" with student-created alliterative names like the Stinky Sandals, the Terrific Tuxedos, and the Dramatic Dresses. Many presentations are also student-led. This year, a group of sixth graders used Morning Meeting to announce the winners of a paper airplane contest they had organized.

Lower School Morning Meeting begins and ends in silence as students link hands and send a squeeze around the room. "There is something sacred about that squeeze," says Lainie, noting that everyone sits calmly and patiently until the squeeze has traveled around the entire room. The final student in the circle has the honor of sending everyone off with, "Have a great day!"





A Time to Learn and Grow Together

There's an element of surprise to Upper School Morning Meeting. "Some days, we're just sharing announcements. Other days, we'll have a student performance or a slide show presentation, or we're talking about something important going on within the community or the world," says Head of Upper School Sarah Remsburg. "I like that you never know what to expect during Morning Meeting," adds White Team Color President Orville Amankwah '19. "It's a time when we can focus on our school community and why we are so lucky to be a part of it."

Upper School Morning Meeting takes place on Monday, Wednesday, and Friday mornings in Harris Theater. Students sit with their advisors, providing a chance to check in about a test or a sports practice, or to just connect with a casual conversation. Although Sarah runs Morning Meeting and faculty members often make announcements, it's student voices that are most consistently heard. This year, Student Council President Erick Obukhanich '19 and Vice President Toby Chan '19 often led morning announcements, Color Presidents Orville and Chloe Lewis '19 announced color team events, and team captains rallied the crowd by announcing upcoming games and sharing post-game results.



Morning Meeting is also a time to recognize talents, interests, and experiences within the Upper School community. This spring, Alexandra Wang '19 shared a funny presentation on Latin poetry. "Every single student was listening intently and sincerely cheering for her at the end," says Sarah.

Frank Zhou '19 started a popular Tech Talk series where he shared news about science-related current events like self-driving cars, 5G technology, and Queen lead guitarist Brian May's second career as a noted astrophysicist. On the first morning of exams this spring, Christopher Shia '19 soothed nervous jitters with his piano performance of George Gershwin's "Rhapsody in Blue." Faculty members also present throughout the year. Spanish teacher David Olano shared a presentation with students about the lessons learned from failure, and music teacher Jay Besch spoke about finding transcendence and meaning.



Morning Meeting is also a time to celebrate academic achievements, and students who receive effort and academic honors as well as Primus are celebrated each term. "The culture of recognition at Fay is rewarding and impressive," says Frank Zhou '19. "It shows Fay's commitment to both the individual and the community."

As students move through Fay and beyond, Morning Meeting memories become a touchstone for the special experience of progressing through each division. "There have been so many speeches, performances, announcements, and class projects that we talked about and laughed over," says Chloe Lewis '19. "The best thing about Morning Meeting is that when something eventful happens, our community gets stronger because we all share the same experience. We don't just laugh, smile, learn, or appreciate it alone. That memory is a common thread that binds the whole school together." Reflecting on four years of Lower School morning meetings, Sydney Robinow '22 adds, "I'd do it a hundred times over again if I could."



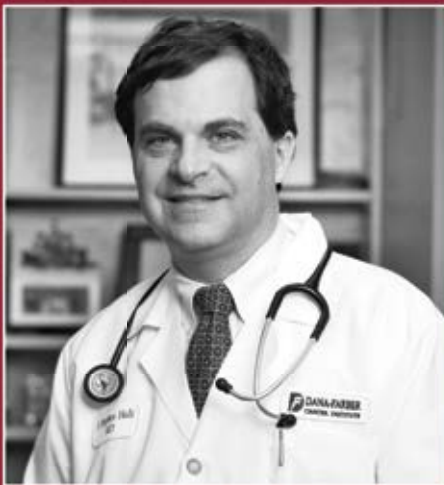
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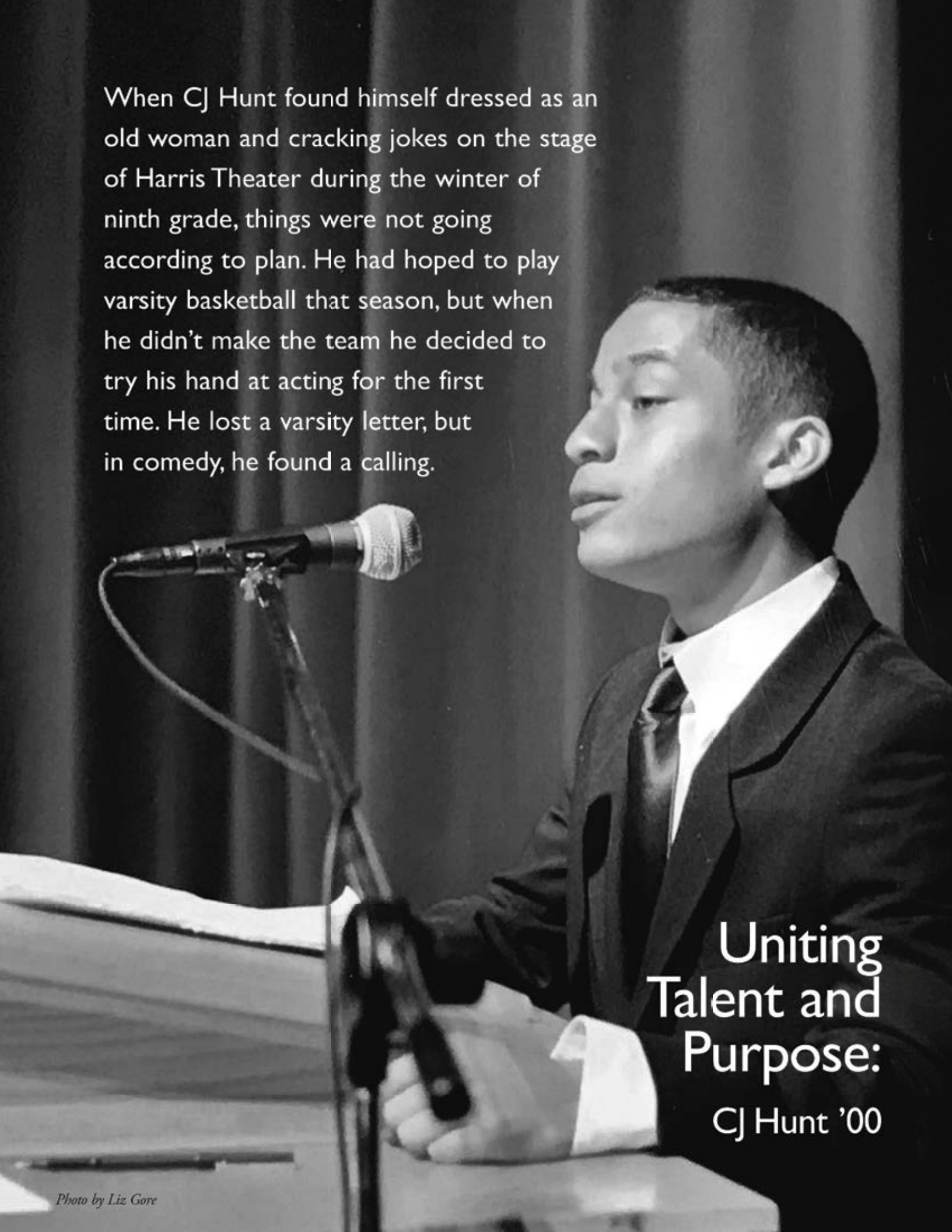
Pursuing Lives of Meaning

What makes a meaningful life?

Our alumni profiles in this issue focus on individuals who have found success in a range of fields, from entertainment and fashion to the cutting edge of cancer research and treatment. What's more: follow the stories of these alumni, and you'll learn that crafting a meaningful career doesn't necessarily mean following a straight, unbroken career path. In fact, it would seem to be the opposite: in these profiles, you'll read how each individual has pulled from a range of interests, passions, and experiences to build a multi-disciplinary career that offers its own unique challenges and rewards.

by Daintry Duffy Zaterka '88





When CJ Hunt found himself dressed as an old woman and cracking jokes on the stage of Harris Theater during the winter of ninth grade, things were not going according to plan. He had hoped to play varsity basketball that season, but when he didn't make the team he decided to try his hand at acting for the first time. He lost a varsity letter, but in comedy, he found a calling.

Uniting
Talent and
Purpose:

CJ Hunt '00



CJ Hunt '00 at The Moth. Photo by Braden Moran.

CJ arrived at Fay in the fall of 1997 as a seventh grade boarding student from Long Island. "Middle school hadn't been going well for me," CJ recalls. "I was a skater kid who was staying out late and blowing off school work. Eventually, my dad presented me with the choice: military school or boarding school. I looked at the Fay admissions catalog and thought, 'well, this looks better than military school!'"

Fay offered CJ a new kind of educational opportunity. "I had never been in a place where ideas mattered and where it was cool to have something to say about a novel," he recalls. "Fay is where I developed my work ethic." He recalls that former faculty member Michael Beck took him under his wing and helped him to focus on becoming a leader. The skater jeans disappeared, and CJ got involved with student government, representing his class on the Student Council and serving as a White Team Color President.

After Fay, CJ went to Milton Academy, where his passion for comedy took root. For his senior project, he did an independent study on improv and sketch comedy and attended rehearsals and shows at Boston's Improv Asylum.

"I TRY TO SURROUND MYSELF WITH PEOPLE AND PROJECTS THAT ARE FASCINATING AND CHALLENGING, AND THAT HAS PUSHED ME FORWARD IN WAYS THAT I MIGHT NOT HAVE TAKEN MYSELF."

At Brown University, CJ majored in Africana Studies and was a member of Brown's improv comedy group IMPROvidence. However, he also discovered another passion that would alter his career trajectory: teaching. During college, CJ worked with Summerbridge, an academic enrichment program for underserved middle school students. "My dream was to be on *Saturday Night Live*, but in college I was tutoring these students who didn't have half the opportunities I had. All of a sudden, comedy didn't seem like a career with much purpose." He felt the pressure to make a choice. "My social life was all about comedy, and my academic life was all about racial

injustice in the United States.” Weighing the two career paths, teaching felt like the more meaningful option, so he signed on for a two-year stint with Teach for America in New Orleans after graduation.

The classroom taught CJ some hard lessons. “I think there is often a difference between what you are talented at and where you find purpose. Teaching gave him a purpose, but he quickly realized that he was unprepared for the task. “As a performer, I cared deeply about whether the students liked me, and as any great teacher will tell you, wanting to be liked is a fatal quality in the classroom,” he says. But as CJ finished his second year of teaching, the improv games he was using as bonding activities in the classroom blossomed into a new career leading an improv comedy program after school. Those after-school programs reintroduced him to his love for comedy, and he began to lean into building a career as a writer and performer. “When I stopped being a classroom teacher, it felt like a failure,” he says, “but it’s important to recognize when you are not good at something, to look at where you struggle, and to listen to your gut about what does excite you.” CJ followed his instincts back to comedy and carved out a career where his talent and purpose could be united.

Since making comedy his full-time job, CJ has performed in sketch shows across the country. In 2016, he moved to New York for his first TV job as a staff writer for A&E’s *Black and White*. Since then, he has been a field producer for BET’s *The Rundown with Robin Thede* and a regular host of *The Moth* storytelling show. He is currently a field producer for *The Daily Show with Trevor Noah* and is also directing a documentary about the removal of Confederate monuments in New Orleans.

“The Daily Show feels like a great meeting between where I find purpose and where my talents lie,” says CJ, noting that comedy can often provide effective social commentary. CJ pitches, writes, directs, and produces brief field segments for *The Daily Show* that have included stories about structural racism in Boston and an oil company’s fracking site behind a low-income Latino school.

Finding humor in topics this weighty may seem like an impossible task, but CJ notes that even in the saddest stories, there’s a built-in opportunity for satire. “When people reach a boiling point, comedy can be the pressure valve. When you’re feeling helpless, comedy makes you feel less alone. It captures the absurdity of those who refuse to change in the face of facts. As someone who once thought I had to choose between comedy and social justice, I feel incredibly grateful that my job is to come into work every day and use my comedy brain to tell stories that I think are important.”

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When people reach a boiling point, comedy can be the pressure valve. When you’re feeling helpless, comedy makes you feel less alone.

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Photo courtesy of Dana-Farber Cancer Institute.

At the Intersection of Research and Outreach:

F. Stephen Hodi '81

Growing up, Stephen Hodi debated whether to study science on a macro scale with astronomy or at the molecular level by pursuing biology. However, it was the routines of daily life in the Hodi household that played an equally important role in determining his path. At night, Stephen would pack up his homework and hockey bag and head over to his grandparents' house. A stroke had left Stephen's grandmother needing daily assistance, and Stephen, his parents, and two aunts formed her care team. "I gained a real appreciation for the importance of providing care and satisfaction in doing that," he recalls.

After graduating from Fay, Stephen went on to St. Mark's School and then Harvard University. He earned his medical

A drive to understand the building blocks of the universe has brought Stephen Hodi '81 to the forefront of cancer research, treatment, and education as Director of the Melanoma Center and the Center for Immuno-Oncology at Dana-Farber/ Brigham and Women's Cancer Center and Professor of Medicine at Harvard Medical School.

degree at Cornell University, did his postdoctoral training in internal medicine at the University of Pennsylvania, and completed a medical oncology fellowship at Dana-Farber. Today, he is the Director of the Melanoma Center and the Center for Immuno-Oncology at Dana-Farber/Brigham and Women's Cancer Center, where his time is split between seeing patients, writing and running clinical trials, and overseeing the lab. Adding to his busy schedule, he is also a Professor of Medicine at Harvard Medical School, where he lectures to residents and fellows. Stephen could have made a career in any one of these fields but he has found meaning and success at their rich intersection. "My schedule looks

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When I can bring a treatment to a patient for the first time that could improve the outcome, that gives me the most satisfaction you can imagine. ”

*Stephen Hodi '81 with wife, Juli,
and children Alexander '23,
Stephen '23, and Caroline '20.*

different every week, but there's a Venn diagram where all these things overlap," he says. "I bring these different skill sets to a common point to get something done that would be harder to do if I only had one set of skills," he says. "When I can bring a treatment to a patient for the first time that could improve the outcome, that gives me the most satisfaction you can imagine."

Stephen describes the current moment as a "golden age" for cancer therapeutics, and if so, he is certainly one of its luminaries. Prior to 2010, chemotherapy was the only treatment option for cancer, but research in the areas of gene therapy and immunotherapy has opened up a host of new possibilities. Stephen is an internationally recognized leader in developing gene therapy and melanoma therapeutics. He led the clinical development of immune checkpoint inhibitors, drugs that help the body to recognize and target cancer cells. He also led the first successful clinical trial of a drug therapy using checkpoint inhibitors. Stephen's research and clinical work continue to identify new uses for checkpoint inhibitors and combination therapies in patient treatment. "I think we're just beginning chapter one in the long story of cancer therapeutics and how we manipulate the immune system to treat cancer and improve outcomes for patients," Stephen says. "It's both an honor and a really exciting time to be a part of it."

While medical research and drug development are highly competitive fields, Stephen notes that communication and collaboration are critical to his success. Stephen spends significant time traveling and sharing his research at conferences and learning from the work of his peers. "I spend a lot of time on airplanes," he notes ruefully. "I lecture nationally, and I also lecture annually at Harvard, where I teach residents and fellows about patient care." Stephen finds the student perspective enriching. "The students absorb the



information that you are providing, but then they frequently have a different viewpoint or ask a set of questions that go beyond what is currently known. Their perspective keeps me on my toes, and knowing that they will be the ones to build the next iteration of this work is incredibly satisfying."

Stephen notes that Fay set him on a course for success, and he and his wife, Juli, are pleased to offer the same experience to their children Caroline '20, Stephen '23, and Alexander '23. "Fay molds you to a way of thinking with a desire to make a difference," says Stephen. "It teaches you to be goal-oriented, thoughtful, and hard-working; to communicate well; and to be respectful of others. That foundation really does carry on profoundly through life."

The care and respect for others that Stephen learned at a young age with his grandparents are still fundamental to the approach he takes with his patients today. Cancer is a systemic disease that can affect many different parts of the body, and the broad range of expertise that is required in fighting it is intellectually appealing to Stephen. However, successful treatment also requires the ability to listen and communicate with genuine care and respect. "When you're an oncologist, your patient shares everything about their life and family with you," he says. "You become the primary care provider." It's a privilege and a challenge that Stephen readily embraces.

