

FAY

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MAGAZINE



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Our Schoolwide Theme: Keeping an Open Mind

The Importance of Morning Meeting

The Individualists: Profiles from the Class of '59



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Keeping an Open Mind

We have had a wonderful start to the school year. There is great positive energy on campus and a pervasive feeling of gratitude for being able to have all of our students back together in person. After so much time feeling distant from each other, we have a renewed appreciation for how essential interpersonal connections are to the Fay experience. We are already well on our way to rebuilding the strong sense of community that is a hallmark of Fay, and I'm feeling confident and optimistic about the coming months. This fall we opened school fully enrolled in both our day and boarding programs, with students coming from 49 Massachusetts towns, 15 states, and 21 countries. This past summer we welcomed more than 700 campers onto our campus for a range of robust summer programs, and we began construction of our new Center for Creativity & Design, which will open next fall. Taken together, these are powerful signs of Fay's enduring strength that reflect ongoing confidence in our steadfast commitment to excellence.

I often say that excellence doesn't just happen. As Jim Collins reported in his influential study of non-profit organizations, *Good to Great in the Social Sectors*, "Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice and discipline." Fay's continuing strength is a result of the quality of our people—our students, families, faculty, staff, administrators, trustees, and alumni—and their collective commitment to embodying and sustaining Fay's values. For the adults in our community, this means modeling excellence for our students, not only through the quality of the program we offer, the campus we maintain, and the resources we provide, but also in how we interact with each other. In all of these ways, we strive to maintain institutional integrity and live our mission.



The past eighteen months have tested the integrity of our school community in ways that extend beyond unrelenting anxiety and stress due to the pandemic. Widespread, serious concerns about racism and injustice in the United States, as well as a contentious election and its prolonged aftermath, contributed to a growing sense of polarization and adversarialism in our country—which at times affected us at Fay. Each year we choose a school theme that we hope will serve as a touchpoint for discussions about how each of us can contribute to making Fay the kind of place we all want it to be. Last year's school theme, *Moral Courage*, provided the opportunity for faculty and students to process events unfolding around us, to reflect on how we might make a positive difference, and to gain the confidence to speak up and do what we believe is right. In our conversations about moral courage, we also acknowledged that while there are times when it's necessary to express moral outrage, it's not constructive to be continuously outraged about everything, all the time.

None of us wants to be viewed as arrogant, intolerant, closed-minded, or self-righteous. But this is exactly what can happen if we become entrenched in our familiar, comfortable assumptions and convictions and don't spend enough time



outside the echo chamber of people who reinforce our opinions. As much as we hope our children will stand up for what they believe, we also want them to have the humility to recognize that they might have something to learn from others who have a different perspective. For these reasons, we decided to build on the concepts of moral courage that we explored last year when we selected *Keeping an Open Mind* as this year's school theme.

The default mode of a school community should be intellectual curiosity, characterized by patient listening, thoughtful questioning, and reflection. We should certainly be candid and constructively critical, but we must also be able to disagree respectfully in the context of the shared values of our school. Contrary to what seems to have become the prevailing ethos in much of American culture, at Fay we firmly believe that our disagreements don't need to become confrontational. As we spend the year considering the value of keeping our minds open, I'm hopeful that our understanding of moral courage will expand to include generosity of spirit, openness to listening and learning from others, and a willingness to broaden our own thinking. And I hope we will rededicate ourselves to nurturing a culture of curiosity and inquiry, grounded in genuine respect and concern for those around us.

—Rob Gustavson

“ The default mode of a school community should be intellectual curiosity, characterized by patient listening, thoughtful questioning, and reflection. ”



Community, Tradition, Leadership: Morning Meetings at Fay

This fall, Fay students in each division gathered for their first Morning Meetings of the new school year—and the first in-person Morning Meetings in 18 months! Hearing these spaces on campus filled with student voices, their laughter, applause, and even their silence was a reminder of the essential role that Morning Meeting plays in the Fay School community. by Daintry Duffy Zaterka '88

Morning Meeting is a beloved tradition at Fay, and each of Fay's three divisions has a distinct Morning Meeting routine that anchors their weekly schedule. Primary School meets in the Multipurpose Room once a week, Lower School meets in Harlow Gym twice each week, and the Upper School gathers three mornings a week in Harris Theater. Uniquely different, each Morning Meeting reflects the characteristics of its division while manifesting the shared core values woven throughout the Fay experience.

Morning Meeting is more than just a time for daily announcements and updates; it's an intentionally planned part of the weekly schedule removed from the demands of the busy school day when students can reflect on who they are as a community and what their role in that community might be. In Morning Meetings this fall, students explored the values that define Fay, shared cultural traditions, encouraged a shared responsibility for creating a kind and inclusive community, and celebrated academic and athletic achievements. Here are some snapshots of the events, performances, and themes that took center stage.

PRIMARY SCHOOL

September 17: Welcome to the Tradition!

It's an exciting day when new students are sorted into their color teams! Head of Primary School Katie Knuppel announced each new student by name and then revealed whether they would be joining the red team or the white team. Red Color Team President Jeremiah Chaves '22 and White Color Team President Marko Wuchenich '22 donned their team blazers to present each student with their new color team t-shirt.

September 22: Kindness Matters

Katie introduced Primary students to the fall cultural competency theme of kindness by sharing the book *Ordinary Mary's Extraordinary Deed* by Emily Pearson. Mary might be an ordinary girl, but when she picks blueberries for her neighbor, she starts an extraordinary chain of events around the world as each person pays her kind deed forward. Katie asked students to share their thoughts about the meaning of kindness; one student shared that kindness is "treating others with respect," while another said it's taking the time to "ask if someone's okay."

September 29: Sharing Traditions from Home

Primary School students were excited to welcome Upper School visitors to Morning Meeting to tell them about the Moon Festival, a traditional festival celebrated in mainland China, Taiwan, Hong Kong, and Vietnam that marks the end of the autumn harvest. Upper School students Anny Wang '22, Eric Xu '23, and Michela You '24 from Shanghai, China, and Ryan Su '22 from Hong Kong visited Morning Meeting to talk about the cultural significance of the Moon Festival and read aloud *Lin Yi's Lantern* by Brenda Williams.

October 6: Different Perspectives on History

Students learned about the history of Indigenous People's Day when Director of Equity and Inclusion Jill Anthony visited Primary School Morning Meeting. Jill talked about the culture of the Taíno people who lived in the Caribbean and were some of the first people that Columbus encountered in the New World. Jill spoke about her family's roots in Puerto Rico and read a Taíno myth called *The Golden Flower: A Taíno Myth from Puerto Rico* by Nina Jaffe. The following week, Morning Meeting focused on Columbus Day so that students could hear the history from both perspectives.

October 20: What Do We Value?

Second graders practiced their leadership skills when they led Morning Meeting and presented skits about Fay's Core Values: Academic Excellence, Earnest Effort, Dedicated Service, Honorable Conduct, and Wellness of Mind, Body, and Spirit. They showed and described each value so that younger students could understand, explaining that Academic Excellence means "aiming big" with your work and that Earnest Effort is persistence that often pays off. Morning Meeting is also a great opportunity to practice listening skills, and Head of School Rob Gustavson joined students to model being a respectful audience member.

November 11: Honoring Those Who Serve

On Veteran's Day, students shared all the different friends and relatives that they know who have served in the U.S. Armed Forces. Katie Knuppel read *H is for Honor: A Military Family Alphabet* by Devin Scillian, highlighting many aspects of military life and the sacrifices that those who serve and their families make to protect our freedom. Katie showed a slideshow of Fay alumni who have served their country from World War I to the present.





LOWER SCHOOL

September 9: Keeping an Open Mind

Head of Lower School Kaitlyn Cronin welcomed students to a brand new year of Morning Meeting, held in Harlow Gymnasium due to construction, and introduced this year's schoolwide theme, Keeping an Open Mind.

September 16: The Values of Fay Athletics

In fifth grade, students are excited to finally put on the Fay uniform and compete against other schools in interscholastic athletics. To kick off the season, Athletic Director Rob Feingold joined Morning Meeting to talk about the values of the Fay athletic program and the importance of earnest effort, sportsmanship, respect, school pride, and making athletics an enjoyable experience for all. He explained how all those values are distilled in his cheer, "Work hard! Respect the game! Go Fay!"

September 21: Dressed to Impress

Who better than Fay's Lower School teachers to model the do's and don't's of the Fay Dress Code? After discussing why the dress code is necessary, teachers strutted their stuff on the Harlow Gym "runway," and students volunteered all the different ways that the teachers could adjust their outfits to meet the dress code. Shirts were tucked in, blazers donned, and ties were straightened to great applause from the audience!

October 5: Sixth Grade Leaders

Sixth graders are the leaders of Lower School, and this year they are also helping to lead Morning Meeting. Kaitlyn introduced the fourteen sixth graders who volunteered to work in groups of two and three to make announcements, lead discussions, and plan activities for Morning Meeting. The student leaders introduced themselves by sharing "I Am" poems about who they are and what's important to them.

November 2: Diwali

Lower School World Languages teacher Rachana Sudhaman and students shared the story *Amma, Tell Me About Diwali* by Bhakti Mathur, which explains the mythology behind Diwali, a celebration of good over evil, and the many traditions that accompany the celebration in Hindu, Sikh, and Jain communities. Students wore saris and kurtas and explained how their families celebrate Diwali by eating special foods, gathering with family, and lighting of small tea lamps called diyas. Students in the audience made connections to their own cultural traditions, such as Chinese New Year and the Fourth of July.

November 4: Day of the Dead

Sixth grade Spanish students volunteered to share their research on Dia De Los Muertos, a holiday that originates in Mexico and that celebrates family members who have passed away. The students created a Google slideshow sharing the cultural significance of the holiday and some of its traditions including building altars, dressing up in colorful clothes, and eating special foods as they celebrate with their families. Then they read the book *Day of the Dead* by Tony Johnston about one family and all the preparations that they make for the holiday.

UPPER SCHOOL

September 8: Kicking Off a New Year

To celebrate the first Morning Meeting of the school year, music teacher Lloyd Dugger, music and drama teacher Ilanna Tariff, and Associate Director of Secondary School Counseling Josh Pierson performed a mash-up of Bruno Mars' "Count on Me" and Sara Bareilles' "Brave." The entire Upper School joined in to sing the final chorus before heading off to the first day of classes!

September 29: Celebrating Hispanic Heritage

Students in Sarah Calle's Spanish IB class recounted the history of Hispanic Heritage Month at Morning Meeting. Students shared the work of two Latinx poets, "Natural Born Criminal" by Francisco X. Alarcón and "I am Joaquin" by "Corky" Gonzales, a poem associated with the Chicano movement of the 1960s. The students' recitation of "I am Joaquin" was accompanied by music teacher Lloyd Dugger on piano, Madi MacDonald '23 on trumpet, and Julie Yan '23 on cello.

October 6: Head of School for a Day

Head of School Rob Gustavson announced that John Antonopoulos '27 would be stepping in as Head of School for the Day. John's first order of business? Declaring the following day a "Play Dress" day for the entire school!

October 13: Leadership

The ninth grade candidates for Red & White Color Officers presented their stump speeches at Morning Meeting. This is just one of the ways that Upper School students play a leadership role in Morning Meeting: the Student Council President and Vice-President share morning announcements, Color Presidents announce color team events and effort period results, and team captains rally the crowd by announcing upcoming games and sharing post-game results.

November 3: Friday Night Lights!

It doesn't take much to get the Upper School excited about Friday Night Lights—it's a highlight of the year! Varsity teams play under the lights at night, and the entire community gathers to cheer on the teams and enjoy hot chocolate and food truck treats. Mr. Feingold presented a "hype" video with highlights from years past, and the Color Officers presented some hilarious skits to get everyone psyched up for the event.

