

FAY

Fall 2020
MAGAZINE



In This Issue:

*Our Schoolwide Theme: Moral Courage
Creativity During COVID: Diego Gutiérrez '90,
Sally King McBride '00, and Peter Richmond '67*



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Fay School
48 Main Street
Southborough, MA 01772
508.485.0100
www.fayschool.org

Robert J. Gustavson, Jr.
Head of School

Erin Ash Sullivan
Editor, Director of Marketing
and Communications

Nicole Casey
Assistant Director of Marketing
and Communications

Daintry Duffy Zaterka '88
Communications Associate

Rob Crawford
Director of Advancement

Kinsley Perry
Director of Annual Giving

Paul Abeln
Director of Alumni and
International Relations

Stephen Gray
Advancement Officer

Ellen Breau
Advancement Associate

Magazine Design
Michèle Page
Design Communication

Photography
MacKenzie Hennessey
Lisa Aciukewicz



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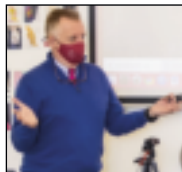
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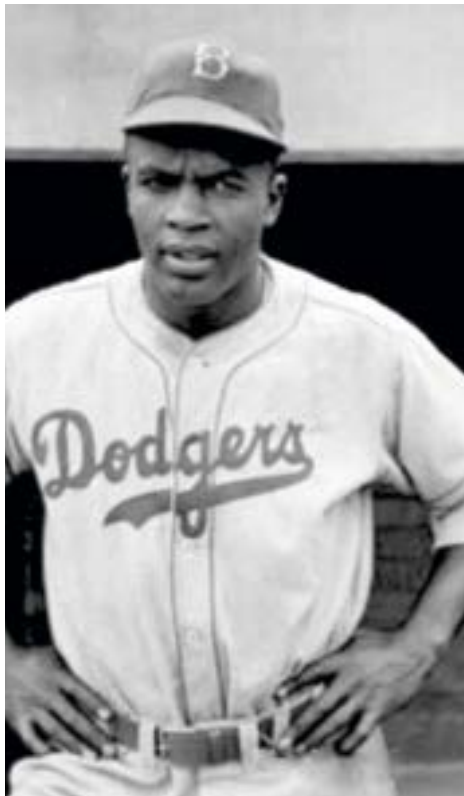
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Head's Notebook: Jackie's Eyes

Next to my desk hangs a photograph of Jackie Robinson that was taken during his fourth season with the Brooklyn Dodgers. It's a striking image. Robinson stands alone in front of the dugout, hands on his hips, chest out. He stares directly at the viewer, unsmiling. The intensity of his gaze is remarkable; he appears both energized and exhausted, and his pride is unmistakable. We recognize this look of confidence and determination as a quality of a great athlete and also understand, in this case, that there is much more to the story. It's an unsettling and inspiring photograph—not only because of all we know about what Cornel West has called Robinson's "quest for dignity, excellence, and integrity," but also for everything the image conveys about what it took for a real human being to undertake this heroic journey.

Jackie Robinson embodied moral courage in all its complexity. While it's easy to oversimplify his story and see him as a one-dimensional, mythical figure, in reality he struggled mightily to maintain self-discipline and control his anger in the face of extraordinary adversity. In large part, this is what we admire about his character: he succeeded in spite of these emotions, not because he lacked them. Robinson's actions played out on a very public stage, but they were the result of private, personal decisions that reflected his deepest beliefs and convictions.

Whatever form it may take, moral courage involves acting with intention and integrity when wrestling with ethical dilemmas, confronting dishonesty or injustice, or addressing the mistreatment of others. It's not the same as self-righteousness, and it's never strident or reckless. To the contrary, moral courage usually involves subordinating our self-interest and making personal sacrifices in order to uphold our values and our commitments. Being morally courageous is less a matter of grand public gestures and more about performing what Wordsworth referred to as "little, nameless, unremembered acts of kindness and love." Sometimes bold, large-scale advocacy is necessary—but in our daily lives, there are many more opportunities for us to act in ways that convey empathy, respect, and concern for those around us and to expect others to act in the same manner.



Acting with moral courage doesn't require us to choose between being arrogant or being naïve. With effort and care, we can discern the best course of action and move forward with both confidence and humility, prepared to endure discomfort and accept the consequences, for the sake of what we believe is right. Each time I walk into my office, the image of Jackie Robinson reminds me that even when we are feeling an overwhelming sense of moral outrage, we can consciously choose to act with forbearance and civility, as well as unwavering determination and resolve. I see all of these things in Jackie's eyes.

—Rob Gustavson



Being morally courageous is less a matter of grand public gestures and more about performing what Wordsworth referred to as “little, nameless, unremembered acts of kindness and love.”

Students have been exploring this year's schoolwide theme of moral courage through reflection, discussion, and reading.

“Develop
enough courage
so that you can
stand up for
yourself and then
stand up for
somebody else.”

—Maya Angelou

Choosing the Right Path: Exploring Moral Courage

by Daintry Duffy Zaterka '88

Moral courage comes in many forms. It's admitting that you made a mistake when you're worried about the consequences, standing up for a friend when it would be easier to keep quiet, and expressing what you believe when you know it won't be popular. In any year, moral courage would be a strong theme for the school year, but it is particularly apt for the current moment.

During the pandemic, members of the Fay community have been asked to sacrifice comfort, enjoyment, and cherished rituals to keep the community safe and make in-person learning possible. As Head of School Rob Gustavson noted in his Back to School Night remarks earlier this fall, declining a birthday party invitation, physical distancing from friends, and being the only player on the town soccer team to wear a mask requires moral courage, too. For many, the growing awareness and outrage over discrimination and inequity in American society have also been a call to action. Responding to all of these challenges has required an intentional focus on what we believe, the kind of citizens we want to be, and how we should engage with the wider world.

As teachers wove the theme of moral courage into classwork, discussions, and assignments this fall, students used this lens to consider their responsibilities in the Fay community and beyond.

In their first Morning Meeting of the year, Head of Primary School Katie Knuppel talked to students about courage and invited them to share the courageous choices that they have made. Second graders decorated badges of courage and wrote about a time that they demonstrated courage on one of the ribbons. The students also used the letters of their first names to write an acrostic poem about courage. Each letter expressed a different way to demonstrate courage, like trying something new when you are worried about failing.



Helping children recognize examples of moral courage builds a necessary foundation. “The students don’t always see it at the moment, but they make brave decisions all the time,” says second grade teacher Katie Farrar. “Inviting someone to play with you on the playground because it’s the right thing to do is moral courage.”

Owning up to mistakes and advocating for yourself also demonstrate moral courage. First graders discuss making mistakes as a normal part of the learning process. “If you don’t dare to speak up for yourself, how can you then go out and advocate for others?” asks first grade teacher Kelly Porter. “You start to develop that skill by learning to give yourself that positive self-talk, advocating for yourself, and standing on your own two feet.”

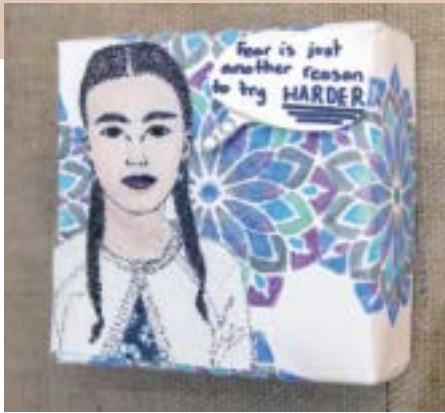
By sixth grade, that positive self-talk can be articulated as a personal affirmation. In Jane McGinty’s art class, sixth graders created origami “integrity boxes.” Each student’s box featured a Julian Opie-style self-portrait on the top, with a speech bubble containing a statement that the student found inspiring or encouraging such as “Stand up for what you know is right,” “Be your best self,” or “Don’t give up on your dreams.” Jane encouraged each student to turn their integrity box into an evolving piece of art by writing a note and placing it in the box whenever they see an act of kindness that inspires them or something that outrages them.

Morally courageous acts can take all different forms. Seventh and eighth graders in Extended Topics in Algebra and Geometry created line design projects this fall, depicting examples of moral courage, and then wrote about their example and why it represents a morally courageous choice. The Line Design project challenges students to take an image and reproduce it entirely with linear equations; they create an equation for each line and shape within the image and then plug it into Desmos, an online graphing calculator that recreates it. Writing about his image, Carey Huang ’22 said, “Moral courage is doing the right thing when it is often easier to do the wrong thing,” connecting it to staying focused on schoolwork despite distractions.



“The students don’t always see it at the moment, but they make brave decisions all the time,” says second grade teacher Katie Farrar. “Inviting someone to play with you on the playground because it’s the right thing to do is moral courage.”

“It must be our top priority to guide the development of kind, thoughtful, ethical people who know what they believe, act with moral courage, and make a positive difference in the world.” —Rob Gustavson



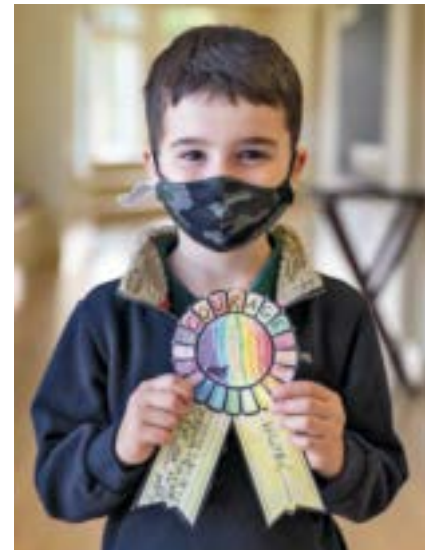
In Community Connections, Fay’s student-led, faculty-advised workshop group that encourages awareness and respect for people’s differences within the community, students spent their first meeting in September discussing the theme of moral courage and how to be an upstander. They discussed the elements of being an upstander, including knowing how to interrupt, question, educate, echo, and engage constructively when they see something unkind or unjust. They watched a talk by sociologist Dr. Bertice Berry and discussed the idea of knowing your place in the world versus having the courage to create it, and they made a word cloud with the vocabulary and concepts that they discussed.

Literature is providing students with rich examples of different kinds of moral courage this fall. Inspired by the Project LIT Community book lists, Fay librarian Haimin Luo launched her annual Read for Pleasure program, encouraging Fay students to read books that connect to the theme of moral courage. Adapted from the Project LIT Community’s book lists, which promote the reading and teaching of culturally relevant books, Haimin’s list includes a range of books that resonate with themes of diversity, equity, anti-racism, and inclusion.

In roundtable discussions, sixth graders in Lara Gleason’s class recently explored the texts that they have been reading this fall through the lens of moral courage. Students discussed and sometimes disagreed about which characters demonstrated moral courage in books like *We’re Not From Here* by Geoff Rodkey. Students took turns expressing opinions, respectfully offering

conflicting perspectives, and making connections between the short stories and books they had read this fall. Some of the discussions highlighted the personal nature of moral courage, as students debated whether stealing constitutes a morally courageous act if you are doing it for someone else.

During Fay@Home, the three-week period between Thanksgiving and Winter Break when students were engaged in remote learning, Lower School students and eighth graders read *Home of the Brave* by Katherine Applegate. The reading was grounded in twice-weekly Lower School morning meetings where students discussed the book’s themes and their connection to moral courage. The story is about Kek, a young refugee boy from Sudan who is trying to make a new life for himself in Minnesota. “Kek has some tough decisions to make, some of which he’s not going to go back on because they are at the core of his beliefs,” says Head of Lower School Lainie Schuster. “Everything he does is about





moving forward and making a new life grounded in what he knows is right.”

The seventh grade texts also provide rich examples of kids making morally courageous decisions under extraordinary circumstances. *Iqbal* by Francesco D’Adamo is the fictionalized account of the real Iqbal Masih, a boy sold into slavery to a carpet factory in Pakistan whose courage inspires other child laborers to fight for freedom. Seventh grade English teacher Dan Roy notes that it’s an enormously powerful read for students because it puts kids at the forefront: “It shows kids making challenging decisions, taking risks, and refusing to give up in a situation where the odds are stacked against them.” Students wrote about Iqbal and

also created an object inspired by the book. Projects ranged from Minecraft representations of Iqbal’s world to game boards where you have to play your way to freedom.

All American Boys by Jason Reynolds and Brendan Kiely encouraged seventh graders to think about racism and its connection to moral courage in Deb Smith’s English classes this fall. A composite of real-life events, the book tells the story of Rashad, a 16 year-old Black boy who is mistakenly accused of shoplifting and brutally beaten by the white arresting officer. A white classmate of Rashad’s, Quinn, witnesses the incident. Written from the perspective of Rashad and Quinn, the book addresses racism, police brutality, and white privilege. From the witnesses who struggle to tell the truth about what they saw, to Rashad’s friends and classmates who are pressured to take sides, and even his parents wrestling with complicated feelings about what has happened, every character has hard choices to make. In class, students discussed the moments in the book where characters make morally courageous choices and how those characters change as the story unfolds, allowing them to make the difficult choice to do the right thing. Throughout their reading, students analyzed specific parts of the book and wrote poems inspired by the many examples of poetic writing in the novel.

As the year continues, students and teachers will continue to participate in this important work, exploring what it means to be morally courageous in ways both large and small. As Rob stated in his remarks this fall, “It must be our top priority to guide the development of kind, thoughtful, ethical people who know what they believe, act with moral courage, and make a positive difference in the world.”

“I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have.”