Defining Style and Sustainability:

Dee Poon '97



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A career and a life is a marathon, not a sprint.

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While the fashion industry has historically evoked images of indulgence and excess, Dee Poon '97 is bringing the distinctly modern values of sustainability and simplicity to her work as Managing Director of Brands and Distribution for Esquel Group in Hong Kong.

Fashion is in Dee Poon's blood. Her father, Dickson Poon, owns British retailer Harvey Nichols; her mother, Marjorie Yang, is Chairman of Esquel Group, a woven shirt manufacturer that provides premium cotton shirts for companies like Ralph Lauren, Tommy Hilfiger, and Hugo Boss. Even so, Dee has a broad array of interests that could have taken her down a very different path.

After graduating from Fay in 1997, Dee went on to Hotchkiss School and then Harvard University, where she graduated in 2004 with a bachelor's degree in philosophy. Early in her career, Dee's mother challenged her to revamp Esquel's PYE brand, the company's own shirt label, which at the time was down to a single store in Beijing. "It was a small business unit, and I had to do everything for a while," Dee recalls. The experience was grueling, but it quickly taught her the value of leaning on one's peers. "I entered the workforce as a generalist, and that forced me from day one to admit that I don't know things." After 18 months, Dee decided to step away from PYE. Walking away from a promising career might have seemed like an unexpected decision, but it enabled Dee to reintegrate a variety of passions and interests back into her life. "A career and a life is a marathon, not a sprint," she notes.

During this time, Dee wrote an eco-lifestyle column, mining the nexus between the environment, design, and lifestyle, as well as fashion articles for several Chinese magazines. She directed a short film, *An Exercise in Futility*, which was shown at the Cannes Film Festival. She also pursued her passion for art and design, an interest that continues today. Dee sits on the International Council of the Tate in London and the Museum of Modern Art in New York. When Esquel Group lured her back in 2009, she was determined to synthesize her passions and use them to craft a meaningful career. "I am constantly juggling, but I cannot imagine not being part of as many aspects of the world as I can, and I think that they all cross-pollinate."

Left: In May, Dee Poon '97 was honored with the Sustainability Award at the 2019 China Fashion Gala in New York, recognizing her outstanding contributions with Esquel to bring sustainability to the forefront of the global fashion industry.

Within the fashion industry, Esquel has long been a pioneer in sustainability and environmental consciousness. The company has manufacturing sites in countries like Vietnam and Malaysia, where extreme weather events have directly impacted their employees' lives. Dee organizes the speakers and program for Integral Conversation, an annual sustainability conference hosted by Esquel that takes place in Guilin, where Esquel is also building sustainable manufacturing operations and an industrial eco-tourism garden. The company is looking to recycle, upcycle, and reduce their impact on the environment in any way it can. "I work on a lot of sustainable products, and I am constantly thinking about how the fashion system can adjust to ensure a sustainable future," says Dee. PYE is moving all of its packaging to recycled cotton this year, an innovation that came out of a product that Dee created for Esquel. As Chief Brand Officer for PYE, Dee is also proud that the brand created conversation around sustainability through their annual capsule collection this year, ECOLOGICAL BY PYE.

However, the pressures to sell more clothing but also to reduce the impact on the environment are often in direct conflict. It's a struggle Dee is all too aware of. "This conflict increases my desire to create products that are stylish, functional, and durable, so consumers can get the best and most use out of our garments," she says. Dee has launched a new brand, DETERMINANT, which sells mainly white shirts, the staple of most young professional wardrobes. "With only a few high-quality items, the idea is that one doesn't need

"I AM CONSTANTLY JUGGLING, BUT I CANNOT IMAGINE NOT BEING PART OF AS MANY ASPECTS OF THE WORLD AS I CAN, AND I THINK THAT THEY ALL CROSS-POLLINATE."

that many clothes," says Dee. "Honestly, while I love to shop, I basically wear a uniform. It's simpler for me, and probably better for the world."

Reflecting on a career in midstream, Dee is most proud of the fact that she has retained her idealism. "I think it's easy to get cynical and to think of success in terms of position, on an org chart or compensation, but I genuinely don't believe in that," she says. "I try to surround myself with people and projects that are fascinating and challenging, and that has pushed me forward in ways that I might not have taken myself."





CURRICULUM SPOTLIGHT:

Building the Toolbox: Writing in Primary School

If you don't know how to kick a soccer ball, make a waffle, or do a French braid, just ask a Fay second grader. This year, second grade writers created "how-to" books, breaking down everyday tasks into just four easy-to-follow steps. Along the way, students were practicing their informative writing skills and exploring how transition words can turn a list of instructions into fluid descriptive prose.

Most second graders enter Kath Walton's classroom able to write simple sentences. Her goal is for students to leave Primary School with stamina for writing and a toolbox of writing skills. During the year, students build those skills sequentially through projects that prepare them for the road ahead.

"First, you put on your cat brushing glove."

The how-to books provided a real-world opportunity for second graders to hone their summarizing skills. After brainstorming lists of things that they knew how to do, students chose an activity that could be broken down in four simple steps, winnowing broader topics like "how to play soccer" down to specific actions like "how to kick a soccer ball." Using the transition words "First," "Next," "Then," and "Last," students wrote and illustrated four-page flip books, with one step per page. Students wrote books on simple topics like how to put on snow pants, as well as activities one might not have previously considered, such as "How to Brush a Cat." (Hint: the second step, finding the cat, might take a while.)

"Cluck! Cluck!" Whose chickens are those?

Writing a great hook to grab the reader's attention is a nuanced skill that can flummox even the most seasoned writer. Second graders practiced their hook writing when they wrote biographies of their classmates. Students paired up to interview each other, learning factual information as well as details about favorite books and hobbies.

Once the interviews were done, the challenge was to synthesize the facts into an interesting story. "We talked about different ways to question," says Kath. Some students chose to grab their reader's attention with descriptive flair: "One night on April 23, 2011, a beautiful girl named Phoebe was born." Meanwhile, others dove right into the action: "Cluck! Cluck! Whose chickens are those? Meet Amaia, and she LOVES chickens!"





The Writing Program at Fay

"A Rock is ancient/
As old as time/As wise as/
Owls in the night"

In April, second graders celebrated National Poetry Month by working in small groups to write free-verse poetry about everyday objects. "We talked about looking at objects as scientists and then looking at them with a poet's eye," Kath explains. While free verse is one of the simplest forms of poetry, it can be challenging for elementary students who tend to think that descriptive language requires a lot of words. After brainstorming rich descriptive ideas, Kath helped students pare down to essential words and images to create their poems about objects as mundane as a lemon ("It's as yellow as cheese/Or a balloon floating in the sky") or a pinecone ("A hedgehog/Brown, prickly/Named Harold").

"I think that the American Elm should be the state tree because George Washington took command of an army beneath the elm tree."

In the winter, second graders focused on persuasive writing, learning strategies to convince a reader of a particular point of view. With a snowstorm predicted, students wrote essays arguing both for and against a snow day (the pro-snow day contingent won). Later, students connected their writing to their year-long study of Massachusetts, writing paragraphs to argue for the adoption of a particular bird, tree, or gem as a state symbol.

Students used graphic organizers to craft compelling arguments, starting with a "big and bold" opinion and adding reasons and supporting details. While the arguments ranged from factual ("The cod should be our state fish because the Pilgrims and Native Americans used the fish for food and fertilizer") to flavorful ("Boston Cream should be our state doughnut because it is delicious, has chocolate icing, and has 'Boston' in the name!"), all of the students began to see the power of language to change people's perspectives.

The beauty of the writing program in Primary School, notes Kath, is that writing is not just limited to language arts time. The students write consistently across the curriculum, documenting their problem solving in math, recording observations and inferences in science, and reflecting on ideas in social studies. Regardless of the purpose, these young writers are learning to incorporate the elements of good writing: bold beginnings, descriptive vocabulary, and language that is clear and persuasive.



THE GOAL: TO LEAVE
PRIMARY SCHOOL
WITH STAMINA
FOR WRITING AND
A TOOLBOX OF
WRITING SKILLS.



Letters of Change: Lower Schoolers Learn the Art of the Persuasive Letter

This spring, there was a flurry of letter writing in sixth grade: a letter to Secretary of Education James Peyser asking for greater arts funding for Massachusetts public schools, a letter to NBA Commissioner Adam Silver asking that NBA playoff games air earlier so that young east coast fans can watch, and a letter to Governor Charlie Baker asking for high-kill animal shelters to receive government funding so that fewer animals have to be euthanized. What inspired this grassroots advocacy? Sixth grade students were learning about the art of writing a persuasive letter.

An elegant and organized letter has the ability to influence, but an articulate and well-written letter from a young person is uniquely compelling. Sixth graders end the year with the "Letter of Change" writing project. The assignment requires students to identify a local or national issue that they care about, research it, and write a persuasive letter to someone in a position to effect the change they are proposing. "It takes writing outside of the classroom to make a true real-world connection," says sixth grade writing teacher Lara Gleason. "It's an empowering exercise as the kids realize that they can make a difference and that their voices matter."



What's my idea?

Lara begins by asking students to brainstorm ideas in expanding spheres of influence, from home and school to local, national, and global issues. As students wade through the problems they have identified, they discuss which problems are worth solving and acknowledge their complexity. Perhaps a student really wants world peace, but what will they propose and to whom will they write? "We often work backward to come up with an idea that identifies a similar issue within the local community" says Lara.

The breadth of issues identified by the students is immense, and this year was no exception, as the letters touched on topics as diverse as gun safety, 5-6 athletics at Fay, overfishing in Massachusetts waters, and homelessness. Of course, there's always a student who just wants to convince their parents to get a puppy. "But it's the kids who push themselves to think about what's happening in their community that find this assignment the most rewarding," says Lara.

Once students isolate the issue they want to address, they research the problem and identify the recipient of their letter. Then they brainstorm what they need to know about the topic. "To have a compelling argument, you need a good

The Writing Program at Fay

Case Study: Bring Hamilton to Schools!



Nathan Kikonyogo '21 is a big fan of the musical *Hamilton*, but he was frustrated that the show is not currently licensed for schools to perform. So for his Letter of Change project last spring, Nathan wrote to the Tony-award winning creator of *Hamilton*, Lin-Manuel Miranda, telling him how powerful and educational the show is and asking if Miranda would consider granting schools the rights to perform the show. "As I wrote it, I wasn't thinking that I would get a response, but I decided to make the letter as good as I could," says Nathan. "I did my research and did what I could to convince him." A week after he returned from school in September, Nathan received a handwritten letter from Miranda thanking Nathan for his support of the show. While Miranda said that he couldn't grant Nathan's request, it didn't dampen the unexpected thrill of getting a personal letter from one of his heroes. "I feel like my voice was heard, and it felt good that he cared enough to send back a thoughtful note."

From The Desk Of
LIN-MANUEL MIRANDA

NATHAN—
THANK YOU KINDLY FOR YOUR SWEET AND
THOUGHTFUL LETTER. YOUR SUPPORT OF
"HAMILTON" MEANS THE WORLD. I WAS DELIGHTED
TO READ HOW MUCH YOU ENJOY THE MUSIC.
ALTHOUGH I'M REGRETFULLY UNABLE TO GRANT
YOUR REQUEST AT THIS TIME, I HOPE YOU'LL
ACCEPT THIS NOTE AS A TOKEN OF MY
APPRECIATION. HERE'S WISHING YOU A WONDERFUL
NEW SCHOOL YEAR.

SIEMPRE,

linmanuel.com





CASE STUDY: KEEPING PROTECTIONS FOR ANIMALS



Last year, Isabella Zhu '21 learned that the U.S. government was planning to make changes to the Endangered Species Act, and she was concerned about reduced protections for the nation's most vulnerable



wildlife. She wrote her Letter of Change to Senator Elizabeth Warren (D-Mass.) and asked her to take a public stand against the proposed changes. "I asked her to

represent me and others who agree with me and to speak out about our perspective," says Isabella. About a month later, Isabella received a reply from Senator Warren noting that she was glad to hear of her interest in the topic and promising that she would raise the issue in her next meeting. Isabella's concerns and those of other citizens were clearly registered. In September, Senator Warren (along with 32 other U.S. Senators) co-signed their own persuasive letter to the U.S. Department of the Interior and the U.S. Department of Commerce expressing their strong concerns about the proposed changes to the Endangered Species Act and urging them to rework or rescind their proposals. "I think that this project was very effective, and the results of my effort showed," says Isabella.





understanding of the problem and the possible solutions. Then you have to figure out the audience and how that person fits into the situation," says Lara. This part of the assignment provides a

valuable lesson in civics as many students must wade through local and national government websites to research how decisions are made and to identify the appropriate person to receive their letter.

Crafting a powerful letter

Students write across the curriculum in Lower School. They write analytical essays about their reading, explanations of their thinking in math, and explanatory conclusions to their experiments in science class. Each type of writing draws upon different skills and requires practice. "Writing needs time for direct instruction," says Head of Lower School Lainie Schuster. "Persuasive writing is especially important, and being able to articulate ideas, positions, and arguments is an important life skill."

So before students begin to write their letters, they explore good examples of persuasive writing. They learn about writing a strong introduction, tailoring a letter to its audience, supporting an argument with facts, and anticipating a counter-argument. Lara also emphasizes the universal elements of good writing, such as good sentence structure, effective word choice, correct grammar and cited sources. At that point, students dive into their own drafts, writing, editing, providing peer feedback, and revising, until they are satisfied that their letters are ready to send.

Did I make a difference?

Each year, the students address and mail their letters during the last week of school. Of course, it's exciting to receive a response, but Lara prepares the students for the reality that many of them won't. But does that mean their letters didn't make a difference? "You're not always going to know whether your actions made a difference, but that doesn't mean that they didn't," says Lara, noting that many government offices like the White House may not send individual responses, but they do keep a tally of the number of citizens calling or writing to weigh in on certain issues. "I also believe that when adults read a well-written letter from a child, those are really powerful moments for those adults," says Lara. "Based on the letters that we have received in response, our students are making a very strong impression."



AN ELEGANT AND ORGANIZED LETTER HAS THE ABILITY TO INFLUENCE, BUT AN ARTICULATE AND WELL-WRITTEN LETTER FROM A YOUNG PERSON IS UNIQUELY COMPELLING.





CURRICULUM SPOTLIGHT:

The Scul Essay: Mastering the Personal Narrative in Upper School

Since it was first presented at Prize Day in 1932, the Scull Award for Composition has honored the best essay written by an eighth or ninth grade student that year. The Scull Essay, as it is more commonly known at Fay, may not have the performative flair of the Speech Competition, but while one highlights writing as a public act, the other celebrates writing as a deeply personal and private form of expression. “The personal essay encourages students to engage authentically in the world around them, nurtures an authoritative voice, and teaches students to value their own stories,” says English Department Chair Paul Abeln. It’s also a style of writing that is gaining currency, as secondary schools and colleges are trending toward incorporating more personal writing in their programs.

Uppers Schoolers craft their essays over the course of three to four weeks in the spring term. Seventh and eighth graders build their essays around a central metaphor to structure their writing, but ninth graders have no limits on style or structure. “As students find their voices as writers, they are able to transcend those organizers,” says Paul. Two years ago, the Scull Essay winner wrote a series of vignettes to represent a set of experiences. “They were almost prose poetry,” notes Paul, “but they had a unified effect.”

The essays are judged by the English Department using a rubric that reflects the mastery of writing skills required at each grade level, including the use of appropriate grammar, lively vocabulary, sophisticated sentence structure, and general fluidity of writing. Each English teacher submits two or three essays from the class, the names are removed, and the department meets to rank their top selections and discuss the writing. “It’s one of my favorite meetings of the year,” notes Paul. Usually, a clear consensus develops on the winner, but often there are two or three other essays that are celebrated as “runners-up” at an Upper School Morning Meeting. “It’s a privilege to recognize those students who have written something extraordinary,” says Paul.

THE PERSONAL ESSAY
ENCOURAGES STUDENTS TO
ENGAGE AUTHENTICALLY IN THE
WORLD AROUND THEM, NURTURES
AN AUTHORITATIVE VOICE, AND
TEACHES STUDENTS TO VALUE
THEIR OWN STORIES.