November 8: Celebrating Each Other

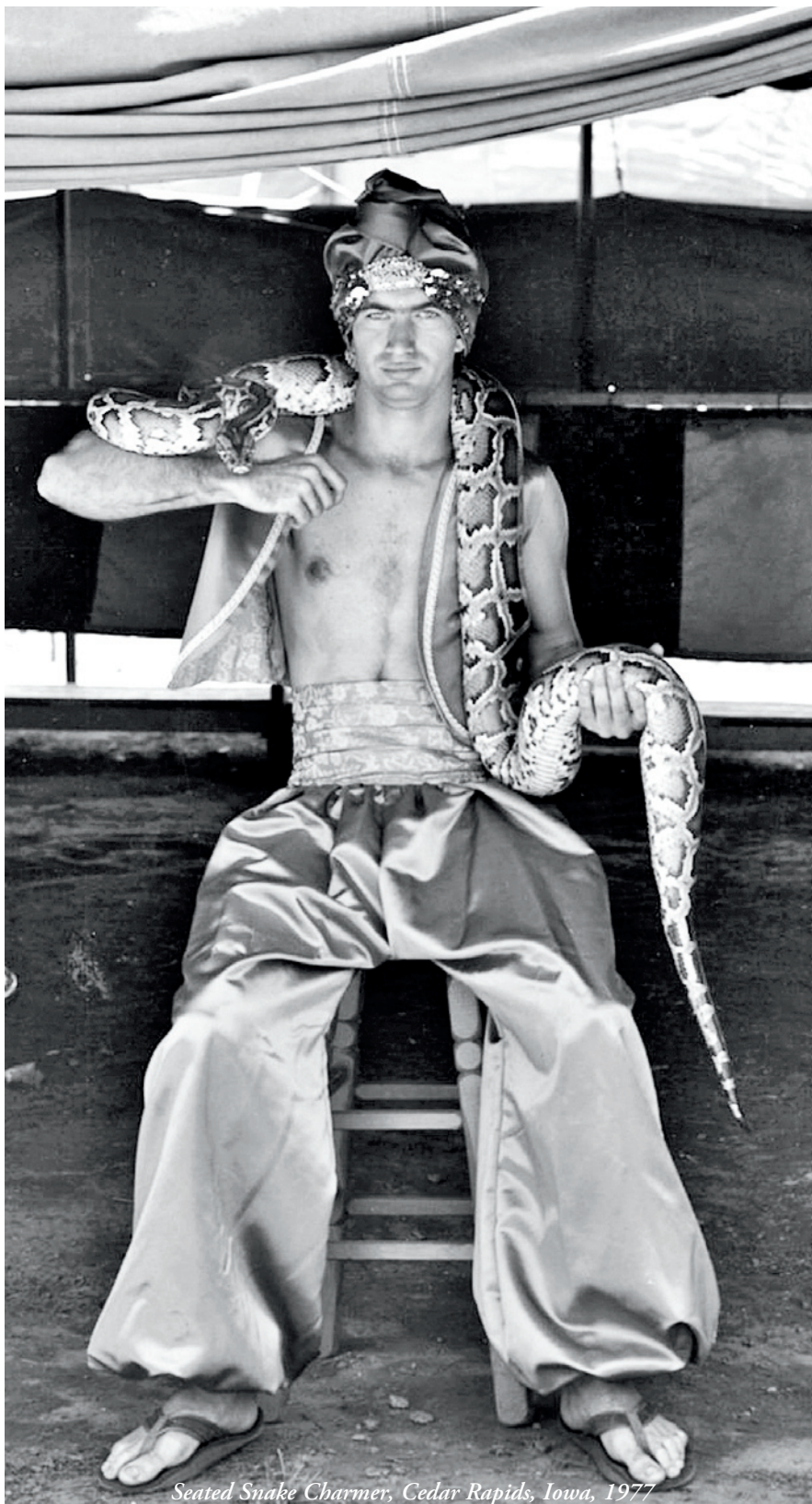
Athletic and academic successes and personal accomplishments are all celebrated with ringing applause and cheers at Morning Meeting. The girls varsity soccer team was excited to get up and announce their second-place finish in the Indian Mountain Soccer Tournament and present their runner-up trophy to Head of School Rob Gustavson. Winners of the Red & White Dodgeball Tournament were also announced at Morning Meeting, with a ninth grade team taking the honors and special recognition given to the faculty team!



The Individualists:

*Profiles in Independence
from the Class of '59*

While Fay in the late 1950s retained the placid air of a traditional British boarding school, the world outside was roiling with cultural and political change. The Civil Rights Movement was gaining momentum, Sputnik kicked off a new global race for technological superiority, and the women's liberation movement was about to transform American society. Fay's Class of 1959 was launched into a world that was changing by the day. We spoke to three alumni from this class to see how this transformational moment propelled them into very different directions.



Seated Snake Charmer, Cedar Rapids, Iowa, 1977

by Daintry Duffy Zaterka '88

Artist and photographer Randal Levenson was born in 1946 on an Army Air Corps base in Wichita Falls, Texas. His father described it as “a place where you could stand knee-deep in mud and still have dust blowing in your face.” While his time in Texas was brief, it was the kind of unvarnished scene that Randal returned to time and again in his work, whether chasing carnivals across small-town America or capturing gypsy life off the beaten path in Mexico. “I always had an appreciation for road trips and adventure,” he recalls. “I was interested in people and subcultures.”

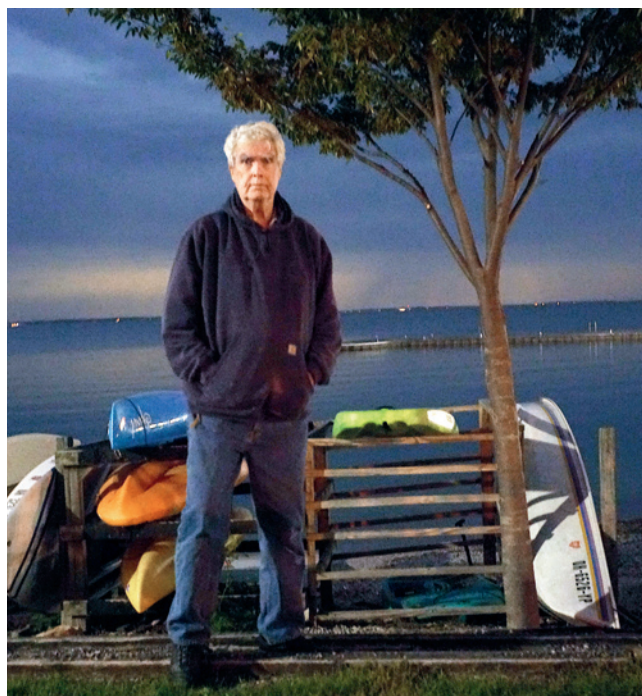
Randal’s family moved to Framingham, Massachusetts, when he was an infant, and in 1957, his parents enrolled him at Fay in the hopes that it would provide him with academic challenge. Randal recalls Fay in the late 1950s as a place insulated from the tumult of the outside world. He enjoyed his classes and shooting on the rifle range, and each summer he taught archery and riflery at the summer camp. After Fay, Randal went to St. Mark’s School, where he started photography as a hobby, and then to Brown University and Rhode Island School of Design, where he learned the technical craft of photography.

A trip to Alaska to fight forest fires in the summer of 1969 set Randal on the path to serious photography. He encountered the work of large-format photographer Barry McWayne and was inspired to buy a 5x7 view camera. There was a connection between the artist and the instrument. Like something out of the 19th century, Randal’s large-format camera sat atop a tripod with a dark cloth over the back. Sitting for a photo could be a ten-minute process, so taking a portrait was a genuine collaborative effort between the photographer and the subject.

In 1971, Randal drove from Canada to the Fryeburg Fair in Maine to photograph the 4-H cattleman and carnival folk. When he returned home and developed the film, he realized that the carnies were far more interesting. He started following sideshows and picked up work along the way as an “inside talker,” narrating the show for the audience. He lived and traveled with the carnival, and many of the performers, like Emmet The Turtle Man and Willie “Popeye” Ingram, allowed him to take their portraits. While others saw the performers’ deformities, Randal’s talent was in showing their humanity. “You couldn’t steal a picture because if they moved a half-inch, it would be out of focus, so you needed their full cooperation,” he explains. “I never saw what people looked like. I saw the nobility within.” Randal spent almost ten years following carnivals off and on. His final outing was the Tennessee State Fair in 1981, followed by the publication of *In Search of the Monkey Girl* (Aperture, 1982), which documented his ten years following carnivals and featured writing by Spalding Gray.

“I never saw what people looked like. I saw the nobility within.”

Randal taught photography at the University of Ottawa and lectured at Harvard and Brown University. When his wife, noted art restoration expert Rustin Levenson, was hired to work at New York’s Metropolitan Museum of Art, Randal worked as a printer for photographers including Richard Avedon and Robert Frank. However, he was always thinking ahead to the next adventure, like photographing loggers in the hollers of Chattanooga. “I don’t have a problem walking in anywhere and getting a picture. My kids call it Jedi mind control,” jokes Randal. “If I knew how I did it, I probably wouldn’t be able to. There are certain places that I probably shouldn’t have walked into.”



Over his career, Randal’s work has been exhibited in galleries and museums throughout the United States and Canada. These days, he and his wife split their time between Miami in the winters and a cottage on Lake Erie. He is currently working on a retrospective portfolio of his work, which evokes memories of the characters he has encountered and his adventures crisscrossing North America. “Sometimes it isn’t pretty what you are photographing, but you try to tell the truth with the camera. Not everyone’s truth is pretty. Still, it’s human.”

“I don’t have a problem walking in anywhere and getting a picture.”



GLOBAL PERSPECTIVES: EDWARD C. GREEN '59

Growing up in a foreign service family, Edward C. (Ted) Green already had many stamps in his passport when he arrived at Fay in 1955. He had spent the previous five years living in Sweden, enjoying the freedom of biking around Stockholm or riding horses even after darkness fell. For a boy used to being left to his own devices, Fay was a shock to the system.

Ted spent two years living in the Amazon rainforest with the Matawai, a tribe of Suriname Maroons descended from escaped rebel African slaves who had learned subsistence skills from local Arawak Indians.

Having a slight British accent and no knowledge of baseball or football, Ted felt out of place at Fay, but there were bright spots.

As one of the few boys who knew about horses, Ted enjoyed taking care of the horses at Fay and riding on the trails near school. He also experienced the glimmer of wider opportunities ahead. In his memoir, he recalls sitting by the window in English class one spring day as his teacher, expounding on the prospects of the students in his class, exclaimed, “You will become doctors and teachers and explorers and scientists and wealthy businessmen, and some of you will be artists and writers and musicians and philanthropists...Just think of the sheer potential right here in this room! It’s staggering, extraordinary!” Unused to such encouraging remarks, this statement made an impression on Ted, who recalls thinking, “maybe even I would have an interesting life as an adult!”

Ted went to Groton and graduated from the Seoul American High School in Korea, where his father, Marshall Green, diplomat and former U.S. ambassador to Indonesia and Australia, was stationed. He returned to the U.S. to study anthropology at George Washington University, earning a master’s degree in anthropology at Northwestern and a Ph.D. at Catholic University. For his dissertation, Ted spent two years living in the Amazon rainforest with the Matawai, a tribe of Suriname Maroons descended from escaped rebel African slaves who had learned subsistence skills from local Arawak Indians. Through this work, Ted developed an appreciation for economic and international development.

Ted’s research and consulting work has focused on all aspects of public health, including infant nutrition, reproductive

health, assisting war-traumatized children, and combating HIV/AIDS. He lived for four years in Swaziland and for two in Mozambique.

“By the time I got to the Harvard School of Public Health in 2001 (where he focused on African and global HIV/AIDS prevention and policy/program innovation), I had worked on all inhabited continents except Australia.”

Following the science of human behavior has occasionally put Ted at odds with the establishment. He is a pioneer in anthropological research on African indigenous healers, who serve as a local and primary source of health care for many Africans. Ted’s work to engage with indigenous healers and find areas of common ground led to the founding of programs in Nigeria, Mozambique, South Africa, and Swaziland that combine western and indigenous health knowledge to promote good public health practices. Ted also published three books on the topic of indigenous healing and beliefs. In total, he is the author of nine books and over four hundred fifty peer-reviewed articles, papers, and reports.