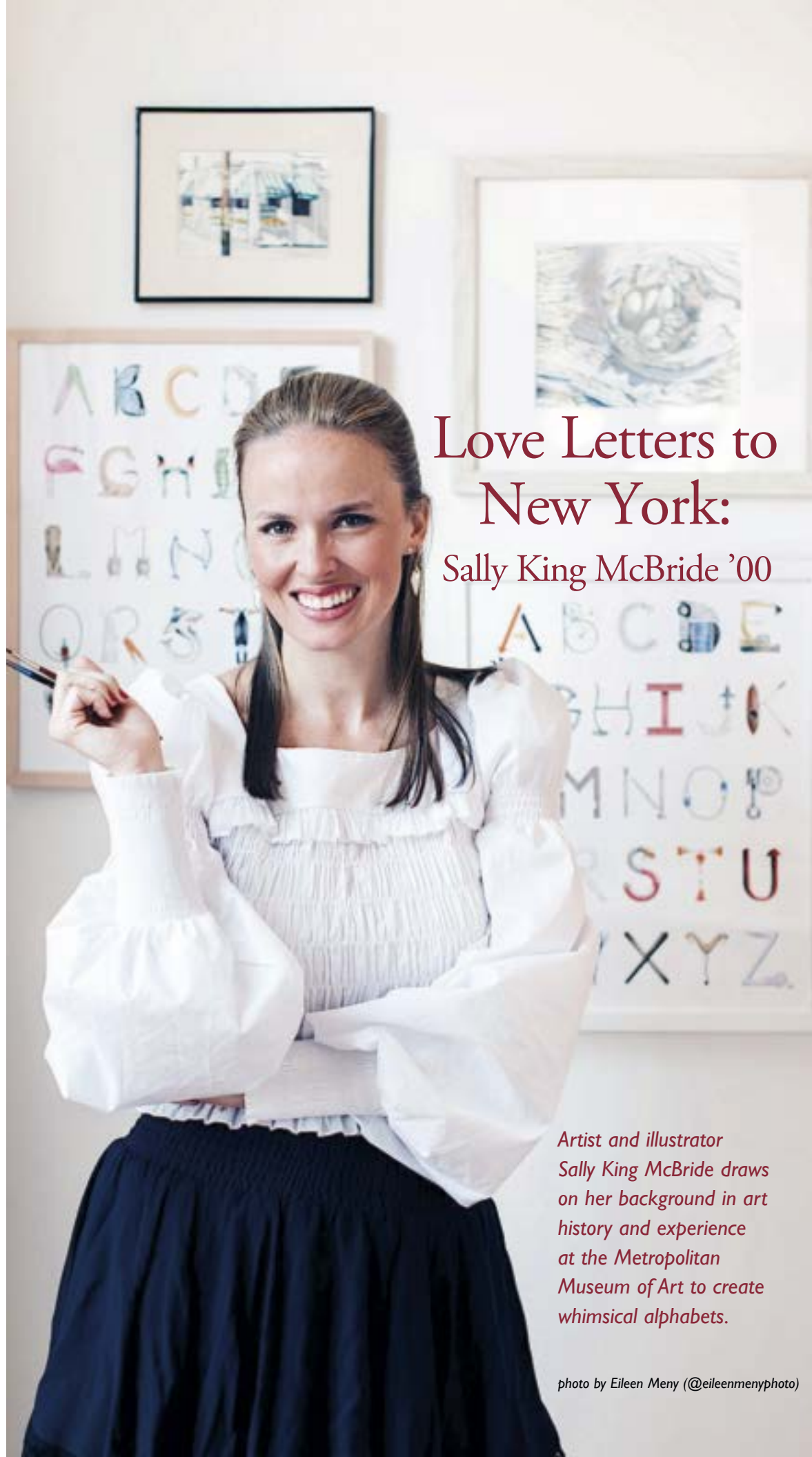
—Abraham Lincoln

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ALUMNI PROFILES: CREATIVITY IN THE TIME OF COVID

The pandemic has affected our work lives in ways we could not have imagined. In this issue of *Fay Magazine*, we're pleased to present the stories of how three alumni have found ways to pursue their creative passions in spite of COVID—and how they have found opportunities to thrive despite limitations.

by Daintry Duffy Zaterka '88



Love Letters to New York:

Sally King McBride '00

*Artist and illustrator
Sally King McBride draws
on her background in art
history and experience
at the Metropolitan
Museum of Art to create
whimsical alphabets.*



“WITH THE PANDEMIC, THERE’S A NEW EMPHASIS ON BEING OUTDOORS AND USING

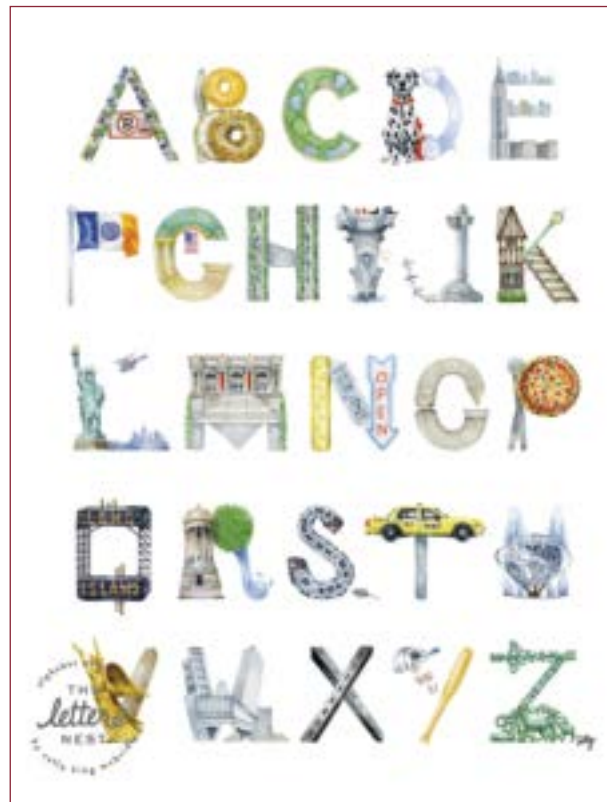
he child of an educator, Sally grew up on the campus of several New England private schools, including Fay, and graduated with a B.A. in art history from Brown and an M.A. in art history from Columbia. Before launching her career as an artist and illustrator, Sally spent ten years working at the Metropolitan Museum of Art in New York. So it’s no surprise that the alphabet watercolors she creates for her clients at *The Letter Nest* are much more than the usual cartoony fare. “It’s a more elevated presentation,” notes Sally, “but with no less whimsy and delight.” In her most recent work, Sally has also incorporated a new ingredient, a bittersweet affection for New York City and everything it has been through in the last nine months.

Like many New Yorkers, Sally, her husband, and two young sons escaped the city in March, worried that they would be isolated in their apartment as COVID-19 shut down the city. A trip to her parents’ house in New Hampshire turned into a five-month sojourn. Answering emails and working on commissioned pieces between nap times, homeschooling assignments, and Zoom classes introduced Sally to a new kind of productivity. “I had to perform creatively in condensed periods of time,” says Sally. “You have to produce; there’s no room for pondering!”

From watching the news and connecting with friends, Sally knew that New York was a changed city, but it wasn’t until her family returned home at the end of the summer that she experienced it first-hand. When her husband occasionally went into the office, it was to a building that was 12% occupied. Forty percent of Sally’s neighbors still haven’t returned. There are no tourists wandering the streets, and it’s a sign of the comparative emptiness that Sally’s sons could safely ride their scooters to school this fall on the city sidewalks.

Sally had previously drafted a New York City alphabet, but her shifting perspective on the city led her to reimagine her work. “When I first drafted this two years ago, it looked drab in cement gray and blue,” Sally recalls. “But with the pandemic, there’s a new emphasis on being outdoors and using all the green spaces like Central Park, Riverside, and the High Line—more of an intersection of nature and the city.”

Sally crowdsourced ideas from Instagram, a platform that she once held at arm’s length but has since learned to embrace. She gleaned some hilarious suggestions for her alphabet that only a MetroCard-carrying New Yorker would understand, like “A is for Alternate Side Parking.” Like her previous alphabets, her letter guide to New York City is brimming with wit and whimsy.



No fewer than five of the twenty-six letters in her alphabet reference Sally’s time at the Met and objects in its collection.

Her latest creation has struck a nerve with young families who have moved out to the suburbs this year and want to take a piece of the city with them. “Although this was a response to something personal, it also resonated with something universal, and I’m seeing a lot of new visitors to the website as well as new orders.” Author, writer, actress, and New York influencer Jill Kargman of Bravo’s *Odd Mom Out* picked up Sally’s New York City Alphabet before its launch, giving it her blessing and a boost in visibility.

As for what the future holds, Sally has decided to devote herself to *The Letter Nest* full time. “I’m jumping in feet first, and the weight and urgency of that decision hasn’t hindered my creativity, so I hope that continues!” Sally has a committed following, and the pandemic has many people looking to redecorate, so the time feels right. “People are feeling a real allegiance to home, and when we’re all climbing the walls, some of us will be inspired to decorate, redesign, and beautify them!”

To see more of Sally’s work, you can visit her website at www.theletternest.com or on her Instagram @sallykingmcbride.

ALL THE GREEN SPACES LIKE CENTRAL PARK, RIVERSIDE, AND THE HIGH LINE—AN INTERSECTION OF NATURE AND THE CITY.”

Feasting on the Road Less Traveled:

Peter Richmond '67

WRITER PETER RICHMOND '67 CHANNELS HIS PASSION FOR FOOD AND TRAVEL IN A NEW AND MOUTHWATERING FOOD BLOG.

Tucked away in the Berkshires, next to a Big Y Supermarket and a stone's throw from a Mobil Station and car wash, is an unassuming little French charcuterie café and market called Bizalion's. The baguettes are warm with a "crispy-crust" and a "yeasty-scented, airy soul." The pâté is "worth dying for," and the proprietors "source everything from their cheese to their cornichons to their chocolate with impressive discernment." You've probably never been to this little gem in Great Barrington, Massachusetts, but if you follow Peter Richmond's food blog, randomroadfood.com, you'll want to make the trip.

Over his career, Peter has written nine books, including the *New York Times* bestseller *The Glory Game*. He spent fifteen years as a sportswriter for GQ, and he has interviewed hundreds of actors and athletes from George Clooney to Muhammad Ali for stories in *The New Yorker*, *Vanity Fair*, and *Rolling Stone*. In the latter half of his career, a lifelong fascination with education led him to spend three years teaching English, history, and drama at the Indian Mountain School. When Peter discovered that he had an affinity for teaching, he went on to pursue his M.A. in teaching and serve as an adjunct professor at Moravian College. Eventually, though, he tired of the four-hour commute between Moravian and his home in Millerton, New York.



He gave up teaching, but he wasn't ready to give up the road—or the writing—just yet.

The main streets and back roads of small-town America have always captured Peter's imagination. The driving happens with Melissa Davis, his wife of 38 years, at his side. "We always take the back roads and never travel on an interstate," says Peter. "I love meeting people, and that's where you do it, in those towns with one bank, one factory, and one cafe."

For Peter and Melissa, a former writer and editor for *The Washington Post*, whose food column, "Why Not the Best," pioneered the genre, one of the delightful by-products of their travels have been the unlikely epicurean discoveries they have made along the way. From wild quail fajitas at a strip mall in Space City, Texas, to a delectable key lime cheesecake made by the Nuns of New Skete in Cambridge, New York, Peter and Melissa rejoice in off-the-beaten-track food finds,

From wild quail fajitas at a strip mall in Space City, Texas, to a delectable key lime cheesecake made by the Nuns of New Skete in Cambridge, New York, Peter and Melissa rejoice in off-the-beaten-track food finds.

so much so that earlier this year, they decided to pool their writing talents and share their discoveries on randomroadfood.com.

Like a good tennis match, their restaurant reviews are written in a punchy back-and-forth conversational style. Peter sets up the jokes, and Melissa, an accomplished chef, uses her expertise to nail the food review. Seeing Melissa get back into food writing after 40 years is a source of pride and joy for Peter. “I talked my wife into leaving her job as a food columnist in 1982 to marry me, so I definitely owed her. She’s finally getting back into being a food writer, and she’s so good at it!”

Their first review of the Italian Special at the White House Home of Subs in Atlantic City, New Jersey, was posted on March 7, right as the pandemic hit and places started to shut down. “Originally, we were going to launch a 10,000-mile road trip,” says Peter. “We had pins all over a map of America, and then, of course, we couldn’t.” Instead, they have been traveling around upstate New York, focusing on no-contact cuisine and finding plenty to write about closer to home.

Peter and Melissa have developed a keen sense of when a restaurant is going to be good. Peter notes, “There’s a direct correlation between whether a place is going to be good and whether the person behind the counter seems glad you walked in, and the people working there seem happy.” Surrounded by farm stands in upstate New York, Peter and



Melissa have also learned to pay close attention to how restaurants source their food. “We live in the Hudson Valley, and there are farmers markets everywhere! We can get ingredients for a great meal. Everything from the pork to the chicken wings and the vegetables came from something grown within two miles of here,” he says. In fact, one of their great disappointments is finding a restaurant where the food looks great, but the ingredients are aged and flavorless. “You can tell when the ingredients weren’t loved, and when the tomato is from a crate and the coleslaw is bland because nobody wanted it to be any better than it could be.”

However, you’ll never hear about a terrible meal in one of their reviews. If they don’t like it, Peter and Melissa don’t write about it. “Life is too short, and we’re too old to be criticizing people,” says Peter. “I used to be so opinionated, but now I just want to find nice places that will make us happy.”



“ We always take the back roads and never travel on an interstate. I love meeting people, and that’s where you do it, in those towns with one bank, one factory, and one cafe. ”

Depicting the Bicultural Experience:

Diego Gutiérrez '90

Showrunner Diego Gutiérrez harnesses his passion for visual storytelling to highlight Latino culture.

Two years ago, when Diego Gutiérrez arrived in Mexico for his first project as a solo television showrunner, it wasn't just a milestone in his career—it was a homecoming. By his early 20s, Diego had already left home twice, once to follow his older brothers Alejandro '85 and Daniel '87 to Fay, and then again to study film at Wesleyan University. Twenty years later, he was returning to Mexico to film *Monarca*, a Spanish-language show for Netflix created by him and executive produced by Salma Hayek. This homecoming was particularly sweet: "I was especially proud to be coming back to Mexico and bringing something that I had created for Mexico," he says.

