

FAY

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In this issue:

Being Our Best Selves: Exploring Identity

A Design Thinking Approach to Service Learning

From the Mayflower to the America's Cup with Jay Coogan '64



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Head's Notebook

Being Our Best Selves

Adapted from Rob's remarks at this fall's Parents' Weekend



I'd like to spend a few minutes reflecting on this year's school theme, Being Our Best Selves. Implicit in the idea that we can be our best selves is the assumption that each of us has multiple selves—or at least different versions of ourselves. It's likely, for example, that we act differently with strangers than we do with friends, and differently still with our families. This variation is natural and to some extent desirable. Civility, propriety, and social convention direct our behavior, and the ability to adapt and act appropriately depending on the situation is an important life skill. On a deeper level, however, we don't view frequent, fundamental shifts in personality or values as a positive character trait. We neither respect nor admire those who appear to be playing different roles at different times, especially if they seem to be trying to manipulate or deceive. It's

hard to trust someone if you can't be sure who he or she really is. Consistently embodying the best version of ourselves is difficult, however. From time to time—whether out of complacency, carelessness, or fatigue—all of us act against our better judgment. We lose our patience and say things we later regret; we give in to temptations; we are wasteful; we cut corners and take the easy path. None of us can be perfect, and perfection should not be our goal. But acknowledging these lesser versions of ourselves is essential. Striving to be our best selves requires

that we recognize when we have not lived up to our own values and that we try to do a bit better the next time.

Ideally, over time, this ongoing reflection and refinement advance the integration of multiple versions of ourselves into one best self. Integration is, literally, what we mean when we say someone has integrity. A person of integrity is whole, not fragmented. He or she is reliable and trustworthy, fundamentally the same person in the ways that matter most, regardless of the situation. The journey toward integrity is an intensely personal process of self-discovery.

“One of the great benefits of a school like Fay is that we deliberately work to maintain a positive culture, centered around shared values, in which making good choices is affirmed.”

Each of us must formulate our own conception of personal excellence, and we must determine our own standards. Just as I am the only one who knows who my best self is, I am the only one who can assess whether or not I have met my own expectations.

It's often said that character is what you do when no one is watching. This aphorism is attributed to the legendary basketball coach John Wooden, who went on to say, "Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are." These are good reminders for our children at a time when reputation and perception seem to predominate in our larger culture, and the effects of social media are causing many of our young people to struggle with anxiety and depression resulting from unrelenting pressure to maintain an unrealistic, falsely positive, public persona.

In contrast, at Fay we want our students to understand that being their best selves does not depend upon the opinion of others. Rather, it is based on self-knowledge and an internal desire to achieve their own self-determined goals. We also want them to know that this vision of their best selves can and should change over time. As David Epstein, author of the bestseller *Range*, told our Upper School students when he visited in September, in order for us to continue to learn and grow and become fully ourselves, it's crucial that we actively pursue multiple areas of interest and bring knowledge we have gained from our past experiences to new challenges and opportunities.

Starting at the earliest grades, we want our children to understand that they are constantly making choices, and they can decide what kinds of people they want to be. One of the great benefits of a school like Fay is that we deliberately work to maintain a positive culture, centered around shared values, in which making good choices is affirmed. As parents and teachers, we can convey clear expectations and explain the logical consequences of children's decisions. We also know that we can guide them and coach them and encourage them, but we can't make them follow a particular path. When we ask our children, "Are you being your best self?" we nurture the development of their conscience and character. We hope that year by year, as we uphold consistent community standards and provide thoughtful feedback, they begin to regulate their own conduct, and it

becomes instinctive for them to do the right thing, according to their own internal moral compass.

Joan Didion wrote, "Character—the willingness to accept responsibility for one's own life—is the source from which self-respect springs." At Fay, we hope that by the time our students graduate, they are grounded and secure, fully accepting responsibility for their own lives, confident in their aspirations, and not easily influenced by the opinions of others. We hope each has gained a better understanding of who his or her best self is, has internalized the determination to become the best self they envision, and has developed the ethical stamina to strive to become a person of integrity. All of us look forward to joining with you as we engage together in this profoundly important work.

—Rob Gustavson



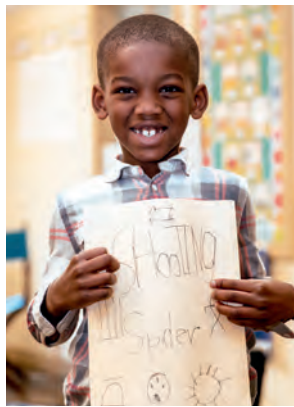
Who am I, and what role do I play in my community?
Students explored these central questions of identity as we
launched this year's schoolwide theme, Being Our Best Selves.

THIS IS ME

by Daintry Duffy Zaterka '88

The Wampanoag names that Fay second graders chose this fall showed just how well these seven-year-olds understand themselves already. One student selected Pink Water—a perfect name for her, says second grade teacher Katie Farrar, because “she goes with the flow, has a calm, soothing voice, and will play with anyone.” Another student chose Brave Lion, an equally apt name that fits his more boisterous and forceful personality. That self-awareness will serve these students well at Fay and beyond, says Head of Primary School Katie Knuppel. “As they grow, it will enable them to think about who they are as learners and who they want to be in the context of the wider community.”

While identity is a recurring theme across the curriculum, it was an intentional area of focus for Fay students this fall as it provided a concrete entry point to the schoolwide theme of Being Our Best Selves. “It’s a concept that every



child can access,” says Head of Lower School Lainie Schuster. “Being your best self means knowing who you are and what makes you, you.” It also enables a greater understanding of others. “In an effort to be our best selves, we want to be sure we are truly ‘seeing’ each other,” says Director of the Educational Program Julie Porrazzo, “our similarities as well as our differences.”

Telling my story

Expressions of personal identity took a wide variety of forms, from narratives, speeches, and oral essays,

to collages, self-portraits, and digital representations.

Inspired by NPR’s *This I Believe* feature, students in Sarah Ripton’s and Paul Abeln’s Upper School English classes crafted personal





essays that they recorded as if for the radio. Each student told a personal story highlighting a core belief, with topics ranging from the effect of music on one's mood to



how a parent's insistence on trying new things has sparked new interests.

Fifth grade speeches focused on identity as students used the prompt "I am..." to reflect on a defining moment in their lives. Inspired by the graphic novel *El Deafo* by Cece Bell, fifth grade teacher Christine Fearey had her students take a mid-speech-writing break and illustrate a moment from their speech as a graphic novel. "Students were able to zero in on the big moment in their speech and unwrap it," Christine says.

In the sixth grade, Lara Gleason's personal narrative writing process also had a visual component. Lara asked students to reflect on their journals—which were decorated with words and images depicting their personal interests and values—and select one aspect of their identity to explore further. For some students, this concept was difficult to grasp but rewarding to explore. For example, sixth grader Rachel Ding began thinking about how important dance is to her, but as she reflected further, she came up with this final theme for her piece: "I am a person/dancer who works hard to achieve my

goals." In her final conclusion she states, "[My experiences] have helped me not only embrace the beauty and elegance of dance but also are shaping me into a better person. Now I am more patient to learn, daring to try, confident to overcome difficulties, and grateful for all the people around me. That is the beauty of dance."

The hallways and classroom walls were covered with expressions of identity this fall. Upper Schoolers participated in an identity mapping activity where they considered sixteen dimensions of self (such as age, race, geographic location, language, and ethnicity) and then



selected the four most dominant dimensions in their own lives. Using corresponding colors of construction paper, each student created a collage. The project led to rich discussions. “In middle school, students spend so much time focusing on who they are in relation to their peers,” says Head of Upper School Sarah Remsberg. “Allowing kids to have a real conversation about these concepts outside of the classroom is important.”



In Lower School, the community focused on names as a facet of identity. At Lower School Morning Meeting, Julie Porrazzo shared the book *My Name is Sangoel* by Karen Williams and Khadra Mohammed. It's the story of a boy who quietly puts up with the fact that nobody

pronounces his name correctly until he thinks of a clever solution to the problem. Like Sangoel, each Lower School student created a rebus of their name—a puzzle of pictures and letters representing the correct phonetic pronunciation of a word. Students worked with Digital Literacy teacher Lisa Sanderson to create the rebuses that now hang above each cubby in the Lower School hallway. “It’s empowering for students to say, ‘this is my name, and I’ll teach you how to say it,’” says Lisa.

We are different but connected

Identity is a lens through which children can celebrate their similarities and differences. At the first Lower School Meeting of the year, Lainie asked students to consider the different groups that they belong to within the Lower School community as well as the characteristics that make each student unique. Working with their Lower School tribe (mixed groups of third through sixth graders), each student decorated a crayon glyph. Decorations were based on a key that highlighted differences and similarities, from the number of children in their family, to how many pets they have, and even how they feel about taco day at lunch!



Identity conversations start early in Primary School, where first graders play “A Big Moose Calls for Me” in their morning meeting. Students take turns getting up and finishing the phrase, “A big moose calls for me and anyone else who...” with details about themselves like their favorite color or that they love dogs. Every student for whom that is also true stands up. In Kindergarten, when students bring in their “All About Me” bags to share, students with similar interests stand up to show their shared love for LEGOs or having a sibling. “It highlights our connections as well as the ways we are all unique,” says Kindergarten teacher Kelly Porter.

Identity deepens understanding

Identity also provides a rich framework through which students gain a deeper understanding of their studies. In seventh grade World Cultures, students explore regions around the world and learn how geography, economics, religion, and history have



influenced each area's unique cultural identity. Upper School history teacher Emily McCauley starts the year by having each student produce a brochure or 3D project that shares aspects of their own identity with the class. As they study the history of the Middle East or the Rohingya refugee crisis in Myanmar, identity will be a recurring flashpoint. "I try to emphasize that all issues are human issues created through categorizing people in an "Us vs. Them" manner and relying on stereotypes," says Emily. "All of the work starts with identity."

History teacher Joel Rubin used identity to help his American History students in the ELP program understand the immigrant experience and how that diversity has shaped America. Each student interviewed an adult or student on campus that they didn't know. "It helped them realize that while we're all from different places, we're similar in many ways. It is also a direct parallel to how people in the United States are diverse but have historically come together and used those differences to make the country stronger."

In some cases, students had the opportunity to incorporate their identity into their assignments. English teacher Dan Roy asked his seventh graders to respond to the novel *Iqbal* by Francesco D'Adamo in a completely individualized way. Some students painted portraits of a moment in the book, while others built Minecraft or LEGO scenes. "Students are connecting their experience to the experience of the book," says English



Department Chair Paul Abeln, "and everyone's connection is different. When a musician can respond in music, and an artist can respond through art, it encourages students to bring their own self-identified expertise or perspective to the text."

Looking ahead and reflecting

A strong sense of personal identity helps students assess progress so far and set goals for the future. Every month, first graders create a new self-portrait with a new area of focus, whether it is the shape of their eyes or adding shoulders to their portrait. The teachers intentionally hang new ones over the old so students can flip back through the year and see how much they have grown as artists. "They love to look back at the old ones and notice that they didn't have a nose in September or that they no longer have a floating head," says first grade teacher Jill Gibbons.

In Upper School, the public speaking contest will have a distinctly forward-looking feel this year. Instead of looking back on an experience, students will be asked to consider their best selves and project that into the future. "Students will have to imagine a future in which a personal characteristic could help to change something in the world or enrich others," says Paul.

This fall's focus on identity created connections across the divisions as students recognized that similar conversations were taking place throughout the school. Lara Gleason brought her sixth graders downstairs to look at the dimensions-of-self collages that Upper School students created. Even though the art was anonymous, Lara could see her students connecting to it: "Our students are having meaningful conversations about who we are as individuals and who we are as a community... and that's what it's all about."

Sculpting the Future:

Jay Coogan '64

by Daintry Duffy Zaterka '88



From the restoration of the oak hulled Mayflower II to the construction of the state-of-the-art carbon fiber hydrofoil competing to win back the America's Cup in 2021, Jay Coogan can claim a role in over 400 years' worth of boat design and building history.