In his book, *Rethinking AIDS Prevention: Learning from Successes in Developing Countries* (2003), Ted challenged the western approach to AIDS prevention as ineffective in Africa.

“People were spinning theories of AIDS and poverty in Africa,” he explains, “but in reality the people in urban areas with greater wealth and mobility were most impacted.” Ted pointed to epidemiological evidence from Uganda, where a behavior-based approach that encouraged fidelity to one partner significantly reduced AIDS transmission. In a March 2009 editorial in *The Washington Post*, Ted created a stir by aligning himself with Pope Benedict XVI’s stance on the issue. “I eventually became burnt out by

the global debate that this and other of my publications provoked,” he notes.

When his Harvard AIDS Prevention Research Grant ended in 2010, Ted established The New Paradigm Fund in Washington, D.C., to support research and programs that improve health and well-being in under-served populations worldwide, with particular emphasis on embracing indigenous peoples’ beliefs and practices. Ted is now retired and working on his memoir, *Have Degree, Will Travel: Tales of a Renegade Anthropologist*. He and his wife Suzie split their time between Washington, D.C., and Kittery Point, Maine.

In 2016, Ted was asked to establish an archive of his field notes at the Smithsonian, including photographs and audio recordings from his time living with the Matawai in the early 1970s. In 2018, some members of the tribe of Suriname Maroons came to Washington to study his archive, and he invited them over for dinner. They spoke Matawai with Ted and admired the photographs that he had taken of their famous chiefs. Ted stays in touch with the tribe members through WhatsApp, and a year after the dinner party, one of the Maroons contacted him about the recordings of old tribal songs in his archive. Ted got his tapes, and through the app, the village was able to gather and listen to songs that many of the younger tribe members had never heard. Apparently, the new wi-fi in their village, deep in the Amazon, is quite good.



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FINDING THE VALUE WITHIN: ROGER DALY '59

Roger Daly did not enter Fay under auspicious circumstances. After failing seventh grade for the second time, he was asked to leave the Groton School. Roger entered Fay in the fall of 1957 as a self-described "clueless young man" whose lack of engagement with the world featured one notable exception. Everyday issues of justice piqued his interest. It bothered him when kids were treated differently for no discernable reason. Roger recalls, "I was determined to understand what it meant for something to be fair or unfair."

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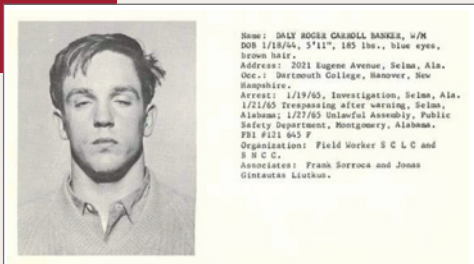
In 1964, Roger was accepted as a field worker for the Student Non-violent Coordinating Committee (SNCC).

oger straightened out at Fay and was accepted back to Groton for ninth grade. In February 1963, during Roger's senior year, Dr. Martin Luther King Jr. visited Groton as part of the school's Washburn Lecture Series. Dr. King addressed the student body, attended classes, and met with students and small groups. The experience of meeting Dr. King affected Roger deeply. "He helped me recognize the difference between good and bad and right and wrong and convinced me that it was okay for me to reject one in favor of the other."

The summer before Roger began college, his father died, and Roger was adrift again. He spent his freshman year at Dartmouth "overworking, but not producing much." In the fall of 1964, he returned to Dartmouth for his sophomore year, but his attention was a thousand miles away. The murders of civil rights workers Chaney, Goodman, and Schwerner and the subsequent trial were all over the news. Roger recalls studying the *LIFE Magazine* picture of the local sheriff and deputy sitting at the defendant's table in court wearing smug expressions as they were indicted for the murders. "I guess I went a little crazy," he recalls. "I decided that's where

I needed to go." Roger withdrew from Dartmouth and was accepted as a field worker for the Student Non-violent Coordinating Committee (SNCC). After Christmas, he boarded a bus to Jackson, Mississippi, joined a group of volunteers for a week of lectures, training, and orientation on non-violent protest, and was subsequently deployed. Roger was headed to Selma, Alabama.

In Selma, Roger found himself back in the orbit of Dr. King and other luminaries of the Civil Rights Movement like Hosea Williams, John Lewis, and Malcolm X. He worked as an "observer," reporting on what he saw to the media. He was standing on the steps of the federal building watching as Black people tried to register to vote at the courthouse across the street when he was beaten for the first time. In court, his assailant was given the choice of a ten dollar fine or ten days in jail, and the judge dressed down Roger as "an intrusive, idealistic, Ivy League college boy causing trouble." Two weeks later, Roger was arrested for willful disobedience of a police officer as he tried to assist voter registration. Over the next two months, he was arrested and jailed three more times. In Selma, Roger was an outsider



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twice over—rejected by the white community but not accepted by the Black community. He shared a house with other activists, including John Lewis. "He believed in me," Roger recalls, "and I don't think I would have survived there without him." The final time Roger was jailed, he shared a cell overnight with Dr. King. The experience "confirmed for me his goodness," says Roger. "He expressed the kind of values that helped me make sense of my life with regard to justice and the validity of anger and action."

A few weeks later, Roger and an associate were dragged from their parked car and beaten by three men at gunpoint. Two days later, he headed home. "I left Selma," he recalls, "because I told myself that I was provoking people to behave in ways that neither I nor anyone else could predict." While in Selma, Roger had kept in touch with the Reverend John Crocker, Groton's headmaster, and when Roger returned home, Rev. Crocker helped Roger with the transition. Crocker arranged for Roger to do a speaking tour of independent schools to share his experience and raise awareness about civil rights work. These visits (which included Fay) helped Roger heal. "I thank John Crocker for saving me," says Roger. "He forced me to articulate my experience, and I'm grateful that he gave me a place to return to and a way to decompress."

Roger returned to Dartmouth the following fall. He married, had a family, and earned master's degrees in divinity and education, with a focus on clinical psychology. He spent

most of his career in pastoral ministry and also served as a family therapist.

Now retired, Roger lives in Edgecomb, Maine, with his wife, Sandra. Looking back on his time in Selma, Roger has mixed feelings about the experience. In Selma, it didn't matter that he went to Fay, Groton, or Dartmouth. He explains, "My journey has led me to seek and affirm the value found within, rather than anything bestowed by the culture or an external force."



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The Power of Play



by Daintry Duffy Zaterka '88

It can be easy to dismiss children's play as trivial, but play is a critical component of early childhood education. Play is how children

internalize classroom learning and make sense of the world around them. Children incorporate new vocabulary in dramatic play, develop creativity and design skills with block and LEGO creations, and build essential communication and problem-solving skills with friends on the playground. During academic time, gameplay reinforces math and literacy concepts, allowing students to practice skills that require repetition. "There is a huge overlap between learning and play," says Kindergarten teacher Anne Canada, "and it's important to understand the value of play as a learning tool."

Play with purpose

Gameplay is a consistent feature of learning in the Primary School. Kindergarteners begin with partner games, board games, and card games to practice math and literacy skills. Gameplay also supports differentiated learning, allowing students who are at different places in their understanding to play the same game with varying levels of complexity. While some students might play a math game with a nine-sided die, for example, others play with a six-sided die.

When children play games, there are often complex group dynamics to negotiate. Students have to decide how to take turns and define each person's role. "Our literacy and math games target academic skills, but they also help children





practice self-regulation, fairness, patience, and compromise,” notes Kindergarten teacher Lee Bogaert.

Gameplay continues in first and second grade to practice math, science, and literacy concepts. Popular choices include “I Have, Who Has,” where students practice vowel concepts; “Zap,” where students practice sight words; and “Top It,” a card game similar to War, where students practice addition and money concepts. “These games offer the opportunity to play with a purpose,” says first grade teacher Kelly Porter.

Gameplay supports learning even as concepts become more complex. In a recent science unit on force and motion, second graders demonstrated their understanding of tension and compression with a game of “Push and Pull Charades.” Each student acted out a different activity, such as pushing a grocery cart or pulling a wagon, and classmates guessed the action and named the force.

Academic gameplay can elicit those “aha” moments where the student who has been struggling with a new concept suddenly grasps its meaning. “Some kids are auditory learners and some are visual learners, while other kids need to see it a few different ways to understand,” says second grade teacher Jessica Nichols. “We try to demonstrate skills and concepts in ways that work for all types of learners.”

Choosing to learn

In Kindergarten and first grade, time is built into the schedule for students to explore their interests. Kindergarteners have a choice time block once or twice a day. They choose from various activity centers, including blocks, dramatic play, library, writing, art, building and engineering, science, puzzles and games, and manipulatives. While the activity is self-directed, teachers will gently steer it in a productive direction. “We call it sneaky teaching!” says Lee, who might issue a design challenge to the students in

“

Playing is practice for life. ”

—Kelly Porter, first grade teacher

the block area to build a tower as “tall as Mrs. Bogaert” using only 15 blocks. On Friday afternoons, first graders have choice time, when they can select a building box containing Magna-Tiles or LEGOs, write a story with a friend, or act out a scene in the dramatic play area. Teachers note that choice time can get messy and loud, but even in those moments, kids are actively learning because they are busy, interested, committed, and engaged.

Playground playtime

The playground serves as an equally important learning space, as children practice self-advocacy and develop problem-solving skills. Kelly Porter notes how she observes children using the social-emotional language learned in class and during Wellness classes to navigate friendships, collaborate on rules for a game, or speak up when something doesn’t seem fair. “Playing is practice for life,” she says.

Anne Canada has also observed how new academic concepts turn up during unstructured play at recess. After a science unit on simple machines, she watched as her students removed a large chunk of wood from the sandbox by creating a lever. “The children took what they had learned in class and applied it to solve a real-world problem!” she says.

Observing students at play enhances a teacher’s understanding of the whole child. “When I watch my students at play,” says second grade teacher Theresa Berkery, “I see them demonstrate so many life skills that can be harder to see during a busy academic day, but that are so valuable in the real world.”



Designing from the Ground Up

by Daintry Duffy Zaterka '88

Fay's signature Creativity and Design Program expanded this fall with the addition of a new course in the Lower School: Principles of Design, or POD Class.



This fall, a new class appeared on the schedules of Fay's fifth and sixth grade students: Principles of Design, or POD class. Taught by Design Teachers Deborah Morrone-Bianco and Lisa Sanderson, POD is a foundational class in creativity and design that introduces students to the building blocks of the Upper School Creators Class curriculum. POD class meets once a rotation, or every six days. Students work on projects to develop technical design and fabrication skills, focusing on behaviors that foster creativity, such as brainstorming, risk-taking, and resilience. "We want students to build the muscles for design work," says Lisa, "so that when they arrive in Upper School, they understand the terminology, possess specific skills, and have a good grasp of the design process."

Developing a creative mindset

Every class starts with a five-minute warm-up exercise that helps students get into the creative mindset. At the beginning of one class this fall, students were given a blank piece of paper and five minutes to respond to Alfred Einstein's quote, "Creativity is intelligence having fun." One student drew the first letter of her name surrounded by swirls, while another drew a self-portrait holding a book because reading fuels creativity. "These exercises are open-ended with no single answer," notes Lisa, "and that makes some students very uncomfortable."

Working through that discomfort is an essential skill and connects to the classroom norms that Lisa and Deborah have established for POD class. Students should be prepared to take risks, make mistakes, share ideas, listen and respect other opinions, and be open to giving and receiving constructive feedback. Even though students have just one term of POD class under their belts, "I can already see a difference," says Deborah. Initially, students were tentative, but "now, they walk in, grab their paper, and get to work. They know this is their time to be creative and use their imagination, and you can see the free flow of creativity and ideas."