Diego's arrival at Fay in 1988 was eye-opening. Coming from a relatively homogenous culture in Mexico City, he was suddenly living and learning alongside students from around the world. "Fay was my first real exposure to the fact that people come from incredibly different places, cultures, and perspectives," he says.



Diego returned home for high school but was soon itching to leave again, and he spent the next four years studying film at Wesleyan University. After college, he traveled to Los Angeles intent on directing, but as fate would have it, he landed a job with a mentor who would completely alter those plans.

Diego was hired as the personal assistant to fellow Wesleyan alum Joss Whedon, who at the time was the showrunner for cult-90s hit *Buffy the Vampire Slayer*. In his role, Diego saw all the issues that would bombard a showrunner each day, from dealing with network executives to the wardrobe department. Joss was also a writer, and he insisted that if Diego wanted to be a visual storyteller, he had to learn how to write and tell stories. With Joss' support and guidance, Diego spent three and a half years learning how to write and learning all he could about television production. His first writing credit was an episode of *Buffy*.

In the ensuing years, Diego wrote for more shows, including *Dawson's Creek*, *Judging Amy*, *The Shield*, and *Without a Trace*, and he got as much exposure to the production side of television as possible. His new goal was to be a showrunner. "You need to understand how the entire machine works down to every department so that you can make the decisions that will keep a show running and on budget," he says. "Showrunning would allow me to control the whole creative product."

Six years ago, his opportunity arrived. Robert Rodriguez was launching a television adaptation of the movie *From Dusk Till Dawn*, and he was looking for Latino voices to bring on as co-showrunners. Diego also started to develop his own project ideas, and Netflix asked him if he would take his concept for *Monarca* and make it for Mexico.

Diego spent a year traveling back and forth between Los Angeles, where he lives with his wife and family, and Mexico City, where he relished the opportunity to mentor up-and-coming writers and producers. When it came time to film a second season, Diego was able to pass the baton to the team he had put in place in Mexico.

This year, Diego has been back at home in Los Angeles with his family and developing shows for different networks and studios so that he can get another shot at showrunning. It's an interesting time to be in development as social, political, and pandemic themes are swirling. "Nobody is quite sure what people are going to want to watch a year from now," says Diego. Should shows ignore COVID because audiences won't want to be reminded of it, or will that feel inauthentic? For the streaming studios, their products increasingly have to play in a global market as well. Will ideas that resonate in the U.S. have the same appeal in China? And what's the best way to include more disenfranchised and BIPOC voices in front of and behind the cameras?

Currently, Diego is developing multiple projects and focusing on concepts that reflect the many facets of



the Latino experience in the United States. "I always thought of myself as a Mexican living in the United States, but the longer I live here, the harder it is getting for me to say that without reexamining it," says Diego.

Diego believes that his bicultural experience of growing up in Mexico, attending Fay and Wesleyan, and then living and working in the United States is not that unique. Stories that reflect a mixture of cultures and backgrounds resonate with people these days. "The Latino market is not monolithic," he notes, "and we have thousands of different stories to tell." Diego is gratified that Hollywood is finally starting to grasp the complexity of the Latino culture. "The U.S. is my home now; it's where my family is," he says. "To give a voice to that bicultural experience in all its different shapes and forms is what excites me the most."

“The Latino market is not monolithic, and we have thousands of different stories to tell.”



Everybody Matters

IN PRIMARY SCHOOL, A NEW CURRICULUM HELPS STUDENTS BE THOUGHTFUL, RESPECTFUL, AND CURIOUS AS THEY EXPLORE RACIAL AND CULTURAL DIFFERENCES.

by Daintry Duffy Zaterka '88



What would you look like as a fish? Fay first graders contemplated this question this fall after listening to Head of Primary School Katie Knuppel read Leo Lionni's *Swimmy*, about a black fish living in a school of red fish who discovers that being different is a strength. Art teacher Cathy Gruetzke-Blais challenged students to collage what they imagined they would look like as fish. Some fishy alter-egos were tiny and multicolored, while others were cubist fish with chunks of color. Each fish was unique, and collectively those differences are celebrated on a bulletin board in the Primary School.

Primary School students explore and celebrate differences through a racial literacy curriculum that launched this fall. This summer, Katie, Cathy, and the Primary School teachers attended a curriculum conference sponsored by the nonprofit Pollyanna, which focuses on helping students engage in conversations about race and racism while fostering kindness and inclusion. The new curriculum complements the Open Circle Curriculum used in Primary, and projects and lessons already in place; Katie hopes it will "teach our students to be proficient in the language of race so that they can communicate in a way that's thoughtful, respectful, and curious."

Exploring similarities and differences

Many topics in the curriculum are grounded in Primary School Morning Meeting, where Katie shares books to launch a particular theme. In September, *Swimmy* sparked conversations about similarities and differences. First graders brought in "All About Me" bags to share unique aspects of themselves, their families, and traditions. In second grade, students read Yangsook Choi's *The Name Jar*, about a Korean girl who wants to choose a new name that her classmates can pronounce. Students discussed the similarities and differences they have with classmates, created self-portraits, and wrote acrostic poems to describe themselves.

Learning about color

In October, Katie read *One* by Kathryn Otoshi, a book in which the colors come to life. "Red" is a bully, and poor, quiet "blue" can't stand up to him; the story explores the characterization of colors and the theme of standing up for others. Students then focused on color in art class, mixing colors to create different skin tones and shades. After reading Shelley Rotner's *Shades of People*, Cathy introduced students to the photographer Angélica Dass, who took photos of people worldwide and matched their skin color to a shade in the Pantone Matching System. Students mixed and created as many different skin tones as they could and then

figured out how to match to their own skin tone. Mixing colors for skin tones and exploring the variety of shades "takes the idea of color and just makes it neutral," says Cathy. "No shade is better than the other."

Kindness and inclusion

In November, Katie shared Trudy Ludwig's *Invisible Boy*, about a boy who is excluded and ignored, to highlight the importance of inclusivity and visibility. When one child chooses to be kind and includes him, the main character becomes visible again. Back in the classroom, second graders identified inclusive action words from the book, like "smiles" or "invites," and exclusive words like "picking" and "choosing." In every classroom, teachers talked about the difference between being a bucket filler, someone who builds people up, or a bucket dipper, making others feel bad about themselves. In Kindergarten, each student wrote to a classmate, explaining a time when they "filled their bucket" by helping them or making them feel good.

Seeing windows and mirrors in books

Books are an essential building block in the racial literacy curriculum. Primary School Librarian Carol Knowles notes that as she curates the collection, she looks for books that address racial literacy themes. She adds that while children need to explore different perspectives through reading, they also need to see characters with whom they identify. "When a child self-selects a book and says, 'Hey, she looks like me!' that's a meaningful connection," she says.

Last spring, the Primary School connected on Zoom for a weekly book club focusing on Atinuke's *Anna Hibiscus*, about an African girl who lives in a biracial and bicultural family. Katie also hosted a summer book club featuring selections from the "Mirrors, Windows, and Sliding Glass Doors" list, which focuses on identity, race, and representation. Between Thanksgiving and the new year, Primary students all read *Thanku*, an anthology of poems about gratitude from a diverse array of writers. "The poets don't all write in the western tradition," says Katie, "so the forms and style of the poems are interesting too. The book dovetails with Fay's fall cultural competency theme of awareness," she says, adding, "the more aware you are, the more you notice what you have to be grateful for."



Free-Range Scientists

Lower School students engaged in an experiential science curriculum this fall that had them experimenting, building, and designing in the classroom, on the playing fields, and at home.

by Daintry Duffy Zaterka '88



WHEN COVID PROTOCOLS MADE HANDS-ON SCIENCE A CHALLENGE THIS FALL, LOWER SCHOOL SCIENCE TEACHERS TIM MCCAULEY AND CECILIA OWENS GOT CREATIVE TO ENSURE THAT THEIR STUDENTS WERE STILL LEARNING BY DOING. THEY REIMAGINED SCIENTIFIC INVESTIGATIONS, INCORPORATED NEW COLLABORATION TECHNIQUES, AND BROUGHT SCIENCE OUTSIDE SO STUDENTS COULD CONNECT THEIR LEARNING TO THE WORLD AROUND THEM.



How am I a scientist?

This fall, third graders began their study of magnetism and static electricity with an experiment at their desks. As students rubbed a crumpled paper towel lightly and quickly over a flat piece of Saran wrap to “charge” it, they noted how the Saran wrap puckered and wrinkled as it started to cling to the tabletop. Students realized that as the paper towel was rubbed over the plastic wrap, electrons were being transferred from one to the other. With a final exhortation to “charge, charge, charge,” Tim directed students to pick up the wrap from the two closest corners. Students squealed as it swung towards them.

To prepare for the three weeks of Fay@Home, the period between Thanksgiving Break and Winter Break when students learned remotely, third graders started experimenting with circuits: in class, they were challenged to turn a lightbulb on using wire, paperclips, aluminum foil, and a D battery. Each student went home with a Ziploc bag of materials to experiment with as they learned about series circuits, parallel circuits, voltage, current, and short circuits. The students were also encouraged to mix in additional items that they find around the house. “Science shouldn’t only live in the classroom,” says Tim. “I want students to think like scientists whether they are playing outside or sitting at the kitchen table.”

How does science influence my daily life?

Fourth graders have been learning about where water comes from, how it moves around the earth, and how people’s relationship with water is different around the world. To learn about groundwater, Tim took students down to the reservoir, where he poured a bucket of water onto the ground and then challenged students to scour the area for evidence to explain why that water is absorbed into the ground while the reservoir stays filled.

Students also experimented with the properties of water at home, how different factors influence freezing or how light bends in water. They collected materials, made hypotheses, recorded observations, and drew conclusions about the process.

During Fay@Home, fourth graders used the design thinking process to construct, test, and reconstruct water filters out of materials that they found around the house. In class, they talked about the difference between “clear” water and “clean” water, and as a class they cooked up their own recipe for dirty water so everyone was filtering out the same materials.

DURING FAY@HOME, SIXTH GRADERS DESIGNED AND CONSTRUCTED THEIR OWN MARS LANDERS AND ROVERS. THE ASTRONAUT IN THIS CHALLENGE WAS ACTUALLY AN “EGGSTRONAUT,” AND THE GOAL WAS TO CONSTRUCT A VEHICLE THAT WOULD ALLOW THE EGG TO SURVIVE IMPACT.



How can we as scientists explain the world?

Fifth graders started the year by studying the sun, renewable versus non-renewable energy

sources, and green technology. Students constructed their own solar ovens at home and did some delicious experimentation as they heated cheese nachos, pizza bagels, and s'mores! Afterwards, Cecilia handed out aluminum foil, black paper, a Ziploc bag, and a Hershey kiss; she challenged students to take the materials outside and make something that could demonstrate the power of solar energy. Some students quickly realized that they could apply the principles they had learned in constructing their solar ovens to melt the chocolate.

A new addition to the curriculum this year was demonstrating the power of the sun with a solar bag. Students took the 60-foot black plastic bag out to the playing fields, and after tying off one end they ran with the open end to fill the bag with air and tie it off. When the sun came out, the air inside the bag heated up, and the bag rose into the air. When the sun went behind a cloud, the bag would quickly sink. “The students made the connection that it was acting like a hot air balloon,” says Cecilia. Fifth graders will be able to apply these concepts in their next unit, when they study the oceans and learn why the water on top is warmer. “Students are starting to see how the earth and its systems connect to one another,” says Cecilia.

How can science inspire new ideas and explanations?

Sixth graders learn about the solar system and go on a virtual mission to Mars where they design, construct, and build their own Mars lander/rover. Cecilia got her students into the engineering mindset by challenging them to design satellites that can stay in a wind tunnel for at least five seconds without flying out or sinking down.

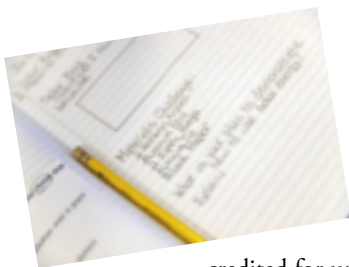
As students learned how scientists gather information about planets from afar, they practiced the skill of crater dating by constructing their own craters out of flour, baking soda, cornmeal, and cornstarch. Working like lunar geologists, they studied clues about how their crater formed and whether it would make a good destination for a Mars lander.

In preparation for their mission, sixth graders are working in groups to design their own mission badges for their trip to Mars. While they would normally huddle around a table to collaborate, students this fall connected with their teams on Zoom wearing headsets in class so that they could communicate without getting too close. “My classroom sounds like a call center,” jokes Cecilia, “but it’s important that the collaboration is still there. It’s just through conversation rather than sharing materials.”

During Fay@Home, sixth graders designed and constructed their Mars landers/rovers. The astronaut in this challenge was actually an “eggstronaut,” and the goal was to economically construct a Mars lander that would allow the egg to survive



FIFTH GRADERS START THE YEAR BY STUDYING THE SUN, RENEWABLE VERSUS NON-RENEWABLE ENERGY SOURCES, AND GREEN TECHNOLOGY.



impact. Everyone went home with the same materials, and students were budgeted a certain number of points for their supplies and

credited for unused points. Obviously, the eggstronaut's survival was of paramount importance!

Throughout the Lower School science curriculum, both Tim and Cecilia emphasize the important relationship between

hands-on experimentation and writing about scientific thinking. After projects and experiments, students use their science journals to deconstruct, reflect on, and explain what they saw and experienced. "The hands-on experimentation isn't as meaningful without the writing," says Cecilia. "Students are developing their observational writing skills as they record what they are seeing, and they are learning how to support their ideas with information from reliable sources."

AFTER INFLATING A 60-FOOT SOLAR BAG, FIFTH GRADERS OBSERVED HOW THE SUN HEATED THE AIR AND CAUSED THE BAG TO RISE.





Exploring the Stories of History

Upper School history students have been exploring storytelling—and how perspective impacts the stories that get told and those that do not.