The Writing Program at Fay

Excerpts from this year's Scull Essay winners

Winning Essay: "A Rocking Chair" by Frank Zhou '19

Dad's favorite rocking chair appeared even more antique under North Carolina's bright, early-autumn sun. My tired eyes traced the faded patterns of its corduroy cushions, along its worn seatback and creaky wooden frame, all the way down to the gentle indentations in the carpet where rockers met ground. To the unknowing eye, the chair was just another part of an average suburban abode. Two floors. Nice lawn. Everything a kid and his dad could wish for. But everything was so . . . deathly silent. Forget a pin—I could hear a feather drop.

Runner Up: "Ensnared by Memories" by Orville Amankwah '19

I hear the high shriek of "Tag!" across the playground and immediately join in the chaos taking place among the otherwise calm games, like hopscotch and hula hooping. For me, there is only one purpose; to not become "it" for as long as possible. My rainbow light-up Skechers bouncing off the black cement. Giggles echoing past the fence and into the schoolyard. In my mind, this is where innocence lies, hidden deep in the inner workings of my brain. My brain works on overdrive now to make sure I never feel the naive oblivion that is childhood. It protects me against the fallacy of never losing something you cannot get back. My innocence lies in between the jazz notes my father carried me to bed with, and the double-dutch line out on that black-tarred playground.

Runner Up: "Recipes of Yesterday" by Priscilla Chan '20

Even now, when I visit my grandma, holding her hands, looking into her eyes, I can still smell that rich soup, the moments of those Sunday mornings ingrained in my brain. I recall holding her hands as a child, how delicate and soft they seemed, and yet that never made them any less sturdy. Her hands told stories of different times and hardships, having grown up seemingly worlds away from me, in a different time, in an era and a life that I would never know. I read these stories in her hands because she never told them out loud; her stories were told in the way she took the time to cook carefully and savor her food, as it had been scarce when she grew up. Her stories were told in the way she would sit by the window in the afternoon, resting. My grandmother had worked her entire life without fail, since she was brought up to understand the importance of hard work and the necessity of saving from a young age.

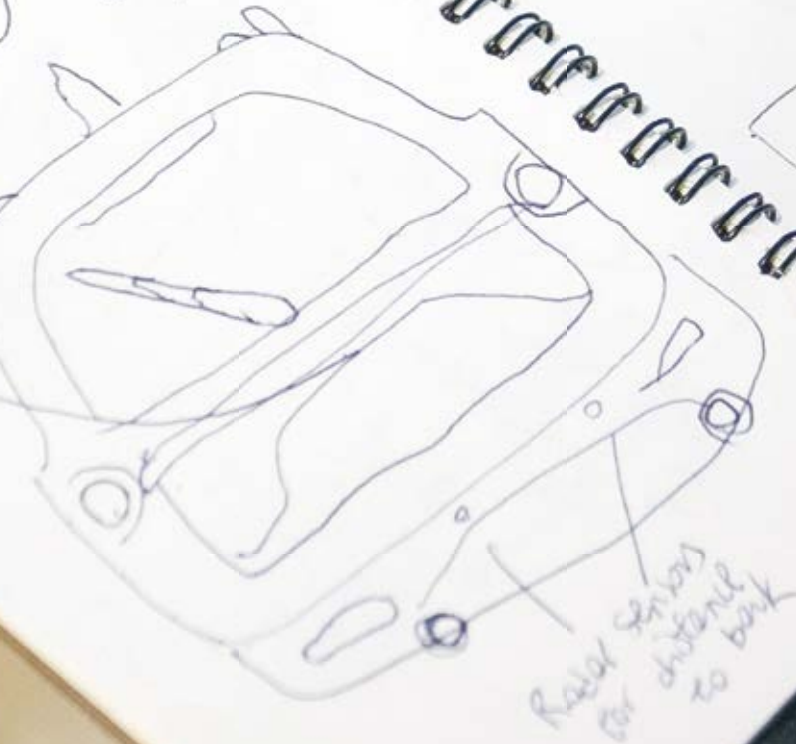


THE SCULL ESSAY: THE STORY BEHIND THE STORIES

The Scull Award for Composition was donated in honor of Guy Scull '28 and David Scull '30 by their mother, Mrs. Eliot Wadsworth. Guy and David's father, Guy Hamilton Scull, was a writer and journalist who joined Teddy Roosevelt's Rough Riders and later served as a war correspondent, Deputy Police Commissioner of New York City, and a military intelligence officer in World War I. Writing and storytelling were an important part of the Scull family, and Scull's biographer Henry Jay Case noted that for Scull, literary expression was "almost a passion. He always wanted to write, more than he ever wanted to do anything else."

CREATIVITY & DESIGN UPDATE: DESIGNED TO IMPRESS

Base of
CX-9
AWD



Radar sensors
for distance
to back

Great design often starts with a good problem to solve. This year, Upper School students in Fay's Advanced 3D Design class—taught by Director of Creativity and Design David Dixon and Technology and Design Teacher Andrew Shirley—tackled several design challenges that drew on students' creativity and tested their ability to design for a specific audience.

THE POWER OF BRANDING



a simple image and words can convey meaning to a customer.

The second phase of the project was to design a takeaway gift for Sentry West customers that would be small in size but reflective of the company's brand and customer base. Both challenges required students to synthesize what they had learned about the Mazda and Lincoln company brands and communicate their understanding through their design work. "The students' designs needed to reinforce the company's reputation for precision, craftsmanship, and reliability and to intentionally represent those qualities," says

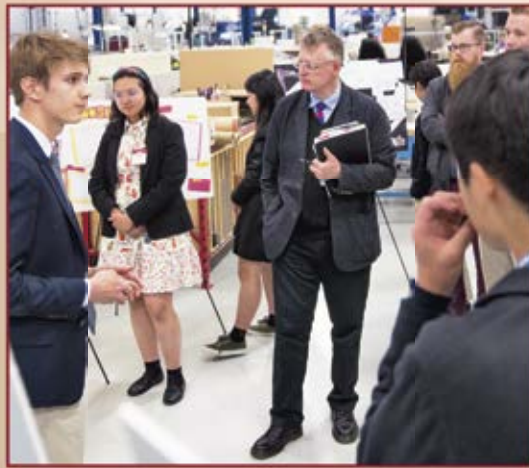
David. In the fall term, the class partnered with Sentry West Lincoln Mazda, a car dealership based in Shrewsbury, Massachusetts, on two separate design briefs. The first challenge was to redesign the Sentry West logo and strapline for a refreshed 2019 letterhead and website. This project provided students with the opportunity to study branding and explore how the powerful combination of

David. Students designed a wide variety of products that included earbuds, a portable speaker, and a power bank, all of which incorporated design and logo elements that echoed the Sentry car brands. In January, students presented their logo, strapline, and product designs to the Sentry West staff.

ARCHITECTURE TO BUILD COMMUNITY

The Advanced 3D Design students also challenged themselves with an architectural project that addressed a need that they identified on the Fay campus. Students worked in small groups on this project and created small-scale models to accompany their proposals. Among their ideas were the Igloo, "an eco-friendly hangout space for working out, studying, eating, and more"; a dedicated indoor play and hangout space for Lower School students; an outdoor community space on the current Root Building Patio; and a round science building that would fit on the open grassy space inside Harlow Circle.





INNOVATING FOR MAXIMUM PERFORMANCE



At the beginning of the spring term, Advanced 3D Design students took on a design brief for Bose Corporation, which is based locally in Framingham, Massachusetts. Working with Fay parent Ben Davies P'30, Engineer Leader at

Bose, students were tasked with proposing mechanical alterations to the company's Frames product, a pair of sunglasses with built-in speakers. The objective of the brief was to design adjustability into the glasses so that users could customize the fit and acoustic performance of their glasses.

The Fay designers started the project with a tour of the Bose Rapid Prototype Lab, a professional scale open-plan version of Fay's makerspace, where designers and engineers have all the tools at hand to develop and test concepts and ideas. The space, in itself, was a source of inspiration to the Fay students. "It's light, airy, open, and flexible, and nobody is cramped or sitting on top of one another," notes David. "You can move easily between the spaces, and everything is carefully arranged and designed to be accessible. You immediately know that you are walking into a place that supports imagination and creativity."

Bose engineers mentored the Fay designers, helping them talk through and evaluate their ideas. Once students had sketched designs and built prototypes, they each gave a two-minute presentation at Bose. The Bose design team was impressed by the students' approaches as well as their confidence and ability to articulate their ideas. David notes that one of the senior design directors commented that he wished he had this kind of experience when he was in school!



PASSION PROJECTS



The capstone experience of Advanced 3D Design was a “passion project” where students were given free rein to design or create something that was important to them. Students could choose any type of design project that sparked their imagination. “My goal for them was to end the year on a high note exploring their creativity and enjoying the freedom that provides,” says David.

Students presented their projects, alongside a portfolio of their work from the year, in an exhibit in the Mars Room at the end of May. The passion projects reflected not only the creativity and technical ability of the Fay designers but also the staggering breadth of their fields of interest. The designs and prototypes included a sturdier music stand, plans for an underwater café, a modern glass-paneled redesign of Steward Dormitory, and a working copy of “Faynopoly,” a Fay version of the classic Monopoly game.

The passion project was the ideal vehicle for Fay designers to express their interests.

Anna Yang ’19, for example, is particularly interested in renewable energy and addressing the problem of climate change. Her project featured clear solar panels that could be used to replace any type of glass. While the panels would look like flat glass, they would incorporate tiny prisms to capture ultraviolet, visible, and infrared light. “I was able to design something to improve people’s lives, and that’s one of my ideals,” she says.

Matias Ortiz ’19 knew that he wanted his passion project to connect to his love of music. He thought about creating a song or a new instrument but decided to build his own guitar. Working without instructions, Matias figured out the building process on his own. Over many weeks, he cut, sandpapered, and painted pieces, cut the strings and holes in the plastic, and glued the pieces together. The project was the perfect culminating piece for Matias to round out his classroom experience.



“Throughout the year, we have done a lot of sketching and designing,” he notes. “We have used a number of apps, but I wanted to use my own hands.” Building the guitar gave him a chance to see the entire design process through to the very end. “I can start with my own ideas, make a sketch, know what it’s going to look like, and now I can actually build it.”





Sports Spotlight:

Fay Wrestling on the Rise

With a growing team and another successful season under its belt, Fay's wrestling team is on the rise, calling to mind the team's days of dominance at the end of the 20th century.



The Fay wrestling team is no stranger to dominating on the mat. Founded in 1968, the program achieved consecutive winning seasons through 2008 and has won 10 New England Junior Prep Wrestling Association (NEJPWA) Championships.

After some years of rebuilding, the team is again on a roll. Under the guidance of Head Coach Eric Lane, the 2018–2019 team boasted 32 wrestlers who competed in nine tournaments over the course of the

11-week season, winning a total of 226 matches and notching 153 pins (for the uninitiated, a "pin" is when the wrestler wins the match regardless of the score by holding the opponent down with both shoulder blades on the mat).

Among the season's highlights was the team's third place finish (out of 20 teams) at the state sectionals of the Massachusetts Youth Wrestling Association. Another highlight was the team's performance at



the 50th annual Fessenden Wrestling Tournament this February. This tournament served as the New England Jr. Prep Wrestling Championships and included over 160 participants, with each school sending their top 12 wrestlers to compete. At the event, eight of Fay's wrestlers placed, leading the team to a fourth-place finish out of the 14 teams attending the event. The 123 team points scored was the highest team point score for Fay in the past eight years.

What caused the tide to turn? According to Eric Lane, the three-part answer was simple—once he figured it out. Start earlier. Recruit more wrestlers. And give those wrestlers more opportunities to compete.

"I began to see that other schools who were winning matches had seventh graders who had already been wrestling for a number of years," says Eric. "I realized that I needed to recruit more students in fifth and sixth grade, so they could learn the

basics and get more experience before Upper School. So that's what I did."

Building the roster—at both the Lower and Upper School levels—was not easy, Eric notes. Convincing students to try an unfamiliar sport that might be out of their comfort zone has posed a challenge. But increasing the numbers was important: "One way to become a better wrestler is to have a variety of people to train with," notes Eric. "Back when we had only 15-16 kids, there simply weren't enough students to practice against each other." As soon as the roster inched above 30, says Eric, he started to observe a significant improvement in the wrestlers' performance.

The third key—finding more opportunities to wrestle—has led Eric to open new doors. Within Fay's independent school league, there are only four tournaments in the season—one for the younger wrestlers and three competitive league competitions. By participating in the Massachusetts

Youth Wrestling Association Tournaments this year, Eric was able to dramatically increase the number of matches each wrestler could take on. "You wrestle more, you get better. It's pretty simple," he says.

A significant point of pride for Eric this year was the team's sportsmanship. He notes that after the team's Friday Night Lights match in January, the coach from a peer school made a point of sharing how impressed he was with the Fay wrestlers: "He was wowed by how supportive the team was for each other," Eric says.

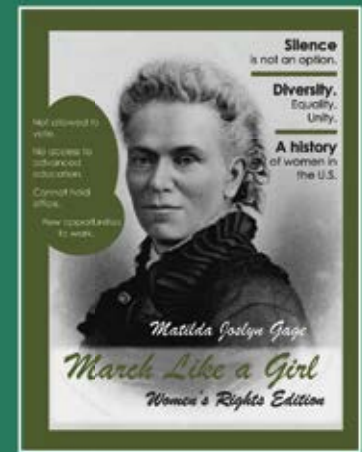
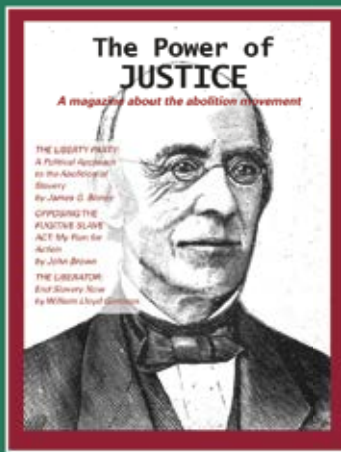
While Eric is pleased with the group's growth so far, he is already thinking about how to continue the trajectory in the 2019–20 season. "I want the sport to grow," he says. "I want 40 kids in the wrestling room, and I want more students in Lower School to think 'Wow, I want to be a part of that.' We're trending in that direction, and I hope we can be there soon."



This winter, Fay's wrestlers were lucky to have a visit from Anthony D'Angelo '15, former captain of Fay's wrestling and football teams. Anthony worked with the students for an afternoon, sharing some advice and talking about his experience in secondary school and college athletics. After wrestling and playing football and baseball for St. Mark's School, Anthony played Division I college football this past year at Wake Forest University as a walk-on freshman.

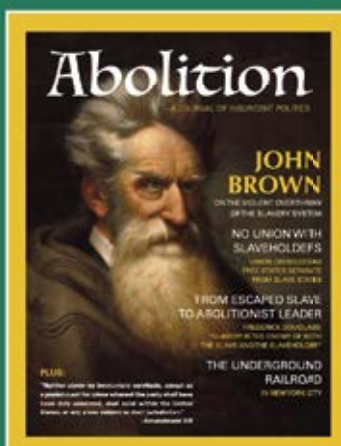
TIPS FROM AN ALUMNI EXPERT





Covering History

Graphic design and historical synthesis came into play this winter when Upper Schoolers designed magazine covers to highlight key historical moments of the 1800s



Seventh and eighth graders in Fay's English Language Program took a deep dive into American history this year with faculty member Joel Rubin, exploring a range of topics that included a close look at the reform movements that marked nineteenth-century America.

From the abolition movement to women's rights and education reform, students examined how the changes that resulted from these movements fundamentally changed the lives of many Americans. "Some students were fascinated by the women's movement and learning about what women in the United States had to endure," says Joel, "and the discussions were great because the students were also making connections to their own cultures."

For the end-of-term project, each student selected and researched one of the major reform movements and created a magazine cover and presentation that both informed about and advocated for their particular movement. The covers could be hand-drawn or created with Internet tools and had to include visuals about the problem and its solutions, the names of prominent reformers, and titles for three articles about the movement that might be contained within the magazine.

While the presentation gave students an opportunity to practice their public speaking skills and show how well they could teach their classmates about a topic, the magazine covers were an opportunity for students to use alternative methods to demonstrate their understanding. "The project sparked their creative energy," says Joel, "and they did a fantastic job."