Jay is President of the IYRS School of Technology & Trades in Newport, Rhode Island. IYRS has its roots in yacht restoration—its original name was the International Yacht Restoration School—but since its founding in 1993, it has expanded to include programs in marine systems, composites technology, and digital modeling and fabrication. The breadth of the IYRS program shows in the range of projects its graduates are pursuing. “We have eleven graduates from our composite technology program working on the America's Cup

boat,” notes Jay. The boat was recently completed and launched in Bristol, Rhode Island, the site of America's Cup boatbuilding efforts for over 120 years. “On the other end of the spectrum,” he says, “we have a group of graduates working on the restoration of the Mayflower II (a recreation of the Mayflower as originally built in the 1600s) in Mystic Seaport.”

Jay's background is not in the marine industry. Still, like his graduates, he understands the satisfaction of designing, creating, and building with his hands. Jay started his career as a professor of sculpture at the Rhode Island School of Design (RISD). Over 25 years, he worked his way from professor to Dean of Fine Arts and finally Provost.

In 2009, Jay was appointed President of the Minneapolis College of Art and Design, where he served for nine years before being lured back home to Rhode Island to take the helm at IYRS. The move back east was particularly welcome, as it allowed Jay and his wife Kathleen Pletcher, who is based in Providence as Artistic Director of performing arts company First Works, to consolidate their busy careers into a single location. All the while, Jay has continued to pursue his passion for sculpture, creating large-scale pieces that have been displayed in exhibits and galleries across the country and internationally.

Arriving at Fay in the fall of 1962, Jay was following a family tradition of boarding school but also blazing a new trail. “I was learning to be independent and think for myself,” he recalls of his time at Fay. “I was meeting kids from California and Western Pennsylvania, and we were figuring out how to coexist with each other.”





IYRS has partnered with New York Yacht Club on the American Magic, a U.S. team challenger for the 36th America's Cup, to be held in New Zealand in two years.

“I found that I got the most satisfaction out of working creatively, and sculpture, in particular, drew me in.”

A high school art teacher at St. George's got Jay interested in painting and drawing. After briefly considering the law, Jay made art his full-time focus. “I found that I got the most satisfaction out of working creatively, and sculpture, in particular, drew me in. I was using tools and my hands to realize things in 3D with everything from welding and metal casting to woodworking.” Jay went on to get his bachelor's degree in visual arts from Brown University. After completing graduate school at Hunter College in New York, Jay was hired to teach sculpture at RISD.

As Jay worked his way through the administrative ranks, he saw that the skills students were learning at RISD had applications far beyond a career in art or design. “I hear back from people who have left the design field to do something else, and they all say how helpful everything they learned in school has been to their career,” notes Jay. “Being a creative individual and a problem solver are adaptable skills for any field you may choose to go into.”

Jay gets particular satisfaction from developing corporate partnerships where his students can apply the skills they're learning. After graduation, those externship opportunities frequently become full-time jobs and help launch fruitful careers. Quite

often, those careers have nothing to do with the marine industry. Students from the Digital Modeling and Fabrication program are learning design thinking and how to turn ideas into real-world objects. IYRS students learn how to use CAD software, 3D printers, laser cutters, CNC routers, mills, and lathes. Those skills prepare them for careers in design or advanced manufacturing at organizations like Hasbro Toys and NASA.

Jay believes in the skills of design thinking, digital modeling, and fabrication so much that IYRS has partnered with a handful of other organizations in Rhode Island to create the Mobile Maker Lab, a STEAM laboratory that brings the digital fabrication experience to local middle and high schools. “Students can take an idea, put it into a piece of software and come out with a 3D object at the end of the experience,” says Jay. “There's a lot of interest right now in having students learn how to work with their hands and experiment.” Jay knows the satisfaction of building and creating with his own hands, and he is sharing that experience with the next generation of designers and makers.

Even as a fifth grader, Alex Rosenwald noticed the difference in how some kids dressed. “We all had to look polished at Fay, but I could see the influence of high fashion in the way some of the older international students dressed, and it inspired me.” That interest was reinforced at home by the example of Alex’s dad, Associate Head of School and elegant dresser Stu Rosenwald. From Fay through St. Mark’s, Alex focused on sports, chorus, and band, and there was very little outlet for his interest in fashion. However, after graduating from St. Mark’s, Alex headed off to the University of Delaware, intending to major in apparel design. A six-week internship in Dublin with designer John Rocha changed everything.



Alex with his wife, Isabelle Bundi.

Style & Substance: Alex Rosenwald '01

by Daintry Duffy Zaterka '88

Alex is the Design Director for Per Se by Carlisle, the fashion-forward luxury label within the Carlisle Etcetera brand. Based in New York City, Alex is responsible for managing all aspects of the design process and setting the overall direction of Per Se’s full collection each season from initial inspiration to color, style, and trend. Unlike larger companies such as Ralph Lauren or Banana Republic, where a

designer might be hired to focus on just pants or blouses, Alex has gravitated to smaller niche brands like Per Se, where he can influence all aspects of the label’s collection.

Alex’s journey to New York started halfway through his freshman year at Delaware, when he arrived for his internship with John Rocha in Dublin. He knew that the internship was an opportunity but did not realize that it was a turning point. “John saw that I was very passionate about what I did and told me that I needed to study fashion in London or New York.” Alex

came home from Dublin with a new perspective and purpose. He spent the remainder of his year at Delaware intently focused on fashion, winning a fashion show competition, and planning his next step. He applied to the London College of Fashion over the summer, was admitted in July, and found himself moving overseas just a few weeks later.

Alex started off feeling behind. His British classmates had already spent the last two years of high school building their fashion portfolios. “I started my study of fashion focused on art, and that gave me my foundation and my first strong footprint in the field.” In Alex’s third year at the London College of Fashion, he met his future wife, fellow design student Isabelle Bundi. After graduation, they decided to head to New York, where the industry had more potential and depth. After several months of working as an unpaid intern, Alex landed an assistant designer position at Diane Von Furstenberg. Several years at DVF led to a job offer from the Elie Tahari Women’s Collection, where he worked for four years, until his former boss at Tahari recruited him to Carlisle. Isabelle has also had success in the field, having designed at Calvin Klein for over seven years. She is currently the Head of Design at lingerie and sleepwear brand “Skin.”



Alex with his father, Associate Head of School Stu Rosenwald, both wearing the new Fay School tie designed by Alex.

Living in New York with Isabelle, Alex finds plenty of creative inspiration in the museums and art galleries around the city. However, he also seeks new ideas abroad. “My wife and I travel as much as we can because we believe it’s important to get out of the box we live in,” says Alex. “Travel allows the creative mind to expand, and going to a new place can be inspiring and make you think differently.” Alex and Isabelle try to visit three to four new places each year that nourish their creativity. A recent trip through the American Southwest did just that. “We were in Santa Fe and Sedona, and these places were so rich in their own culture and with the Native American influence that it was extremely inspirational,” says Alex.

Given that Fay played a role in nurturing Alex’s eye for high fashion, it is particularly fitting that the school recently asked him to redesign its traditional necktie, which you can purchase in Fay’s School Store! However, Alex also credits Fay with much more than his fashion sense. “I often have to do presentations in front of large groups of people, and I have quite a bit of ease in doing that because of the experience that I gained in Fay’s public speaking program.” He also credits Fay with his sense of confidence and a belief in his abilities that have helped him succeed in a highly competitive field. Alex’s choice to pursue a nontraditional career has set him on a fulfilling life path; he hopes that the next generation of Fay students will continue to take risks and pursue their dreams in fields where they find both passion and purpose.

“John [Rocha] saw that I was very passionate about what I did and told me that I needed to study fashion in London or New York.”



The Most Important Skill

Research tells us that creative problem solving will be the number-one skill necessary to find success in the workplace of the future. Here's a look at some ways that Fay teaches creative problem solving—and why it matters.



Can you teach a child how to be a creative problem solver? Fay's teachers think so. The importance of being a creative problem solver continues to increase in a world where ever-present technology can easily tackle rote tasks. According to "The Future of Jobs," a report written by the World Economic Forum, the most important skill for future workers will be complex problem solving, followed by critical thinking and creativity. The report notes that the "Fourth Industrial Revolution," which includes developments in artificial intelligence, genetics, and biotechnology, will lead to "an enormous change predicted in the skill sets needed to thrive in the new landscape."

Unlike the skills of memorization, computation, or spelling, creative problem solving can be challenging to teach. One approach is to teach students the design thinking process. Originally developed at Stanford University's d.school (the Institute of Design), design thinking offers an empathy-based, solution-oriented approach to solving problems. The process focuses



on identifying and understanding the problem, generating and testing solutions, soliciting feedback, and making revisions, in a constant cycle of improvement.

Head of Primary School Katie Knuppel notes that children who learn creative problem solving from the earliest years develop invaluable habits of mind. Students practice good listening, perseverance, communication, and collaboration. They learn how to manage frustration, and through testing their ideas, they come to understand that it's okay to fail. "If your first idea doesn't work, you go back, think it through again, fix it, and make it better," says Katie. "That's the mindset we want to develop at Fay. We want to develop students who will go out into the world, notice problems, and have the confidence to try to solve them—and



who, even if they fail the first or the second time, will still feel empowered to persevere."

At Fay, the locus of much creative problem solving in recent years has been the Innovation Lab, where students enrolled in Creators Class and Advanced 3D Design take on design briefs. These briefs challenge students to conceive, design, and build solutions to problems ranging from building a functional and beautiful tealight holder to designing portable cardboard shelters for people struggling with homelessness.

But creative problem solving at Fay is not limited to the Innovation Lab. Rather, you can see students "doing" design thinking and practicing creative problem solving across grades and disciplines. The stories that follow offer just a few examples of how Fay teachers are broadening the definitions of teaching and learning in order to help students master essential skills and prepare for an unpredictable world.

"If your first idea doesn't work, go back. Think it through again, fix it, and make it better."





BUILD WITH ME

Primary School students apply the fundamental principles of creativity and design.

If Stanford design students can do it, then so can Fay's Primary Schoolers!

Our youngest students do a deep dive into creative problem solving early on with hands-on projects that challenge them to employ the design thinking process originally developed at Stanford University.

Design and Technology teacher Andrew Shirley visited the Primary School this fall to introduce students to the process. "Design thinking gives students a structured way to identify problems, come up with a plan, evaluate how the plan is going, and make adjustments as they go," he says. In short, he's teaching them to ask, imagine, plan, create, and improve.

Ask: *What is the problem?*

In Andrea Beaty's book *Ada Twist, Scientist*, Ada, a budding second-grade scientist, is always asking questions, exploring, and experimenting. This fall, Fay's first graders followed Ada's lead as they designed and built inventions to solve a specific problem.

Students began by brainstorming problems they had seen. One student, whose family is expecting a new baby, recognized that the new addition would also add to the workload around the house, so she designed "The Babyhelper 4000" to pitch in. To ease the nightly dinner routine, another student invented a cooking robot with one arm to hold trays, another with an oven mitt, and a third brandishing a spatula.



Imagine: *What could the solutions be?*

One challenge of design thinking for younger students is understanding that a problem can have multiple solutions and that the first idea might not always be the best. “We encourage students to generate multiple designs for each project,” says second grade teacher Katie Farrar. “Then they have to choose the best one.”

The open-ended nature of these projects can be exciting for students who are used to defined tasks. After reading *Iggly Peck, Architect* by Andrea Beaty, Kindergarteners and second graders worked in pairs to build the tallest tower possible out of spaghetti and play-dough or marshmallows. Students were fascinated to walk around the room and see how their classmates approached the problem in entirely different ways.

Plan: *Can we do it my way?*

Working in teams to solve problems collaboratively offers additional opportunities for growth. This fall, second graders worked in groups of five to build communities out of cardboard and recycled materials. Each group chose the kind of community they wanted to build (rural, urban, or suburban) and then had to create spaces for people to work, live, play, and solve problems. “The challenge was agreeing on the kind of community everyone wanted,” says Katie. “That’s very hard at seven years old because all of the students have opinions, and they all want to be heard.” Students talk openly about compromise and collaboration, and they have to figure out how to work through disagreements.

Create: *Let’s build!*

“Building is a great equalizer,” says Kindergarten teacher Anne Canada. “It allows each child to find success in a different way.” Fresh off an apple-picking

excursion, Kindergarteners were challenged to build a tower that would support one large apple using only tape, popsicle sticks, and straws.