IN UPPER SCHOOL HISTORY COURSES THIS FALL, STUDENTS EXPLORED THE POWER OF STORYTELLING THROUGH ART, WRITTEN NARRATIVES, SLIDESHOW PRESENTATIONS, GRAPHIC NOVELS, AND POLITICAL CARTOONS. ALONG THE WAY, STUDENTS DISCOVERED THAT HISTORY IS NOT A SINGLE STORY BUT RATHER A SERIES OF OVERLAPPING NARRATIVES AND PERSPECTIVES THAT ARE FAR RICHER THAN THEY HAD IMAGINED.

Storytelling through cave paintings

Much of what we know about prehistoric man comes from the art and artifacts that have survived from that era, so it was apt that seventh graders should create cave art to demonstrate their knowledge of the humans of the Neolithic and Paleolithic periods. Students used materials found around campus, or at home if they were in the Distance Learning Program, to make their paint, discarding some items as they discovered others, in the same kind of trial-and-error process that early humans might have experienced. To accompany their art, students

wrote a two-paragraph story incorporating what they had learned about early humans and their daily lives. “We wanted students to get into the mindset of what prehistoric people were thinking about,” says Ancient World Cultures teacher Emily Gifford.

Modern-day epics

In Ancient History, eighth graders examined the Greek tradition of storytelling by reading two translations of the cyclops story in Homer’s *Odyssey*. The first was translated and edited over 100 years ago by A.T. Murray, a male professor of Greek at Stanford University. The second was completed in 2018 by Dr. Emily Wilson,

Professor of Classical Studies at the University of Pennsylvania, and focuses more on Penelope and women's role in the epic. Classes discussed historical perspective and the role of a translator. "Students considered how a translator's own biases and lived experiences play a key role," explains Ancient History teacher Emily McCauley.

Inspired by the concept of the "hero's journey" in the *Odyssey*, students then composed their own narrative of their journey through 2020 in the form of a slideshow, graphic novel, story, or video. In the style of the *Odyssey*'s cyclops, some students transformed COVID into a demon or a monster that they defeated, armed with masks and hand sanitizer, while returning to school was akin to preparing for battle. Students were able to creatively personify their "demons" and exaggerate their own successes in true Greek epic style.

Circles of stories

When seventh graders in the Distance Learning Program's American History course learned about Native American tribes this fall, they explored the power that cultural stories have to teach and heal. Students also considered how these stories manage to survive for generations despite oppression and assimilation. Emily Gifford shared two stories written by Native Americans with her class: Kevin Noble Maillard's "Fry Bread," about the importance of preserving cultural traditions, and Carole Lindstrom's "We are Water Protectors," about environmental justice. Students then recorded a legend from their own heritage, describing how it has survived through the ages and explaining how it impacts them today. "This was an opportunity for students to look at themes of indigenous storytelling while sharing their cultural



heritage and building community," says Emily. Yat ka Luo '23, who lives in Hong Kong, shared the Chinese story of Nan Guo and the perils of dishonesty. Roland Larbi '23 shared a story of his home country, Ghana, giving classmates insight into its culture and values.

Making sense of history through storytelling

History Department Chair John Beloff is teaching Topics in Modern America to ninth grade students in person and in the Distance Learning Program. Students in both classes employed a range of storytelling strategies as they studied the 1948 presidential election and the Berlin airlift.

Ninth graders used political cartoons to retell the 1948 presidential race between Harry Truman and Thomas Dewey. The race is fascinating to study, notes John, because Truman's victory was unlikely despite his position as the incumbent. John asked TMA students on campus to choose three political cartoons to tell the story of the race, annotating the images with labels and explanations. Then they wrote a full explanation of the election's outcome. Distance learners focused almost entirely on the political cartoons, selecting and annotating six cartoon images and writing an explanatory paragraph.

John flipped the assignments when students studied the Berlin Airlift. Distance learners retold the story mainly through writing, while in-person students relied on pictures, cartoons, maps, video clips, and very few words to describe the endeavor. By employing a variety of storytelling methods, "we're helping students to develop their own voices rather than falling back on the voices of experts," says John. "When students become storytellers, they become teachers."



FAY IN BRIEF



NEW ROLE FOR PAUL ABELN

This summer, longtime faculty member Paul Abeln joined the Advancement Office as Director of Alumni and International Relations. Paul previously served as chair of Fay's English Department from 2012 to 2020 and has a deep understanding of the school's curriculum and broader educational program.

During his time at Fay, Paul has traveled with Fay's service and academic programs to the Dominican Republic and China, and he has a strong interest in international education and curriculum development. He has also worked extensively with the Office of Admission and has traveled internationally for admission work and Fay's summer programs.

In this newly created role, Paul will focus on advancing Fay's strategic initiatives of developing programs to establish, strengthen, and sustain relationships with Fay alumni and past parents as well as supporting robust and diverse international student enrollment. Paul's understanding and appreciation of the cultural profiles of Fay's domestic and international families, as well as his ability to speak authentically about the School's mission, philosophy, program, and student outcomes, make him the ideal person for this new role.

WELCOME TO ENGLISH DEPARTMENT CHAIR GWEN COUCH



Gwen Couch joined Fay this fall as English Department Chair. She has been a teacher, administrator, counselor, and student advocate for over 30 years at Chatham Hall, The Ethel Walker School, Miss Porter's School, St. Joseph College, SUNY Stony Brook, Drew University, and Yale University Divinity School. In addition to teaching English, Gwen is an avid theater director who received honorable mention from the Tony Awards for Excellence in Theatre Education in 2016. She brings the action and engagement of theater into her English classroom and is always looking for new ways to help students find their voices on the page and on the stage. In her free time, Gwen enjoys singing, reading, gardening, and spending time with her family.



Families are navigating a very different secondary school application process this year.

With most campus visits and tours going virtual, it's difficult for students and parents to form a distinctive impression of each school—and almost impossible to get that gut feeling that a school is the right fit. On the other hand, because families do not have to commit to touring and interviewing at each school, students can consider a larger pool of schools than would generally be feasible. “Families are casting wider nets this year,” says Associate Head of School and Director of Secondary School Counseling Stu Rosenwald.

Stu and his team have shifted their counseling this year to adapt to this changing landscape. The secondary school counselors are conducting mock interviews with the students on Zoom so they can adjust to looking into the camera while they talk and dealing with technical glitches if they arise. Families are getting more guidance on how to glean important details about a school's program by navigating websites and viewing admission videos. In turn, parents are also seeking more advice as they try to figure out whether they should submit standardized test scores to a school that has gone test-optional or narrow down a list of schools without ever stepping foot on a single campus.

The virtual nature of this year's process also means that many students are taking a more prominent role in the process by setting up their interviews and meeting admission officers on Zoom without their parents in tow. This has the benefit of getting some kids more invested in the process, while others may feel overwhelmed. “We're supporting students and families in ways that we haven't had to before,” says Stu. “We want to be there for our families, help them navigate this situation, and provide as much counsel as they need.”

WELCOME TO FAY'S NEW TRUSTEES

Sean Lu P '19, '20

Shanghai, China



Sean and his wife, Elaine Xu, have three children: Izzy '19 and Kelly '20 (both who attend Lawrenceville School), and a younger son, Kaden.

Sean is currently Managing Director, Head of MedTech and Medical Services at CBC Group (formerly C-Bridge Capital). CBC group is one of the largest healthcare dedicated investment firms in Asia with offices in Shanghai, Singapore, New York, Beijing, and Hong Kong. Prior to his current position, he was President, Fosun Private Equity and China Momentum Fund. He has previously worked in various private equity positions.

Sean has an MBA from the University of Chicago with high honors, an M.S. in biochemistry from the University of Utah, and a B.S. in biology from the University of Science and Technology of China. Sean and Elaine were instrumental in helping set up the Friends of Fay School Hong Kong Charitable Foundation with trustee Warren Lee.

Jessica Mooraj P '21, '23

Sudbury, Massachusetts

Jessica and her husband Hussain are parents to alumna Laila '21, who is a ninth grade student at Concord Academy, and Danya '23, who is a seventh grader at Fay. As co-chairs of the 2019-2020 Fay Fund, they introduced new ideas for parent volunteers to support the program. Jessica and Hussain are continuing to co-chair the Fay Fund in 2020-2021.

Jessica is a past board member for All Points North Foundation, a private foundation dedicated to fostering innovation in education and expanding the use of renewable energy sources as viable alternatives to fossil fuels. Jessica was one of the founding board members. She also served on the Board of Trustees at Summit Montessori School when her children were students there. Jessica served on the Board of Directors at Stearns Farm CSA and currently serves on the board of Kids4Peace Boston, an organization that cultivates just communities through interfaith youth action.

Jessica is a graduate of Brandeis University, and she earned her MBA at Northeastern University.

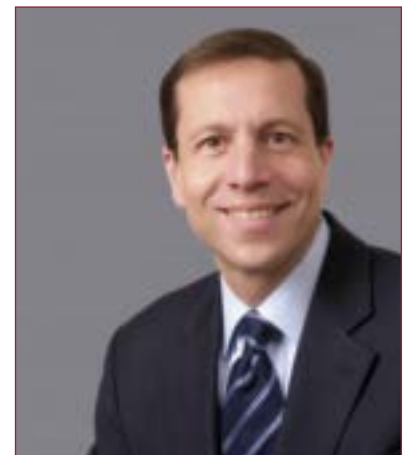


Alex Curtis P '19, '20

Wallingford, Connecticut

Alex and his wife, Elizabeth Fecko-Curtis, have two sons, Morgan and Sam.

Alex has served as Head of School at Choate Rosemary Hall since July 2011. Prior to his appointment to Choate, he served for seven years as Headmaster of



Morristown-Beard School and was Director of Admission and Financial Aid at Princeton Day School. His work at Choate has included the implementation of a 1:1 iPad program; the creation of the i.d. Lab and its multi-disciplinary program in science, technology, engineering, arts, and mathematics; the establishment of an equity and inclusion department; and the design and building of three LEED-Certified campus facilities.

Alex graduated from Swarthmore College, where he majored in ancient history and received his Ph.D. from the Department of Art and Archeology at Princeton University. In July 2017, Dr. Curtis was appointed to the TABS Board of Directors. He also serves as a board member of The Association of Boarding Schools.

FAY LAUNCHES STUDENT OF COLOR GROUP

This fall, Fay launched the Student of Color Group, a new affinity group open to all Upper School students and faculty of color.

Meeting once a month as a discussion forum, the group provides resources and programming to support students of color within the Fay community. Their mission is to create an environment where students can benefit from the insight and energy for action through conversations about race, oppression, privilege, and social justice. Under the guidance of faculty/staff advisors Emily Gifford, Lloyd Dugger, and Susan Mantilla-Goin, the group has explored identity, what it means to be a good facilitator and listener, and the importance of developing a common language around the goals of being anti-bias and anti-racist. Students may also join the long-running Community Connections group, which is open to all Upper School students and faculty, with the goal of encouraging awareness and respect for people's differences within the Fay community.

SUMMER PROGRAMMING TO BUILD COMMUNITY

Students were eager to connect with each other and with their school community this summer, and each division responded by providing programming in July and August.

The Primary School launched its first-ever Summer Book Club, which ran from mid-July through mid-August. Meeting once a week on Zoom, the book club was hosted by Head of Primary School Katie Knuppel. Each week, students played games, read together, and discussed a book chosen from the *Mirrors, Windows, and Sliding Glass Doors* book list that focuses on themes of identity, race, and representation. Throughout the summer, Katie was joined by special guests, including World Languages teacher Erin Overstreet, Red Color Team President Nathan Kikonyogo '21, alumna Shelby Kernisant '20, first grade teacher Kelly Porter, and Primary Librarian Carol Knowles.

Head of Lower School Lainie Schuster hosted a summer podcast reading of *Where the Red Fern Grows*. Inspired by the radio serials of the 1930s, Lainie shared twice-weekly installments of Wilson Rawls' classic tale about the deep bonds of friendship and loyalty formed between a young boy and his dogs, Old Dan and Little Ann. Families could subscribe and listen together on their favorite podcast platform.

Fay faculty also hosted online clubs for Upper School students this summer. The clubs, which met for 45 minutes each

week mid-July through mid-August, offered students the opportunity to get together and connect over topics and hobbies that they enjoy, such as working out, baking, fantasy sports, dance, magic, fantasy and science fiction books, and art.



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WHEN COVID-19 RESTRICTIONS PREVENTED PRIMARY AND UPPER SCHOOL STUDENTS FROM MEETING IN PERSON THIS FALL, FAY HELPERS FOUND A NEW WAY TO CONNECT WITH THE COMMUNITY'S YOUNGEST STUDENTS—THROUGH STORIES.

Let Me Tell You a Story

The Fay Helpers program is a cherished component of service learning at Fay. Throughout the year, Upper School students have the opportunity to forge relationships with Primary Schoolers by volunteering at Primary lunch and in P.E., art class, world languages, and math.

So when Fay's COVID-19 protocols meant that students from the two divisions could no longer meet in person, the Upper Schoolers were undaunted, volunteering instead to read some of their favorite picture books for Primary School. They created Screencastify videos of themselves reading digital copies of the books so that Primary School students could follow along and enjoy all the pictures, not to mention the Upper Schoolers' dramatic reading skills!

"In service learning, we're always trying to build empathy and connection," points out Service Learning Coordinator Craig Ferraro. "Reading a story together is a great way to build those connections: it helps our Upper School students remember what it was like to be that age and experience the magic of a picture book."

We asked some of the Fay Helpers to tell us what they love most about the books they shared with the Primary School students this fall.



Mia Overbye '21:

Curious George by Margret and H.A. Rey

"I love *Curious George*, and I used to read those stories all the time when I was in Kindergarten and first grade. I really wanted to share a book that I liked as a kid."

Victoria Liu '22:

The Giving Tree by Shel Silverstein

"*The Giving Tree* made a big impact on me when I really young. It teaches us how to care for the people and environment around us. I hope that after hearing this story they will strive to be the tree, as I do!"