THE ABOLITIONISTS

Fredrick Douglass
William L. Garrison
Sarah Gilmke
Angelina Gilmke
Fanny Remble
Sojourner Truth
Charles L. Remond
Harriet Jacobs
Robert Perula

How I escaped
from hell

PROPERTY?

AND I WILL BE HEARD
William L. Garrison

"KNOWLEDGE
IS THE
PATHWAY
FROM
SLAVERY TO
FREEDOM"
**FREDRICK
DOUGLASS**





The Birthday Muse Tradition

For decades, it has remained a mystery among Fay boarding students: Who is the birthday muse? Rumor has it that the muse is actually the moose!

IT IS A LONGSTANDING TRADITION AT FAY that after dinner on a boarding student's birthday, he or she is treated to a birthday muse, a carefully crafted poem or limerick that celebrates the birthday boy or girl in rhyme. Three friends carry the birthday cake out of the kitchen as the students in the Dining Room clap in unison, and once the candles are extinguished, the muse begins.

Delivered by the Duty Administrator (the faculty member in charge of dinner that evening), the muses can be hysterically

funny, silly, or sweet, but they are always tailored to the recipient. If the student has a favorite sport, is obsessed with a particular song, is known for staying up after lights out, or has trouble keeping his or her dorm room tidy, you can bet that those details will be captured in the muse. "The birthday muse is one of those little things that make the boarding experience really special at Fay," says Dean of Residential Life Max Bogaert. "We have young kids who are far away from home on their birthday, and the muse gives them a special sense of belonging." In the 1970s and 1980s, the birthday muses were read after dinner by Headmaster Brooks Harlow. "My dad always read them with great flourish in his huge booming voice," recalls his daughter, Alice Harlow Ronconi '75. "The poems were always very specific to the student, which is why the students appreciated them. The muses might poke fun at a little foible, but they were always a positive affirmation," says Alice. "I remember a lot of raucous laughter!" Students wondering how Mr. Harlow knew so many specific details about their daily lives would sometimes summon the courage to ask him whether he had really written the muse, to which he would respond, "I am not the muse, I just read what the muse provides!"

So who really writes the birthday muse? During the Harlow years, the muse was none other than Brooks Harlow's wife, Mimi. Mimi was the eyes and ears of campus, going to every

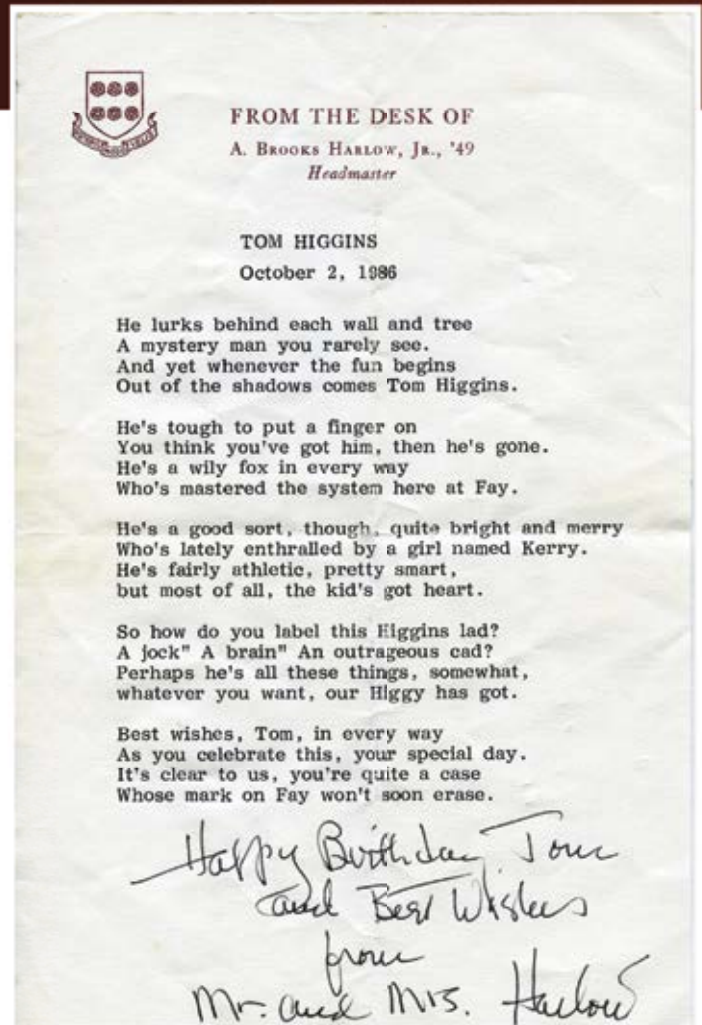




evening meal and athletic event, which is how she gleaned all the little details that captured each student so perfectly. "My mom had a lot of fun with the muses and took such pleasure in writing them," says Alice. Tom Higgins '87 came to Fay as a boarding student in sixth grade, and he shared with us the birthday muse that he received in 1986. "Mrs. Harlow was very nice to me," he recalls, and looking back on his muse, he notes that, "she really had me pegged!" Cathy Logan, Mr. Harlow's assistant, would type the muse onto Mr. Harlow's stationery to be presented to each student along with handwritten birthday wishes. Once the Harlows left Fay, the muse-writing duties were taken over by student advisors, a tradition that continues today—although the moose officially receives the credit!

Over the years, the muse has taken the form of limericks and multi-stanza poems; the muse has evolved in recent years and on some occasions is now delivered in rap form. Art teacher Chris Kimball and Upper School English teacher Rich Roberts have a friendly rivalry going to see who can create the best rap muse with songs like Run DMC's "It's Tricky," and Biggy Small's "Hypnotize" providing rhythmic inspiration. Knowing that the faculty DA on duty will have to deliver their creations just adds to the fun. "I get a lot of pleasure out of making my colleagues rap," notes Chris.

However, the real payoff to the hours spent searching for just the right rhyme is always seeing the reaction of the student being celebrated. "I've been privileged enough to read birthday muses to kids in the Dominican Republic or on spring break trips when they are feeling twice removed from home," says Chris, "and they just light up. They love it!"



Spring Musical 2019
Once on This Island





Upper School students shone this spring in Fay's production of *Once on This Island*. The one-act musical, which was written by Lynn Ahrens and Stephen Flaherty, tells the story of a peasant girl on a tropical island who uses the power of love to bring together people of different social classes.

The show itself was a labor of love on the part of Fay's dedicated faculty: it was directed and choreographed by Kathryn Maslak, with musical and technical direction by Jay Besch, sound design and pit orchestra direction by Lloyd Dugger, and costume design and prop management by Kathryn Spoelstra. The production featured the talents of not only the 56 actors on stage, but also a student-run stage crew and a student pit orchestra.

In Kathryn's program notes, she expressed her excitement about the timeliness and resonance of *Once on This Island*, noting that "there is freedom in finding connection to others, and I can think of no better way to unite people than through theater." Congratulations to the entire team on a beautiful and moving production!





FAY IN BRIEF

FAY READERS INSPIRED BY AUTHOR VISITS

This past spring, Fay was fortunate to welcome two authors to campus to share their craft with our students. In April, Matt de la Peña, New York Times-bestselling and Newbery Medal-winning author of seven young adult novels (including *Mexican WhiteBoy*, *We Were Here*, and *Superman: Dawnbreaker*) and five picture books (including *Last Stop on Market Street* and *Love*) met with students in each division and shared his journey from reluctant reader to author.

A few weeks later, Lower Schoolers were thrilled to welcome Sharon Draper, author of this year's One School, One Book selection, *Stella by Starlight*, to campus. Throughout the winter term, Lower Schoolers learned about life in the segregated south of the 1930s through Stella's eyes, and they particularly enjoyed the opportunity to hear from Ms. Draper and ask questions inspired by their reading of her book.

UPPER SCHOOL STUDENTS TRAVEL TO COSTA RICA

Over March break, a group of thirty Upper School students traveled to Costa Rica through Fay's Adventures Abroad program. From bustling cities to tropical rainforests and pristine beaches, Fay students spent eight days exploring the landscape and culture of Costa Rica. Chaperoned by five Fay faculty members and led by Adventures Abroad veterans Alina Argueta and Emily Gifford, Fay students hiked through waterfalls, crafted alongside local artisans in San Carlos, and traversed zip lines and hanging bridges in the Monteverde Cloud Forest. As they traveled through the country, students also had the opportunity to experience a traditional Costa Rican cooking lesson, practice Spanish with local students, and encounter the unique wildlife of this beautiful country.



RUBY BRIDGES HALL SHARES HER STORY

On Tuesday, May 7, Fay was pleased to welcome Ruby Bridges Hall to campus to share her story with our Upper School students. Ruby became a seminal figure in the Civil Rights Movement when she was chosen in 1960 at the age of six years old to be the first African-American child to desegregate her all-white elementary school in New Orleans. Ruby's story has been the subject of several books, including her own book, *Through My Eyes*; a 1998 made-for-television Disney movie titled *Ruby Bridges*; and the iconic 1964 Norman Rockwell painting *The Problem We All Live With*.

When Ruby started first grade at the William Frantz Elementary School, she was escorted to school every day by U.S. Marshalls through a crowd of jeering protestors. She spent that first year as the only student in her classroom because white parents refused to have their child share a classroom with her. Her teacher, Barbara Henry, moved to New Orleans from her home in Boston to teach her because teachers in New Orleans were quitting their jobs rather than having to teach black children. As Ruby grew up, she researched her story and role in history; this spring, she shared what she learned with Fay students.



Ruby urged Fay students to broaden their perspectives and think beyond race as she echoed the message of Dr. Martin Luther King. "Don't be fooled into thinking that it has something to do with what you look like," she said. "You need to take the time to get to know each other and judge each other by what's on the inside."



EMMA DING '21 ORGANIZES SUCCESSFUL BOOK DRIVE

Seventh grader Emma Ding ran a successful fundraising drive this spring to purchase books for the residents of the Daliang Mountain region in China. While her family has been supporting impoverished families in this region for a long time, Emma wondered what she personally could do to help. "My brother and parents have had first-hand experience of their environment," she says. "The children have to travel far to get to school, and their living conditions are poor, with little access to the outside world."

Emma began by writing a series of pamphlets about her experience in the west but soon realized that what residents really needed was books. Emma reached out to friends, family, and Fay classmates about her plan and started collecting donations, some in increments as small as \$2.00. After only six days, Emma had raised \$900. While that is an impressive sum, books are expensive, and Emma was fortunate to also visit the book sale at the Southborough Public Library. When the library learned of her plan, they donated 70 gently-used elementary books like *The Giving Tree* and *Frog and Toad*. Emma plans to deliver the books to the Daliang Mountain region this summer.

THE GALLERY EFFECT

For many artists, one of the most gratifying—and validating—aspects of creating art is being able to share one's vision with others. Fay's visual arts faculty capitalized on this truth by turning the Mars Room into a working gallery this year, with a revolving series of art installations.

The artists on display this year reflected a range of ages and a breadth of perspectives. Earlier this fall, the eighth grade Two-Dimensional Art class displayed their continuous contour drawings of guitars, and then the first and second graders held a combined showing of their work. This was followed by a show featuring pieces by seventh graders: their retrospective of portraiture and still lifes demonstrated the students' mastery of value (the use of light or darkness to create a focal point). Digital Photography students put on the final show of the spring, displaying their favorite images from the class.

A highlight of the year was the show presented by the Advanced Studio Art class, an elective open to ninth graders. For their spring exhibition, each student curated his or her own portfolio of work and chose four pieces to represent the year's artistic journey. Posted with each student's work was a personal statement that reflected on the year's projects, inspirations, and struggles, while the wall facing the installation featured a row of



oversized self-portraits—creating the sense that the students themselves were looking out at the show.

Chris Kimball, Fay's Visual Arts Coordinator, notes that when art is displayed properly, it elevates the experience for the audience and for the artist. "A good display removes the distractions," says Chris, "so people can stand back and take in the work from an appropriate distance."

The process of framing and arranging artwork for display also offers students an important perspective. "The Advanced Studio Art students were in control of developing the way their work would look and made aesthetic decisions about how the audience should interact with their pieces," he says. It's an experience that Chris hopes to replicate in the future. "When you consider our alumni, faculty, and students, the amount of artistic talent in our community is remarkable, and it deserves to be seen."

Fay School's Ideas & Insights Speaker Series

*Fay has
two exciting
speakers
lined up for
the 2019–20
school year!*

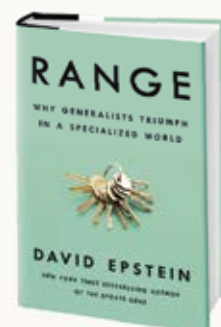


David Epstein:

Range: Why Generalists Triumph in a Specialized World
Thursday, September 26 at 7:00 p.m.

Fay is delighted to welcome David Epstein, author of the New York Times bestseller *Range: Why Generalists Triumph in a Specialized World*. Epstein, who is also the author of the New York Times bestseller *The Sports Gene*, argues against today's trend toward children specializing early in sports and academics. Instead, he uses

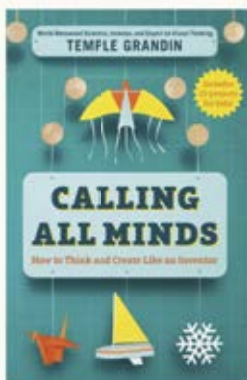
research on the world's most successful athletes, artists, musicians, inventors, and scientists to argue that in most fields—especially those that are complex and unpredictable—generalists, not specialists, are primed to excel. They're also more creative, more agile, and able to make connections their more specialized peers can't see. Epstein makes a compelling case for actively cultivating inefficiency and for exploration across domains, showing how people who think broadly and embrace diverse experiences and perspectives will increasingly thrive in a world where computers now master more of the skills once reserved for highly focused humans.





2019–2020 Season Welcomes Bestselling Authors

Temple Grandin:
Calling All Minds: How to Think and Create Like an Inventor
 Wednesday, April 29 at 7:00 p.m.



On April 29, we welcome nationally recognized autism spokesperson and animal activist Dr. Temple Grandin to speak on campus. Dr. Grandin, who is a professor of animal science at Colorado State University, is one of the first individuals on the autism spectrum to publicly share her experience and perspective. She is the author of several books, including *Calling All Minds*, *The Autistic Brain: Helping Different Kinds of Minds Succeed*, and *The Loving Push: How Parents and Professionals Can Help Spectrum Kids become Successful Adults*. In addition to her work with autism advocacy, Grandin is also known for her work in advocating for the ethical treatment of livestock.



Fay Welcomes New Trustees

This spring, Fay welcomed two current parents and one alumnus as new members to the Board of Trustees. They bring years of experience, wisdom, and expertise to our board, and we are grateful for their commitment to Fay.



Peter Bauer P'15,'18,'22
Southborough, Massachusetts

Peter and his wife, Vicky, have three children, all of whom have attended Fay: Becca '15, George '18, and Megan, who will be entering seventh grade. Peter is the co-founder, chairman, and CEO of Mimecast Ltd. (NASDAQ: MIME), which provides cloud-based services for email security, archiving, and continuity. The company has offices in the U.K., Germany, the Netherlands, South Africa, and Australia. Peter grew up in South Africa; he attended the South African College School and received a diploma from the Institute of Marketing Management South Africa. After living in the United Kingdom, where Mimecast was founded, Peter moved to the Boston area in 2011 to lead Mimecast's expansion into North America. Peter was the parent speaker at Fay's Baccalaureate Service last spring.

Heather Ryan Girolamo P'19, '21
Hopkinton, Massachusetts

Heather and her husband, Alessandro, have two sons who have both attended Fay: Hayden '19 and Pierce, who will be entering eighth grade. Heather is Vice President at Ryan Financial, a firm that provides comprehensive wealth management services to individuals, families, and trusts, and she is a member of the Ryan Financial Investment Committee. Heather earned her bachelor's degree from Boston College, cum laude, and received her law degree from Suffolk University Law School. She began her career at Fidelity Investments in Boston; subsequently, she worked in the investment management practice group of the international law firm Clifford Chance LLP and then joined MFS Investment Management in Boston as Associate Counsel. Heather served as the Executive Board Treasurer of Fay School Parents' Association and currently serves on the Investment Committee for the Fay School Endowment. Heather has run the Tufts 10K for Women several times, raising money for cancer research funds at Beth Israel Deaconess and Dartmouth-Hitchcock.