In another example, second graders made “Place Value Monsters” using blocks that each had a value of 1, 10, 100, or 1000. Each student had to hit at least a three or four-digit number with their animal and then figure out the exact “value” of their creature. “The project reinforced the math content while allowing students to be creative and problem-solve,” says Katie Farrar.

Improve: *Can I make it better?*

While assessing their work with a critical eye is challenging for Kindergarteners, over time, building, testing, and redesigning becomes a habit.

This fall, for example, Primary students built bridges after reading the book *21 Elephants and Still Standing* by April Jones Prince about the building of the Brooklyn Bridge. Using only popsicle sticks and paper cups, students had to build a bridge that would hold 21 mini bears or cubes. One group created an elaborate six-level bridge, while others had trouble creating a single layer. Every group had to test multiple solutions in order to find success.

Later this term, second graders will be building pinewood derby cars and tweaking their vehicles’ weight, design, and aerodynamic features to decrease the travel time down the ramp.

These projects help students understand that perfection is not the goal, notes first grade teacher Jill Gibbons. “One student this year said, ‘Practice makes progress!’” says Jill. “I love that because this is completely about the process.”

Kindergarten teacher Lillian Bogaert agrees. “The children definitely get frustrated when it’s not working,” she says. “But that’s good productive struggle. When it does work, it’s so much more exciting because they had to work so hard to get it right.”

“Building is a great equalizer. It allows each child to find success in a different way.”



LEARNING HISTORY FROM THE INSIDE OUT

Experiential learning in the Lower School curriculum puts creative problem solving in an historical context.

“Hear ye, Hear ye, Congress is now in order...One wig per person, please!”

So perhaps it isn’t entirely authentic to the original Continental Congress, but the annual Sixth Grade Congress comes pretty close. Sporting white paper wigs, student delegates from eponymously named states like South Hodilina, Kleinsylvania, and Lylenecticut make proposals, debate their merits, trade votes, and lobby for support as they experience the challenges of creating a government.

Led by Lower School social studies teacher Bruce Chauncey, who holds the class to parliamentary procedure, students grapple with the contradiction of

thirteen colonies that want to maintain their independence while needing to come together to survive. “It’s challenging,” says Bruce, “but as the kids go through the process, you can see the lights come on as they start to comprehend the magnitude of the problem to be solved.”

In fifth and sixth grade social studies at Fay, students aren’t just

skimming the surface with names and dates. Through experiential learning projects like the sixth grade congress, they are engaging in creative problem solving as they get inside the history to understand the context and the perspectives of the day. “Our immersive approach to history in Lower School sets us apart,” says History Department Chair John Beloff. “Students are learning not only what happened, but playing out the different ways it *could* have happened to gain a deeper and broader understanding of why history worked out the way it did.”

The fourth grade history program explores the migration of people from Europe to the Americas. This curriculum sets the stage for the fifth grade program, where students explore American history from the colonial period to the American Revolution, focusing on the social, political, and economic growth of the thirteen colonies. Using interactive notebooks, students examine and decode historical writings, images, and artifacts. They learn to differentiate between primary and secondary sources, connect relevant ideas, and identify bias. “We study history in the same way that historians do,” says Bruce. “We learn how to read different types of sources and use them to explain our understanding.”

Fifth graders augment their understanding of the colonial economy by participating in Barter Day, where each

“We study history in the same way historians do. We learn how to read different types of sources and use them to explain our understanding.”



student brings in handcrafted products to trade with one another in a simulated

colonial marketplace. Creative problem solving is at the forefront as students conceive, design, and create their products. In past years, items have included cardboard Minecraft swords, homemade lanterns, and knitted wrist-warmers. Some students bring in abundant supplies of their product to maximize the number of potential trades, while others seek to drive up the value of their product with smaller stock. “For students just learning about trade and economics, Barter Day is an opportunity to test out some of those ideas and experience them first hand in a simple but illustrative way,” says Bruce.

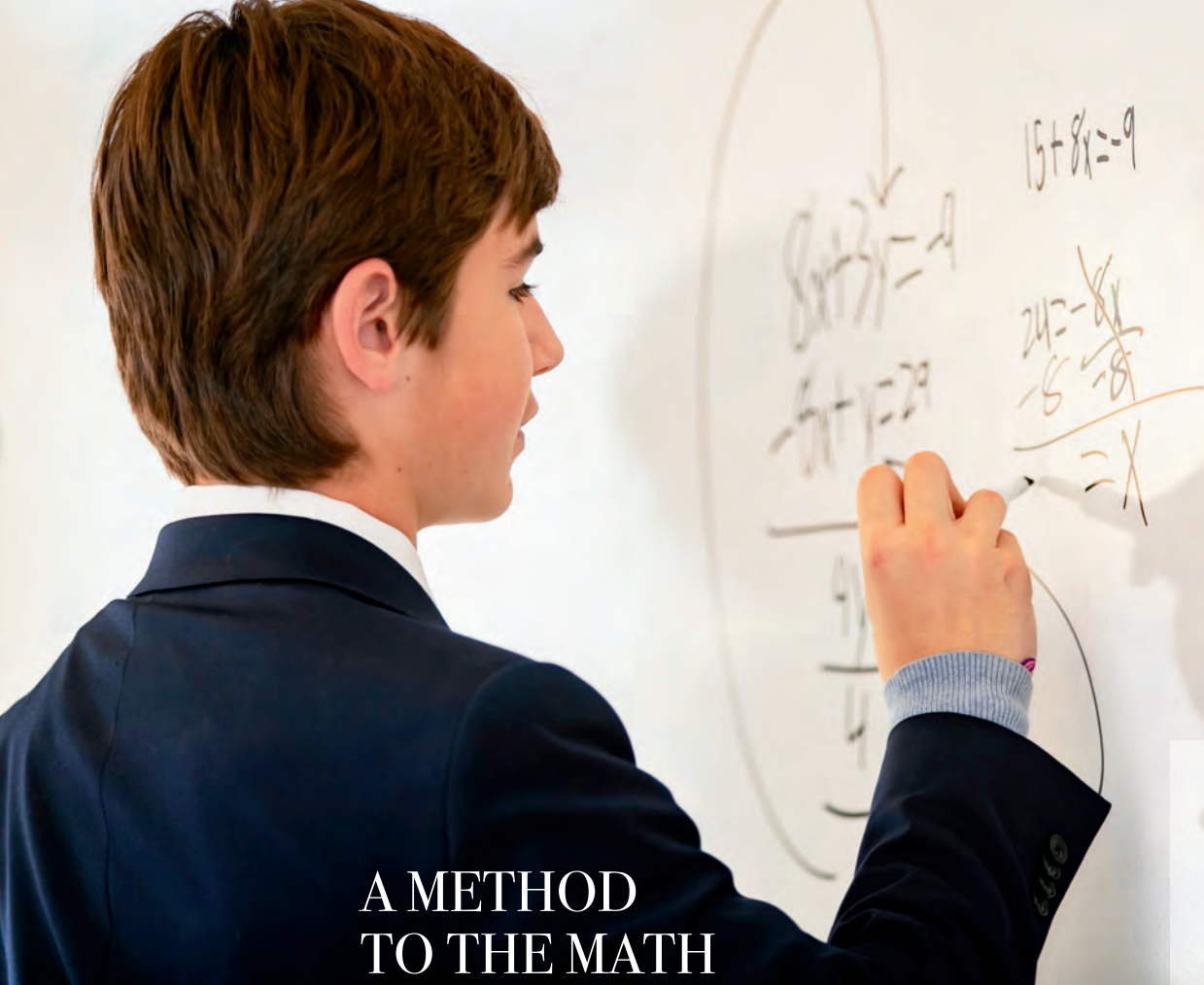
The study of joint-stock companies, such as the Virginia Company, which settled Jamestown, offers students another opportunity to experience a piece of colonial history. Fifth graders explore the risks of investing in a colony as they form their own companies, sell stock to their classmates, and then roll a die to see whether the ship carrying their company’s goods will make it across

the ocean. As in colonial times, some investors experience great success while others lose everything.

As sixth graders make proposals, debate ideas, and attempt to solve the problem of what their new government should look like, Bruce challenges them to place themselves in the same situation that delegates would have faced. They’ve declared independence and are now at war with England. “What ideas from the Declaration suggest the kind of government that states would want, and what ideas were floating around at that time that people might have gravitated towards?” asks Bruce. “We get into the historical ideas of context and perspective.” Among other issues, this year’s sixth graders debated trade between the states, whether an individual state should be able to declare war, and whether a citizen needs to own property to vote.

Once each class has debated on and voted for a Constitution—a process that usually takes several class periods—Congress concludes, and Bruce reveals the actual history behind the experience. “I could go right to the Articles of Confederation and the Constitution and just tell them what happened, but when students have the opportunity to experience the challenge of creating a government, it is so much more powerful.”





A METHOD TO THE MATH

Creative problem solving in Upper School math classes turns the traditional class format on its head.

Spend five minutes in Extended Topics in Algebra, and you might think that the students run the class. After all, they are the ones doing most of the talking!

Extended Topics in Algebra (ETA) follows the problem-based learning model of teaching math. Upper School math teacher Craig Ferraro doesn't lecture to his ETA classes. On most days, his students are the ones up at the board explaining their work, sharing their thinking, and asking each other questions.

Problem-based learning is a student-centered, interactive approach to mathematics where students discover and learn new concepts together by working through a carefully structured series of problem sets. At home, ETA students spend time thinking and working on a problem set for homework. In class the next day, they work in pairs to present one of the problems to the class, explaining their mathematical thinking and how they tried to solve it—whether they were successful or not. The model follows the premise that students who engage

with the material by collaborating, questioning, and making discoveries will

develop a much deeper understanding than if the information was just fed to them by a teacher.

Since its introduction at Fay three years ago, problem-based learning (PBL) has become a strong thread running throughout the Upper School math program. Pre-Algebra Advanced and Algebra 1 both spend the winter term immersed in PBL, geometry incorporates PBL in a unit, and ETA spends the entire year engaged in PBL.

Craig first introduced PBL to Fay after attending a conference at Phillips Exeter Academy, a pioneer in the approach. One week spent working on problem sets and presenting them to fellow conference attendees convinced Craig that the model resonated strongly with his teaching philosophy. "I've always felt that the person doing the work is the one doing the learning," he says. "I realized that my understanding of the math concepts was





enhanced by the approach because more was being asked of me as a learner.”

For some students, the introduction to PBL can be daunting. Unlike traditional math, where students repeat a series of similar calculations, PBL

problems are by nature more open-ended. Often, the first step is just trying to figure out what kind of problem it is. “Some students are uncomfortable with the uncertainty,” says Craig, “but that’s the point. I want them to get used to wrestling with something and to be excited to meet the challenge of the unknown.”

Students usually settle into the routine quite quickly, notes Mathematics Department Chair Cassandra Papalilo. “It usually only takes one or two problem sets for the students to get the hang of it, and it helps when they realize that everyone in the class is experiencing the same uncertainty.” One important element of PBL is that it’s okay for students to acknowledge that they don’t know how to do a problem, to ask their classmates for help, or to try different methods of solving a problem while presenting it to the class. “What happens over time is that students become more comfortable talking about their work, asking questions in the moment, and making sure they understand why someone did something,” says Craig. The grading for problem-based learning homework and classwork is not based on the accuracy of the work but on specific behaviors that the teachers want to reinforce. Each problem set has a possible value of four points. First, the students must have tried each problem. “I tell them to spend a limited amount of time thinking through and trying each problem,” says Craig, “because these are bigger problems that you might spend two days thinking about.” Students also earn points based on the presentation of their problem in class, their participation in the discussions, and taking active notes on the classwork.

Craig and Cassandra have seen concrete benefits from the introduction of problem-based learning. Craig notes that the year-end test scores for his ETA students have been some of



the strongest he has seen. “Their level of understanding is so much higher,” he says. Cassandra also sees significant changes in the way her students approach their work. “I notice that PBL improves students’ flexibility in thinking, their ability to think critically and solve problems creatively, their collaboration and communication skills, and their independence and follow-through on a procedure.”

Perhaps the starkest difference is in the students’ level of engagement with the material. “Students will often come into class and start a problem on their own or be working with one another long after the class has ended as they try to figure something out,” says Craig. Ultimately, seeing the students invested in the learning process instead of just focused on getting an answer is gratifying, he adds. “They’re looking for more, and they want to be able to compare and talk about their methods as opposed to just looking for an answer.”