Alexander Hodi '23:

The Day the Crayons Quit by Drew Daywalt

"I love *The Day the Crayons Quit* because it is a fun, creative book that I enjoy reading. I remember loving this book when I was younger, and I wanted to share that joy with other people."



Annabel Zaterka '23:

Grace for President by Kelly DiPucchio

"I chose to share *Grace for President* because I love that Grace sees something that she believes is unfair—that there has never been a female President—and she has the courage and determination to try to change it."

Katya Skinner '21:

The Giving Tree by Shel Silverstein

"I chose to read *The Giving Tree* by Shel Silverstein because I remember my teachers reading it to me when I was little. I've always loved the book, and I wanted to give other kids the chance to fall in love with it too."



Dylan Zaterka '22:

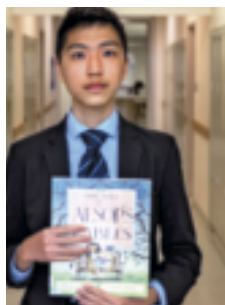
Last Stop on Market Street by Matt de la Peña

"Ms. Luo introduced us to *Last Stop on Market Street* in sixth grade, and I really like the book's message that we should take the time to look around us and be grateful for what we have rather than focusing on what we don't have."

Stephen Hodi '23:

The True Story of the Three Little Pigs by Jon Scieszka

"I used to love this story when I was younger. Not only does it have a comedic storyline, but looking back on it now, I realize that it taught me that there are always two sides to a story."



Luke Zhang '21:

The Best of Aesop's Fables by Margaret Clark

"Aesop's fables are an easy and amusing way for people of all ages to learn lessons that will be useful to them later in life. But more importantly, every time you read a story, there's something new to be learned!"

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SPORTS SPOTLIGHT

CHOOSE YOUR OWN ADVENTURE



As was the case for many other schools in the New England Preparatory School Athletic Council (NEPSAC), there was no interscholastic

competition on Fay's fall athletic schedule. However, a different schedule, some beautiful fall weather, and Fay's sprawling thirty-acre main campus with proximity to the reservoir and trails presented some new and welcome opportunities for Fay athletes.

The relaxed schedule allowed many Upper School sports teams to take an occasional break from soccer, field hockey, or football practice and spend an afternoon fishing in the Sudbury Reservoir, tackling the ropes course, playing pickleball, mountain biking on the trails, competing in a virtual cross country race, or setting up and playing their own disc golf course. "One of the best aspects of the fall was that the kids had the opportunity to be outside with their friends trying some different things," says Director of Athletics Rob Feingold. "It was refreshing for them to have that normalcy."

In fifth and sixth grade, students explored a variety of sports and activities instead of focusing on a single option. Playing in co-ed groups, students tried flag football, soccer, biking, climbing, Frisbee golf, and ultimate Frisbee, with other games peppered throughout the schedule. In fact, the multisport option has been so popular with students this fall that Rob Feingold plans to incorporate a version of it into each sports season so that students who aren't ready to commit to a single sport can explore a variety of options.

While the fall season was certainly not typical, students appreciated the chance to try their hand at some new skills. "I was able to spend a lot more time outside than ever before," says new student Max Linton '22. "I also learned how to fish and got to know a lot of other students while being present in nature."





Creativity and Design: The Power of Ideas

Every great invention starts with an idea, and sometimes dozens of them! While the Innovation Lab's impressive array of advanced design and fabrication technologies attracts a lot of attention, the real power of Fay's Creativity and Design program comes from ideas.



Fay's creativity and design curriculum teaches students how to be creative problem-solvers, an essential skill that they will carry with them long after they have left Fay. Through the iterative loop of the design thinking process, students learn how to brainstorm, build, test, and revise their ideas. They learn that failure is just a point on the journey to success rather than the end of the road. "We model the design thinking process starting in Primary School," says Director of Creativity and

Design David Dixon. "We want students to always be reflecting on and refining their ideas as they drill down to a solution that they are happy with."

This fall, Upper School students have been working on several projects that focus on the importance of generating, evaluating, refining, and revising ideas. They've also been learning that a great idea can sometimes come from changing your perspective on a problem.

BRAINSTORMING AND REFINING: NASA'S GOLDEN RECORD

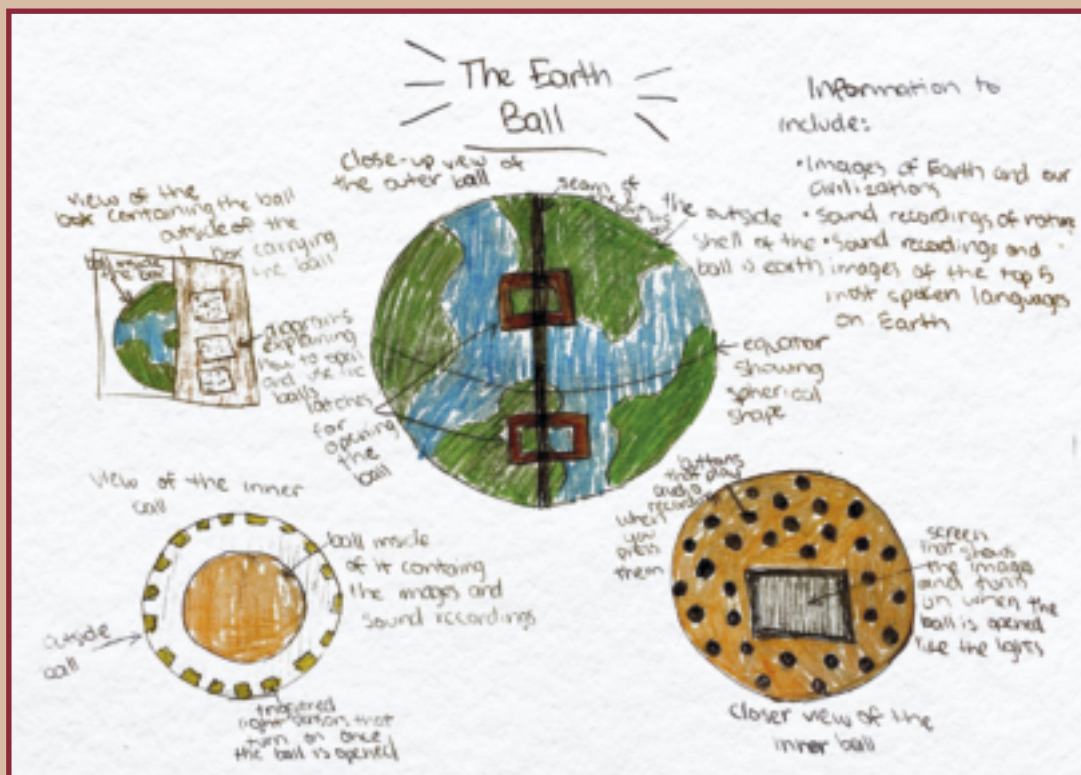
In Creators Class (a required course for seventh and eighth graders), seventh grade students have been reimagining one of the big ideas of the 1970s: NASA's Golden Record. The original Golden Record was a 12-inch copper record that NASA created to send on the Voyager 1 mission in 1977.

Its purpose was to communicate the story of life and culture on earth to any extraterrestrial life form that might find it. It contained natural sounds from Earth, like wind and surf, as well as music from different cultures, spoken greetings in fifty-five languages, and a message from President Carter. On the off chance that aliens might not have access to a turntable, the record included

instructions, written in symbols, indicating how it should be played. The design mission for Fay's seventh graders was to create a new Golden Record based on the world today.

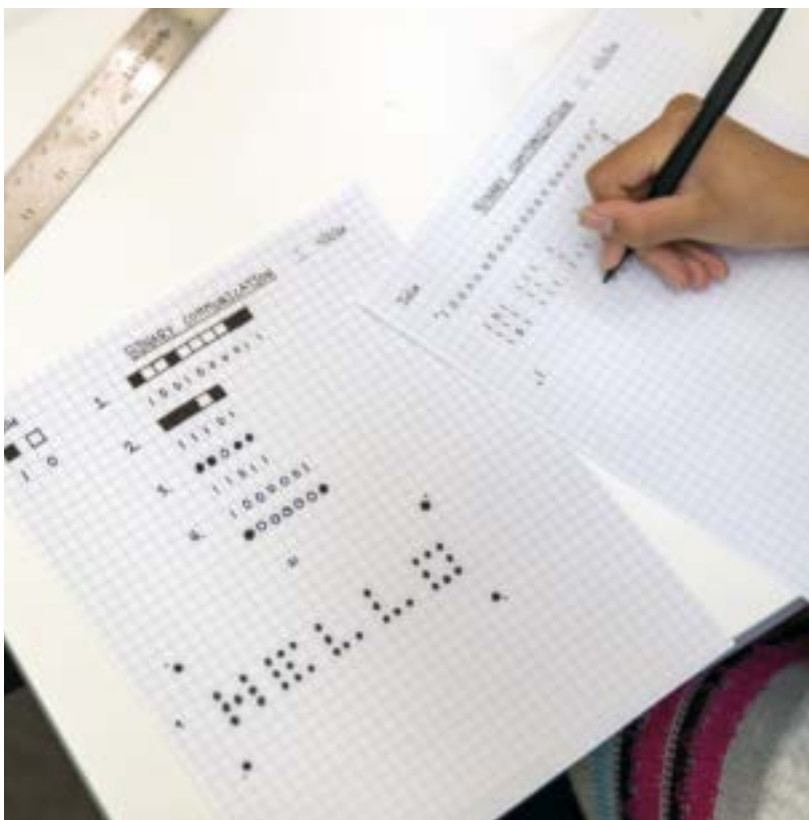
"We asked students to be thoughtful about how they are representing the world," says Technology and Design teacher Andrew Shirley. That meant kicking off the project

with some in-depth conversations about how we communicate and the importance of being cognizant of our own biases when designing for a specific audience. "This project challenged the students' understanding of how they see the world," notes David. "They had to think about how to project who we are as a society, complete with all our frailties and our great diversity."



Using the Fay Design Process as their guide, students began by defining the problem. They created Google slideshows that explored the original Golden Record, how the designers chose what to include, how the world has changed since 1977, and how those changes might be reflected in their design. Then students ideated and brainstormed a stream of ideas without worrying too much about quality. “You have to be willing to have bad ideas in order to have good ideas,” points out Andrew. Students worked together in groups to refine and winnow down their ideas. Learning how to collaborate with a team, compromise when necessary, and effectively advocate for an idea are also essential components of creative problem solving. “We did three critiques throughout the process so students could get used to continuously reviewing their work,” says Andrew. “It’s important to understand that they can still review their work even when they think it’s done.”

David and Andrew also challenged the seventh graders to think about different languages that they might use to communicate on their golden record. They talked about how math and binary numbers could be a language that another higher life form might recognize. Students practiced transferring a message or image using binary coding with 1s and 0s representing a dot or space in their image. Finally, students created final designs for their golden records and presented to the class, explaining the choices that they made along the way.



FLIPPING IDEAS ON THEIR HEADS: DAZZLE CAMO

Meanwhile, eighth graders have been learning that reframing a problem can lead to a great idea. They have been learning about Dazzle Camouflage, a set of wild camouflage patterns that were used on naval ships after World War I.

Dazzle camo was a new take on an old problem: how to hide a ship in the open ocean. But the real goal of hiding a ship is to prevent it from being sunk. So, British Zoologist John Graham Kerr suggested the unique solution of using camouflage to confuse the enemy rather than conceal ships. He proposed painting the ships with disruptive patterns that would flatten out the appearance of a ship, making it harder to target

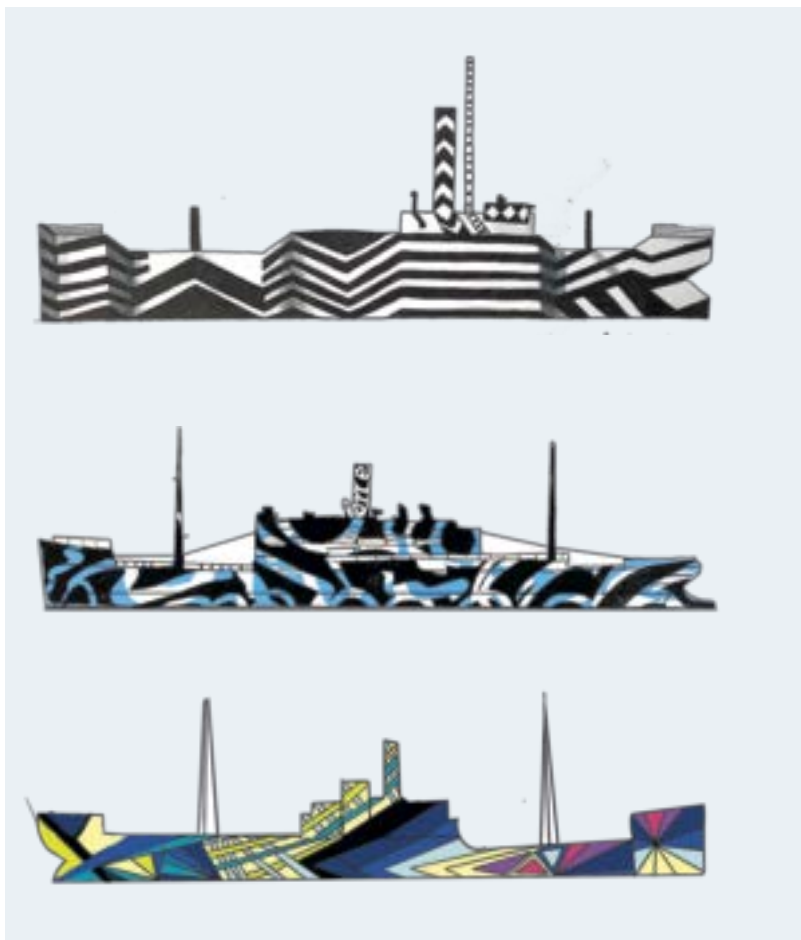
effectively. “When we introduced the topic to students, we talked about changing your perspective on a problem,” says Andrew. “Sometimes when you find another way to look at a problem, you can identify a deeper issue that you can solve.”