Arthur Ting '90

Taipei, Taiwan

The Ting family has been part of the Fay community for many years: Arthur's brother, Albert, is a member of the Class of 1987 (and also a former trustee); Arthur's nephews also attended Fay.

After graduating from Fay, Arthur attended Tabor Academy and then Boston College. Arthur and his brother Albert jointly run their family's business, Phu My Hung Group, which invests in infrastructure and real estate in Vietnam. Arthur also serves as Chairman of Phu My Hung Corporation; Chairman of Phu Hung Life Insurance; Chairman of Macro Technologies Inc., Ltd.; Vice-Chairman of TVBS Media; and Director of China Airlines. In honor of their father, the family established the Lawrence S. Ting Memorial School in Ho Chi Minh City in 2008, where enrollment has since grown to over 1,000 students. Arthur and his wife, Jessica, reside in Taiwan and have four children.



New Roles for Fay Administrators



On July 1, Diane Byrne took on a new role at Fay as Director of Finance and Operations. Diane came to Fay in 1999 as Assistant Business Manager and Controller and was eventually promoted to Assistant Director of Finance and Operations. In this role, Diane implemented a new budget process for the School and has worked closely with administrators and department chairs to help them make informed financial recommendations and decisions. In 2015, Diane was presented with the Laura Ducey Award for Dedicated Service, a fitting tribute to her personal and professional commitment to Fay. At the Faculty and Staff Service Awards in April, Diane was recognized for 20 years of service to Fay School. In his remarks recognizing Diane's contributions to the school Head of School, Rob Gustavson noted that "Diane cares deeply about everyone in our community: students, parents, faculty, and staff—and she works hard to ensure that all are treated with fairness and equal respect. She is honest and ethical, and always does what she believes is right, regardless of the circumstances."

Rob Crawford also took on a new role in July as Fay's Director of Advancement. Rob first came to Fay in 2011 as Director of Marketing and Public Relations, a role in which he led the processes of defining Fay's brand, strengthening the School's public image, and refocusing our marketing methods. In 2017, he joined Fay's Advancement Office as Director of Development. Rob has extensive independent school experience, having served as Director of Development at Beaver Country Day School and Park School; teacher, coach, and dorm parent at Cardigan Mountain School; and teacher, coach, and trustee at Derby Academy. Rob earned his bachelor's degree from Dartmouth College, a master's degree in education from Lesley University, and an M.B.A. from the University of Michigan. Rob and his wife, Meg, who is a pediatrician at Framingham Pediatrics, have five children, three of whom are Fay alumni or current students: Elizabeth '19, Charlotte '21, and Katherine '23.

Congratulations to Diane and Rob on their new positions!



Faculty Profile Paul Abeln

Paul Abeln joined Fay in 2012 as English Department Chair, and in that role, he continues to develop the curriculum, oversee faculty evaluations, and mentor teachers in Fay's English, Language Arts, and ELP programs.

Paul has a Ph.D. in American and Comparative Literature and has been teaching for almost twenty years in independent schools. Since coming to Fay, Paul has taught English to grades six through nine, but in recent years, he has focused on teaching English in the ninth grade program.

Outside of Fay, Paul enjoys writing fiction and poetry and is an avid outdoorsman, spending his summers fishing, hiking, and camping around New England with his family. Paul also loves to travel and has traveled to the Dominican Republic and China with Fay's service and academic programs. This past winter, he enjoyed traveling to Beijing and Shanghai with Fay's Admissions team. Paul's son Lucas is a rising sophomore rower at Gonzaga University in Spokane, Washington, and Paul enjoys traveling to regattas and rowing competitions to watch his son compete. We caught up with Paul recently to talk about how the English Department at Fay has changed over the years and what he continues to find challenging and rewarding about teaching at Fay.



English Department Chair Paul Abeln with his advisees.

HOW IS THE NINTH GRADE ENGLISH CURRICULUM AT FAY UNIQUE?

In most high schools, ninth graders are just starting out and finding their feet, but at Fay, our ninth graders are the leaders. They have a confidence and a focus that comes with being at the top of their game. It's important to me to inculcate in ninth graders the sense that they're beginning something new as students rather than finishing a curriculum. I tell them all the time that I'm going to teach this course as a high school-level course and I'm going to get them ready for the type of work they'll need to do in secondary school.

HOW HAS THE ENGLISH CURRICULUM CHANGED SINCE YOU STARTED AT FAY?

One of the big movements on my part was to increase the amount of poetry we teach and to diversify the novels that we teach. By that, I don't just mean literature that reflects racial diversity, but also literature that touches on a range of international cultures, language traditions, and socioeconomic experiences. We have also worked hard to maintain the strength of our analytical writing program while acknowledging the movement toward personal writing and writing stamina as a value for students. We have shifted our curriculum, where necessary, to help our students work on those different writing modes.

WHAT MAKES FAY A REWARDING PLACE TO TEACH?

I think Fay is a really special place. First, the international makeup of the students makes the community unique. Having students from Thailand, Russia, Mexico, China, and Southborough in the same classroom enriches the experience for them and for me. Previously, I worked mostly in day schools, and the students tended to view everything through a similar lens. Here, there are a hundred lenses, and this breadth of perspectives teaches me something new every day. I have to adapt, and that's invigorating for me as an educator.

We also have so many great teachers in the English Department, and it's inspiring to watch my colleagues grow into their areas of expertise and realize that they are at the top of their profession. We have our master grammarians, teachers with an artistic or theatrical bent, and published authors. Everyone has lived the literary experience in one way or another, and we support each other in those endeavors.

WHAT IS YOUR FAVORITE TRADITION OR EVENT AT FAY?

I love the Scull Essay Competition. Each Upper School student writes a personal essay, and one of the things that I find richest about it is that we have so many different stories being told from around the world. It really demonstrates how well we've done across the curriculum, not just in English, at teaching our kids how to write. Having students find and feel the value of their own voices as writers is crucial, and the Scull Essay is all about cultivating personal voice in a written form. It brings together all the things we do well: crafting great sentences through grammar, the use of structure for a purpose, valuing one's voice, and valuing one's own story.

DO YOU HAVE A FAVORITE BOOK TO TEACH?

It sounds funny because it's so traditional, but I really enjoy teaching *The Odyssey*. It's great because I'm teaching translation at the same time, which is one of my favorite things to talk about. This year, we are teaching the first version translated into English by a woman. I also enjoy teaching poetry. We read selections from *A Book of Luminous Things*, an anthology of international poetry. I studied comparative literature in graduate school, and having students with such a natural and intuitive sense of intersecting cultures—students who know from experience how different voices can come together in a harmonious, meaningful way—makes my experience at Fay special.



“HAVING STUDENTS FROM THAILAND, RUSSIA, MEXICO, CHINA, AND SOUTHBOROUGH IN THE SAME CLASSROOM ENRICHES THE EXPERIENCE FOR THEM AND FOR ME . . . HERE, THERE ARE A HUNDRED LENSES, AND THIS BREADTH OF PERSPECTIVES TEACHES ME SOMETHING NEW EVERY DAY.”

FAY SCHOOL'S 153RD



COMMENCEMENT 6.8.19



FAY CELEBRATES 153RD COMMENCEMENT





CLASS OF 2019



Secondary School Destinations



Talia Martens Alkhoury
Worcester Academy

Orville Amankwah
Choate Rosemary Hall

Andrew William Asherman
Belmont Hill School

Gretl Anne Baghdadi
Phillips Exeter Academy

Jasmine Imani Baker
Deerfield Academy

Sebastien Claude Bigar-Vann
Avenues: The World School

Terence Yan Tao Chan
Phillips Exeter Academy

Serena Chang
Loomis Chaffee School

Pasith Trin Changkasiri
Brooks School

Brendon Chung
Phillips Academy

Jordan Emmett Cox
New Hampton School

Kaitlyn Makenzie Curley
Pomfret School

Jai Aroon Dalamal
Lawrenceville School

Sarah Nancy Diamond
Tabor Academy

Mostafa Sameh Bahgat El-Bendary
Winchendon School

Annalisa Catherine Fang
Deerfield Academy

Tian Yu Jack Feng
Pomfret School

Hayden Dante Girolamo
Middlesex School

Begum Gokmen
Choate Rosemary Hall

Al-Divine Gravesande
West Nottingham Academy

Zhiqi Millie Gu
Deerfield Academy

Eric Han
Hotchkiss School

Ritika Raj Harjani
Pomfret School

Matias Jurado Ortiz
The Lancaster School

Brandon Hyeongsok Kim
Loomis Chaffee School

Doyoung Kim
Lawrence Academy

Jacob Alexander Klein
Loomis Chaffee School

Jiwoon Daniel Lee
St. Paul's School

Chloe Clara Lang Lewis
Choate Rosemary Hall

Yujin Lim
Groton School

Maile Emme Lin
Northfield Mount Hermon School

Shikun Austin Liu
Blair Academy

Isabelle Lu
Lawrenceville School

Alexander Michael Macdonald
Taft School

Isabel Moctezuma Villareal
Eton School

Yan Neklyudov
Cranbrook Schools

Brandon William Nemon
Tabor Academy

Ernest Daromirovich Obukhanich
Phillips Exeter Academy

Vu Minh Bob Pham Nguyen
Webb Schools of California

Emily Leela Randolph
Hotchkiss School

Aidan William Rowe
St. Johnsbury Academy

Yesu Horus Isaul
Sesenaya
Tabor Academy

Christopher Shia
St. Paul's School

Yeonju Kaylee Shin
Concord Academy

Haruka Hailee So
Phillips Academy

Isabela Mendonca Spina
Loomis Chaffee School

Qinyi Wendy Sun
St. Paul's School

Emiri Emily Tanaka
Tabor Academy

Ounjie Kevin Tong
Taft School

Maesa Vongkusolkrit
Care School

Jiatong Alexandra Wang
Phillips Exeter Academy

Siqi Jacqueline Wang
Peddie School

Zejia Dora Wang
Kent School

Christiana Catherine Weeks*
Lawrence Academy

Hughson Hiu Shing Wong
Hotchkiss School

Zi Hang Allen Xia
St. George's School

Chuanjie Jayden Yan
Care School

Yi Anna Yang
Milton Academy

Hanjiang Joe Yu
Kent School

Zhouchen Jason Zhang
Phillips Academy

Yizhi Joe Zhao
Brooks School

Frank S. Zhou
Phillips Academy



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

CLASS OF 2020



Mythri Bathini
Concord Academy

Hana Ainsley Bois*
Loomis Chaffee School

Brooke Isabelle Brennan
Rivers School

Seo Yeon Gloria Chun
Deerfield Academy

Oliver Andrew Clarence
Lincoln-Sudbury Regional High School

Ava Maria Conigliaro*
Algonquin Regional High School

Fabriciana De Soriano
Phillips Exeter Academy

Caroline DeSimone
Hopkinton High School

Elizabeth Ann Elkinson
Tabor Academy

Michael Scott Elkinson
Tabor Academy

Christa Carroll Finlay
Loomis Chaffee School

Joshua Josef Furman
Hopkinton High School

Zoe Nicole Gray
Groton School

Alexandria Reese Grenon
Worcester Academy

Alicia Guo
Groton School

Benjamin Ke-Ping Hack*
Belmont Hill School

Patricio Herrerias
The American School Foundation

Caroline Rose Hodi
Noble and Greenough School

Braden Edward Johnsen*
Rivers School

Erin Kim
Phillips Academy

Avery Campbell King*
St. Mark's School

Jocahn Lee
Noble and Greenough School

Bruce Li
Middlesex School

Maximus Cole Lockett
Lexington Christian Academy

Christopher Howland MacArthur
Phillips Exeter Academy

Morgan Alexandra Maglieri
Suffield Academy

Mason Connor Liu McCormack
Phillips Academy

Olivia Montemayor
College Cevac Monterrey

Matthew Nemsick
Salisbury School

Karenrose Margarita Padilla
The Pine School

Dylan Michael Prefontaine*
Hopkinton High School

Natalia Albuerne Pro
College Cevac Monterrey

Emilio Quintanal
Irish Institute Mexico

Kanav Sahani
St. Mark's School

Alexandra Schmidt*
Berkshire School

Tyler Stevenson
Algonquin Regional High School

Camila Tejado Hajj
Colegio Vista Hermosa

Olivia Wiman Waterfall*
Deerfield Academy

Leshui Jade Xiao
Middlesex School

Tianzhi Tina Yang
St. Paul's School

Yuming Mir Yeh
Cate School

Junjia Andy Zeng
St. George's School



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



“I WANT YOU TO THINK FOR A MOMENT about who you were when you first set foot on campus. And now think about who you are now—and in that space in between, I want you to think about all the things that you've tried. Water polo, kimchi, photography, lacrosse—I just want you to think about the things that you were like, ‘hm, this might not go well, let me see about this.’

I'll bet that somewhere in the accumulation of all those tries, you found something out about yourself that you never knew, that you stumbled on a new part of yourself that you never saw coming—and I'll bet that some of you in this audience now define yourself based on a talent that you discovered here. And that's because of the simple fact that trying changes us. In fact, you could say all we are is just a collection of things that we tried. And whether or not we're successful at what we're trying, we're learning every time.

“ PEOPLE TALK ABOUT BELIEVING IN YOURSELF AS IF IT WERE SOME FUNCTION OF OPTIMISM, JUST SEEING THINGS ON THE BRIGHT SIDE. I DON'T THINK THAT'S TRUE. I THINK BELIEVING IN YOURSELF IS A MATTER OF EVIDENCE. ”

So, for example, consider your recent trip to the Dominican Republic. On that trip, a lot of you realized that your class is cooler than you ever knew, and that your teachers are more patient than you ever knew. Some of you discovered that you have a talent for teaching, and others of you discovered that you definitely do not have a talent for teaching. But you learned that if you feel unsuccessful in the moment, you go home, scrape yourself back together, and come back and try again another day.

And that's what I wish somebody had told me when I was graduating from Fay. That trying is how you learn to believe in yourself. People talk about believing in yourself as if it were some function of optimism, just seeing things on the bright side. I don't think that's true. I think believing in yourself is a matter of evidence.

Every time you try something, you leave behind a trail of hard evidence about what you like, what you don't like, and most importantly, what you're capable of. And the evidence that you have created here at Fay through all the things that you have tried is something that you're going to take with you as tools for the rest of your life. It's the armor you will wear as you wade through any situation that makes you feel 'less than.'"

- Commencement Speaker CJ Hunt '00



CLASS OF

2016

College Destinations

Nathalie Ahn
Brown University

Maya Ardon
Brooklyn College

Sophie Banas
Rutgers University

Geethika Bathini
Boston University

Nicholas Bechard
Northeastern University

Carolina Cardoso
Wheaton College

Megan Christy
Duke University

Caroline Depietri
Boston University

Laura Drepanos
Colby College

James Esperne
Northwestern University

Joshua Fang
Harvard University

Caroline Fearey
Colorado College

Mary Flathers
Connecticut College

Sophie Franklin
Occidental College

Mabel Gao
*University of California,
Los Angeles*

Nick Gao
Georgetown University

Olivia Hammond
Boston University

Robby Harper
Colby College

James He
Boston College

Jung Hwan Heo
University of Southern California

Shelby Howard
Bates College

Jack Hynes
College of the Holy Cross

Andrew Iferenta
*PG Year,
The Lawrenceville School*

Rachel Ko
University of Pennsylvania

Se Ri Lee
Yale University

JJ Levandowski
Syracuse University

Cai Li
*University of California,
Santa Barbara*

Dajung Lim
*Washington University in
St. Louis*

Gennie Liu
Boston University

Amy Lu
Harvard University

Antonella Luiselli
*Tecnológico de Monterrey,
Santa Fe*

Kaitlyn Macdonald
Colgate University

FJ Marsh
University of Chicago

Eduardo Martin Escalante
Tecnológico de Monterrey

Gabe Martinez Gamer
Southern Utah University

Nicholas Masri
Lehigh University

David Mohamed
High Point University

William Ty Mohn
Oberlin College

Veronika Osgood
*Embry-Riddle Aeronautical
University*

Tess Papagni
Georgetown University

Sydney Pearson
University of Connecticut

Bobby Petracca
Northeastern University

Finn Pilaro
*Gap year; Maine College of Art,
Fall 2020*

Madden Pilkerton
University of Colorado Boulder

James Quinlivan
Northeastern University

Manuel Romero de Terreros
Universidad Iberoamericana

Matt Saghier
Pennsylvania State University

Thomas Scaringella
Lehigh University

Brandon Schuster
Bowdoin College

Catherine Shakin
Boston University

Sophia Shaikh
Northeastern University

José Miguel Soto
Universidad de Monterrey

Jon Svendsen
Denison University

Kayla Terzioglu
Boston University

Ink Thanajaro
New York University

Kabelo Tsotetsi
Syracuse University

Victoria Waterfall
University of Vermont

Eduardo Woodworth
Tecnológico de Monterrey

Helen Wu
University of Pennsylvania

Sarah Yoon
University of Pennsylvania

Graduating in 2020:

Christina Gong

Senna Hahn

Liam Kelly

Louis Lyons

Juwon Albert Moon

Alex Nemon

David Rondeau

Ting Yu Michelle Wan

NINTH GRADE SPECIAL AWARDS PRESENTED AT COMMENCEMENT



Jim Shay '78, President of the Board of Trustees, with Gretl Baghdadi, winner of this year's Founders' Medal, and Rob Gustavson.