TRY THEM YOURSELF!

See if you can hold your own with Fay’s Upper Schoolers. The first three alumni to submit correct answers to all three problems will win a Fay hat. Don’t forget to show your work!

1. Solve the equation below and shade the solution interval on a number line. (*Algebra*)

$$\frac{x}{4} + \frac{x+1}{3} \leq \frac{1}{2}$$

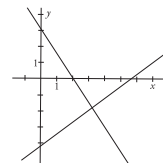
2. Three tennis balls fit snugly inside a cylindrical can. What percent of the available space inside the can is occupied by the balls? (*Geometry*)



3. The figure below shows the graph of two lines. Use the figure to estimate the coordinates of the point that belongs to both lines. The system of equations is

$$3x + 2y = 6$$

$$3x - 4y = 17$$



Find y by subtracting the equations. Then find x .

Compare the intersection coordinates with your estimate. (*Extended Topics in Algebra*)



FAY IN BRIEF

LOWER SCHOOL AFTERNOON OF SERVICE

Lower School students participated in an afternoon of service on Wednesday, September 25, donating their time and hard work for the benefit of the Fay community. Each grade had a different task for the afternoon, highlighting the wide variety of ways there are to give back to the community.

Third graders took a “recycling tour” of campus, where they learned about the different recycling systems that are in place in each building, sorted misplaced items, and tracked the lifecycle of recyclable material from start to finish at Fay.

Fourth graders learned about Fay’s water usage. Led by Lower School science teacher Tim McCauley, students toured the school’s water treatment plant and tracked water usage at the school’s water fountains.

The theme for fifth and sixth grade students was campus beautification. Homevisory groups worked with the facilities and maintenance staff to clean up and plant flowers in the Primary

School patio, clean scuff marks throughout the Root Building, plant mums around campus signs, pick up trash around the Parkerville Fields, and wash and clean campus signs. One group of students also worked with the Sage Dining staff to prepare Lower School snack for the remainder of the week.

Through the Lower School Afternoon of Service, students explored the three main tenets of the service learning program at Fay: empathy, purpose, and connection. “Lower Schoolers are learning empathy for what it takes to keep our school operating every day, learning that they can have a purpose and make a difference. They’re also building connections with the staff on campus,” says Fay’s Service Learning Coordinator Craig Ferraro. “I hope they feel accomplished knowing that they did something to give back to the community and that this experience will spark a desire to come up with new ways to help our community going forward.”

Fay's *Ideas&Insights* Speaker Series

IN PRAISE OF GENERALISTS: BESTSELLING AUTHOR DAVID EPSTEIN VISITS FAY

This fall, Fay was delighted to welcome David Epstein, author of the New York Times bestseller, *Range: Why Generalists Triumph in a Specialized World*. In addition to his Ideas&Insights presentation to parents, Epstein also spoke to our Upper School students. Sharing lessons gleaned from years of research on the world's most successful athletes, artists, musicians, inventors, and scientists, Epstein made a compelling case for resisting the urge to specialize early, whether in sports, the arts, or a field of

study. He noted that individuals who sample a variety of options before specializing ultimately end up choosing a better fit and achieving greater success. He discussed the importance of seeking “match quality,” that elusive fit between an individual and a career or sport. Gaining that breadth of experience may make one feel behind peers who choose to

specialize early, warned Epstein, but it also allows one to build a unique toolbox of skills along the way. Finally, citing projects from Fay's Upper School Creativity and Design program, Epstein encouraged students to keep creating, noting that one has to accept an enormous amount of failure in order to achieve success.



FAY BELLS RING OUT THANKS TO THE PA

If the Fay Bellringers sound even more impressive at their next performance, it's thanks to the Fay Parents' Association! This fall, music teacher Jay Besch and the bellringers were thrilled to take delivery of a brand-new, four-octave set of bells purchased through the generosity of the Fay Parents' Association. The PA gift also funded an entirely new setup for the bells room, with longer tables that can also accommodate chimes, new foam pads to protect the bells, new table covers, music stands, gloves, folders, mallets, and stand lights. The new bells, from Malmark Bells in Pennsylvania, are lighter and have a more finely tuned sound than the 40-year-old Whitechapel bells that students were previously using. Thank you, Parents' Association!



FAY WELCOMES NEW DIRECTOR OF AUXILIARY PROGRAMS

In November, Sam Renshaw joined Fay as our new Director of Auxiliary Programs. Sam has dedicated his professional career to youth programs. Most recently, Sam was the Program Director for Hill House Community Center in Boston. As Program Director, Sam was responsible for Hill

House's more than 100 youth programs. Aside from school-year programs, Sam also has extensive experience with summer day and overnight camps and will be taking over responsibility for the FaySummer program in addition to his Fay After School and Auxiliary program roles. Welcome, Sam!



TO CORRECT AND SERVE

Upper School English teacher and grammar doyenette **Deb Smith** is passionate about syntax. Her Great Grammar Grapple, a monthly competition in which students match wits in correcting a grammatically flawed piece of text, has long been a popular feature of the Upper School Color Competition.

However, this fall, Deb found fodder for her Grammar Grapple in an unexpected place. Upon reviewing *The Great Grammar Book*, a new text

that seventh and eighth grade students are using to learn the elements of good grammatical writing, Deb discovered some glaring errors. When Deb contacted the author, Marsha Sramek, she replied that Deb was indeed correct and that she would fix the errors in the next edition.

Not content to rest on her laurels, Ms. Smith turned the tale of her grammatical showdown with the textbook publishers into a teachable moment for the Upper School students by using the story as grist for, you guessed it, her next Great Grammar Grapple!

SYDNEY ROBINOW '22 WINS ELIZABETH H. SCATTERGOOD MEMORIAL PRIZE

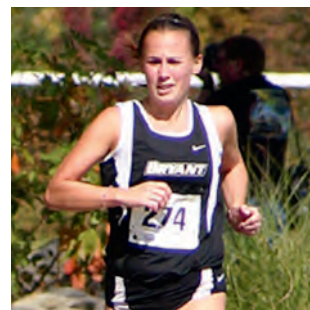
In the Summer 2019 issue of *Fay Magazine*, we incorrectly identified one of the prize recipients at last year's Lower School Closing Exercises.

Congratulations to Sydney Robinow '22, winner of the Elizabeth H. Scattergood Memorial Prize!



NICOLE CASEY INDUCTED INTO BRYANT UNIVERSITY HALL OF FAME

On November 1, **Nicole Casey**, Fay's Assistant Director of Marketing and Communications, was inducted into the Bryant University Athletics Hall of Fame, where she graduated in 2008. One of Bryant's most accomplished cross country and track & field athletes, Nicole represented Bryant both at the conference and national levels during her career. As a senior, she captured the 2007 Northeast-10 Conference Cross Country Championship, won the NCAA Regional Championships, and then advanced to the NCAA Division II Championships. She becomes only the third female cross country/track & field athlete selected to the Bryant Athletics Hall of Fame. Congratulations, Nicole!



AUTISM SPOKESPERSON AND INVENTOR TEMPLE GRANDIN TO SPEAK AT FAY

Have you ever wondered what makes a kite fly or a boat float? Have you ever thought about why snowflakes are symmetrical, or why golf balls have dimples? Join us on Wednesday, April 29, at 7:00 p.m. in Harris Theater, when we welcome world-renowned autism spokesperson, author, scientist, and inventor Dr. Temple Grandin to Fay to explore the ideas behind all these questions and more.

In this unique presentation based on her bestselling book *Calling All Minds*, Dr. Grandin delves into the science behind inventions and the ways young inventors can understand what it means to tinker, fiddle, and innovate. Throughout her presentation, she gives us glimpses into her own childhood tinkering, building, and inventing.

She describes the challenges she has faced and offers ideas on how others dealing with autism can meet obstacles and improve the quality of their lives. Backed by her personal experience and evidence-based research, she shares her valuable insights on all types of thinkers and why they are important.

Dr. Grandin has served as an inspiration and role model to hundreds of thousands of families and people with autism. She is a professor of animal science at Colorado State University and has written numerous books on autism, including the seminal *Thinking in Pictures*. HBO made an Emmy Award-winning movie about her life, and she was inducted into the American Academy of Arts and Sciences in 2016. We hope you will join us for this special event! Visit fayschool.org/grandin to RSVP.

Faculty Profile: David Olano

It's fair to say that the Spanish language and education are both in David Olano's blood. His mother taught Spanish in the Massachusetts public schools, and his father is a native of Cuba.

David's two years of study in Madrid as an undergrad at Tufts University and subsequent graduate work at Middlebury College gave him an authentic appreciation of Spanish

culture and cuisine. In fact, he loved Spanish food and wine so much that he followed his passion to New York City, where he spent the next eight years forming opening management teams for Spanish and Latin American restaurants and representing a Spanish winery.

However, true to his roots, David's love of teaching finally brought him back to Massachusetts. He taught Spanish at

the Advanced Math and Sciences Academy in Marlborough and arrived at Fay in September 2016.

In addition to teaching Upper Spanish, David coaches Boys JV Soccer and Boys Varsity B Basketball and is a dorm parent in Steward Middle. This past summer, David completed his second Camino de Santiago, a one-month, 500-mile pilgrimage through northwest Spain to the tomb of St. James.

What is your favorite aspect of teaching Spanish?

I like teaching grammar. When students are able to determine what's happening in a sentence, that's pretty exciting for me.

How have you brought your love for Spanish cuisine into the classroom?

In Spanish 2A, students create a cooking show where they videotape themselves cooking in Spanish and making traditional foods from the Spanish speaking world.

How did your work in the restaurant industry keep your passion for education alive?

When I was managing restaurants, I was training a staff and teaching them about service. When I worked for the winery, I was helping consumers understand the background of each wine and why it is special.



You have completed the Camino de Santiago pilgrimage twice.

What is special about the experience for you?

I have always done the Camino by myself, and I love meeting people from different places. You go as far as you want each day, and you end up in almost a peloton of people moving within one or two days of each other. It's a great social experience, and you never feel lonely.

Do you have a favorite event in the Fay calendar?

Definitely Taste of Nations. I love to see the gym decorated with the flags, all the tables laid out with food, and everyone so proud of what they have made. I especially

love working with the Mexican students. We've made chicken mole and short rib tacos, and they're having spices sent from home and talking to their grandmothers on the phone as we're making the food. Food is a great bridge for people to learn about other cultures.



Each summer, Fay's Curriculum Innovation Grants provide funding for Fay teachers to make changes and improvements to the academic program. This year was no exception.



Summer School

For some teachers, the summer months are a time to relax and take a break from students and school. For many teachers at Fay, summer is a time to collaborate with colleagues and reinvigorate the curriculum. Fay's Curriculum Innovation Grants provide funding for faculty to work together to examine the current curriculum and transform it or to create new courses and resources.

This past summer, Fay awarded grants to teachers across divisions and disciplines. Upper School math teachers **Janet Drake** and **Craig Ferraro** worked with Math Department Chair **Cassandra Papalilo** to create a problem-based learning curriculum for Fay's algebra classes. Pre-Algebra, Geometry, and Extended Topics in Algebra already employ problem-based learning, a holistic approach to math that dedicates class time to solving problems in a discussion-oriented, student-driven environment and that gives students the opportunity to express their mathematical

thinking and explore different solutions (you can read the full story about problem-based learning on page 18).

Primary and Lower School teachers **Anne Canada**, **Jill Gibbons**, **Kath Walton**, **Katie Farrar**, **Katie Buteau**, and **Leslie Overbye** worked with English Department Chair **Paul Abeln** to develop phonics sequencing benchmarks for grades K–3. Phonics sequencing is the order in which sounds are taught, and the faculty worked together to create resources and assessment plans for tracking phonics sequencing.

Director of Learning Services **Sally Supinski** and Learning Specialist **Liz Williams** reorganized the Learning Center over the summer. They added reference materials for specific executive function skills and transformed the space to make it more readily available for any student who needs one-on-one help.

World languages teacher **Erin Overstreet** and Lower School science teacher **Cecilia Owens** worked together to enhance the



new faculty mentorship program that pairs new faculty with experienced faculty mentors. They also created a “Year at a Glance” booklet for new faculty that highlights the significant events in the Fay calendar.