The real story of dazzle camo also highlights the importance of being able to advocate for an idea persuasively. Kerr was unsuccessful in



convincing military brass of his approach, but Norman Wilkinson, a marine artist and designer, took Kerr’s idea a step further and incorporated bold colorful patterns that would disguise the range, speed, and direction of a ship. “He pushed the idea through because he had the charisma, influence, and personality to persuade the military,” says David. “We try to encourage our Creators students to think about these other skills that you need to have to push through a good idea. You have to be a persuasive, committed communicator.”

Students researched the history of dazzle camo and created slide presentations explaining its history and meaning. After exploring the database of camouflage patterns at the Rhode Island School of Design, each eighth grader selected a ship from the database and then brainstormed and designed their own dazzle camo paint job while sticking as close as possible to the intended purpose. As a test of their ideas, the class will have five seconds to look at each design and decide which way the ship is heading. “If they can’t figure it out, that’s a win!” notes Andrew.





Faculty Profile:

Chris Kimball

In 2006, fresh out of college, Chris Kimball arrived at Fay. He joined Billy Claire and Jane McGinty in the Art Department and has spent the last fourteen years teaching a variety of studio art classes and age ranges. He currently serves as Arts Department Chair and coaches football, basketball, and track and field.

Chris describes himself as a “serial skill collector,” continuing to explore and expand his own artistic skills and capabilities with the goal of incorporating what he learns into the student experience. “Teaching needs to come from a place of interest; otherwise, you are just a messenger of information,” says Chris. Whether it is woodworking, ceramics, or printmaking, Chris finds himself going down “rabbit holes of exploration” that he returns to again and again. “I have to be an artist first,” he says, “and I love learning new skills and techniques.”

Chris lives in Harvard, Massachusetts, with his wife Jessica and eight-month-old son Bode. We recently sat down with Chris to reflect on his fourteen years at Fay and the teaching and coaching moments that he values the most.

“When kids start to figure out that their talent is a forum to speak to other people, then I feel like my job is to not get in the way and do my best to support them in achieving their vision.”

When did you know that you wanted to be an art teacher?

I knew that I wanted to teach art from my junior year in high school. I had a ceramics teacher who made teaching art seem like such a rewarding and enriching career. She showed me that if you identify as a creative person and an artist first, then you will always have something to teach because you're always learning something new. She was like the safety net underneath the acrobats and was always yelling at us to “jump!”—especially when we were trying something new. I try to do that for my students as well.

How do you approach teaching art to students who may not see themselves as artists?

One of the best things about art at Fay is that we offer so many opportunities in terms of media and projects. I always tell my students that if they're not finding success with the current project, wait a little, because we're going to get to something they'll find interesting. This year, students are working in sketchbooks: while we may not be able to work in a communal art space this year, the silver lining is that students can work privately and take creative risks in their sketchbooks without having to display a piece until they're proud of it.

How do you curate the art and artists that you introduce to students?

Recently, we've been re-examining some of the projects we do and the artists we teach. In addition to understanding the mechanics of art building and the theory behind it, I want our students to see and interact with pieces and artists from every corner of the art-making world. When the art world is pigeonholed by the seven or eight artists that we have deemed “masters,” that puts a wide and diverse world into a very small box. When I pick a project or artists, I try to identify elements that are contemporary and applicable to what students are living now. I make sure to include a diversity of artists: artists of color, women and men, artists from regions of the world that reflect our student population, and artists who employ a range of techniques.

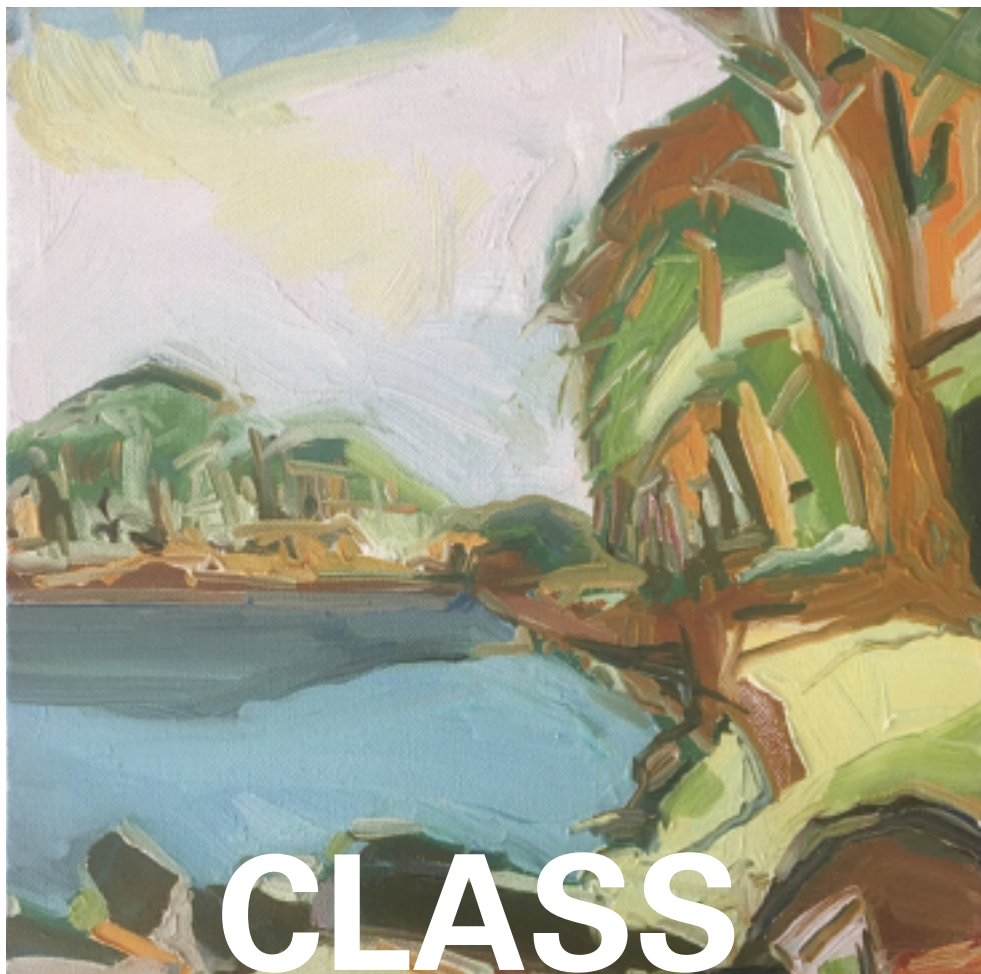
You are also a three-season coach at Fay. How does that experience connect with your teaching?

I love participating in so many parts of the student experience at Fay: the classroom, athletics, and the dorms. It gives me a deeper understanding of who each student is. I think some of my biggest thrills at Fay have come from coaching, where I get to see hard work pay off in a way that is sometimes rare. At a track meet or in a football game, the results of hard work are so tangible.

Do you have a favorite project or unit?

I love projects where the parameters challenge a student to answer a question that reflects what they're thinking. In Advanced Studio Art, we are focusing on social justice and looking at artists who convey a message. Students are studying the work of Kehinde Wiley, the artist who painted Obama's portrait. They are taking a masterpiece of historical significance, changing the subject matter, adjusting the composition, and repurposing it to fit a message that they want to convey. When kids start to figure out that their talent is a forum to speak to other people, then I feel like my job is to not get in the way and do my best to support them in achieving their vision.





Plaid Blanket Morning, 12" square oil on canvas by Amy Di Buono Graham '82. Read more about Amy's recent work in the update for the Class of 1982.

NOTES

1952

Here's the latest from **DIXON ARNETT**: "Now living in Corning, NY, having moved from San Diego, often I am asked, 'Why did you move here from sunny California?' Indeed, why? They are called grandchildren ('I may not be rich and famous, but I have priceless grandchildren!') For me, this is the second time around. My son (first marriage) and his wife were parents of twin daughters—now young businesswomen in classic careers. Being a grandfather to them is/was a dream of watching them grow to the intelligent and energetic young professionals they are. But then, years later, I remarried. My wife's own daughter and son (by her first marriage) work for Corning, Inc. in this upper NY "southern tier" New English-type

town. Her son has a seven-year-old daughter and a five-year-old son. Thus when we moved to Corning I began my second tour as a grandfather! Life doesn't get any better than this!"

1954

DUTCH HEIDSIECK reports, "We moved to St. Simons Island in Georgia ten months ago to be closer to three of our grandkids, and apart from the pandemic, it's been a good move. At 81, I'm still playing weekly tennis and working out at the fitness center an hour every day. Best to all." **JORDY MOTT** writes, "Moved to Berkley, Michigan in June and settled into a senior residence. My oldest daughter lives close by so I get the benefit of free laundry, Sunday

dinners, and free haircuts, though there's very little hair to cut! Would like to hear from old classmates!"

1955

BRUCE LAWRENCE has shared news of the publication of a new book! "I continue to work on the interface between Islam as a living tradition, with a diverse community of believers, not just Arab but also Asian, African and, yes, American. Though retired from Duke for over a decade, I continue to teach in Istanbul, online for the time being. My decades-long research has now been harnessed into a compilation entitled *The Bruce B. Lawrence Reader: Islam beyond Borders*. It spans numerous topics, and it will be available on Amazon as an edited book in January 2021. Any Fay School alum who wants a copy should write to me, with their current address, and I will see that they receive a signed copy by next Valentine's Day."



Bruce Lawrence's new book, The Bruce B. Lawrence Reader: Islam Beyond Borders, will be available on Amazon in January 2021.

1956

JOHN BOYD writes, "It has been many years since I was a student at Fay and many years since I visited the campus. I have many fond memories of the years I spent at Fay. Since that time, I have been blessed with a wonderful wife for 48 years. We have four children and eleven grandchildren. My wife and I are now retired, but I have had several careers—first as a corporate pilot, then work in career development in the public utility business, and I closed out my career at Baylor University, where I taught management in the business school. In my last year at Baylor I was

the Director of Career Services. Academically, I earned bachelor's, master's, and doctoral degrees; Fay School gave me a great foundation that allowed me to succeed in each of my career moves. I hope to be able to come back to Fay for a visit in the next few years."

1957

Here's an update from **BILL FENTON**: "In my time, we had a pretty good basketball team at Fay—I think we went undefeated. After Fay, I went to Tabor Academy; my father hoped I would go to St. Marks, but Tabor was a much better fit for me. Having come from Bar Harbor, Maine, I loved being on the water. At Tabor, I was co-captain of the 1961 All New England Class "B" Prep School Championship undefeated team, which was inducted into Tabor Academy's Inaugural Hall of Fame in 2016. From Tabor I went to Maine Maritime Academy and graduated from



Bill Fenton '57 with wife Donna

there in 1965 as a Third Assistant Engineer in the U.S. Merchant Marine. I sailed aboard freighters for three years with trips to India, around the world, and running ammunition to Vietnam. I came ashore the end of 1968 and went to work for the GE Gas Turbine Department in Schenectady, New York, for two years, then moved back to Maine and went to work for GE Heat Transfer Products in South Portland. When they decided to move the plant to South Carolina, we decided not to leave Maine, and so back to sea I went. I ended up sailing on chemical tankers running from Texas up

the east coast. I worked my way up to Chief Engineer and sailed the last nine years on the ship *Blue Ridge*, running from San Francisco to Drift River, Alaska. I retired in 1997 and have done a lot of exciting things since. My wife, Donna, and I have been married 54 years. We have three children—two daughters, Kris and Beth, and a son, Eric—and nine grandchildren. We are a hockey family. My son was on the University of Maine's 1993 NCAA Division 1 National Championship team, six of the nine grandchildren are into hockey, and my son-in-law is a National Hockey League referee. Three of our granddaughters took after their grandfather and grandmother and were basketball stars. I think one of the best things my parents did was to send me to Fay, because I might have been a little out of control. Thanks, Fay School, for all you did for me."

MEMORIES OF A WINNING SEASON



The Class Notes update from **Bill Fenton '57** prompted us to do a little digging in our

archives, and Bill is correct—the Fay's 1957 basketball team was undefeated and was one of many powerhouse athletic teams that Fay boasted during the 1950s and 1960s. After a break of some years, the basketball team was reintroduced for the 1954-1955 season, and the players wasted no time in dominating the court. The Harris Building Gymnasium was christened by a game in which captain Toby Kimball '57 scored 20 points to lead Fay to a 78-8 defeat of Shore Country Day School. Fay's 1957-1958 basketball team set a school record, scoring 113 points in a single game against Hillside.

Toby Kimball, who captained the soccer and basketball teams during his time at Fay, became a breakout star of those golden athletic years. He went on to Belmont Hill School, where he won 12 varsity letters, and then the University of Connecticut, where, as a power forward/center on their basketball team, he averaged 18.4 points and 17.9 rebounds over three seasons. From 1966 to 1975, he played in the NBA for the Boston Celtics, San Diego Rockets, Milwaukee Bucks, Kansas City Kings, Philadelphia 76ers and New Orleans Jazz, and he was inducted into the University of Connecticut's "Huskies of Honor" in 2006. Toby passed away in 2017.

We shared a picture of Fay's 1957 basketball team with Bill, who wrote back: "I am in that picture. I'm front row, 3rd in from right next to Toby. We actually met



again in the semifinals of the New Englands. He played for Belmont Hill, and they went in the game with a 55-game winning streak. We were undefeated. We beat them 51-50, and I shot the winning basket with three seconds to go in the game. Toby fouled out of the game, which made a big difference. There were pictures of me going up for shots, and Toby's hand was on top of the ball. I loved the guy. We had a great time that '57 year."