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



Rob Gustavson with Christy Weeks, winner of the M.J. LaFoley Poteris Modo Velis Award.

Windeler Improvement Award:
Sarah Nancy Diamond

The A. Brooks Harlow, Jr. Flag Award:
Ernest Daromirovich Obukhanich

M.J. LaFoley Poteris Modo Velis Award:
Christiana Catherine Weeks

Jopling Thoughtfulness Award:
Isabela Mendonca Spina

Head of School Award:
Chloe Clara Lang Lewis
Yeshu Horus Sesenaya

Edwards Award for Citizenship:
Jasmine Imani Baker

Founders' Medal:
Gretl Anne Baghdadi



Sterling Fitzgibbons, winner of the Laura Ducey Dedicated Service Award, with Rob Gustavson.



Yeshu Sesenaya, winner of the Head of School Award (left), with Al-Divine Gravesande, winner of the Whitehouse Award for Earnest Effort in Boys' Athletics.

UPPER SCHOOL AWARDS PRESENTED AT PRIZE DAY

ARTS AWARDS

Drama Award:

Orville Amankwah

Art Award:

Isabel Moctezuma

Arion Foundation Award (Music):

Christopher Shia

ATHLETICS AWARDS

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

Chloe Clara Lang Lewis

Whitehouse Award for Earnest Effort in Boys' Athletics:

Al-Divine Gravesande

Annie Papadellis Award for Excellence in Girls' Athletics:

Jasmine Imani Baker

Morris Award for Excellence in Boys' Athletics:

Jordan Emmett Cox

ACADEMIC AWARDS

Seaver R. Gilcreast English Award:

Qinyi Wendy Sun

English Language Program Award:

Emiri Emily Tanaka

Scull Award for Composition:

Frank S. Zhou

Morrell Award for History:

William Pritchard Bernau

The Arline and Harvey Steinberg History Award:

Frank S. Zhou

Mathematics Award:

Zi Hang Allen Xia

Annie Leavitt Memorial Award:

Tianzhi Tina Yang

Philip G. Stevens '14 Science Award:

Yi Anna Yang

Creativity and Design Award:

Ernest Daromirovich Obukhanich

Wellness Department Award:

Sarah Nancy Diamond

World Language Award:

Jiatong Alexandra Wang

TOP SCHOLAR AWARDS

Highest Cumulative Averages

Grade Seven:

Chengyue Luna Zhang

Grade Eight:

Seo Yeon Gloria Chun

Grade Nine:

Frank S. Zhou

SCHOOL COMMUNITY AWARDS

Francis H. Tomes Memorial Award:

Frank S. Zhou

Bruce Higbee Storkerson Memorial Award:

Lucy Miller Mohn

Waldo B. Fay Memorial Award:

Chengyue Luna Zhang

Harvard Club Book Award:

Zile Mia Xiao

Elizabeth Reinke Service Award:

Terence Yan Tao Chan

Henry U. Harris Sr. Award:

Ezra Thomas Frain



Ezra Frain '20, winner of the Henry U. Harris Sr. Award, with Rob Gustavson and Margaret Sanel, granddaughter of Henry U. Harris, Class of 1913.

DORM CITIZEN AWARDS

Sixth Form Girls: Zile Mia Xiao

Top Floor Girls: Tianzhi Tina Yang

Middle Floor Steward Boys:
Chuanjie Jayden Yan

Top Floor Boys:
Pasith Trin Changkasiri

Village Boys: Jai Aroon Dalamal

Village Girls: Chengyue Luna Zhang

Webster House: Jiwoon Daniel Lee

East House: Serena Chang

CHOATE PUBLIC SPEAKING AWARD:

Jasmine Imani Baker



English Department Chair Paul Abeln with Frank Zhou, winner of the Scull Award for Composition, the Francis H. Tomes Memorial Award, the Arline and Harvey Steinberg History Award, and the Grade Nine Top Scholar.

PRIMARY SCHOOL MOVING UP CEREMONY





"You have made our school more beautiful with your smiles, your laughter, your curiosity, your love of learning, your openness to new ideas, your hard work, your different perspectives, your excitement, your friendships, your respect for one another, your kindness, your good listening, your love for your families, your sportsmanship, and your ability to stay strong in the face of challenges. Keep making the world beautiful in all those ways."

—Katie Knuppel, Head of Primary School





The Class of 2022

LOWER SCHOOL CLOSING EXERCISES



"We talk about all the other core values here at Fay, and we know what they look like. But Wellness of Mind, Body, and Spirit may be elusive. It is less tangible than that '4' in effort or that commendation on the bulletin board... It is personal. It develops in those sacred spaces that we can take with us wherever we go. It is up to you to define it and up to you to allow it to grow as you grow.

We all need those spaces to grow and develop and love and learn. So whether it is a stage, or a garden, or a mountaintop, or a beach, it becomes yours. You look for it because you know how it changes you—even for just a moment. And we all need those moments—and those sacred spaces. Pay attention to them. They are important. They matter." —Lainie Schuster, Head of Lower School





Class Speakers Diego Simosa and Lauren Simon.



Head of Lower School Lainie Schuster with Sophie Kamil, winner of the Eugene Kim O'Donnell Award.



Head of Lower School Lainie Schuster with Jesse Tokaya, winner of the Elizabeth H. Scattergood Memorial Prize.



CITIZENSHIP AWARDS

Grade 3:

Brody Giblin

Grade 4:

Max Mandler

Grade 5:

Dylan Elie
Stephen Hodi

Grade 6:

Ava Maglieri
Ashwini Menon
Kayo Silva
Diego Simosa

EFFORT AWARDS

Grade 3:

Kirabo Bukirva

Grade 4:

Catherine O'Sullivan
Anaaya Seth

Grade 5:

Isabel Goddard
Eleni Haseotes
Alexander Hodi
Ben Morse

Grade 6:

Andrew Antonopoulos
Leen Alsalem
Josephine Davis
Connor Gleason
Chloe Kim

SIXTH GRADE ACADEMIC EXCELLENCE AWARDS

Cayden Miu
Lauren Simon

EUGENE KIM O'DONNELL AWARD (Grade 5)

Sophie Kamil

ELIZABETH H. SCATTERGOOD MEMORIAL PRIZE (Grade 7)

Jesse Tokaya

CLASS SPEAKERS

Lauren Simon
Diego Simosa



*Head of School Rob Gustavson
with Jim Shay '78, President of
Fay's Board of Trustees*



More than 100 alumni, families, and friends of Fay gathered on Saturday, February 23 at the Warrior Ice Arena for the annual Boston Alumni Gathering and Hockey Game.

Reconnect & Celebrate:

THE 2019 BOSTON ALUMNI GATHERING & HOCKEY GAME

Now a Fay tradition, this event has become a highlight of the year for Fay alumni and a wonderful opportunity to reconnect—as well as enjoy some friendly competition!

After an hour of open ice time that was enjoyed by all ages, thirty Fay alumni gathered for a Reds vs. Whites faceoff, ably coached by former Fay hockey coach Don Pacific and current Fay varsity hockey coach and faculty member Joe Buteau.

Post-game celebrations included refreshments and more time to visit and catch up. If you missed this year's gathering, don't worry—you can save the date for the 2020 Boston Alumni Gathering and Hockey Game at Warrior Arena on Saturday, February 29. Go Fay!





Reiley O'Connor '05, Jon Olsson '05,
Lyndsay Gilson, Ben Gilson '05



Beth Pezzoni '10, Lisa Pezzoni P'07 '10,
Christian Papadellis '10, Cathy Papadellis P'07, '10,
Randy Papadellis, P'07, '10, Jon Pezzoni '10



Tony Mallozza '97 and Mike Cataldo '97
with their families.



Brendin Lange '97 and family.



Tyler Keefe '99, Vanessa Burrill '59,
Kinsley Burrill Perry '97, P'26 '27 '29



Emily Michelson '10, Jared Depietri '11,
Brandon Depietri '15, Bill Depietri P'11, '12,
'15, '16, Jim Shay '78, P'15, '17

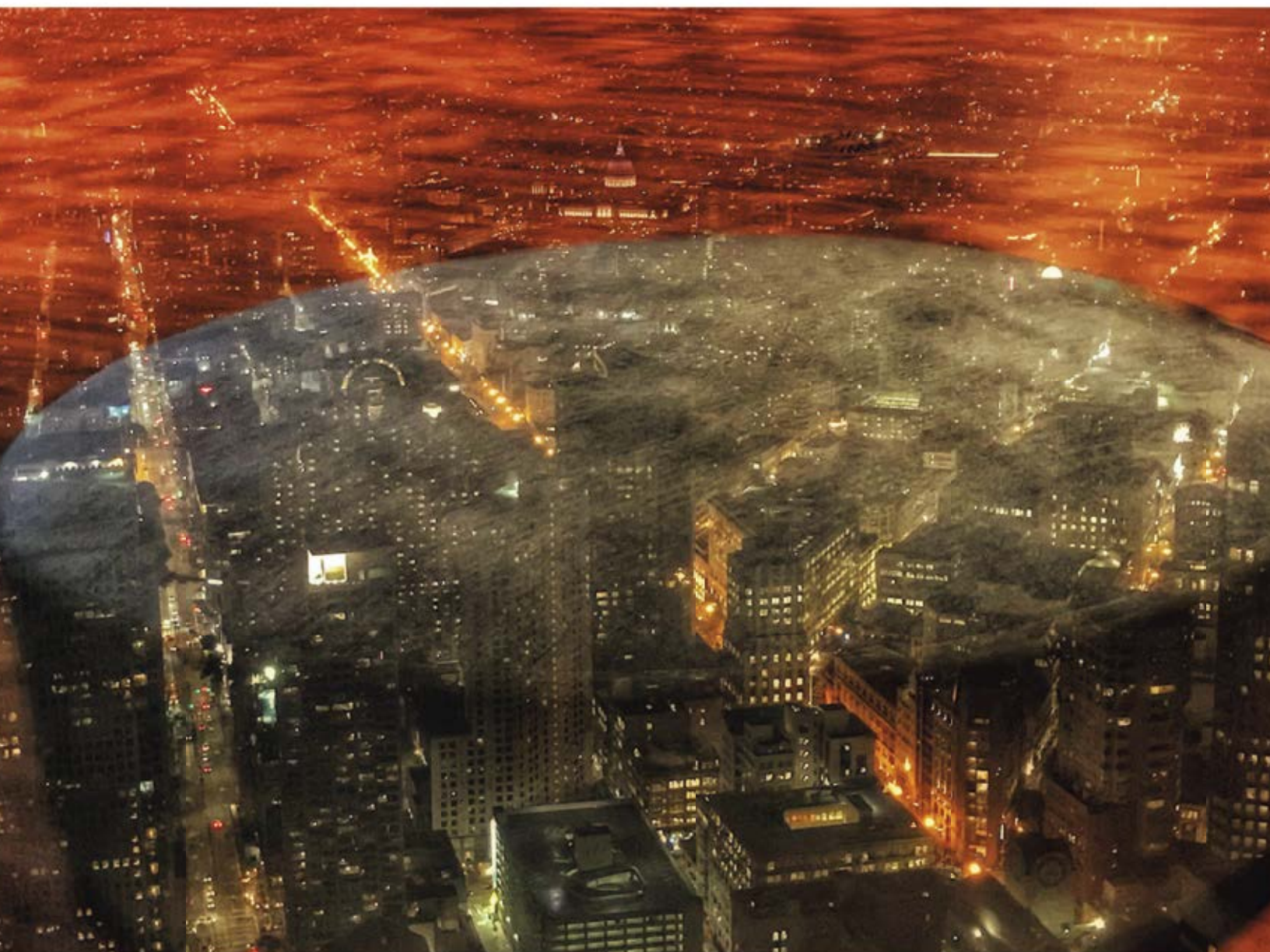
Alumni Reunion 2019

Right: Members of the Class of 1994, left to right: Arjun Maini, Dave Achterhof, Brian Andre, Jody Hornsleth Sepulveda '95, and Rob Sepulveda. Also present at the Class of 1994 dinner (but not pictured) were Keith Blades, Abby Fiske, Sandy Sperou Spinelli, and Chris Bishop.



Left: The reunion dinner for the Class of 2009 included (l to r) Aubrey Baumbach, Julianne Tournas, Shawn Fonge, Hassan Forrester '10, Kento Kato, and Julia Wardwell.





"And still we fiddle," a new work by Michael Endicott '69.

CLASS NOTES

1951

ALAN BROOKS checked in with this news: "I'm in my 59th year coaching track and field at Westminster School and, only weeks away from my 83rd birthday, still competing in the throws."

1952

DAVID SCOTT shared this update with us: "I recently returned from a cruise from Miami to Cuba. I had not been there since 1948, when I went home with a good friend from Fay in the spring of that year. I spent two weeks with **TOMMY BESOSA'S** family. We toured

the whole island. At that time, it was beautiful with bright colors on all the buildings. This last trip, the buildings were falling apart and all very dull in color. The people were all very friendly, but they loved socialism. I have lost contact with Tommy Besosa since the uprising in Cuba."

1954

DUTCH HEIDSIECK writes, "After 22 wonderful years 'snowbirding' between the northern neck of Virginia and Boca Grande, Florida, we are moving into a beautiful retirement home on St. Simons/Sea Island, Georgia. Our daughter and our three New York grandchildren visit there often as they own several properties on Sea Island in the Cloisters Compound." **GUY RUTHERFORD** wrote in to reflect on why he gives to Fay, noting, "Fay School provided me as a 10–14-year-old active boy a solid grounding in academics, sports, and outdoor life. Particularly memorable were the study of current events, camping, and outdoor activities (including riding and care of the horses), religious training, and the rewards of teamwork."

1956

It was great to hear from **MARSHALL EVANS**, who wrote, "Just reporting in. I currently have the same wife of 52 years, four children, 12 grandchildren, and one great-grandchild. Claire and I live in Atlanta fall and spring; Vero Beach, Florida, in the winter; and Vail, Colorado, in the summer. I still work, and my business interests are mostly in West Virginia, where I was born and raised. I am 78 and am blessed to be in great health. Best to all." **DOUG LOUD** has this update: "Over the past year, everything I've ever done professionally in the law, computers, finance, mining and construction has

been called into play. I've been working with the LCS Global Group. They have been appointed the investigator for a major financial institution looking into corruption and fraud in international infrastructure projects. Because of this, I've been to North Vietnam, Brisbane, Sydney, Dubai, Kazakhstan, Jakarta, Manila and Malaga, plus a week of Skype interviews in Pakistan and Beirut. Fascinating! Future projects may involve

sensitive reviews for organizations that are conflicted out or unable to perform the reviews themselves."

1960

JOHN BIRKINBINE checked in with this news: "My wife, Sarah, and I have moved from our Illinois home of 40+ years to a more pleasant climate in Venice, Florida. We will split our summer months between her family



ALUMNI AUTHOR

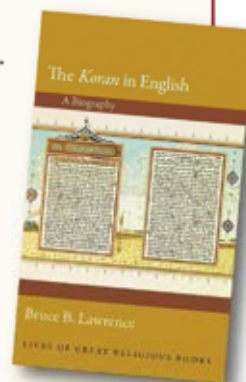
SPOTLIGHT:

BRUCE LAWRENCE '55

Bruce is the author of *The Koran in English—A Biography*, published by Princeton University Press in June 2017. Bruce's book, which tells the story of how the Arabic Qur'an became the English Koran for millions of Muslims, has been well received by numerous reviewers. Eric Ormsby of the *Times Literary Supplement* writes, "Lawrence offers a learned

yet elegantly written (and handsomely illustrated) account of attempts to translate the sacred text." Patrick Reardon of the *Chicago Tribune* describes it as "lively, open-minded and erudite ... you don't have to be a Muslim or all that religiously inclined to find this book ... delightful reading," while Jack Miles of the *Los Angeles Review of Books* notes that "Lawrence makes the story of the Qur'an in English as informative as it is fascinating."