Upper School teachers **Emily McCauley**, **Tim McCauley**, **Adel Collins**, and History Department Chair **John Beloff** created a course reader for the ninth grade elective *Designing the Modern World* complete with essential questions and resources for the course. Tim also created a science curriculum web page for the Primary School with 60 lessons that Kindergarten through second grade teachers can follow. Adel also did double duty, working with Technology Support Specialist **Kyle Cooper** to learn the ropes of EcoMUVE from the

Harvard Graduate School of Education. EcoMUVE is a virtual pond ecosystem that will tie into the seventh grade Life Science water quality testing unit. Adel and Kyle also experimented with the use of Vernier probeware that measures temperature, dissolved oxygen, and turbidity in water.

“With a focus on teaching and providing feedback to students, there is not always time during the school year to reflect on and redesign the program,” notes Director of the Educational Program **Julie Porrazzo**. “The faculty’s enthusiasm for engaging in curricular work during the summer is impressive, and the important work that they’re able to do directly impacts the quality of the program for all our students.”



Exploring Problems, Finding Solutions



Service learning was an immersive experience for our

Upper Schoolers this fall, as seventh and eighth graders addressed real-world issues and explored how their hard work, creativity, and desire to make a difference can have a positive impact.



SEVENTH GRADE: TACKLING FOOD INSECURITY

The seventh grade service week challenged students to take a “design thinking” approach to solving the problems of food waste and food insecurity. (See page 12 for a detailed description of how design thinking works.)

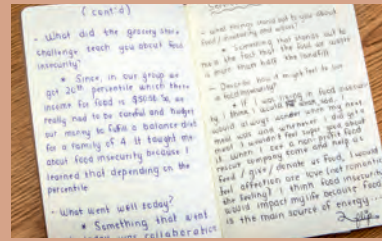
Seventh graders heard from a variety of field experts who illuminated different aspects of the problem: Catherine Pedke from Lovin' Spoonfuls, a food rescue organization; Vi-Anne Brown, Fay's Director of Counseling Services, who discussed the connection between nutrition and mental health; Professor Stoney Jackson of Western New England University, who is creating an app



to support food pantries; and Raya Jackson from About Fresh, a food pop up truck that brings fresh food to underserved urban neighborhoods.

Seventh graders also spent two days supporting the local harvest at Natick Organic Farm and Chestnut Hill Farm and an afternoon at a local grocery store, where they worked in small groups to stretch a family's food budget to purchase a week's worth of groceries.

The week concluded with a design challenge: to identify and propose a solution related to food insecurity or waste. Students presented their ideas in a gallery walk through the Mars Room, where project concepts ranged from making more fresh food available at urban convenience stores, to in-home composting solutions, and subsidizing transportation to make grocery stores more accessible.



EIGHTH GRADE: TELLING OUR STORIES

The theme for the eighth grade service learning trip to New York City was “Telling Our Stories: Immigration, the Melting Pot, and Urban Development.” Eighth graders were deployed each day to worksites across the city, including a day care center for underserved families, food pantries, community gardens, and soup kitchens.

Evening activities reinforced the week’s theme. Students visited the Tenement Museum to hear the perspectives of immigrants from the 19th and 20th centuries. Students visited the New York Historical Society, where they learned how immigrants helped shape the city; they also visited and reflected on “The Immigrants” sculpture in Battery Park, which depicts the struggle of the immigrant experience.



Seventh and eighth graders wrote journal entries each day to reflect on their work and consider its challenges and rewards.



For many students, the most powerful experience of the New York City service trip is the evening spent serving dinner to low-income and homeless individuals at the YSOP headquarters. “As they interacted with people facing adverse situations, our students were able to see their experiences through the lens of the history of immigration,” says Service Learning Coordinator Craig Ferraro. Students spent their final morning in New York touring Ellis Island and the Statue of Liberty.

Both the seventh and eighth grade students wrote journal entries each day during their service weeks to reflect on their work and consider its challenges and rewards. “The students’ reflections, which included sketches and answers to specific questions, were a big part of each trip,” notes Craig. “The journals provided an opportunity for the students to make sense of the experience and their contribution.”

“The students’ reflections, which included sketches and answers to specific questions, provided an opportunity for the students to make sense of their experience.”

Are You Ready for the Weekend?



If there's anything the weekends *aren't* at Fay, it's dull! On a recent weekend, boarding students could head into Boston for a production of *The Lion King*, take in a Boston College football game, watch the Head of the Charles Regatta, or stock up on reading material at the Boston Book Festival.

Whatever you might be in the mood for, Fay's Residential Life program has something for you!

Students looking for more traditional New England fall activities might have chosen to stay closer to campus, testing their nerves at the Factory of Terror haunted house in Worcester or carving pumpkins with Mr. Claire. Weekend warriors could do a

CrossFit workout with Mr. Chauncey or enter the local 5K road race, and those just looking to chill after a busy school week could watch a movie with friends, bake cookies and play board games with their dorm parent, or just catch some retail therapy with a Sunday trip to the mall.

Whatever you might be in the mood for, Fay's Residential Life program has something for you!

Every week, the Residential Life office publishes "Weekends at Fay," a bulletin highlighting that weekend's upcoming events. The goal is to offer something that will pique the interest of every student. "We are lucky that we are close to Boston and Worcester but also in a suburban area because that gives us a variety of activity options for our boarding students," says Dean of Residential Life Max Bogaert.

Max notes that for all the options that appear on the bulletin, there are many more informal events that faculty organize on their own. Upper School English teacher Dan Roy offers a fun run on Sunday mornings to earn color team points and takes the students out to breakfast afterward. On a recent Sunday morning, eighteen teenagers were up at 10:00 am to join the fun run and breakfast ritual! When a group of boarders wanted to go apple picking, West House dorm parent Katie Farrar took fifteen of them to a local orchard and baked pies with them afterward in her apartment. "We offer a lot for students to do," says Max, "but it's also really fun when kids get that little taste of being home."

Boarding Weekend Bingo

On any typical weekend at Fay, boarders can choose from a wide range of activities.
How many of these would you like to check off your list?



Open Mic Night



Museum of Fine Arts



Red Sox Game



Shopping at SOWA Market



Boston Duck Tour



Music in the Dorm



Movie Trip



Hypnotist in Harris Theater



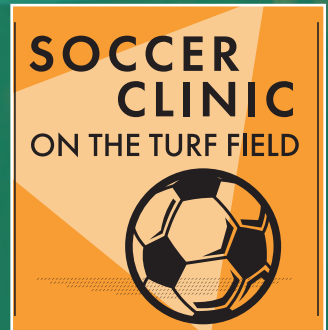
Fall Foliage Trip to Boston



Pizza Making



Cards & Board Games



Soccer Clinic in Reinke



Westborough Fun Run



Community Connections



High Ropes Adventure



Worcester Railers Game

A young boy is captured in a dynamic pose, running across a green grass field. He is wearing a maroon jersey with "FAY" and the number "12" visible, over a white t-shirt that has "SCHOOL" printed on it. He also wears maroon shorts and bright yellow flag belts. His right leg is lifted, showing a blue and white cleated shoe with red accents. His left arm is extended forward, and his right arm is bent. The background is a blurred green field with a blue car visible in the distance. The text "Flag Football Takes Off at Fay" is overlaid on the left side of the image.

Flag
Football
Takes Off
at Fay



Lower School football players jettisoned the helmets and pads this fall in favor of flag football belts as 5-6 flag football made its Fay athletics debut.

Flag football is the fastest growing team sport in the United States, according to the Sports & Fitness Industry

Association, with more 6–12-year-olds now playing flag football than traditional tackle football. This year's team, coached by Bruce Chauncey and Sam Thorburn, had twelve players on the roster and a five-game schedule against teams from Fenn, Fessenden, Tenacre, Dedham Country Day, and Belmont Day School.

Unlike tackle football, where each player has a specialized role on the field, flag football gets players involved in every aspect of the game. "Every player has to have the skills of throwing, catching, and running with the ball," says Fay's Director of Athletics Rob Feingold. "In some traditional football positions, you're running or blocking, and you never touch the ball. In flag football, we have multiple players at quarterback, and everyone is incorporated."

Many of the strategies that students learn in 7-on-7 flag football will also translate to the Upper School tackle football program if players decide to continue. "We run

plays, and we have very specific passing tree patterns where they go inside or run outside," says Coach Chauncey. "If I tell them to run a two, they know what to do."

With an increasing number of schools adding flag football programs, it's clear that the sport is here to stay, and Fay's inaugural team couldn't be happier about it, notes Coach Chauncey. "They're having a blast!"



Fay Athletics Celebrates a Successful Fall Season



It was a successful fall season for Fay athletics, which fielded 15 teams over five sports for grades 5-9. Cross country dominated the competition, as the boys and girls teams combined for an impressive 14-1 record. Good pack running on both teams and some young talented runners were the keys to their success. In a September quad meet against Dexter-Southfield, Rivers, and Nashoba Brooks, the Fay girls took the top five spots, with only 16 seconds separating the first and fifth runners. The boys also ran very well as a team, consistently breaking up their opponents' scores with strong pairs of Fay runners in the top ten.

Girls varsity soccer and JV soccer both had strong seasons, with plenty of young players providing an excellent foundation for the future of the program. The girls JV team ended the season with two exciting victories, beating Rivers and Shore, and the girls 5/6 team also had their best season in many

Sports Spotlight





years, ending with a 4-4 record. Fielding four strong teams, the boys soccer program continued their winning ways. The varsity A team finished 12-1, placing third in the Eaglebrook Tournament, while the JV boys team went undefeated at 8-0-4. Overall, the record for the boys soccer program was an impressive 31-5-10.

The football team ended with a 2-5 record in a season that had several highlights. Fay brought home the “F Bowl” in the annual Fay-Fenn match-up, winning in decisive fashion 24-6. Although they lost their final game of the season against Fessenden 24-14, it was a well-contested game with a 16-14 score going into the final quarter.

With three teams and many girls trying the sport for the first time, the future of Fay’s field hockey program looks bright. The young players on the girls varsity team notched wins against Rivers, Nobles, and Dana Hall in addition to three losses and four ties. The ties included holding Nashoba Brooks to a 0-0 score at a frosty Friday Night Lights. The girls 5-6 field hockey team also had a strong season, ending with a 6-2 record.

With two growing teams and an enthusiastic cadre of players, many of whom were trying the sport for the first time, Fay volleyball also had a solid season that suggests a healthy future for the program.

On Thursday, November 21, the Fall Athletic Awards were held in Harris Theater, with a Lower School event recognizing 5/6 teams followed by an Upper School ceremony. You can see photos from these ceremonies, as well as more photos from the season, on our website at Fay in Pictures (fayschool.org/photos). Congratulations to all our Fay athletes on a successful season!

Photos by Ellen Harasimowicz and MacKenzie Hennessey

Fay Traditions: The Power of Public Speaking

The public speaking program is central to the Fay experience. For generations, Fay students have participated in the tradition of the annual Speech Contest. Even today, public speaking at Fay starts in the earliest years: our Primary students practice speaking in front of their peers during lunch, and beginning in third grade, students prepare and share formal speeches to supportive audiences of peers, parents, and teachers.

Public speaking at Fay leaves its mark, and alumni from across the years weighed in recently to share their memories and reflections on how they have taken the lessons learned at Fay with them into their adult lives. Here are a few excerpts.

David Rassin '57

Professor of Pediatrics, University of Texas

"I had no idea how important public speaking would be when I was in school and shaking in my shoes each time I had to get up and give a talk. I don't think we understand at that age how many professions require that you have to speak in public. As a scientist, I have presented to audiences ranging from small groups of peers, medical and graduate student lectures, and large (more than a thousand) audiences at international conferences. The concept that a scientist just sits in a lab and does experiments does not begin to describe the reality, particularly the need to present your results to the rest of the world both in writing and in presentations."

Patrick Dolan '58 *High school teacher*

"In my one year as a day student at Fay, 1957–58, I appeared in two plays, Gilbert & Sullivan's *Trial by Jury* and *Shakespeare's Henry IV, Part One*. I don't remember standing to give a speech outside of class, but these two dramatic experiences added to my confidence in presenting myself in public. I later became a 44-year high school teacher in public and private schools, from 1966 to 2010."