Practicing brainstorming

A recent POD class focused on teaching students how to brainstorm, an essential skill to every academic discipline. Students divided into groups, and each group received a brown paper bag containing three different objects, which could include a notecard, a toilet paper roll, masking tape, a rubber band, a cotton ball, or a popsicle stick. Lisa and Deborah challenged each group to develop as many ideas for things that they could make with those three items as they possibly could in a set time.

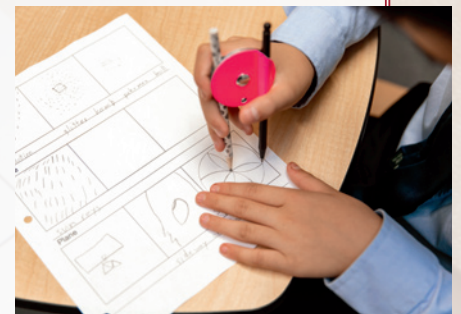
Brainstorming is about churning out as many ideas as possible. “You can’t judge or eliminate ideas while brainstorming,” says Lisa, “So we encouraged students to play off each other because sometimes one idea spurs another good idea.” Some groups excelled at generating a steady flow of ideas, imagining designs for a boat, seesaw, treehouse, spyglasses, a hamster tube, a maraca, and a treadmill. Other groups struggled to get beyond three or four ideas and were eager to move out of the uncomfortable brainstorming process to the project’s next phase. Lisa and Deborah encouraged those students to keep digging for more ideas.



Exploring fundamental elements of design

Designers are inspired by the environment around them, and every design starts with a single point. The design teachers introduced students to the concepts of point, line, and plane as the fundamental elements of design this fall. Students practiced the important design skill of hand-drawing by creating examples of each. Then, students observed and identified these elements in their environment, finding examples in art, design, architecture, and nature. Using AdobeSpark, each student created a grid with three environmental examples of point, line, and plane to demonstrate their understanding.

As students enter the winter term, they will explore the connection between creativity and design and other skills like research, writing, and public speaking. Fifth graders will turn their creative skills to the art of thinking on their feet in the three weeks between Thanksgiving and Winter Breaks as they work on improvisation. Sixth graders will explore how designers help develop society by researching one of the U.N. Sustainable Development Goals in a collaboration between their POD, writing, and science classes. Each student will choose a goal to research, such as zero hunger or climate action, and then brainstorm ideas for promoting that goal. In POD class, students will explore how they can present and communicate their solutions using technology, and in writing class they will focus on using language to communicate their ideas in a clear and compelling way. The project will culminate with each student giving a speech focused on achieving one of the U.N. Sustainable Development Goals.



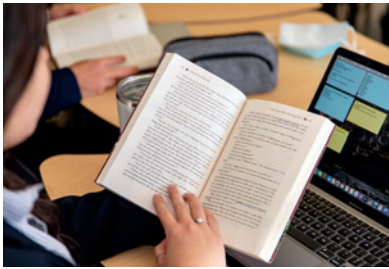
“We want students to build the muscles for design work.”

—Design Teacher Lisa Sanderson

Exploring the Harlem Renaissance

by Daintry Duffy Zaterka '88

A ninth grade English unit on the Harlem Renaissance focuses on honing the critical skills of inquiry, analysis, and expression.



and music that gave voice to the Black experience with lasting political, social, and cultural impact. While students have previously encountered individual works from this era, this is the first time they have dug deeply into this literary period, says English Department Chair Dr. Joseph Mendes. “The Harlem Renaissance is a transitional moment in American literature where Black artists, having been defined by others for hundreds of years, are looking at how they want to define themselves. They want to create a shared sense of identity that is one of power and dignity rather than the societal stereotypes that have been forced on them.” For ninth graders who are deciding how they want to define themselves as they enter high school, these themes resonate.

Examining history through literary analysis

The Harlem Renaissance was a cosmopolitan movement encompassing rural Black Americans moving from the south and artists from across the African diaspora, including Afro-Cuban, Afro-Jamaican, and other Afro-Caribbean writers. Joseph notes that “this multinational, multiethnic, and

Ninth graders have spent the fall immersed in the poetry and literature of the Harlem Renaissance, a golden age of Black literature, art, theater,

multilinguistic movement mirrors in many ways the ninth grade classroom at Fay.” This fall, students read and analyzed plays such as Marita Bonner’s *The Purple Flower* and Zora Neale Hurston’s *Color Struck* as well as her most famous novel, *Their Eyes Were Watching God*. Shortly before Thanksgiving Break, the ninth graders visited the Sudbury Reservoir for a dramatic reading of the climactic scene of *Their Eyes Were Watching God*; they used the reservoir as a stand-in for Lake Okeechobee and imagined what it would be like to stand alongside the lake as the dams broke during the Okeechobee Hurricane of 1928.

In addition to novels and plays, students also read poetry from Langston Hughes, Claude McKay, and Jean Toomer and





a variety of non-fiction texts to help them understand the political, social, and racial issues of the time. Students strengthened their analytical skills through close reading and examination of the style, structure, and themes of each work and a focus on the use of figurative language, imagery, symbolism, and tone. Through graded discussions and essays, Joseph focuses on preparing students for the rigors of advanced high school and college-level writing and literary analysis. He has been impressed with the caliber of student work so far. “The material is complex, but our students are already writing and discussing literature like upperclassmen in high school.”

Developing a distinctive voice

While students need strong analytical essay skills, they should also be developing a distinctive voice and style in their writing. The writers of the Harlem Renaissance show the breadth of what is possible in that regard. “It’s such an innovative time and very experimental,” says Joseph, “You have poets that are writing music where the cadence and sound of the words in their poems mimic a jazz musician going up and down the scales. That encourages the kids to experiment as well.” Later in the year, ninth graders will write restaurant reviews, obituaries, and satirical pieces to practice capturing the right tone and infusing their writing with style and originality. “You want a little punch and pizzazz,” Joseph suggests with a grin. “I have read thousands of college essays, and it’s the ones with a vibrant voice and energetic style that stand out every single time.”



Building understanding through shared dialogue

Like many Fay classes, English 9 is discussion-based, with the teacher and students engaged in a shared dialogue. There were no computers on desks in a recent discussion of *Their Eyes Were Watching God*, just dog-eared and annotated copies of the novel. While Joseph guides the discussion, occasionally pointing to an example from the text or redirecting the conversation back to a particular theme, students lead it. The discussion bounces from the meaning of the pear tree as a theme to conjecture over the motivation of Janie’s third husband Tea Cake, to uproar when a student accidentally drops a plot spoiler that nobody is expecting. Discussing the text in class is preparation for writing, Joseph notes. “The students may not realize it, but they are uncovering aspects of the text that they hadn’t considered before, exploring themes, and then referring back to the text. It is the process of brainstorming for a paper.”

In addition to a summative essay that students spend the final month of the fall term outlining, drafting, writing, and editing, Joseph will also challenge students to demonstrate their mastery of the material, themes, and philosophy of the Harlem Renaissance in a creative way. A student could compose and record an original jazz piece, create a portfolio of art inspired by the movement, or write some modernist poetry. “The assignment gets students to engage with the text in a whole new way that interests them, deepening their learning and excitement.”

“The material is complex, but our students are already writing and discussing literature like upperclassmen in high school.” —Dr. Joseph Mendes, English Department Chair

FAY IN BRIEF

FAY WELCOMES NEW DEPARTMENT CHAIRS



ALEX DIXON joined Fay this fall as Science Department Chair. He comes from St. Paul's Upper School in Baltimore, Maryland, where he was a science teacher, coach, and advisor. He brings 15 years of teaching experience and is currently a doctoral candidate in educational leadership at Grand Canyon University in Phoenix, Arizona. Alex taught sixth grade at Friendship Public Charter Schools-Tech Prep Academy in Washington, D.C., and at Milford Mill Academy in Baltimore. He has coached football, basketball, and softball, and he served as an advisor to the Black Awareness Club. Alex holds a master's degree

in secondary education from Mercy College and a B.B.A in Business Management from Pace University.

Math Department Chair **MATT MCDONALD** came to Fay this fall from New Canaan Country School. While there, he served as Mathematics Program Coordinator for grades six through nine, taught all levels of Algebra I and Geometry in grades eight and nine, advised students, and served as head coach of the varsity hockey and JV soccer teams and assistant coach for JV lacrosse. Matt holds a bachelor's degree in psychology and mathematics from Hamilton College and a master's degree in teaching from Manhattanville College.



English Department Chair **DR. JOSEPH MENDES** joined Fay from Saint Andrew's School in Florida, where he was a member of the English Department faculty and the eleventh grade team leader. He also developed collegiate-style seminars for twelfth grade college preparatory and AP-level students and served as varsity wrestling coach. Prior to Saint Andrews, Joe was a teaching fellow at the University of Miami for five years and the University of Connecticut for two years. Joe holds a bachelor's degree in English from Boston College, a master's degree in English from the University of Connecticut, a master's degree in English from the National University of Ireland

Maynooth, and a Ph.D. in English from the University of Miami. Joe's son and daughter also joined Fay as Kindergarten and ELC students respectively.



NEW YEAR, NEW CURRICULUM: Fay Faculty Develop New Tools and Resources

Fay faculty members who received Curriculum Innovation Grants last spring were hard at work over the summer developing coursework and texts to enrich the academic program.

Eighth graders are taking a new course, Modern World Cultures, that continues the linear progression of the Upper School history curriculum that begins with the study of Ancient World Cultures in seventh grade. Over the summer, History Department Chair **JOHN BELOFF**, History Teacher **EMILY MCCAULEY**, and English Teacher **ABRIANA MAYER** developed the curriculum for this course that focuses on modern independence

movements and the creation of post-colonial political and legal institutions with a focus on Ireland, South Africa, and Palestine, among others. The bulk of the course will focus on the challenging process of state-building, with particular emphasis on systems of justice, government structure, and the cultural influences driving those decisions.

The English Department has a new resource for teachers and students created by English teachers **RICH ROBERTS** and **ABRIANA MAYER** and Director of Alumni and International Relations and former English Department Chair **PAUL ABELN**. The handbook, entitled *Tools of the Trade*, provides resources for teachers and students to use as they tackle common themes across literary genres such as a common vernacular for literary text analysis and graphic organizers that students can use when first approaching a new text.

Design Teachers **ANDREW SHIRLEY** and **LISA SANDERSON** created a design curriculum and an implementation plan for that curriculum in Kindergarten through grade six. Andrew and Lisa created multiple projects in each grade that build upon skills learned in previous years. This plan ensures that students have a strong foundation in design thinking and design skills from the earliest grades that students will continue to build upon as they progress through Fay and into the Upper School.



THE WRITING'S ON THE WALL: Sixth Graders Launch Mural Project

Where some see a stretch of temporary white wall, Fay's sixth grade artists see a blank canvas ready to be filled. In the Lower School hallway, a mural is taking shape on the white wall that partitions off the construction area for the new Center for Creativity & Design. With the guidance of art teacher Jane McGinty, each sixth grader is being outlined on the wall. Once every student is represented, students will begin filling in their outlines in black and grey paint. Eventually, the wall will come down to open up the hallway to the new Lower School offices and the CC&D, but until then, sixth graders are leaving their mark—quite literally!—on Lower School.



FAY PARENTS GATHER FOR NOTE-A-PALOOZA



On September 28, Fay's Advancement Office welcomed parents to campus for the third annual Note-a-Palooza event to socialize, enjoy refreshments, and write brief, handwritten notes to include in the fall Fay Fund letters. Note-a-Palooza has quickly become a favorite event, and parents can choose whether they want to come and write notes in person or write them from home if they are unable to attend. This year, many parents were excited to join the event in person. "It was so wonderful to host the Note-a-Palooza in person again!" says Fay Fund Director Kinsley Perry. "I was blown away by the support of our parents, over 55 of whom volunteered to show their support for Fay School by taking the time to reach out to our parent community with handwritten notes."

THANK YOU, LOWER SCHOOL HELPERS!