In a recent update for *Fay Magazine*, Bruce let us know that he has been retired from Duke since 2011, but he frequently travels and teaches abroad. He shared with us this picture from Rabat, Morocco in January 2019, when he visited Mohammed V University for a doctoral defense and then the Mohammed VI Institute for Quranic Recitations and Studies. Also featured in the photo is Dr. Khalid Saqi, Director of the Mohammed VI Institute.



ALUMNI ARTISAN SPOTLIGHT: HENRY VAN WYCK SPENCER '65



At a time when many of his contemporaries are contemplating retirement, **Henry Van Wyck Spencer** decided that after years of crafting silver and gold jewelry for private clients and galleries he wanted to open his own gallery and present his work to the public. Last January, at the age of 68, Henry opened the Stanhope and Spencer Gallery in Rockland, Maine, and this spring he is opening again for a second season.

Henry began working as a silver and goldsmith in the late '60s and early

'70s making silver wire jewelry. Soon he opened craft stores and galleries in Chatham, Massachusetts; North Conway, New Hampshire; and Portsmouth, New Hampshire. "In the beginning, my limitations were based on my ability, but as I spent more and more time at it, I got better at the craft," he says.

In the early 1980s, Henry started doing chasing, a metalworking technique where metal is hammered from the front to create a design, and repoussé, a similar technique in which the metal is hammered from the back. He spent five years learning the techniques. "Now my only limitation is my imagination," he says.

Three years ago, Henry started working exclusively in gold. The challenge with gold is the way that it responds to light, and he notes that while he

works with the metal, he is paying close attention to the way the light moves across the solid surface.

Henry's work echoes early Greek or Egyptian jewelry but with a modern flair that he notes can sometimes be confusing to customers. "My work has a museum quality, and sometimes people come into the gallery and have a museum reaction—but it doesn't occur to them to buy it!" In 2017, as a first time applicant, Henry won awards in two separate categories in the Saul Bell Gold and Silver Jewelry International Competition; it is the only time a single artist has won or has even been nominated in two categories in a single year.

If you are in Rockland, Maine this summer, you can visit the Stanhope and Spencer Gallery at 342 Main Street or view Henry's work online at www.stanhopeandspencergallery.com.



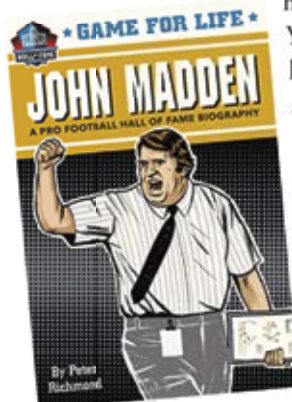
summer home in Ephraim, Wisconsin and my family's summer home near Brunswick, Maine. We look forward to the trips between these spots as a great way of seeing parts of the country we have not previously visited and visiting classmates and friends who have spread around over the years."

1967

PETER RICHMOND has this news: "I earned my master's degree in teaching in 2015 (better late than . . .) and just finished a five-year stint as an adjunct in the Education Department at Moravian College in Bethlehem, Pennsylvania, the sixth-oldest college in the United States and the first to educate women. My young-adult biography, *Game for Life: John Madden*, will be published by Penguin-Random House in July. In addition, my story about life on the very cool Door Peninsula

in Lake Michigan, the 'Cape Cod of the Midwest,' will appear in the summer issue of *Coastal Living Magazine*, which, for some reason, keeps sending my wife and me on summer vacations and paying me to write about them! We have sold our

house of 20 years in Millerton, New York, two hours north of the city, and have bought a smaller home one block away. The Hudson Valley rocks!"



A new young-adult biography about John Madden, written by Peter Richmond '67, is due out this summer.

1969

MICHAEL ENDICOTT shared this reflection: "The best part of being a photographer is that I spend much of my day just looking at my world and talking with people about what they see, particularly when I am in a show or open studio. It has helped push my photography into the realm of abstract art because it lets viewers find their own stories in it too, and I love when I hear what they see. One of my newer pieces, "And still we fiddle," (featured at the top of Class Notes) was shot high up in the Salesforce Tower in San Francisco at sunset just last month. It was inspired in part by lessons drawn from my Latin and Greek classes at Fay. It's currently on show at Silicon Valley Open Studios in Palo Alto. If you are ever in San Francisco, please come by my studio for a drink and come talk about what you see in your world. I post almost daily in Instagram at MichaelbEndicott."



Jeffrey Jay '73 gives a thumbs-up at the Superbowl in Atlanta.



Brooks Harlow '81 and Alice Harlow Ronconi '75 were recently together in Las Vegas, Nevada, celebrating Alice's "29 + 30" birthday.

1982

We were delighted to hear from **ELSA BALLIETT**, who shared this news: "Hello to all schoolmates—I would love to hear from you. After living in Southern California and working in HR and museum administration, I am now enjoying tropical Jacksonville, Florida, and the historic 'First Coast,' studying its wildlife, especially ducks, geese, and turtles. I can be reached at xi.persei@gmail.com and would like to catch up with you!"

1985

JILL MCELDERRY-MAXWELL writes with an update from her alpaca farm: "I continue to own suri alpacas, although I have retired from active breeding. I spent four years on the Suri Network Board of Trustees, helping to position suris as true livestock and not exotic pets. I have been spending more time working with their fiber and that of our new sheep—my passion is for color, and I enjoy dyeing the yarns from our flock. My son is a junior in college, looking forward to graduating and starting his math teaching career with Teach for America. I stay in touch with a number of classmates up here in Maine—Fay is still a special part of my life."



Hand-dyed wools from the alpaca herd of Jill McElderry-Maxwell '85.

Gregory White '74 Nominated as Massachusetts Superior Court Judge

This March, Gregory White '74 was nominated to the position of Associate Justice of the Massachusetts Superior Court by Governor Charlie Baker. The Massachusetts Superior Court handles criminal and civil actions across the state, and the court's 82 justices have exclusive jurisdiction of first-degree murder cases. Greg is currently chief of staff and general counsel for the state's Office of Consumer Affairs and Business Regulation; prior to that, he was an assistant district attorney in Worcester for a decade until 1998. He also served as a prosecutor in Norfolk and Middlesex counties and spent two years as a senior attorney advisor to the U.S. Department of Labor in Washington, D.C., before opening a private practice. "Attorney White's experience and service to the commonwealth coupled with his courtroom experience will serve as an asset to the Superior Court," said Governor Baker in a statement.

1987

KIT MCLEAN (known at Fay as **KATY STANBRO**) is living in Los Angeles and Saint Petersburg, Florida, where she runs a talent management company. Her daughter, Kira McLean, recently starred in the film *Permanent* with Patricia Arquette and Rainn Wilson.



Kira McLean, the daughter of Kit McLean '87, pictured front.

1991

TRIS MILLARD and family are still in New Orleans, and Tris reports that son Ozzie has completed 5th grade and Gus Pre-K. Tris' company Gulf Point Advisors, which was founded in 2016, is thriving. He writes, "Any Fay alum who finds themselves in New Orleans, feel free to look me up."

1993

News from **WILL KOFFEL**: "Our son Dexter will be starting Fay in the sixth grade this fall, as a member of the Class of '23. This transition sneaked up on us, and I'm now trying to recalibrate my relationship with Fay from being a student/alum to being a proud parent!"

1997

Here's the latest from **ERICA BURRILL FRANZ** and **CULLEN FRANZ**: "We are happy to announce that our family has grown! We had a little boy, Colton 'Colt' Everett Franz, on March 27, 2019. Cullen, Savannah, Colt and I are enjoying life in Houston. Cullen started his own high-end custom home and renovation company, Savannah Grace Homes, and I am

ALUMNI FILMMAKER SPOTLIGHT:

ELISABETH BRENTANO '99

Photographer and travel blogger Elisabeth Brentano has long been concerned about the impact of irresponsible social media behavior on the environment. Last year, she launched a petition calling on social media companies to penalize users who wander into sensitive or prohibited environments.

Unfortunately, this behavior has become all too common as the quest for the perfect Instagram photo tempts people to camp, hike, and climb into areas where they do not belong. Elisabeth wants to raise awareness about the damage it can cause to delicate ecosystems as well as the wildlife that calls those environments home.

Elisabeth recently produced a documentary called *In the Shadows of Lions* after spending a month filming in Namibia and South Africa last year to draw attention to the effect that human incursions are having on the big cat population. In her Instagram announcement, Elisabeth says, "The 20-minute documentary examines the balance between tourism, conservation, and social media, especially when it comes to practices that have an impact on big cats. Big cat populations are declining all over the world, and African lions alone have dropped from over 400,000 to around 20,000 in the last century. While those are daunting statistics, we can do a lot more than we might think when it comes to helping protect these animals. Whether we are planning a trip or we simply enjoy looking at wildlife pictures and videos on social media, it all starts with education, speaking up and taking action." To learn more about Elisabeth's work and what you can do to help, you can search *In the Shadows of Lions* on YouTube.



working as a natural gas liquids trader for a large oil and gas company. If any fellow alumni are in Houston, please reach out—we would love to see you!"

2002

The family of **DAN MANDELL** and his wife, Riley McLean, is growing! Son Patrick will be four years old in April; daughter Hannah is two years old; and son Will is two months old. Dan and Emily enjoy busy lives that include adventures with their kids and their work as doctors: Dan is a Fellow at New

England Baptist Hospital, and Riley is a Mohs surgeon at UMass Memorial Hospital.



Dan Mandell '02, wife, Riley McLean, and children Patrick, Hannah, and Will.

“Fay Was My Silver Lining”

Reflections from Josh Lesser '06



Josh Lesser '06 (pictured above, with wife, Joanna) shared this lovely reflection with us, and it is reprinted below in its entirety.

“I attended Fay School as part of the extraordinarily gifted class of 2006 for just one year after Hurricane Katrina, but that one year has had a tremendous impact on my life. I think back fondly on the heartfelt welcome and generosity that the faculty and students at Fay showed my sister Talia and me, welcoming us just weeks after the landfall of Hurricane Katrina in our hometown of New Orleans. It was magnanimous. And Fay has made me a more driven (*Poteris Modo Velis!*) and compassionate person.

After graduating from Fay in 2006, I attended St. Paul's School as part of the class of 2009. I then attended UCLA as part of the class of 2013 before returning home to attend the Tulane School of Law as part of the class of 2016, where I graduated *cum laude*. I passed the Louisiana Bar Exam in 2016 and practiced in New Orleans for two years before accepting a one-year Judicial Clerkship under the Honorable United States Magistrate Judge Sam Sheldon at the United States District Court for the Southern District of Texas, where I am currently.

While at law school, I met my wife, Joanna Jao, a Houston native. We dated for two years before getting married in June of last year. She is incredible and without a doubt my best friend and my better half. She has mentioned on occasion how special she thinks places like Fay and St. Paul's must be, which warms my heart. In thinking back, while Hurricane Katrina was undoubtedly a tragedy, I cannot help but feel blessed in having had the opportunity to attend Fay—something that would not have happened otherwise. Fay was my silver lining. Suffice it to say, I hope our children have the opportunity and make the choice to attend Fay.”

ALUMNI PROFESSIONAL SPOTLIGHT:

COURTNIE

CRUTCHFIELD-BOLDEN '06

It's an exciting time for Courtnie Crutchfield-Bolden, who was just elected the Rutgers Law Student Bar Association Treasurer as part of the first all-women's ticket for the Student Bar Association E-Board in the history of Rutgers Law School. Courtnie was also married in Lake Tahoe, California last summer, five days before she started law school. As a wife and stepmom going into the legal profession, she is acutely aware of the unique struggles that female lawyers have to face. “As we get older and want to have families, women lawyers find themselves unable to reconcile their careers and family lives, and they feel that they must make a choice. As someone who very much wants to ‘have it all,’ I hope to be a voice for women as much as I am an advocate for the student body at large.” Courtnie hopes to become a family lawyer specializing in adoption law, and she was recently elected Vice President of the Family Law Society and programming delegate for the Student Mental Health Association. “This is a fascinating period of growth for the unique issues that arise with artificial reproductive technology and non-traditional families, and I'm excited to help couples navigate the law to build their families.”

2007

WILLIAM WALL reports that he recently moved from Florida to the Chelsea neighborhood of New York City to start a job in healthcare investment banking mergers and acquisitions at Ziegler.

2010

SOPHIA STEINERT-EVOY let us know that she is currently producing a podcast for *The Nation Magazine* and will be heading to Columbia University in the fall for her master's degree in American Studies.

2011

MELISSA ZHANG has this news: "After graduating from UCLA, I moved to Colorado for a job with the U.S. Olympic Committee. I am working in their Communications Department as a sportswriter, writing stories about this



We want to hear
your news!

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



country's athletes and covering competitions and events (the next one will be in Lima, Peru this August)." **JAIME RIVERA TORRES** is making his name as an entrepreneur and is the founder of two businesses. One is an app called Napify that encourages users to reduce their cell phone usage and which has 70,000 daily active users in Silicon Valley and Mexico. When users lock their phones with Napify, they earn points for time spent "in the world" and can redeem those points for rewards and gifts.



Olivia Fleming '11 and George Mosko '11 met up recently in Nassau, Bahamas.

The other business is an app called Box N Suites: in the vein of Airbnb, users can rent out private boxes all around the world for games and performances. **OLIVIA FLEMING** recently made a trip down to Nassau, Bahamas, to visit **GEORGE MOSKO**. Olivia continues to live in New York City and has recently started a new job as Strategy & Execution Business Analyst at SIMON Markets, which is a fintech start-up that was rolled out of Goldman Sachs in December 2018. George is living in Nassau, where he is currently in an apprenticeship at Atlantis covering food and beverage management/development and project management for capital expenditures on

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Fay School-
Southborough
Fay School Alumni

the property. **JANE CHIAVELLI '11** sent us this picture and update: "**DAVID LI '11** and I graduated from Wake Forest's Masters of Accountancy program today. We reconnected during orientation after not seeing each other since ninth grade; what a small world!"



Jane Chiavelli '11 and David Li.

2012

ERIC REYNOLDS writes, "I currently attend the University of Pittsburgh,

where I have won a poetry slam, which resulted in being asked to perform before the Pitt Board of Trustees. I am also a musician and just this year had my first major gig, at the William Penn Omni Hotel." **LUIS LOCSIN** has graduated with a bachelor's degree in culinary science from the Culinary Institute of America in Hyde Park, New York, and he is now working as a line cook at Topping Rose House by Jean Georges in Bridgehampton, New York.



Jeff MacArthur '13 and Matt Flanagan '13 caught up at the Bates-Williams football game this fall.

2013

YANA SERRY is in her junior year at Wesleyan University. From January to May, she studied abroad in Paris, France.

2016

In April, **LAURA DREPANOS** led St. Mark's Students for Sustainability in hosting the Third Annual Interscholastic Sustainability Coalition (ISSC) Conference, which brings together students from independent schools across New England to discuss issues surrounding sustainability. The conference included presentations from schools, group discussions on how to make schools more sustainable, and a presentation from fashion designer Nathalia JMag. Laura reports that a number of Fay alumni took part in the conference, including **ALLISON BECHARD '18**, also from St. Mark's; **LAURA HERRMAN '17** and **LILY BRADWAY '17** from Worcester Academy; **SOO OH '17** from Deerfield Academy; and **JESSICA DIPIETRANTONIO '18** from Nobles and Greenough School.

2017

This spring, **SOPHIE STUDENT** was named the Independent School League's Most Valuable Player for girls' lacrosse. A three-time All-ISL selection and a rising senior at St. Mark's, Sophie is the co-captain of St. Mark's girl's varsity lacrosse team. According to a recent article on the St. Mark's website, Sophie helped lead St. Mark's to its fourth league championship in five years this spring, tallying 102 draws, 61 goals, 21 assists, and 28 caused turnovers. Sophie is committed to play Division I lacrosse at Virginia Tech beginning in 2020–2021.