Marcos Pittore '65 *Attorney and law professor*

"I made it to the semi-finals of Fay's Speech Contest for two years. Public speaking at Fay has helped me in my work as an attorney and law professor. I am very shy, and without this experience I would not have been as successful."



Tony Brock Fisher '68

Design Engineer, Hewlett-Packard

"There's a saying that 'All I really need to know I learned in kindergarten,' but one of the most important things I ever learned was public speaking at Fay. The Speech Contest has a long heritage at Fay, and I remember it well from my time at Fay more than 50 years ago. The arrival of the contest struck terror in the minds of most students, including me.

Being interested in science and technology, for my topic I chose the (then future) development of the SST, or Super-Sonic Transport, as it was then known. I can recall working on many drafts of the content of the speech, and then being coached and encouraged by Canon Fenton in my presentation. He inspired me to speak clearly, loudly, and with authority. He showed me how to avoid making the audience feel uncomfortable by knowing my topic cold. My time to present arrived, and I did pretty well, with only a few 'ahs' and 'uhms' as I referred to my note cards.

At the time, I could not fathom the impact this lesson would have on me. Ever since that first speech, I have always known how to present in front of an audience, referring to the tips hammered into me by Canon Fenton. Having lived through that experience, I now have confidence each time I stand in front of a crowd. In my professional life, I have often needed to speak in front of large groups—and I always fall back on what I learned at Fay."





Dr. Jeffrey Jay '73

Senior Managing Member, Great Point Partners

"My public speaking training at Fay was wonderful preparation for my future as a CEO."

Courtney Hanna Renkes '01 *Attorney*

"Fay's focus on public speaking helped me immensely as an attorney, especially because I am a litigator (an attorney who speaks in court). I remember participating in the yearly speech competitions, student government, and theater productions. All of those experiences helped me to gain confidence in public speaking. Fay provided a wonderful base for me in my professional life, and did so in a way that was fun."



Alexandra Horne '05

Senior Project Manager and Data Scientist, ADM Associates

"Between the spring musicals, the winter drama program, the choir and a cappella performances, and the poetry and speech readings, I spent a lot of time on stage in middle school! The stage presence that encoded itself into my muscle memory during my time at Fay gave me both the confidence and the communication skills that form the core of how I speak publicly to this day. In my mind, the faculty running the arts and theater programs while I was at Fay performed a sort of miracle—they pushed our awkward middle school selves to re-learn the length and span of our growing limbs and gave us the tools to listen to our audience as we spoke—to feel, breathe, and react with them. I screamed at the top of my lungs (as the Queen in *Once Upon a Mattress*) and learned how to craft the cadence of my voice. So now, when I feel nerves creeping in before a lecture at an international conference or before I present research to a state public utility commission, I can breathe deeply and feel assured that the muscle memory I began to develop at Fay will enable me to communicate with composure and ease."



Andrew Abbott '62

*Professor, Department of Sociology,
University of Chicago*

In my Fay years, I always spoke in the public speaking contest and won or took honorable mention three out of four years, as I remember. I did almost no public speaking in high school, college, the military, or graduate school. But becoming a professor made public speaking an everyday obligation, and in the last forty years, I've given thousands of classroom lectures, hundreds of scholarly talks, and dozens of introductions, memorial talks, commentaries, presentations, and so on.

All that does have one thin line of continuity with public speaking at Fay School. In those days, Dr. Gilcreast coached the finalists in the public speaking contest, and he always said not to say "Thank you" at the end of the speech. To do so implied that the audience needed to be thanked for listening. And that meant that you lacked confidence in your own speech.

I have continued this practice all my life, replacing the "Thank you" with an unmistakably final sentence and a small bow. But audiences expect the "Thank you," and I occasionally cave in and give it to them, particularly when the applause seems to be taking too long in coming. But I look guiltily around, all the while, expecting Dr. Gilcreast to rise from the audience and mock me for my lack of self-confidence.

It's even evident on the web. I am bold enough in a 2017 lecture at the Wissenschaft Zentrum in Berlin, but giving the 37th Marc Bloch Lecture at the Sorbonne in 2015, there is a moment of guilty hesitation when the audience seems to take too long to digest my last sentence (perhaps the rules for finishing speeches are different in French?) and then the twelve-year-old Andy Abbott succumbs and mumbles a shameful "Merci." I hope Dr. Gilcreast—who taught me my first French—will forgive this embarrassing lapse.

Of course I realize now that this rule—which still seems to me at age 70 like something brought by Moses from Mt. Sinai—was probably nothing but a foible, a petty annoyance that Dr. Gilcreast himself no doubt understood as such. But when we are young we are young, and Dr. Gilcreast seemed the Voice of Heaven. And perhaps elevating his foible to the level of a sacred rule is the thanks I can give to this wonderful man, who was the first genuine intellectual I had ever met. (Thank you.)





CLASS NOTES

A flower from the farm of Michelle Soto '99, educator, herbalist, and owner of Cutting Root Apothecary and Farm in Butler, Pennsylvania. See her story on page 36.

1945

Here's the news from **PAUL HERTELENDY**: "Contrary to supposition, retirees rarely retire. I did 'retire' 20 years ago from full-time work with San Francisco Bay Area newspapers, immediately launching a classical-music review site on the web, www.artsSF.com, which enabled me to keep my oar in the water part-time by writing about live concerts in symphony, chamber music, and opera. I'm at about 1,500 reviews to date, and counting. It's every bit as good and fulfilling as those full-time newspaper days, with one exception: back then, one got PAID. I am also writing some poetry—equally remunerative, equally rewarding."

1947

JOHN AMORY has this update: "I plan to retire in December on the 60th anniversary of my employment with the great real estate firm CBRE. I plan to write a book about my life to include the early years at Fay. I have a little challenge with balance lately but still get around well and drive from our home in Wickenburg to my office in Phoenix daily. Marcie is very active with Hospice of the Valley and visits patients with our therapy dog, Buddy. I spend quite a bit of time with our family in La Jolla and Santa Barbara, enjoying a break from the desert summer heat and the glorious views of the Pacific. Wishing everyone Happy Trails ahead."

1954

DUTCH HEIDSIECK writes, “We sold our homes in Florida and Virginia and moved into a cottage at marsh’s edge on St. Simons Island, Georgia, this past June. My wife Gabrielle and I are happy in our new surroundings, but we have yet to get to know everyone’s names! Our daughter and her three children from New York City own various properties at the Cloisters on neighboring Sea Island, thus we will see more of them as they visit here quite often. I send my best wishes to all my classmates, wherever they might be.”

1965

From **MARCOS PITTORE**: “When I was at Fay in the early sixties, one of my good friends was **STEWART PHELPS**. We ran the “pawn shop” together, where wayward unclaimed clothes were picked up for a fee on Mondays. We even went to Aspen with Mr. Mann; an epic trip! We graduated in ’65 and went our separate ways. In the fall of 1969, I entered Colorado College. On my first day standing in line for my dean’s letter for the draft board, someone yelled out, “Hey Pittore, is that you?” It was Phelps! The next four years were also epic. Take care, Stu, hasta luego, señor. [Editor’s note: Stewart Phelps passed away earlier this year; his obituary appears in *In Memoriam* on page 42.]

1991

TRIS MILLARD and family are still in New Orleans and sick of the swampy hot weather. Tris’s company, Gulf Point Advisors, continues to do well. Both his children, Ozzie (11) and Gus (5), are in a French immersion school. Tris has been spending his free time riding motorcycles and participated in his first race earlier this year. If you are ever in New Orleans, feel free to reach out.

1994

JONATHAN SIMONS writes, “Warm greetings from the south of Germany. I am happy to share that Analog Sea, the publishing house that I founded several years ago and that based in Austin, Texas and Freiburg, Germany, is alive and growing. As a reaction to how the Internet is affecting the arts and letters, we publish only high-quality hard cover books and distribute them exclusively to physical bookstores. We call ourselves an offline publisher. Our newest edition, the second issue of our literary journal, *The Analog Sea Review*, was just recently published a few months ago.”

1997

ERICA BURRILL FRANZ writes, “Just a quick update and a big hello from Houston! We are excited to share that we welcomed our son, Colton “Colt” Everett Franz, on March 27, 2019. We are enjoying life as a family of four, and Savannah loves her new role as a big sister. **CULLEN** started his own high-end construction and renovation company last year, Savannah Grace Homes, and I am a natural gas liquids trader for a large midstream oil and gas company downtown. If anyone is in Houston, please reach out—we would love to see you!”

Join us online!

Follow Fay online for daily photos and updates.



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Fay School



Fay School -
Southborough
Fay School Alumni



Savannah and Colt Franz, the children of Erica Burrill Franz '97 and Cullen Franz '97.



Tris Millard



“Old” Medicine Experiences New Growth: Michelle Soto '99

Teaching has always been a passion for Michelle Soto, and though her classroom these days has more dirt and herbs than pencils and pens, she still describes herself as being “dorky about pedagogy.”

Michelle is an herbalist and educator at Cutting Root Apothecary and Farm, her medicinal herb and flower farm in Butler, Pennsylvania, north of Pittsburgh. At Cutting Root, Michelle cultivates plants and herbs and turns them into teas, tinctures, and herbal medicines, growing 80 percent of the products that she sells. She also runs an herb school for people interested in studying the art of herbalism and offers a more intensive apprenticeship for those serious about becoming herbalists themselves.

Make no mistake: this is not a niche industry. Herbal supplement sales in the United States increased by a record 9.4 percent between 2017 and 2018, with sales of \$8.8 billion, according to the American Botanical Council. When people become frustrated with traditional medicines and their side effects, herbal medicines are increasingly filling that gap. “People often turn to herbs when they’ve tried a lot of other things first,” says Michelle. “I’m honored that people come to me, and it’s very humbling to make the medicine that people use for their children and loved ones.”

After graduating from Fay, Michelle went to St. George’s School and took a gap year with the AmeriCorps’ City Year program in Washington, D.C., before starting college at Vanderbilt University. “I wanted to figure out if I really

wanted to be a teacher before investing the money and time in an education degree,” she says.

Michelle discovered that she did indeed love teaching, and after graduation, she spent the next eight years as a middle school teacher in schools from Tennessee to Arizona before landing in Pittsburgh. “Working in public schools gave me a lot of flexibility. I wasn’t looking at salary ladders—I was exploring different places,” she says. As she moved, she studied the plants and herbs that were native to each region before finally switching to a full-time career as an herbalist and educator.



Herbal medicine may be experiencing a new resurgence in popularity, but that knowledge has always been there, and Michelle is using her experience in teaching to share it with a wider audience. “People know about the benefits of elderberry and dandelion from their mothers and grandmothers,” says Michelle. “That seed has always existed in people’s minds. They’re just trying to remember it all now.”



We also heard from **BRIAN JOHNSON**: “My wife and I just had our third child. We’ve been living in Natick for about four years with our children Archer (5), River (3), and Olive (0). In the past year, I started working at Google, so my days are split between commutes to Kendall and ferrying my kids to and from school.”

1999

LINK MUSTIN checked in to let us know that he is currently on active duty as a Surface Warfare Officer.



Back to campus for a visit! Cathy Kim '01, left, with Jane McGinty and Joanne Suh '00.

2001

Here’s the latest from **COURTNEY HANNAH RENKES**: “I have been living in Washington, D.C., for the past ten years. I graduated from George Washington University School of Law in 2013 and practiced law full-time until the birth of my son, Tommy, two years ago. I decided to be a stay-at-home mom for him, and we have fun going to soccer, gymnastics, music class, and museums. I continue to volunteer as a pro bono attorney in the DC Family Court. I am

also a board member of a nonprofit called the TraRon Center, which benefits children and adults who have been affected by gun violence. My current role with the TraRon Center includes planning the summer program and seeking funding for art programs for the children.” **ELIZABETH SHARP** recently received an award for excellence in physician communication. She is a board-certified primary care physician at Mount Sinai Doctors in Midtown Manhattan.

2003

We learned that **JOEL MANDELL** and his wife Lauren welcomed daughter Braelyn on May 15, joining her sister Avery, age two. They live in Lebanon, New Jersey, where Lauren is a physical therapist and Joel is a vice president for Southwire.