Visitors to Fay's Farmers Market this fall were greeted by some friendly and enthusiastic Fay Helpers from the Lower School! On Saturday mornings, students could be found greeting visitors to the market, helping with crafts like pumpkin painting and lei making, and showing children how to play the variety of games available for them while their parents perused the vendors. We appreciate our Lower School helpers and their dedicated service to our community!



SETTING THE TONE FOR A YEAR OF LEADERSHIP

What does it mean to be a leader at Fay? Ninth graders contemplated this question on Saturday, September 11, as they spent a day building connections with classmates old and new and setting the tone for their final year at Fay.

In the morning, the class traveled to Hopkinton State Park, where they spent the morning hiking, tackling group challenges, playing games, and journaling as they contemplated how leadership can look different for day and boarding students and what Fay's core values mean to them. In the afternoon, students returned to campus and tackled the adventure course. Some students took on the high ropes, while others tried the rock wall or different teamwork challenges. Gathering as a group, Wellness Department Chair Heidi Qua introduced students to the Leadership Compass to help students recognize their strengths and to learn how to work effectively with people whose strengths may differ from theirs. The group closed the day with a group challenge: for the entire class to line up and walk across the sunken garden perfectly in step. "It was a good day of bonding, reflection, and listening that set a positive tone for the year," says Ninth Grade Dean Dan Roy.

TAKE ONE, LEAVE ONE: THE UPPER SCHOOL KINDNESS BOARD



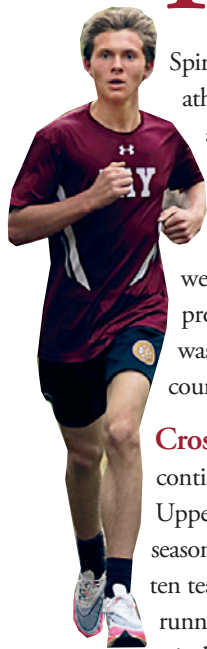
Like a penny at the cash register, sometimes we need a little kindness, and sometimes we have a little extra to share. Upper School students have been taking and leaving words of support and kindness for one another this fall on sticky notes posted on a

wall in the Root Building hallway. The board is a living expression of the fall cultural competency focus on kindness within our community, its connection to empathy, and how kindness can support and enrich the community.





Sports Spotlight



Spirit Day, which marks the first day of games in each athletic season, was met with an extra dose of energy and enthusiasm this fall. From bus rides with teammates and lunchtime cheers for upcoming games to the excitement of receiving that first Fay Varsity jacket, Fay students were thrilled to welcome back every aspect of the regular athletic program. "The energy, enthusiasm, and school spirit was palpable each day Fay students took the field and courts," says Athletic Director Rob Feingold.

Cross country had another standout season, continuing a stretch of very competitive teams at the Upper School and 5/6 level. The girls' team finished the season with an 11-1 record. They came in second out of ten teams in the Roxbury Latin Jamboree, with four runners in the top twenty, while the boys' team placed ninth out of fifteen schools. The future continues to look bright for this program, with several 5/6 runners regularly placing in the top five for both teams.

Girls varsity soccer finished the season 10-2. In November, they competed in the Indian Mountain School Tournament, losing in the final to the host school. However, they placed second out of five teams and secured the runner-up trophy.

Boys varsity A soccer ended the season with split results but placed third out of eight teams at the Eaglebrook Tournament. They were the first seed heading into the semifinal round but lost to Eaglebrook 1-0. The boys' and girls' soccer programs saw significant contributions from players returning next year. Both teams are fielding remarkably diverse rosters with players who bring their love of soccer to Fay from all over the world.



Fay's **volleyball** program continues to have strength in numbers, with forty players coming out this year for the varsity and JV teams!

The same is true for the Fay **football** program, which has remained healthy when many schools see dwindling numbers. Although Fay was not victorious in the annual Split F Bowl competition against Fenn at Friday Night Lights, the program remains strong, with Fay winning eight out of the past eleven matchups. Several members of this year's varsity team started their football careers in the popular 5/6 co-ed flag football program, which had 21 players this year.

Fielding just one team in the Upper School, the **field hockey** program is looking to rebuild with a roster of young players. They ended the season with a split record but played against some solid middle school and high school JV programs and will have some talented reinforcements moving up from the 5/6 program.

Just as it began, the season ended with high energy and spirited competition as members of the Red and White teams faced off in a series of post-season events, including a volleyball game, and an eighth grade Red vs. White showdown on the soccer field. Looking back on the season, Rob says, "It was such a joy each day to watch the students take the field, wear their Fay uniforms proudly, and compete! The students certainly had fun, worked hard, and respected the game. Go Fay!"



by Daintry Duffy Zaterka '88

The Brand of Me

Who am I as a designer? Ninth graders in the Advanced 3D Design elective took on this question in a fall project that challenged each of them to visually communicate an individual design identity and philosophy.

“We talk a lot about being able to turn off the inner critic in order to brainstorm, and then turn it back on when you need to refine your ideas.”

This year, Advanced 3D Design (AD3DD) students are creating their own Google sites that will function as digital portfolios for their designs. To give each site a cohesive look and feel, students took on the challenge of creating a style guide and logo that would communicate their values as a designer.

Students learned about the subtleties of branding in class, discussing and writing about companies that use branding well, and those that don't. Director of Marketing and Communications Erin Sullivan also visited the AD3DD classes to talk about a brand that the students know well—Fay School! She shared Fay School's style guide and discussed the components of the Fay brand, including colors, typefaces, and graphic elements. Erin shared some of the critical elements of a brand for students to consider, such as the ideals that their brand represents, the unique offering that makes their brand different, and what their brand promises to deliver every time. She also shared insight into the best practices of logo

creation, noting that companies often use multiple logos for different purposes, such as the Fay crest and the Fay athletics logo, but that a strong logo should always be presented consistently with the same typeface, colors, and graphics.

Students were asked to create ten logos to start. “Most students came up with significantly more than that,” notes Design Teacher Andrew Shirley, as they brainstormed multiple logo designs. “We talk a lot about being able to turn off the inner critic in order to brainstorm, and then turn it back on when you need to refine your ideas.”

For their style guides, students created a document that included their logos and a description of their usage, their color palette with the precise hex color codes and an explanation of their color choices, their typeface selections, and an explanation of their brand identity. Creating the logo and style guide encouraged students “to articulate how they see design and to put that on display so that the audience will understand who they are and what they value as a designer,” says Andrew.



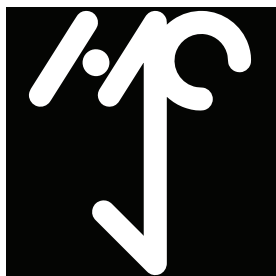
GRACE ZHANG '22

"I love design and computer science, so I want my brand to represent design in the modern world. I decided that my brand should be

clean, modern, and simple-looking. My logo represents me because it represents design and modernization. The "G" is an arrow going in circles, which represents the design process. The letter "Z" represents me because it is simple. The logo can be changed to any color, which represents my adaptability."

AVERY VOLKMAN '22

"My brand represents a vintage style while also expressing my youth. I chose to use a record as my logo because I love music and vinyl. I chose upbeat colors because I admire neon and bright shades. As a designer I think outside of the box and try to face every challenge head on, and my brand represents my creativity and directness. My initials are right next to each other, as if they are mirroring one another. The mirroring shows that while they look opposite to each other, they still represent the same person."



MINJUNE CHOI '22

"My philosophy is 'It is a good design when there is less design.' Simplicity can be calming and make the viewer go straight to thinking about the brand. My logo is a combination of the letters 'm', 'j', and 'c', my initials.

The color palette is monotone except the accent colors; I think monotoness brings simplicity to the design."



PETER WANG '22

"The essential idea of this logo is 'Inspiration,' learning from others while being creative. I chose this design because the number 17 is known as the 'Angel's number' –

it represents awareness, wisdom, and influence, and in stories, whenever this number appears in a person's life, they are guided by an angel. I chose the color forest black because it relates to the idea of nature. This color reminds me of the early evening of a dark oak forest in a polar region, where everything is silent except for the wind. I chose to put the number 1 in the middle of the image because of two reasons. First, it makes the design more proportionate. Second, the shape forms a letter "P" in the middle, for the first letter of my name."

KALIAH FORTUNE '22

"4tune is intended to leave a bubbly and calming impression on viewers. Its goal is to be a welcoming and fun brand that makes you smile when you see the logo because you know that its content will brighten your day."



SOPHIA LIAO '22

"I want my colors, typefaces, and logos to show that I am innovative. In the banner logo, the circles and typefaces represent my ideas. The contrast in typeface and size is intentional: I want

each letter of my name to stand out, representing an individual and different idea. The arrangement of the arrows shows how my ideas connect to each other, creating a unified train of thought."





Uncovering Fay History

by Paul Abeln

Dan Blanchard, Campus Archaeologist

Looking out over campus today, most of us see a buzz of activity on the surface: structural steel rising from new building foundations, students walking on newly bricked paths, and members of the facilities team lovingly maintaining the landscape. But what lies beneath?

History and World Languages teacher Dan Blanchard, now in his sixteenth year at Fay, sees history not just in the ancient lines of Polybius and Tacitus, but within and beneath Fay's campus.

"When Fay went through the renovation in front of the Dining Room Building," Dan remembers, "the crews dumped some of the dirt and rubble by the adventure course. That summer, I was walking by a pile and noticed a bottle." It began there. That summer, Dan's "digs" led to the tantalizing discovery of an inkwell, a plate, glass fragments, a mason jar, and another very old bottle. "It's fascinating what was coming out of the ground in a site that has been inhabited since the 1720s at least."

For Dan, these first finds were hints that there was much more to be discovered. Under a landscape rich in pre-colonial and colonial American history, the ground beneath campus started to give up its secrets and its stories.

Dan was hooked. "Every kid wants to dig in the dirt, and that's what I'm doing!"

Growing up in New Hampshire with a father deeply interested in history, Dan has always associated time in nature with getting his hands dirty. He remembers visiting Civil War battlefields with his dad and exploring old logging roads, always fascinated by the rich and bizarre stories unlocked by exploration.

For Dan, archaeology is not about battles and famous sites and places; rather, it's about daily life. He looks at the Dining Room Building today, one of the oldest buildings on campus, and has begun to see its past more clearly through the objects he has discovered. "It's about families," says Dan, "who have been living and working on these grounds for more than one and a half centuries."

Just as he approaches texts in the classroom, Dan builds stories from details and context: "The perfume bottle I found makes me think about the wives of faculty members, or maybe a woman working in the dining hall, and to me, that is just as important as a pottery sherd."

Currently Dan's digs extend from the ropes course (where he finds old clay pigeons from the old shooting range) to the DCR field, and in all this space he has found a rich range of materials, including some pre-industrial pottery.

"What's so important about history," Dan reflects, "is that it is written. History is crafted, and it can be written and rewritten from multiple perspectives, but there is a permanence to the archaeological record...You have the stories, the memories, the history of Fay. The archaeological record provides a level of depth and personal connection."



Under a landscape rich in pre-colonial and colonial American history, the ground beneath campus has begun to give up its secrets and its stories.

Anyone who has spoken with Dan or spent time with him in the classroom knows well that for him, personal connection is key to good teaching, good advising, being a good citizen, and being a supportive member of the community. With every new dig, he enriches his own understanding of the history of Fay's campus and the people who have brought life to this landscape. Through his work, their stories stay alive, and the old continues to inform the new.



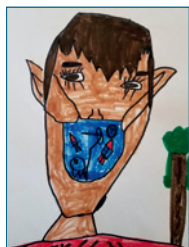


by Daintry Duffy Zaterka '88

Portrait of an Artist

When artists create self-portraits, they are

accessing different aspects of their identity. “Artists throughout history have explored portraits in diverse ways,” says Arts Department Chair Chris Kimball, “as a means of finding identity, translating identity, expressing identity, and even challenging identity. It’s a great way for an artist to be seen and to put themselves out there.”



Student portraiture graced hallways across campus this fall. Each Kindergarten student drew a self-portrait at the beginning of the fall term and will update it throughout the year, while first graders create a new self-portrait each month. Primary students have also been creating portraits in art class to learn about skin color, accurate positioning of facial features, and the importance of noticing and accurately capturing details.