This winter, Andrea Reynolds '17 (pictured right) qualified for and raced in both U.S. National and Junior Nationals, which were held at Waterville, Sugarbush, and Cannon.

Fay Alumni Speakers Shine at TEDx Events



This spring, two Fay alumni spoke at TEDx events. **NIYA HARRIS '18** was a presenter at TEDx Phillips Academy, where her talk, "The Injustice System," focused on the incarceration of African Americans. In her talk, Niya addressed the challenges of implicit bias and called on viewers to rethink their own perceptions of race and incarceration.

In late April, **CARINE KANIMBA '09** was a speaker at TEDx Portland. Carine is the adopted daughter of Paul Rusesabagina, the humanitarian who saved the lives of 1200 people during the Rwandan genocide (including Carine and her sister, Anaise '08), and whose story was featured in the 2004 film *Hotel Rwanda*. Carine's talk addressed the process of healing and forgiveness; she focused on how important it has been in her own process of healing to share her story, and she mentioned the winning speech she gave at Fay as an important moment in this process.

You can view Niya's talk at <https://livestream.com/phillipsacademy/TEDx2019/videos/189661972>. Carine's speech is available at <https://www.youtube.com/watch?v=sZu7N3LAbUM>; her 12-minute presentation begins at 1:31.



Niya Harris '18



Carine Kanimba '09



Young Alumni Weigh In: Finding Meaning in Secondary School

We were delighted to receive updates from some of our youngest alumni who are now in secondary school. A number of members of the classes of 2017 and 2018 wrote in to share highlights of high school thus far, new passions that they have discovered, and how they've continued to pursue the activities they enjoyed while at Fay.



JAKE DESABATO '18

**JAKE DESABATO '18,
SUFFIELD ACADEMY '21**

"The highlights of my sophomore year at Suffield have been both on the field and in the classroom. During the fall season, our football team went all the way to a bowl game. During the winter, it was about growing as a basketball player and starting on the JV team. In the history classroom, some of the assignments remind-

ed me of being in Mr. Blanchard's class. **Being a leader at Fay has helped me to become comfortable with leading at the next level, both in sports and the community when I can. I am pursuing football, basketball, and lacrosse and am very excited to get into the lacrosse season.**"

**GLORIA SUN '17,
PHILLIPS EXETER ACADEMY '20**

"I have been enjoying my Exeter experience so far! I love the supportive community, the vigorous academic environment, and the variety of academic and extracurricular resources offered. I have become passionate about ornithology, and I am the founder and head of the ornithology branch of Exeter's Biology Club. I continued to pursue my interest in art by enrolling in art courses, including ART500, which is the highest art course available, this past fall term. I was also selected to be the head of the art-related service club called Art from the Heart. **Perhaps what I miss most about Fay is its small and close community.** I miss the family-style dinners and weekend trips to Starbucks."

SAM RIVET '17, NEW HAMPTON SCHOOL '21

"I'm keeping busy with varsity soccer, hockey, and lacrosse, and the spring musical. I also just got high honors for the first time. I love New Hampton; **I'm going to be a proctor next year**, and I recently started my college process."



MIKA IWASA '17, CONCORD ACADEMY '21

"At Concord Academy, **I am able to come out of my comfort zone to try new things, and I definitely think Fay prepared me to take on these challenges.** I loved Mr. Claire's art class when I was at Fay, and with the art techniques I developed in his class, I've been able to take many visual art classes at Concord Academy, ranging from graphic design to printmaking. During my time at Fay, I also made some really good friends, including Kelly Song at Phillips Andover and Richard Shum at Tabor Academy; I'm currently working with them on a student-run club called College For Cambodia, which supports college access for students in Cambodia through fundraising and other outreach programs. We have the same club in our schools, and we connect with each other frequently on the progress we made so far. It's amazing to see how our friendships have endured even though we're all at different high schools."

JILLIAN MIU '18, WORCESTER ACADEMY '22

"I have loved participating in many different groups and teams and meeting new people with diverse interests. This winter season, I did snowboarding on Wednesdays at Ski Ward and often met up with Ms. Smith, Ms. Williams, and the Fay team! I also joined the robotics team here at Worcester Academy, and I love learning about things like Java or wiring. **This fall, I was a part of the cross country team, a sport I have continued from Fay.** A highlight was the big meet on November 10, where I saw a lot of

my Fay friends who were also running! I miss the Fay community the most. I especially miss my advisory and my advisor, Ms. Williams, which is why it's great to go skiing and snowboarding with her!"



JILLIAN MIU '18

ELIZABETH DESIMONE '17, BROOKS SCHOOL '20

"I first learned to play volleyball at Fay with Mr. McCauley when I was in seventh grade. It was a sport I never thought I would play, but I ended up loving it. Brooks just added a volleyball team, and this year I was so excited to play again. **Not only was I able to be a part of the inaugural team, but I was chosen captain too!**"

DEMITRA MOUTOUDIS '18, DANA HALL '21

"The highlight of the school year has been finding my academic and athletic path here at Dana Hall. I've become more focused on field hockey, and I enjoy my arts classes as well. I have found that just like Fay, Dana offers a lot of opportunities to try new things, such as music, sports, and performing arts. After being away from Fay for the first year or so, I felt like I was in a totally new environment—which I really was—but I was reminded how much Fay had prepared me for six years straight. **It surprised me how prepared I was, especially in academics and athletics.** I miss my friends and my teachers, but I know Fay is an experience that I will always remember."



EPHRAIM BOAMAH '18

**EPHRAIM BOAMAH '18,
WINCHENDON SCHOOL '21**

"At Winchendon, I've made incredible friends and developed a deeper understanding of who I am as an individual. The opportunities offered at Fay really helped develop the core of my personality. **The classes that I loved, such as Topics in Modern America (TMA), have continued to influence me** as I try to pay

close attention to current events and make connections to events and topics that Mr. Beloff taught me during my ninth grade year. This passion has also allowed me to participate in the Model UN at Winchendon. Another interest that I have carried with me from Fay was the work that I did on education reform in Ghana through Mrs. McCauley's Capstone Project. Here at Winchendon, I have continued my independent study in this area and hope to establish a non-profit organization dedicated to education reform in Ghana as well as other aspects of education. It has been hard to not be around the place I called home for three years. I miss my friends, the classes, the teachers, and even Fay's serene atmosphere. I have truly missed being on campus and the weekends spent on the hills playing frisbee or riding bikes in the quad."

MADELINE LEE '17, DEERFIELD ACADEMY '20

"Fay has played a big part in helping me figure out what kind of person and friend I want to be at Deerfield. **My visual arts classes at Fay with Mr. Kimball and Mr. Claire created a solid enough foundation that I could enter the AP Studio Art program as a new sophomore.** Since then, I've been involved with the art program here, and I plan to continue taking art until senior year! I met some of my closest friends at Fay, and we still keep

in touch! Whenever I get the chance to see my friends at home or at Taste of Nations, it always seems like we just pick up where we left off."

HANNAH HUDSON '17, BERKSHIRE SCHOOL '21

"The highlight of my high school career so far has been becoming more independent with my schoolwork and dorm life. **Fay really set me up for high school by showing me how to advocate for myself.** At Fay, I played field hockey; I continue to pursue that at Berkshire and am now on the varsity field hockey team. What I miss most about Fay is the whole ninth grade program—it was such a unique experience that I would not give up for anything. I miss my ninth grade teachers and the experiences and trips I was involved in at Fay. Going to the Dominican Republic really changed me for the better. At Fay, I made lifetime friendships, and even though we go to different schools and live in different parts of the world, we are still connected. I'm excited to come back to visit in the years to come."



HANNAH HUDSON '17 (far right)

Young Alumni Weigh In: Finding Meaning in Secondary School

NATALIE CHENG '18, THACHER SCHOOL '22

"Learning horseback riding has definitely been a highlight of school so far. It can be challenging at times, but I have the support of my classmates who are also going through the same thing. Ultimately, there are so many amazing moments with my horse that make it worth it. I don't enjoy mucking out stalls quite as much. I also love playing varsity girls tennis at Thacher, which I was also a part of at Fay. **I have also continued to study Latin, a subject that I started at Fay and that has now become one of my favorite classes.** I really miss Fay tennis. It was often the highlight of my day, and I loved how close we all became. I also miss the teachers because they were a huge reason why my Fay experience was so positive. I miss my best friend the most, because I loved seeing her every day, and I've had to adjust to school without her."

LIBBY FLATHERS '18, ST. MARK'S SCHOOL '21

"I am loving St. Mark's! It's a great experience and an amazing community. I have pursued my love of singing and acting by performing in the St. Mark's female a

cappella group, The Royal Blues, and I even got a solo in the Beach Boys song 'Barbara Ann.' I was also cast in the play that St. Mark's is bringing to the Edinburgh Fringe Festival, which we will be performing for two weeks in August. **This year, I was one of the leaders of the student-run musical performance of Mamma Mia!**, which starred Fay alumni Mary Flathers '16, Shelby Howard '16, Jack Griffin '17, and Tommy Flathers '18. My involvement in music at Fay—such as choir, Chamber Singers, and the spring musicals—gave me the foundation to pursue my passions."

SHANE KELLY '18, BELMONT HILL '22

"Two things I miss about Fay are the people and campus. At Fay, I knew every detail and shortcut on the campus, but it took a few months to learn my way around Belmont Hill. It was also a challenge to make new friends and get to know my teachers, but despite these early struggles, now I can't see myself at any other school. **I was well prepared for the increased workload and demands of high school, all thanks to Fay.**"



SHANE KELLY '18



In Memoriam

EDWARD L. NORTON, III '45 *September 28, 2017*

Edward Loudon Norton III, 86, passed away peacefully on September 28, 2017. He was born in New York City to Pauline and Edward Loudon Norton, Jr. and grew up in New York and Bermuda. He lived for many years in Greenwich, Connecticut, before moving to Park City, Utah.



Ed was a 1954 graduate of Yale University, where he was an All-American swimmer and part of Yale's undefeated swimming team. He served his country in the United States Army, where he was stationed at the Panama Canal Zone, and he worked at Pepsi Bottling Company as a finance project manager for over 20 years before retirement.

Ed had an outgoing personality: he cherished old friends and made new friends wherever he went. He sang with the Golden Chordsmen in New York, The Saltairs in Utah, and the choir at the Park City Community Church.

Ed is survived by his wife of 58 years, Emily Anne Cremona Norton; his daughter, Emily Norton Elliott; his son, Edward Loudon Norton IV; and four grandchildren.

ALBERT ORMONDROYD, III '60 *May 21, 2017*

Albert Ormondroyd, III, age 72, of Orlando, Florida, passed away on May 21, 2017, at Florida Hospital Orlando. He was born in Waltham, Massachusetts, the son of the late Mary (Chase) and Albert Ormondroyd, II. Albert was a restaurant owner in addition to being an author, lecturer, and researcher. His latest book was entitled *God's Master Plan For Planet Earth*.

Albert leaves his wife, Nancy Amster Ormondroyd, of Orlando; two daughters, Jane Carmichael and Jennifer Ormondroyd; son Thomas Ormondroyd; sister Amanda Lotruglia; two brothers, Steven Ormondroyd '57 and Peter Ormondroyd; and many grandchildren.

AMORY SIBLEY CARHART, JR. '65 *January 13, 2018*

Amory S. Carhart, Jr., died on January 13, 2018, at the age of 66. Born in New York City in 1951, he was the only son of Amory and Lucile Carhart of New York City and Southampton. After Fay, he attended Brooks School; he was a graduate of Colgate University and Columbia University, earning a B.A. and M.B.A. respectively.

Amory made a lifelong career with Citibank in Manhattan and Zurich, Switzerland, until he retired in 2000 and moved with his wife and son to Lenox, Massachusetts, in the Berkshires to be near extended family.



In 1982, he married Karen Ekberg Carhart of Edina, Minnesota, at St. Bartholomew's Church in New York City. They were married 26 years.

Mr. Carhart enjoyed speaking French, reading fiction, barbecue grilling for guests, mowing his lawn, and planning international trips for his family. He was a member of clubs in Southampton, New York City and Lenox, but he most enjoyed opening his house to teens from Berkshire Country Day School and Lenox High School. Many teens called him "a father to us all."

He is survived by his wife, Karen, and their son, Amory S. Carhart, III. He was predeceased by his parents and his sister, Wendy H. Carhart.

MEREDITH BOWER HOLT '92

April 5, 2019

Meredith Lucy Bower, known professionally as Meredith Bower Holt, died suddenly on April 5, 2019, in Denver, Colorado. She was born in Antibes, France, to Myriam S. Bower (Pouille) and Peter T. Bower (Ann) and moved to the United States in 1978. She was a 1994 graduate of Choate Rosemary Hall, and in 1998 she graduated from Princeton University with a B.A. in English literature and a certificate in Italian language and literature. In 2010, she married Newton Holt, whom she met while working at ASAE: The Center for Association Leadership.



In October 2016, Meredith and Newton moved to Denver, Colorado, where she was an advocate for healthcare, human rights, and the eradication of the cruel stigma of mental illness. Her nonprofit expertise was invaluable in informing the nascent cannabis industry, and she was the driving force behind key campaigns to dispel negative stereotypes about cannabis, particularly for medical need. She was one of the first medical cannabis patients in Washington, D.C., and she gave many interviews about her experiences treating phantom limb pain with cannabis. She was a regular contributing writer to the Amputee Coalition of America's *InMotion* magazine. Meredith was co-leader of Colorado's #insulin4all initiative, and on March 21, 2019, she stood beside fellow Princetonian Governor Jared Polis as he signed CO HB1077, allowing pharmacists to dispense emergency refills of life-saving medications. She was fiercely proud of Colorado, her native France, and Princeton; at the time of her death, she was preparing to serve with the Class of 1998 on the Petey Greene Project to bring education to incarcerated people.

A below-knee amputee since 2006, and a patient with Schmidt's syndrome, one of the rarest endocrine diseases in the world, Meredith spent her entire life in the service of others. She leaves a powerful, enduring legacy as a patient advocate and compassionate citizen of the world.

Meredith precedes in death her husband and partner of 11 years, Newton Holt; her sister, Melanie Bower Calu '94; her parents; and a multitude of family, friends, and allies.



In Memoriam

DARWIN KINGSLEY *former faculty* *April 7, 2019*

Darwin P. "PK" Kingsley III died on April 7, 2019, after a period of declining health. PK was born in New York City in 1927 and grew up on Long Island, playing squash at the Rockaway Hunt Club. He served in the military as a sergeant in the United States Air Corps

and earned a B.A. from Yale University, where he played number one on the famous Skillman squash team that went undefeated for four years and 47 matches in a row until losing to Princeton in the final match of the 1949–50 season. He also earned an Ed.M. from Harvard University in 1958.

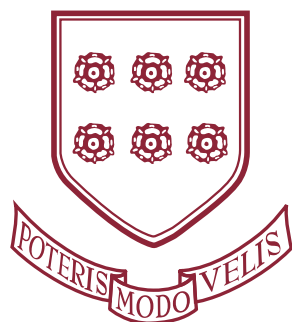
PK worked as Director of Admissions and a Latin teacher at Fay from 1950 to 1965. Later, he served as Assistant Headmaster of the Middle School of Episcopal Academy in Merion Station, Pennsylvania, where he continued to teach Latin and coached squash. In 1965, he became the Executive Director and first full-time employee of the United States Squash Racquets Association (now U.S. Squash). Over his many years with USSRA, he helped increase membership from 160 member clubs and 800 individual members in 1974 to 350 member clubs and over 10,000 members when he retired in 1992. In later years, he partnered with Alfie Hunter, Jr. to win the national senior doubles in 1979 and 1980 and the national masters doubles in 1988. In 1984 he was awarded the President's Cup, and he was elected to the U.S. Squash Hall of Fame in 2001.

PK's volunteer service included the Rotary Club, Plays and Players in Philadelphia, and over 13,500 volunteer hours at the King of Prussia studio of Recordings For the Blind and Dyslexic (now Learning Ally).

PK was the husband of the late Jane Corton Kingsley. He leaves his children Peter Kingsley, Anne Musgrove, Jim Kingsley, and Elizabeth Kingsley; and three grandchildren.







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