1958

RICHARD DEVORE shared this message: “When my wife and I were out East last summer, we stopped by Fay to visit and being a weekend found no one in the administrative building. We were able to wander through many buildings and remember days gone by. From Fay, I went on to Choate for two years, and after winning the Connecticut State Skiing Championships I then transferred to Tilton to ski under Penny Pitou and Igon Zimmerman. From there, I received a skiing scholarship to the University of Denver in 1962 to ski under Olympic ski coach Willy Schauffler; I majored in business administration with a minor in systems analysis. After graduating from DU, I joined the Aviation Candidate Officers School and stayed in the Navy for seven years on active duty, flying off the USS Wasp and USS Intrepid, and then stayed in the Naval Reserves until retirement. After that, I spent 30 years as a captain with American Airlines.”



Richard DeVore '58 checks out the team plaques in Upjohn on a visit to Fay last summer.

1967

From **PETER RICHMOND**: “After publishing nine books, one a *New York Times* bestseller, I went back to school and got a master’s degree in teaching. I’m now writing a book about how the educational system has to be reformed...but the real fun is writing randomroadfood.com, a food blog, with my wife Melissa Davis, whose career as a food writer at The Washington Post I interrupted 40 years ago.” **STEVE LEWANDOWSKI** has this news: “My wife of 45 years and I are enjoying retirement. Six years ago, we sold our home, bought an RV, and hit the road. It is amazing how big, beautiful, and diverse our country is. Hopefully next summer we will be traveling through the New England area—maybe a visit to my old school is in store for us. Several years ago, driving through Montana, we stopped in Bozeman and visited with an old classmate, **BILL MCGRAIL**. One never knows what surprises are in store for you on the road. We had a great time talking of our time at Fay and after. We enjoy visiting local museums, art galleries, and absorbing the vast history of our country. One of our hobbies is rockhounding. This takes us deep into the land to dig for diamonds, sapphires, garnets, opals, agates, and dinosaur bones. With the exception of diamonds, we have found what we were looking for. Being on an actual dinosaur dig was exciting and a learning experience. To date, our oldest find is 315 million years old. Wrap that around one’s head of how old our planet and life here is.”

1968

PETER GODDARD says hello from Minneapolis and would love to hear from any Fay classmates at grove969@hotmail.com.

1972



Fred Haack '72 with his daughter, Christina Haack '06

FRED HAACK checked in with this news: “I spent the summer of 2020 in Maine on Mount Desert Island and Acadia National Park hiking and biking. My daughter, **CHRISTINA HAACK '06**, is engaged to Collin Perry, with a wedding in Maine planned for September 2021.” And **JEFFREY JAY** writes, “I am on the Board of Directors of Softbox, which makes the temperature-controlled shippers for the Pfizer-BioNTech and Merck COVID-19 vaccines. We are getting ready to ship 1.4 billion Pfizer vaccines at -70 degrees Celsius throughout Europe and the United States. We bought the company, which is based in England, back in 2014, and it has had explosive growth for us. Mary Ellen and I had wonderful weekends on Nantucket this summer. I am still the Managing Partner at Great Point Partners in Greenwich, Connecticut, overseeing \$2 billion in health care investments.”



Jeffrey Jay '72 and his wife, Mary Ellen

1973

LAUREN COOK shares, “I’ve been deployed back to California by FEMA for the second time, to assist in recovery from the Camp Fire. I’m tasked as the FEMA Archaeological Liaison to assist the State Incident Management Team in complying with federal historic preservation requirements. Soon after I arrived here, the North Complex wildfire blew up a few miles east of us, and people who I had worked with here last year lost everything. Add COVID-19 to the mix, and this is probably the most difficult job I’ve had yet.”

1975



BRIAN HUNTLEY (ADELSTEIN) writes, “I have my own insurance agency, North Coast Insurance Agency in Cleveland, Ohio, and I primarily specialize in Medicare supplement plan offerings. I often reminisce about my days at Fay back in 1973 and 1974—many fond memories.”

1982

AMY DIBUONO GRAHAM shared this update, full of news of members of the Class of '82: “My family and I have moved to Maine, where I am teaching art at Maine Central Institute and painting. I am pleased to have been invited to participate in a group show at Gallery B. on Main Street in Castine in November. I was able to connect with Goody B., the gallery’s owner and director, through the

kindness of Fay classmates **RICHARD THOMAS** and **JOHN LAMEYER**, with whom my husband and I enjoyed a great visit on Richard’s boat in late September. I was also very honored to part with a series of my drawings to my friend and classmate **ANNE DAVIS** this fall, as she has recently moved houses with her daughter down in the D. C. area. I am looking forward to having a solo show of my work in Sconset on Nantucket Island in June of 2021. Stay tuned for details!

Mason is a sophomore here at MCI, and our two older children are holed up at the family cottage in Wisconsin with friends. Marty (20) took the fall semester off from Bard College and has been working odd jobs, and he will return to Red Hook for the spring semester. Ali (18) has begun her first year at Lake Forest College remotely, and as of now the school plans to welcome freshmen back for the spring semester. We’ll see. Ali was very fortunate to have spent the summer as a nanny for the three scrumptious children of **TARAH DONOGHUE BREED '97** and Allen Breed. Love that my former advisee and my daughter were able to get to know one another!

One more Fay connection: **HUGHES WALSH** and I shared a masked Indian meal in Waterville last month and picked up right where we had left off 35 (35??) years ago, shocked that so many years had passed. Huggie was just about to move south to the D. C. area for a new job, but we are looking forward to reconnecting again soon when he comes back north to his camp near Augusta.

We are feeling lucky to have food, shelter, employment, art, family and the beautiful Maine air during these scary days. Wishing all of my dear classmates very well and I look forward to meeting again in person in the near future.”

1989

LUCIA ANNUNZIATA has this update: “I am a Realtor living in the San Francisco Bay Area. I came out here in 1992 to attend UC Santa Cruz and have been here ever since, except for a seven-year stint in San Miguel de Allende, Mexico. Lafayette, California has been my home for the last five years, with my husband, two kids, and two step-kids, ages 11, 17, 18, and 19. Running my own business while overseeing the college application process for my son and “distance learning” for my 11 year-old daughter keeps me on my toes. I still keep in touch with **RACHEL LEVIN**, my bff from 4th-6th grade at Fay, and up until recently we also had **ALISON COHEN** out here with us. Fay friendships last a lifetime. So grateful for my time at Fay.”

1991

TRIS MILLARD reports that he and his family are still in New Orleans: “Not much to report given that we haven’t really been able to do much this year. I went to New Hampshire for a week during the summer, but other than that I’ve been in the Irish Channel neighborhood of New Orleans. My oldest son, Ozzie, and I took scuba lessons last month and are looking forward to being able to freely move around the world to try out diving.”

1997

News from **TARAH BREED**! “Hello to my Fay friends! My husband Allen and I



Tarah Breed '97 and family

Love Is in the Air: Kevan FitzGerald '02 and Kim Shames '01

Twenty-three years after they first met at Fay,

Kevan FitzGerald and Kim Shames are getting married. While their relationship may not be a classic tale of love at first sight, it's definitely proof of the adage that true love is worth the wait.

At Fay, Kim and Kevan would have made an unlikely couple, so it's just as well that their middle school years were a missed connection. A grade above Kevan, Kim was a strong student and a standout athlete. Kevan, on the other hand, describes his academic performance as "average and passable" with athletic accomplishments that fell more into the earnest effort category. While Kim recalls being "aware" of Kevan and his older brother Colin at Fay, they didn't hang out or have any friends in common. Kevan was less immune to Kim's charms. "I knew she was a great person and always thought she was attractive," he says. When Kim moved on to Wayland High and Kevan to Worcester Academy, they seemed destined to spend their lives apart.

However, in the summer of 2018, fate stepped in to offer Kevan and Kim a second chance at romance. Kevan was working as an account analyst at Liberty Mutual, and Kim was home from school in California, where she had been working on her Ph.D. in organizational psychology. Finding themselves both back

at home in central Massachusetts, Kim and Kevan decided to meet up at a local restaurant. It was only then that they realized just how much they had in common from their days at Fay. Talking about favorite teachers and shared experiences proved to be a great ice breaker. "In the beginning, I think we spent two weeks going back and forth trying to remember what we called the ninth grade prefects," says Kim. "Little things like that bonded us faster."

"And, of course, it was very important to see if she was a member of the Red or White Team," notes Kevan. It turns out that they were both members of the White Team—it was meant to be.



After two years of dating, Kim and Kevan got engaged this past October and are planning to get married on Martha's Vineyard in September of 2021. The event will include some Fay friends and family, including Kim's sister Tracie '06 and her good friend Lara Schmitz '01, as well as Kevan's brother Colin '00 and his friend Alec Palmer '02.

Looking back on lives that ran in parallel without intersecting until recently, Kim points out how unpredictable life can be. "Even if you don't talk to any Fay kids currently, you never know when they'll come back into your life!"

live in Dover, Massachusetts, with our three young children: Hunt, age 6; George, age 4; and Kate, age 1.5. We spend a lot of time as a family exploring the woods of Dover and the waters of Nantucket. I serve as a trustee at St. Mark's School and continue to work in education consulting with my business, Boston Interview Prep, which I started with former Fay admission team member Eden Self. Sending good wishes of health and happiness to all."

2000

News from **RIAZUL RAQUIB**: "I moved to Dubai, UAE in 2019 after graduating from Saïd Business School at Oxford in the UK and working in London for a few years. I still keep in contact with my buddy, **STEVE WONG**. Hard to believe I left Fay over 20 years ago—seems like it was just yesterday. Great memories of living in Steward Dormitory, movie nights in Framingham, eating kimchi noodles after study hall, and Mr. Torrey yelling 'lights out!'"

2004

ALEX CAHILL MOSS has great news to share: "My husband Brendan and I were married in our backyard in Marblehead, Massachusetts, on September 26, 2020. I also graduated from the UVA Darden School of Business in May and recently started work as a consultant in the Boston office of EY-Parthenon." **SAMANTHA SHAY'S** short film for Katie Gately's song "Waltz" has been selected for the Academy Awards Qualifying 16th annual HollyShorts Film Festival! "Waltz" is part



Alex Cabill Moss '04 and her husband, Brendan Moss

music video and part dance film, and it was described as a “Neo-gothic mini film” by *Fact Magazine*. The HollyShorts Film Festival is being held virtually this year from November 9 to November 15. “Waltz” has also been selected for the London Music Video Festival, the Experimental Music & Dance Festival (semi-finalist), and the LA Music Video Awards. You can view the video at <https://www.youtube.com/watch?v=dt-ArjL2guM>.

2006



Michael Thrasivoulos '06.

MICHAEL THRASIVOULOS

writes, “After graduating from George Washington University in 2013 with a major in cognitive neuroscience, I had the opportunity to work at Brigham and Women and Perkin Elmer before deciding to pursue my goal of medical school. I recently graduated and plan to specialize in the field of psychiatry, and I will be applying to many programs for the 2021 residency cycle. During my clinical rotations, I’ve been a facilitator for a weekly peer support group for the National Alliance of Mental Illness Miami-Dade Chapter and have been excited to continue these groups online during the pandemic. Outside of medical school, I am the proud dad of a one-year-old Pomsky and am lucky to still keep in touch with long time Fay friends like **HILARY JONES**, **RYAN LYNCH**, and **TRACIE SHAMES**.”

2015

After graduating from Cushing Academy, **PATRICK BORELLA** is now a sophomore at Bentley University, where he plays hockey on the school’s club team and is focusing on an actuarial science major.

2017

CALEB RESKE graduated from Westborough High School in June and was accepted to Yale University. He’s taking a gap year to work in digital marketing and write and produce his own music, and he’s also planning to hike the Appalachian Trail starting in March 2021. Caleb will be tackling this challenge with Fay classmate **JACK GRIFFIN**, who graduated from St. Mark’s School in June. Jack is also taking a gap year before heading off to Harvard University in the fall of 2021.

2018

To help students struggling with distance learning, **ANDREW SHENOUDA** and **HENRY MARS** (son of **SARAH MARS '83**) teamed up with classmates at Choate last spring to found Tadpole Tutoring, a non-profit organization and online tutoring service that donates all of its tutoring proceeds to charitable organizations.

2019

On September 15th, **PADMA MYNAMPATY** live-streamed her original songs on the streaming platform twitch-tv, raising over \$2,400 for the Jed Foundation and raising awareness about emotional health and suicide prevention. Padma is currently working with a music production company to release her first EP this year. You can see Padma performing one of her original songs, “Hey Angel” at <https://www.youtube.com/watch?v=1DPKdTofa20>.

CHLOE LEWIS and ORVILLE AMANKWAH, now

classmates at Choate, are focusing on making a positive difference during the pandemic by organizing fundraisers in support of Outreach360, an educational non-profit organization in the Dominican Republic and Nicaragua that operates learning centers for over 200 students. While at Fay, Chloe, Orville, and their Class of '19 classmates traveled to the Dominican Republic in February of 2019 for a week of immersive service learning through Outreach360, where they taught English to local schoolchildren.

2021

NANA JIRAPHANPHONG is excited to be joining her older sister at Concord Academy this year.

WEAVING ART AND TECHNOLOGY: SYDNEY MORTARA '08



After graduating from Fay in 2008, Sydney Mortara went to Williston Northampton School, where she developed a strong interest in art and photography. Assuming that she would continue to focus on photography, Sydney applied to art schools and was excited to head to the Kansas City Art Institute in Kansas City, Missouri. It was there that Sydney decided to shift her focus. "I had studied conceptual art-making through the form of a photo lens for six years, and I found that it was limiting my storytelling," she says.

Sydney started working on textile design and specifically quilting. "I found a huge connection to the craft of hand-making and sewing and the lineage of the craft. I like the idea of contemporizing the old and exploring time as less linear and more of something we carry with us. Sewing is a great way to connect to my mother, my grandmother, and my great grandmother."

Each of Sydney's quilts is a labor of love, taking anywhere from ten to one hundred hours to complete. Since graduating from art school, Sydney has also been exploring printmaking and monoprints, one-of-a-kind prints that can be completed in about five hours. She used the two years after graduation to develop her portfolio with the goal of applying to an artist residency.