Fifth graders used mirrors to draw self-portraits. They explored face shapes as they considered proportions and symmetry, and they practiced shading, learning how to modify their pencil hold and apply pressure. Seventh graders drew personal hero portraits that revealed as much about the artist’s identity as the subject, as students also

wrote about what that person means to them. Eighth graders explored a variety of portraiture, including a portrait inspired by Frida Kahlo’s “The Two Fridas” that represents duality in their identity, as well as a collage where students trace on a transparency over a photo and surround the image with items that reflect their personality, identity, and character.

In the new fall term Portraiture elective, ninth graders created a series of self-portraits, including a large-scale Chuck Close-inspired portrait, a reductive facial mapping portrait that focuses on five facial traits, and a colorful minimalist self-portrait in the style of Julian Opie. “Portraiture is timeless,” says Chris, “and it’s a great vehicle to teach a lot of skills.”



Welcome to the Club



Every Thursday afternoon this fall, Upper School students had the opportunity to explore a passion or discover a new one during X-block, Fay's weekly time devoted to clubs. With twenty-two different clubs to choose from this fall, there was something to pique everyone's interest.



Students looking to match wits could choose Quiz Bowl, Debate, Harvard Model Congress, or Math Competition. In Debate Club, students held a series of mini-debates on whether federal regulation of cryptocurrency transactions would do more harm than good, which required members to hone their debate and research skills as they learned about the topic.

Budding journalists could report, write, and edit articles for *The Moosepaper*, Fay's newspaper, or help plan and layout the yearbook. Artistically inclined students and crafters could select from Animation Drawing, Friendship Bracelets, Jewelry Making, and Mini Models. Meanwhile, sports fans could get some extra outdoor time to play Frisbee or share and discuss

their favorite sports documentaries as they watched some of ESPN's "30 for 30" films. Gamers could impress one another with their Minecraft building skills or challenge one another in GeoGuessr, a geography game in which you search for signs, flags, languages, and natural features that give you clues to where in the world you are.

"The great thing about clubs is that they run the range from relaxing hobbies and pure fun to serious debate and deadline-focused journalism," says Head of Upper School Sarah Remsberg. "There is something that fits every level of engagement and for every student to get excited about."

About half of Fay's clubs this fall were student-driven initiatives, with students proposing an idea for a club and then finding a faculty sponsor willing to advise them for the term. This aspect of the program allows students to explore genuine interests that they might not otherwise have room for with their busy academic and athletic schedules. It also fosters connections between Upper School students who may share similar interests and not even realize it!



Clubs run the range from relaxing hobbies and pure fun to serious debate and deadline-focused journalism.



A Passion for Science: Eric Lane



Like his ubiquitous lab coat and goggles, Eric Lane's enthusiasm for science cannot be confined to the classroom. Since joining Fay in 2011, Eric has taught 8th grade Physical Science, a lab-based course that covers coding, motion and forces, and chemistry. He also launched Fay's robotics team and has led clubs in remote control racecar building, robotics, and Minecraft. On the weekends, Eric has led trips to local science hubs like the Museum of Science and the New England Aquarium. One of Eric's other passions at Fay has been nurturing the growth of the wrestling program. Fay wrestling has returned to strong form in recent years due to Eric's enthusiastic promotion of the program, which has focused on introducing wrestling to Lower School athletes, recruiting from other sports, and providing a wide array of opportunities to compete.

After ten years as a dorm parent, Eric was thrilled to have his son Keighan move in with him in the summer of 2020. Eric, Keighan, and their Australian Shepherd Ahsoka live in Steward Dorm. We recently sat down with Eric to talk about his favorite events at Fay and the joys of sharing his passion for science with students.

What is your favorite unit to teach in Physical Science?

Definitely the coding, because there is so much math, and it has real-world application for my students. Scientists are doing so much of this work in their own labs, and there is a lot of coding involved in the collection and analysis of data. Having logic skills, like writing conditions for an “if” statement, gives students such a good foundation. So many jobs, even in the corporate sector, involve crunching numbers and data from a database, and you are applying the same kind of logic in an SQL database search that we are doing in our classroom.

How has your role as a dorm parent impacted your teaching?

I’ve always enjoyed those nights in the dorm when I’m on duty for Study Hall, and I’m able to help the students. Of course, with Zoom, that turned into being able to help any student and not just the kids in the dorm! It can also be eye-opening to see what the student experience is when they are trying to work on their own, versus working on something together as a class. It has

really helped me to understand how to design better homework assignments, and to always be ready to come up with new ideas when something doesn’t work.

“*Being a dorm parent has helped me understand how to design better homework assignments and come up with new ideas when something doesn’t work.*”

You do an excellent job of recruiting athletes to try wrestling. What’s your best sales pitch?

Offering a level playing field. Most wrestlers in our league are brand new to the sport in middle school. When I started at Fay, the people who had been stewards of the program had left, and it was on me to carry on the tradition of these hugely successful teams. It has been a rebuilding process, but it’s been a fun challenge to attract kids and get the team



to be successful again. Wrestling isn’t a sport that most kids have prior experience with, but if you are a younger player in the hockey program or a basketball player with taller peers, it’s a good opportunity to play a competitive sport where it’s a fair match between you and your opponent. I’ve had quite a few converts over the years who have stuck with the sport through high school. With the year off from wrestling due to the pandemic, it’s a great sport to join now because so many high schools are going to be looking to fill those teams up again.

What is your “can’t miss” event on the Fay School calendar?

I really love the Friday Night Lights events throughout the year because so many people get to see my team in the winter, and I get to watch other teams, too.





CLASS NOTES

Savile Lord '91, Manager of the SPAM® Museum, Community Relations and Archives, poses outside the museum with its newest acquisition: "This past June, my company bought the Planters Brand, so I have been busy incorporating the iconic Nutmobiles into the Hormel Foods experiential marketing work."

1952

KEN MARSHALL shared this update: "After retiring from the practice and teaching of plastic & reconstructive surgery in Greater Boston and at Harvard Medical School, I have remained active with a number of activities. I have made 15 trips for volunteer work in Guatemala, beginning initially with surgery and focusing more recently on medicine and administration. I have participated in plastic surgical conferences domestic and foreign, most recently in 2019 including Budapest and Paris. I have been a member of the Board of Former Crew Members of the USS Intrepid, a distinguished aircraft carrier both in WW II

and Vietnam (when I served on board as a Naval Flight Surgeon). The Intrepid is now a naval and aerospace museum in the Hudson River in New York City (aerospace because it recovered the first two space vehicles in the 1960s and astronaut Scott Carpenter). I also have served as Chairman of the Coconut Grove Nightclub Fire Memorial Committee. We are not far from achieving a real memorial to honor this event, which was the second-most deadly fire in the United States, killing 490 individuals. I have also been keeping up with my four active granddaughters, now 16, 15, nine, and six. But 2021 has been a rough year, with three major illnesses (not Covid) that I am gradually getting under control. I'd be

happy both to see and chat with former classmates, perhaps to reminisce about the late great Fay figures—Harry Reinke, Mel King, and the unforgettable Mr. Fife."

1953

DAVE WHITEMORE, who happens to also be an alumni parent and a current Fay grandparent, writes, "I hope we'll have a Grandparents' Day in 2022. Glad the worst of the pandemic is behind us."

1954

MIKE GARFIELD has this update: "Our oldest grandchild was married at the end of August. I was asked to preside at the service, which required that I obtain a one-day license from the state. All went well."

1956

JOHN BOYD writes, “It was great to hear that Fay is carrying on with the tradition of having Red and White teams. I was on the Red Team. To the best of my recollection, our Red Team won at least one of the annual competitions while I was a Fay student. To this day, I support and make use of Fay's motto of “You can if you will,” even now as an 80 year-old. *Poteris Modo Velis*. My wish is for Fay to continue its high standards in both its academics and ethical standards.”

DOUG LOUD shared an update that he was tossed by horse and consequently broke three ribs, punctured a lung, and got a concussion—we're sending along our best wishes for good health!

1959

From **EDWARD GREEN**: “Last summer, I was asked to make a presentation via Zoom to United Nations ambassadors from Africa plus two important countries of the Middle East about AIDS prevention. The major point of my presentation was that since about 70% of all deaths from AIDS globally occur in sub-Saharan Africa, therefore Africa and not the West should really be setting AIDS prevention policy.”

1964

News from **TOM MCKEAN**: “We have sold our home in Concord, Massachusetts, and moved to North Carolina. I have been managing our family farm, and while I will not miss the long, cold winters, I will miss my contact with Fay School.” **ED FARLEY** writes, “I'm living in St. Simons Island, Georgia, and Waldoboro, Maine, and I'm still managing Ed Farley & Associates.”



Jeffrey Jay '73 with Karl Rove

1973

JEFFREY JAY '73 writes, “I got together with my friend Karl Rove, political analyst and former Bush advisor. We both lamented the days when Republicans and Democrats could see eye to eye on some issues, and compromise to move forward on ideas both sides agreed on.”

1979

Here's what we heard from **LACHLAN ELTING**: “We just recently moved from Mexico City up to the Los Angeles area, where we are getting into the groove exploring all this area has to offer! Our daughters Emma and Maia are attending 4th and 6th grades at Ocean Charter, which is a fabulous Waldorf school. They couldn't be happier! I continue to run the Mexican Real Estate REIT, investing in industrial assets throughout Mexico. Viviana has become a prolific painter. Cheers to all, and I look forward to hearing from those of you in the area!”

1982

CRAIG SWEENEY writes, “After living in Massachusetts for the last 55 years (except for the three years living in Saxtons River), I have moved to Portland, Oregon, with my wife, who is a native of Oregon. I just retired from 20 years of teaching in Boston. We have just had an offer accepted on a house in Portland—

I'll finally get that fireplace I have been wanting. Portland is weird but wonderful, a foodie's dream, with beer gardens, captivating spaces, and the biggest trees I have ever seen. I invite any past classmate, confidant, or acquaintance to visit me and stay with us as we revisit those truly wonderful Fay School days.

I'm not on Facebook, so email me at iwcaquatimer@yahoo.com.”

1984

DAVE VERON shared this photo of a mini-reunion with classmates **KAREN CONNELL** and **KIYOMI MONRO**: “Thirty-seven years later, and it was like yesterday reminiscing about Fay! We had not seen Kiyomi in 37 years!”



Classmates from '84: Karen Connell, Dave Veron, and Kiyomi Monro

1985

From **LOUIS TRAVIS**: “This weekend I had a surprise random meeting with a more recent Fay alumnus: **JORDAN TSE '11**. We started talking at an event and were both shocked to discover we shared a connection to Fay. That rarely



Louis Travis '85 and Jordan Tse '11

Don't Fear the Reaper: Yuusuke Wada '82

Yuusuke Wada '82 wasn't planning to take over the family business in Japan, but as he explains in his recently published memoir, *The Man Who's Called the Reaper*, his life has been full of unexpected twists and turns.

While Yuusuke Wada's classmates might have assumed that his arrival at Fay marked his first adventure abroad, he was actually sent to boarding school in England at age eight. Believing predictions that Japan was going to be devastated by a major earthquake, Yuusuke's mother sent her three children away to school. Just two years later, Yuusuke arrived at Fay in the middle of the 1976-1977 school year. "I made friendships for a lifetime at Fay," says Yuusuke, who looks back with gratitude on students like Andy Locsin '77 and families like the Curleys (Maureen '84, Daniel '86, and Bill '77) who looked after him when he was so far from home. In his new book, Yuusuke notes that he developed a kind of ESP while at Fay that allowed him to predict middle-of-the-night fire drills with an accuracy that unnerved his fellow students. Later, in high school in Yokohama, Yuusuke's ability to predict what would appear on exams earned him the nickname "Shinigami," meaning the angel of death, or the reaper.