Joel Mandell '03 with his family.

2004

Exciting news from **ALEXIS MARTIN KLOSE**: “On April 2, 2019, I gave birth to my first child, a boy, Ace Martin Klose, on my husband, Shawn Klose’s

birthday. So now my two boys have the same birthday! Shawn and I celebrated seven years of marriage on September 1!”



Ace Martin Klose, the son of Alexis Martin Klose '04.

2005

PAIGE VALCHUIS was named to the Forbes Best-in-State Next-Generation Wealth Advisors list for 2019. The list spotlights advisors who represent the future of the wealth management industry. Paige currently works with Gage Wealth Advisors. **ALEXANDRA HORNE** writes, “I successfully defended my dissertation in May at Arizona State University, completing my Ph.D. in geology, and I am now happily working



Drop us a line!

Send your Class Notes updates to Erin Sullivan at esullivan@fayschool.org



Brad Bero '07 announces his engagement to Carly Shumrick!

as a Senior Data Scientist in energy efficiency evaluation and research in Reno, Nevada. My partner, our dog Opal, and I are loving northern Nevada, and we're all knee-deep in DIY renovations of our first home in Midtown. If any Fay alums find themselves in the Reno/Tahoe area, we'd love to connect!"

2007

Exciting news from **BRAD BERO**: "Inspired by the Instagram images of **ALEX SARGENT**, I got engaged to Carly Shumrick this June in Cincinnati in front of the Cincinnati Ferris Wheel and Roebling Bridge. I reached out to Alex for help, and Alex hid in the bushes to capture the moment!"

2009

ANASTASIA USACHEVA has this update: "I am happy to share that I am joining the founding team of an AI start up and working on establishing their brand. Since I last wrote to Fay, I have moved to the UK and would love to find some Fay alumni that have found themselves on this rainy island."

2013

We heard from **OASIS ZHEN**: "I am currently a junior at Yale majoring in Global Affairs and EPE (Ethics, Politics, & Economics), and I lead the Yale Women's Leadership Initiative Conference and the Yale US-China Forum. I would love to help out and talk to any fellow Fay students and alumni who are thinking about these majors and activities."

2015

Exciting updates on the Pelaez brothers: **FERNANDO PELAEZ** is pursuing a bachelor's degree in film and arts at Emerson College. **FRANCISCO PELAEZ** is a pre-med student majoring in biology at the University of Georgia, and **ALFONSO PELAEZ** is majoring in architecture at Rice University.

2019

Here's an update from one of our newest graduates, **CHLOE LEWIS**: "Coming into Choate this fall, I was unaware of how well prepared I would be for the academic year. However, as soon as the first few weeks passed by, I was quick to recognize that I was not struggling and in fact successfully

managing my time very well. Through the last few months I have felt prepared for my workload, as well as social life, boarding life, and athletics, and I've certainly proved to be my own self-advocate. I often find myself with much more free time than I expected because Fay taught me how to manage my time. My Choate friends are often weeping with envy over how well I tend to clear my assignments for the week. Furthermore, I also frequently reflect back to my time at Fay and reach out to other alumni, teachers, and current students whom I remain close with. Fay was definitely one of the most influential experiences of my lifetime, and I'm so grateful to have attended. I give my best wishes to the current students but mostly members of the Red Team!"

Save the Date!



at WARRIOR ICE ARENA

Join us for our annual Boston gathering for alumni. Past parents and friends are welcome to attend, too!

Enjoy a family-friendly open skate at the facility where the Bruins train, followed by an alumni hockey game, along with winter refreshments and a chance to reconnect with friends, alumni parents, and fellow alumni!

Questions? Contact Susan Conti, Director of Parent Relations and Advancement Events, at 508-490-8205 or sconti@fayschool.org.



Saturday 2.29.20
fayschool.org/winterwarmup

In Memoriam

MICHAEL COE '41 *September 25, 2019*

Michael D. Coe, a retired Yale professor and one of the leading figures in Mesoamerican archaeology, died on September 25, 2019, at the age of 90. Born on May 14, 1929, in New York City, he attended Fay School and St. Paul's School before entering Harvard, graduating in the class of 1950. He served with the Central Intelligence Agency in Taiwan, where he fell in love with Chinese food. However, he decided that his true interest lay in archaeology, and he returned to Harvard to pursue a PhD. In a physical anthropology class, he met Sophie Dobzhansky, daughter of a noted geneticist, and they married in 1955. They produced five children, his sons Nicholas, Andrew, and Peter, and his daughters Sarah and Natalie.

After teaching for two years at the University of Tennessee, Dr. Coe was given the post of assistant professor at Yale's Department of Anthropology. He rose to full professor, acted as chairman of the department during the turbulent years on the 1960s and 1970s, and was also a curator of the Peabody Museum of Natural History. He taught thousands of students, his courses ranging from Anthro 1



Michael Coe

and the cultures of Native America to the translation of Mayan hieroglyphs. He remained close to many of his students, who themselves became noted experts in the study of the ancient New World.

Dr. Coe's research interests were wide, and he possessed boundless curiosity and enthusiasm. He excavated sites in Guatemala and Veracruz, Mexico, unearthing Olmec colossal illuminated the earliest cultures of Mesoamerica. He and his wife, Sophie, made important contributions to the effort that finally broke the code of Mayan hieroglyphic writing. They purchased a farm in Heath,

Massachusetts, and soon he was excavating a nearby French and Indian War fort. He became an avid fly fisherman, traveling around the world with his sons and fishing buddies. He took great pride in an exhibition on the history of fly fishing that he curated for the Peabody. He wrote well over a dozen books, covering topics such as Mexico and the Maya, ancient Khmer civilization, and his own life and career. After Sophie was diagnosed with cancer, he completed the book that she had started, called *The True History of Chocolate*. He was writing and communicating with colleagues right up to the day he entered the hospital. In addition to his children, he is survived by six grandchildren.

JOHN SUYDAM '41**March 13, 2019**

John Richard Suydam, 91, passed away March 13, 2019, in West Kingston, Rhode Island. Born in Boston on April 13, 1927, Mr. Suydam was the son of the late John R. and Margaret (Thayer) Suydam, and grandson of Dr. William G. Thayer, former headmaster of St. Mark's School. His brothers, William '46 and Peter '53, also attended Fay. After Fay, Mr. Suydam attended St Paul's School, and after serving in the U.S. Navy during World War II, he graduated from Harvard University in 1950.

Mr. Suydam served with the State Department at the U.S. Embassy in Paris and then became a securities analyst and partner with New York investment firm H.C. Wainwright. He also served as President of the Kips Bay Boys and Girls Club, in New York, from 1969 to 1981, and thereafter as an honorary trustee. A longtime resident of New York, NY and Bedford, NY, Mr. Suydam retired to Washington, DC, in 1992.

Mr. Suydam leaves his wife, Hannelore (Bechtold) Suydam; daughters Margaret, Gertrude, and Katrinka; son John R. Suydam, Jr.; and many grandchildren.

FELIX CRUZ '46**April 3, 2019**

Felix "Sonny" Cruz died at his home on April 3, surrounded by his family. He was born in Havana, Cuba, to Felix Cruz and Florence Cruz Mendoza. After Fay, he graduated from Pennsylvania Military Academy and had a successful career as an accountant. He is survived by his wife, Alejandrina Godoy Cruz; his four children; his sister; and many grandchildren and great-grandchildren.

PETER FONDA '54**August 16, 2019**

Peter Fonda died of lung cancer on August 16 in Los Angeles at the age of 79.

Mr. Fonda was born on Feb. 23, 1940, in Manhattan, the younger of two children of the film star Henry Fonda and Frances Seymour (Brokaw) Fonda.

After Fay, he attended Omaha University in his father's home state. He began his theater career with a starring role

in *The Golden Fleece* at the Omaha Community Playhouse. His Broadway debut, only a year later, was in *Blood, Sweat and Stanley Poole*, an army comedy for which he won a Theater World Award. He made his television debut in a 1962 episode of "Naked City."

He maintained a busy screen career over the next 50 years. He starred in television movies, including *The Passion of Ayn Rand* (1999) and *Back When We Were Grown-Ups* (2004). His films included *Futureworld* (1976), Steven Soderbergh's crime drama *The Limey* (1999), and the 2007 remake of *3:10 to Yuma*. His final film appearance was in *The Last Full Measure*, a war drama, scheduled to be released in October.

During his acting and filmmaking career, Mr. Fonda earned two Oscar nominations, almost three decades apart. In 1970, he shared, along with Dennis Hopper and Terry Southern, a best original screenplay nomination for *Easy Rider*, and in 1997 he was nominated for best actor for his role as a widowed beekeeper in *Ulee's Gold*.

In addition to his wife, Margaret DeVogelaere, and his sister, Jane Fonda, his survivors include a daughter, the actress Bridget Fonda; a son, Justin Fonda; two stepsons, Thomas McGuane and Wills DeVogelaere; a stepdaughter, Lexi DeVogelaere; a half sister, Amy Fonda Fishman; and one grandson.

Mr. Fonda appeared never to abandon his 1960s attitudes and openness, even as he prepared for the 50th anniversary this fall of *Easy Rider*. The "about" section of his current website includes this thought: "I believe that one is only truly free when learning, and one can only learn when one is free."

Adapted from the New York Times.



Peter Fonda

WILLIAM HARRIS '58*August 30, 2019*

William “Bill” Harris, the veteran Hollywood broadcast journalist who served as a co-host on the syndicated program *At the Movies*, died at the City of Hope hospital after a short bout with cancer. He was 75 years old.

Harris was hired as one of the first reporters for *Entertainment Tonight*, which premiered in 1981, and he served as head writer/reviewer on Rona Barrett’s gossip segments for the *Today* show and *Good Morning America*.

In 1986, Harris and New York critic Rex Reed assumed the aisle seats occupied by Gene Siskel and Roger Ebert on Tribune Broadcasting’s nationally syndicated *At the Movies* program after the original pair had left for a similar Disney-produced show.



Bill Harris

Harris started his showbiz career as a writer on *The Ralph Story Morning Show* on KABC-TV in Los Angeles. He went on to review movies for the syndicated show *PM Magazine*; spend 14 years doing interviews for Showtime/The Movie Channel that aired in conjunction with movies airing on the networks; do radio reports about Hollywood; and write for the Victor Awards and the Mrs. America and Mrs. World pageants.

More recently, he went on the road with actresses Barbara Eden and Sophia Loren to host Q&A events with their fans.

For a hobby, Harris collected checks written out by such stars as Marilyn Monroe (\$10.12 to Schwab’s Pharmacy), Judy Garland (\$228.58 to Colony House Liquors) and Marvin Gaye (\$1,000 to cash).

Survivors include his sisters, Nancy and Susan, and his partner of 43 years, Gregg Barnette.

JOHN W. MCKEAN '63*August 12, 2019*

John W. McKean died of heart failure on August 12, 2019. John was the oldest of four sons of Katharine Winthrop McKean and Q.A. Shaw McKean. His brothers—Tom '64, Robert '66, and David '71—attended Fay, as did his half-brothers, Shaw '39 and Harry '39; Shaw was the Founders’ Medal winner for the Class of 1939. While at Fay, John was the President of the Reds, Editor-in-Chief of the *Pioneer*, and winner of the Headmaster’s Award. He was particularly influenced by Headmaster Harrison Reinke and teachers Ken Graham and Bob Renfroe.

After Fay School, John attended St. Mark’s, Harvard, and Suffolk University Law School. While attending Harvard, John joined with a group of social activists founding the Robert F. Kennedy Action Core, a leader in child welfare and juvenile justice in Massachusetts. After college, he joined the George McGovern presidential campaign and served as State Director for Massachusetts in both the primary and general elections. He won election as County Commissioner for Essex County for two terms and then was appointed to the Massachusetts Parole Board by Governor Michael Dukakis, where he served for four years.

In the mid-1980s, John returned to manage his family’s farm in Pinehurst, North Carolina, and assist his mother, who had developed Alzheimer’s. In Pinehurst, he became active in the local community: he was a longtime board member of the Boys and Girls Club of the Sandhills and a member of the Sandhills Community College Foundation Board for nearly a quarter of a century, serving as Board Chair for four of those years. McKean Hall, the Campus Service Center, bears his name.