Sydney also decided that she needed to be living with other artists and learning from them. Living in Lowell, Mass., where there is a strong history of textiles, Sydney

became aware of Western Avenue, an artist's community where artists in a variety of media live in lofts and studios, sharing their creativity and skills with one another and the larger community. Once a month, the Western Avenue community opens its lofts to members of the public, who can come and peruse the spaces like museum galleries.

Of course, COVID changed all that. "It has been both fun and impactful to see how this community has banded together," notes Sydney. At first, everyone shifted their art to social media, displaying their work online and hosting video sneak peeks. Within a matter of weeks, many of the artists were scrambling to get websites up and running. But still, something was missing from the experience. "So, we started hosted socially distanced and masked outdoor marketplaces," says Sydney. "It's been a fun adventure, and out of necessity, the community has become so much closer and better organized."

Sydney maintains her day job in IT and her studio practice at night, and she is still finding time to study user interface and design. "I find that my technical work helps me innovate in my studio practice. They are very complementary," says

Sydney. "I'm pivoting my tech career towards design so there is more creative energy in my day-to-day work life, and I will always continue my studio practice because they are equally important parts of my life and career."

You can see more of Sydney's work at www.sydnemortara.com.



2020

Traditions Continue



While the members of the Class of 2020 were not able to celebrate their graduation in person, many traditions have continued. Earlier this fall, we planted a tree in honor of the Class of 2020 just outside the Dining Room Building.





In Memoriam

ANTHONY S. "TONY" ABBOTT '49

October 3, 2020



Tony Abbott, of Davidson, North Carolina, passed away on October 3, 2020 at the age of 85. He was in hospice care in Statesville surrounded by loved ones at his passing.

After Fay, Tony graduated from the Kent School in Connecticut. A 1957 graduate of Princeton, where he majored in English, he went on to receive his Ph.D. from Harvard in 1962 and then taught for two years at Bates College.

In 1964, he moved—along with his wife Susan—to Davidson College to teach modern drama and American Literature. He taught there for 37 years, serving as chair of the English Department for seven of them. During that time, he became a truly beloved teacher and was granted some of the college's highest awards, including the Hunter-Hamilton Love of Teaching Award and the Thomas Jefferson Award. He remains the Charles A. Dana Professor of English Emeritus, and today the Abbott English Honors Program at Davidson is named in his honor.

After his retirement from the college in 2001, Tony continued to teach. He was a visiting professor at Catawba College, the writer-in-residence at Lenoir Rhyne, and taught workshops at Queens University and at colleges, universities and churches throughout the state. For over 50 years he ran the Covenant Sunday School classes at Davidson College Presbyterian Church and regularly taught seminars on Walker Percy, Frederick Buechner, John Irving and Flannery O'Connor. In his final years, he devoted much of his time and thought to the DavidsonLearns program, designed to promote

lifelong learning for "mature" students. He was still conducting classes via Zoom two weeks before his passing.

In 2015, Tony received the North Carolina Award for Literature, the highest civilian honor given by the state, and he was inducted into the North Carolina Literary Hall of Fame on October 11, 2020. Best known as a poet, he once described himself as "poet who happened to write novels." His first book of poems, *The Girl in the Yellow Raincoat*, was nominated for a Pulitzer Prize, and he went on to publish eight books of poetry, the last of which he completed this year and which will be published posthumously. His first novel, *Leaving Maggie Hope*, which was inspired by his experiences at Fay, won the 2003 Novello Literary Award, and was followed by a sequel, *The Three Great Secret Things*. He is also the author of four books of literary criticism, two on modern drama.

Tony was devoted to the town and the people of Davidson. He was one of the founders of the Davidson Community Players and directed or acted in dozens of shows through the years. He coached youth baseball teams, led church youth groups, and volunteered for the Red Cross; and in 2018, the town honored him with the Jack Burney Award for Community Service in recognition for his lifetime of voluntary efforts.

Above all else, he was a devoted family man. His mother died when he was very young, and he did not know his father well until later in his life. He married Susan Dudley in 1960 and celebrated their 60th anniversary together a month before his passing. Together, they had four children—David, Stephen, Andrew, and Carolyn, who passed away at age four—and seven grandchildren. Tony and Susan loved hosting the extended family at their lake home, traveling with them, and playing long, competitive games of cards or Boggle or Rummikub. Tony often recited poetry to them before meals or at family occasions. He will be buried beside Carolyn in the family plot in Davidson. He still describes her death as his most life-changing event, and she remained central to his life as the muse for his poetry.



In Memoriam

RICHARD LITTLE BUSHMAN '49

June 23, 2020



Richard Little Bushman, 85, former long-time resident of Hopkinton, Massachusetts, passed away peacefully June 23, 2020 in the comfort of his home in Spring Hill, Florida. He was born in Boston, MA on March 6, 1935, son of Victor Carl Bushman and Esther Victoria Little. Dick was the loving and loyal husband of Eleanor Dando Bushman for 62 years. Together they raised a family, traveled the world, and lived life to the fullest.

Dick was a true Renaissance man. He had a passion for and mastery of sailing, fine arts, music, science, mathematics, geology and astronomy. An accomplished artist, he had great talent for traditional oil painting, which he actively continued to the end of his life. He was a spectacular guitarist and folk singer, performing with his own band in the 1950s. Later, he took great joy in teaching and inspiring younger generations in music. When he received his master's degree in mathematics, he felt that he had found his true calling.

Richard was a graduate of Fay and Tabor Academy. He attended Massachusetts College of Art and Design, and he received degrees from Boston University and a master's degree from Bridgewater State University. He had worked in computer science at Raytheon and Sylvania. He developed long-lasting relationships with his many

students at all levels: from middle school through high school, military personnel (in training for an early cell phone technology), as a private tutor, and finally, as a college level professor.

He is survived by his wife Eleanor Bushman, of Florida; his beloved cat, Stella; his daughter Alexis Mosca; his son Thomas; and his grandchildren and grandchild.

NICK EMBIRICOS '51

November 20, 2018

Nick Embiricos died on November 20, 2018 at the age of 81.

He was perhaps best known as the owner of the fairytale 1981 Grand National winner Aldaniti and the driving force behind the Bob Champion Cancer Trust. Nick achieved his racing dream when winning the Grand National with Aldaniti, who was plagued





by injury problems and partnered to his remarkable victory by cancer survivor Bob Champion.

Their success against the odds prompted a flood of charitable donations, which led to the establishment of the Bob Champion Cancer Trust in 1983, dedicated to research and treatment of testicular and prostate cancer.

Nick and his wife ran the Barkfold Manor Stud in Kirdford, Sussex, from which they bred Cheltenham Festival winner The Package. As well as Aldaniti, Nick enjoyed success with the likes of Brave Highlander, Grade 3 winner Killaghy Castle, A Hare Breath, and Evening Venture.

Nick served as chairman of the Bob Champion Cancer Trust for more than 20 years after helping to set it up, and he remained an active and passionate campaigner for the charity.

Nick is survived by his wife, Valda; their daughter, Alexandra; son, Nick Jr; and two stepsons.

MARK FLORIDIA '81 *November 15, 2020*

Mark Florida died unexpectedly at his residence on November 15, 2020 from complications of heart disease. He was born in Framingham on June 14, 1965, the son of Mario and Carolyn Florida. After Fay, he graduated from St. John's High School and attended Northeastern University. For over 16 years, Mark was the Host Manager of the dining room at the Hard Rock Cafe in Boston and also furnished the restaurant with their creative window displays. Mark worked for many years in armed security, both at Harbor Point and in other greater Boston locations; he was very

committed to law enforcement and also volunteered for the Wayland Auxiliary Police. Mark was a talented artist, avid Star Wars enthusiast and collector, animal lover, and lifetime fan of the New England Patriots, the Boston Bruins and the Red Sox. He will be remembered for his elaborate Halloween displays that delighted the neighborhood children for many years. He is survived by his siblings Stephen Florida, Susan Francis, Deborah Tibbetts, and Nancy Florida, in addition to a niece and an aunt.

KEVIN BAGGAN '86 *March 30, 2020*

Kevin Baggan, 49, passed away unexpectedly at Tufts Medical Center from complications of an aneurysm. Born and raised in Framingham, Kevin lived in Massachusetts his entire life. After Fay (where he set many records as a starting quarterback), he attended Tabor Academy and graduated from Marian High School in Framingham. He received his bachelor's degree from Emmanuel College in Boston and earned numerous investment licenses. At the time of his death, Kevin was employed by Pioneer Industries in Commerce, CA, as the New England Regional Sales Manager. Prior to joining Pioneer, he was an investment manager at Fidelity Investments in Boston. Kevin was an avid runner, completing the Boston Marathon and other marathons across the country. He also completed the Falmouth Road Race many times and he also placed first in his age class in the Procopio Gold Star 10K in Saugus. Kevin spent summers on Cape Cod, where he enjoyed time with family. Kevin leaves behind his beloved wife of 17 years, Virginia; daughter Kayla Anne; mother Jane M. Baggan; brother Edward; sisters Diane Murphy and Suzanne Cormier; and a large extended family.

MICHAEL MCLAUGHLIN '07

October 25, 2020

Michael F. McLaughlin, Jr. of Los Angeles, California, passed away unexpectedly on October 25, 2020.

After Fay, Michael graduated from Portsmouth Abbey School in Portsmouth, Rhode Island, and Boston College. Michael worked for Oracle Corporation since his graduation from Boston College in 2015, serving most recently as a Business Development Senior

Manager. Michael was an avid sports fan and liked hiking, biking, and spending time with family and friends.

Michael leaves his parents, Carolyn and Michael McLaughlin, his sister Alyson '04 and brother Garrett '09, his grandparents Dr. and Mrs. Francis, and many aunts, uncles and cousins.



ELIZABETH "RUE" REINKE SIEGEL

July 12, 2020

Elizabeth Rue Reinke Siegel passed away peacefully on July 12, 2020 in Harwich, MA, following a long illness.

Rue was born in Massachusetts on July 7, 1938, the daughter of Elizabeth Reinke and Harrison Reinke, headmaster of Fay from 1942 to 1969. She grew up on Fay's campus and attended Walnut Hill School for the Arts in Natick, where she studied piano and voice. She graduated from Vassar College in 1959 with a B.A. in English. Rue started her career as a school music teacher and later became a private piano instructor in Norton, Massachusetts, where she raised her family. She was an avid member of the Neponset Choral Society and acted in many musicals and plays. She also was the choir director at St. John's Episcopal in Mansfield, Massachusetts and St. Mark's Episcopal in Foxborough, Massachusetts. Over the years, Rue taught hundreds of students, sharing her love for music as well as her kindness and mentorship.

She retired to Harwich, Massachusetts with her late husband. She was a devout member of Christ Church in Harwich Port, where she spent many hours with her friends participating in church choir and volunteer work. She was also an active member of the Mid Cape Chorus.

Rue is survived by her brother, Peter '47, and her three children, Linda, Leslie, and Mary, and four grandchildren. She was predeceased by her husband, Carl, and her son, Adam.



An Enduring Legacy: Rob and Carol Gustavson, P'12, '17

Rob and Carol Gustavson's arrival in Southborough in 2008 initiated a period of significant growth and development for Fay. Among many initiatives undertaken during the past twelve years, Rob has overseen the expansion of Fay's campus, the opening of the Primary School, the construction of the Village Dorms and West House, the growth of Fay's student body, the development of the Creativity and Design program, the launch of the 1866 Society (Fay's planned giving program), and Fay's successful navigation through both a recession and a pandemic.

These years have also been busy ones for Rob and Carol's family. Trained as a labor and employment attorney, Carol has continued to work full-time as an employee benefits plan administrator for a large Massachusetts non-profit. Their daughter, Willa, graduated from Deerfield and Stanford, completed a master's degree at Northwestern, and is now an early elementary teacher in an independent school. Their sons, Jack '12 and Henry '17, both attended Fay; Jack graduated from Berkshire School and Michigan State and is currently a teaching fellow in an independent school, while Henry graduated from Deerfield this past June and now attends Middlebury College, where he plays baseball. With their three children launched, Rob and Carol have embarked on a new adventure this year with the addition of Angus, a sweet and energetic Labrador retriever puppy, to their family.



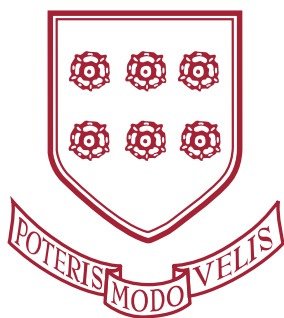
In the face of so much change, what has not wavered is Rob and Carol's dedication to Fay. Throughout their sons' time at Fay, Carol was actively involved as a parent volunteer. She established Mooseduds, Fay's resale program for gently-used dress code clothing, and oversaw its operation for many years. Carol says that she and Rob take a simple approach when it comes to offering their time and talents to the Fay community: "Whenever we see a need, we try to find a way to address it."

Rob and Carol also demonstrate their dedication to Fay through their membership in the 1866 Society. While their decision to participate in Fay's planned giving program was an easy one, notes Rob, it did not come lightly. "We have included a small

number of institutions in our estate plans," he says, "each of which has held a particular meaning for us, either individually or for our family." As Carol explains, "Fay is deeply important to us. In addition to being the focus of Rob's professional life, Fay has been our family's home for the past twelve years, and it provided a transformative experience for Jack and Henry."

Rob adds that membership in the 1866 Society is a matter of both personal and professional integrity. He believes that it's essential for his family to "walk the walk," whether stretching each year in their gift to the Fay Fund or making the choice to include Fay in their estate plans. Rob is proud of how Fay's planned giving program has developed over the past years, and he wants to contribute to its continued

growth. "Planned giving is essential to the School's ongoing strength and stability," he says. "If I believe it's important and am asking to ask others to join in this effort, then I need to participate, as well. I want this to be part of my legacy at Fay."



48 Main Street
Southborough, MA 01772
Tel: 508.485.0100
Fax: 508.481.7872
www.fayschool.org

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