After finishing up at Boston University, Yuusuke returned to Japan to work as an engineering designer of laser printers and copiers for Minolta. Growing up, Yuusuke had always helped out in his family's funeral home business, but in 1997 he was unexpectedly called back to join the family business as an undertaker, cleaning up bodies and preparing them for cremation. "I was living with two lives, one high tech, and one totally cultural," he recalls. His book explores the conflict between those two worlds and how they eventually merged when Yuusuke started his own company, Y.E.Y., a portrait creation system for the funeral industry.



Two years ago, Yuusuke was approached by a Japanese publishing house to write an autobiography. Although the writing and editing were delayed by the pandemic, his book was published this past April, and in September it was published in English, translated by Yuusuke himself. Recently, Yuusuke gave a book talk at the Foreign Correspondents Club of Japan.

Yuusuke has trademarked the phrase "Shinikata Kaikaku" in Japan. It means reform of death, and that is what Yuusuke hopes to do. He has two podcasts available through Apple Podcasts on the funeral industry and technology. "The theme of my book is that everyone should have a happy and fulfilling life," he says. "I wish everyone to live happily and die happily."

Alumni who would like a complimentary copy of Yuusuke's book can reach out to him through the Fay School Alumni Facebook page, a group that Yuusuke started back in 2010.

happens. Even more so, on the other side of the world! He and his brother have launched a CBD oil business here in Hong Kong. I am a new advocate for it! While working on my Ph.D. the past few years, my insomnia was out of control. This in a few days has truly helped me. Also, I wanted to share that a book I contributed to and edited was recently published: *Creating a Global Cultural City via Public Participation in the Arts: Conversations with Hong Kong's Leading Arts and Cultural Administrators*. **ENRIQUE CUAN** has shared a delightfully animated version of the Commencement speech that he gave at Fay in 2018. Visit fayschool.org/cuan to watch it!



This fall, Head of School Rob Gustavson and Director of Advancement Rob Crawford attended (via Zoom) a holiday party of Fay alumni in Taiwan. The event was hosted by David Tu '99 and Michael Tu '01. From left to right: Michael Tu '01, Fudy Chen '99, Albert Ting '87, Wilson Tung '99. David Tu '99 (with Elie Sohma), James Tsai '99, Jeffrey Chen '10, Joe Wang (in the back with Elva Wang) '99, and Frank Chen '97.

1991

SAVILE LORD, Manager of the SPAM® Museum, Community Relations and Archives, shared this update: "This past June, my company bought the Planters Brand, so I have been busy incorporating the iconic Nutmobiles into the Hormel Foods experiential marketing work. Kenneth and I also adopted a seven year-old border collie named Molly, and she has been a fun addition! We will be spending a good chunk of the winter in Orlando, so that will be an awesome change from Minnesota. Would love to hear more from the class of '91—I can be reached at savilelord@gmail.com." From **TRIS MILLARD**: "All is good with us in New Orleans. We evacuated the city for about two and a half weeks for Hurricane Ida. Things are almost back to normal. I saw **JOHN KRISTENSEN** when he came to town for a friend's birthday."



A mini-reunion in Framingham with some members of the classes of 1991 and 1992. From left, Jill Rubin Tilem '91, Sejal Patel Mitra '92 and Michael Wyner '92 getting together for dinner for the first time since the start of the pandemic.

1994

From **KEITH BLADES**: "Greetings from Ponte Vedra Beach, Florida. My family and I made the move down in July of 2020 and couldn't be happier. There's something about the sun, ocean, and year-round golf that really hits home! I hope everyone is well, and certainly reach out if you're ever in the area."



2003

On November 7, **JUSTIN BITENSKY** was married to Sarit Fassazadeh in Malibu, California. Justin writes, "Sarit is a therapist and owns her own practice. I am an independent mortgage broker—if you have any mortgage refinance or purchase needs in California, feel free to contact me at JustinB@EquitySmartLoans.com."

Justin Bitensky '03 with his wife, Sarit Fassazadeh.



Fay friends attending the nuptials included (left to right) Pat Long '03, Jon DeMello '02, Adam Och '03, Bo Oh '03, Justin, Julian Lamb '03, Eldeine Och '02, and Jason Bitensky '95.



Leveling the Playing Field: India Shay '15

India Shay's final field hockey season at Trinity College in Hartford, Connecticut, was undoubtedly a memorable one.

For the first time since 1998, Trinity's field hockey team advanced to the NCAA Division III final four, an accomplishment that should have been all the sweeter as Trinity was tapped to host the final four championships this year. However, the Trinity team's season-long campaign to secure a final four berth was waged in tandem with an off-the-field struggle for adequate facilities and calls for a Title IX review.

Since freshman year, India had heard rumblings from fellow female athletes about the disparity between the facilities provided for male and female athletes. While the baseball team enjoyed a new stadium, friends on the softball team complained about spectator seating and the lack of a functioning clock or scoreboard on their field. However, the situation looked brighter for the field hockey program. In the fall of 2019, the athletic department gathered the team to announce a significant upgrade to their facilities. Sheppard Field, the women's field hockey and lacrosse field, is directly next to Miller Field, the home of Trinity's football and men's lacrosse programs. The team was shown a Powerpoint

"The biggest lesson learned has been that when people don't understand or make a connection, it's up to you to show them what they are missing."

with renderings of a plan to build up permanent stadium seating surrounded by brick with the Trinity logo for both fields. Underneath the seating, there would be warming rooms for the teams to use. "When they announced that construction would be done in time for us to host the final four, that got us really excited," recalls India.

Although the 2020 tournament was canceled due to the pandemic and construction was delayed, the team was told last winter that the project would be completed by the time they returned to school this fall. When players arrived for preseason, they found that while the football stadium was nearing completion, nothing had happened on Sheppard Field. Drew Galbraith, the Trinity Athletic Director, met with the team. He blamed supply chain delays and promised that everything would be ready in time for their first home game. "None of that happened," says India. "One day, we came out, and there were five rows of portable metal bleachers on the field." Not only was it nothing like the permanent stadium seating design they had been shown, but it was also less seating than they had previously, and nowhere near the 1,000 spectator seats required by the NCAA to host the tournament. "Nobody said anything. We were looking at each other, trying to read expressions. Because I'm a captain, I broke the silence." Everyone agreed that this was not right. India and the other captains called another meeting with Athletic Director Drew Galbraith and asked him about the designs they had been shown. "He said that the architect had gotten carried away and that it was never the plan for our field to look like

that," recalls India, even though they had shown the same plans to donors to the project (including to India's dad, Jim Shay '78), and the plans were still posted on the school's website. "We all left that meeting with a bad taste in our mouths," says India. The field hockey team reached out to other women's teams, and they formed a group called TrinWAL, the Trinity College Women's Athletics League. They wrote a petition calling for an end to gender inequity in Trinity College athletics and a review of the school's compliance with Title IX. The petition currently has over 2,000 signatures. The *Hartford Courant* picked up the story, and India and her dad were both interviewed.

Meanwhile, the team was also showing what they were made of on the field. "We have a very young team, and we all knew that we could have the opportunity to play in the final four at home," says India. "It was a pipe dream because the NESCAC is so competitive, but we decided to shoot for it." As the Trinity Bantams racked up the wins, the stands (small as they were)

started filling each week with more fans. "More people were coming, and the stands were full on a regular basis," says India. "We were getting the respect we were looking for from the community." The Trinity team made it to the final four and played against Johns Hopkins on their home field, with fans cheering them on from temporary bleachers brought in for the event. Although they lost 1-0 in the semi-final game, "it was a crazy fairytale, and it was so nice to have the support of everyone," says India.

India is hoping to pursue a career in sports public relations. While she may not be at Trinity to see how this movement for gender equity in athletics plays out, she will take a new perspective with her when she graduates. India and her team could have accepted the school's broken promises and inferior treatment but instead chose to call it out and make the school do better. "The biggest lesson learned," says India, "has been that when people don't understand or make a connection, it's up to you to show them what they are missing."



2005

LIANA HAROTIAN is now Liana Snyder! She was married to Josh Snyder on September 26, 2020. She lives in Los Angeles, where she works as a design coordinator for a media company.

2005

News from **CHRISTINA HAACK**: “On September 18, I was married to Collin Perry in Seal Cove, Maine. My father, **FRED HAACK '72**, walked me down the aisle.”



Fred Haack '72 walks his daughter Christina Haack '06 down the aisle at her wedding to Collin Perry.



2007

The Fay banner went on a wedding tour! **JOE PASCUCCI**

(top) married Elizabeth Dickerson this summer, with fellow Fay (and Middlesex) alumni **ANNIE PAPPADELLIS** and **BRAD BERO** in attendance. In the bottom photo, Joe and Annie celebrate at the wedding of Brad to Carly Shumrick.



2008

SYDNEY MORTARA LEONARD has exciting news to share! “I was married in September 2020 to Aaron Leonard at Plum Island, Massachusetts, and the ceremony was performed by former Fay staff member Tim Clark, who has become a justice of the peace. I have switched careers from tech to life as a full-time artist, and I’m based in Lowell at Western Avenue Studios.”

2011

WILL LYONS is still working at Memorial Sloan Kettering in New York and living in Washington Heights. He was recently engaged to his longtime girlfriend, Laura Hagenah, whom he met at Washington University in St. Louis.



Sydney Mortara Leonard '08 with new husband Aaron Leonard



You've Got a Friend: Jillian Miu '18

While plenty of children had an American Girl doll on their wish list this year, the wholesome dolls with the \$100-plus price tag can seem unattainable to many children—especially those in the foster care system.

Jillian Miu '18 is trying to change that with the American Girl Project, a nonprofit organization that restores donated American Girl dolls back to mint condition and gives them to children in foster care. The project was initially started by a family friend, Dr. Jillian Frank, based in Brookline, Massachusetts, and when she was looking for someone to take over the organization, Jillian volunteered. As President of the National Honor Society at Jericho High School in Long Island, New York, Jillian has a lot of experience volunteering in the community, organizing a beach cleanup, or raking in a local park. However, this project presents a new kind of challenge. Jillian may need to mend dresses, clean faces

and style hair, and repair doll furniture to make each donated doll just like new for its next owner. Jillian is building a network of volunteers to help and is looking for local small businesses that might be willing to donate their expertise for a good cause. Soliciting doll donations and fixing up each doll will require a significant amount of time from Jillian and other volunteers. “We all want the same thing, which is to make sure that every doll is perfect,” she says.

Jillian is working to partner with the American Girl Doll store in New York and the Office of Children and Family Services in New York. While this project is stretching her service skills in various new directions, knowing what one of these dolls could mean to a child in foster care, who is feeling displaced and living with uncertainty, makes the work worthwhile. “We hope these dolls bring others joy,” says Jillian. “Our small organization has already made such a big impact, and I can’t wait for it to grow and make an even larger impact in our community.”

If you are interested in donating a gently used American Girl Doll or accessories to The American Girl Doll Project, you can email Jillian at theamericangirldollproject@gmail.com or learn more by visiting her website at <https://sites.google.com/view/theamericangirldollproject/home>

2013

CHRISTIAN SUGLIA has accepted the position of a Legal Analyst at Goldman Sachs & Co. LLC. He relocated to Dallas, Texas, and began this position in February 2021 as a new member of the Corporation Law team. **JOEY LYONS** graduated from Middlebury College in May of 2021 and started working at Fidelity in the Personal Investing group. He currently lives in Boston with Fay classmate **JEFF MACARTHUR**.

2016

LOUIE LYONS is a sophomore at Washington & Lee in Lexington, Virginia. He is currently continuing his studies in Chinese (which he started at Fay), statistics & history, and he is wrestling. **THOMAS SCARINGELLA** was thankful to begin his junior year in person, on campus at Lehigh University, where

he officially declared his major in accounting and minor in financial technology. In step with Fay's core value of Dedicated Service, he continues to be active in community engagement as an ambassador for Embrace Culture, Vice President of Lehigh's Accounting Club with a focus on Accounting Philanthropy, and a mentor for under-represented youth, where he applies the many principles from his involvement at Fay and with the NAIS's POC / SDLC striving for inclusion, equity, and unity in communities. He enjoyed his colleagues and the experience interning with Dell Technologies in their ISG Business & Strategy group this past summer. He is excited to begin his role as an External Audit Intern with PwC in New York, NY in June of 2022. In his daily routines, Thomas is often reminded of the values Fay inspires and thankful for the faculty who instilled these attributes. This fall Deb Smith took time to support Thomas with a management class project—thank you, Ms. Smith!