John never married but played a large role in the lives of his nine nieces and nephews as well as his brothers and their wives. He loved to travel and had visited over 70 countries. He loved golf and had played many of the world’s great golf courses in the U.S. and Europe. He was an avid Red Sox fan, holding season tickets for 44 years. He was a life-long Democrat and remained dedicated to social justice.

R. STEWART PHELPS '65

June 15, 2019

R. Stewart Phelps, 68, passed away unexpectedly from heart complications in London, England when he and his partner were on their way home from an unforgettable cruise around northern Europe.

Stewart grew up in Seattle, Washington, the son of Sheffield and Patricia Phelps. After Fay, he graduated from Lakeside School and Colorado College. Stewart loved the mountains and was an avid and accomplished skier.

Thoughtful, supportive, and loyal, Stewart dedicated his

time to friends and family. He always went the extra mile to find that perfect gift (and wrap it perfectly), fix that broken part, cook that delicious meal. He never forgot a person's birthday or anniversary and always attended every play, presentation, and athletic event in which his children or his nieces or nephews participated.

Stewart is survived by his partner, Susan Taylor; children Natalie and Gavin Phelps; grandchild, Calder Word; and sister, Nina Gorny. He was preceded in death by his wife, Alexis Phelps; and sister, Cindy Phelps.

JESSE CHARLES COHEN '87

October 18, 2019

Jesse Charles Cohen died on October 18, 2019, in Fort Lauderdale, Florida. He was 47.

Jesse grew up in Framingham and Sherborn Massachusetts, surrounded by trees and nature and three sisters. He was a deeply caring and protective brother. He had what one person recently described as a megawatt smile—a smile as wide and sparkling and pure as one of his favorite places: Farm Pond, in Sherborn, where he began sailing alone at the age of seven. He loved to race his Sunfish, which he christened “Jesse’s Comet,” and with which he won all the awards there were to win. In the summer, he gave sailing lessons, and the dock was his second home.

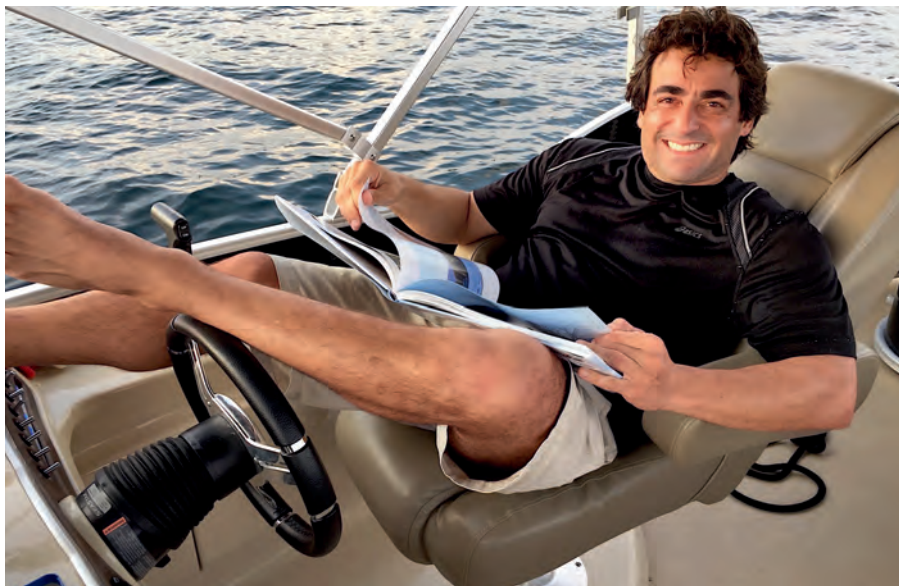
After Fay, Jesse attended St. Mark's, where he was a model student, a natural leader, and a loyal friend. Kind to everyone, he had an easy charm and charisma that drew people to him. And that smile—people couldn't help but smile back.

Jesse graduated magna cum laude from Brandeis University and earned a law degree from Tulane University. He practiced law in Massachusetts before moving south, closer to the sun and the sea. In Florida, Jesse met

his wife, Mari, on the beach. He called her his “winning lottery ticket.”

Out on the water, Jesse felt happy and free. His family will forever see him in a lake's ripples and waves.

The grandson of the late Helen and A. Louis Atkins and Pearl and Samuel Cohen, Jesse is survived by his daughter, Shayna Cohen; his wife, Mariene Padua Cohen; his parents, Leona Atkins and Paul Cohen; his siblings, Emily Becker, Alison Cohen Chappell '89, Jordana Cohen Linder '97, and his nieces and nephews.



Jesse Cohen

The 1866 Society Honor Roll

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

1866 Society Members as of October 17, 2019

Mr. Philip G. Stevens '14, P '54 *
 Mr. and Mrs. John R. Camp '16, P '52, '53, '55 *
 Mr. Robert A. Pinkerton '17 *
 Mr. Robert Gilmor '21 *
 Mr. George A. Forman Jr. '25 *
 Mr. A. Watson Cocroft '28 *
 Mr. David R. Donovan '29 *
 Mr. Robert M. Burnett '30, P '69 *
 Mr. Charles M. Fair Jr. '30 *
 Mr. Efrem Zimbalist '31 *
 Mr. Malcolm A. Stevenson '39 *
 Prof. Michael D. Coe '41 *
 Mr. Forrest E. Mars, Jr. '45 *
 Mr. Henry F. Wood, Jr. '45
 Mr. George E. Adams '46 *
 Mr. Charles W. D. Bassett '48 *
 Dr. Anthony S. Abbott '49
 Mr. Campbell Steward '48, P '78
 Mr. Thomas C. Sheffield '50
 Mr. Alan F. Brooks '51
 Mrs. Carolyn Enders, P '51 *
 Mr. Kenneth A. Marshall, MD, '52, P '90
 Mr. Herbert L. Camp '53
 Mr. David O. Whitemore '53, P '83, '84, GP '23
 Mr. Charles E. Wood '53
 Mr. David Cheever III '54 *
 Mr. Robert D. Gray '55
 Mr. J. Thomas Chirurg '56
 Mr. William F. Elliott '56 and Ms. Catherine M. Downey
 Mr. Lawrence J. Braman '57
 Mr. James F. Curtis III '57
 Mr. Leonard A. Grace '57
 Mr. Douglass N. Loud '58
 Mr. David W. Harris '58
 Mr. Richard S. Sellett '58
 Dr. Frederick B. Brewster '59
 Mr. Charles E. Cerf '59
 Mr. Michael H. Holden '59

Mr. John L. Birkinbine, Jr. '60
 Mr. Daniel C. Burnes '60
 Mr. Whitney A. Beals '60
 Mr. R. Lansing Offen III '61
 Mr. Charles P. Pieper, Jr. '61
 Mr. Peter G. DuPuy '62 *
 Mr. Philip R. Morgan '62
 Mr. Joseph H. Pyne '62
 Mr. J. McKim Symington, Jr. '62
 Mr. Robert S. Waters '62
 Mr. Daniel M. Morgan '63
 Mr. W. Bristow Gannett, Jr. '64
 Mr. John D. Reichert '66
 Mr. LeRoy L. Walker III '66
 Mr. Winfield A. Foreman III '67
 Mr. William B. Gannett, P '64, '66, '67 *
 Mr. Jonathan D. Chase '68
 Mr. Ford A. Edwards '68
 Mr. James O. Murdock III '68
 Mr. Robert K. Raeburn '69
 Mr. Alan G. Redden '69
 Mr. William D. Werner '69
 Mr. and Mrs. John L. Hettrick, Sr., P '70 *
 Mr. and Mrs. Robert L. Werner, P '69, '72 *
 Mr. and Mrs. Vincent P. Trunfio, P '71, '75
 Mr. Harold A. Davis '73
 Mr. Paul R. Vogel '73
 Mr. Lawrence G. Davis '74
 Mr. Victor J. Melfa, Jr. '74
 Mr. James C. Rhoades '77
 Mr. James P. Shay '78, P '15, '17;
 Ms. Kathryn A. Badger '79
 Dr. Katherine F. Worthington '80
 Mrs. Claire Skrzypczak, P '76, '78, '81 *
 Mr. Stephen P. Malasky '81
 Mr. Edward T. Hall *
 Mrs. Sarah R. Mars '83
 Mr. and Mrs. A. L. Robinson, Jr., P '83 *

Lawrence A. O'Rourke, P '83
 Burton C. Gray, Jr. '85
 Mrs. Jill McElderry-Maxwell '85
 Mrs. Edith B. Perkins, P '86
 Ms. Susan Alford, P '87
 Dr. and Mrs. I. Craig Henderson, P '87
 Mr. Reid B. Prichett '87
 Mr. John Turner '87
 Mr. Shelby K. Wagner '87
 Mr. Jason G. Duncan '88
 Dr. and Mrs. Henry O. White, FR '88
 Mr. and Mrs. Peter and Linda Drotch, P '83, '86, '89,
 GP '26, '28
 Mr. Trevor P. Prichett '89
 Mr. and Mrs. W. David McCoy, P '90
 Mrs. Beverly LaFoley, P '92
 Mr. Glenn A. Prichett '92
 Mr. David Nelson, P '99, '01
 Ms. Lise W. Carter, P '93, '94, '00
 Mr. and Mrs. John A. Currie, P '02
 Ms. Bernadette L. Session, P '02
 Ms. Anne Marie Durkot, P '04
 Ms. Jane Bourette, P '03, '05
 Mrs. Joyce Bertschmann, P '07
 Mr. and Mrs. Anthony and Elizabeth Trase, P '09, '09
 Mr. Philip J. Hogan, P '11
 Mr. and Mrs. Mark and Lee-Anne Saccone, P '09, '12
 Mr. and Mrs. Alexander and Kathleen Tournas, P '09, '12
 Mr. Michael G. Berolzheimer, GP '16
 Mr. and Mrs. James and Paula Carafotes, P '17
 Mr. Robert J. Gustavson, Jr., P '12, '17
 Mr. and Mrs. Dennis and Mary Hoffman, P '13, '14, '18, '18
 Mr. David Lyons and Mrs. Laurie Vance, P '11, '12, '16, '19

* denotes deceased

Supporting Fay's Enduring Values: Jim Shay '78

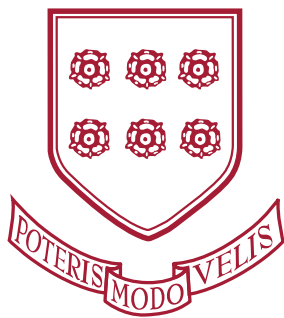
Jim Shay's connections to Fay School run deep. He is an alumnus and a parent of Fay alumni: daughters India Shay '15, a sophomore at Trinity College, and Sophia Shay '17, a senior at Suffield Academy. He has been a trustee of the school since 2010 and President of the Board of Trustees since 2014. Jim is also one of thirteen members of his family to attend Fay.

In the forty-plus years that Jim has been connected to the School, it is Fay's enduring values that he values the most. "Students leave Fay with an extraordinary mix of traits: respect for others, a belief that they can make a difference, an understanding of the importance of effort, and a desire for excellence," says Jim. Gratitude for those values and the Fay experience has led Jim and his wife, Monica, to devote time to the School as volunteers and leaders. In addition to his service to the board, Jim served as President of the Fay Alumni Council from 2004-2007, and he and Monica co-chaired the Fay Fund for two years.

While Jim and Monica have been generous donors to the School for many years, they were recently inspired to join the 1866 Society, which is composed of Fay supporters who have made provisions for the School in their wills. "Last year, an outgoing board member announced his intention to leave Fay a legacy gift, and I was so moved by his generosity," Jim recalls. "We decided to match his gift, and we hope this will inspire others to remember Fay in their estate plans at whatever level is most comfortable for them."

The foundational nature of the Fay experience is what motivated Jim and Monica to continue their support for the School in such a meaningful way. In particular, they hope that their gift will make it possible for Fay to continue to attract and retain the best teachers, and to help make a Fay education accessible to well-matched students regardless of their financial need. "Whether they enroll in Kindergarten or seventh grade, children are at Fay for such a pivotal time in their intellectual and athletic development, and it has such a great impact on their future success," says Jim. "We feel so grateful to be part of this very special community, and this is one way for us to show our gratitude."





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