2017

KIAN SAHANI is currently a sophomore at Tufts. In addition to his classes, he is training to be an EMT and spends his Fridays volunteering in the emergency room of Tufts Medical Center.

2018



Luke Nemsick

NIKHIL SHARMA graduated from St. George's School and is now at the University of Chicago. **LUKE NEMSICK** is a 4C (freshman cadet) at the United States Coast Guard Academy, in New London, CT. He is studying for a career in management and is also a member of the men's lacrosse team. **SCHAEFER EMMONS** graduated last spring from Loomis Chaffee, where she was a Head Tour Guide and founder of the Caribbean Club. She is currently a freshman at Tulane University in New Orleans, where she is majoring in business. **MEENA MENON** writes, "**JILLIAN ROBERTSON**

and I enjoyed our time at Middlesex and are grateful for all of the memories we made together. We both ran Varsity Cross-Country and did a half-marathon our sophomore year. I enjoyed captaining the girls cross country team, organizing Baking Club meetings, mindfulness sessions, playing piano, and singing. I am currently studying at Boston College. Jillian was very involved in the art program, community service, yearbook, and the school newspaper at Middlesex. She is at the University of Chicago."



Members of the Class of 2018 at Middlesex School's prom this past spring: Jillian Robertson, Nisha Pedda, Will McCarthy, and Meena Menon

2019

CHLOE LEWIS is a busy senior at Choate Rosemary Hall, where she is on the rowing team and particularly enjoying her data science and robotics classes. **MARIANNE LYONS** is in her senior year at St. Marks, where she is enjoying her computer science and history classes.



2018-2019 Color Presidents Orville Amankwah '19 and Chloe Lewis '19 together at Choate

2020

WILL BERNAU is in his sophomore year at Phillips Exeter Academy and is participating in crew and wrestling. **MIA XIAO** is enjoying her time at Andover. **ELISE RUEPPEL**, currently a junior at Nobles, is enjoying spending her fall semester working on a farm in Vermont. **MATT NEMSICK** is a junior at Salisbury School, where he plays ice hockey and lacrosse; he recently verbally committed to Colgate University, where he was recruited to play lacrosse.

2021

TYLER SCARINGELLA is in his IV Form year at St. Mark's School. Tyler's passion for coding and programming, which was sparked in Mr. Zhao's physical science class, continues to thrive, and last summer he participated in Penn's Data Analytics and Python Program. In his spare time, Tyler works as an independent contractor developing software to manage cloud-based applications.

2022

JESSE TOKAYA shared this lovely reflection: "My time at Fay was an enjoyable, unforgettable experience of learning and fun that taught and prepared me for years to come. I will always remember it and the people who helped me succeed."

In Memoriam

NEWBOLD STRONG '43

December 17, 2020

Newbold “Newby” Strong died one day after celebrating his 92nd birthday, at home in Lafayette Hill, Pennsylvania. He was the son of Ethel Newbold and George Vaughn Strong, and he was extremely close to his dear Aunt Bab, who helped raise him following the death of his mother.

The Strongs lived in Chestnut Hill and spent their summers in Beach Haven, New Jersey, where Newby developed his love of sailing at Little Egg Harbor Yacht Club. After Fay, he attended St. Mark's School and Princeton University. He served in the Pennsylvania National Guard, from which he was honorably discharged as a First Lieutenant.

Newbold started his business career as a buyer-trainee at John Wanamakers, and that job served as a launching point for his ultimate career as an investment broker. In 1956, he joined Dehaven, Townsend, Crouter, and Bodine as an investment trainee and became a partner within a few years. In 1960, he joined Smith Barney, where he enjoyed a successful 44-year career specializing in retail and institutional account management. After “retiring” in 2008, he joined Pennsylvania Trust as a Senior Portfolio Manager. He stepped back from active portfolio management in 2016 but never abandoned the investment business. He loved being an investor and maintained active research contacts and dynamic conversations until the end of his life.

Newbold was civic-minded and served on the boards of many institutions, which included Colorcon, the Chestnut Hill Community Association, Christ Church in Philadelphia, Coriell Institute for Medical Research, the Philadelphia Scholars Foundation, Little Egg Harbor Yacht Club, Springside School, and the Webster Lagoon Association. He was proud of his leadership role in co-chairing the Springside capital campaign in the early 2000s, which raised funds for the Upper and Middle Schools as well as funding a new field house. Newbold was an avid golfer at Sunnybrook and Merion and a fierce competitor on the tennis court.

Newbold was predeceased by his wife, Nancy Shippen Aston. They enjoyed almost 70 years together as they raised their four children—William Ashton, Anne Pepper Killough, Sally Hall Wolgin, and Juliana Meryweather Karnavas—and they took great pride in their nine grandchildren and two great grandchildren. Newbold was also predeceased by his brother, George Newbold, and sisters Sally Moffly and Meryweather Ely. He is survived by his sister, Virginia Newlin.



HENRY P. TAGGARD '58

July 11, 2021

Henry Parker Taggard, Jr., 77, died peacefully on the morning of July 11, 2021 at his home in Brattleboro, Vermont, with his sons at his side. He had received a recent cancer diagnosis.

Henry was born in Boston, MA on March 4, 1944, the son of Henry Parker Taggard and Katharine (Lee) Taggard. He was raised on the harbor in Marblehead, MA and lost his father at the age of 10. After Fay, he graduated high school from Tabor Academy and then attended the University of Vermont, where he received his bachelor's degree.

After college, Henry joined The Richards Group, where he became Vice President, with a career that spanned five decades. He started the firm's employee benefits practice and proceeded to work with many of the area's top employers, with client relationships often lasting for decades.

Henry's tremendous sense of humor, indomitable spirit, and clever problem-solving abilities helped him contend with multiple sclerosis for over 40 years and remain active professionally as well as in the community. He was generous, engaging, and empathetic, quick to take a genuine interest in people. Henry was a tireless advocate for those he cared about. He was never shy about pursuing an issue that he felt needed to be addressed, often relaying his perspective to family and friends that, “if you don't ask, they can't say yes.” Less than two weeks before his passing, Henry wrote to a Senator's office regarding a topic that he felt was unjust.

Henry's many volunteer activities in his home of Brattleboro, Vermont, included the Winston Prouty Center, the Thompson House, Windham County Humane Society, and Brattleboro Memorial Hospital. In addition to Board leadership positions, he served in the roles of High Bailiff and Weigher of Coal. He was a life-long fan of Boston sports teams, which led to many moments of celebration and shared experiences with his family. Henry enjoyed music, gardens, and his family's nautical history.

Henry leaves three sons: Benjamin (Debra) of Brattleboro; Alexander (Sarah) of Bedford, Massachusetts; and Samuel (Megan) of West Simsbury, Connecticut; as well as eight grandchildren. He also leaves former spouse Melinda Richards Taggard, sisters Polly Taylor and Kitty Buckley, and many nieces and nephews.

In Memoriam

DAVID ACHESON PURNELL '64

April 2, 2021

David Acheson Purnell, 73, of Ligonier, Pennsylvania, died on April 2, 2021. He was born February 24, 1948 in Bryn Mawr, Pennsylvania, to the late James Stanley and Margaret Acheson Gould Purnell. After Fay, he attended the Phelps School in Malvern, Pennsylvania, and graduated from Nathaniel Hawthorne College in Antrim, New Hampshire.



David and his wife owned and operated The Post and Rail Men's Shop in Ligonier. He was a lifelong member of St. Michael's Episcopal Church, the Ligonier Valley Chamber of Commerce, The Ligonier Valley Library, and the Ligonier Valley Watershed Association. An enthusiastic golfer having scored three holes-in-one in his career, he was able to play in Augusta National and Pine Valley, and he traveled abroad with his triplet brothers to play in Scotland and experience where golf was invented. As he later said, "it was a trip of a life time to play St. Andrews, Troon and Carnoustie, all sights of past British Opens."

He is survived by his wife, Cindy Homer; his brothers, James S. Purnell, Jr. (Jan) of Leesburg, Florida, Rev. Earl G. Purnell (Joanne) of Simsbury, Connecticut, and George L. Purnell '64 of Boynton Beach, Florida, and sister Margaret S. Purnell of Longmont, Colorado. He was predeceased by his parents and his brother, Thomas I. Purnell '64.

SHERYL DONALDSON '78

July 4, 2021

Sheryl Suzette Donaldson was born on April 11, 1963, in Ridgewood, New Jersey, to Marian Taylor and the late Charles Donaldson. After Fay, she graduated from Pine Crest High School in Florida and from the University of Richmond, where she played on their women's basketball team. She later attended Chamberlain University in 2016, where she received a second bachelor's degree and was recently working on her master's degree. Sheryl had many careers during her life, but nursing was her true calling. She started out in the ICU taking care of patients and ended as a Manager of Accreditation at Piedmont Healthcare.

Having lived in the United States most of her life, most recently in Kennesaw, Georgia, Sheryl also lived in The Bahamas for many years, as well as Margarita Island, off the coast of Venezuela. Sheryl was full of life and loved to travel, and she was a mentor and friend to many. She is predeceased by her father Charles and her older sister Celestine. She leaves her mother, Marian Taylor; children, Theo Roberts and Giovanna Roberts; and grandchildren, siblings, and many other relatives and friends.

JAMES LELAND '78

September 28, 2021

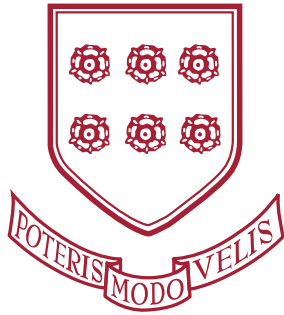
James B. "Jimbo" Leland, 59, of Framingham, Massachusetts, formerly of Northborough, passed away peacefully on September 28, 2021 at The Reservoir in Marlborough. The son of the late Roger B. and Joan M. (Franzosa) Leland, he was raised in Northborough and lived his entire life in Massachusetts, residing in Framingham for his final years. Jimbo was an avid fan of all Boston sports, and his knowledge of the Red Sox and the Patriots was above and beyond even the best commentator. He was always up for a good joke, loved a good meal, and had a simple, complete appreciation for anything anyone gave him or did for him. Even at the end of his life, Jimbo never complained and faced every day with an upbeat attitude. He was a kind and gentle soul who will be missed by anyone who had the pleasure to have met him. Jimbo is survived by his stepmother, Lorraine Leland, of Northborough; his siblings, Mark C. Leland of Ohio, Leslie B. Leland of Ohio, Jeffrey B. Leland '80 of Northborough, Michael B. Leland '82 of Grafton, Jeanne L. Santella of Northborough, and Pamela L. Lavoie of Millbury; his dear friends, Jane Fletcher of Northborough, Anne Fletcher of Illinois, and Andy Curtis of Berlin; as well as six nieces and nephews.

BRENDIN LANGE '97

September 26, 2021

Brendin John Lange, 39, passed away suddenly on September 26, 2021 in Alabama. Brendin was born in Worcester, Massachusetts, and grew up in Grafton. After Fay, he graduated from Marian Catholic High School and attended Southern New Hampshire University. Brendin was self-employed as a framer. He enjoyed hockey, gardening, fishing, hunting, skydiving, hiking, photography, and biking. He enjoyed spending time with family and friends. He will be deeply missed by his family, friends, and all who knew him. Brendin is survived by his mother, Cheri A. (Bazinet) Lange; three brothers, Gregory P. Lange Jr. and his wife Mary, William J. Lange and his partner H. Glenn Scott, Jamie C. Lange; and nephew Kameron. He also leaves his grandfather, uncles, aunts, and many cousins.





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